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**AN EXPERIMENTAL CASE STUDY ON THE DEVELOPMENT OF A
LANGUAGE LEARNER'S AGENTIC IDENTITY**

THESIS BY

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DEDICATION

To my family...

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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,

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17.06.2022

Erdem TERZİ

ABSTRACT**AN EXPERIMENTAL CASE STUDY ON THE DEVELOPMENT OF A
LANGUAGE LEARNER'S AGENTIC IDENTITY****Erdem TERZİ****Master Thesis, Department of English Language Education****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****June 2022, 120 Pages**

Learner agency has become a major area of interest within the field of language education over the last thirty years. It is fast becoming a key concept in the era of learner-centered pedagogies. Determining the impact of formal educational context on the learners' agentic development is important for the future of language education at a time when learners are capable of maintaining their learning process in out-of-school contexts and bringing their personal experiences and expertise into formal educational settings. However, the impact of ecological transition from language classes in high schools to tertiary level EFL learning context have yet to be understood. Similarly, researchers have not investigated the extent to which tertiary level preparatory language education can be designed to enhance learners' use of agency. This thesis aimed to explore a language learner's agentic development before and after language class in high school, transition from high school to university, and the impact of syllabus design on a learner's agency use in a tertiary level language learning context. The research is based on one case study which includes five interventions in a preparatory language class in a state university. The findings of this thesis suggested that learners develop their agentic identity as a result of interplay among different social and educational contexts in differing timescales interacting with other social agents by self-regulative skills. Ecological transitions between these phases and contexts can be facilitated by a harmony between micro level syllabus designs and regulations at the national level. The present results highlight the detrimental effects that macro level assessment policies have on micro level classroom practices and learners' agentic development in formal educational contexts.

Keywords: Language learner agency, ecological perspective, complex adaptive systems, washback effect, transition from high school to university

ÖZET**BİR DİL ÖĞRENCİSİNİN EYLEMLİLİĞE DAİR KİMLİK GELİŞİMİ
ÜZERİNE DENEYSEL BİR VAKA ÇALIŞMASI****Erdem TERZİ****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****Haziran 2022, 120 Sayfa**

Öğrenen eylemliliği son otuz yılda dil eğitimi alanında temel ilgi odaklarından biri haline gelmiştir. Öğrenen merkezli eğitimin ağırlıklı olduğu bir dönemde anahtar kavramlardan birine dönüşmüştür. Öğrencilerin öğrenme serüvenlerini okul dışı ortamlarda da devam ettirme becerisi kazandığı, kişisel tecrübe ve bilgi birikimlerini örgün eğitim ortamlarına da taşıma imkanı elde ettikleri bir zamanda, örgün eğitim ortamlarının öğrenen eylemliliği üzerindeki etkilerini araştırmak büyük önem arz etmektedir. Bununla birlikte liselerdeki dil sınıflarından üniversite düzeyindeki dil eğitimine gerçekleşen ekolojik geçiş, keşfedilmesi gereken bir olgu olarak karşımızda durmaktadır. Aynı şekilde, üniversite düzeyindeki hazırlık eğitiminin öğrenen eylemliliğini destekleyecek biçimde nasıl tasarlanabileceğine dair çok fazla araştırma olmadığı da görülmektedir. Bu tez bir dil öğrencisinin lisedeki dil sınıfı öncesi ve sonrasındaki eylemlilik gelişimini, liseden üniversiteye geçiş sürecindeki eylemlilik gelişimini ve müfredat tasarımının, üniversite düzeyindeki dil eğitiminde öğrenen eylemliliği üzerindeki etkisini keşfetmeyi hedeflemektedir. Bu çalışma, bir devlet üniversitesindeki hazırlık programında yürütülen bir adet örnek olay incelemesi ve beş adet deney çalışmasından oluşmaktadır. Bu tezden elde edilen bulgular, öğrencilerin eylemliliğe dair kimliklerinin farklı sosyal ve eğitimsel ortamlar arasında zamansallık ilişkisi içerisinde gerçekleşen etkileşim diğer sosyal aktörlerle öz-düzenleme becerileri ile gerçekleştirilen iletişimin bir sonucu olarak ortaya çıkmaktadır. Farklı dönemler ve ortamlar arasında gerçekleşen bu ekolojik geçişler ulusal düzeydeki eğitim uygulamaları ve mikro düzeydeki müfredat tasarımları arasındaki uyumla daha kolay bir hale getirilebilir. Bu çalışma makro düzeydeki ölçme ve değerlendirme politikalarının, mikro düzeydeki sınıf içi öğretim yöntemleri ve örgün

eđitim ortamlarında öğrenen eylemliliđinin gelişimi üzerindeki olumsuz etkilerini vurgulamaktadır.

Anahtar Kelimeler: Dil öğrenen eylemliliđi, ekolojik bakış açısı, karmaşık adaptif sistemler, ket vurma etkisi, liseden üniversiteye geçiş

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ABBREVIATIONS

- EFL :English as a Foreign Language
- ICT :Information and Communication Technologies
- ELT :English Language Teaching
- ESL :English as a Second Language
- ELP :English Language Portfolio
- CEFR :Common European Framework of References
- DST :Dynamic Syetems Theory
- SPSS :Statistical Package fort he Social Sciences

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CHAPTER I

1. INTRODUCTION

Learner agency has been instrumental in our understanding of the characteristics of learners in contemporary language classrooms in the 21st century. With easy access to innumerable linguistic resources in their personal space, it has been getting more reachable for them to take ownership of their own language learning processes outside classrooms. This places a heavier burden on teachers, institutions and policy makers to create a sense of community by means of striking a balance between institutional goals, and diversifying learner needs and interests (Barkley&Major, 2020). An emphasis on promoting learner agency in formal educational contexts will create new opportunities for language learning as a lifelong pursuit.

1.1. Background of the Study

With the rise of Information and Communication Technologies (ICT) people all around the world have gained instant access to broad language learning opportunities, which are considered as productive as classroom based instruction by many (Zhao, 2003). Whereas conventional language teaching pedagogies as the byproducts of unequal power relations between teachers and learners have been questioned for decades now (Kumaravadevelu, 2001). The extent to which learners can take control of their own learning in formal contexts has been the subject of much systematic investigation (Benson, 2007). In an era, when raising awareness towards the particularities in local contexts has been gaining prominence, exploiting personal learning experiences of individuals has become an undebatable aspect of formal language teaching contexts (Lightbrown&Spada, 2021).

A holistic understanding of learner agency is a must if we are to empower learners as equal and active partners as possible in inclusive learning settings that prioritize learning as a form of exploration and improvement of the self (Kumaravedivelu, 2006). “Twenty first century multiliterate lifelong learners” that can be defined as active participants and creators of a social transformation should not be constrained within the limitations and presuppositions of pedagogies which are on the verge of fading away (Barrot, 2014, p.442). Similarly, if policy makers are to provide justification for current educational policies, they need to transcend the notion of traditional academic knowledge and enable

learners as agents who give shape to the circumstances in learning settings where democracy spring to life and transform workplaces and society (Manyukhina&Wyse, 2019).

Language learner agency as a socially mediated process has been a major area of interest within the field of language education (Martin, 2004; Carter&Sealey, 2000). It is now well established that there might be a tendency in some learners to achieve more in learning a second or foreign language thanks to the opportunities to participate in and actively interact with a learning community (Saville-Troike, 2012). Likewise, there are a large number of studies (Ellis, Larsen-Freeman, 2009; Steels, 2000) that describe language learning with all its variables as a complex adaptive system that arise from dynamic relations and interactions among multiple agents. The emergent nature of language as an adaptive system is based on “past interactions, and current and past interactions together feed forward into future behaviour” as a result of “interrelated patterns of experience, social interaction and cognitive mechanisms” (Beckner et al., 2009, p.2).

1.2. Research Problem and Justification

The role of the agency as an essential part of human psychology and nature has received attention across a number of fields for decades. There is a growing body of literature that recognizes the importance of human agency in an individual’s struggle to give shape to his/her own life circumstances rather than being a mere product of them (Bandura, 2006). Moreover, recent studies in ELT have suggested that agency along with autonomy has a pivotal role in a learner’s ability to build a personalized language learning process (Kohonen, 2010). Questions have been raised about the extent to which students are allowed to develop their agentic identities within the limitations of formal education. It has been suggested that socially just pedagogies are possible by enhancing learner agency, especially among disadvantaged groups whose identities and local knowledge can contribute a lot to the process of coping with unequal social power relations at an institutional level (Jorgensen, 2015).

What we know about language learner agency is primarily derived from studies that propose the use of agency by learners as a complex dynamic system (Larsen-Freeman, 2019; Mercer, 2011; Mercer, 2012). However, there is a notable paucity of an

experimental touch within the conceptualization of case study approach describing the impact of a well-defined guidance from the teacher to enhance agency in a formal language learning setting and its reflections both at an institutional and personal level.

This thesis seeks to address the following questions:

Question 1: How do language learners transform their agentic tendencies according to opportunities and constraints in differing educational contexts?

Question 2: What kind of an impact can a syllabus design have on the development of a language learner's agentic identity?

1.3. Purpose of the Study

In the last few decades, there has been a surge of interest in the effects of learner agency on learning English as a foreign language. While some methods such as grammar translation method or audiolingual method gave primary importance to the control of the teacher over the whole language learning process, other methods such as communicative language teaching attempted to adapt a more moderate view that gives freedom to the learner to a certain extent and yet, being only able to soften the rigidity of its predecessors (Richards&Rodgers, 2014). However, following the discussions on the concept of method, the role that the learner should have as one of the most important components of the language learning and teaching processes has emerged as one of the concerns in the field of English language teaching (Breen, 2000). In this new era, language learners are not viewed as the receiver of ready-made knowledge, but as the agents of the language learning process with its all complexities and dynamism. On the other hand, transition from one learning context to another necessitates the use of self-regulatory skills and exercise of agency to adapt to the new circumstances and utilize the learning opportunities in cooperation with others (Peng, 2011). This study aimed to explore how the agentic development of a language learner as the foundation of nested ecosystems is under the influence of a preparatory program perceive themselves as the agents of their own language learning processes.

The existing literature has not yet proposed a dynamic account of the possibilities that clarify the potential which might arise from the interrelated nature of classroom dynamics, institutional functioning and development of an individual's agentic self. The

aim of this study has therefore been to explore the complex and dynamic nature of a learner's agentic identity at personal, classroom and institutional levels from an ecological perspective.

1.4. Significance of the Study

A holistic approach was employed to establish a multifaceted perspective to the investigation of language learner agency, with data being gathered via observations, interventions as part of the syllabus, and interviews with the learner and his/her teachers. This study was exploratory and interpretative in nature in its attempt to shed light on a language learner's adventure to construct his/her new agentic self on past agentic experiences in a new language learning context. Therefore, it is hoped that this study will make a contribution to a deeper understanding of the transition phase of learners from high school to university with opportunities and limitations in preparatory schools in terms of developing their agentic identities in Turkey.

1.5. Limitations of the Study

Although the study attempted to demonstrate a learner's agentic development within the constraint and learning possibilities in different settings of an educational context, it has certain limitations. The reader should bear in mind that establishing a generalizable account of language learner agency is beyond the scope of this study. Another weakness of this study was the time limitation for data collection process, which would yield more reliable results in a longitudinal research design in terms of the participants identity construction at university.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In recent years, there has been an interest in language learner agency as a result of discussions around the role of learners from ideological, sociocultural, and political points of view. Kumaravadivelu differentiated learning to learn a language as an end within the concept of autonomy from learning to liberate oneself from the ideological and sociocultural barriers within the larger discourse (2006). Later, he (2008) proposed a thorough framework as to how language learners must develop strategies to become the builders of their own language learning processes by raising awareness of their own capacity, adopting skills and strategies that worked for others, being able to reach out-of-class opportunities and resources, and collaborating with peers. On the other hand, from a sociolinguistic point of view, Carter and Sealey (2000) focused on the importance of finding a balance between the role of the humans as the agents of their environment and as the objects of the larger ideological discourse that constrains their freedom to make their own choices. Similarly, Mercer (2011) proposed a concept of learner agency as a dynamic and complex system consisting of interwoven structures

2.2. Definition of Agency

Although terms such as “autonomy”, “self-efficacy” and “agency” are sometimes used interchangeably and without precision, several definitions of the agency have been proposed. According to a definition provided by Ahern (2001, p. 112) “agency refers to the socioculturally mediated capacity to act”. However, according to van Lier (2010), this definition suffers from a conceptual weakness as it is mainly based on socioculturally mediated human behaviour. He suggests a more comprehensive means of conceptualization such as the social cognitive theory, ecological approach or complex dynamic systems approach that can clarify the multifaceted nature of the relationships among the determinants.

Agency is defined by Moje and Lewis (2007, p. 18) as “the *strategic* making and remaking of selves, identities, activities, relationships, cultural tools and resources, and

histories, as embedded within relations of power”. What is significant about this definition is its concern with the impact of changing power relations on the activation of agency by individuals in a learning ecosystem.

In a comprehensive literature review of agency, autonomy and identity in language education, Huang and Benson (2013) provide a good summary of the attempts to conceptualize agency as either an over-socialized tendency or with an emphasis on its individualized notions based on liberation from restraints. On the other hand, they affirm and summarize the recent orientation in the field of applied linguistics and education to bring these two ends together on common ground.

Scardamalia (2002) uses the term “epistemic agency” to refer to an individual’s effort to propound his/her opinions and mediate between his/her position and the positions of others in order to trigger and advance in knowledge generation instead of being contingent upon figures of authority. Similarly, focusing on the social embeddedness of agency from a complexity perspective, Emirbayer and Mische (1998) emphasize the need for a better understanding of the temporal interrelatedness of social actors’ agentic orientations in differing emergent contexts. For them, the term “agency” refers to (p. 963):

...temporally embedded process of social engagement, informed by the past (in its habitual aspect), but also oriented toward the future (as a capacity to imagine alternative possibilities) and toward the present (as a capacity to contextualize past habits and future projects within the contingencies of the moment). The agentic dimension of social action can only be captured in its full complexity, we argue, if it is analytically situated within the flow of time. More radically, we also argue that the structural contexts of action are themselves temporal as well as relational fields - multiple, overlapping ways of ordering time toward which social actors can assume different simultaneous agentic orientations.

What is distinctive about this definition is that it recognizes the development of agentic development of individuals as a lifelong process. Similarly, Biesta and Tedder (2007) model their definition and define this term as “the ability to exert control and give direction to one’s life” (p. 135).

2.3. Agency in Social Cognitive Theory

In addition, Bandura puts forward a framework of triadic reciprocal causation in which individuals benefit from the emergent nature of their interactive agency by conducing to their inner cognitive, affective and motivational tendencies and sociocultural events that are defined as interacting determinants. He identifies a link between the concept of human agency and self-efficacy beliefs which is one of the significant factors that determine an individual's ability to construct the interrelatedness of events in their lives, past experiences and current environments (Bandura, 1989).

In one of his landmark papers, Bandura defines being an agent as an individual's ability to "influence intentionally one's functioning and life circumstances" and highlights the need to discern between three types of agency: personal agency, proxy agency and collective agency. In this interesting analysis of agentic perspective within the boundaries of social cognitive theory, he defines personal agency as an individual's control over his or her own actions and environment; proxy agency as a "socially mediated mode of agency" by means of which an individual seeks a chance of reaching to those who have the potential to create the desired outcomes for him or her; and collective agency as the necessity for the individuals to assure the desired results through collaboration (Bandura, 2002, p. 270).

Although previous studies have attempted to highlight factors that are associated with language learners' effort to use agency according to the conceptual framework proposed by the sociocultural theory, Gao and Zheng (2011) identified a link between the concepts of agency from a sociocultural point of view and metacognition from a cognitive perspective. In their longitudinal study, they found that the learners were able to attribute a new meaning to the learning activity through their use of social agency, which was once perceived ineffective by the learner but dictated as an indication of success within the socio-cultural discourse of the learning environment.

2.4. Agency in Socio-Cultural Theory

Taylor (1985) distinguishes human agency from other types of agency in terms of our ability to critically evaluate our desires and consider some of them as acceptable and others as unacceptable in accordance with the socio-cultural context and norms.

One well-known study that is often cited in research on the agency is that of Sealey and Carter who examined the relationship between the “structure” and “agency” as one of the major discussions in sociocultural theory and applied linguistics. While the term “structure” refers to the overall social system with all its institutions and intricate network of relations, the term “agency” refers to human beings. In their realist account of structure-agency relationship, they reject theories that view human beings as merely determined by the social world. They also criticize interactionist accounts of structure and agency which overemphasize the role of human beings as the main determinant of the social mechanism. To clarify their point of view in this debate they put forward an explanation of the structure-agency dualism as an emergent property that is engendered from both but cannot be reduced to either one of them (Sealey&Carter, 2004).

It has been conclusively shown that agency is an emergent construct boundary of which is constantly negotiated by those sharing a social context. Based on his ethnographic study, Al Zidjaly (2009) conceptualized “agency as collaborative and interactive – exercising agency as mediated, collective process of negotiating alignments, tasks and roles – while also outlining specific linguistic social strategies social actors draw upon in exercising agency” (p. 196).

2.5. Agency in Education

As the literature on psychology and philosophy emphasized the importance of human agency, it started to attract the attention of scholars in the field of education. The focus on learning strategies in educational psychology tended to gravitate towards “the learners’ proactive and informed contribution to increasing the effectiveness of their own learning” (Dörnyei, 2005, p. 195). On the other hand, while students’ engagement in educational processes has been suggested as a solution to the declining academic success in the education system, there has been a broadly agreed consensus that the concept can be categorized as emotional, cognitive and behavioural (Frederics, Blumenfeld &Paris, 2004). Reeve & Tseng (2011) expands this definition and proposes “agentic engagement” as the fourth aspect of school engagement which attempts to clarify the extent to which students should be provided with opportunities to have a say in decision-making processes with the aim of helping them internalize and personalize the learning context.

In his comprehensive review of Bandura's (1986) social cognitive theory of agency, Martin expands the notion of agency according to Bandura's theorization and proposes it as an alternative to constructivism and socioculturalism in educational psychology. While summarizing Bandura's views on agency as non-reductionist, which emerges in the form of self-regulatory capability that is irreducible to its cognitive characteristics or sociocultural components, he puts the emphasis on the interactive relation between these variables and an individual's agentic capability (2004).

The academic literature on social justice has revealed the emergence of pedagogical approaches such as Critical Pedagogy (Freire, 1970) and Productive Pedagogies (Hayes et al. 2006). On the other hand, Hempel-Jorgensen (2015) argued in his comprehensive review of socially just pedagogies that they have limitations in enhancing learner agency for disadvantaged learners.

In OECD Learning Framework 2030 which is prepared by the Organisation for Economic Co-operation and Development (OECD, 2018) as part of The Future of Education and Skills 2030 project, the concept of learner agency has been directly addressed as one of the key values that can prepare learners and institutions for the uncertainties caused by the deepening effects of globalization. They define agency as an individual's capacity to be part of a community, and influence conditions, stakeholders and events by means of his/her ability to portray the goals and the path to achieve them. However, they suggest co-agency, "the interactive, mutually supportive relationships that help learners to progress towards their valued goals" (p.4), in addition to the personal sense of agency developed by individuals. Based on this framework, Schoon (2018) lists three skills that enable learners to become active agents: creating new value, taking responsibility and reconciling tensions and dilemmas. The first skill encompasses the ability to steer for the route to achieve personal goals while being able to change one's path when the same set of goals becomes inconvenient. Taking responsibility refers to one's ownership of his/her deeds and being liable for unintended consequences of his/her actions. The last one recognizes the capacity to find the middle ground when conflicts arise as a result of activating agency during collaboration with others.

Agency is generally associated with a person's capacity to act upon his/her willingness to make an impact on the circumstances in a learning environment rooted in a larger socioeconomic ecology. Schools as institutional entities determine the level of

freedom allowed to the students to actively use their agency. In their case study of four schools that enhance democratic implementations as part of their curriculum and long-term plans, Beane and Apple (1995, p.6) challenge an “engineering of consent toward predetermined decisions that have too often created the illusion of democracy”, but emphasize the need to entitle students to make decisions that can have an affect on classroom practices and institutional functioning.

In a recent study examining national curriculums of four countries with success in international comparative tables, Manyukhina and Wyse (2019) reported that a curriculum loses its social relevance in the eyes of students unless it promises more than the authority of traditional academic knowledge; combines learning outcomes with the students’ personal agendas through democratic routines; and provides opportunities to gain an understanding of attainments needed in today’s workplace and society. Furthermore, they stress the need to trace how curriculums can be designed to allow the students experience their agency at intrapersonal, interpersonal, contextual and temporal levels since schools and classrooms should present relatable and informed agentic resources.

2.6. Agency in Language Education

Literature that has grown around the concept of agency in the fields of psychology and philosophy caused serious discussions about how learners and teachers can be enabled as agents in education during the 1980s. However, only toward the end of the 1990s have studies of the agency directly addressed how language learners might have a say in their journeys as active role players.

Recently, considerable literature has grown up around the concept of learner agency within the field of language education over the last three decades(Gao, 2010; Cameron&Larsen-Freeman, 2007; Ahn, 2016). Prior to these studies that attempted to conceptualize agency within the framework of language learning, Bandura had already drawn attention to the nature of human agency, providing a thorough evaluation of this very notion as part of human psychology. He demonstrated how people with low perceptions of self-efficacy might fail to take control of their actions in situations where they need to exercise their agency(Bandura, 1982).

One of the most influential accounts of language learner agency comes from Mercer, who views learner agency as not a unidirectional or fixed state of being but as a multifaceted and complex system composed of other systems that can similarly be viewed as separate complex systems (Mercer, 2011). In this longitudinal study, she reported that a learner's ability to exercise her agency depends on her self perception regarding her agentic self, parameters such as motivation and affect, competencies in reality and affordances in a specific learning context. Each of these variables has the potential to trigger or inhibit the learner's use of agency on varying levels in an interrelated and unpredictable manner. In a follow-up study on learner agency as a complex dynamic system Mercer (2012) draws our attention to the need for a more holistic, contextually and temporally situated, intrapersonal and interpersonal interpretation of agency. This framework suggests an understanding of a learner's collective tendencies to evolve with partners, and puts the emphasis on her hopes and goals that she creates prospectively and based on past experiences and existing contextual factors.

Miller (2016) highlights the need for researchers in EFL and ESL studies to concentrate more on the individual's capacity to act upon power relations and sociocultural domains in relation to others. This emphasis on the interrelated nature of the society and the individual's responsibility to act as the agent of his/her own learning stems from Miller's rejection of neoliberal "responsibilization" that separates the individual as a distinct entity from the rest of the society.

A comparative case study that is based on data from a digital storytelling project found that learners were able to make progress in their agentic development by constructing new definitions of self in differing stages of their lifespans. In this study, Hull and Katz (2006) described how one's ability to nurture a vision of self as an agent develops over time as part of his/her language learning process in contact with socially responsible others.

2.7. Self-Efficacy Beliefs in Agentic Development

Bown traces the development of self-regulatory strategies and agency in a self-instructed learning setting and concludes that learners with efficient self-regulatory competency are aware of their agentic selves and able to structure the contextual factors

in their learning environment. They are also able to adjust their emotional state during their learning experiences. Learners with low self-regulatory competency, on the other hand, abstain from taking the initiative to redesign the learning environment since they consider the learning environment as unchangeable (Bown, 2009).

Self-efficacy beliefs are most commonly associated with the work of Bandura (1982). He draws our attention to a variety of circumstances that impair the effective implementation of abilities and intelligence. They include undermining the effect of others with high self-esteem in a setting, attention to unfamiliar aspects of a new task by ignoring existing proficiencies, and perception of a new role as inferior.

Different theories exist in the literature regarding the importance of an innate talent that is inherent in individuals about language learning, which is called aptitude (Saville-Troike&Barto, 2017). However, a considerable amount of literature has been published on growth mindset. Dweck (2006, p.4) defines growth mindset as “the belief that your basic qualities are the things you can cultivate through your efforts”. According to this belief, a person can make progress even in the most difficult periods of their lives by critically planning the course of their experiences and activating their sense of agency according to their quests.

In a study conducted by Bai and Wang (2020) on the association between motivational beliefs and language learning, it was shown that having a growth mindset had an effect on succeeding in self-regulated learning and students should be provided with skills such as resilience and preparedness in case of failure. They also emphasized the importance of professional development opportunities for teachers in their schools in terms of helping their students achieve a certain state of readiness.

In an investigation into learner beliefs about natural talent, natural acquisition and learning a language in its natural context, Ryan and Mercer (2011) reported that overemphasizing the importance of studying abroad or natural talent in language learning might cause learners to develop a fixed mindset which devalues the individual learner as the agent with purposeful strategic learning.

2.8. Strategy Use in Agentic Development

Learning strategies can be defined as the utilization of certain practices to increase the level of success in learning a second or foreign language by taking specific steps, internalizing behaviours, or following procedures (Oxford, 1999). On the other hand, in his comprehensive review of literature on strategy use Dörnyei (2005, p.195) concluded that:

...strategic learning is a far more complex issue than thought before and therefore simply focusing on the surface manifestations – i.e., the tactics and techniques that strategic learners actually employ – does not do the topic justice. Therefore a new construct, “self-regulation” or “self-regulated learning,” was introduced in the educational psychology literature, and most of the research attention has turned toward examining variables that were more dynamic and process-oriented than learning/cognitive strategies

Toohey and Norton (2003) discuss the challenges and strategies that an adult and a young female immigrant experienced as learners of English as a second language in Canada. They use examples of these two learners’ ability to reposition themselves as worthy individuals in their new social networks as evidence that their use of agency enabled them as equals in their new communities. However, they also stress the role that might have possibly been played by these two women’s socio-cultural backgrounds that are primarily favourable in Western communities.

In his case study of non-native speaker identity development of students through lingua franca conversations in a telecollaborative learning setting, Kohn and Hoffstaedter found that when they are provided with the opportunities, students utilize their agency to resist the compelling discourse of formal learning environment and personalize the context and materials according to their needs and interests. Their effective use of agency goes beyond curricular adjustments and enables them to create an effectively supportive learning environment where students are able to keep the conversation going by means of face-saving strategies in case of failure (Kohn&Hoffstaedter, 2017).

The European Union has a long tradition of learner-centred language education that is based mainly on principles defined in the Common European Framework of Reference for Languages (2001). The emphasis on language proficiency that is achieved as a result of a successful learner identity construction and involvement of the learner

through agency has been one of the main goals aimed at by the European Language Portfolio (ELP). A critical study reviewing the role given to learners as agents in the CEFR and ELP is that of Little and Erickson (2015), in which self-assessment is proposed as a crucial aspect of fostering agency in a curriculum where learners are given opportunities to monitor and evaluate their own performances in addition to peer assessment and teacher assessment.

A longitudinal exploratory research on the emergence of language learners' strategy use as a result of the interplay between learner agency and learning context by Gao (2010) reports that the success of a language learner relies upon his/her socio-cultural capacity to understand and utilize contextual circumstances by means of interaction with social agents. Becoming a member of learning communities is also a must for learners' individual development, and it is possible by means of mediating the satisfaction with their investment in their learning environments. Finally, he defines the language learner belief system as an important component of learner agency, which is related to the meaning that learners ascribe to their learning goals and strategies.

2.9. Learner Agency as a Complex Dynamic System

In the past two decades, there has been a surge of interest in the investigation of second language acquisition as a dynamic system. However, the definition of this relatively recent approach has been a matter of discussion among scholars. Larsen-Freeman (1997) was the first to introduce the Chaos/Complexity Theory to the study of second language acquisition and define language as a complex nonlinear system whose characteristics are “dynamic, complex, nonlinear, chaotic, unpredictable, sensitive to initial conditions, open, self-organizing, feedback sensitive and adaptive (p. 142). The term Dynamic Systems Theory (DST) was used to refer to the study of complex systems which has numerous variables with unpredictable capacity to behave freely at different levels through complete interconnectedness (De Bot et al., 2007).

Questions raised about the application of complexity theory to the language classroom were answered by Cameron and Larsen-Freeman (2002) who defined it as a complex dynamic system that is “not reducible to its component parts, but in which the parts contribute to the whole while also being formed by the whole.” (p. 12).

Agency is generally evaluated as a temporally situated concept which is restructured or stabilized depending on the dynamism emerging from the interplay among nested sociocultural structures and personal cognitive processes (Mercer, 2012). Mercer (2011, p. 435) uses the term “dynamic stability” to define sustained agentic progress that varies throughout different phases in a person’s life history or different contexts within the same period of life.

Agency is defined by Larsen-Freeman (2019, p. 65) as relational which means “interpellated from the self-organizing dynamic interaction of factors internal and external to the system, persisting only through their constant interaction with each other.”. Similarly, Beckner et al. (2009) define language as a relational system in which interrelated subsystems varying from personal cognitive mechanisms to social interactions shape the way a language is perceived, interpreted, and used.

2.10. Language Learning from an Ecological Point of View

In his landmark paper, Van Lier (2000) proposed a substantial approach to examining social-interactive language learning from an ecological perspective and provided a valuable insight into the challenges of traditional rationalist and empiricist theories (p. 246):

An ecological approach to language learning challenges the three premises. First, it shifts the emphasis from scientific reductionism to the notion of emergence. Instead of assuming that every phenomenon can be explained in terms of simpler phenomena or components, it says that at every level of development properties emerge that cannot be reduced to those of prior levels. Second, ecology says that not all of cognition and learning can be explained in terms of processes that go on inside the head. Finally, an ecological approach asserts that the perceptual and social activity of the learner, and particularly the verbal and nonverbal interaction in which the learner engages, are central to an understanding of learning. In other words, they do not just facilitate learning, they *are* learning in a fundamental way.

A significant analysis and discussion on learner agency from an ecological perspective was presented by Biesta and Tedder (2016), who proposed an understanding of agency “as a quality of the engagement of actors with temporal-relational contexts-

for-action” (p.146) rather than individual power. Their emphasis on temporal-relational contexts is a representation of their focus on ecological factors by which an individual achieves his/her agency. Similarly, Butterworth (1992) adopts an ecological approach to the understanding of perception and language development as situated in the ecology, and based on the interrelatedness of an organism and the structured environment rather than as a merely cognitive process.

In a case study investigating higher education as an ecosystem and a product of collective agency achieved by people, Damsa and Jornet (2016) defined a role for learners as productive and critical producers that do not only receive existing knowledge but also mutually transform it and surrounding institutional and social ecosystems. That is only possible through an ecological perspective considering the multi-contextual mode of learning in higher education where boundaries between the university context, professional world and personal space have become vague. In the same vein, Kramsh (2008) traces the development of critical language awareness and symbolic competence among multilingual individuals in multicultural settings from an ecological point of view and stresses the role played by power relations in classrooms.

In a major study on the emergent nature of learner motivation, Ushioda (2009) proposes a context-sensitive view of learner identity and concludes that (p. 220) :

Let me summarise then what I mean by a person-in-context relational view of motivation. I mean a focus on real persons, rather than on learners as theoretical abstractions; a focus on the agency of the individual person as a thinking, feeling human being, with an identity, a personality, a unique history and background, a person with goals, motives and intentions; a focus on the interaction between this self reflective intentional agent, and the fluid and complex system of social relations, activities, experiences and multiple micro- and macro-contexts in which the person is embedded, moves, and is inherently part of. My argument is that we need to take a relational (rather than linear) view of these multiple contextual elements, and view motivation as an organic process that emerges through the complex system of interrelations.

Research on dynamic systems needs to balance the focus between the immanent improvement of the individual and the influence of the context while accounting for behavioural alteration (Dörnyei, 2009).

2.10.1. Affordances as Part of Ecological Perspective in Language Education

Learners are involved in interactions with their learning environments. Their personal traits, prior experiences, socio-cultural backgrounds, mental states, and many other variables determine the way they perceive learning opportunities around them. Van Lier (2004) defines affordance as “ what is available to the person to do something with” (p. 91). While certain possibilities in a context are meaningful and recognizable for some, others might have difficulty getting hold of them. Similarly, Shotter and Newson (1982) state that “a person’s world appears to be full of demands and requirements, opportunities and limitations, rejections and invitations, enablements and constraints in-short, affordances” (p. 33).

In a study, Ahn (2016) set out to explore the learners’ ability to benefit from the affordances in a learning environment focusing on face-to-face interactions and initiating exchanges as a result of activating learner agency. She reported that learners were able to negotiate their identities by recognizing their partners’ ever-changing roles and attitudes in every single learning situation and in different instants within the same learning context. Activation of their agency was not merely dependent on their will but also on how they perceived their partners’ positions and practices during interactions.

2.10.2. Ecological Perspective: Bronfenbrenner’s Nested Ecosystems Framework

There has been a duality between micro and macro approaches to understanding and interpreting the state of affairs in social sciences. This divergence can enable researchers to benefit from a distribution of tasks and roles. Van Lier (2004) explains how we need to be careful about finding the balance between them, because sometimes “micro researchers are accused of ignoring larger structures, while macro researchers are accused of neglecting social interaction” (p. 202).

One of the most well-known studies that are often cited in research on ecological approach is that of Bronfenbrenner (1979) who established a systematic framework to provide a deeper understanding of nested structures. His innovative and seminal work pioneered a new approach to examining the interrelated nature of systems nested in other systems components of which can be evaluated as distinct systems.

2.10.2.1. Microsystem

According to the definition provided by Bronfenbrenner (1979), dyadic relations are the “building block of the microsystem, making possible the formation of larger interpersonal structures” (p.56). Accordingly, he describes a microsystem as the context which a person is initially interacting with. Conditions surrounding this direct interactivity have a crucial role in determining the way a person makes sense of events and activities in this setting. His definition captures a number of important features such as relationships and roles (p. 22) :

A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical, social, and symbolic features that invite, permit, or inhibit engagement in sustained, progressively more complex interaction with, and activity in, the immediate environment

He describes patterns of desire and action that emerge as a result of a person’s existence within one microsystem and transferred to new microsystems. The extending patterns of desire, commitment and action that surface as a result of the interplay between related microsystems is called a developmental trajectory.

2.10.2.2. Mesosystem

A mesosystem can be described as a system that consists of smaller microsystems. This upper order is broadened as a person evolves by involving in new social circles under new circumstances. According to Bronfenbrenner (1979), dyadic relations between agents in a microsystem expand beyond, between and among other microsystems.

Agentic development is possible between different subsystems by transferring prior experiences along with others with whom these experiences were formed together. Similarly, this very ongoing development in a mesosystem necessitates parallel roles and

supportive others who can achieve a consensus that is based on mutual understanding when it comes to power relations (p. 25):

A mesosystem comprises the linkages and processes taking place between two or more settings containing the developing person. Special attention is focused on the synergistic effects created by the interaction of developmentally instigative or inhibitory features and processes present in each setting

2.10.2.3. Exosystem

The impact of events and circumstances surrounding a person might not always affect him/her directly. In micro or mesosystems, a person exists as an active participant who has the ability to give shape to these systems or is liable to take shape according to them. On the other hand, factors that take place outside micro or mesosystems can also have an effect on the development of a person.

Bronfenbrenner (1979) highlights the need for investigating social networks and interactions of other agents within a microsystem because the nature of these interactions, which do not directly involve the person under investigation, might affect him/her indirectly. The following definition by him captures the important features of this interrelatedness (p. 25):

The exosystem comprises the linkages and processes taking place between two or more settings, at least one of which does not contain the developing person, but in which events occur that directly influence processes within the immediate setting in which the developing person lives (p. 24).

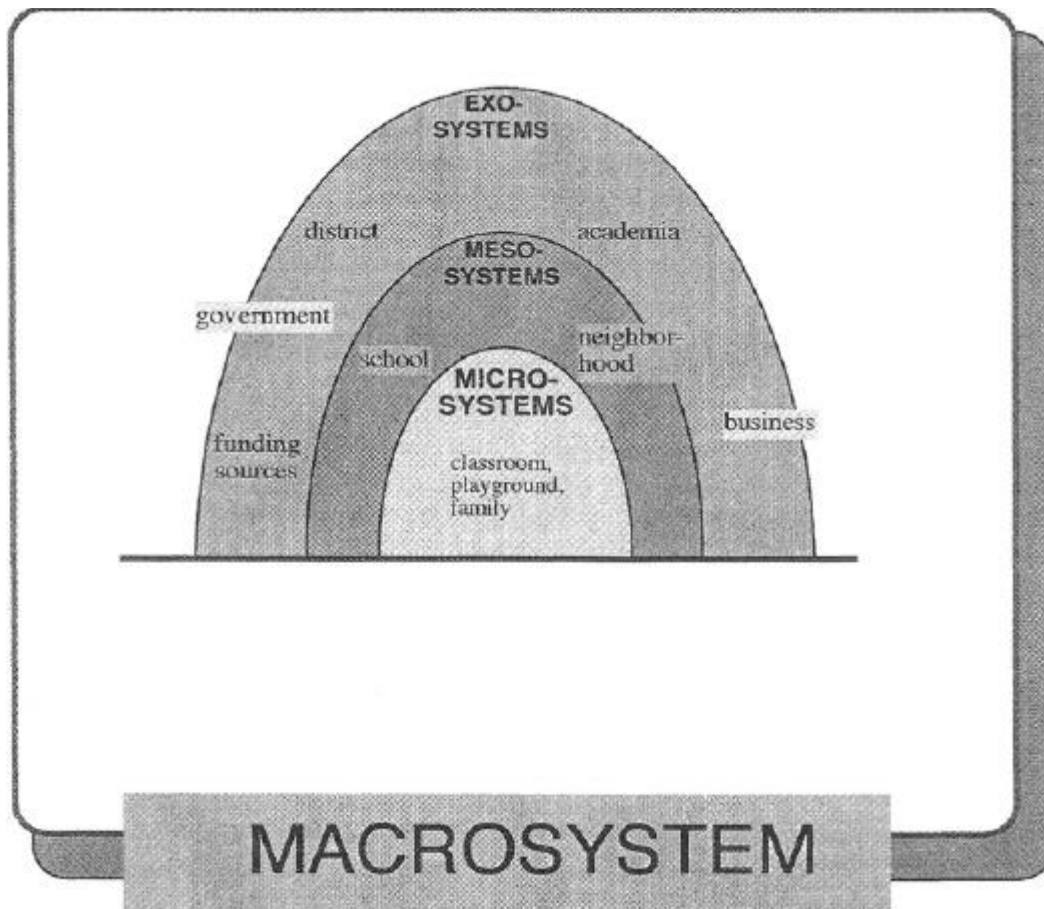
2.10.2.4. Macrosystem

Micro, meso and exosystems constitute a uniformity within a broader lifestyle or culture as the components of a superstructure, which is called a macrosystem. Bronfenbrenner suggests that the stability of context and structure among these constituent substructures is revealed in the form of macrosystem. Although the definition of a macrosystem has been a matter of ongoing discussion, the following one by Bronfenbrenner has been the most cited and accepted so far:

The macrosystem consists of the overarching pattern of micro-, meso-, and exosystems characteristic of a given culture, subculture, or other extended social

structure, with particular reference to the developmental instigative belief systems, resources, hazards, lifestyles, opportunity structures, life course options and patterns of social interchange that are embedded in such overarching systems (p. 25).

Figure 1. Bronfenbrenner's Nested Ecosystems



CHAPTER III

3. METHODOLOGY

This chapter gives a detailed account of the research methodology and data collection and analysis processes used in this study. The primary aim of this research is to explore the development of a tertiary level learner's agentic identity in a transitional period from a structure-based learning environment to a communicative one in a preparatory language school from an ecological point of view.

A thick description of the context and the participants is one of the most crucial aspects of a case study that allows readers and other researchers to see whether the transfer of knowledge is possible in other studies under similar circumstances (Creswell, 2007). All the details regarding the research site and the participants have been given that will hopefully shed light on others researchers' paths with similar goals.

3.1. Research Design

A qualitative study has generally been proposed to investigate research problems in which variables are not clear and exploration of the process or idea is based on the emergent nature of the data obtained from the participants (Creswell, 2015). Qualitative methods offer a "deeper understanding of experiences from the perspectives of participants" (Maykut & Morehouse, 2002, p. 40). A variety of qualitative methods are used to investigate learner agency. Each has its advantages and drawbacks. On the other hand, in recent years case studies have been utilized to account for the complexity of learner agency in language learning settings (Mercer, 2011; Toohey&Norton, 2003). However, the need for integration of an experimental approach to case study design has been demonstrated in the past to be effective in providing explanatory function for causal inferences (Yin, 1981). Similarly, an intervention was integrated into our case study design in order to explore what kind of impact activities that are designed specifically to enhance learner agency can have on a learner's agentic development.

Lodico et al. (2010) define case study design as a research type that "endeavours to discover meaning, to investigate processes, and to gain insight into and in-depth understanding of an individual, group, or situation" (p. 269). On the other hand, in order to evaluate the extent to which learner agency can be promoted through activities as part

of a syllabus, a series of interventions was planned as part of the case study design. However, the experimental phase in this study did not strictly intend to “establish possible cause and effect between independent and dependent variables” by “controlling all variables that influence the outcome except the independent variable” (Creswell, 2015, p. 299). The aim was to observe how learners regulate their agentic orientations when they are promoted to exercise their agency in the classroom atmosphere. Thus, an experimental case study approach was chosen in this study to capture the complexities of a learner’s agentic development in a formal language learning setting with the help of syllabus design that enhances learner agency. On the other hand, it also enabled us to achieve methodological triangulation which is crucial in terms of increasing the validity of the research results (Flick, 2002). Similarly, considering the prior learner experiences that were based on a very strict test-based language learning process and an adaptation phase with possible challenges and advantages of interaction in and with the new learning environment, a thick description of the context and diversity of data obtained from multiple resources was provided to suit the needs of the holistic analysis of the entire case (Creswell, 2007). Finally,

Data were collected using semi-structured interviews with the students and teachers, observations during lessons and interactions outside the classroom, and materials used by the participant during the interventions. In order to provide the students with opportunities to enhance their agentic identities, a five-step “Reflective Agency” intervention was implemented as an experimental phase in this study in order to seek answers to the following research questions:

Research Question 1: How do language learners transform their agentic tendencies according to opportunities and constraints in differing educational contexts?

Research Question 2: What kind of an impact can a syllabus design have on the development of a language learner’s agentic identity?

3.2. Context

The study was carried out in a school of foreign languages at a state university in Turkey. The school admits around 300 students for the language preparatory program, which is mandatory for programs such as the English Language and Literature, the

Faculty of Maritime, the departments of International Relations, the Computer Engineering; and optional for the departments of Public Administration and International Relations. The participant for this case study was chosen from the students of the English Language and Literature Department.

Language education has been one of the most important issues in Turkey since the nineteenth century. English has long been recognized as the main foreign language to be taught in schools. Until recently students used take three hours of English course in the fourth and fifth grades. In sixth, seventh, and eighth grades they took four hours of English course a week. They took around 650 hours of English during primary education (Kırkgöz, 2017).

According to CEFR, learners need between 350-650 hours to achieve B1 level proficiency in English. It is aimed and stated in many documents by the Ministry of National Education that students who finish elementary school and move on to secondary school should proceed to the following levels, but ensuring continuity is an important problem. Students start over in secondary school instead of building on their already existing experiences and linguistic competence (Çetintaş, 2010). In the same vein, students of the English Language and Literature Department go through an intensive language education in high school for two years which prioritizes test strategies by means of a structure based language instruction. Thus, they are expected to have a certain level of preparedness for reading and vocabulary mostly without contextualized and real-life related communicative and productive competency with exceptions who could maintain their sociocultural and communicative linguistic capacity on their own.

The students of this department usually start their preparatory language education at the B1 level as they have an English medium instruction in their department. However, as a result of the preparations made by the school to get accredited to a quality assurance system, the school started to run the preparatory education in the modular system where students are placed into modules according to their level of competency which is defined by a placement test.

All students took a placement test at the beginning of the academic year. They were placed into modules that were categorized according to the levels defined by the Common European Framework of References for Languages (Council of Europe, 2001).

This placement test consisted of three separate parts. In the first part, students took a use of English test, in which vocabulary, grammar, and reading-listening comprehension are assessed through multiple choice, gap-fill or transformation questions. Students who could get a score above 60 can move on to the next phase of the placement test which was writing, in which they were asked to write compositions on a given topic. Similarly, those who could get a score above 60 could take the speaking test. According to the overall results, students were placed into appropriate modules for their level where they started their one-year preparatory language education.

Classrooms are settings in which students and teachers come together to achieve learning and teaching goals, develop skills around shared or contradicting expectations. While the instructional dimension of the classroom environment is related to the “influences of the teachers, students, curriculum, learning tasks and teaching methods”, social context is “related to the fact that the classroom is also the main social arena for students, offering deeply personal experiences such as friendship, love or identity formation” (Dörnyei, 2009, p. 237). On the other hand, testing is one of the most crucial aspects of a language education program as it indicates what kind of approaches will be implemented in a school. While learner achievements were assessed through progress tests and short quizzes periodically, it was not limited to end of modules or predetermined schedules in preparatory language program. Students’ progress was monitored and measured continually by means of continuous assessment and project assignments. Participation and performance in classroom activities, attendance in lessons, completion of assignments on a weekly basis were also parts of this assessment process. It aims to engage students in classroom activities and sustain motivation all along the academic year. Classroom activities were based on pair-and group work activities, in which the emphasis was mostly on the negotiation of genuine experiences, feelings and thoughts, and individual performance by means of presentations, video recordings, or interviews.

3.2.1. Courses

3.2.1.1. Main course

Considering the highly demanding curriculum in their department after a year in the preparatory program, the students take a main course in which skill-based content is provided through a focus on communicative competency. Materials used in this lesson

provide lots of opportunities for students to practice the things they learn at their own pace. They have access to an online practice platform designed for this very course to develop their skills, keep up with their peers when they miss a class and get instant feedback through extra challenges. Interactive video exercises enhance language use in real life related daily contexts.

Out-of-class practice enables learners to check their own progress and define linguistic needs that are in line with personal needs and interests. A workbook is used following each lesson to broaden their understanding course content, and it is also assigned at the end of lessons which is used as part of the overall evaluation.

The teacher of the main course, which was 16 hours a week, was the most crucial course in this preparatory program. The teacher of this course was also defined as the supervisor of the classroom, which meant the students were able to discuss their personal issues if they had any with their supervisor. As their supervisor and main course teacher, she had an obvious advantage in creating a more solid rapport with her students and having a deeper insight into their personal lives and classroom performances. The teacher of this lesson will be named “Teacher 1” in this study.

3.2.1.2. Academic Writing

The academic writing course aims to support the students in their journey in their department where the curriculum is largely based on written exams, projects and proposals. The course design allows teachers to foster writing skills in learners through modelling good writing structures and how they are constructed. Well designed writing frameworks in the coursebook help students maintain progress from sentence level to the text level in different genres.

Online practice opportunities that come with the coursebook provide extra support with grammar structures needed for specific writing tasks. Learners can monitor their own progress in online practices by automatic grading systems in online practices. Teachers also have online test rubrics which make objective evaluation possible and practical. The teacher of this lesson will be named “Teacher 2” in this study.

3.2.1.3. Grammar

As a result of long negotiations with academic staff in the English Language and Literature Department, a lack of grammatical competence in productive skills such as

speaking and writing have been defined as a major problem in students. A grammar course based on in-class interaction with the teacher and peers, and written production through project assignments that are in line with course content has become a part of the curriculum over the last couple of years. An understanding and use of grammar in its natural context and discourse have been the main objective. The course syllabus tries to integrate grammar into extended written and spoken discourses. Differences between daily and formal contexts are demonstrated by genuine samples from real world interactions and texts.

3.3. Participant

The participant for this case study was chosen from among 50 students of the English Language and Literature Department who enrolled in the School of Foreign Languages. As the medium of instruction in their department was English, they needed to take a one-year preparatory language education in the School of Foreign Languages. According to the results of the placement test, they were placed into two classes. They started the preparation program with B1 level according to CEFR and have to finish with B2 level at the end of the academic year. The majority of the students were female. 17 out of 72 students were male. The students were aged between 18 and 22 at the beginning of the study.

Based on the assumption that five weeks of classroom observation would not be enough to select the participant while teaching the students at the same time, a questionnaire was implemented for purposeful sampling. The questionnaire that was based on an agency checklist created by Larsen-Freeman et al. (2021) was implemented on 53 students from both classes in the sixth week. It was prepared on Google Forms and shared in their Google Classroom accounts and Whatsapp groups. Of the 53 participants that answered the questionnaire, 10 were male and 43 were female. 19 students did not fill out the questionnaire. The results were calculated with the help of SPSS 23.

The most interesting result of the questionnaire was that the student with the highest level of agentic tendency did not display or even attempt to do so during 5 weeks of observations. On the contrary, data from the observations indicated that she was one of the few students with the lowest level of agentic orientations. In order to make sure

that an “information rich” (Patton, 1990, p.169) participant was chosen, three students with the highest scores were included in the first interview.

A semi-structured interview was used in order to provide the interviewer with flexibility for opportunities to demand further information through follow-up questions (Griffe, 2012). Interviews were conducted separately with all three participants on Google Meet, and videos were recorded to be transcribed later. A program called Transcriptor was used to transcribe the recordings. Then, the transcriptions were analyzed using Atlas.ti 9.

Bronfenbrenner (1979) defines an ecological transition as a phase that “occurs whenever a person’s position in the ecological environment is altered as the result of a change in role, setting, or both.” (p. 26). The aim of this study was to explore the agentic transformation that a learner went through in these transitions from an ecological perspective. Extreme case sampling was preferred to be able to find the case that would demonstrate the utmost characteristics of these transitions by means of achievements and failures (Creswell, 2015). According to the findings of the first interviews which aimed to gain insight into the participants’ life stories and first questionnaire which aimed to determine their current agentic capacity and orientations, a student with the highest agentic perception and most representational life story regarding agentic development was chosen. The name used for the participant is a pseudonym.

The participant, Ada, started to be interested in English as her elder sister used to listen to songs in that language. Her elder sister reinforced Ada by bringing new songs and sharing them with her. In elementary and secondary schools, English was her favourite lesson. Her grades were among the highest in her class, and she found friends who were also interested in learning English. As a result of the progress she was able to make in English, her relations with her teachers were pleasant. She defined English as an academic goal in high school and studied accordingly until she started language class in the eleventh grade, where the emphasis was on the university entrance exam which they needed to take at the end of high school. She achieved her success in English in a relatively communicative learning context before the language class. She had difficulty adapting to this new structure-based learning environment. At the end of twelfth grade, she failed to finish high school on time and had to spend an extra year for it. When she finally finished high school and took the university entrance exam, her score was not

enough to enter university. She decided to go to a private training institution, where test strategies are taught and practiced with the help and guidance of trainers. She liked her trainers and other peers. However, the teaching practices were far from meeting her actual linguistic needs and interests, but she was aware that it was necessary to enter university. At the end of her first year in the institution, she got a score that was enough to enter a university, but she decided to study one more year believing that she would get a better score which was necessary for the university she wanted to enter. In the same institution, with the same teachers, she achieved her goal and enrolled in the university in her hometown.

To start the English Language and Literature Department, she needed to take a year in a language preparatory program at the School of Foreign Languages. Ada was 20 years old when she started university. She was placed into the B1 level class, where the students with better scores were gathered, according to the results of the placement test. In this preparatory program, they had a comprehensive English course in which they were required to develop both linguistic and communicative competency by practising reading, listening, writing and speaking skills in an integrated manner. In addition, they had an academic writing course that was designed to prepare the students for the highly demanding courses in which they were expected to write extensive essays in their department. They also had a grammar lesson that aimed to help learners gain awareness about how they could use their already existing grammar knowledge in a more productive way. Rather than simply providing the students with some linguistic structures, the course focused on contextualizing grammar with the help of reading passages, listening activities, and projects based on real life-related topics. The overall syllabus design aimed to provide students with skills such as critical thinking, creativity, collaboration, flexibility, media literacy etc. The assessment in all these courses is based on an overall evaluation of their performances in lessons, projects, portfolios, quizzes and progress tests. In the first term of the academic year, she had difficulty adapting to the engaging nature of the classroom atmosphere. Findings from classroom observations, the interview with her teachers and Ada indicated that she was not able to find an appropriate partner, and she was not attempting to take initiative for self-expression on matters related to the content of assignments or classroom procedures. She tended to avoid initiating a discussion or answering a question before others did. Her interaction with her teachers

was very limited. On the other hand, following the interventions and change of partners in her class, her attitudes and participation changed drastically in the second term.

3.4. Instrumentation

The main instruments that were used as data sources are observations, field notes, a questionnaire, two one-on-one interviews with the participant students that were implemented before and after the interventions, one focus group interview with the participant's teachers, and activity materials that were used during the interventions. A thick description of Ada's agentic development as part of her life story and the transformation she went through at university, and triangulation of the data were achieved thanks to multiple sources of data. By means of collecting data at differing times and places, from different people, through the use of different instruments, an increase in the validity of the research was aimed (Wilson, 2014).

3.4.1. Questionnaire

In order to select the participant, purposeful sampling was used in this study. For Patton (1990), "the logic and power of purposeful sampling lie in selecting information-rich cases for study in-depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research" (p.169). It was aimed to find the person who would represent the development of agentic behaviours in a learning setting with the most suitable life experiences. On the other hand, considering time limitations and lack of acquaintance with students at the beginning of the academic year, a questionnaire was implemented based on an assessment tool for teachers to determine the characteristics of agentic learner behaviours in classroom settings (Larsen-Freeman et al., 2021).

The questionnaire consisted of five parts: Social and Other Behaviours, Beliefs and Attitudes, Emotional Factors, Cognitive Factors, Awareness. The participants were asked to answer 24 questions about their perceptions and tendencies of self-agentic capacity. Five point Likert scale was used ranging from "strongly disagree" (1 point) to "strongly agree" (5 points).

3.4.2. Semi-Structured Interviews

One of the main sources of data in qualitative research is the interview. Their main objective is to overreach the surface interaction and gain access to contentful

discussion of personal experiences, thoughts and feelings (Maykut&Morehouse, 2002). Three semi-structured interviews were used in this study, two with Ada as one-on-one interviews, and one with her teachers.

The first interview was implemented with three students, who were selected for further sampling according to the results of the questionnaire. It aimed to obtain information regarding their life histories in terms of agentic development, their transition to university, perception of self as an agent learner in general, and their actual exercise of agentic capacity in the School of Foreign Languages. In accordance with the findings from this first interview, Ada was selected as the participant in our study.

Following the intervention, the second interview was conducted with Ada to evaluate her agentic transformation by means of the intervention and the time she spent in her new school. In order to validate our interview data, some of the details were asked again in the second interview, and some others were rechecked informally via Whatsapp messages, telephone calls, and during conversations outside class.

Data obtained from the questionnaire, interviews before and after the interventions provided data examine the changing nature of Ada's agentic identity and reactivation of personal traits such as growth mindset and resilience. However, in order to collect more accurate and naturalistic data regarding the impact of the intervention and the extent to which she was able to make progress in her agentic development, another semi-structured interview was conducted with her academic writing and main course teachers. Assuming that the teachers had been working together for almost twelve years, and they built a shared understanding of the affordances within the school, a focus group interview was defined as the best instrument to utilize these advantages (Creswell, 2007).

Establishing “ a consistent line of inquiry in our actual stream of questions in a case study interview” along with flexibility for a natural but guided conversation is of primary importance in a case study interview (Yin, 2009, p. 89). For this purpose, an interview protocol has been adopted from Castillo-Montaya's (2016) study for all three interviews conducted in this study.

3.4.3. Observations

According to Lodico et al. (2010) “when conducting observations, the primary goal is to gather data that are accurate and naturalistic, and to the greatest extent possible, that reflect the reality of the situation as the participants see it” (p. 117). The observations that I made differed in their characteristics according to the phase of the study. On the other hand, in all three types of observations that were implemented in this study, I was the teacher of the classroom setting and the participant. Firstly, both classes were observed during the first five weeks of the first semester. The aim was to build rapport with the students, evaluate students’ interactions among themselves and with me as the Grammar teacher in terms of their agentic tendencies. Because of the difficulty in taking notes during lessons as the teacher, I tried to take my notes at the end of the lessons. These notes were used as research data and in the selection of the participant. Secondly, I made observations during the interventions and lessons after the participant was selected. These observations focused on the participant and her relations with her partners and me. Field notes tended to be more about her ability to take initiative, develop ownership of the classroom, and participate in pair, group and whole class activities. Lastly, I made observations after the intervention, which focused on the transformation of her agentic identity. On the other hand, field notes from these observations were also utilized to develop first and second learner interviews.

3.4.4. Interventions

Interviews and questionnaires were mainly used to obtain data regarding prior learner experiences and current agentic development in a new learning environment. On the other hand, I preferred “examining the single empirical relationships in a great many contexts rather than the current practice of examining a great many relationships in a single context” (Pawson, 1989, p.202). Although in-class observations of learner behaviours and interactions provided invaluable data, the syllabus was not specifically designed in an agency supportive manner. In order to overcome the lack of opportunities for the participant to take initiative in class, a guide called “Learner Agency: Maximizing Learner Potential” published by Oxford University Press and written by Larrsen-Freeman et al. (2021) was utilized to integrate interventions as part of classroom activities in the last four weeks of the first term. The guide consisted of 5 separate parts: My Future Self, Choice Boards, Exit Tickets, Peer Review, Group Problem Solving. These activities were specifically designed to promote the agentic development of learners in formal

language learning settings. Rather than strictly controlling and manipulating variables, these activities were used to form microlearning instances in interaction with peers in class. These activities were also used to gather data as narrative tools.

My Future-Self activity as the first intervention aimed to help learners gain self-regulatory skills by showing that it was in their control to direct their lives and learn by their actions and attitudes. Reflecting on their own goals and visualizing them as part of their future selves was a crucial part of this activity. Choice Boards activity, the second intervention, presented ways of giving learners control over their choices, preferences, needs and becoming a part of a learning community through the use of global skills by taking responsibility to make decisions about the content and medium of a project assignment. In the third phase of the experiment, the Peer Review activity suggested building a learning community where students were expected to identify the level of success in each other's project assignments by using skills such as giving and receiving feedback, critical thinking and emotional self-regulation. Exit Tickets activity aimed to enhance learner reflection on their competencies and gaps in their skills, which was a very crucial part of agency. In this part, they were expected to critically evaluate their progress and give feedback to their teachers on classroom procedures and teaching practices implemented by the teacher. The last one, the Group Problem-Solving activity, proposed a learning environment in which the learners discussed an issue from their own perspectives, came up with different solutions and evaluate them systematically.

3.5. Procedures

Prior to commencing the study, ethical clearance was obtained from the state university where the research would be implemented. Then all the students were observed for five weeks. In the sixth week, the questionnaire was implemented to select the most appropriate candidates for our study. Three students with the highest total score on the questionnaire received an explanation of the study, and were interviewed in the eighth week.

At the beginning of the tenth week, the researcher started the experimental phase of the study by using the first part of the guide, and ended it at the end of the thirteenth week with the last part of the guide. Ada was observed during these activities and notes

were taken by the researcher. A copy of the participant's activity sheet was taken from the participant at the end of each activity. Following the interventions, Ada was interviewed again in the third week of the second term. Finally, Teacher 1 and Teacher 2 were interviewed as a focus group.

Table 1 Timetable

Steps	Instruments	Participants	Focus	Date
1. Whole Observation	Class	72 English Language and Literature Department Students	-Monitoring all of the learners in learning environment. -	First 5 weeks
2. Survey		72 English Language and Literature Department Students	-Application of "Reflecting on Learner Agency" questionnaire to the students to choose the participants -Characteristics of agentive learners	6th week
3. Interview (Online)		3 English Language and Literature Department Students	-Past experiences about their agentive selves -Current views about their ability to develop their agency in classroom -Learning environment provided by the institution up to that moment according to the survey	8th week
4. Experiment-Part 1 Learner Agency Toolkit 1: My Future Self		Ada	-Reflecting on personal goals -Visualising themselves in the future as skilled users of English	10th week

5. Experiment-Part 2 Learner Agency Toolkit 2: Choice Boards	Ada	-Offering flexible ways for students to revise and consolidate what they have learned at the end of a unit	11th week
Learner Agency Toolkit 3: Peer Review	Ada	-Identifying the key success criteria for a particular writing task -Offering each other feedback linked to those criteria -Responding critically to the feedback	
6. Experiment-Part 3 Learner Agency Toolkit 4: Group Problem Solving	Ada	-Discussing a problem from different angles -Considering several solutions -Evaluating these solutions systematically	12th week
7. Experiment-Part 4 Learner Agency Toolkit 5: Exit Tickets	Ada	-Reflecting on their learning, identify any gaps in their understanding -Formulating questions they want to ask	13th week
8. Interview (Online)	Ada	-Retrospective narration with a focus on their development of an agentive identity -Retrospective narration about their views on experimental phases	2nd term 3rd week
9. Interview (Online)	Teacher 1 Teacher 2	-Students' sense of agency to control the learning process since the beginning of the study	2nd term 4th week

3.6. Data Analysis

Data collected from the interviews, observations, and materials used by the students during the intervention activities were simultaneously analyzed. Major ideas and themes were being sought as the data collection process continued. The whole process was iterative. Data collection and analysis processes were interwoven. As the data was collected, it was being read at the same time, and as it was read, new items were added to the data collection instruments in the following phases of the study (Creswell, 2007).

The interviews made with the student and the teachers were content analyzed. The transcriptions of the interviews were coded and categorized into themes by the researcher.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This thesis intends to determine the extent to which different learning settings in different periods of a language learner's life span determine his/her agentic development and whether these distinct settings and periods are interrelated. The first goal of this chapter is to present a thick description of the participant's prior learning experiences as an agent in different social, formal and informal circles. The second aim is to explore the transformation in her agentic development that our participant goes through in a new learning context.

4.2. Agentic Development as Part of Life Story Before University

4.2.1. Impact of Home Context

Individuals can not be defined as either absolute independent agents or dull receivers of exigent contextual factors. The impact of an elder sister, who listened to songs at home, made possibilities of access to a target language available for her even before she started school at a very early age. In the same vein, her self-perception regarding the limits of her capacity created a starting point for her that shaped her personal development:

I have an elder sister who is six years older than me. I used to try to sing and imitate the songs in English that she listened to. Of course, I did not know a single word in them. I was not even going to school at that time.

A typical reaction to an activity by an elder sister became a starting point for Ada to learn English. On the other hand, the educated elder sister with awareness of language learning and a sense of responsibility to serve as a role model to her sister took the form of external support and reinforcement to maintain Ada's interest. This foundation shaped her language learning strategies from elementary school, where she started to learn English in a formal context to university. However, long term goals, interests, short term exigencies, and other social agents within differing learning contexts in accordance with

changing attitudes toward her perception of language transformed her identity and priorities as a language learner:

There was a very popular band that I heard about in elementary school. My sister found their songs and downloaded them to her mobile phone for me to listen to. She told me that she brought them for me. She asked me to listen to them.

4.2.2. Early Experiences in Formal Contexts

The emergence of agency as part of learner identity depends on the family, school or prevailing sociocultural settings in addition to the ever-changing state of mind and emotion. As a result, the agency should be regarded as a relational process rather than a personality trait that develops from the particular reciprocity of individual potential and the sociocultural contexts in which it is achieved, and hence it can be learned and molded.

Ada made conscious choices around her learning goals. While her learning goals defined her everyday routines through music and films in English, she started to form a learning ecology, and microsystems within a broader learning context accordingly. In elementary, secondary and high school and at university, she always found a way to create dyadic relations with other social agents who have similar interests and goals. On the other hand, when she failed to achieve that kind of a harmonious learning ecology, she almost always fell behind in her learning context.

In elementary school she started to be engaged in a formal language learning context for the first time and was able to find a close friend with similar interest in songs, movies and speaking English. Before elementary school the source of motivation was another agent in her family and her inner interest in the cultural artefacts of the target language. In this new environment with lots of meaning-making opportunities, she developed a close relationship both inside the class and outside school with her classmates, which was a way for Ada to activate her agency through participation in lessons.

In her early experiences with other social agents in environments other than home, she started to exercise the effect on the construction of advantageous settings. Her choice of peers and microsystems enhanced the development of certain skills showing continuity

among differing microsystems and creating interrelatedness within a macro setting. Their shared goals and interests within their learning ecology created a new source of motivation both in their class and outside the school as their broader language learning context. They explored the communicative function of the target language together with the help of formal language learning context where the emphasis was relatively on the use of language in interactive situations. On the other hand, they mutually took initiative to build a routine to practice speaking around topics they were interested in outside school. Thanks to the dynamic nature of this relationship, she kept her interest alive all along with secondary and high school until she chose the language class in eleventh grade. Until then, English had always been her favourite lesson:

All I can remember about learning English before I started language class in high school is that everything was positive. Almost nothing negative happened. We used to have a lot of fun in English lessons in secondary school. We always participated in lessons. I used to sing songs in English with my friends and try to speak outside school. We used to do a lot of things together. We loved the same actors, watched the same movies.

Furthermore, she was able to expand her micro learning environment by including her teachers as part of this ecology through establishing intimate relationships with them. In secondary school, her interest in songs and movies in English helped her socialize with her teachers rather than simply carrying on a formal relation with them and making progress in learning English. Close relations with teachers and having close friends with similar interests and goals have been two major characteristics of her language learning process. She acquired awareness of how to utilize her existing interests and capabilities to broaden her social circle. She was able to anticipate how these relationships would carry her forward:

Films, TV series and songs had a positive impact on my progress in English before I started language class in high school. Thanks to them, I had an increased interest in English. I was able to hold on to learning English. It also affected my relationships with my teachers. We talked about movies and celebrities. I asked

them about the new vocabulary that I learned from songs. Thus it had a positive impact by helping me establish relationships with my teachers.

4.2.3. High School: An Ecological Transition

Prior positive experiences as a result of intentional past actions shape the prospective design of targets. Future actions start to take form as a result of the retrospective portrayal of convenient experiences.

Despite her enthusiasm and preparedness for choosing language class in high school, she had difficulty in adapting to the new learning environment in language class where learning goals and routines had to change drastically because of the test-based curriculum. Although she could achieve her personal criteria in her microlearning context by creating a new social circle, in which members were mutually supportive around similar interests and goals and by ensuring a certain level of intimacy with the teacher, the unparallel structure and test-based curriculum design had an undeniable negative impact:

After I started high school, I always looked forward to passing eleventh grade and selecting a major, because I would definitely select the language class. I always build close relations with my teachers, but I had difficulty when I started language class, because English lessons weren't like they used to be anymore. It was more grammar-based. I had difficulty, but I always tried to get it together. In the end, I failed to finish high school on time.

The perception of the teacher as a friend rather than an authoritative figure is another major characteristic of a convenient learning environment for her. However, the impact of this relation on her agentic behaviours is not unidirectional or stable but dynamic and multifaceted. When she started to develop negative feelings towards her teacher in language class in high school, she felt lost both academically and emotionally. For her, learning English had always been related to listening to songs, watching movies in English with subtitles and speaking, and what she found in language class was far from being close to what she envisioned before. After problems in her relation with the teacher,

she was still able to take initiative to turn the teaching methods used in class into a more communicative procedure in which she and her friends would be able to talk about real-life related topics and have fun:

In twelfth grade I told my English teacher that we should try to learn English in a more fun way at least in one lesson as we already spent all our lessons on test strategies. He agreed and asked me to choose the topics to discuss in class. I found unusual topics. Actually, that was something we had already been doing with my friends during breaks. I just wanted to do the same thing in class. But it lasted only one week. Then the teacher started to do other stuff.

Interaction in a learning setting is not only a display of healthy social circle but it is generally the act of learning. Especially in language learning dyadic relations in microlearning contexts provide the parties with communicative tools absence of which might have an adverse impact on those whose personal and academic progress has mostly depended on these relations.

Her relations started to deteriorate with her teacher in language class because of her failure within this new routine, and then she was excluded from her social circle, which was also the foundation of her microlearning context. She was able to speak with them in English on the phone after school. She ended up without a comfort zone that socially and academically enabled her to maintain her linguistic development, which cost her an extra year to finish high school and two years after high school to enter university.

I started to get low marks. Since our relationship ended, I lost interest in lessons inevitably, psychologically. I could barely get a hold of myself in my last year in high school.

4.2.3.1. Losing Belief in Self

Development of agency is related to one's ability to configure agentic orientations in case of turmoil. Responding to alterations in a learning context might necessitate stability in emotional investment and change in routines and means of interaction with the learning possibilities.

Ada's language learning journey can be defined as the battle of a self-generated motivation with the help of enabling social circles and requirements of formal learning contexts that she struggled to become a part of. Her views surfaced mainly in relation to her inability to regulate her affective state in the presence of pressure from other social agents and circumstances generated from the complexities of learning contexts. The negative impact of the university test in the language class caused Ada to call her competency, success story, and self-esteem in question:

I was not able to exert myself to overcome difficulties in high school. I couldn't handle the university exam stress, and my downward academic performance cast a chill over my relationship with my teacher. I was really good at the beginning, but when I started to fail, the teacher started to put some distance between us. I knew it. It was not only about me actually. He did the same thing to a couple of others as well, but that hit me really hard.

4.2.3.2. Growth Mindset and Resilience from a Retrospective Point of View

Bad attitudes from her teacher after failure, which mainly resulted from a test-based curriculum in high school, became a source of demotivation and emotional fluctuation. Her interpretation of the whole situation can be regarded as an indication of self-blame. On the other hand, it can be concluded that she was not able to develop or activate a capacity to withstand the academic or psychological adversities at that period in her life. She had to spend two years after high school to enter university, which can be regarded as a representation of resilience and also a lack of ability to adapt to the test-based routine

The consequences of this overall stumble toward the end of high school had some far-reaching impacts on her personal growth. She definitely fell behind her goals to enter university, learn English in accordance with her own needs and interests. There were even times when she considered other academic endeavours. However, when she examined that period of her life from a retrospective point of view, she became aware of the resilience and growth mindset that she was able to demonstrate in the face of depression and crisis:

I never wanted to give up learning English. Nothing bad had actually happened between me and my teacher, but I felt that he started to keep me at bay. I don't know, but I never gave up. I thought I might have gotten some low grades, but it was I who was supposed to fix that. Even my failure in the university exam meant nothing. I believed that I could fix that too. So, I did not give up learning English just because I was bad with him.

4.2.4. Post-High School Period

4.2.4.1. Agency through Resilience

Agency can be defined as a person's capacity to render a decision and show determination to implement it in order to affect the course of his/her life circumstances. While this capacity might sometimes be acted upon individually without any impact on others' lives, in some other instances it might need to evolve into a more interactive nature. Negotiation of actions with other agents in a social context can yield some facilitating results when these other agents are supportive. However, a person might also have to contend with them to be able to achieve a state of self-determination.

Learning English had always been a means of self-expression, a stage where she had been able to prove herself to her peers, teachers, and family until she started the language class. When she had to take an extra year to finish high school, and got an inadequate score on the university entrance exam, she went through an identity crisis. Learning English turned into a source of stress rather than a reassuring territory for her. In addition to this depressive state of psychology, she got under the pressure from her parents. Her goals and competency to achieve them were being questioned by them. Her ability to recover from one of the most turbulent periods of her life and take a huge step in her agentic development by standing behind her decision clearly changed the course of her story as a teenager:

When I failed to enter university in my first year with an awful score, my family suggested me consider other options than studying language. That really confused me. I thought I wasn't going to be able to make it in English. Then I thought for a couple of days before I started a private training institution. I said "Don't be ridiculous" to myself. I loved learning a language since my childhood.

I wanted to learn other languages, as well. I thought I shouldn't give up just because they told me so. I listened to myself and decided to move on.

She did not only make an informed decision by strategically planning her needs and academic career, but she also stood behind it by confronting family and friends. She was able to broaden the extent of her agentic behaviorus to include other social agents around her. This can be regarded as an indication of consistency in her long-term purposeful effort to learn English. On the other hand, she integrated her career plans into the strategic planning of learning English. She expanded her perception of learning English as an academic endeavour, and reflected upon the role of English in her future plans. Her disappointment after failing twice in the university entrance exam caused questioning of self-competency, future self-image and career plans. There is strong evidence that she developed an awareness of self-potential, and regulated her beliefs and emotions when she was disappointed and discouraged by her performance:

After failing twice in the university entrance exam, I started to have second thoughts. I started to ask myself if I would really be able to make it, mostly because of the reactions of people around me. However, I reevaluated my career options and, it did not really take long to decide that all I wanted to do was to teach English or do something related to English as a profession. So, I gathered myself up. Because I thought if I really loved it, I would be able to do it in any case. I thought even if I was bad, I would improve myself.

4.2.4.2. Development of Adaptive Skills

Entering university is one of the main goals for students in Turkey. Social mobility is mostly possible through high-stakes tests which are considered trustworthy but not very promising in terms of meeting language learners' communicative needs in the 21st century. This disparity between the university entrance exam and Ada's personal communicative needs along with unfavourable social relationships with other agents in language class caused a major failure and loss of self-esteem in the language class in high school. On the other hand, when encountered with ideal relationships and supportive others, Ada was able to adapt to the new learning environment in the private training institution after high school which she previously described chaotic. One of the reasons

for her failure to adapt to test-based instruction in high school was the unmatching nature of the curriculum with her personal goals and interests. However, in a similar context in the training institution, where test strategies and structure-based instruction were emphasised even more, she was able to regulate her emotions and redefine her short-term goals thanks to healthier relations with peers and teachers. Her adaptive skills were activated with sympathetic and supportive others, and she made progress in terms of her agentic development by taking risks to spend one more year to get a better score even though she could have entered university at the end of first year in the training institution:

The first term of my first year in the private training institution was just great. We were like friends with our teachers. We were having a lot of fun in lessons. We were getting along really well. And then in the second term, we had to move on to online education. We were really demotivated. We did not like that at all. Although I got a score that was enough for me to enter a university, I preferred to study one more year because we were doing great together at test school. Fortunately, we were back in our classes with little online education. So, the school had a positive impact on me.

4.2.4.3. Different Agentic Attitudes Toward Similar Circumstances in the Light of an Ecological Transition

Interpretation of circumstances in a learning setting by a person might depend on the relations with the performer of an action that creates these circumstances. One event or condition might be regarded as undesirable, the very same event or condition might be depicted as favourable. Agentic orientations can change or remain stable depending on the meaning that a person ascribes to performers of these actions or performers themselves.

As soon as Ada realized her tendency and capacity to communicate with the speakers of the language she had been investing personally and academically, she redefined learning goals. This major shift in her understanding of possibilities in the target language emerged from the consensus among the members of their micro community of practice. The value of communication in the target language was agreed upon, and she maintained and enhanced the continuance of this appreciation by exercising her agency over others:

In high school, I and my friends used to try to speak with foreign people on the internet. We talked a lot together. One day we talked with a guy from England. It was fun. Once you talk with someone from another country, you want to do it more. I said to myself “You are able to speak in English. You should improve that”. I talked with my friends, I talked whoever I could find.

Changing learning contexts come with changing actors which necessitates new consensus over the value of possibilities. Her experiences in the language class in high school meant disengagement from prior familiar and effective formal learning contexts. In the meantime, she was able to keep a parallel microlearning mechanism which secured permanency of preferable routines despite the constraints of language class.

In spite of a similar discrepancy between personal interests and formal learning context after high school in the private training institution, her interpretation of structure-based teaching practices tended to be more acceptable for her. The existence of similar learning environments with similar constraints in different phases of her life gained meaning in her subjective reality. Reciprocal relations shaped by means of short-term instrumental strategic benefits, and affective attachment with teachers in the private institution made her rationalize teaching practices which she once found unsuitable. On the otherhand, opportunities in her new learning environment to learn and speak in English enabled her to reevaluate past experiences in the light of new affordances at university. A major change in her role from a university applicant to an actual university student also meant a major change in her expectations from a learning environment:

I kept trying to improve my speaking, but the teachers almost always taught in Turkish. Sometimes, we used to ask them to teach English in a private training institution, and they did so a couple of times. We really liked it. However, they used to say that we would be taught all in English at university. I guess they were trying not to confuse us since we focused on the university entrance exam. I did not mind being taught in Turkish, because it was easier. On the other hand, I think being taught in English was much more effective. If it wasn't for the university

entrance exam, I'd prefer English all the time, but they needed Turkish to clarify some grammatical details.

4.3. University: A Lifelong Pursuit

4.3.1. Emotional and Academic Preparedness to University: Growth Mindset as Part of Agentic Identity

One of the major components of a learner's agentic identity is the self-efficacy beliefs which can be defined as his/her perception of his/her own ability to generate or give direction to the circumstances in his/her life. The language learning process is full of instances in which a learner needs to adopt different courses of action regarding the steps to take or ignore. Misinterpretation of self-efficacy might result in unintended results for a learner. Thus, the accuracy of a learner's appreciation of his/her competency might determine the nature of his/her interaction with the learning environment. Whether a learner believes that an act of learning matches his/her abilities or it is beyond his/her sufficiency is of paramount importance in defining the quality and extent of effort and persistency to be displayed in case of an impediment. While the source of motivation for Ada was initially self-improvement through artistic enhancement and interaction with other agents in different learning environments, she was able to integrate it with emergent academic goals in her formal context.

Ada's belief in her ability to develop herself and cultivate the qualities needed to learn English was one of the most significant themes that emerged from the interviews. After she finished high school, it took her two years' preparation in the private training institution to enter university. She worked hard for the university entrance exam. When she was finally about to start university, her friends and family tried to convince her to be exempt from the preparatory year. She was aware of what she still needed after two years and ready to spend another year. She was able to reveal determination according to the strategic plan that she made for herself:

Initially, people around me told me that I did not need to spend another year in the preparatory class. Although everyone thought that my English was good, I was well aware of the things I needed to improve. For example, I was not very good at writing. There were lots of things I needed to improve even in grammar.

Therefore, I said I wanted to take this one preparatory year. So I started university here.

In the light of the ecological approach to the understanding of past perceptions that are taken along from one setting to another, the initial mindset about the relationships in a new context tends to affect a person's level of preparedness to challenge the negative impact of past experiences and build on positive ones. The interconnectedness of different learning contexts in different phases of Ada's life seemingly overwhelmed her before she started university. She was aware of the new chapter in her life at university and reflected upon past experiences to regulate her emotions. On the other hand, she preferred to express a desire to lay a foundation on favourable experiences which enabled her to rise above the undesirable ones:

I was worried about making new friends at university and getting along with teachers, but it just felt like the atmosphere in test school. I tried to feel comfortable. I thought that if I respect my friends and teachers, there would be no problem. And it happened just like that. I could make friends and I liked my teachers. I have no problem. Everything is positive.

4.3.2. First term

4.3.2.1. Difficulty in Building Rapport with Teachers

Conceptualizing learning opportunities in a new learning context might be regarded as a sign of a growth mindset, and Ada sought opportunities to use English outside class, she set goals and kept track of progress, and was aware of how to learn best. However, she lacked the ability to find assistance from her teachers for a long while:

Teacher 1:She is aware of what she is doing, but she has a self-reliant personality. I guess she shares her issues with her very close friends, rather than consulting teachers.

Teacher 2:She is trying to make up for the deficiencies, but while doing that, she rarely asked for help. She mostly tried to handle it on her own throughout the first term. I guess she was not used to asking for help.

4.3.2.2. Struggle to Demonstrate Personality in Class

There is an undeniable difference between having a desire to exist as an individual by taking lessons from the past and taking the necessary steps to realize them. The imagined learning setting with desired relationships among other agents might contradict the realities of the context and self. A person needs to evolve around emerging conditions and restructure expectations and state of mind according to the constituents of the new learning system.

The interplay among her expectations, the new environment and other agents within this environment did not come out as she imagined. The assertiveness in her mindset prior to the engagement with the setting was not carried into effect by her in reality. Her teachers explicitly referred to the self-enclosed nature of her identity as a learner during lessons in most of the first semester:

Teacher 1: She had a serious lack of self-confidence in the first semester. She had never been the first student that took the floor in an activity. When I asked if there were any volunteers to fill a gap in a grammar exercise, or answer an easy, obvious question, she had never been the first student to volunteer.

Teacher 2: She was a student who used to sit in the back rows, who did not participate in lessons a lot unless asked to do so. I realised that she really did not have self-esteem. She was shy. I am not sure if it was related to her lack of self-esteem, but she was really shy. As far as I could observe, she also had difficulty adapting to her classmates at the beginning.

4.3.2.3. Lack of Agency Use in Class

Use and development of agency are always related to engagement with others for the negotiation of the intended change in social contexts. However, Ada offered slight evidence of the desire to take initiative to change things as she wished in her new learning environment unless they got intolerable. She emphasized her tendency to opt for adapting herself to the circumstances:

If I did not like something about a lesson, I actually want to raise concern over it, but if it is kind of OK, I generally try to look on the bright side. Even if I don't like it, I adapt it to myself in some way... I don't know, there might be an assignment that gives me a rough time. I might offer an alternative to manage my stress.

Although she expressed willingness to be more adaptive in case of undesirable incidents or circumstances, she also stated the following “*I would definitely make my point if I were given a chance*”. Her active participation in the questionnaires implemented by the school administration can be regarded as an exercise of agency. She was not very fond of turning cameras off during online lessons. She thought that affected communication, and she stated that in the questionnaire. However, her participation in a questionnaire as an anonymous person did not yield the result she expected, and she tried to convince her friends. She attempted to involve others to redesign her learning environment:

I always thought seeing others in online lessons would be much better. And I filled up that questionnaire about this problem. I spoke with my friends about this, as well, but they did not agree with me.

She exercised her agency to change her learning environment. Moreover, she tried to influence her friends as other agents in her microlearning context, but failed to convince them to exercise their agency for a change she found desirable. However, she ceased using her agency even though she was provided with an opportunity to negotiate a constraint at an institutional level. She could have seen her teachers personally about such issues in office hours. She expressed her enthusiasm about utilizing this opportunity in the interview, but also stated that she never did that. This finding supports her teachers' views on her non-agent character when it comes to taking initiative to change the course of events:

I never used office hours, but I'm thinking about it. I want to use it to see how I can do things better or if I need to do things differently, but since I haven't got any problems, I've never used it.

4.3.2.4. Reflections of Agentic Development from Macro to Micro Level Contexts

The human agency develops under the influence of interplay between extended contexts, which shape values, ideals, taboos, and constraint or broaden human understanding, and micro settings in which certain roles are cast to individuals or individuals embark on these roles themselves. Ada's teachers commenting on her ability to take initiative to change things in or out of class are not in line with her self-beliefs. A common view among her teachers was that her non-agentic character had a deep rooted sociocultural background, which might be a representation of acceptable personality type within macro level cultural structure. They indicated an association between her non-agentic behaviours and sociocultural norms that she was born into and grew up in. This description does not and should not exclude formal learning contexts where learner-learner interaction, or learner-teacher interaction is generally put aside and the teacher, as the authoritative figure tends to "lecture" students in the form of monologues :

Teacher 2: Ada hasn't been a student who takes initiative to change things in class. She generally accommodates herself to the setting rather than changing things in it. She perceives objecting to things as disrespect. That's the way she was brought up in her family. She is more like "I shouldn't go against the elders. The teachers know better. So, even if I thought Maths in an English lesson, she wouldn't ask why. She would say there must be a reason

Teacher 1: I think I can say that she does not take initiative to change things. She is not that kind of a person who questions when a teacher asks her students to do things. She is rather a "respectful" student. Unless there was something extraordinary, she would not say anything about it because she thinks that would be disrespectful. She does not have that kind of personality. That's the type of "culture" she grew up in.

4.3.2.5. Difficulty in Transition to a Desired Ecology

The transition from a learning setting where mastering test strategies was of primary importance to another where the emphasis shifted to the communicative aspect of language was not easy for Ada. Although it was a well drawn picture of an ideal learning environment for her, it also meant breaking one habit and building a new one with new partners in a new context. It can be concluded that she went through periods of

alination to different types of learning styles in different phases of her language learning journey.

She held positive strong beliefs about the communicative aspect of the target language before high school, but she struggled to adapt to a strict form of the structure-based curriculum in the language class in high school. After spending four years within this framework and achieving a major life-time goal, at university she had difficulty to restore her prior positive attitudes toward the communicative aspect of learning a language, which she once idealized and became successful in as a teenager. What she found in her first year at university was the closest thing that she desired and defined as an ideal language learning setting: using cultural artefacts, sharing experiences with others, getting into as much interaction as possible, and building favourable relationships with peers and teachers to do all these things together. Concerns regarding the difficulties she had in accommodating herself to the new classroom atmosphere at university were expressed by her teachers and the researcher who made observations during lessons as her grammar teacher. Taken together, data suggest that there is an association between utilizing the opportunities in a learning context and perception of others as potential partners in case of meeting difficulties.

Another remarkable result emerging from the interviews is that the transition was not only from one set of habits to another but also from a fixed mindset to a growth mindset. Only this time the transition was not as formidable as it was at the end of high school. The main difference was her belief in other agents in her learning environment. The evidence suggests that she is confident about the supportive nature of her learning environment:

We are learning similar subjects here at university. In spite of differing methods of teaching, I try to study as I did in the private training institution, but of course...we used to practice lots of tests, and here I try to improve my speaking. There are lots of video tasks, and they really help a lot. But at first, I thought I wouldn't be able to make it. I mean recording myself, especially while speaking English. As I realised that I was able to do it, I really loved it. I was told that we would be speaking a lot at university, and we really do that a lot here. However, to be honest, I was really worried about that. I thought I would not be able to speak fluently, I would mispronounce words. After a while all my anxieties just

disappeared. Now I am able to speak without any concern. I do not worry about mispronunciation. Even if I do that, I can fix it. Furthermore my teacher and friends help me do it.

4.3.2.6. Divergence Between Perception of Self as Agent and Actual Exercise of Agency

She generally described herself as a person who can take initiative to change things in her learning environment. The way she perceives herself is an indication of the fact that she has positive self-efficacy beliefs in terms of exercising agency in her learning contexts. Her life story provided some examples of active agency use. On the other hand, there were instances when she preferred to abstain from using it.

Her ability to handle her own problems might be related to low self-esteem in new learning environments, or absence of supportive others in familiar contexts. Once she achieves an ideal learning environment, she starts to use her agency to activate others on behalf of herself. There are certain triggers in a learning environment that can activate her agentic self, and none of them emerges in any predictable order. However, a supportive teacher figure is a consistent variable all along her language learning journey, and yet even that kind of promotion might take time to activate her existing agentic capacity. Her teachers explicitly explained how she attempted to enhance her agency. According to Teacher 1, she already knows her capacity to take charge of her own learning at a personal level, but exercising impact at a macro level is not a part of that capacity:

Teacher 1: When I said hi and asked how she was doing she said she was really happy. Then I said I know. I can see it in class that she was much more participative. She replied that was for the better. I mean she knows what is going on and what she is doing. She just needed time. I said it is the preparatory year. It is not only about learning English. I said “You can also improve personally. You can develop self-esteem, and skills such as public speaking. If you had gone directly to your department, you’d have felt like a fish out of water.” I mean she is aware of her own progress, but even when there is something that restrains her from learning, she prefers to conform to others rather than taking action to change things.

Contradicting findings from her experiences and teachers' observations might be an indication of the need for certain triggers. She might need certain conditions to exercise her agency over other agents as she needed them to activate it at a micro level. On the other hand, the interpretation of other agents' views on her actions reveals a kind of self-restraining mechanism:

I try to participate in activities in lessons as much as possible. Moreover, sometimes I feel like others might think that I am making a show of myself. Then I wait to participate when others don't.

4.3.2.7. Self-Assessment or Undermining Self?

Findings so far have revealed that she has generally had a sense of self-awareness of her capabilities and willingness to make decisions regarding the necessary strategies to make progress. By contrast, Teacher 2 expressed concerns over her orientation to underestimate her skills and self-capacity. Depending on her mood, state of mind at that particular moment, group dynamics in class, and rapport between her and teachers, there were instances when she tried to lower expectations about her performance:

Teacher 2: She is aware of her own deficiencies. Moreover, look down on herself. For example I assigned them a writing task last week. When she was handing in her paper, she said "I could not write it very well". I took a glance at it and said that it was pretty good. She is unconfident. There is some sort of strict perfectionism in her.

Likewise, evidence from classroom observations suggested that she was also aware of her perfectionist side. In an activity about wishes, she raised her hand to comment on a text about being afraid of making mistakes and taking things in life too seriously. She explicitly expressed her ideas about not being able to take risks because of her desire to make things perfect. It was clear from her statements that she knew the effects of desire to try to do things in the best possible manner. She was aware that this kind of sensitivity caused her to abstain from making mistakes, and taking risks which are prerequisites of progress and achieving things in the life course of a person. On the other hand, being able to express her ideas and emotions on such a personal issue can be regarded as an indication of agency. Ada's progress in her capacity to feel confident enough to share her

inner world in a classroom discussion is in line with findings from the interview with her teachers.

4.3.3. Experimental Phase: Maximizing Agency as Part of Classroom Practices

Formal language learning contexts do not need to have a constraining impact on a learner's agentic development. Although traditional student-teacher relationship might evoke unequal power relations, it is still possible in today's classrooms to promote agency, share responsibility with learners on matters concerning content, resources, activities, classroom procedures, and even assessment and evaluation.

Following classroom observations and interviews with the participant, a series of activities were integrated into the curriculum that started in the tenth week, and ended in the fourteenth, which was the last week of the first term. The evidence from classroom observations, and interviews with the teachers and participant had already suggested that she was having difficulty in adapting to her new learning setting, new agents, and new teaching methods. In the tenth week, she had already exercised her agency to change her seat to sit with a more agreeable peer. On the other hand, she had the opportunity to enjoy this reciprocal relation with her friend during these activities. The data in this phase was obtained from her statements she wrote on activity materials, observations made by the researcher as the teacher of the lesson, and interview implemented at the beginning of the second term with the participant.

4.3.3.1. Intervention 1: My Future Self

The first part of the experimental phase of this study aimed to help students to think about their personal aspirations by seeing themselves as proficient English speakers in the future. It also urged them to think about what they could do to make that vision a reality. Statements below are from the activity in which she described the role of English in her future self's life:

I've just made a world tour. I see different countries on holiday. I always help street animals. I am happy, peaceful, and healthy. I can speak English very

fluently. I can play the piano, and write books. I sleep regularly, eat healthy food and do exercise.

Her future self is a clear depiction of an ideal teacher that she loved to spend time with and learn English together in most of her life. The nature of her relations with her teachers has always had an impact on the level of success she achieved in her language learning journey. She aims to teach her future students the way she enjoyed being taught.

Her imagined future self has good relations with her friends and family. In all spheres of her life language learning, social life, and mental health are intertwined, and she tries to establish solid bonds with other agents. On the other hand, there is an undeniable quest for similar relations with foreign friends. She plans to prove her skills in foreign countries with foreign friends. She reflects upon the possibilities taking control of her learning in a favourable learning environment:

I am with the person that I love. I always spend time with my family and close friends. I also have foreign friends from other countries. I live in my own home and go abroad with my beloved ones on holidays.

Consistency can be seen between the future identity that she created in this activity and her past self's ambitions, disappointments, and experiences. Her social relations in the future are built around family and close friends. Spending time with friends was important in the past, and it is important now and in the future. We have already known from her statements that becoming a teacher became her main career plan after she met her teacher in the training institution before university. In this activity, she clarifies the type of the teacher she wants to become in the future and relationship she aims to have with her students.

4.3.3.2. Intervention 2: Choice Board / Peer Review

It can be concluded that her strategy to learn English has been consistent in her focus on meaningful interaction and access to cultural artefacts of the target language such as songs and movies. On the other hand, this linear focus has fallen under the influence of contextual factors of formal learning environments. At this point she either adapted herself to these influences or adapted the learning environment to the linearity

and comfort of her own learning style. When she failed to achieve either, as it happened at the end of high school or at the beginning of first semester at university, she failed socially, academically, and psychologically.

In the third part of our experimental phase where the students were asked to choose the content and topic of a project assignment in collaboration with a partner, Ada was able to choose her close friend as her partner and writing as the medium. When they finished their essays, they reviewed each other's projects, for which they also created a rubric:

I chose to write about Robert Downey Junior's life, because I admired him even before high school, I am a fan. I really love him. And in this activity I felt comfortable since we had options about what and how to do. I preferred to write, because I enjoy writing. The other options such as making a video or presentation about something were also good, and I probably wouldn't mind doing one of them. However, I had difficulty recording a presentation.

4.3.3.3. Intervention 3: Peer Review

Forming a healthy and supportive learning community is one of the main goals in a learner-centered classroom. Supporting and challenging each other go hand in hand when learners can cooperate to design a learning task with personalized evaluation criteria. "Peer Review" activity along with "Choice Board" provided opportunities for students to define a suitable project for themselves, set the success criteria, and be ready to regulate their emotions when they are expected to give and receive peer feedback. On the other hand, these opportunities might not always be an integral part of a curriculum in a formal language learning context. Policymakers and teachers need to cooperate and enhance these opportunities as part of course designs and assessment policies. Learners like Ada who struggle to adapt to new learning and social contexts might find it difficult to create their own chances unless they are provided with them nested within the possibilities at an institutional level.

In the second interview made after the activities that aimed to enhance agency in formal language learning settings, she stated that she welcomed the opportunity to be

evaluated by a peer and to give feedback to her. Her preparedness for peer evaluation and criticism can be interpreted as a sign of progress in her agentic identity:

I liked the idea of being evaluated by one of my friends like our teachers do. We can notice things that we normally don't when somebody else gives feedback to us. I think I am open to criticism. So I really loved this activity.

4.3.3.4. Intervention 4: Group Problem Solving

This activity was designed to be used in a group speaking task. The students were first asked to critically evaluate their language learning experiences individually in language classes in high school. Then, they came together in groups to discuss their possible solutions and try to convince others about theirs.

The activity aimed to enhance students to take initiative in cooperation with others. Ada was critical of her own exam result. She regretted not having spoken enough for practice in high school. On the other hand, she was aware of the difficulty she was having about grammar. Seemingly, the task activated her past memories from a critical perspective. Although her evaluations did not go beyond personal experiences, she related them to her current position at university, because she stated before that she was not very good at grammar.

I should have spoken with someone for practice. I should have studied for grammar. I could have won a better university. I could have gotten a better result in the exam. I should have learnt more vocabulary.

However, when they came together and discussed the solutions together, she did not volunteer to become the group leader. She preferred to express her solutions and ideas as a member of the group rather than taking initiative to guide the whole discussion, but she was still able to put across some of her ideas. She did not abstain from attempting to take part in discussions to put across her ideas.

4.3.3.5. Intervention 5: Exit Ticket

This activity aimed to enhance reflection skills about learner experiences during lessons. They evaluated classroom procedures, materials, and the extent of benefit they

could get from the lesson. Her statements in her paper were rather an indication of positive attitude toward the lesson. She compared online and in-class exercises, prior and current grammar experiences, progress she made on specific topics such as modals and perfect tenses. However, her views were far from being critical except for one question about how well she understood this lesson. She gave four out of five which might be regarded as the only negative reflection in this overall evaluation, but she abstained from clarifying the reasons:

I learnt tenses and modals in this lesson. Online practices were very useful. I learnt some subjects that I used to have trouble with in the past. I want to learn gerunds and infinitives better in this lesson. I am able to express myself by using past modals now. Sometimes, I have trouble with past perfect tenses, but I can fix that by practising more.

4.3.4. Second Term

After 14 weeks at university, Ada started to be more active during lessons in the second term. Data from classroom observations revealed that she began to feel empowered as an agent, and attempted to take initiative in many instances.

4.3.4.1. Seeking Guidance from Teachers

In the second term, she started to be in more interaction with her teachers. The findings of observations made by the researcher inside and outside the class, and experiences expressed in the interview with her teachers suggested that she began to contact with her teachers more often about educational needs.

Lately, she has been able to go to her Grammar teacher's office to personally get a list of books she can read before she starts her lessons in her department next year. She discussed the benefits of reading classics, making a personal library, and asked questions about where she can get them. Similarly, she asked for help from her writing teacher about how she could improve her writing. She shared her experiences about free writing in her free time and asked questions about websites she could use. The realization of

progress she could make by means of support from her teachers encouraged her to communicate with her teachers about learning strategies:

Teacher 2: This term she communicates with me outside class more often. Today we talked about how much she likes free writing, and I shared my experiences about writing as a student at university. I told her about the journal I kept at university. She asked me if I knew any websites that she could use for that. I mean, yeah, she has been asking for help lately, but in the first term she was trying to get things done on her own.

Once she embarked on her teachers as part of her micro learning context, she maintains this relationship beyond the classroom. She activates her agency to utilize this relationship when she needs assistance even on non-academic issues. Although the circumstances of formal educational context necessitate relations with her teachers, she transfers the ones that she internalizes beyond the educational context. She still calls her teachers from the private training institution, who she really admired. This kind of long-term relations might be an indication of an emotional bond with an authoritative figure, but she utilizes the academic affordances that come with it by asking her questions about learning English when she needs :

If I can't find the things I need during lessons, I ask my friends or teachers. I use the internet. Moreover, I still have good relations with my teachers from the institution, and I am able to call them and ask if I have any questions.

4.3.4.2. Building Rapport with Teachers

On the other hand, the nature of her relationship with her teachers evolved from strategic guidance on technical issues toward establishing emotional bonds which enabled her to share problems such as participation in activities, improving self-esteem, and scope of overall academic growth. Overall, these findings indicate that she achieved rapport with her teachers that created opportunities to share ideas and experiences regarding personal and academic growth beyond learning English:

Teacher 1: She glowed up late as I said before. I told her that this was better for her to be more active in lessons, and preparatory class is not only about learning

English, it helps you develop self-esteem. She agreed and told me that she was feeling happy about that. She is aware that she wasn't like that before. She knows where she is, what she is doing, and she is making progress.

In the same vein, she defined herself as an autonomous person who makes her own decisions. She emphasized the importance of ownership. She stated that she has the ability to make an evaluation of possible guidance from the teachers and make her own decisions.

I mostly listen to myself and try to see what I really want. Because this is my life and I am the one who is gonna live it. If I really want something, I can do it. It depends on my hard work and concentration, but I am also open to suggestions and guidance from my teachers, especially when I think they work. If not, I try to adapt them to myself, or I try other options.

4.3.4.3. A Significant Transformation in the Second Term

A recurrent theme in the interviews was a sense of transformation that she has been able to achieve in the second term at university. At the beginning of the first term she had difficulty in adapting to this new social and academic environment in which there was a major shift from test-structure-based instruction to a more task and communication based curriculum design. Her tendency to build micro learning systems with at least one classmate who can share interests and goals with her emerged as the main obstacle. A common view amongst her teachers was that she was shy, nonparticipant, and passive when it came to expressing ideas, and taking initiative until she started to develop a steady relationship with one of her classmates. The positive impact of this relationship on her, for which she needed to take action after a critical evaluation of the whole situation, was observable by her teachers. What is surprising is that she was aware of the progress she was able to make at university in terms of her self-improvement:

I think I can say that I truly believe in myself. I am really an apprehensive person. Whenever I had an assignment or a minor issue, I used to get stressed. Now, if I believe in myself, I am able to relieve stress easily. I have learnt to relax myself,

and all this happened here, at university. I have had self-confidence. I used to be afraid to speak in lessons. As I participated in activities, I rose above.

4.3.4.4. Building Agentic Self by Reflecting on Past Experiences

Her critical evaluation of her current identity is not limited to the progress she made at university. The conclusion that she makes about herself is based on past experiences that left an indelible impression on her. She compares her current self with the past one and suggests that she went through a crucial transformation. Difficulties that stemmed from unhealthy relationships with her friends and teachers, which resulted in two years of chaos, were about to repeat themselves at university: she was about to fail in her lessons struggling to build supportive relations mostly because of a nonparticipating deskmate. Through the use of agency as a rarely activated notion in her learning experience, she was able to handle the difficulties of the first term by exercising control to construct learning environment and becoming more active. She has developed a sense of resilience over the course of time:

When I had difficulty in doing something, I did not really try very hard. Since I was depressive most of the time, I used to shy away and give up easily. Now, I can confront the things that I can't do. Maybe it's just about growing up..., but once I realised it, I told myself that there was no need to be afraid of things. Now, I think I'm changing for the better day by day.

4.3.4.5. Strategy Use

Ada's choice of strategy use has generally tended to take shape according to the sociocultural context that she had to become a part of. When she achieved an ideal and supportive learning ecology, or broader classroom environment with supportive classmates and teachers, she made a strong impression on herself and others. From fourth grade to ninth, English was her favourite lesson, and she was successful both academically and socially. A sense of belonging to a social circle through shared goals and interests tended to be the main characteristic of her success in learning English. She has always been agentic in her use of language learning strategies within her personal space. She was able to steer the process in conceit with her own interests by utilizing

learning opportunities surrounding her. On the other hand, she also needed companies to share these experiences and benefit from the socio cultural assets of the target language. At that point, she created relationships with other social agents with lots of ups and downs. She activated her agency to better benefit her partners in her microlearning context. She was able to practice speaking with friends out of class in tenth grade, and decided to take initiative to add a more communicative aspect into classroom procedures. She talked to the teacher, convinced her to change the classroom routine, but that did not last very long. It can be concluded that she wanted to be more participative in classroom by redesigning the procedures which lacked the possibilities for meaningful interaction with peers and teachers. On the other hand, when she had a classroom context with lots of opportunities for meaningful interaction, she did not have the appropriate partner at university. She took initiative to change her seat to be able to sit with a close friend, who was not available at the beginning of the term. She made a strategic choice to restructure her micro learning context where she would be able to utilize already existing learning opportunities such as cooperating with peers, communicating meaning, interacting to complete tasks, sharing mutual interests etc. As it can be seen from these two experiences of Ada, she activates her agency to gain access to learning possibilities that are meaningful and strategic to her.

Emergence of Ada's agentic identity when she needed to build her language learning environment or to transfer already existing strategies in her micro context to broader classroom environment can be evaluated as a socio affective aspect of her learner identity. At university, before she finally started to sit and cooperate with her close friend, she mostly tended to capitalize upon her prior learning strategies such as watching films and listening to songs. However, she was aware of the need to get higher scores from the exams to achieve short term exam-related goals. She was able to regulate her perception of new strategies emerging from the necessities of this new learning context. She changed her beliefs about writing in spite of her failure in her writing lesson, and even internalized it as a new aspect of her personal learning routine by designing an individualized practice framework:

Since I was not very good at writing last semester, I was demoralized. But as I corrected those mistakes and improved myself, I started to really like it. After we began to write more sophisticated essays, I liked it even more. I felt that I was

able to express myself... I started to write a diary. I found topics to practice and improve my writing.

When given a chance to make her own choices about the strategies to use, she preferred writing in accordance with her short-term goals and mediated her attitudes. However, she was able to manage stress and anxiety stemming from failure in her exams in the first term. She adapted her interest in songs and movies in a way that would enable her to get better scores in the second term:

I got better scores this semester compared with last semester, and my teachers are aware of my progress. They told me that I am more active both in class and online lessons this semester. I think my progress might be related to the mid-term break, when I started to study more. I read lots of books, tried to write. I created fun activities for myself with songs.

Her effective use of socio effective strategies, which enabled her to manage her social relations with her peers and teachers, was also determinant in development of her agentic identity. Based on her relations with friends, she was able to transfer her linguistic knowledge from outside

4.3.4.6. Affordances through Agency

Establishing relationships among other agents and learning resources to create meaningful learning opportunities is one of the key characteristics of Ada's language learning journey. There are times when she could achieve that by taking responsibility and developing a sense of ownership within her inner learning ecology and the broader one.

Songs were means of access for her when she first started to listen to them. This very first affordance was created by her elder sister and defined the way she perceived language. Although she was relatively passive in the creation of this meaningful opportunity, she was able to show the consistency needed for the continuation of it. She added movies on her own to her agenda that would keep her active interaction with target

culture and language. In her elementary, secondary schools and at the beginning of high school she had access to a communicative learning environment which she enjoyed a lot. However, in eleventh and twelfth grades she was provided with test materials, and a teacher directed monologue-based classroom atmosphere. She used her agency to initiate change towards a more communicative context through speaking activities, but that did not last very long. After high school, she spent two years in a private training institution for university entrance exam which was not very different from the last two years of high school. However, she was able to instrumentalize and turn these test-based practices into meaningful tools for herself to enter university.

At university, the first and main difference between high school and tertiary level language education emerged in placement test, in which she took a written exam first, and then listening and speaking exams. This was probably the first time that she had ever been tested orally. In this new era of her language learning journey, she needed to actively participate in speaking activities in lessons, produce written texts, carry out projects with friends or individually. Their classroom performances were also monitored and evaluated. She needed to take part in classroom discussions. Even grammar lessons were based on meaningful interaction and written production. Overall, affordances provided in this new context were in line with her long-term goals such as improving speaking and listening skills.

However, all these opportunities were not being utilized by Ada. She stated that her partner's shyness, passive character affected her negatively. On the other hand, this depiction of her partner was almost identical with her teachers' depiction of Ada:

For example, I wanted to participate in activities in which we could talk about personally relevant topics. I wanted to contribute to the discussions. I really really wanted that, but I wasn't sitting with my current deskmate at the beginning of this term. My ex-deskmate never spoke. She literally never participated. I used to say "What does she worry about?". So, I did not speak a lot because she did not speak. However, when I changed my partner, I realized that she was as willing as I was to speak. Now, we are doing pretty good. We can talk freely in every activity.

Her first action to create better and meaningful learning opportunities for herself at university was when she decided to change her seat, where she had to sit with a rather passive classmate. Seemingly they had little in common, and having similar interests and goals and enthusiasm for interaction is like a prerequisite for her ideal learning setting. Then she started to study individually to compensate for exam scores, which are crucial to moving onto next year in her department. Otherwise, she would have to repeat preparatory language education. However, individual language learning was far from being her dream learning environment. She evaluated her position in her class and with her deskmate. She realized that she wanted to be more than a passive recipient of linguistic content provided by the teacher and in the resources. She had always enjoyed being a co-constructor of meaning within her inner learning ecology and the broader one when she felt comfortable and confident enough. She took action and started to sit with her close friend, whom she had already defined a better partner in activities. She achieved her goal to build a better learning ecology where she would be able to have access to more convenient and interesting learning opportunities with a partner.

4.3.4.7. Exercise of Agency to Regulate Self-Efficacy Beliefs

After she started to sit with her close friend, her activeness and participation increased significantly, which attracted her teachers' attention. She was able to co-construct her relationship with the learning context, where teachers and classmates co-existed as other social agents, and learning opportunities emerged from Ada's ability to mediate her goals, feelings and beliefs. On the other hand, being a part of a new microlearning context had broader implications for Ada than simply being with a close friend. When she was sitting in the back rows, she did not only miss learning opportunities because of her deskmate, but also under the stress of being judged and even mocked by peers in the first term. She developed her adaptive skills in order to cope with psychological constraints that withheld her from activating her abilities and intelligence. She was affected by undermining effect of others with high self-esteem. Her improving self-esteem might be related to the absence of negative feedback that she used to receive from peers.

When I used to sit in the back rows, I was not distracted very often, but at the beginning of the first term it used to happen a lot. I used to lose attention very

often. But in the front rows, I feel much more concentrated, focused. I was shy about speaking in the first term in fear that somebody would laugh if I say something wrong. I would never do that, but some students are used to that.

4.3.4.8. Awareness of Unparallel Micro-Macro Environments

Defining an ideal learning ecology, and taking initiative to create it enabled her to have access to lots of learning opportunities. On the other hand, this dynamism established a reciprocity for her partner as well. As a consequence of Ada's agency, a reciprocal affordance emerged within the ecology. Her enthusiasm, participation and dedication enabled her to take initiative on matters involving other agents in the classroom. She is now able to express ideas about the classroom procedures. Based on classroom observations, there has been a significant change in her attitude regarding decision making processes that involve teachers and other peers. She expressed her enthusiasm and determination about the continuance of an activity in which she felt comfortable and satisfied as a learner with a developing personality in need of establishing a connection between her academic growth and sociocultural one. In the same vein, she is aware of her need for the cotinuance of her development in English outside school. Although she described her home context as the starting point of her interest in learning English when she was a child, she does not recognize it the same way anymore. The absence of a supportive sister at home, and parents with little interest in the target language make her school context more essential:

I really love this activity, because we already discuss and talk about current events in coffee breaks. On the other hand, I really loved being able to do that in English. For example, I really wanted to talk about the things I shared with my friends even before the lesson started. Because I am not able to share these things with my parents. They would probably just laugh off, but knowing that I can share them with my friends was just great for me. I thought about how I could that in class whole weekend.

4.3.4.9. Consistency Among the Characteristics of Micro Learning Systems within Broader Ones

Reciprocal nature of dyadic relations among agents within a learning environment is the foundation of a micro learning system. Perception of possibilities in a learning context relies heavily on these relations. Peer relations, on the other hand, is one of the most crucial ones which might promote or limit the progress of an individual depending on the properties that emerge out of interrelated functioning of them.

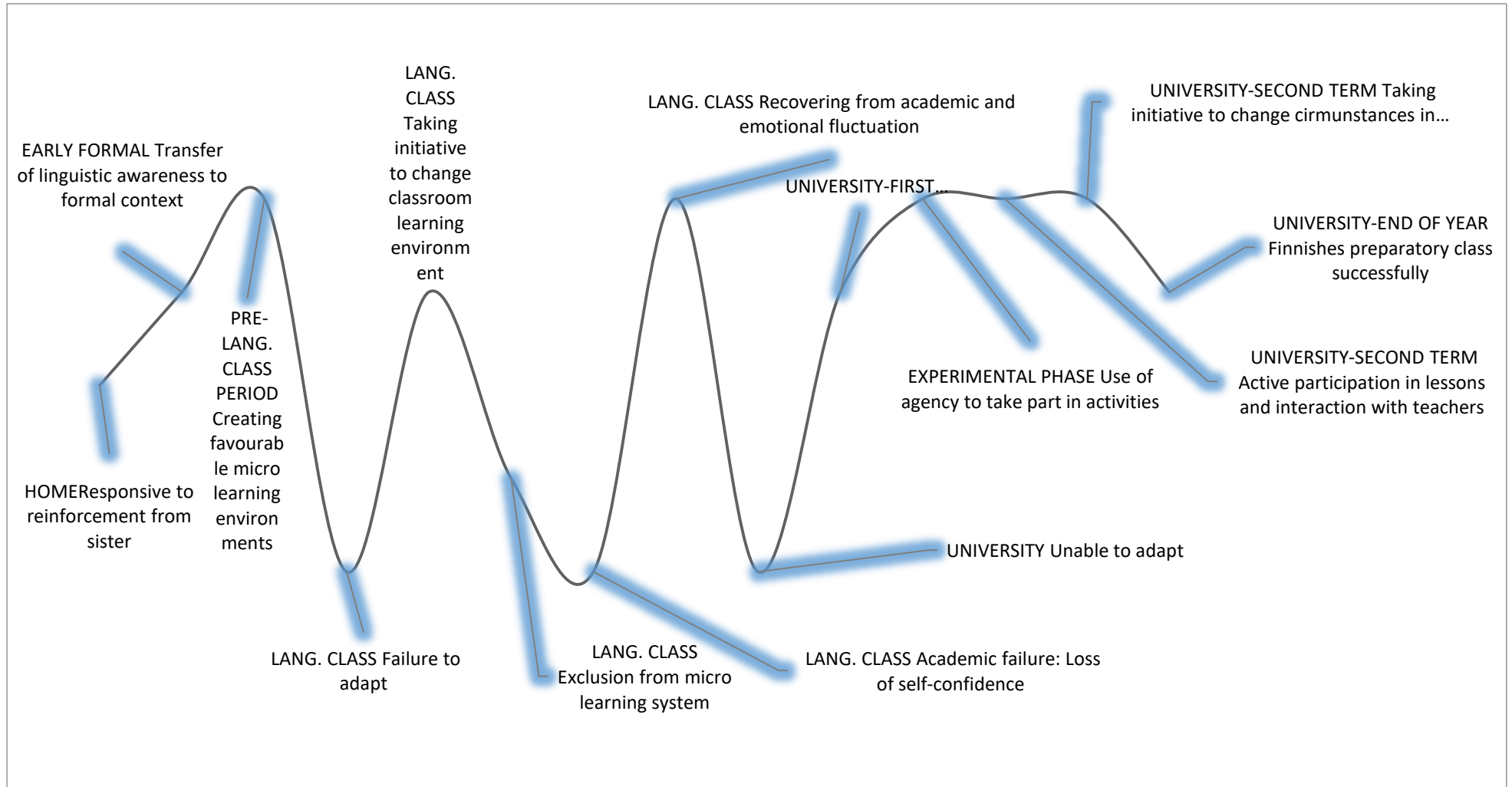
She emphasized the fact that she did not have many friends, and learning English was generally the common ground she shared with her friends. She sought shared interests in her relations, and she is willing to provide certain benefits. While she acknowledges that she has difficulty in building social relations, she is also aware of how she instrumentalizes English as a means of building social relations:

I share similar interests with my current friends at school, but it is actually the same for almost all of my friends that I have outside this school. Most of my friends are interested in English. They play online games, listen to songs, or watch movies in English. I think English is decisive in my choice of friends. If none of my friends knew English, that would affect me, and I would eventually find new ones who knew English. We would do some activities together, and I would make a contribution to her. I don't have many friends, though.

4.4. Agentic Development as a Crucial Component of Life Story

Ada's language learning journey started at home, maintained in formal contexts and shaped her agentic development as a very crucial aspect of her personal growth. Fluctuations during ecological transitions had unpredictable impacts on her exercise of agency in different contexts and timescales. The figure below is a representation of this complex and dynamic process.

Figure 2 Fluctuations in Ada's Agentic Development



CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

The final section includes a discussion of the implication of the findings to future research into the transformation of language learners' agentic development within differing contexts and phases of an education system. The experimental case study presented here attempted to explore how transition among these contexts and phases necessitated the exercise of agency to be able to regulate self-efficacy beliefs and strategy use in accordance with the constraints and opportunities emerging from the interwoven nature of broader socio-cultural, educational structures and micro level learning settings. This study has shown that the development of agentic identity is shaped by a learner's capacity to activate a growth mindset and resilience through self-regulatory skills during transitions among nested micro and macro ecosystems. The utilization of learning opportunities depends on the individual's capacity to influence the circumstances in a learning setting and appreciation of them. Overall, these findings are relevant to language teachers, school administrators, and policymakers.

5.2. Research Question 1: How do language learners transform their agentic tendencies according to opportunities and constraints in differing educational contexts?

5.2.1. Agentic Development From An Ecological Perspective

Ada's agentic development as a language learner has been evaluated with considerable attention to her relationship with other agents in differing contexts, her interaction with the affordances in these environments and changing characteristics of these interactions along this lifelong journey. To address the complexity of the concept, the relational and temporal properties of this dynamic evolvment have been investigated through the analysis of the participant's life story until university. The transformation of her agentic development through participation in classroom practices that were designed

to enhance learner agency as part of a preparatory language education curriculum at university was also another goal. In this part, an ecological point of view was employed to establish the interrelatedness of this very set of nested structures.

Ada, whose exercise of personal agency “to produce and regulate events in her life” (Bandura, 1982, p.122) in constant interaction with the ecological environment, continues her existence in the middle of these interwoven structures some of which congregate to constitute a basis for a higher level of structures. Our exploration started with her existence in the direct micro language learning setting which was her home context at the beginning and became diversified throughout the journey with other formal and informal learning contexts. Her agentic development was then analyzed in terms of ties she was or was not able to build among these direct micro learning contexts. Following the exploration of these interconnections, it was necessary to determine the impact of circumstances in processes taking place within larger structures in which Ada was not directly involved but affected indirectly. Finally, there is an uppermost structure that established a dynamic consistency in characteristics among all aforementioned substructures (van Lier, 2010).

5.2.2. Micro-Learning Systems

In order to capture the reciprocal nature of relations within micro level learning settings, a dyadic perspective has been adopted. Her relations with her elder sister as a guiding spirit from the earliest days of her language learning journey made certain learning opportunities available in her direct micro learning system. Although the data did not provide clear implications regarding the role that this relationship had in her sister’s personal growth, the association between Ada’s agentic development and this support was clear. The level of motivation needed for the continuance of effort and determination to succeed in learning English emerged in her home context and helped her activate agentic behaviours in the subsequent phases of her life.

Changing cultural and educational contexts necessitated new roles for Ada. Initially, she was the younger daughter and sister in her home context. Then, she needed to adapt to her role as a learner with new responsibilities, and outcomes of actions in a formal context. All these transitions influenced the dynamics of her home context.

Although she was supported as a language learner until high school by her parents and sister, things started to change toward the end of high school. Findings suggested that support from the family which allowed space for independent action in Ada's decision-making capacity was conditional and depended on her success and the level of influence that these decisions had on her future. On the other hand, the retraction of this support unfolded a new phase in Ada's agentic development. She had to take control of her language learning at a very critical point where it started to have a decisive impact on her professional and academic career. Her accurate appraisal of self-capacity and agency which she mostly exercised in formal learning contexts through family support helped her transfer it to her home context. These results corroborate the ideas of Emirbayer and Mische (1998), who defined agency as (p. 970):

...the temporally constructed engagement by actors of different structural environments – the temporal-relational contexts of action – which, through the interplay of habit, imagination, and judgement, both reproduce and transforms those structures in interactive response to the problems posed by changing historical situations.

She reactivated her agentic capacity, which was originally initiated, supported by her family, and mostly exercised outside the home, to be able to contend with her family as the constituent of an impediment in a subsequent period of her life.

Ada's transition to a new position as a student in a formal educational setting caused changes in the set of skills that she was expected to display. The characteristics of circumstances that she was exposed to in school were directly proportionate to her goals and interests in learning a language in the early stages. By means of reciprocal and meaningful interaction that she was able to construct with certain peers as other agents in her micro learning settings, she gained access to the existing learning opportunities in an out of class and also created new ones in cooperation with them (Moje&Lewis, 2007).

The more a learner appreciates self as capable of fulfilling duties emerging in a learning context, the higher and more personal goals she sets for herself (Bandura, 1989). As Ada realized herself as a language learner in formal settings and came into existence in reciprocal relations with peers, she used her agency to involve her teachers as a constituent of her micro learning environment. The negotiation of meaning as a crucial

part of language learning transformed into negotiation of control over circumstances within the learning context with those who held authority.

5.2.3. Interrelatedness of Micro Learning Context and Macro National Curriculum

Ada did not always exercise her agency only to take control of the learning environment, but also to get out of the constraints emerging from it as it was not always “full of opportunities or enablements but also requirements, demands, limitations, rejections and constraints” (Shotton & Newson, 1982, p. 33). Another ecological transition into a new setting with new agents came with new responsibilities and restrictions when she went to the language class in high school. These constraints which stemmed from broader educational structures necessitated the mediation of personal goals, learning habits, and her role as a successful language learner who focused on the socio-cultural and communicative aspects of the target language. In the same vein, these higher order structures started to impose restrictions on her micro-learning contexts and reciprocal relations with other agents which together constituted much of her active social circle and engagement as well. As a result of the emphasis on university entrance exam and structure based curriculum in the language class, learning a language started to lose its instrumental value. While this endeavour used to provide a secure and comfortable social environment, and a platform where she built a growth mindset and yielded a driving force from positive self-efficacy beliefs in the past, it lost its relevance with her personal development. Leaving a habitual and desirable learning routine caused a setback in her use of language as a means of gaining self-esteem. This regression as a language learner caused her to regulate new negative self-efficacy beliefs from the viewpoint of her teachers and family.

5.2.4. Resilience as an Emergent Aspect of Agentic Development

Fluctuations in self-efficacy beliefs, decline in the growth mindset as a result of a test-based curriculum along with deteriorating relationships with peers, teachers and parents in micro-learning settings eventuated in counterproductive consequences for Ada. Her failure in this new environment necessitated new adaptive skills for her to create

new possibilities within the constraints of larger educational structures. In the face of turbulence, Ada loosened her efforts and abandoned her quest for entering university at the end of high school. On the other hand, when she finished high school she needed to define a new course of action for her future plans. She reevaluated her options, tendencies, and competencies as a human being. This overall reconsideration of previous inappropriate learning conditions, unhealthy social relationships, and downfall from a growth mindset to a fixed one resulted in the restoration of confidence in self-capacity to adapt her strategic skills to the test-based curriculum. When these renewed self-efficacy beliefs met with supportive others in the private training institution, she got back on track in terms of short term exigencies (Emirbayer&Mische, 1998).

5.2.5. New Linguistic-Self

Through the regulation of self-efficacy beliefs, and redefinition of language learning goals, Ada was able to build a new micro-language learning setting for herself which was in line with the broader educational system. However, these redefinitions and reformulations of self-beliefs, learning goals, and social relations had a very important impact on her understanding of learning a language. Findings from her retrospective evaluation of that language learning period revealed that she stopped critical evaluation of language teaching practices and became an inactive participant who was far from taking initiative to restructure the learning environment according to her personal linguistic needs. Such a major shift in attitudes toward learning English can be regarded as an indication of the adaptive aspect of her agentic system. In the meantime, the abandonment of initial linguistic objectives, which enabled her to achieve personal and academic goals to a certain extent but let her down against the necessities of educational policies, paved the way for another ecological turmoil in the following phase of her language learning journey at university.

5.3. Research Question 2: What kind of an impact can a syllabus design have on the development of a language learner's agentic identity?

A relationship between the perception of self as an agent and the actual exercise of agency in educational contexts has been proposed in the literature (Bandura, 2006). Perhaps one of the most striking findings of this study was the inconsistency between the participant's self-efficacy beliefs regarding her capacity to change the circumstances in her learning environment and the transfer of these beliefs into practice. Of the participants

who completed the questionnaire before the experimental phase of the study, Ada was the one with the highest level of agentic self-efficacy beliefs. On the other hand, a recurrent theme in the interviews with her teachers was a non-agentic learner profile with low self-esteem, who tended to abstain from demonstrating her linguistic capacity even under the most suitable circumstances. In the same vein, data from classroom observations prior to the interventions supported these findings. Her failure to convince her peers to change some aspects of classroom practices such as opening cameras during online lessons might be a possible explanation for her nonagentic behaviours at the beginning of the university. This is consistent with the ideas of Bandura (2002) who argues for the capability to orchestrate others and cooperate with them to act upon shared outcomes in a learning setting as a crucial aspect of agentic development. On the other hand, it contradicts her teachers' perception of Ada as nonagentic at the beginning of the first term. This is in line with the findings of Mercer's (2011) study which proposed agentic progress that might vary in different contexts within the same period of a person's life as a representation of agency as a complex dynamic system.

Building on the work of Auyang (2001), van Lier (2004) argues that affordances emerge from a learner's active participation and use of the target language in language learning settings, which makes the target language a learning goal and the means of "establishing relationships with and within the environment" (p.92). Once an affordance is exploited in a language learning ecology, it enhances new possibilities of action and interaction. One unexpected finding was the extent to which the participant was not able to utilize the affordances at university, which she always defined as desirable and most suitable to her linguistic and personal needs. Although she defined the opportunities in class as favourable, she was not able to build necessary relationships with learning opportunities. A possible explanation for this might be the lack of adequate dyadic relationships with peers and teachers, which we defined as the basic constituent of nested structures within a learning ecology (Bandura, 1989). While she was sitting in the back rows, she could not build a micro learning setting with her deskmate, who would monitor Ada's progress, benefit from this progress and also contribute to it. The absence of a partner with a similar enthusiasm for meaningful interaction was one of the main reasons for her indistinct performance (Bronfenbrenner, 1979). On the contrary, she was the subject of negative feedback from others surrounding them in case of flaws in her performance, which caused her to withdraw into her shell. Once she exercised her agency

to change the circumstances that intercepted the possibilities of psychological growth, she established a micro learning context with a responsible and insightful other in the front row. Her past agentic identity surfaced to utilize the emergent affordances of this reciprocal dynamism and to expand the prospects for further opportunities in the broader classroom context. Similarly, reactivation of self as an agent rendered a return to a growth mindset possible.

According to Bronfenbrenner (1979), sustained attention to each other's actions is essential for learners to be in a dyadic relationship. Reciprocity emerging from collective action is another characteristic of these relations which creates an impetus for further action. This impetus becomes a part of the learner's agentic identity and he/she seeks similar partners to achieve similar momentum in other learning contexts. Lastly, the image of this dyadic relation with all its components might gain temporal consistency in the minds of both parties, and cause interaction with each other beyond time and space, even when they are not together. All these three characteristics might be observed together or disjunctively in a dyadic relationship. The observed discrepancy between Ada's self-efficacy beliefs, perception of self as highly agentic and lack of actual agentic behaviours in real learning contexts might be attributed to the lack of dyadic relations. Despite this, these findings are in accord with those obtained by Peng (2011) who investigated the transition from traditional learning settings to relatively contemporary ones. Long standing exposure to traditional language teaching practices might have caused major changes in her perception of favourable language learning activities. In addition to a lack of self-esteem and reliable partners, Ada's difficulty in regulating her beliefs about new teaching and learning practices can be regarded as another aspect of this ecological transition from high school to university.

5.3.1. Impact of Classroom Practices on Strategic Use of Agency

Learners from certain educational and cultural backgrounds might sometimes find it difficult to take initiative to change the circumstances in their learning ecologies. A sense of learner agency does not merely develop out of sharing teacher authority over classroom practices or imposing learner autonomy based on enhancing more decision-making power (Harmer, 2008). Teachers also need to exercise their agency to promote appropriate activities, to restructure their practices, approaches and course designs in a

way that would allow the creation of a learning ecology that is full of affordances for agentic behaviour.

In high school, she could not handle the burden of changing her prior language learning habits. At university, writing which she once considered a difficult skill became a way of self-expression and an instrument to get the grades she needed to pass the exams. As a result of the agentic progress she made in the second term and her belief in her ability to improve her talents by investing in them, she started to interact with her teachers to gain access to extra materials. These results reflect those of Xao (2011) who also found that resilience is a key concept in learner's ability to regulate the level of satisfaction they get from their investments in their academic pursuit in learning a language.

Ada's exercise of agency in the classroom context demonstrated considerable progress following the interventions. They provided opportunities for her to establish a foundation for her to build reciprocal relations with her new deskmate in Choice Board, Peer Review and Group Problem Solving activities. Her prior deskmate's inactive personality hindered Ada's linguistic progress, which was closely related to her self-efficacy beliefs. As Ada fell behind during pair and group activities because of her deskmate's unmatching characteristics, she could not utilize the affordances in her classroom. After she changed her partner, she started to fulfil her potential, which was one of the main goals in choosing Ada as the case participant in this study. Building reciprocal relationships with supportive others can enhance the exercise of agency with the help of a syllabus design which promotes learner agency.

It is encouraging to compare these results with that proposed by Zidjaly (2009) whose study demonstrated that agency is an emergent construct that is achieved in cooperation with peers through negotiation in learning tasks. Linguistic strategies that emerged from his study such as "asserting expertise and past agentic selves, and providing counter arguments" are means of mediating and negotiating collective agency (p. 196). With respect to the second research question, similar strategies, which were not observed in class or expressed by her teachers in the interviews prior to the interventions, were exercised by our participant during and after activities designed to enhance learner agency.

It is encouraging to compare this finding with suggestions proposed by Little and Erickson (2015) who criticized high-stakes assessment for its inadequacy in enabling a learner “to engage and exploit his/her agency while extending and/or modifying his or her identity.” (p.135).

5.4. Implications for National Language Education Policies

The most obvious finding to emerge from this study is that there has been a discrepancy between the educational and assessment policies at the national level, which has a negative washback impact on micro level classroom practices. Language education policies have gone through major changes in accordance with the standards of CEFR (2001) since 1997 (MEB, 1997). However, language classes in high schools are far from meeting these standards which focus on communicative language proficiency through task-based and student-centered classroom practices. Well prepared regulations designed by the Ministry of Education (MEB, 2013) are undermined by high-stakes tests which are designed by the Center for Assessment, Selection and Placement (ÖSYM), another government entity. When students start language classes in the eleventh grade, there is a drastic shift from a learner centered classroom environment to a teacher-centered structure based learning setting. Although learners return to a learner-centered curriculum design in tertiary level preparatory classes at university, some of them might have difficulty in adapting to these fundamental changes on such short notice. Considering Ada’s progress with the help of syllabus design that enhances learner agency with a focus on global skills such as critical thinking, cooperation and peer assessment, it can be concluded that affordances emerge from particularities of local contexts and opportunities for flexibility enhanced at a governmental level.

5.5. Limitations

While this study has provided noteworthy contributions with respect to the role of syllabus in promoting learner agency at university level, it was limited by the absence of major characteristics of a true experiment (Creswell, 2015). The generalisability of the findings is also subject to certain limitations because of single case research design. Similarly, it was not specifically designed to evaluate factors related to academic performance through quantitative instruments. Although the findings should be interpreted with caution, this study has several strengths. Firstly, the researcher has a long history with the research site, classroom practices, and learner profiles that come from

the same educational and sociocultural backgrounds as Ada, which enabled him to design his course as the intervention context, and prepare the instruments in the best possible and practical manner.

5.6. Recommendations for Further Research

This study set out to explore complex dynamic nature of learner agency from an ecological point of view with the help of uncontrolled interventions. On the other hand, a further study could assess the long-term improvement of language learners' agentic identity at university level. In the same vein, further work needs to be done to establish whether a true experimental research is possible to examine the complex dynamic nature of language learner agency. Finally, what is also needed is a cross national study involving the policymakers, language teachers, and students to evaluate the backwash effect of high-stakes exams on the classroom practices.

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

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7. APPENDICES

Appendix 1: Approval of the Ethics Committee

T.C.						
ÇAĞ ÜNİVERSİTESİ						
SOSYAL BİLİMLER ENSTİTÜSÜ						
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU						
ÖĞRENCİ BİLGİLERİ						
T.C. NOSU						
ADI VE SOYADI	ERDEM TERZİ					
ÖĞRENCİ NO	2020008009					
TEL. NO.						
E - MAİL ADRESLERİ						
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ					
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ					
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2021 / 2022 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.					
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER						
TEZİN KONUSU	ÖRGÜN BİR DİL ÖĞRENME ORTAMINDA ÖĞRENEN EYLEMLİLİK KİMLİĞİNİN GELİŞİMİ ÜZERİNE DENEYSEL BİR VAKA ÇALIŞMASI					
TEZİN AMACI	ÖĞRENEN EYLEMLİLİK KİMLİĞİNİN KARMAŞIK VE DİNAMİK DOĞASININ KURUMSAL, SINIF ORTAMI VE KİŞİSEL DÜZEYLERDE EKOLOJİK AÇIDAN KEŞFETMEK					
TEZİN TÜRKÇE ÖZETİ	Son zamanlarda araştırmacılar dil eğitiminde öğrenen eylemliliğine artan bir ilgi göstermeye başlamışlardır. Eğer öğrencilerin örgün eğitim içerisinde önemli birer paydaş olarak rolleri üzerine daha derin bir bakış açısına sahip olmak istiyorsak dil eğitiminde öğrenen eylemliliğinin karmaşıklığına dair yapılacak çalışmalar daha da önem kazanmaktadır.					
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	RECEP TAYYIP ERDOĞAN ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU					
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI, ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	RECEP TAYYIP ERDOĞAN ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU					
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Öğrencilerine "Leamer Agency: Maximizing Learner Potential" çalışmasına ait 5 adet aktivite ders dışı aktivite olarak uygula					
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN ÖLÇEKLERİN UYGULANACAĞI	"Leamer Agency: Maximizing Learner Potential" çalışmasına ait 5 adet aktivite(1-My Future Self, 2-Choice Boards, 3-Exit Tickets, 4-Per Review, 5-Group Problem Solving) Öğrenen Eylemliliği Anketi Öğrencilerle Öğrenen Eylemliliği Görüşmesi Öğretmenle Öğrenen Eylemliliğine Dair Görüşme					
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Öğrencilerle Öğrenen Eylemliliği Görüşmesi (1 sayfa) 2) Öğrenen Eylemliliği Anketi (1 Sayfa) 3) "Leamer Agency: Maximizing Learner Potential" çalışmasına ait 5 adet aktivite(1-My Future Self, 2-Choice Boards, 3-Exit Tickets, 4-Per Review, 5-Group Problem Solving) (BİRER sayfa) 4) Öğretmen Görüşmesi (1 Sayfa)					
ÖĞRENCİNİN ADI - SOYADI: Erdem Terzi	ÖĞRENCİNİN İMZASI: TARİH: 07 / 12 / 2021					
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu faaliyet alanı içerisine girmektedir.						
1. TEZ DANIŞMANININ ONAYI	2. TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI			
Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ	Adı - Soyadı: Murat Koç			
Unvanı: Prof. Dr.	Unvanı:	Unvanı:	Unvanı: Prof. Dr.			
ONAYI E-POSTA İLE ALINMIŞTIR	İmzası:	İmzası: EVRAK ONAYI E-POSTA İLE ALINMIŞTIR	İmzası: ENSTİTÜ MÜDÜRLÜĞÜNDE KALAN ASIL SURETİ İMZALIDIR			
..... / 20..... / 20..... / 20..... / 20.....			
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
ONAYI E-POSTA İLE ALINMIŞTIR	MÜDÜRLÜĞÜNDE KALAN ASIL	MÜDÜRLÜĞÜNDE KALAN ASIL	MÜDÜRLÜĞÜNDE KALAN ASIL SURETİ	ENSTİTÜ MÜDÜRLÜĞÜNDE	MÜDÜRLÜĞÜNDE KALAN ASIL	MÜDÜRLÜĞÜNDE KALAN ASIL
..... / 20..... / 20..... / 20..... / 20..... / 20..... / 20..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
ÖY BİRLİĞİ İLE		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince incelenmiş olup, 07/12/2021- 01/04/2022 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.				
ÖY ÇOKLUĞU İLE						
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix 2: Reflecting on Learner Agency Questionnaire

1-Bir konuda emin olmadığımında sorular sorarım ya da cevaplara ulaşmak için inisiyatif kullanırım *

Yalnızca bir şıkkı işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

2-İngilizceyi sınıf dışında da kullanmak için fırsatlar bulurum. *

Yalnızca bir şıkkı işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

3-Dil ile ilgili öğrendiklerimi sınıf dışından sınıf içine taşıırım. *

Yalnızca bir şıkkı işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

4-Dili kullanma biçimimi değişen duruma göre uyarlayabilirim. *

Yalnızca bir şıkkı işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

5-Hedefler belirler ve bu hedefleri gerçekleştirmek için gösterdiğim gelişimi takip ederim.

Yalnızca bir şıkkı işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

6-İngilizce bilmenin harcanan emek ve zamana değeceğini inanırım. *

Yalnızca bir şıkkı işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

7-İngilizce öğrenmenin mümkün olduğunu düşünürüm. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

8-İngilizce'yi ve onu konuşanları merak ederim. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

9-Öğrenme yeteneğime güvenirim. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

10-Hata yapmaktan çekinmem. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

11-Kendi öğrenme sürecimi sahiplenmeye ve onun sorumluluğunu almaya hevesliyim.

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

12-Hazır olmak isterim. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

13-Kendi duygularımın farkında olup onları anlamlandırabilirim. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

14-İngilizce'yi kullanma ya da öğrenme konusunda endişeli değilim. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

15-İşbirliğine hazır ve başkalarının duygularına karşı duyarlıyım. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

16-Esnek, kolay vazgeçmeyen ve azimli bir kişiyimdir. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

17-Öğrenme stratejileri kullanma bilgi ve becerisine sahibim. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

18-Dili incelemek için stratejiler kullanabilirim. *

Yalnızca bir şıkki işaretleyin.

- Kesinlikle katılıyorum
 Katılıyorum
 Emin değilim
 Katılmıyorum
 Kesinlikle katılmıyorum

19-Bildiğim bir dille İngilizce'yi karşılaştırıp aralarındaki benzerlik ve farklılıklardan öğrenebilirim.

Yalnızca bir şıkla işaretleyin.

- Kesinlikle katılıyorum
- Katılıyorum
- Emin değilim
- Katılmıyorum
- Kesinlikle katılmıyorum

20-Öğretmen geri bildirimini anlayabilir ve ondan bir şeyler öğrenebilirim *

Yalnızca bir şıkla işaretleyin.

- Kesinlikle katılıyorum
- Katılıyorum
- Emin değilim
- Katılmıyorum
- Kesinlikle katılmıyorum

21-En iyi nasıl öğreneceğime dair sürekli gelişen bir farkındalığa sahibim *

Yalnızca bir şıkla işaretleyin.

- Kesinlikle katılıyorum
- Katılıyorum
- Emin değilim
- Katılmıyorum
- Kesinlikle katılmıyorum

22-Bir hata yaptığımda bunu anlarım. *

Yalnızca bir şıkla işaretleyin.

- Kesinlikle katılıyorum
- Katılıyorum
- Emin değilim
- Katılmıyorum
- Kesinlikle katılmıyorum

23-Kendi gelişimimi doğru bir şekilde değerlendirebilirim ve takip edebilirim.

Yalnızca bir şıkla işaretleyin.

- Kesinlikle katılıyorum
- Katılıyorum
- Emin değilim
- Katılmıyorum
- Kesinlikle katılmıyorum

24-Öğrenme fırsatları ortaya çıktığında farkına varırım. *

Yalnızca bir şıkla işaretleyin.

- Kesinlikle katılıyorum
- Katılıyorum
- Emin değilim
- Katılmıyorum
- Kesinlikle katılmıyorum

Appendix 3: First Learner Interview Questions

DİL ÖĞRENME SERÜVENİ

- 1- Öncelikle en başından itibaren dil öğrenme serüveninden bahsedebilir misin?
- 2- Dil öğrenme serüveninde kendi kararlarını kendin vermeye başladığın, bu süreçte inisiyatif kullanmaya başladığın anı hatırlıyor musun?
- 3- Bu süreçte lisede dil bölümünü seçmeden öncesini, lisede dil bölümünü ve üniversitede hazırlık eğitimini senin açısından önemli (olumlu-olumsuz) yönleriyle anlatır mısın?
- 4- Bu üç dönemi karşılaştırabilir misin? Çalışma şeklinde, hedeflerinde, dile bakış açında ne gibi farklılıklar oldu?
- 5- Az önce bahsettiğimiz bu aşamalarda öğrenme ortamını (okul yönetimi, sınavlar, materyaller vb.) ve şartlarını şekillendirmede inisiyatif kullanabildiğini düşünüyor musun? Örnekler verebilir misin?

AGENTIC SELF

- 1- İngilizce yeterliliğinle ilgili ne düşünüyorsun?
- 2- Dil öğrenirken kendi gelişimini takip edip gerektiğinde kararlar alıp bunları uygulayabildiğini düşünüyor musun?
- 3- Dil öğrenirken sınıf ortamının yetersiz kaldığını düşündüğün anlarda kendi öğrenme fırsatlarını kendin oluşturabilir misin?
- 4- Bu kararlar alınırken öğretmenine, arkadaşlarına, ailene ve okul idaresine kendi fikirlerini sunma ve uygulatma imkanı bulduğunu düşünüyor musun?
- 5- Dil öğrenmekle alakalı hedefleri kim belirler? Dersle alakalı hedefler dışında kendi belirlediğin hedefler oluyor mu?
- 6- Daha çok motive olduğunda mı ya da motivasyonun bozulduğunda mı inisiyatif kullanmaya başlarsın?

AGENCY AT AN INSTITUTIONAL AND CLASSROOM LEVEL

- 1- Hazırlık eğitimin boyunca tecrübelerini gözden geçirdiğinde okul işleyişinde yeterince söz sahibi olduğunu / etki edebildiğini düşünüyor musun?
- 2- Okulla ilgili fikrin sorulduğunda, ya da fikrini ifade etme imkanı verildiğinde bu fırsatı değerlendirir misin?
- 3- Okulda sunulan öğrenme fırsatlarını değerlendirdiğini düşünüyor musun?
- 4- Sınıf içinde kafana takılan bir şey olduğunda istediğin cevaplara ulaşabilir misin?
- 5- Sınıf içinde aradığın cevaba ulaşamadığında sınıf dışında bu arayışına devam eder misin?
- 6- Sınıf dışında İngilizce öğrenmeye devam ediyor musun? Sınıf dışında öğrendiklerini sınıf içinde kullanıyor musun? Örnek verir misin?
- 7- Derste öğrendiklerini değerli buluyor musun? Derste gördüklerin ilgini çekmediğinde ne yaparsın?
- 8- Sınıf içi etkinliklere yeterince katılım sağladığını düşünüyor musun? Katılımın neye göre değişiklik gösteriyor (Arkadaşlar, aktivite partneri, ders hocası, materyal, aktivite konusu, aktivite seviyesi)

9- Bugüne kadar dil öğrenirken kendini sınıf içinde en etkin hissettiğin an hangisiydi? Bunu neye bağlıyorsun?

Appendix 4: Second Learner Interview

MY FUTURE SELF

- 1- Gelecekte de dil öğrenmeye ve kullanmaya devam edecek birisi olarak görüyor musun kendini?
- 2- Gelecekte sosyal yaşantında ve ilişkilerinde İngilizcenin yeri ve önemi nedir senin için?
- 3- Mesleki kariyerinde ve akademik gelişiminde İngilizcenin yeri ne olacak gelecekte?
- 4- Dil öğrenmekle alakalı geçmiş tecrübelerin, şu anki durumun ve geleceğe dair hayallerin ve planlarını göz önünde bulundurduğunda bir paralellik olduğunu düşünüyor musun? Örneklerle açıklar mısın?

CHOICE BOARD

- 1- Son writing projesinde konuyu (kitaptaki iki ünite) ve içeriği (video, sunum, makale, vb) sizin tercihinize bıraktık ve bununla ilgili bir aktivite yaptık kütüphanede. Hangi konuyu seçtin? Tercih sebebin neydi?
- 2- Aynı şekilde kiminle çalışacağınız da kendiniz karar verecektiniz. Sen mi bir arkadaşına irtibata geçtin ve onunla çalışmak istediğini söyledin yoksa bir arkadaşın gelip seninle çalışmak istediğini mi ifade etti?
- 3- Proje partnerinle çalışma kararında ne etkili oldu? Başka biriyle çalışmak ister miydin?
- 4- Proje içeriğini tercih ederken (writing) önceliğin ne oldu?
- 5- Sonraki projelerde de bu uygulamanın devamını ister miydin?

EXIT TICKETS

- 1- Grammar dersinin işlenişi ve senin için ne ifade ettiğini anlatabilmen için EXIT TICKET aktivitesi yaptık sınıfta. Bu uygulama sana ne hissettirdi?
- 2- Gerçek cevaplar verebildiğini düşünüyor musun? Neden ?
- 3- Bir dersle alakalı bu şekilde bir değerlendirme yapabilme fırsatı sana ne hissettirdi? Faydalı olduğunu düşünüyor musun bu uygulamanın?

PEER REVIEW

- 1- Verdiğin geri dönütün arkadaşının dil gelişimine nasıl etki ettiğini düşünüyorsun?
- 2- Arkadaşının sana verdiği geri dönütün senin dil gelişimine nasıl etki ettiğini düşünüyorsun?
- 3- Ödevini arkadaşının değerlendirecek olması öğretmenin yapacağı değerlendirmeyle karşılaştığında ödev hazırlayışında bir farklılık yarattı mı?
- 4- Ödevini başka bir arkadaşının değerlendirmesini ister miydin?
- 5- Bu uygulama dil öğrenimine, derse ve grammara bakışında bir değişikliğe sebep oldu mu?

GROUP PROBLEM SOLVING

(In Turkey, university entrance exam makes it difficult for high school students to develop communicative skills while learning English. What should you have done in high school to solve this problem)

- 1- Bu aktivitede üstteki sorunu önce kendi başınıza daha sonra gruplar halinde tartışmanızı ve ortak bir şekilde çözüm bulmanızı istedik. Bunu yaparken de o hafta işlediğimiz past modal yapıları kullanmanızı istedik. Bu aktivitede lisedeki dil öğrenme sürecini yeniden değerlendirebildiğini düşünüyor musun? Hatırladıkların hoşuna giden şeyler miydi?
- 2- Grup discussion sırasında fikirlerini açıkça ifade edebildiğini düşünüyor musun?
- 3- Derste gördüğün yapıları kullanarak hem geçmiş dil öğrenme tecrübelerini değerlendirmen, he de bunları bir grup aktivitesinde arkadaşlarıyla paylaşıp ortak bir karara katkıda bulunman istendi. Bununla ilgili görüşlerin nelerdir?

Appendix 5: Teacher Interview

- 1- Öğrencinin derse katılımı ve motivasyonu ile ilgili ne düşünüyorsunuz? Örnek verebilir misiniz?
- 2- Öğrencinin öğrenme ortamını (okul yönetimi, sınavlar, materyaller vb.) ve şartlarını şekillendirmede inisiyatif kullanabildiğini düşünüyor musun? Sizinle iletişime geçtiği oldu mu hiç? Örnekler verebilir misiniz?
- 3- Öğrencinin dil öğrenirken kendi gelişimini takip edip gerektiğinde kararlar alıp bunları uygulayabildiğini düşünüyor musun?
- 4- Dil öğrenirken sınıf ortamının yetersiz kaldığını düşündüğün anlarda kendi öğrenme fırsatlarını kendisinin oluşturabildiğini düşünüyor musunuz?
- 5- Bu süreçte sizin kararlarınızı dinlemeyip kendi yönünü tayin ettiğine şahit oldunuz mu? Bu kararlar alınırken öğretmenine, arkadaşlarına, ailene ve okul idaresine kendi fikirlerini sunma ve uygulatma imkanı bulduğunu düşünüyor musunuz?
- 6- Sizce öğrenci daha çok motive olduğunda mı ya da motivasyonu bozulduğunda mı inisiyatif kullanmaya başlıyor?
- 7- Sınıf içinde istediği cevaplara ya da öğrenme ortamına ulaşamadığında öğretmenini ve sınıf arkadaşlarını bu durumdan haberdar edip öğrenme ortamını değiştirmeye çalıştığına şahit oldunuz mu hiç?
- 8- İngilizceyi sınıf içinde yeterince kullanıyor mu sizce?
- 9- Sınıfta öğrendiklerini sınıf dışında kullanmak için çaba gösteriyor mu? Örnek verir misin?
- 10- Sınıf dışında öğrendiklerini sınıf içinde kullanıyor mu? Örnek verir misiniz?
- 11- Sınıf içi etkinliklere yeterince katılım sağladığını düşünüyor musunuz? Katılımı neye göre değişiklik gösteriyor (Arkadaşlar, aktivite partneri, ders hocası, materyal, aktivite konusu, aktivite seviyesi)

Appendix 6: Intervention 1-My Future Self

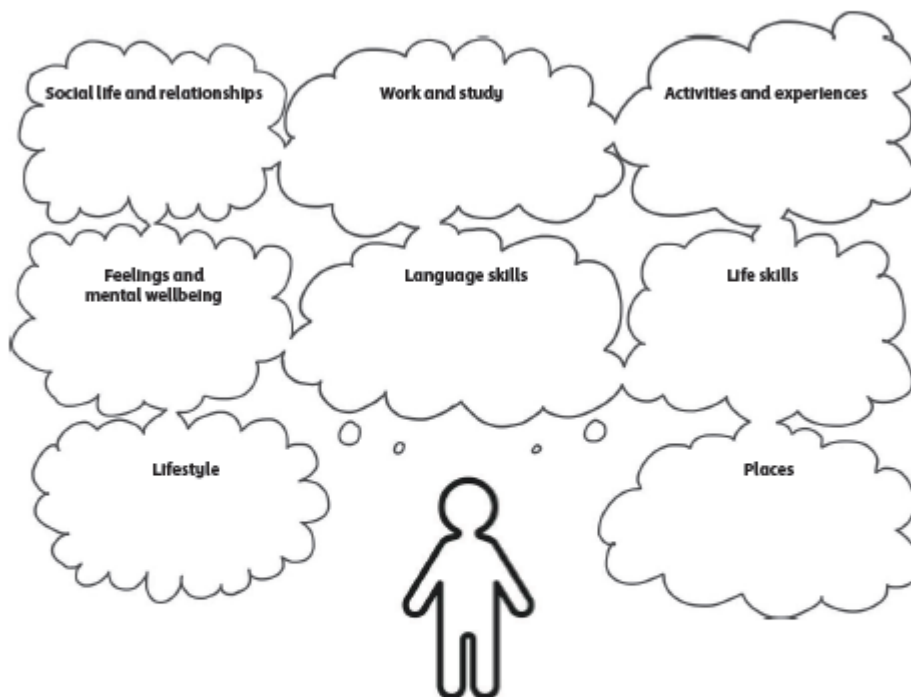
My future self

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How I imagine my future self

Imagine yourself using English in the future. What is your life like?

Make notes in the bubbles.



How I will get there

What can you do, or start doing, now to help your future self?

Think about:







- learning
- life skills
- mental wellbeing
- physical health
- Write some promises about what you will do now to make your future self happy.

I promise to ...

Appendix 7: Intervention 2-Choice Board

Project choice board

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UNIVERSITY PRESS

Topic:		
Aim(s):		
<p>Make a video</p> 	<p>Make a poster</p> 	<p>Write and perform a sketch</p> 
<p>Prepare a presentation</p> 	<p>Design a web page</p> 	<p>Your choice</p> 

Appendix 8: Intervention 3-Peer Review

Peer review

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Name of writer:	Name of reviewer:
Type of task:	

A Key success criteria for this task	B Reviewer's comments

C Reviewer's general comments on the writer's ideas

--

D Writer's response

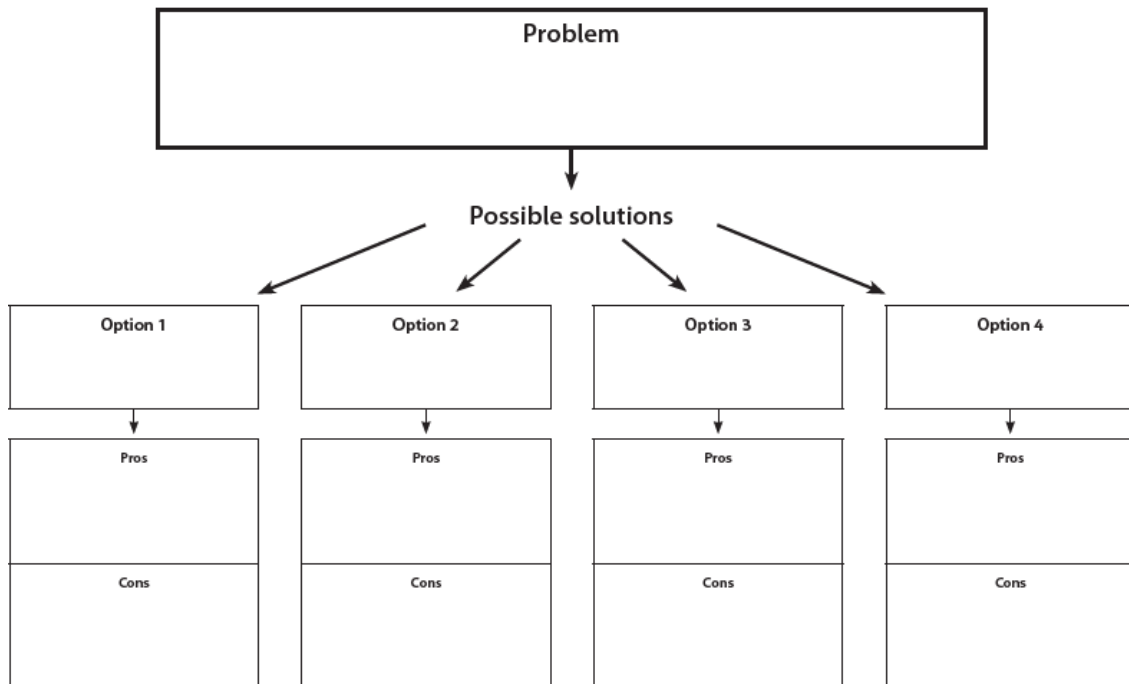
Do you agree with the reviewer's comments? Why / why not?
What changes will you make to your writing?

--



Appendix 9: Intervention 4-Group Problem Solving

Group problem-solving

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Appendix 10: Intervention 5-Exit Ticket

Exit tickets (secondary / adult)			OXFORD UNIVERSITY PRESS
<p>Exit ticket</p> <p>What have you learned in this lesson?</p> <p>What helped you to learn?</p>	<p>Exit ticket</p> <p>What questions do you have about today's lesson?</p>	<p>Exit ticket</p> <p>3 Write three things that you learned in this lesson.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2 Write two things that you want to learn more about.</p> <p>_____</p> <p>_____</p> <p>1 Write one question that you have about this lesson.</p> <p>_____</p> <p>_____</p>	
<p>Exit ticket</p> <p>How well did you understand this lesson?</p> <p>  1 2 3 4 5  </p> <p>Reason for your score:</p>	<p>Exit ticket</p> <p>What was the most useful or important thing that you learned in this lesson?</p> <p>How could you use this in the real world?</p>	<p>Exit ticket</p> <p>Something I understood well in this lesson:</p> <p>Something I'm still not sure about:</p>	

Appendix 11: Çağ Üniversitesi Tez Anket İzin Talep Yazısı

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100010060

07.12.2021

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan Erdem Terzi isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet öğrenciye ait tez evrakları listesi.

Appendix 12: Recep Tayyip Erdoğan Üniversitesi Tez Anket İzin Yazısı



T.C.
RECEP TAYYIP ERDOĞAN ÜNİVERSİTESİ REKTÖRLÜĞÜ



Sayı : E-55568171-044-868
Konu : Anket İzni

17.03.2022

DAĞITIM YERLERİNE

İlgi : Çağ Üniversitesi Rektörlüğünün (Sosyal Bilimler Enstitüsü Müdürlüğü)
16.12.2021 tarihli ve E-23867972-044-2100010271 sayılı yazısı.

Çağ Üniversitesi yüksek lisans öğrencisi Erdem TERZİ'nin "Örgün Bir Dil Öğrenme Ortamında Öğrenen Eylemlilik Kimliğinin Gelişimi Üzerine Deneysel Bir Vaka Çalışması" başlıklı tez çalışması kapsamında anket uygulama talebi Rektörlüğümüzce uygun görülmüştür. Bilgilerini ve gereğini arz/rica ederim.

Prof. Dr. Ahmet İshak DEMİR
Rektör a.
Rektör Yardımcısı

Ek : İlgi Yazı ve Ekleri (6 Sayfa)

Dağıtım :

Gereği:

Çağ Üniversitesi Rektörlüğü

Bilgi:

Yabancı Diller Yüksekokulu Müdürlüğüne

Appendix 13. Consent Form

Sayın Katılımcı

Bu çalışma Çağ Üniversitesi Yüksek Lisans öğrencisi Erdem Terzi tarafından yürütülmektedir. Bu çalışmanın amacı: liseden üniversiteye geçişte dil öğrencilerinin eylemliliğe dair kimlik gelişimlerini araştırmaktır.

Çalışma sırasında sizden anket ve görüşme yapmanızı isteyeceğiz ve cevaplarınızı/davranışlarınızı not ederek (ses kaydı, görüntü kaydı, not ederek, yazılı) biçiminde toplayacağız. Sizden alınan bilgiler ne amaçla ve nasıl kullanılacak? Sizden alacağımız cevaplar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel amaçla (yayın, konferans sunumu, vb.) kullanılacak, çocuğunuzun ya da sizin isminiz ve kimlik bilgileriniz, hiçbir şekilde kimseyle paylaşılmayacaktır.

Çalışmayı yarıda kesmek isterseniz ne yapmalısınız? Katılım sırasında sorulan sorulardan ya da herhangi bir uygulama ile ilgili başka bir nedenden ötürü kendinizi rahatsız hissettiğinizi belirtirseniz, çalışmaya sorular tamamlanmadan ve derhal son verilecektir. Bu araştırma ile ilgili herhangi bir sorunuz veya endişeniz varsa, lütfen iletişime geçiniz:

Çağ Üniversitesi / Mersin

Sosyal Bilimler Enstitüsü-İngiliz Dili Eğitimi

Yüksek Lisans Öğrencisi Erdem Terzi

Telefon:

Eposta adresi:

Yukarıdaki bilgileri okudum ve bu çalışmada yer almayı onaylıyorum.

Katılımcının adı-soyadı:

İmza:

Tarih: _____

Çocuğun adı soyadı ve doğum tarihi: ___

Appendix 14. Çağ Üniversitesi Rektörlüğü İzin Talep Yazısı



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100010271
Konu : Erdem Terzi'nin Tez Anket İzni
Hk.

16.12.2021

RECEP TAYYİP ERDOĞAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Erdem TERZİ** isimli öğrencimiz, “**Örgün Bir Dil Öğrenme Ortamında Öğrenen Eylemlilik Kimliğinin Gelişimi Üzerine Deneysel Bir Vaka Çalışması**” konulu tez çalışmasını Üniversitemiz öğretim üyesi **Prof. Dr. Şehnaz ŞAHİNKARAKAŞ** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Üniversiteniz Yabancı Diller Yüksekokulunda halen eğitim gören öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : Tez Anket İzin Onay Dosyası.

Appendix 15. Çağ Üniversitesi Rektörlüğü Anket İzin Yazısı



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100010238
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

15.12.2021

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 07.12.2021 tarih ve E-23867972- 050.01.04-2100010060 sayılı yazımız.
b) 08.12.2021 tarih ve E-23867972- 050.01.04-2100010069 sayılı yazımız.
c) 07.12.2021 tarih ve E-23867972- 050.01.04-2100010036 sayılı yazımız.
ç) 08.12.2021 tarih ve E-23867972- 050.01.04-2100010099 sayılı yazımız.
d) 08.12.2021 tarih ve E-23867972- 050.01.04-2100010093 sayılı yazımız.

İlgi yazılarda söz konusu edilen Pınar Yüzer, Bekir Serter Gözen, Deniz Gizer, Erdem Terzi, Nurbanu Ebru Kuzgun, Bayram Öcal ve Mehtap Dursun isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör