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**PERCEPTIONS OF HIGH SCHOOL STUDENTS TOWARDS LEARNER
AUTONOMY: A CASE OF TEKİRDAĞ**

MASTER THESIS

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Taahhütname

Yüksek lisans tezi olarak sunduğum “**Perceptions of High School Students towards Learner Autonomy: A Case of Tekirdağ**” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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Dedication

Dedicated to my beloved family; for her tenderness and affection to my wife, Mehtap, for the joy he brings to my life to my son, Erdem.

ABSTRACT

PERCEPTIONS OF HIGH SCHOOL STUDENTS TOWARDS LEARNER

AUTONOMY: A CASE OF TEKİRDAĞ

The aim of this study is to investigate self-perceptions of high school students towards learner autonomy in Tekirdağ, Turkey. In addition, the impacts of motivation, meta-cognitive strategy use and outside-classroom language learning activities on learner autonomy are investigated and analyzed. Moreover, the extent to what students' major fields, gender and English academic success have a significant impact on learners' autonomy level was investigated. In order to accomplish these aims, the data were obtained by means of a structured 42-item questionnaire which was conducted with the help of 335 high school students in Tekirdağ.

The data gathered from the participants through the structured-questionnaire were analyzed by using SPSS 20.0 software program. Moreover, regarding their major fields, the overall scores of the participants in terms of level of autonomy, level of motivation, use of meta-cognitive strategy and use of out-side learning activity were examined by using one-way ANOVA procedure. Additionally, to analyze the data of participants with regard to gender and participants' proficiency level, independent t-test procedure was administered. Furthermore, descriptive and frequency statistics were used to illustrate demographic features of the participants.

In consonance with the results, it can be agreed that the autonomy level of participants is low-to moderate and that the mean scores of students indicated that the learners were not in intended autonomous level in terms of learning language. It can also be stated that the students of Turkish Math department were more autonomous in learning language than the students of Social science and Language department. However, the results did not show any

significant differences among S-D, L-D and So-D. Also, there was no meaningful difference between Social science department and Language department. This may take one to the conclusion that S-D, L-D and So-D students were not superior to each other in terms of being autonomous. Moreover, autonomy level of male participants was higher than the level of male students while learning English. Additionally, the lower proficient students were more autonomous to learn English than the upper proficient students.

ÖZ

LİSE ÖĞRENCİLERİNİN ÖĞRENEN ÖZERKLİĞİNE KARŞI TUTUMLARI:

TEKİRDAĞ ÖRNEĞİ

Bu çalışmanın hedefi Türkiye'nin Tekirdağ ilindeki lise öğrencilerinin öğrenen özerkliğine karşı algılarını, motivasyon düzeylerini, bilinç-üstü strateji kullanımlarını ve sınıfdışı dil öğrenme etkinliklerinin öğrenen özerkliği üzerindeki etkileri incelemektir. Ayrıca, öğrencilerin alanlarının, cinsiyetlerinin ve İngilizce yeterlilik seviyelerinin özerk öğrenme üzerinde ne ölçüde etkili olduğu araştırılmıştır. Bu amaçlara ulaşmak için, Tekirdağ'da 335 lise öğrencisine 42 madde içeren yapılandırılmış bir anket uygulanarak veri elde edilmiştir.

Öğrencilerden yapılandırılmış anket yoluyla toplanan veriler SPSS 20.0 yazılım programı kullanılarak analiz edilmiştir. Buna ek olarak, katılımcıların alanlarına göre, elde edilen sonuçlar özerklik seviyesi, motivasyon seviyesi, bilinç-üstü strateji kullanma ve sınıfdışı öğrenme etkinliği yapılması açısından one-way ANOVA testi kullanılarak incelenmiştir. Katılımcıların verilerini cinsiyet açısından analiz etmek için t-test uygulanmıştır. Ayrıca, katılımcıların demografik özelliklerini göstermek için tanımlayıcı ve frekans istatistiği kullanılmıştır.

Elde edilen bulgulara göre, katılımcıların özerk öğrenme seviyelerinin düşük olduğu konusunda hem fikir olduğu ortaya çıkmıştır, ayrıca öğrencilerin ortalamaları dil öğrenme açısından istenilen özerklik seviyesinde olmadıklarını göstermiştir. Bununla birlikte, Türkçe-matematik alanındaki öğrencilerin Sosyal ve Dil alanı öğrencilerine göre dil öğrenmede daha özerk oldukları söylenebilir. Öte yandan, Sayısal, Sosyal ve Dil alanındaki öğrenciler arasında özerklik açısından anlamlı bir fark görülmemiştir. Sonuçlara göre, özerk olma açısından bu bölüm öğrencilerinin birbirlerine karşı bir üstünlüğü yoktur denilebilir. Bundan farklı olarak, cinsiyet açısından da katılımcılar arasında farklılık görülmüştür, bunun yanı sıra, İngilizce yeterlilik seviyesi düşük öğrencilerin yeterlilik seviyesi yüksek olanlara nazaran daha özerk oldukları saptanmıştır.

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Abbreviations

CLT:	Communicative Language Teaching
ELT:	English Language Teaching
CEFR:	The Common European Framework of Reference for Languages
EFL:	English as a Foreign Language
PCA:	Principled Component Analysis
FA:	Factor Analysis
POSTA:	Perceptions of Students Towards Autonomy
KMO:	Kaiser-Meyer-Olkin
S-D:	Science Department
T-M-D:	Turkish Math Department
So-D:	Social Department
L-D:	Language Department

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Chapter One

Introduction

A Brief Introduction

In Chapter one, a brief introduction why “autonomy” has gained so much interest in the recent years and the purpose of the study has been presented, then the research questions and the significance of the study have been introduced. Finally some key definitions of the terms such as “learner autonomy, learners’ role etc” have also been displayed in this chapter.

Background to the Study

For the last twenty years, learning autonomy has been a trendy subject in English Language Teaching (ELT). Many linguists and researchers have done some research studies on this new and attractive topic and tried to define this term. Despite having different definitions for the concept “autonomy”, some researchers (Boud 1988; Benson and Voller 1997; Little 1991; Dickinson 1993) consider the autonomy *as* the requirement of learners’ own responsibility for their learning. This research paper presents a small-scale research on the participants of Turkish students’ reports about their autonomy on learning English in and out of their classes.

Traditional teaching methods considering teacher as a provider or controller in a classroom has been a predominant notion for ages. In time, revolutionary changes and developments have taken place in instructional approaches. This fact has paved ways to take the burden of teaching *away from* teachers highlighting learning; language learning is a shared procedure between both teachers and learners. These new schools of thoughts have put the learners in a more central place in this learning process. According to this innovative

philosophy of education, students have a voice in curriculum development, syllabuses, teaching objectives and methods and classroom activities. Even in some developed European countries, students have a direct effect on decision making process in curriculum settings. The concept of learner autonomy has emerged in educational field since 1980s. In the early literature, (Holec, 1981), the learners are viewed eager to take charge of their own learning and determining their own needs and desires of a foreign language learning.

Deci and Ryan (1995, p.12) define the nature of learner autonomy, stating that autonomy is a human instinct which drives learning motivation and personal interest in learning. Following this instinct, learners are expected to take responsibilities and devoting themselves to developing skills and strategies to take them to their goals. Even these strategies can be applied to some situations outside the classrooms with an extension of practical use of autonomy.

Lately, together with learner autonomy, the term self-directed and self-regulated have been introduced in the context of education. Cole and Chan (1994) think that all these concepts have a close connection with the students' learning styles, thinking and taking the charge of their own learning. With the emergency of autonomy, the learners have begun to employ some learning strategies, namely meta-cognitive, cognitive, socio-affective and communication in their learning contexts.

Two corresponding purposes of the educational contents in which the learners take a central place are argued by Nunan (1996). The first one is centered on the environment of learning language and the latter addresses the process of learning. By accomplishing these objectives, the students can choose what and how they want to learn. In this respect, teachers should provide necessary facilities that help learners to make choice easily and correctly.

In addition, Tudor (1993) indicates that if the needed learning context is provided by teachers, the learners will enhance their learning and teaching process, especially they will master to decide their objectives, to choose efficient learning activities and curriculum. With the emergency of this method, many investigators have started to focus and develop this concept integrating with the learning and teaching context. This way of putting the learners on the center of learning context has been exercised by Trombly (2001). In one of his studies and the results indicate that, by doing so, learners can reach their own goals, choose appropriate tasks, materials and benefit from them. Moreover, they are able to create new topics to suggest for learner-oriented syllabuses and study in collaboration. In this autonomy process, the curriculum, learning materials and the assessment procedure can be decided by the learners themselves

Moreover, Crandall (1999) emphasizes the importance of learning in collaboration, which let the learners a knowledge sharing and interaction in their social groups. Slavin's (1983) did many research studies in this topic showing that learners can easily achieve their common educational objectives by working collaboratively. At the same time, by doing so, the learners improve their interpersonal and intra-personal interaction and language skills. Both *applying* such kind of collaborative tasks and *organizing* the classroom content which enables group works, have a crucial effect on promoting learners self-directed learning strategy use.

As a result, this tendency towards putting the learners in the center of teaching and learning environment has influenced the emergence of the notion 'learner autonomy'. This notion is described by Holec (1981, cited in Little, 1991) as the capacity of taking the charge of one's own learning.

Purpose of the Study

The present research aimed to investigate to what extent the students were autonomous while learning language in Gümüşyaka Anatolian High School. Also, the purpose of this research was to reveal whether learners' major fields, gender and English proficiency level have significant impact or not on their autonomy level. Besides, it attempted to find out the connection between the students' autonomy level and their strategy use, out-of classroom activities and motivation level. In other words, a major target of the current study was to identify the extent to what the students of a state school are autonomous learners in Turkish context. In order to discover the intended aims, the following research questions will be investigated in this current study.

Research Questions

The present study investigates the degree of autonomy (in ELT) of the high school students in a state school in the academic year of 2013-2014. The current research aims to address the following questions;

1. What is the autonomy level of state high school students?
 - 1.1 What is the motivational level of high school students?
 - 1.2 What are the students' perceptions towards learning strategies?
 - 1.3 What are the students' perceptions towards out-of classroom activities?
2. Is there any difference in the autonomy level of the students' performance regarding their gender?
3. Is there any difference in the autonomy level of the students regarding their major field?

4. Is there any difference in the autonomy level of the students regarding their academic success of English?

Significance of the Study

Throughout the foreign language learning and teaching –from early behaviorism to modern times- students and teachers’ role have frequently evolved namely from a person without feelings and right of choices in terms of school of teaching and learning. Autonomy has emerged and influenced the philosophies of education. As Chirkov (2009) also states that autonomy along with culture is a key component and driving force of academic motivation, the concept autonomy has been a very hot topic, the researcher has examined the level of autonomy Turkish students have, which is a very rare attempt in Turkish context.

The study has such outcomes which emphasize the idea that a teacher and student should have a high degree of awareness of autonomy. The researcher also advocates teachers should support autonomy and allocate enough room to it in their classrooms and that such opportunities will enable learners to become independent learners.

In addition, it is misfortunate to say that there are a few studies done, and thus findings on literature review are quite limited, specifically in Turkish context. This is may be because researchers may not have seen the significance of such an important topic. Consequently, the researcher attempts to take attention to the issue.

Limitations of the Study

This study could not be generalized in that it attempts to explore learner autonomy based on a small number of participants. Second, regarding the setting and the participants,

the results may not be necessarily generalized for students in different schools, cities or countries with different cultures. Moreover, the items in the questionnaire may have been inadequate to reflect the perceptions of the participants; therefore, the questionnaire may need more items that fully reflect the feelings of the participants. In addition, the participants might not volunteer to report their real perceptions; they might be affected by their friends or teachers.

On the other hand, only a questionnaire may not be sufficient to express their perceptions on learner autonomy, so, this study can be supported by an interview in terms of reaching more reliable data.

Scope of the Study

The present study consists of five chapters. Chapter one generally covers a brief introduction to the study. Moreover, it offers a profound background to the study, covering the purpose of the study, research questions, significance of the study, definitions of some terms, the assumptions and finally the limitations of the study. Besides, chapter two presents a literature review that involves the term “learner autonomy”, autonomy according to schools of thought, types of autonomy, expected outcomes of being an autonomous learner and some empirical studies on learner autonomy. Furthermore, chapter three introduces the methodological aspects of the study that is concerned with the research design, research questions, pilot study progress, main study and its components like setting and participants, data collection instruments and data analyses. Also, chapter four provides findings of the research questions and their discussions. Last but not least, the last chapter demonstrates conclusions of the study, implication of the study and suggestions for further study.

Definitions

The present part delineates a couple of the terms which are indispensable for this study with specific references.

Learner Autonomy

This concept “learner autonomy” was first introduced by Henri Holec (1981), the “pioneer” of the learner autonomy. Besides, many other researchers or linguists have put forward many definitions to the term. For instance, “learner autonomy” is described as taking one’s own learning decisions and implementation of them in which students are fully responsible for all the decisions (Dickinson, 1995).

Learners’ Role

Learners had a very passive role in traditional education system. In this respect, they are only pursuers of the teacher, they had no choice of decision and everything should be chosen and determined by the teachers. On the other hand, an autonomous learner should be active, who takes the responsibility of their own learning (Holec, 1981) in modern education modes.

Teachers’ Role

In traditional learning atmosphere, teacher is the controller of all learning activities and the source and supplier of the knowledge. Besides, the teacher is the unique person who decides all educational activities and organization of the class. However, in promoting learner autonomy environment, teachers’ role should be designed in a way from the knowledge supplier to the counselor. In terms of learners, this role shifting is regarded as a need to reach

the knowledge and take the responsibilities of their own learning, own goals or assessment of progress.

Motivation

Motivation is an inner voice in order to behave in a certain direction. This inner voice procures activation to move in a certain way in an individual's behavior. In terms of learning, it could be stated that motivation is an inner incentive transferring the change from eagerness to achieve in learning. For instance, "to know" is a motivation that mediates one's desire "to learn".

Meta-cognitive Strategy

Metacognition is defined as "knowing how to know" (Flavell, 1979). The source of the word is 'meta', meaning beyond. The word "metacognition" embodies many formations; for instance, it involves knowledge of learning or problem solving about the employment of particular strategies.

Chapter Summary

The chapter handles with the review of literature on learner autonomy, the interplay between autonomy and the schools of thought. Furthermore, it attempts to shed light on the types of autonomy such as learner autonomy, teacher autonomy, characteristics of autonomous learners. Finally, it presents a couple of current studies on autonomy conducted in Turkish context.

Chapter 2

Literature Review

Introduction

In the second chapter, literature review which is related with the study “autonomy” has been introduced. Firstly, the term “*learner autonomy*” has been defined and explained how it originated. Then, autonomy has been presented according to the school of thoughts and how the autonomy was regarded in positivism, post-positivism, constructivism and post-modernism. Besides, the concepts “motivation”, “learning strategy” and out-of classroom activity” have been explained and their relation with autonomy has been demonstrated. After all, types of autonomy, expected outcomes of being an autonomous learner and some researches done in Turkey on this topic have been reviewed in this chapter as well.

Learner Autonomy as a Term

One single unified term on ‘autonomy’ has not been agreed, yet, some early definitions have been attempted to define the term. Little (1991) views autonomy as the necessity of a learner to take responsibilities. But to define it in a wider scope, autonomy is readiness to enable learners to set their goals, determine the framework and development of their own learning, selecting their own methods, monitoring their own progress and finally evaluating the progress (Holec, 1981). But here it is worth mentioning that learning is a shared responsibility, not only confined to teacher but also to students, neither limited to classroom only nor to outside the classroom. Through autonomy, learners acquire a great level of active involvement, and thus better learning. Dam (1995) states that there exist some pre-conditions for a learner to be autonomous, responsibility, capacity and motivation form the

basic notions of autonomy. Unlike traditional one way teaching method, autonomy-oriented learning type allows a teacher to transfer responsibility to a learner; thus learners set their objectives, learning might be more significant and more effective. And the learner will finally encounter fewer challenges to transfer their capacity to other areas of life.

Moreover, Dickinson (1993) discusses the idea that an autonomous learner is generally equipped with enough skills and capacity. Autonomous learners initially set their objectives clearly, formulate some learning strategies and implement them in an effective way, and eventually monitor and assess the effectiveness of these strategies. In a general perspective, they are viewed as innovative, self-motivated, industrious, enthusiastic, and active, and so forth. It takes us to another controversial issue, what should the teacher's role be? As reported by Gremmo and Riley (1995), a teacher who takes part in an autonomous learning environment, works as a counselor to assist learners in setting up the objectives and establishing some proper strategies to raise awareness on autonomy. Wright (1987) also suggests that teachers should be a facilitator just to equip the learners with enough materials and tackle the faced problems in a classroom environment.

In time, literature has elaborated the distinction between similar concepts, 'self-directed' learner and 'autonomous' learner. For example, Dickinson (1987) discusses the difference of the terms by suggesting that self-directed learner should be responsible for all his learning decisions but does not have to carry out those decisions, however autonomy requires a learner both to take decisions and implement these instructional decisions.

On the other hand, Benson (2001) discusses that a student who carries out a higher autonomy grade in one area may not mean performing higher autonomy in another. The case may differ as discussed above, but it is no doubt that autonomy fosters one's learning as one

becomes self-directed toward his learning process and makes decisions to better his language skills. Littlewood (1999) adds some other arguments on the issue by giving two reasons for learner autonomy. To him, firstly, learning occurs only with the intention of a learner, and secondly he should gain the ability to continue his own learning both in formal and informal education.

Meanwhile, some recent studies try to examine the real rationale behind the concept autonomy. Some common results show that these are psychological, practical and philosophical reasons. An effective autonomy-oriented learning facilitates some choices and enables the learner to make decisions throughout the process. This creates psychological impulses on the learner who eventually becomes more involved in the process. Secondly, as the teacher may not function as round-the-clock provider, the students may, in practice, feel the need to work on their own (Tudor, 1993). Besides these common characteristics of autonomous learning, Little (1999) also discusses some misconceptions shared about the term. To him, autonomy does not mean 'teacherless' instruction, in contrast it includes teacher as one of the key domains in the process. Second, autonomy requires teachers to surrender their responsibilities to students; rather it requires teachers to have a more innovative role in teaching. Last misconception Little (2001) discusses is that autonomy cannot be confined to a single prescriptive behavior.

The role of motivation in autonomous learning has a central place, because it drives learners' readiness further, thus creates an incentive to put forward more efforts. Intrinsic motivation boosts learners' interest to accomplish tasks for the learning's own sake rather than for recognition and rewards. It is later expected to lead to success in foreign language learning. In other words, internal motivation-driven-efforts result in greater success for autonomous learners (Dörnyei and Csizer, 1998). On top of intrinsic motivation, autonomous

learners also benefit from ‘meta-cognitive strategies’ which help them with self-control, self-monitor and self-assessment. This eases and improves the efficiency of both decision making and learning processes. To generate such a high degree of autonomy, Oxford (1990) suggests that meta-cognitive strategy use may provide learners with coordination of their learning process, and search for the answers to some strategic questions such as “(1.) What is my objective? (2.) What strategies am I employing? (3.) How effectively am I using those strategies? (4.) What else can I do? (5.) What went wrong/right? (To assess the progress)

On the contrary, Little (2003) mentions that teacher’ role should be as a controller in this process by learners’ own making decisions on learning objectives, selecting materials and evaluation of the process etc... Benson and Voller (1997) also assess teachers’ role in language learning in a way that teachers should not be suppliers of knowledge; rather they should be a facilitator to increase learners’ language awareness and to equip language learners with required skills and knowledge to be an autonomous learner in this process. With regard to approaches which conduct the term autonomy in their procedures communicative language teaching (CLT) spearheads as it puts a central emphasis on learner. To Savignon (2002), CLT employs the authentic and pragmatic aspects of language for learners to provide a meaningful communication.

With an extension to discussion above, Kumaravadivelu (1993) considers that curriculum planners should establish a communicative syllabus design and thus communicative books and eventually communicative assessment tests. In accordance with a ‘from top to bottom approach’ (approaches to classroom procedures), institutions have set even self-access language learning centers to provide autonomous learners with a rich library, which is full of target language resources. In the very beginning, all these practices have been carried out with no pedagogical basis, but later according to conducted researches, self-access

centers are considered to be a good and effective tool to strengthen necessary skills and strategies to take the responsibility for their own learning (Wright and Piper, 1995).

Motivation in Autonomous Learning

It is a generally accepted ideal that “motivation” is the crucial factor of self-determined learning and success. Motivation is the key to achievement in all learning environments. In modern societies, extrinsic motivation may not be even sufficient to ignite students to take over their own language learning. Motivation level increases when a student sees himself achieving; to justify this argument, Masgoret and Gardner (2003) claimed that motivation was accepted as the leading factor in second language achievement. Garcia and Pintrich (1996) asserted that “Learner autonomy is a goal seen as linked to motivation”. One concluded that highly-motivated students are also great autonomous learners, because those with a higher degree of motivation don’t need such external facilitators as teachers or classrooms to carry out their language learning practices. That is to say, they are autonomously well-equipped to independently work on and pursue their academic goals. Conversely, learners with low motivation level have a tendency to be dependent on their teachers and to have difficulty in implementing their learning out of classrooms. This paper attempts to claim that motivation is one of the initial triggers and of first steps to enable students to reach their learning goals. When considered from this point of the present study and also as a recommendation of the researcher, autonomy should be a natural outcome of this process in which students are of independence.

Students’ readiness for learner autonomy has its own share in language learning and certain research studies indicate motivation has a primary impact in this readiness. This fact leads to some other researchers to examine the connection of autonomy and motivation. To

conclude, motivation is a leading component that decides to what extent the learners are qualified to learn independently. Therefore, teachers might make an effort to establish motivation before they train their students in autonomy.

The literature argues that there exists a huge difference between intrinsic and extrinsic motivation with regard to developing greater learner autonomy (Dörnyei & Csizér, 1998). Ushioda (1996) also advocates that intrinsic motivation rather than external rewards is necessary to generate and foster great autonomy. Since extrinsic motivation is dependent on an external reward such as passing grades or having a present from the teacher, when the learner obtains the reward in the end or loses it, their motivation level begins to decrease (stimulus-response relationship). On the other hand, when/if a learner is internally motivated their level of concentration and autonomy on their journey to learn a language lasts longer or remains permanent (Pintrich and Schunk, 1996).

Brophy (1998) mentions a connection between the motivation, especially intrinsic, and autonomy. In accordance with him, learners' self-determination is directly proportional with intrinsic motivation, in other words, when the students' autonomy needs are satisfied, they are automatically motivated to be independent learner, otherwise, if this satisfaction does not occur, students' autonomy level decreases and their motivation transforms from intrinsic to extrinsic.

Another researcher Harter (1981) states that when the students intrinsically motivated, they will have a fondness of challenge, curiosity and independent authority on their own language learning process. In parallel with this, Chastain (1988) claims that the motivation level of the learners who are more autonomous and have the choice of determining their own learning methods, materials and strategies will be higher. In addition, Benson (2001) suggests that when the control of the learning is in students, they will be more motivated and their

learning will be more effective. Last but not least, literature generally reviews that motivation and autonomy have a close relation and they positively support each other, when one of them is high, the other is high, too and when one of them is low, the other is also low.

Meta-Cognitive Strategy

Cognitive psychologists introduce the term “cognition” as the mental ability to learn and acquire knowledge; it mentions to the processing of information, applying knowledge, and changing preferences, though metacognition exemplifies to what learners do to plan, monitor and evaluate the process. As for metacognition, Flavell (1976, p.232) first used the word and described it as “the process of thinking about thinking and refers to one’s knowledge concerning one’s own cognitive processes or anything related to them.” Flavell (1976) argued that metacognition attempts to explain why the interests of children vary in different ages, and why some of them are better than others in different learning functions. Also, it could be suggested that metacognition is the control of an individual’s whole learning process, furthermore, metacognition is referred by Schraw and Dennison (1994) as the ability to mirror on, understand and undertake the control of their own learning.

Richards and Rodgers (1986) states that several methods and techniques have been used and numerous changes have been done in English language teaching for many years but after the exploration of the cognitive psychology, the researchers tended to deal with learning process and learners, since they cognitive psychologists thinks learners are effective members of the learning process not just receiver. Thus, the belief about English language learning has been changed from “*how teachers teach*” to “*how students learn*.” Cotterall (1995) and Dickinson (1995) suggest that moving from teacher dependence learner to autonomous

learner is necessary and effective in terms of learning language independently and this is possible by means of more metacognitive strategy use.

This study earlier discussed about the correlation between motivation and autonomy but there is still another term to be discussed in relation with learning: Metacognition is simply defined as thinking about thinking but in a sophisticated way Nelson (1996) defines it as “the process of thinking about one’s own thought processes”. However, learners specifically young students, may not be aware of this process, thus, they may need to be taught the process of learning foreign language explicitly by their teachers. This enlightenment gives them the chance to be equipped with the required guidance and skills to be responsible for their learning. Following the teachers’ explicit efforts on learning, which allows the students to personalize; they may be increasingly analytical, reflective, motivated and autonomous. Little (1997) points out the close relationship between learner autonomy and motivation/ metacognition in which he believes that being equipped with these meta-cognitive strategies enrich their own confidence in language learning and provides them with techniques and methods for successful learning. Through this, students may be component on the learning options which best suit them and improve these skills in an efficient ways.

According to Little (2009), in order to arrange the next step of the learning, one should be aware of what he/she already knows and how well s/he knows it. Hence, self-assessment is the link between self/reflective learning and the promotion of learning autonomy. Also, he mentions in *the Common European Framework of Reference for Languages* (CEFR): if “learning to learn” viewed as an important aspect of language learning, learning autonomy can be developed. Therefore, the students will be conscious of their acquiring a foreign language and use the technique and method which best suits them. Little (2009) remarks that the CEFR “suggests that the relationship of fostering learner autonomy and learning strategy

use should be a priority.” because only when learners are conscious about metacognitive awareness can they strengthen their effort, motivation, and provide self-instruction while learning and take responsibility for their learning.

According to Anderson (2002), when learners reflect on their learning strategy use, they will get more qualified to determine about their own learning improvement and they will have taken the responsibility for learning. Thus, this creates more autonomous learners. The efficient use of metacognition may only be acquired by benefitting the application of metacognitive strategies that turns into learner autonomy in the end.

Many studies have been done to explain the relationship in different countries and particularly in China. For instance, White (1995), Wenden (1998), Cheng and Zheng (2004) studied on the types of meta-cognitive strategies which promote learner autonomy and some others suggest that meta-cognitive awareness training should be given to learners to reach the aims of teaching and learning (Carrell 1992 ; Tabolt 1995 ; Nunan 1997 ; Kangli 2002 ; Wang and Zou 2005 etc.). O Malley and Chamot (1990), Kangli (2002) assert that the education of metacognitive strategies can enrich the meta-cognitive knowledge of the learners, foster their ability to plan and promote learner autonomy.

There are several pedagogical schemes for achieving strategies based instruction and promoting learner autonomy that it is not easy to decide which is most suitable for each learner. Some researchers (Wenden and Rubin 1987; Oxford 1990; Hartman and Sternberg 1993; Chamot and O’ Malley 1990; Cohen 1999; Rubin; 2007) propose a set of six stages that diagnoses the learners at first and evaluate them at the last stage. Figure 1 shows the stages of the metacognitive strategy based instruction.

Figure 1

Model for Metacognitive Strategy Based Instruction to Promote Learner Autonomy

MODEL FOR METACOGNITIVE STRATEGY BASED INSTRUCTION TO PROMOTE LEARNER AUTONOMY

<i>COMPONENT</i>	<i>PROCEDURE/METHOD</i>
1. Diagnose	Teacher administers specific questionnaires or inventories
2. Build Awareness	Discussion and reflection among students and between teacher and students.
3. Determine needs and select strategies	Students and teacher negotiate strategies to be worked on as a result of the previous stages.
4. Explicit information and activities	These can be integrated with students' regular coursebook or specifically selected materials from other sources
5. Monitor strategy use	By using checklists, diaries, discussions.
6. Evaluate learning progress and strategy use	Self-evaluation questionnaires, portfolios, projects.

As a result, this study has looked into the connection between positive outcomes of learner autonomy and metacognitive strategies use. As it is known and accepted, although there is no best or perfect learning and teaching method, learner autonomy acquired by means of the promotion of metacognitive strategies is the key component in learning language. In this respect, teachers have their share to increase their students' awareness towards the employment of metacognitive strategies and encourage them to take charge of their learning. Last but not least, students whose learner autonomy was fostered through the implementation of metacognitive strategy use will be successful in life-long learning skills.

Out-side Class Activity

Many EFL teachers believe that it is really difficult to choose and apply the best activity that suits all students in the classroom. Although they spend much energy in designing interesting and enjoyable activities and various tasks, they usually have disappointed in getting enough responses from students. Moreover, the learners often seem unwilling to join the activities or attend the lessons in teacher dominated learning contexts. In this point, teacher should create an acceptable learning atmosphere, for instance giving students to choose their own activities or tasks to improve the participation and learner autonomy. It is a common belief that, when the learners decide what to do in classroom, they will be more motivated to learn and to be autonomous in learning. Otherwise, students are always dependent on their teachers in every step of teaching and learning process; therefore, they have difficulties or do not want to take charge of their own learning and its outcomes.

It is a really hard process to make students autonomous or independent in learning language, because they have to be taught not “to learn language” but “how to learn a language”, because of this, it is a slow running process and should be followed carefully.

In this respect, firstly, Kavaliauskienė (2000) states that students should be aware of the ways they learn best, because if they know the most effective techniques and activities they learn best, they will be autonomous learners in a short time, if not, it takes much more time to identify the best method they learn and to be autonomous learners.

Secondly, Rivers (1992) asserts that students should be more active in learning process; they should not be passive and dependent on their teachers. Moreover, students should change their position in classroom atmosphere to depend less on teacher and take

responsibility of their own learning. They would be able to express their own ideas about the content, method and material selection in the classroom. Also, as a very important point, the learners should carry their learning process to out-of classroom by means of using technological devices, or having international friends on the internet, joining in competitions, chats, encouraging to read English materials; like books, letters, newspapers, or watching films in English. Because they spend more time in out-of classroom, they should deal with out-of classroom activities to become autonomous learners. Besides, teachers should help students to find and organize out-of classroom activities that the learners can do at home without needing teachers' favor, so, they will be encouraged to learn independently or autonomously when they taste the learning by themselves.

In conclusion, both classroom and out-of classroom activities have a significant function in learning and particularly language learning. As learning in general and language accepted as a continued process, it should be sustained after school time at home or wherever it is except school. At this point, it can be asked "How will it be possible?" After this challenging question, out-of classroom activities come into play and become a part of learning in out-of school. By means of these activities, students are motivated to learn and they appreciate and experience the taste of learning independently and autonomously. The more activity they do without taking the teachers' help, the more motivation and autonomous learning come out.

Autonomy According to Schools of Thought

This chapter also deals with different perspectives of learner autonomy which origin from major learning philosophies, with a focus on examining each philosophy and its connection to the term.

Positivism

As a dominant philosophical approach in the twentieth century, positivism suggests that reality including learning reality can only be attributable to pure reality. In this approach knowledge is expected to be transformed from teachers to learners (Benson & Voller, 1997). In parallel with this view, in “traditional classroom” teachers are seen as director of knowledge and owner of the power who manages the classroom procedure, in other respects, learners are estimated as a blank minded human who fills his brain with the knowledge provided by the teachers. Positivism which mainly utilizes language use practices such as drills, structural patterns, and language concepts are directly represented by objective realities and stated as descriptive in order to provide a guideline for the target language competence. In positivism, teachers take a place in the nucleus of teaching and learning, they are the only rulers of learning activities in the classroom, conversely, the learners/students are only the receivers because they are in a very passive position and they do not have a right to express anything about their learning process, they are not in the center of learning. Therefore, in such environments, it is very difficult to mention about “autonomy”, because learners have no choice to decide what he will learn or not. The learners depended on their teachers that mean they are not independent learners who can choose their own curriculum, materials or activities. In this period, learners have to follow their teachers in learning process and they have no chance of learning language by themselves out of classroom and without teachers, as a natural result, the students cannot be an autonomous learner in positivism.

In short, positivism offers a technical autonomy which views a learner as a target to be filled in. Both positivism and post-positivism propose different aspects teaching and learning process as presented table below.

<i>POSITIVISM</i>	<i>POST-POSITIVISM</i>
Emphasis on separation	Emphasis on integration
Emphasis on the general	Emphasis on the specific
Consideration only of objective and the quantifiable	Consideration also of subjective and the non-quantifiable
Reliance on experts and outsider knowledge--researcher as external	Consideration also of the "average" participant and insider knowledge--researcher as internal
Focus on control	Focus on understanding
Top-down (from explicit to implicit)	Bottom-up (from implicit to explicit)
Attempt to standardize	Appreciation of diversity
Focus on the product	Focus on the process as well

Post-Positivism

Transformation from positivism to post-positivism can be regarded as a component of a major change in twentieth century (Berman, 1981; Capra, 1983; Merchant, 1992). In post-positivism (1950s), in contrast to positivism, learners have been accepted as a part of learning process. Also in post-positivism, the emphasis focused on whole and contextualization rather than parts and decontextualization as in positivism. The shift from positivism to post-positivism is presented in the table below.

As illustrated in table, the approach towards teaching and learning has shifted in post-positivism. In contrast to positivism, the learners have begun to take a place in the center of teaching environment in post-positivism. The learners have been accepted as an individuals who have different needs and specific learning strategies rather than general learners who have same needs and same learning strategies. The teachers began to draw attention to individual differences of the learners. In addition, the teachers have started to focus on

process oriented instructions rather than product oriented instructions and also in this period, the learning process has been viewed as a social event rather than viewing students as separate and decontextualized individuals. Rather than rote learning or other drills, the importance of meaning has gained more emphasis and the learners could connect their school with the world in post-positivism period. Moreover, an opinion of learning has been accepted as a continuing process rather than temporary action for short-term aims. In post-positivism, students were inspired to establish their own purposes and state their needs; therefore the role of learners gained more importance in this period. In terms of learner autonomy, post-positivism provided more responsibility to the learners in their own learning and others' learning. Therefore, the learners' intrinsic motivation was high in order to learn and to unveil their learning styles, preferences and weak points.

As a result, learners have become more autonomous, which means they take more active roles in learning according to post-positivism rather than being in a passive position as in positivism period.

Post-Method Era

Before post-method era, language teaching has been shaped with certain methods. In this approach, the teacher had to choose one single method and follow it. In 1970s, a new approach has emerged in the field of English Language Teaching (ELT) which was called "post-method" to propose remedies to language teaching problems. Since, the learners have changing needs and different learning styles, new teaching methods and approaches are needed to meet the learners' needs. Therefore, to solve this problem in ELT, new methods were searched to find the best one which can be generalizable and applicable across various contexts. Effective English teaching can be achieved by applying accurate and efficient principles and techniques (Richards & Rodgers, 2001). Currently, teachers using the

Communicative Language Teaching Method are regarded as favorable teachers. On the other hand, those who practice the Grammar Translation Method are regarded as outdated and ineffective at all. Besides, pre-service teachers who have recently started to teach had some contradictions in the actual classroom. They realize that there is a contradiction between the theory and the reality. Hence, a research should be done for the best method and the implementation of this best one (Richards & Rodgers, 2001). On the contrary, the research results indicate that it is very difficult to practice one specific method to all classrooms and also there is no one best method to follow to teach language, it differs from one student to another. Therefore, in this method, the teachers have begun to use different methods at the same time and they could develop and follow their own methods (Kumaravadivelu, 2003a). As Kumaravadivelu (1994) states, post method condition is;

“An awareness that as long as we are caught up in the web of method, we will continue to get entangled in an unending search for an unavailable solution, an awareness that such a search drives us to continually recycle and repackage the same old ideas and an awareness that nothing short of breaking the cycle can salvage the situation. (p. 28)”

Can (2010) believes that ELT methods do not end with the emergence of post-method model, but this new approach illustrates the limitations of the methods and offers alternatives to fill the deficiencies of these methods. Post-method pedagogy comprises Stern’s Three-dimensional framework and Kumaravadivelu’s Macro-strategic framework” (Kumaravadivelu, 2006, p. 185). These frames equip teachers with essential leading practices on which the teachers can be aware of their teaching process and evaluate it. Post-method model is necessary for growing teachers since teachers constructing “classroom-oriented” theories of practice is involved in it (Kumaravadivelu, 1994, p. 29). Arising from that post-

method model offers new understandings contending the position of traditional teaching methods. In other words, the teachers have gained “autonomy” while choosing or developing their own methods, so they will be more autonomous teachers. An autonomous teacher always encourages his students to be more autonomous, because he offers some choices to his students. In this manner, Prabhu (1990) suggests that the teachers who use existing methods are appreciated by highlighting their experiences as teachers.

As a conclusion, post method promotes teachers’ autonomy that makes them feel freer to choose their own methods, materials or curriculums. By doing so, teachers will be more critical and reflective towards their teaching, so they can see their weak points and develop them while teaching language. Autonomous teachers in post-method era reflect more autonomous learners, because autonomous teachers provide more chance to the students to develop themselves as autonomous learners. The learners could choose whatever they want to study or use strategy to learn language. At the end of this process, learners are believed to be more autonomous language learners.

Constructivism

Constructivism offers a firm background in which a learner tries to get a meaning out of puzzling ideas in a learning environment. In contrast to positivism, constructivism support that rather being in a passive position, learner should play an effective role and be in the center of the process. Also, instead of discovering knowledge by the help of teachers, they should reorganize and reconstruct their own experiences and combine them with their learning process by using their experiences in classroom. According to Candy (1991), constructivism is not a process of teaching knowledge but it is the process of learning by constructing by the learners. In the same vein, language learning does not comprise memorizing the patterns of grammatical rules, forms and structures of a language, but it

involves the combination of the learners experiences and knowledge of world, thereby, learners can learn -not be taught- the target language (Smock & von Glasersfeld, 1974). Seemingly, constructivism enriches psychological aspects of autonomy regarding attitudes, self-concept and motivation (Benson & Voller, 1997). All in all, constructivist approaches take the learner autonomy into consideration as essential while promoting self-directed learning.

Types of Autonomy

In recent years, according to Little (1991), the concept of autonomy has gotten great attraction in the educational field and particularly in the language learning context. It is a fact that in last ten or fifteen years the role of learner and teacher has visibly changed and this change goes along with a transfer of learning responsibility from teachers to learners. Moreover, in this respect the role and responsibility of the teachers has changed and they have also begun to gain more independent selection of curriculum and material in their teaching environment. As an umbrella term “autonomy” has different types such as “learner autonomy”, “teacher autonomy” and “curriculum autonomy”.

Learner Autonomy

From 1979 onwards, learner autonomy has been a trendy topic in the context of English language teaching (ELT). Holec (1981) identifies autonomy as “the ability to take charge of one’s own learning”, and also he states that this ability is not inborn, but it must be gained either by a systematic, deliberate way or by formal education. Besides, Holmes & Ramos (1991; p. 198) believe that Besides, Holmes & Ramos (1991; p. 198) believe that “for the sake of promoting learner’ autonomy and taking the responsibility of their own learning, it is essential to guide them to be aware of what learning strategy they already use or could

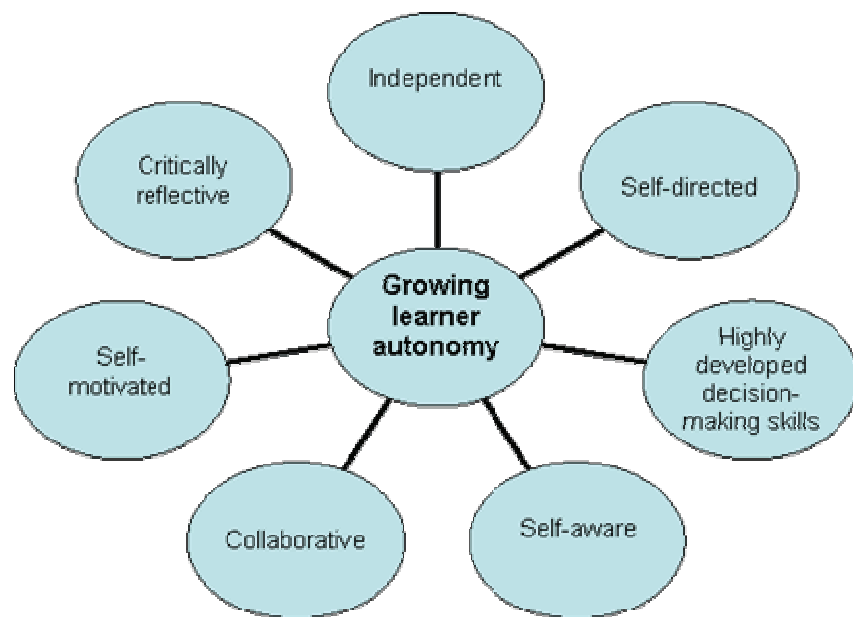
potentially use”. When learners take their own learning responsibility, they will be able to guide some language learning goals without getting favor from outside factors. They will gain familiarisation with the strategies they already employ or potentially use in learning the target language. On the one hand, when the learners take charge of their own learning, they will feel as an active member of the learning process, they will transmit their opinions on self-monitoring and assessing the learning process along with developing metacognitive strategy use in learning progress, on the contrary, when they do not take responsibility of their own learning, in other words, when they do not be an autonomous learners, they will be passive receivers in the class, they will not be able to be part of the process and not express their own opinions and they will be dependent learners on their teachers, so they cannot manage to develop their own learning abilities and they will not be able to carry their learning out of school or class. Besides, Holec (1981) suggests that students obtain the opportunity to benefit from their knowledge and skills outside the classroom.

Also, in this point the question “*Why is learner autonomy important?*” may have come into mind. According to the results of many empirical researches in social psychology, autonomy – “feeling free and volitional in one’s actions” (Deci 1995, p.2) – is an essential primary human need. When autonomy is acquired, it fosters our inner motivation and intense interest around our environment also, it is fostered by motivation. This nourishment clears up the issue of learner motivation, as mentioned above autonomy and motivation has a close relationship and they nourish each other. Therefore, autonomous learners use their intrinsic motivation to reach the goals of learning and to reflect self-management in learning. Definitely, since autonomous learners are highly motivated to learn and reflective, their learnings are more efficient, at the same time, it can be concluded that highly motivated students are more autonomous learners and these autonomous learners can easily apply their

knowledge to situations that they encounter outside the classroom. In this point, dimensions of autonomy can be described via a diagram that indicates the relationship of some concepts with autonomy.

Figure 2 illustrates the dimensions of Autonomy

Figure 2



In consonance with the diagram above, autonomous learners are expected to have some basic characteristics. There have been seven major characteristics of autonomous learners in the context of education (Omaggio, 1978, cited in Wenden, 1998: 41-42).

Autonomous learners;

- have insights into their learning styles and strategies;
- take an active approach to the learning task at hand;
- are willing to take risks;
- are good guessers;

- attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
- develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
- have a tolerant and outgoing approach to the target language.

Besides, Brookfield (1984) asserts that some certain characteristics should exist in autonomous learners, henceforth, he supports that independent learners display these characteristics mentioned below, therefore, autonomous learners;

- show responsibility for their own learning
- are independent learners
- are self-directed learners
- show initiative
- are able to monitor and evaluate their own learning
- are reflective and show 'high' levels of metacognition
- are self-aware in relation to their own learning (need unpicking)
- are intrinsically motivated
- are life-long learners
- can manage and regulate their own learning
- are capable of making decisions
- are meaning makers
- are risk takers
- have specific skills and strategies for managing their on-line learning
- are adaptable and flexible in their approach to learning
- are pro-active learners (i.e. they don't wait for things/people to come to them)

- are critical and analytical thinkers
- know how to ask questions and ideally good
- are good at filtering and selecting the information they need
- can take constructive criticism
- can navigate the web
- are technically skillful

Last but not least, when the characteristics of autonomous learners are explored, main features of the students can be described as the followings: *highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic about learning, flexible, active, and willing to ask questions, making use of every opportunities to improve their learning.* According to Chan (2001), these are the most crucial features of the autonomous learners, if these characteristics are gained by the students, they will be more successful in target language learning. Of course, these characteristics lead learners to take different and new position in language learning context and they cause a shift in the position of teacher and learner.

Learners' Position in Autonomy

In traditional approach, the great role of the learner is to receive knowledge. In other words, the learner is a figure of teaching and learning context and most of the time has no independent decisions. Additionally, the learners cannot express their opinions about the selection of the activities, materials and curriculum in this approach. However, in modern education approaches, learners should take a position in the center of the learning process, they would be able to decide whatever they want to learn and be free in choosing and using

their own learning strategies and methods, they should also determine what material and activity they will use.

Teacher's Position in Autonomy

Tudor (1993) describes the teacher's role in conventional education system as "the supplier of knowledge". In other words, the teacher is the source of knowledge, certifying what and how the learners will be taught, in addition, teachers determine the activities, curriculum and material used in teaching and learning context, shortly everything takes place in classroom was repressed by the teacher in traditional approach. However, Koçak (2003) states that in autonomous learning programs, teacher should change their positions or roles and give more responsibility and independence to the learners to choose their own learning strategies, activities and materials, set their goals, and assess their progress to further learner autonomy and the teachers need to take a role as a counselor but not as a supplier of information.

Gremmo and Riley (1995) state that as a counselor teachers can play this role in two different ways, one of them is considered as assisting learners to construct an alliance of values and techniques in the process of language learning, in short, they raise their students' awareness of learning a language. Secondly, the teacher can have a role as the resource center or self-access center. In other words, teachers supply their students needed sources and materials.

Teacher Autonomy

Teacher autonomy has its own share at the 1999 AILA Scientific Commission on Learner Autonomy Symposium in Tokyo (cf. Dam 2002). Teacher autonomy could be

described as the endowment to acquire skills, knowledge and attitudes. Moreover, Benson (2000) identifies teacher autonomy as a 'right away from control' and also, Little (1995) and Tort-Moloney (1997) explains it as "teachers' ability to get engaged with self-directed teaching". Finally, Aoki (2002) offers a more general definition for autonomy as 'the ability and freedom of choosing one's own teaching techniques'. As seen in the definitions of the term, teacher autonomy is not completely different from learner autonomy and it has a close relation with it.

In accordance with some researchers (Aoki, 2008; Borg & Al-Busaidi, 2012; Raya & Sircu, 2013), teachers' beliefs and perceptions had an important impact on their responsibility in the employment of learner autonomy in the classroom. That is, if a teacher has a positive belief about the learner autonomy, he or she can manage to employ it with his or her students, if there is not; it is difficult to put autonomy into practice. It is stated that there exists a close connection between autonomy of a learner and that of a teacher. In most cases, to develop learner autonomy relies on teacher autonomy. For instance, Little (1995) stressed that "while learning strategies and learner training can play an important supporting role in the development of learner autonomy, the decisive factor will always be the nature of the pedagogical dialogue" (p. 175)

If a teacher is autonomous in her/his teaching environment, she/he can teach their students how to be an autonomous learner and also when teachers are free to choose their own materials, curriculum and teaching techniques, they will be able to encourage their students to be autonomous, otherwise it is really a big challenge to want them to be free in their learning process. At this point, the questions "To what extent our teachers are autonomous?" and "Have teachers ever been trained autonomy?" may come into our minds. If we cannot get satisfying answers to these questions, it will be hard to expect students to be autonomous in

learning a language. In this respect, in order to teach students how to be autonomous, teachers should have enough education of autonomy in their teaching life. In fact, before learner autonomy, the study attempts to question “teacher autonomy”, because if the teachers are not autonomous or not trained in autonomy in their teaching, to what extent it is fair to expect students to be autonomous in learning. Besides, although teachers have enough education or knowledge of autonomy, “Do they really put it into practice?” as reported by Nguyen (2014), in spite of having adequate theoretical knowledge of autonomy, most of the teachers could not be able to put it into practice in their teaching context. In other words, they were not capable of allowing their students to behave autonomously in the classroom and they had still a tendency to limit their students in some occasions.

Curriculum Autonomy

As a general term, curriculum is defined as a broad list of courses which is offered by governing body. It is also a prescriptive course of studies which defines the topics, puts forward standards and objectives in a wider context.

Numerous factors worldwide force people to catch up with life rapidly, as well as transforming education system to a point where it is expected to be able to meet modern life requirements. In contrast to traditional education system which focuses on content rather than learner, learning and research skills, modern curricula attempt to provide learners with quality knowledge and teach students to make use of the knowledge efficiently. Assumably, this will reshape society’s educational dynamics. Thus, a curriculum is expected to prioritize the implementation of the knowledge. To achieve it, an autonomous curriculum enhances teacher-facilitated courses, develops students’ selection of knowledge and their ability to use learning skills.

To take it further in the post-method era, learners are supposed to make important decisions on content and process in collaboration with teachers. In modern teaching and learning education policy, it is emphasized that there should be a negotiation between teacher and learners in the learning content. Some researchers (Cotterall, 2000; Dickinson, 1995; Esch, 1996) described the curriculum autonomy as developing learner involvement in decision making. Within this kind of autonomy, many researchers (Chan, 2001; Yildirim, 2008; Sakai, Takagi & Chu, 2010) centered their attention on learners' responsibilities, attitudes, and beliefs about learning processes. Additionally, process syllabus has come up with CLT and Task Based learning. Communicative syllabus means learners naturally recreate the existing syllabus and create their own. Breen (1984, p. 47) states that process syllabus has three processes; communicating, learning and purposeful social activity. The negotiation and procedures are the next processes. Syllabus designer has two roles: to provide a plan of the decisions to be made and to provide a bank classroom activities to apply the decisions that are made. This can be called the strong version of CLT.

Last but not least, Cotterall (2000) claimed that developing learner autonomy is “an important and appropriate goal in language course design” (p. 109). In his study, Nguyen (2014) stressed that to enhance learner autonomy, in the process of designing a course book or curriculum; a designer must take into consideration learners aware of the need for identifying goals, learning options, and strategies. Besides, it is worth giving some examples from some countries which implement autonomous curriculum based education system.

Autonomy in the secondary school; Denmark-(Dam): They loose national curriculum guidelines; students are involved in decisions about their learning. Learning plans are evaluated and revised with self evaluation cycle.

Talkbase: Thailand (Asian Institute of Technology): It emphasizes the importance of communicative people, not communicative language. It differs from process syllabus in that the nature of the students' work is determined by initial input from the teacher. The instruction is ambiguous and students interpret them in terms of content and procedure. Next task is shaped with the result of the previous task, unlike project based approaches tasks which are not predetermined.

Autonomous learning modules; Finland: In contrast to Denmark and Thailand, this is based on self access and makes no reference to the idea of the process syllabus. Autonomous Learning Modules (ALMS) work with teacher support but without the structure of regular classroom sessions with a single teacher.

If curriculum based approaches are able to survive, that means they are effective. Developing self management skills, control over cognitive and content aspects of learning are the best's parts of it, however, determining whether a certain case is a success or failure is difficult.

Learner Autonomy in Context of Turkey

Although the concept autonomy received little attention in the previous decade in Turkey, it has been a trendy topic for researchers to work on in recent years. In this respect, some related studies are noteworthy here.

Yapıörner (2013) studied on the learners' perceived autonomy levels in Hakkâri among 114 seventh grade students. She found that learners are not at a mature level of autonomy while working outside the classroom. They highly believe that teacher is still in the center of their learning process which is perceived as incomplete without a teacher. This misconception implies that Turkish students tend to and prefer to work with a teacher in their foreign

language education. As for the curriculum autonomy the Hakkâri students are not willing to take any responsibility for lesson-content and material selection.

With a large scale of participants (408) from seven different universities preparatory schools, Karabıyık (2008) researched on Turkish ELT learners' perceptions of autonomy and autonomous learning practices in relation to their previous learning experiences and culture of learning. In her quantitative study, she concludes that preparatory students neither fully depend on their teachers nor, take on autonomous role in their learning. It was also found that the participants have a shared culture of learning regardless of their origin hometowns. She also emphasizes that learners consider their teachers as an authority and expert to take decisions in the class.

In her research, Baylan (2007) aimed to explore perceptions and expectations of the university students' and their teachers towards learner autonomy in EFL Prep Classes. The purpose of this study was to investigate whether there is a meaningful difference between Turkish students' and their teachers' perceptions of learner autonomy as currently practiced and what their expectations related to the role for learner autonomy in class are. The study also aimed to determine socio-demographic characteristics of students based on which their expectations of learner autonomy might differ and it investigated whether there was relationship between students' expectations of learner autonomy and attitudinal factors. The study consisted of 282 EFL students and 27 teachers from three different state universities in Turkey. According to Baylan (2007), the perceptions of the students towards learner autonomy were lower than the teachers and she revealed a mismatch between students and teachers in perceptions. On the other hand, although teachers pursued positive attitudes towards learner autonomy, they were not willing to give up their traditional roles as a controller of the teaching and learning procedure in classroom. Another finding of this study

was that geographical origin-hometown had a significant effect on the learners' perceptions of autonomy. That is, students from the east of Turkey did not report as much desire to take responsibility of their own learning as students in the west of Turkey. In parallel with many researches, the results of Baylan's study indicated that teachers were still regarded as the authority of the teaching and learning process.

Likewise, Yildirim (2005) found that both 1st year and 4th year ELT students at Anadolu University gave the teacher more responsibility for the methodological aspects of their learning.

Koçak (2003) did a study in order to investigate the students' readiness level in English Language Preparatory School at Başkent University with respect to autonomous language learning. 186 students took part in this quantitative study and the results showed that more than 50% of the students were motivated to learn foreign language and they were willing to draw on meta-cognitive strategies such as self-evaluating and self-monitoring. Similar to other studies, teachers were still considered as responsible for the learning and teaching activities in the classroom. Another result obtained by Koçak was that majority of the students make less time for out-of class activities. Moreover, she states that female participants were more motivated than male learners; on the other hand there was no significant difference among the major fields of the learners. She also affirms that in terms of using meta-cognitive strategy use in learning language, females are superior to males; however, proficiency level and major field of the learners did not have any impact on the use of metacognitive strategies.

A research is carried out by Kennedy (2002) with 23 Turkish students with the purpose of examining the level of learners' autonomy among the groups. The investigator administered some activities that promote autonomy in the classroom content. The activities

consist of use of dictionary, writing summaries, use of grammar books with answer keys and jokes telling. At the end of activities, participants are asked to assess the procedure in detail. As expected, the participants criticize the extensive focus on the grammar teaching. The investigator points out that the learners give much more significance to autonomy. However, he states that since the learners' are educated in traditional learning and teaching environment, it is very difficult to make the learners autonomous in a short time.

On the other hand, Çoban (2002) conducted a comparative study to look into the teachers' attitudes towards learner autonomy both at Gazi University and Yildiz Teknik University. And the results showed that the instructors promoted active participation of the students in the classrooms, however they do not encourage any active role in decision making process concerning the English classes.

Kucuroglu (2000) also conducted a research in Doğu University with freshman university students to evaluate the role of a learner-centered approach and to determine the efficiency of her main variables in the study; namely, real language texts, both roles of learners and teacher in an autonomous learning environment, implementation of students' language needs analysis, and the students' desired learning methods. The findings suggest that the-so-designed teaching foster learner autonomy, and result in more *communicative* language learning.

When viewed on the results of these studies conducted in the context of Turkey, the most common striking finding is that although autonomy has been recently appreciated term, both learners and teachers have positive perceptions and attitudes towards autonomy, however it has not unfortunately been put into practice at an adequate level. In other words, teachers support learner autonomy but they are reluctant to abdicate their old and traditional roles in classroom, they have some hesitations about leaving their students free to choose their own

learning plans, materials and activities. Besides, both learners and teachers state that their traditional roles in learning and teaching environment should be revised, but, in fact, students consider their teachers as the unique authority in the classroom. Another common point of the studies is that, most of the students make little time for the out-side class activities which have a crucial role on developing learner autonomy. In majority of the studies in Turkey, female students have a higher motivation level to learn language independently and they are more autonomous in language learning than male students. Last but not least, according to findings of researches in Turkey, students from the west cities have more tendency to be autonomous in learning target language than the students from the east cities.

Expected Outcomes of Being Autonomous

Autonomous learners are positioned in the center of the learning and teaching context, by creating new and original learning conditions for themselves, rather than being passive dependent ones following teachers. Dickinson (1993) individualizes autonomous learners in four dimensions. Firstly, they can be aware of what is going around in their classes. While learning language, an autonomous learner can establish a connection between the former and current grammatical patterns of the language. Secondly, autonomous learners are able to set their own academic goals. Also, most of the autonomous language learners work hard to improve their learning skills in the target language outside the classroom for instance, they read newspapers or watch movies or series with a move to achieve their own learning goals. Thirdly, autonomous learners are capable of deciding and applying the most suitable learning strategies. Just as, an autonomous learner can be visual learners who understand best by appropriate visual materials rather than reading intensively and comprehend it. Last of all, Dickinson (1993) utters that independent learners can monitor and control the efficiency of

their strategy use and make needed changes. As a result of, these four fundamental characteristics, autonomous learners will attend the learning process actively and take a position in the center of the process, in turn; they will take the control of their own learning outcomes which results in exploring their perceptions of learner autonomy.

Moreover, Chan (2001) believes that characteristics of independent learners should include the following components.

Curiosity: Autonomous learners are eager to explore depth knowledge about their environment. They possess different perspectives to discover new supplements that improve their own learning. They are not passive knowledge takers of the teachers, but proactive learners.

Self-motivation: Independent learners are not in need of any external rewards or motivators, they own intrinsic motivation. Autonomous learners are driven by intrinsic goals to achieve. They are motivated by their own attainment.

Self-examination: Autonomous learners are able to identify what their strengths, weaknesses and improvement points are. They know the way of assessing their own learning process. Besides, they can evaluate their achievement and deficiency.

Accountability: Responsibility is a sign of doing your own duties without waiting any external orders. When learners do their own responsibilities by themselves, they will be more independent in terms of motivation.

Critical thinking: Independent learners own a desperate consideration on conditions. They take all possibilities into consideration and propose more ways out. They always investigate the reasons of the events rather they focus on the results.

Comprehension with little or no instruction: Autonomous learners hold an exceptional capacity to inform themselves. An independent learner can find a path to comprehend the subject and analyze it.

Persistence: Independent learners never lose hope. They always push to comprehend the situations as much as possible on their own before asking for help. They do not ask for help easily, they try to find the easiest and best solution. If they could not, they call for help at the end of the process.

In the light of this information, to summarize, autonomous learners take the responsibility and control of their own learning process, especially, when the teachers and other sources are distant and limited, in other words when the learners are in out-of classroom, independent learners can find a way to overcome the obstacles that they encounter in learning target language, by doing so, they will be encouraged and motivated to learn individually. David Nunan (1997) asserts that after gaining these features, autonomous learners will have different language learning skills, passion to learn and enjoy dealing with the challenging issues in terms of learning language on their own.

Some EFL Empirical Studies on Learner Autonomy

A Vietnamese researcher Trinh Quoc Lap (2005) carried out an empirical study with the purpose of enhancing secondary school English teacher education quality through regulating and applying an EFL language curriculum reinforcing the students' independence and communicative competence. He carried out this study with two senior teacher groups, one of them consisted 4 and the other consisted 5 teachers from the Department of English. Also, 60 first year students who are Teaching English as a Foreign Language (TEFL) as a one group and 40 students as a second group took part in this study. Lap (2005) used two curricula; an

intended and an adapted one. One of the teachers group taught with the autonomous curriculum to one groups of the students and the next teacher group taught with the dependent curriculum to the next student group. In the light of the proposals and evidence from the study, the curricula which aim at stimulating learner independence and communicative competence should be based on tasks in order to procure the authentic use of target language. Also, as the medium of instruction, it focuses on the target language as much as possible. Also, it enables students to select what and how to do a task, and additionally offers them a proper guidance when and if necessary. The results indicated that the teachers who were autonomous in choosing their own curriculum were much better at educating autonomous learners than the teachers who used the selected curriculum. Likewise, the students who were taught by independent curriculum were more autonomous than the students who were taught by dependent curriculum at the end of the learning period.

Another case study was conducted in Vietnam by Nguyen Thanh Nga in 2014. In his study, Nguyen (2014) aimed to research EFL teachers' beliefs about learner autonomy and how these beliefs affect their actual instructional practice. In his empirical study, he used a mixed-method approach, utilizing multiple sources of data including survey, interviews and observations. The pilot study consisted of 14 EFL teachers and the main study comprised 188 EFL teachers from ten different universities. Since it is a case study, he utilized the combination of a variety of data collection methods such as interviews, observation and document analysis. After implementing a survey to participants, the researcher randomly chose some participants and interviewed with them and he observed some teachers in their real teaching context. According to Nguyen (2014), the results clearly indicated that teachers lacked understanding of learner autonomy and so could not use the concept in their teaching practices. He adds that there exists a disagreement between teachers' beliefs of and their

practices with regard to learner autonomy. The researcher asserts that this study described crucial basic reasons for the current situation of learner autonomy in Vietnam in that teachers do not integrate learner autonomy into their teaching because they regard it as a field of obstacles to such an incorporation. These obstacles involve lack of understanding of the concept, lack of time, little belief that their students are capable of becoming autonomous in their learning. The teachers generally believe that learner autonomy was not something of great importance for Vietnamese classrooms.

As a last but not least empirical study, Bayat (2010) conducted an experimental research which was done with the participation of 34 English preparatory university students at Dokuz Eylül University. She used the letter-writing task as an out-of-class activity to analyze the perceptions of the students towards autonomy. She applied an Autonomy Perception Scale to her students. In the study participants exchanged anonymous letters in pairs at the end of a 10-week period. The activity was conducted with the volunteers out of classroom and was not assessed. Participants were interviewed and the obtained results indicated that after the letter-writing activity, the perceived autonomy level of participants was higher compared to the before activity results. Thus, the results were significantly different from each other. For instance, the perceptions of the students who took the letter-writing activity were significantly different in a positive way from the students who did not take the activity; also, after taking the treatment, the students began to use more meta-cognitive strategies in learning language. Besides, the pre- and post-activity results showed a significant difference in the participation of activities outside the school, namely, the students who attended writing-letter task were more active in outside activities than the students did not attend. To sum up, the learners noted that the letter exchange activity provided contribution to their autonomous learning experiences as well as their language learning.

Chapter 3

Methodology

Introduction

In this chapter, the methodology which is employed to find out the perceptions of the students towards learner autonomy and their autonomy level is introduced. First of all, the research design and the research questions are presented, and then the pilot study and the processes are displayed. In the last part of this chapter, main study the procedure followed, and the analysis of the data gathered by means of the research scale are evaluated and illustrated.

Research Design and Research Questions

In the present study, a quantitative research method is used. This method can be stated as the best way to gather data since it may help a lot to determine the ideas and opinions of the high school students with regard to their autonomy levels. In this respect; Nunan (1992, p.3) states that “quantitative research study is obtrusive and controlled, objective, generalisable, and outcome oriented and also assumes the existence of ‘facts’ which are external to and independent of the researcher.”

Arising from that, general screening model was used for quantitative research since momentary situation of the learners was examined through a student questionnaire. Karasar (2012) states that the general screening model is a method aiming to describe an existential situation.

This study aims to answer the following research questions.

1. What is the autonomy level of the state high school students?
 - 1.1 What is the motivational level of the high school students?
 - 1.2 What are the students' perceptions of learning strategies?
 - 1.3 What are the students' perceptions of out-of classroom activities?
2. Is there any difference in the autonomy level of the students regarding their major field?
3. Is there any difference in the autonomy level of the students regarding their gender?
4. Is there any difference in the autonomy level of the students regarding their academic success of English?

Pilot Study

Before administering the final version of the instrument "Perceptions of Students towards Autonomy (hereafter POSTA): A case of Tekirdag", a pilot study was conducted by the researcher with 123 students. The aim of the pilot study was to test the reliability and validity of the instrument and to foresee the difficult and easy ways of the administration procedures. Also, this pilot study has provided insights about analyzing the factors of the scale in order to identify whether there are problematic items or not.

Materials and Instrumentation

The instrument used in this research was compiled from two questionnaires; one by Schmidt, Boraie, and Kassabgy (1996), the other by Spratt, Humphreys and Chan (2002). In the context of Turkey, the researcher has exploited Koçak's (2003) study which was her thesis for the degree of Master of Science, while setting the final version of the questionnaire.

The data were collected through a structured questionnaire. In this research a quantitative *5 likert scale* questionnaire with 46 items was used. Also, the questionnaire is

divided into five components. The first component consists three items that ask for personal information of the participants. The second fifteen-item-component aims to investigate participants' motivation level in learning English. The items are arranged on the basis of five-point scale and they were ranked as *1- Strongly Agree, 2- Agree, 3- Not sure, 4- Disagree, 5- Strongly Disagree*. The Component three that consists of eight items targets to investigate respondents' learning strategies that they use while learning English. The items were also designed on a five-point scale and they were ranked as *1- Strongly Agree, 2- Agree, 3- Not sure, 4- Disagree, 5-Strongly Disagree*. Furthermore, the forth component of the questionnaire that involves nine items searches the frequency of participants' use of activities to learn English out of the classroom. The items are marked on the basis of five-point scale and they were ranked as *1- Always, 2- Often, 3- Sometimes, 4- Rarely, and 5- Never*. In the final component, there are fourteen items that aim to investigate the extent to what the participants are autonomous while they are learning English. The items are on the basis of five-point scale and they were ranked as *1- Strongly Agree, 2- Agree, 3- Not sure, 4- Disagree, 5-Strongly Disagree*. This research is a non-probability sampling study. Non-probability sampling is a way of choosing particular or specific samples from the limitless participants (Doherty 1994 p. 22). Since the population is almost boundless, it was impossible to randomize the participants and that is why the researcher preferred this sampling technique. The students filled in the questionnaire in their classroom, due to their low level of English, it was given to them in their native language and there was no limitation for timing to answer. The administration procedure continued approximately 20 minutes for each class. The teachers were informed about the aim of the study and the administration procedure, voluntarily administered the conduct of questionnaire. Also, the participants were informed about the purpose of the study before being requested to answer the questions.

Reliability analysis found out a Cronbach's alpha score of $\alpha = .88$ over 46 items. In addition, the Cronbach's alpha score of the first component of the questionnaire concerning motivation level of the students was calculated as $\alpha = .74$ over 15 items. Besides, the alpha score of the second component regarding learners' use of Metacognitive strategies was observed as $\alpha = .75$ over 8 items. Moreover, the Cronbach's alpha score for the third component concerning learners' use of activity was measured as $\alpha = .82$ over 9 items. For the last component, over 14 items the alpha score was observed as $\alpha = .87$. According to these alpha scores, in terms of validity and reliability, this questionnaire can be considered as a reliable scale. Since, the Cronbach's alpha scores indicated high consistency between the items.

In this research, odd and even items were evaluated with respect to correlation and the results followed as; $r = .835$ between Odd and Even items. This score pointed out positive and high relationship between the odd and even items of this scale and also the correlation between the items is significant ($p < .001$). Lastly, the items were analyzed with respect to split-half values. The split half score of even and odd items of learner autonomy scale was calculated as $.740$. It showed high consistency among the items of the questionnaire.

Setting

The pilot study was conducted with 123 students at the 11th grade at Gumusyaka Anatolian High School in Istanbul. The pilot study was administered in the end of the fall semester of the 2013-2014 academic year. The research group involves four different major fields that are Science Department (S-D), Turkish-Math Department (TM-D), Social Department (So-D) and Language Department (L-D). The context of the study was deliberately chosen as Gumusyaka Anatolian High School, as the researcher worked for that high school in turn that would save time and effort to create the present study smoothly.

Participants

As stated in the setting part, this research scale (POSTA) was piloted with 123 high school students, in Istanbul. The participants of POSTA involved four different major fields, both genders and upper proficient and lower proficient English learners.

Table 1 indicates the traits of the participants with regard to their major field, gender and proficiency level of English.

Table 1

Major Field, Gender and Proficiency level of English Distribution of the Participants (N=123)

<i>Major Field</i>	<i>Number</i>		<i>Gender</i>		<i>Proficiency Level</i>		
	<i>N</i>	<i>N</i>	<i>Male (%)</i>	<i>Female (%)</i>	<i>Upper</i>	<i>Lower</i>	
Science	32	17	53.1	15	46.9	18	14
Turkish-Math	33	16	48.5	17	51.5	17	16
Social	32	18	56.3	14	43.8	15	17
Language	26	9	34.6	17	65.4	20	6

As seen in Table 1, the participants consist of 60 male and 63 female students totally. 26 of the students are from English language department that consists of 9 male and 17 female students. Moreover, 32 of them are from science department that involves 17 male and 15 female students, also there are 32 students, 18 of there are male and 14 of them are female, in social department and lastly 33 of the participants are from Turkish-Math department that consists of 16 male and 17 female students. The age of the participants ranges from 16 to 18 and the mean age value of the participants was calculated as 16.56 ($M = 16.56$). Thus, these four groups are equal to each other regarding their age. Furthermore, according to distribution of the number of the participants S-D (32), So-D (32) and TM-D (33) are almost equal to each other; however number of the participants of L-D (26) is lower than the other three groups.

Besides, the groups are also similar to each other with regard to gender distribution. On the other hand, the number of female participants of the L-D is again lower than the other groups.

Ultimately, these four groups were also very similar to each other in terms of their proficiency level of English. However, the number of upper proficient in language class is higher than the lower proficient. The result was, for S-D, measured as $M = 4.05$, for TM-D $M = 3.91$, for So-D $M = 3.42$ and for L-D $M = 4.4$

Factor Analysis

In FA analysis procedure participants' responses were investigated through the 46-item Perceptions of Students towards Autonomy: A case of Tekirdag. Before administering FA, the factorability of the 46 items in the POSTA was under investigation. In this respect, various best-known criteria for the factorability of a correlation were referred. First of all, the scores indicated that the KMO coefficient was .800 which was a good value to administer FA as a value of .60 or greater is regarded to be adequate. Second, a chi-square statistic which was associated with Bartlett's test was significant ($\chi^2 [122] = 2876.635, p < .001$). All in all, with reference to pre-analysis results, FA was regarded as an appropriate technique for the obtained data.

Principled component analysis (PCA) was employed as the extraction method by designing uncorrelated linear combinations from the collected variables. Therefore, the present study aimed at describing and computing coping scores for the factors underlying the POSTA. The initial Eigen values revealed the first factor explained 24.2% of the variance, the second factor 7.9%, the third factor 5.7%, the fourth factor 5.6%, the fifth factor 4.3%, the sixth factor 3.6%, the seventh factor 3.4, the eighth factor 3.1%, the ninth factor 2.7%, the

tenth factor 2.5%, the eleventh factor 2.3% and the last factor 2.2%. As the results illustrated, in PCA, the first extracted component had more variance than the other eleven components.

In an attempt to determine the number of components to maintain in POSTA, several criteria were subjected to deliniation. In this respect, the remaining components were expected to have an Eigen value of one and represent a significant proportion of the variance in addition to being discriminated from others through their curvilinear portion in the scree plot. Moreover, certain extra precautions were taken into account to extract any doubtful items away from the scale. For instance, firstly the items were expected to have high factor loads ($\geq .400$). Thus, items which do not load on any component were expected to be extracted. Secondly, items were not allowed to have factor loads under two factors; in this respect, at least .100-difference is required between the highest two factor loads. Finally, the criterion on the interpretability of the components was also referred. Moreover, as an orthogonal rotation method, varimax rotation with Kaiser Normalization was also conducted following the initial component solution.

With reference to all these criteria, some of the items in POSTA were eliminated due to some problems that it may cause. For instance, Item "*I cannot concentrate easily on the English class*" showed a factor load of **.414** in the first component and a factor load of **.402** in the seventh component. As item 9 indicated factor loads in two components, this was eliminated. Furthermore, Item 31 "*I talk to foreigners in English*", (a factor load of .434 in the tenth and **.427** in the twelfth component). Item 38 "*I can learn from not only my teachers but also my friends*" (a factor load of .428 in the second and .386 in the eighth component) and Item 43 "*I can take some risks while learning English in the class*" (a factor load of .482 in the second component and .493 in the seventh component) displayed factor loads in more than one component. As a result of indicating factor loads more than one component, Item 9,

31, 38, 43 eliminated from the questionnaire. In terms of other elimination criteria mentioned above, there was no problematic item more.

After eliminating the item 9, 31, 38, 43 a PCA of the remaining 42 items was repeated. The initial Eigen values indicated that the first factor explained 23.6% of the variance and the second factor 7.8%, the third factor 7.6%, the fourth factor 6.3%, the fifth factor 4.8%, the sixth factor 4.0%, the seventh factor 3.8, the eighth factor 3.4%, the ninth factor 3.0%, the tenth factor 2.9. Thus, in PCA, the first extracted component had more variance than the other components. Together with this, the eleventh and twelfth components were eliminated and there were ten remaining components in the scale.

By administering varimax rotation of the factor loading matrix one, two, three, four, five, six, seven, eight, nine and ten factor solutions were taken into consideration. These ten factors which cumulatively illustrated about 67.6% of the variance were regarded as a good one while interpreting the results.

In the 42-item POSTA, the first component was called “**motivation**” and included 14 items about identifying *learners’ motivation level in learning English* by asking for their interests, their ability, spending time on learning English, their beliefs, desires and needs, concentration, phobias toward English, their choice of working style (pair, group work.. Etc), participation and spirits. Moreover, the second component that was called ‘**meta-cognitive strategy**’ and included 8 items to find out how different types of meta-cognitive strategies are being used by the learners in learning English by asking for connection of the previous and new knowledge, picking out the most important parts and making a diagram, finding meanings of the words by dividing them into parts, repeating and practicing a word, evaluating own progress, determining the difficult structures of the language, understanding the reasons of the mistakes and managing time for preparation.. Additionally, the third

component was named “**use of activities**” and consisted of 8 items that were aimed to determine the learners’ use of activities out of the classroom by involving their study English at home, doing assignment which are not compulsory, learning new words, using internet for English, watching movie in English, reading books or magazines in English and using self-access centers for learning English. Lastly, the fourth component of the questionnaire was labeled “**autonomy**” and contained 12 items to reveal the level of the autonomy of the students in learning English by suggesting learners’ weaknesses and strengths, deciding on their learning objectives, monitoring and evaluating their learning process, stimulating their interests, choosing appropriate materials, discovering the knowledge without help, motivating themselves, taking their own learning responsibilities and knowing how to learn.

Main Study

The main study aimed to collect data through the revised version of POSTA. After piloting the study with a pilot group in order to test the reliability and validity of the instrument, the study was later administrated with target students group. The administration of the pilot study has assisted the researcher in analyzing the items of the instrument. Therefore, some of the items which did not supply several best-known criteria for the factorability of a correlation were left out from the questionnaire by the researcher. Thus, the revised and final version of the study was administered to target participants. The following sections will introduce the methodology of the main study.

Setting and Participants

The main study was conducted with the help of 335 students from different major fields in Gumusyaka Anatolian High school. The administration of the questionnaire was based on voluntariness. Therefore, the questionnaire was administered to the students in the

after school club time; this period was deliberately picked because they were free to answer the questionnaire. The main study was carried out in the end of the second term of 2013-2014 academic year. The participants have been taught English for 8-10 years (ranging from 8 to 10). Also, they have been studying in different major fields such as Science, Turkish-Math, Social sciences and Language. Moreover, their English proficiency differs from person to person, for instance, some of them were upper proficient and others were lower proficient.

Table 2 indicates the characteristics of the participants with regard to their major field, gender and proficiency level of English. The full details of participants obtained from the study are shown in Table 2.

Table 2

Major Field, Gender and Proficiency level of English Distribution of the Participants(N=335)

<i>Major Field</i>	<i>Number N</i>	<i>Gender</i>				<i>Proficiency</i>	
		<i>Female</i>		<i>Male</i>		<i>Lower</i>	<i>Upper</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
Science	86	42	48.8	44	51.2	30	56
Turkish-Math	85	41	48.8	43	51.2	58	26
Social	82	40	48.8	42	51.2	50	32
Language	83	47	56.6	36	43.4	13	70
Total	335	170	100	165	100	151	184

As illustrated in Table 1, the participants involved 335 students in this study totally. Also, these participants consisted of 170 female and 165 male students. In this research participants were chosen from four different major fields. Therefore, 86 of the participants were from Science department that consisted of 42 female and 44 male students. Moreover, 85 of them were from Turkish-Math department that involves 41 female and 43 male students, also there are 82 students, 40 of them were female and 42 of them were male, in social department and lastly 83 of the participants were from Language department that consists of 36 male and 47 female students.

Thus, according to distribution of the number of the participants S-D (86), TM-D (85) So-D (82) and L-D (83) were almost equal to each other. Besides, the groups were also similar to each other with regard to gender distribution. However, as expected, female numbers of L-D were slightly higher than male numbers. In addition, the participants of these four groups were equal to each other regarding their English learning periods ($M = 8.5$ years).

Ultimately, these four groups were also analyzed in terms of the participants' English proficiency. For that purpose, the students' English academic success was identified via e-school grading system. Thus, their English scores of 9th, 10th and 11th class were calculated and the student whose average English score is under 70 was considered as a lower proficient and whose score is above 70 was considered as a higher proficient. As demonstrated in Table, there were 151 students with lower proficiency who have 70 and lower English course grade and 184 upper proficient students who have 71 and upper English course grade. Therefore, more or less the number of students with regard to their English academic success was equal.

Table 3 indicates the features of the participants with regard to their proficiency level of English. The full details of participants who were excluded from the study are shown in Table 3.

Table 3

Distribution of the Participants' Proficiency Level of English (N=335)

<i>Major Field</i>	<i>Number N</i>	<i>Proficiency</i>									
		<i>Lower</i>					<i>Upper</i>				
		<i>Total</i>	<i>F</i>	<i>%</i>	<i>M</i>	<i>%</i>	<i>Total</i>	<i>F</i>	<i>%</i>	<i>M</i>	<i>%</i>
Science	86	30	6	18.8	24	79.2	56	36	52.7	20	47.3
Turkish-Math	85	58	26	48.4	32	51.6	26	14	51.0	12	49.0
Social	82	50	20	45.0	30	50.0	32	20	54.1	12	45.9
Language	83	13	5	44.7	8	55.3	70	42	53.2	28	46.8
Total	335	151	58	40.2	93	59.8	184	112	54.1	72	45.9

As shown in Table 3, the participants taking place in this study were analyzed in terms of their English proficiency. In total, 184 upper proficient and 151 lower proficient participants got involved in this research. Also, upper proficient learners involved 112 female and 72 male students and lower groups consisted of 58 female and 93 male students. Thus, on the one hand the number of female students were more than males in upper proficient group, on the other hand, in lower proficient group, the number of male students were more than females. When the participants were analyzed in detail regarding their major field, totally 30 students from Science-D took place in this study in lower degree, 6 of them were females and 24 of them were males. In TM-D, 58 students were included in lower degree, 26 of them were females and 32 of them were males. Additionally, there were 50 students from So-D in lower degree, 20 of them were females and 30 of them were male learners. Lastly, there were 13 participants from Language department in lower degree that consisted of 5 female and 8 male students. In addition, in upper degree, there were 36 female and 20 male students from Science department. Besides, 14 female and 12 male participants from TM-D, 20 female and 12 male participants from So-D and lastly, 42 female and 28 male participants got involved in this study.

Data Collection Instruments

The questionnaire applied in this research was adapted from two questionnaires; one by Schmidt, Boraie, and Kassabgy (1996), the other by Spratt, Humphreys and Chan (2002). In the context of Turkey, the researcher has exploited Koçak's (2003) study while setting the final version of the questionnaire.

The data were collected through a structured questionnaire. The researcher has done a factor analysis for Koçak's questionnaire, eliminated some items and carried out the modified and final version of the scale. In this research a quantitative 5 likert- scale questionnaire with

42 items was used. Also, the questionnaire was divided into five components. The first component consisted of three items that ask for personal information of the participants. The second component consists of fourteen items which aimed to investigate participants' motivation level in learning English. The items were arranged on the basis of five-point scale and they were ranked as *1- Strongly Agree, 2- Agree, 3- Not sure, 4- Disagree, 5-Strongly Disagree*. The component three that consisted of eight items aims to investigate respondents' learning strategies that they use while learning English. The items were also designed on the basis of five-point scale and they were ranked as *1- Strongly Agree, 2- Agree, 3- Not sure, 4- Disagree, 5-Strongly Disagree*. Furthermore, the fourth component of the questionnaire involving eight items was designed to examine participants' use of activities to learn English out of the classroom. The items were marked on the basis of five-point scale and they were ranked as *1- Always, 2- Often, 3- Sometimes, 4- Rarely, and 5- Never*. In the final component, there were twelve items that aimed to investigate to what extent the participants were autonomous while they were learning English. The items were arranged on the basis of five-point scale and they were ranked as *1- Strongly Agree, 2- Agree, 3- Not sure, 4- Disagree, 5- Strongly Disagree*. Since the population is almost boundless, it was impossible to randomize the participants, therefore, a non-probability sampling technique was used in this study. Doherty(1994) states that non-probability sampling is a way of obtaining particular or specific samples from the limitless participants. The questionnaire was conducted to learners in their classroom, due to the students English level, it was given to them in their native language and there was no limitation for time to answer and it continued approximately 20 minutes for each class. The teachers were informed about the aim of the study and the administration procedure, voluntarily administered the conduct of questionnaire. Also, the respondents were explained about the purpose of the study before requesting them to answer the questions

To test the reliability and validity of the scale, a Cronbach's alpha score was calculated. Table 4 indicates Cronbach's alpha scores of the components of the questionnaire.

Table 4

Cronbach's Alpha Scores of the Components of the Questionnaire

	<i>Motivation Component (14 items)</i>	<i>Strategy Component (8 items)</i>	<i>Use of Activity (8 items)</i>	<i>Autonomy Component (12 items)</i>	<i>Overall Scale (42 items)</i>
Cronbach's Alpha ($\alpha =$)	$\alpha = .74$	$\alpha = .84$	$\alpha = .83$	$\alpha = .87$	$\alpha = .91$

As seen in table 4, reliability analysis revealed a Cronbach's alpha score of $\alpha = .91$ over 42 items. In addition, the Cronbach's alpha score of the first component of the questionnaire concerning motivation level of the students was calculated as $\alpha = .74$ over 14 items. Besides, the alpha score of the second component regarding learners' use of metaconitive strategies was observed as $\alpha = .84$ over 8 items. Moreover, the Cronbach's alpha score for the third component concerning learners' use of activity was measured as $\alpha = .83$ over 8 items. For the last component, over 12 items the alpha score was observed as $\alpha = .87$. According to Büyüköztürk (2006) who advise levels of .70 or greater, these alpha scores, in terms of validity and reliability, can be considered as a "good reliable" and this questionnaire as a reliable scale. Since, the Cronbach's alpha scores indicated high consistency between the items.

In this research, odd and even items were evaluated with respect to correlation and the results followed as; $r = .842$ between Odd and Even items. This score pointed out positive and high relationship between the odd and even items of this scale and also the correlation between the items is significant ($p < .001$). Lastly, the items were analyzed with respect to

split-half values. The split half score of even and odd items of learner autonomy scale was calculated as .770. It showed high consistency among the items of the questionnaire.

Data Analysis

The data gathered from the participants through a structured-questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS 20.0) software program. Moreover, the overall scores of the participants in terms of level of motivation, use of meta-cognitive strategy, the usage of out-side activity and level of autonomy were examined through one-way ANOVA procedure to identify more detailed and significant differences, if any, among major fields post-hoc LSD test was used. Additionally, to analyze the data of participants with regard to gender and participants' proficiency level, independent t-test procedure was administered to identify the differences between females and males, upper proficient and lower proficient students. Furthermore, descriptive and frequency statistics were used to illustrate demographic features of the participants.

Chapter Summary

Chapter three highlights the methodology used in this study. Firstly, it shows the way to structure a better research scale and the results of the pilot study. After having an intensive research, the researcher eliminated some of the items which did not have enough loads to any components and thus the final version of the scale was created. Then the results of factor analysis and the implementation process of the research were described. Lastly, the process of main study with its setting, participants and data collection instrument was explained and then the analysis of data was presented in this chapter.

Chapter 4

Findings and Discussions

Introduction

This study attempted to reveal the degree of autonomy (in ELT) of the high school students in a state school in the academic year of 2013-2014. Besides, this research aimed to display whether there was a significant difference among/between the students with regards to their major fields, gender and proficiency level of English.

More specifically, this chapter focused on the analysis and discussion of the data gathered from the participants through the questionnaire. First of all, demographic features of the participants were illustrated in the table (p.65) that involves their major fields, gender and English proficiency level. Secondly, the analysis of research questions was demonstrated in the tables which were created after the T-test and ANOVA. Lastly, the findings obtained through data collection tool were analyzed and discussed.

Aims and Research Questions

In general, the aim of the research questions was to investigate the perceptions of the high school students towards learner autonomy. Research question one focuses on the students' levels of autonomy, question two pays attention to the difference in the autonomy level of the students in learning English in terms of their major field, question three attempts to explain the difference in the autonomy level of the students in learning English with relation to their gender and the last question intends to reveal the difference in the autonomy level of the students in learning English with regard to their academic success of English.

Research Question 1: *What is the autonomy level of high school students?*

The first Research Question aimed to demonstrate the autonomy level of Gumusyaka Anatolian High School students regarding their choices and the scores of autonomy component. Table 5 displays descending order of the autonomy component items that shows the students' autonomy levels.

Table 5

Distribution of the Highest and Lowest Items of Autonomy Component

<i>12 items of Autonomy Component (N=335)</i>	N	M	SD
S37 I can discover the knowledge instead of waiting from teachers	335	2.48	1.183
S36 I can propose idea about what materials to use in the English lessons	335	2.36	1.144
S35 I can stimulate my interest in learning English	335	2.22	1.138
S38 I can propose an idea what I want to learn in the English class	335	2.20	1.133
S34 I can monitor and evaluate my learning process	335	2.10	1.057
S39 I can motivate myself to learning	335	2.10	1.115
S41 I can take my own learning responsibility	335	2.04	1.146
S40 I am good at choosing the knowledge I need	335	2.01	1.112
S33 I can decide what I will learn outside the English class	335	1.96	1.036
S32 I can decide the objectives of my learning	335	1.90	1.036
S42 I know how I learn	335	1.87	1.057
S31 I can identify my weaknesses and strengths in learning English	335	1.75	1.027
Overall Mean Score	335	2.08	.7100

Before analyzing the highest and lowest items, generally it can be stated that the mean scores of the autonomy component were close to bottom which means the students' autonomy level was low and can be interpreted that the learners were not in expected autonomy level in terms of learning language. Once and for all, in consonance with the descending order of the level of the autonomy items, item 37 "*I can discover the knowledge instead of waiting from teachers*" ($M = 2.48$, $SD = 1.183$) had the highest mean score of all which means the participants were very eager to discover and learn language without expecting for assistance from their teachers rather they were inclined to try to learn by themselves freely. Because of making effort for learning a new thing related with the language, the students will give more importance to knowledge and will not forget it for a long time, otherwise, if they always get everything from their teachers, it will be very easy to get and forget for the students, because they will always think somehow their teacher will give them what they need. Moreover, item 36 "*I can propose idea about what materials to use in the English lessons*" had the second highest mean value ($M = 2.36$, $SD = 1.144$). In addition, the participants were successful in stimulating themselves to learn a language, item 35 "*I can stimulate my interest in learning English*" ($M = 2.22$, $SD = 1.138$) scored the third highest mean value. On the other hand, item 31 "*I can identify my weaknesses and strengths in learning English*" got the lowest mean ($M = 1.75$, $SD = 1.027$) of all that means most of the students have problems to express their weak and strong points. Also, it can be stated that they did not know their own positive and negative aspects. In the same vein, item 42 "*I know how I learn*" obtained the second lowest score ($M = 1.87$, $SD = 1.057$). It also showed that the students had a trouble in recognizing themselves and knowing their learning needs and ways of learning. Last but not least, it was observed that the participants had difficulties to decide their language learning

objectives. Although, the students were eager to learn independently, they had difficulties to put autonomous learning into practice due to insufficient knowledge of learner autonomy. Since the students needed their teachers' assistance to identify their way of learning, their teachers should guide them to decide their best way of learning.

Furthermore, the participants could propose their own opinions about choosing their own materials, but their teachers were not ready for this step of autonomy. In other words, students should be educated in learner autonomy by their teachers. Besides, the students could success to motivate themselves to learn language regardless their teachers.

1.1. What is the motivational level of high school students?

As mentioned above, the scale of this research involves four components and one of these components is the role of motivation impact on learner autonomy. As mentioned in literature review, motivation and autonomy has a close relation with each other. Therefore, the impact of motivation on learner autonomy as explained on page 13-14 has been investigated by means of the following research question. This question attempts to explain the motivation level of the students whereby the mean scores of the motivation component. Table 6 shows the descending order of the motivation component items that demonstrates the students' motivational level.

Table 6

Distribution of the Motivation Component Items in Descending Order

<i>14 Items of Motivation Component(N= 335)</i>		<i>N</i>	<i>M</i>	<i>SD</i>
S9	I am afraid I will not succeed in the English exams.	335	2.99	1.467
S12	Group activities in the English class are not efficient.	335	2.94	1.378
S10	I like working in pairs in the English class.	335	2.90	1.383

S8	I feel uncomfortable when I have to speak in the English class.	335	2.73	1.483
S11	I prefer individual work in the English class.	335	2.61	1.343
S3	I am trying to do my best to learn English.	335	2.34	1.164
S7	I want to be the best in the English class.	335	2.20	1.206
S5	I believe that I will be successful in the English class.	335	2.07	1.068
S1	Learning English is enjoyable for me.	335	2.04	1.155
S13	In an English class, I like activities that allow me to participate actively.	335	1.99	1.220
S14	The teacher should encourage students to make contributions in the English lesson.	335	1.90	1.215
S4	I want to continue studying English for as long as possible	335	1.83	1.068
S2	I wish I could learn English in an easier way, without going to school.	335	1.80	1.106
S6	If I learn English better, I will be able to get a better and well-paid job.	335	1.58	.985
Overall Mean Score		335	2.27	.5613

The results that were displayed in Table 6 indicated overall mean scores of the items of motivation component in a descending order. As it is demonstrated in Table 8, item 9 (S9) “*I am afraid I will not succeed in the English exams.*” had the highest mean score ($M = 2.99$). Accordingly, this case stems from the fear of being unsuccessful, therefore, they were motivated to study hard and pass their classes, and the mean score of the item 12 (S12) “*Group activities in the English class are not efficient*” was calculated as the second highest item ($M = 2.94$). This means most of the students are eager to take part in pair work and individual activities, they did not want to be a part of a group work and they thought group activities were not helpful for them to learn English, supporting this, item 10 (S10) “*I like working in pairs in the English class*” was observed as the third highest item ($M = 2.90$). It can be noted that students mostly preferred pair work or individual activities rather than group

work. On the other hand, item 6 (S6) *“If I learn English better, I will be able to get a better and well-paid job”*. had the lowest mean ($M = 1.58$) of all that means, surprisingly, most of the students did not consider English as a way of finding a job or earning more money, it can be stated that the students did not have any concern in terms of getting a good job, and item 2 (S2) *“I wish I could learn English in an easier way, without going to school”*. ($M = 1.80$) showed that the students looked for an easy way to find to learn English and item 4 (S4) *“I want to continue studying English for as long as possible”*. ($M = 1.83$) was another item that had the lowest mean score in this study. It can be asserted that, notably, the students were not eager and continue to learn English as long as possible.

As the results indicated, students appeared to have low motivation level in general, but some aspects of motivation component were in a high level which means some participants were likely to be involved in learning autonomously with regard to their motivation level and some of them were in moderate level that means these students were not likely to be engaged in learning autonomously with regard to their motivation level. The results of the present study are consistent with Dörnyei and Csizer (1998) findings showing that high motivation improves autonomous learning and also the findings are consistent with the assertion that motivation plays a crucial role in autonomous learning and it motivates learners to learn independently (Spratt, Humphreys and Chan, 2002).

In other respects, the students considered learning target language as a school subject and they did not want to continue to learn it after school. For instance, they just wanted to be successful in language in terms of getting high grade, as such they could not move their studies out of school. In addition, the learners tended to find the shortest and easiest way of learning language. Also, learning a language was not seen a way of finding a better well-paid job by the students.

Besides, unlike Koçak's (2003) study in which motivation level of the respondents was high, in this study, the respondents' motivation level was low in general. Koçak (2003) suggests that the source of this high motivation could be the employment concerns. On the contrary, the participants did not regard learning language as way of getting a well-paid job. In other words, it was suggested that employment concerns did not trigger learners' motivation. Once again, similar to Koçak's (2003) findings, respondents were willing to take part in pair-works with their best friends. This might arise from their desire to share learning responsibilities.

Last but not least, another aim of the first research question was to show whether there was a significant difference in the level of motivation among the students of Gumusyaka Anatolian High School regarding their major field, gender and proficiency level. Table 7 displays descriptive statistics of the participants over 14 items of motivation component in terms of their major field.

Table 7

Descriptive Statistics of Participants on Motivation Regarding Their Major Field (N = 335)

<i>Fields</i>	<i>Number</i>	<i>14 Items of Motivation Component</i>			
		<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
S-D	86	2.30	.53532	1.4	4.8
TM-D	84	2.43	.61315	1.5	5.0
So-D	82	2.29	.64805	1.0	3.7
L-D	83	2.75	.34868	2.70	4.8

Also, Table 8 indicates results of an analysis of variance on major fields and direction of differences among major fields.

Table 8

Results of an Analysis of Variance (ANOVA) on Major Fields

<i>Groups</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	<i>Direction of Differences</i>
Between groups	5.684	3	1.895	6.300	.000	L-D < S-D $p = .024$
Within groups	99.549	331	.301			L-D < So-D $p = .009$
Total	105.233	334				T-M < So-D $p = .019$

An analysis of variance on groups' major field scores indicated that language department students were more motivated than the students of other departments while they are learning English. Also, the differences among these major fields were significant, $F(3, 331) = 6.30$, $p < .001$. Post hoc analyses using the LSD post hoc criterion for significance pointed out that Language Department ($M = 2.75$, $SD = .348$) was significantly different from Turkish Math Department ($M = 2.43$, $SD = .613$) and Social Science Department ($M = 2.29$, $SD = .648$). Moreover, Language Department ($M = 2.75$, $SD = .348$) was significantly different from Science Department ($M = 2.30$, $SD = .535$). However, the results did not show any significant differences among Science Department, Turkish-Math Department and Social Department. Thus, the analysis of variance indicated that the motivation level of L-D students towards learning English is higher than TM-D, S-D and So-D students. As an expected result, participants of L-D were more autonomous than the students of other departments. Since, they spent much more time on learning target language; they were able to carry language learning activities out of the classroom. Also, they were using the target language in every fields of life such as in street or in a restaurant rather than considering it as a school subject. Moreover, the L-D students benefitted from the putting the language into practice. For instance, they speak

with a foreigner, buy anything from an English web-site or watch English movies/read English books and comprehend them. So, they regarded target language as a way of communicating with different sources rather than regarding it as a school subject.

In the light of these findings, it could be stated that the learners have a high motivational level since language has a meaningful position such as owning a job regarding the learners' life. Besides that, since the language is important in university entrance exam for the learners of language department, the research has revealed that the motivational level of the learners is high. On the other hand, considering other students in different departments where English by no mean serves to their objectives or contribute to their lives. The research found that motivation does not have an effect on the way they learn English. For instance, not facing with English questions in exams does not motivate them at least in the short run.

Furthermore, the results were analyzed by using an independent t-test procedure in terms of their gender to identify whether there was a significant difference or not between female and male students. Table 9 shows t-test results of the participants regarding their gender.

Table 9

Independent Samples t- tests Results of Motivation Scores of Females and Males (N = 335)

<i>Component</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Motivation	Female	170	2.16	.488	333	3.68	< .001
	Male	165	2.39	.608			

An independent-samples t-test was conducted to compare the mean scores of the female and male participants regarding their motivation level. According to the results there were significant differences between the male students ($M = 2.39$, $SD = .608$) and the female

students ($M = 2.16$, $SD = .488$), $t(332) = 3.68$, $p < .001$, $d = 0.45$ overall scores with a moderate effect size. As a result, it can be concluded from these scores that male students were more motivated and more eager to learn English than female students. Unlike expected result, males' motivation level was higher than females'. It could be suggested that male students felt themselves more confident than females. Since they were easily motivated to learn, their motivation level was higher. On the other hand, since females could tend to question every steps of learning, it might be harder to motivate females, therefore, their motivation level was lower.

Although Perie and Baker (1997) assert that there is no connection between autonomy and gender, there was a significant difference between male and female learners in the present research. It would be not mistaken to say that since the females are too dependent on teachers (see Table 15), therefore, their autonomy level was measured lower than males.

Besides, another interesting variable, in this study, was English proficiency level of participants. The participants were also compared with respect to their English level. Table 10 indicates the scores of the participants with regard to their English proficiency level.

Table 10

Clusters of Groups According to Participants' Level of Proficiency (N = 335)

<i>Level of Proficiency</i>	<i>Number</i>		<i>Motivation</i>		
	N	M	SD	Max	Min
Lower	151	2.47	.650	4.8	1.0
Upper	184	2.11	.414	5.0	1.0

Table 11 shows t-test results of the participants regarding their English proficiency level according to their course grades.

Table 11

Independent Samples t- tests Results of Motivation Scores of Lower and Upper Proficient

<i>Component</i>	<i>Proficiency</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Motivation	Lower	151	2.47	.650	333	6.02	< .001
	Upper	184	2.11	.414			

An independent-samples t-test was administered to compare the mean scores of the lower proficient and upper proficient participants regarding their English academic level. According to the results, there were significant differences between the lower proficient students ($M = 2.47$, $SD = .650$) and the upper proficient students ($M = 2.11$, $SD = .414$), $t(334) = 6.02$, $p < .001$, $d = 0.66$ overall scores with a moderate effect size. As a result, it can be concluded that students who had lower English academic grades were motivated and eager to learn English more than the students had upper English academic grades.

Schmidt, Boraie, and Kassabgy (1996) claimed that there is a close relation between motivation and proficiency level. Namely, they asserted that more proficient learners enjoy learning more and motivate for their classes to a larger extent. However, in this study, less proficient learners were more successful than more proficient learners in terms of motivation. Likewise, Koçak's (2003) study supported the present research in which elementary learners had a higher level of motivation than intermediate learners.

All in all, since the anxiety degree of students with lower academic success was low, they could take more risks to learn language. In other words, lower proficient students were not

anxious of making mistakes and they were more courageous to do further learning regardless their teachers.

1.2. What are the perceptions of the students towards learning strategies?

Another component of the POSTA scale was “learners’ language learning strategies” which has also a close connection with the learner autonomy. According to some researchers, the students using more learning strategies tended to be more autonomous. Besides, employing various strategies in learning a language could be regarded as hints of independent learning. The learners can decide what and how they will learn. In this respect, they do not depend on just one teaching source “teacher”. Therefore, this question aims to enlighten to what extent the students use different learning strategies and what the learners’ perceptions are towards learning strategies. Table 12 shows the descending order of the strategy use component items that illustrates the scores of the learners towards learning strategy use.

Table 12

Distribution of the Strategy Use Component Items in Descending Order

<i>8 Items of Strategy Use Component</i>	N	M	SD
S22 I arrange time to prepare before every English class.	335	3.07	1.352
S18 I use new English words in a sentence in order to remember them easily.	335	2.73	1.240
S19 I always try to evaluate my progress in learning English	335	2.62	1.242
S16 When I study for my English course, I pick out the most important points and make diagrams or tables for myself.	335	2.50	1.315
S17 I try to find the meaning of a word by dividing it into parts that I can understand	335	2.47	1.240

S21 I learn better when I try to understand the reasons of my mistakes I have done in English	335	2.29	1.180
S20 When studying for my English exam, I try to find out which structures and terms I do not understand well	335	2.23	1.165
S15 When I am learning a new grammar rule, I think about its relationship to the rules I have learned.	335	2.02	.989
Overall Mean Score	335	2.49	.8389

The items of meta-cognitive strategy use component were ranked in a descending order according to their overall mean scores and they were demonstrated in Table 12. As it was indicated in Table 15, item 22 (**S22**) “*I arrange time to prepare before every English class.*” had the highest mean score ($M = 3.07$). In agreement with the mean scores that making time for learning English is very important and organizing their times efficiently has a key role and importance in learning a target language. Furthermore, the mean score of the item 18 (**S18**) “*I use new English words in a sentence in order to remember them easily.*” counted as the second highest mean value item ($M = 2.73$) that showed the students preferred to put their knowledge into practice to learn it better. Therefore, they were tending to exercise a new word in a sentence to remember or memorize it easily. It can be stated that most of the students did not learn or memorize new words separately rather they tried to learn them in a sentence. On the contrary, item 15 (**S15**) “*When I am learning a new grammar rule, I think about its relationship to the rules I have learned.*” had the lowest mean ($M = 2.02$) of all that means, interestingly, most of the students did not keep in mind the connection of previous knowledge with new patterns or rules, it can be concluded that the students did not think about using their former learning to make their new learning easier, and item 20 (**S20**) “*When studying for my English exam, I try to find out which structures and terms I do not*

understand well.'' ($M = 2.23$) indicated that the participants were tending to explore the patterns they did not understand well. It can be uttered that, remarkably, the students were ambitious to learn the points they could not get rather being undesirous towards unperceived rules of English.

As demonstrated above, the frequency of learners' metacognitive strategy use was in moderate level in general. Victori and Lockhart (1995) claimed that strategy use and autonomy have a close relation and they asserted that the more learners use metacognitive strategy, the more they are autonomous. Since the less students use learning strategies, the less they are autonomous learners in this study.

After all, this research question also intended to identify whether there was a significant difference between students' use of meta-cognitive strategies in learning English regarding their major fields, genders and English proficiency level. Table 13 indicates descriptive statistics of the participants over 8 items related to the meta-cognitive strategy component in terms of their major fields.

Table 13

Descriptive Statistics of Participants on Use of Meta-cognitive Strategies Regarding Their Major Field (N = 335)

	<i>Number</i>	<i>8 Items of Use of Meta-cognitive Strategies Component</i>			
		<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
S-D	86	2.44	.81002	1.0	5.0
TM-D	84	2.78	.94741	1.0	5.0
So-D	82	2.49	.80574	1.0	4.6
L-D	83	2.24	.69445	1.0	4.2

Additionally, Table 14 indicates results of an analysis of variance on major fields and direction of differences among major fields. Table illustrates the meaningful differences regarding the participants' major study fields.

Table 14

Results of an Analysis of Variance (ANOVA) on Major Fields (N = 335)

<i>Groups</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	<i>Direction of Differences</i>
Between groups	12.654	3	4.218	6.278	.000	T-M<S-D $p = .006$
Within groups	222.403	331	.672			T-M<So-D $p = .020$
Total	235.058	334				T-M < L-D $p = .000$

An analysis of variance on groups' major fields' results showed that language department students were using more strategies than the students of other departments while they were learning English. Also, the differences among these major fields were significant, $F(3, 331) = 6.27, p < .001$. Post hoc analyses using the LSD post hoc criterion for significance pointed out that Turkish-Math Department ($M = 2.78, SD = .947$) was significantly different from Science Department ($M = 2.44, SD = .810$), Social Science Department ($M = 2.49, SD = .805$) and Language Department ($M = 2.24, SD = .694$). To this result, according to the analysis of variance, it can be concluded that the participants of Turkish Math Department were superior to the participants of S-D, So-D and L-D students in terms of using different strategies in learning English. However, the results did not indicate any significant differences among Science Department, Social Department and Language Department. Consequently, there was no superiority among the students of S-D, So-D and L-D with regard to strategy use in learning English.

As well, the scores of the students were examined by using an independent t-test procedure in terms of their gender to identify whether there was a significant difference or not. Table 15 shows t-test results of the students in terms of their gender.

Table 15

Independent Samples t- tests Results of Strategy Use Scores of Females and Males (N = 335)

<i>Component</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Strategy-use	Female	170	2.38	.771	2.345	323.353	< .020
	Male	165	2.60	.892			

An independent-samples t-test was employed to compare the mean scores of the female and male participants regarding their use of strategy. In accordance with the results, there were significant differences between the male students ($M = 2.60$, $SD = .892$) and the female students ($M = 2.38$, $SD = .771$), $t(332) = 2.34$, $p = .020$, $d = 0.47$ overall scores with a moderate effect size. In conclusion, it can be stated that males were superior to females in terms of using different strategies in learning English. In other words, male participants used more different strategies than female participants in learning English.

Male participants gained higher scores than females in terms of the frequency of metacognitive strategy use in this study. However, Okada, Oxford and Abo (1996) who conducted a research on strategy use in learning a target language pointed out that female students were more successful than males in the frequency of metacognitive strategy use. On the other hand, it could be suggested in the present study that male learners could attempt to find different ways to learn language, while female learners would insist on their one strategy to learn, they were reluctant to take risks and undertake a new strategy to learn target language.

Furthermore, English proficiency level of participants was another variable that had a suggested effect on learning English. Therefore, the participants were also compared according to their proficiency level of English. Table 16 indicates the scores of the participants regarding their English proficiency level.

Table 16

Clusters of Groups According to Participants' Level of Proficiency (N = 335)

<i>Level of Proficiency</i>	<i>Number</i>		<i>Strategy Use</i>		
	N	M	SD	Max	Min
Lower	151	2.71	.91129	5.0	1.0
Upper	184	2.30	.72734	5.0	1.0

In order to analyze the scores whether there was a significant influence or not Table 17 was used to show independent t-test results of the participants regarding their English proficiency level according to their English course grades.

Table 17

Independent Samples t- tests Results of Motivation Scores of Lower and Upper Proficient (N=335)

<i>Component</i>	<i>Proficiency</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
<i>Strategy Use</i>	Lower	151	2.71	.91129	4.536	333	< .001
	Upper	184	2.30	.72734			

As displayed in Table 17, the mean scores of the lower proficient and upper proficient participants regarding their English academic level were examined to seek meaningful difference between two groups. As the results displayed, interestingly, there was a significant difference between the lower proficient students ($M = 2.71$, $SD = .911$) and the upper

proficient students ($M = 2.30$, $SD = .727$), $t(334) = 4.53$, $p < .001$, $d = 0.60$ overall scores with a moderate effect size. In contrast to expected result, the students who had lower English proficiency were inclined to use more language learning strategies or methods to learn English than upper English proficient students.

In contrast to O'Malley and Chamot (1990) who have asserted that more proficient learners employ more strategies, the current study revealed that lower proficient learners have made use of more strategies than upper proficient learners in this study. To exemplify, these students spent time preparing for English classes and make sentences with unfamiliar words in order to remember them easily. One month or two after the questionnaire was completed, the researcher observed that those students who employed these strategies, performed better.

1.3. What are the perceptions of the students towards out-of classroom activities?

The last component of the POSTA scale was “out-of classroom activities. This part aimed to measure the perceptions of the students towards out of classroom activities. As it is known, highly motivated students wanted to do extra activities after school which means they will make extra time for learning language out of classroom, so, these activities will develop their autonomy levels. Thus, they will complete these activities regardless their teachers’ help. Table 8 indicates the descending order of the out of classroom items that measures students’ perceptions towards activities.

Table 18

Distribution of the Out-side Classroom Activity Performance Items in Descending Order

<i>8 Items of Out-side Classroom Activity Component</i>	N	M	SD
S23 I do grammar exercises though it is not homework.	335	3.40	1.286
S24 I do assignments, which are not compulsory.	335	3.24	1.370

S29 I make use of the self-access center to study English.	335	3.09	1.583
S28 I read English written materials. (Magazines, books, newspapers...)	335	2.81	1.398
S25 I try to learn new words in English.	335	2.41	1.263
S26 I use internet in English. (For chat, search...)	335	2.39	1.367
S30 I listen to English songs.	335	2.14	1.410
S27 I watch English movies or TV programs.	335	2.12	1.385

After all, the items of *Out-side Classroom Activity Performance* component were displayed in a descending order in keeping with their overall mean scores. As it was demonstrated in Table 7, item 23 (**S23**) “*I do grammar exercises though it is not homework.*” had the highest mean score ($M = 3.40$). It might mean that most of the participants love spending time with learning language and they make extra time to deal with doing language learning activities, although these activities are not compulsory to do. Another finding suggested that the students were volunteer to make more time with learning a target language, and the mean score of the item 24 (**S24**) “*I do assignments, which are not compulsory.*” counted as the second highest mean value item ($M = 3.24$) that showed the students tended to do more exercises to learn English and also this item and its order supported the first highest item. To sum up, the learners were very eager to do whatever they needed to learn language and they were ready to make extra time and work voluntarily for the sake of learning target language. On the other hand, item 27 (**S27**) “*I watch English movies or TV programs. I watch English movies or TV programs.*” had the lowest mean score ($M = 2.12$) of all the means, interestingly, while the learners were eager to do more exercises or homework which were not compulsory, they were reluctant to do more enjoyable activities when they were compared with homework such as watching movies in English. The reason

could be that the students did not think about watching a movie or listening music in English was not a way of learning or developing their English, and item 30 (**S30**) “*I listen to English songs*” ($M = 2.14$) was another item that had the lowest mean value. As it mentioned above, “listening music in English was not estimated as a method of learning language.

In the meantime, this question attempted to analyze whether the major field, gender and proficiency level of the participants have a significant influence on their performance of outside classroom activities in learning English. Table 19 indicates descriptive statistics of the participants over 8 items related to their out-side classroom activity performances with regard to their major fields.

Table 19

Descriptive Statistics of Participants on Out-side Classroom Activity Performances Regarding Their Major Field (N = 335)

<i>Major field</i>	<i>Number</i>	<i>8 Items of Out-side Classroom Activity Performances Component</i>			
		<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
S-D	86	2.85	.87227	1.2	4.8
TM-D	84	3.08	.96204	1.0	5.0
So-D	82	2.69	1.0821	1.0	5.0
L-D	83	2.16	.66332	1.0	5.0

In accordance with these results, there was a meaningful difference among the groups. Table 20 illustrates the results of an analysis of variance on major fields and direction of differences among major fields.

Table 20

Results of an Analysis of Variance (ANOVA) on Major Fields (N = 335)

<i>Groups</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	<i>Direction of differences</i>
Between groups	38.643	3	12.881	15.651	.000	T-M < So-D $p = .005$
Within groups	272.420	331	.823			T-M < L-D $p = .000$
Total	311.062	334				S-D < L-D $p = .000$

An analysis of variance on groups' major fields' average of mean scores displayed that Turkish Math department students made more times for out of class activities than the students of social sciences and language departments while they were learning English. Also, the differences among these major fields were significant, $F(3, 331) = 15.65, p < .001$. Post hoc analyses using the LSD post hoc criterion for significance pointed out that Turkish-Math Department ($M = 3.08, SD = .872$) was significantly different from Social Science Department ($M = 2.69, SD = 1.08$) and Language Department ($M = 2.16, SD = .663$), but there was no significant difference between TM-D and Science Department ($M = 2.85, SD = .872$). By the same token, the score had a meaningful effect between Science department and Language department as demonstrated in table above. Thus, in consonance with the analysis of variance, it can be reported that the participants of Turkish Math Department were better than the participants of So-D and L-D students in terms of performing different activities in outside the classroom. They did more exercises such as watching movie in English or using self-access class to improve their English. However, the results did not show any significant differences between Turkish Math and Science Department, Language and Social science Department. As a result, there was no difference among the students of TM-D/S-D and So-D/L-D with regard to out-side classroom activity performances in learning English.

The research has also revealed that there is significant difference in out-of-class activities between the “t-m” students and the others; however such a result is not consistent with Koçak’s study in which there does not appear significant difference regarding learners’ major fields. This could be illustrated through advanced computational and social skills of the “t-m” learners. In addition, the foreign language learners obtained the least score of all the others. All in all, this could result from that these learners are involved non-stop in learning a language, as a result they do not think out-of-class activities.

Furthermore, an independent t-test procedure was conducted to analyze the results of the participants whether there was a meaningful difference between the female and male students. It can be stated that since the male students were more self-confident, they took more initiatives to do outside classroom activities. Thus, the males were more courageous to take risks in terms of doing activities regardless their teachers than the females. However, the females were more dependent on their teachers, they had some hesitations to take risks regardless their teachers. Table 21 shows t-test results of the students in terms of their gender.

Table 21

Independent Samples t- tests Results of Out-side Classroom Activity Performance Scores of Females and Males (N = 335)

<i>Component</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Out-side Activity	Female	170	2.58	.961	2.193	332.79	.029
	Male	165	2.81	.957			

As reported in table above, an independent-samples t-test was engaged to analyze the mean scores of the female and male participants regarding their out-side performances. In the same manner with the results, the scores of the male students ($M = 2.81$, $SD = .957$) were significantly different from the scores of the female students ($M = 2.58$, $SD = .961$), $t(332) =$

2.193, $p = .029$, $d = 0.49$ overall scores with a moderate effect size. Under the circumstances, it can be stated that male students were superior to female students in terms of using different out-side activities in learning English. In other words, in terms of out-side classroom activities; male participants' performance was higher than female participants'.

Although the results did not indicate a significant difference between males and females in Koçak's (2003) study, a meaningful difference between the groups was detected in terms of gender in the present study. Namely, male participants reported that they used more out-of-class activities than female participants. The reason for this could be that, males spent more time in out-of the school or class than females and they would have more chance to deal with different activities than female learners.

Not to mention, English course grade of the participants was also examined whether it had a strong influence or not on the performance of learning English with out-side activities. For this reason, the participants were also compared according to their proficiency level of English. Table 22 indicates the scores of the participants regarding their English proficiency level.

Table 22

Clusters of Groups According to Participants' Out-side Classroom Activity Performance With Regard to Their English Proficiency Level (N = 335)

<i>Level of Proficiency</i>	<i>Number</i>		<i>Out-side Activity</i>		
	N	M	SD	Max	Min
Lower	151	3.10	1.0320	5.0	1.0
Upper	184	2.37	.76554	5.0	1.0

As demonstrated in Table, to show whether there was a meaningful difference or not between the mean scores of the lower and upper proficient participants an independent t-test

procedure was not employed, therefore, Table 23 was used to display the analysis of scores regarding their English proficiency level.

Table 23

Independent Samples T-tests Results of Out-side Activity Scores of Lower and Upper Proficient (N=335)

<i>Component</i>	<i>Proficiency</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
<i>Strategy Use</i>	Lower	151	3.10	1.0320	7.411	333	< .001
	Upper	184	2.37	.76554			

The t-test analysis of the lower proficient and upper proficient participants regarding their English academic level was investigated to determine whether there was a significant difference between two groups. The results revealed that there was a significant difference between the lower proficient group ($M = 3.10$, $SD = 1.03$) and the upper proficient group ($M = 2.37$, $SD = .765$), $t(334) = 7.41$, $p < .001$, $d = 0.53$ overall scores with a moderate effect size. Unlike expected result, the students who had lower English proficiency allocated time and did activities outside the classroom more than the proficient students. All in all, the reason why it was could be the fact that the lower proficient learners attempted to take risks in conducting activities regardless of teacher guidance. Last but not least, the high self-confidence could be another factor in pursuing those activities. Finally, those lower proficient learners were away from the anxiety of committing mistakes in putting those outside activities into practice.

The findings show that students with lower English academic success more frequently did out-of classroom activities than the students with upper English academic success in contrast to the results of Koçak's (2003) study. Moreover, the present study was different from Yap's study (1998) (as cited in Benson, 2001) in the frequency level of out-of classroom

activity, that is, there was no relation between proficiency level and learners out-of class activity frequency. However, in this study there was a meaningful relation between proficiency level and learners out-of class activity frequency. Thus, it can be inferred that students with low achievement levels tended to do more activities outside the classroom in order to overcome their inadequacies in English.

Last but not least, to have a broader thought all the items of the scale were illustrated in descending order to compare the highest and lowest of them. Table 24 indicates descending order of the 42 items used in this research.

Table 24

Distribution of the Overall Items in Descending Order

Overall items	N	M	SD
S23 I do grammar exercises though it is not homework.	335	3.40	1.286
S24 I do assignments, which are not compulsory.	335	3.24	1.370
S29 I make use of the self-access center to study English.	335	3.09	1.583
S22 I arrange time to prepare before every English class.	335	3.07	1.352
S9 I am afraid I will not succeed in the English exams.	335	2.99	1.467
S12 Group activities in the English class are not efficient.	335	2.94	1.378
S10 I like working in pairs in the English class.	335	2.90	1.383
S28 I read English written materials. (Magazines, books, newspapers...)	335	2.81	1.398
S18 I use new English words in a sentence in order to remember them easily.	335	2.73	1.240
S8 I feel uncomfortable when I have to speak in the English class.	335	2.73	1.483
S19 I always try to evaluate my progress in learning English	335	2.62	1.242
S11 I prefer individual work in the English class.	335	2.61	1.343
S16 When I study for my English course, I pick out the most important points and make diagrams or tables for myself.	335	2.50	1.315
S37 I can discover the knowledge instead of waiting from teachers	335	2.48	1.183
S17 I try to find the meaning of a word by dividing it into parts that I can understand	335	2.47	1.240
S25 I try to learn new words in English.	335	2.41	1.263

S26 I use internet in English. (For chat, search...)	335	2.39	1.367
S36 I can propose idea about what materials to use in the English lessons	335	2.36	1.144
S3 I am trying to do my best to learn English.	335	2.34	1.164
S21 I learn better when I try to understand the reasons of my mistakes I have done in English	335	2.29	1.180
S20 When studying for my English exam, I try to find out which structures and terms I do not understand well	335	2.23	1.165
S35 I can stimulate my interest in learning English	335	2.22	1.138
S7 I want to be the best in the English class.	335	2.20	1.206
S38 I can propose an idea what I will learn in the English class	335	2.20	1.133
S30 I listen to English songs.	335	2.14	1.410
S27 I watch English movies or TV programs.	335	2.12	1.385
S34 I can monitor and evaluate my learning process	335	2.10	1.057
S39 I can motivate myself to learning	335	2.10	1.115
S5 I believe that I will be successful in the English class.	335	2.07	1.068
S41 I can take my own learning responsibility	335	2.04	1.146
S1 Learning English is enjoyable for me.	335	2.04	1.155
S15 When I am learning a new grammar rule, I think about its relationship to the rules I have learned.	335	2.02	.989
S40 I am good at choosing knowledge What I need	335	2.01	1.112
S13 In an English class, I like activities that allow me to participate actively.	335	1.99	1.220
S33 I can decide what I will learn outside the English class	335	1.96	1.036
S32 I can decide the objectives of my learning	335	1.90	1.036
S14 The teacher should encourage students to make contributions in the English lesson.	335	1.90	1.215
S46 I know how I learn	335	1.87	1.057
S4 I want to continue studying English for as long as possible	335	1.83	1.068
S2 I wish I could learn English in an easier way, without going to school.	335	1.80	1.106
S31 I can identify my weaknesses and strengths in learning English	335	1.75	1.027
S6 If I learn English better, I will be able to get a better and well-paid job.	335	1.58	.985

Table 24 displays the descriptive statistics of the learners' perceptions of the participants towards learner autonomy. As indicated table, item 23, 24, 29, 22 got the highest mean scores of all, on the other hand, item 6, 31, 2 had the lowest mean scores of all. Item 23 "*I do*

grammar exercises though it is not homework” hold the highest mean score of ($\bar{x} = 3.40$, $SD = 1.286$). Correspondingly, the mean score of the ones who do assignments which are not compulsory (S24) is ($\bar{x} = 3.24$, $SD = 1.370$). Last of all, the mean score for the ones who make use of the self-access center to study English (S29) is ($\bar{x} = 3.09$, $SD = 1.583$). On the other hand, the lowest mean score is shared by the ones who learn English better; they will be able to get a better and well-paid job ($\bar{x} = 1.58$, $SD = .985$). Moreover, item 31 “*I can identify my weaknesses and strengths in learning English*” has the second lowest mean score of ($\bar{x} = 1.75$, $SD = 1.027$). As a last lowest item, “*I wish I could learn English in an easier way, without going to school*” has taken its place in descending order with the mean score of ($\bar{x} = 1.80$, $SD = 1.106$).

As it is clear in Table 24, interestingly it has found out that the learners are willing to carry out activities which do not test their knowledge. This could be attributed to that the learners have more motivation towards language learning when the learners do not feel under stress. At this very point, teachers should assign optional activities which are out of concern for assessment enhancing the autonomy towards learning language.

In contrast to popular belief that knowing a language enables one’s to find a better job, this study found out that according to the students knowing a foreign language does not increase the chance for recruitment. Furthermore, when a student is not aware of his strengths and weaknesses, this impedes him from attaining achievement.

In addition to all these analysis, it will be useful to illustrate the mean scores of the each component in one table in terms of comparing components with each other. Table 25 displays the mean scores of the components of the POSTA scale.

Table 25

Distribution of the Mean Scores of the Components

<i>Components</i>	Descriptive Statistics				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Autonomy	335	1.00	5.00	2.08	.71008
Motivation	335	1.00	5.00	2.27	.56131
Strategy	335	1.00	5.00	2.49	.83891
Activity	335	1.00	5.00	2.70	.96505
Overall items	335	1.00	4.90	2.34	.57156

Table 25 displays the descriptive statistics of the learners' perceptions towards learner autonomy, motivation, meta-cognitive strategy use and out-side classroom activities. Besides, overall mean score of the scale is also demonstrated in the table above. In this sub-dimension of the questionnaire, the overall mean is ($\bar{x} = 2.34$). Based on the table, the employment of out-side activity has the highest mean values of ($\bar{x} = 2.70$) among the all sub-dimensions of the scale. Furthermore, the mean score of meta-cognitive strategy use component is ($\bar{x} = 2.49$). In addition, the mean scores of motivation and autonomy are subsequently ($\bar{x} = 2.27$) ($\bar{x} = 2.08$). In the light of the results, it can be stated that the students consider outside the classroom activities significant for autonomy. Besides, students' autonomy level is under the average which can be considered as low. This low autonomy affects the motivation of the students in turn. As seen the table above, students' motivation level is lower, too. Meanwhile, the strategy use of the students is about average which means they are capable of employing appropriate style in language learning.

Particularly, the lack of such self-autonomy may result from the shortage of knowledge on the issue ‘autonomy’; this is why to me, learners asked so much about the meaning of autonomy.

Besides, the motivation level of the learners is under average, which is low. This could result from the inferiority in the intrinsic motivation of the learners. For instance, the learners were exposed to extrinsic motivation through presents and marks. However, the learners wanted to complete activities to obtain only passing marks. At this very point, as it was aforementioned, when the learners do not feel under pressure, they could do better. In short, it would be better for the teachers to accord extrinsic motivational tools. Immediately after that, the intrinsic motivation should be targetted on the part of the learners.

To broaden our ideas on the analysis of the scale, Table 26 will illustrate the mean scores and std. deviations of all components in order to compare the results.

Table 26

Distribution of the Mean Scores and Std.Deviations of the Components in terms of Major Field, Gender and Academic Success

Components	MAJOR FIELD								GENDER				ACADEMIC SUCCESS			
	S-D		TM-D		So-D		L-D		F		M		Lower		Upper	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Autonomy	2.07	.62066	2.25	.79989	2.01	.71135	1.98	.67923	2.02	.712	2.14	.70353	2.27	.72824	1.92	.656
									81						24	
Motivation	2.30	.53532	2.43	.61315	2.29	.64805	2.75	.34868	2.16	.488	2.39	.608	2.47	.650	2.11	.414
Strategy	2.44	.81002	2.78	.94741	2.49	.80574	2.24	.69445	2.38	.771	2.60	.892	2.71	.91129	2.30	.72734
Activity	2.85	.87227	3.08	.96204	2.69	1.0821	2.16	.66332	2.58	.961	2.81	.957	3.10	1.0320	2.37	.76554
Overall items	2.36	.528	2.57	.650	2.37	.578	2.0	.4042	2.24	.551	2.44	.57620	2.58	.59338	2.14	.471
		77		93		93	9	7		90						775

Table 26 displays the mean scores on the part of major field, gender and academic success. Accordingly, the overall mean score is ($\bar{x} = 2.36$) for S-D and ($\bar{x} = 2.57$) for TM-D while it is ($\bar{x} = 2.37$) for So-D and ($\bar{x} = 2.09$) for L-D. Correspondingly, the mean scores of the overall items for the female and male seem to be close one another and it is ($\bar{x} = 2.24$) for the former whereas it is ($\bar{x} = 2.44$) for the latter. Last of all, on the part of the academic success, the mean scores of the overall items for the lower is ($\bar{x} = 2.58$) while it is ($\bar{x} = 2.14$) for the upper.

Research Question 2: Is there any difference in the autonomy level of the students regarding their major field?

The second research question aimed to explain whether there was a significant difference in the level of autonomy among the students of Gumusyaka Anatolian High School regarding their major fields. Table 27 displays descriptive statistics of the participants over 14 items of autonomy component in terms of their major field.

Table 27

Descriptive Statistics of Participants on Level of Autonomy regarding Their Major Field
($N = 335$)

	<i>Number</i>	<i>14 Items of Autonomy Component</i>			
		<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
S-D	86	2.07	.62066	1.0	4.0
TM-D	84	2.25	.79989	1.0	5.0
So-D	82	2.01	.71135	1.0	3.2
L-D	83	1.98	.67923	1.0	3.9

These scores showed that there was a significant difference among the groups. Table 28 presents the results of an analysis of variance (ANOVA) on major fields and direction of differences among major fields

Table 28

Results of an Analysis of Variance (ANOVA) on Major Fields (N = 335)

<i>Groups</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	<i>Direction of differences</i>
Between groups	3.742	3	1.247	2.507	.059	T-M<So-D $p = .027$
Within groups	164.668	331	.497			T-M<L-D $p = .013$
Total	168.410	334				

As it was illustrated in Table 28, an *Analysis of Variance (ANOVA)* scores showed a significant difference among the groups, $F(3, 331) = 2.507, p = .059$. Post hoc analysis using the LSD post hoc criterion for significance indicated that TM-D ($M = 2.25, SD = .799$) was significantly different from L- D ($M = 1.98, SD = .679$) and So-D ($M = 2.01, SD = .711$). In other words, it can be stated that the students of TM department were more autonomous in learning language than the students of Social science and Language department. However, the results did not show any significant differences among S-D, L-D and So-D. Also, there was no meaningful difference between social science department and language department. It could be concluded that S-D, L-D and So-D students were not superior to each other in terms of being autonomous. As a conclusion, the analysis of variance of overall scores pointed out that the students of T-M Department tended to be more independent and free than the students of L-D and So-D in learning English.

Research Question 3: Is there any difference in the autonomy level of the students regarding their gender?

Research Question three purposed to investigate whether the gender of the participants has a significant role on their level of autonomy in learning English. Table 29 presents t-test results of the participants' level of autonomy concerning their gender.

Table 29

Independent Samples t-tests Results of Females and Males on the Level of Autonomy
($N = 335$)

Component	Gender	N	M	SD	df	t	p
Level of Autonomy	Female	170	2.02	.71281	333	3.165	.002
	Male	165	2.14	.70353			

An independent-samples t-test was applied to compare the mean scores of the female and male participants concerning their level of autonomy in learning language. First of all, it can be clearly stated that both female and male participants had a low autonomy level. The results of independent t-tests indicated significant differences between the female students ($M = 2.24$, $SD = .552$) and the male students ($M = 2.44$, $SD = .576$), $t(334) = 3.165$, $p < .002$, $d = 0.61$ overall scores with a moderate effect size. To sum up, male participants were more autonomous than female students while learning English. In other words, male students attempted to learn language more independently than female students. Moreover, males did not expect everything relating with learning language to their teachers, they took some risks and initiative for learning target language by themselves and they put themselves in the center of learning, they expressed their own ideas and feelings, on the other hand, females took less

initiatives or risks while learning language independently rather than they were controlled by their teachers in every steps of the learning.

In the light of these findings, it can be inferred that different factors had a significant effect on autonomy. Gender as one of the main factors may have created a meaningful difference between male and female participants in this study. Contrary to Perie and Baker (1997) who defend that autonomy is not connected with the gender of the learners, there was a connection with the gender of the learners and males were significantly found to out-perform in perceiving autonomy. This could be due to the fact that male students are more challenging and demanding than females in terms of attempting to learn or do new things independently, on the other hand, females are the learners who avoid risky ventures and dependent their teachers.

Research Question 4: Is there any difference in the autonomy level of the students regarding their academic success of English?

The aim of the last research question was to decide whether English proficiency level of the participants had a significant impact on their level of autonomy in learning English. Table 30 indicates t-test results of the participants' level of autonomy concerning their English proficiency level.

Table 30

*Independent Samples t-tests Results of Lower and Upper Proficient's on Autonomy Level
(N = 335)*

<i>Component</i>	<i>Proficiency</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Motivation	Lower	151	2.27	.728	4.597	333	< .001
	Upper	184	1.92	.656			

To analyze and compare the mean scores of the lower proficient and upper proficient participants regarding their English academic level an independent-samples t-test was applied. The results showed significant differences between the lower proficient students ($M = 2.27$, $SD = .728$) and the upper proficient students ($M = 1.92$, $SD = .656$), $t(334) = 4.59$, $p < .001$, $d = 0.60$ overall scores with a moderate effect size. As a result, it can be concluded that students who had lower English academic grades were more autonomous in learning English than the students who had upper English academic grades. It seemed that lower proficient students felt themselves freer to choose their own methods and decide their own learning than the upper group.

Once and for all, in consonance with the descending order of the level of the autonomy items, item 29 "*I make use of the self-access center to study English.*" got the highest mean ($M = 3.09$, $SD = 1.583$) of all that the students were tended to make more time for self study activities, therefore, they can improve themselves independently in terms of learning English. In addition to this, item 37 "*I can discover the knowledge instead of waiting from teachers*" ($M = 2.48$, $SD = 1.183$) had the second highest mean score which supports the first highest item. Namely, the participants were very eager to discover and learn language without waiting for assist from their teachers rather they were inclined to try to learn by themselves freely. On the other hand, item 31 "*I can identify my weaknesses and strengths in learning English*" got the lowest mean ($M = 1.75$, $SD = 1.027$) of all that means most of the students have problems to express their weak and strong points. Also, it can be stated that they did not know their own positive and negative aspects. In the same vein, item 46 "*I know how I learn*" obtained the second lowest score ($M = 1.87$, $SD = 1.057$). It also showed that the

students had a trouble in recognizing themselves and knowing their learning needs and ways of learning.

Chapter Summary

This chapter focuses on the analyses of the data attained through the questionnaire. By means of the SPSS Statistical software program, firstly, descriptive features of the participants were indicated with their mean scores, and then the data were analyzed and the findings of the each question were displayed in tables.

Chapter 5

Conclusion, Implication and Suggestions

Introduction

The fifth and last chapter presents the conclusions based on the research findings about the perceptions of the learners towards learner autonomy. Then, the discussion puts forward the implications of the study and, this chapter finally offers some suggestions for further studies.

Conclusion

The present study emphasizes the learners' perceptions about learner autonomy and how these perceptions influence their language learning practices. The main purpose of the current study was to investigate the beliefs or perceptions of a group of learners towards autonomy; in order to address this basic aim, the following sub-objectives were also examined; autonomy degree of high school students in language learning, motivation level of the learners towards learning language in terms of their major field, gender and English proficiency level, learners' attitudes towards the use of meta-cognitive strategies, the perceptions of the students towards out-of classroom activities, the difference in the autonomy level of the students regarding their major field, the difference in the autonomy level of the students regarding their gender and the difference in the autonomy level of the students regarding their academic success of English.

In the current study, twelve items were involved in the autonomy section to evaluate the overall autonomy level of the students. The results for the level of autonomy component indicated that the perceptions towards autonomy were not mature and that the autonomy level of the students was low. The results indicated that the learners had some problems with

identifying their objectives in learning and being conscious of their own learning strategies or ways, because they may happen not to know their weaknesses and strengths in learning English. On the other hand, despite their inability in this regard, the learners were eager to take their own responsibility for learning language, because most of them state that they can discover the knowledge themselves instead of asking the teachers. Besides, they were willing to propose ideas and to select what materials to use in the English lessons. Interestingly, the respondents remarked that they were capable of stimulating their interest in learning English. The current research has highlighted that although the students lack the knowledge of understanding learning techniques or fail to set their goals in language learning, they still pursued positive perceptions towards learner autonomy and they were quite ambitious to take part in language learning process autonomously.

The second purpose of the current study was to investigate the motivation level of the respondents towards target language learning with regard to autonomy. The data regarding this aim were obtained by fourteen items in motivation section. Dörnyei and Csizer (1998) state that high motivation is one of the most crucial elements of autonomous learning. The findings of the present research displayed that the motivation level of the learners towards language learning was moderate. Also, the current research has suggested that the motivation resource of the respondents was immediate benefits such as passing exams or having high marks. However, they did not pay attention to the benefits of learning language in the long run and also the results implied that external motivator are still superior to internal motivators. Furthermore, students prefer individual or pair works in language learning environments to group work. Last but not least, in spite of the fact that the students were not in an ideal motivation level, they did not want to give up learning the target language and they were willing to pursue it.

The motivation level of the respondents was also compared in terms of their major studying fields. The results revealed a significant difference among the major fields. For instance, the participants of language department were significantly different from Turkish math, Science and Social science students in terms of motivation level. In other words, language department learners were more motivated than the students of T-M-D, S-D and So-D. However, the results did not show any significant differences among Science Department, Turkish-Math Department and Social Department. Thus, the respondents of these three major fields were not very different from each other with regard to motivation level in target language learning.

Additionally, another evaluating criterion was the gender of the participants on their motivation level. When the mean scores of responds were considered, a meaningful difference was found between the males and females. In contrast to Schmidt, Boraie, Kassabgy (1996) and Koçak (2003), the motivation level of the male students was higher than female students in the present study. The current study further indicated that male learners were more eager and motivated to learn target language.

Besides, another important variable was English academic success of the participants in this study. The participants were also compared with regard to their academic success of English. In accordance with the results, there were significant differences between the students with a lower English academic success and an upper academic success.

One of the major aims of the study was to interrogate the perceptions of the learners towards the use of meta-cognitive strategy use. In order to address this purpose, eight items were directed to participants. The findings showed that the level of the use of learning strategies was lower. In other words, learners did not have enough knowledge about the learning strategies and so, they could not put them into practice, because just a few of them

appeared to make associations between the new and former patterns of the language as a basic strategy. Also, they did not pay attention to exploring any linguistic rules, unknown to them, while they were studying by themselves, therefore they felt themselves dependent on their teachers, that is, and they were not autonomous learners. Importantly, the results indicated that majority of the participants took some time to study English and they stated that they used some strategies to acquire new words in the target language.

Moreover, there was a significant difference in the use of meta-cognitive strategies regarding the participants' major fields. In this respect, the participants of Turkish-math department used more strategies in a higher level than the participants of Science, Social science and Language department. In other words, the results concluded that the participants of Turkish Math Department were more successful than the participants of S-D, So-D and L-D students in terms of using different strategies in learning target language. However, the results did not display any significant differences among Science Department, Social Department and Language Department. Consequently, there was no difference among the students of S-D, So-D and L-D with regard to strategy use in learning target language.

In accordance with the results, there was a significant difference between the male students and the female students. In contrast to the results of Koçak (2003), male learners of the research clearly outscored female learners in the frequency of metacognitive strategy use. In conclusion, it can be stated that male students were superior to female students in terms of using different strategies in learning English.

Furthermore, the results of the students with a lower English academic success were significantly different from the students with a higher English academic success. Although O'Malley and Chamot (1990) have suggested more proficient learners employ many more strategies organising them in a more planned way, the present study concluded surprisingly

that lower proficient students in English used more language learning strategies or methods to learn English than upper English proficient students. This finding suggests that the lower proficient learners make effort to improve their proficiency level in the target language. As a result of this, they employ more strategies to attain this aim in learning language process.

The fourth section of the questionnaire in present study aimed to analyze the perceptions of the participants towards outside classroom activities and the statistics showed that majority of the learners liked spending time with learning language after school and they made extra time to deal with doing language learning activities, although these activities were not compulsory to do. In other words, the learners were very eager to do whatever they needed to learn language and they were ready to make extra time and work voluntarily for the sake of learning target language. On the other hand, while the learners were eager to do more exercises or homework which were not mandatory, they were reluctant to do more enjoyable activities when they were compared with homework such as watching movies in English and when the reason for this was investigated in detail, it was found that the students did not think “watching a movie or listening music in English” was not a way of learning or developing their English. This is a controversial finding in that the learners need more autonomy since they are more likely to follow their teachers. As a result, briefing and presentation can render to the learners in order to promote their autonomy and independence levels. In doing so, the learners should be once more reminded of the importance to have other enterprises and activities such as watching English films or listening English songs.

Moreover, according to results, Turkish Math department students made times for out of class activities more than the students of Social sciences and Language departments while they were learning English, but there was no meaningful difference between TM-D and Science Department. By the same token, the findings displayed a meaningful difference

between Science department and Language department. However, the results did not show any significant differences among Turkish Math and Science Department, Language and Social science Department. As a result, there was no significant difference among the students of TM-D/S-D and So-D/L-D with regard to out-side classroom activity performances in learning English.

Likewise, in terms of participants' gender, male participants were significantly different from female participants in performing out-of class activities. In the light of these results, it can be stated that male students were superior to female students in terms of using different outside activities in learning English. In other words, male participants' performance was higher than the female participants' in terms of outside classroom activities.

And what is more, unlike the expected result, the students who had lower English proficiency were making more time and doing more activities in out-side of the classroom to learn English than upper English proficient students. In other words, when the participants' English proficiency level decreases, the frequency of their outside class activities is higher. Namely, lower level proficient learners in the present study stated that they were benefitting from English extracurricular activities outside the class than the higher level participants. In other words, it can be concluded that there was no correlation between use of English in outside of the class and proficiency level. Last but not least, it can be stated that less the learners are proficient, the more they are self-confident in performing outside the classroom activities.

In the light of the results of the current study, the respondents of the major fields significantly differed in their language learning autonomy level. In respect of results, it can be stated that the respondents of Turkish math department were more autonomous in learning language than the students of Social science and Language department. However, the results

did not indicate any significant differences among Science department, Language department and Social science department. In addition, there was no considerable difference between Social science department and Language department. To conclude, Science department, Language department and Social science department students were not superior to each other in terms of being autonomous. In short, the present study pointed out that the respondents of Turkish math department appeared to be more independent and free than the respondents of Language and Social science department in learning English.

Additionally, the results of this research demonstrated that gender was a key factor that had a meaningful effect on learner autonomy. In other words, perceptions of the language learners in this study were significantly different from one another in terms of their gender. In this respect, male participants tended to be more autonomous than female students while learning target language. More than that, male learners appeared to learn language more autonomously than female learners. Taken together, males did not expect all favors such as choosing the essential materials and learning plans, asking for a language pattern to learn language from their teachers, they took some risks and initiatives for learning target language by themselves and they appeared as entrepreneurs in learning contexts rather than passive chasers of their teacher, they could express their own opinions and feelings about language learning process, on the other hand, females took less initiatives or risks while learning language independently rather than being controlled by their teachers in every steps of learning.

The last objective of the current study was to conclude whether English academic success of the participants had a significant influence on their level of autonomy in learning target language. In this regard, respondents were divided into two groups with regard to their English academic grades as lower and upper proficient. The results indicated significant

differences between the lower proficient students and the upper proficient students. It could be indicated that students who had lower English academic grades were more autonomous in learning English than the students who had upper English academic grades. Besides, it can be interpreted that lower proficient participants felt themselves independent to choose their own methods, materials and decide their own learning styles than the upper proficient participants.

As a general conclusion inferred from all the data of this study, it can be stated that while most of the learners have moderate autonomous behaviors in some aspects of learning and less awareness and readiness, some of them have high degree of motivation and use more out of class activities and meta-cognitive strategies in learning target language. As Yıldırım (2012b, p. 27) asserts “learner autonomy is not an all-or-nothing kind of concept. In parallel with this, it is suggested that the students may not be completely non-autonomous or completely autonomous learners”.

Implication for Practice

The current research provided some implications for both learners and teachers. It also offered a variety of implications for the national education authorities in terms of designing programs or materials which enable educators to teach autonomously and learners to learn independently.

As Sinclair (1997) claimed that the most crucial dimension of the learner autonomy is learners’ awareness of their own learning. Namely, learner should be aware of the best learning method, strategy and material that suit him or her to realize his/her learning objectives effectively, because learners’ preferences have a leading role in autonomous learning. Therefore, learners should be educated by professional teachers or educators in increasing their awareness with regard to taking responsibility for their own learning. At this

point, training teachers' autonomy also has a very important role, because if a teacher is not educated in autonomy, it is really a big challenge for him to raise autonomous learners. The results of many studies showed that although teachers believe in learner autonomy but they are reluctant to share their "authority" in class, so there is a mismatching between teachers' speech and practice. After being trained in autonomy, teachers should provide learners with a creative learning environment; encourage learners to choose their own lesson contents, plans and materials. They should also allow students to set their own learning goals and evaluate, monitor and assess their learning process. If they do so, awareness of the learners towards autonomy will be increased and they will in turn be more independent learners.

In addition, motivation is another crucial dimension for learner autonomy, because it has a close connection with autonomy, that is, the higher motivation level the more autonomous learner. In this regard, intrinsic and external motivations play a very important role. Firstly, teacher should motivate their students to learn the target language independently by means of external motivators at the beginning of the learning process, but later they should train their students to use their inner motivators to learn language autonomously. Moreover, the levels of students' motivation may be increased with help of some training arrangements that direct students to learn independently and take responsibility for their own learning. Also the arrangements aim to equip learner with the skills to control their own learning and define their weaknesses and strengths. Besides, they help to improve their objective-setting capacities and gain self-confidence. In addition, Kjisik (1997) introduced the advantages of "program studies" that allowed the learners to set their own goals and monitor their success. Furthermore, Sharp (2002) remarked these kinds of activities increased the motivation levels of the learners and made them more self-driven learners who took responsibility for their own learning.

Additionally, another suggested implication for the learners was that they should be trained as to use metacognitive strategies effectively. In this regard, different programs can be used to develop their metacognitive strategies such as keeping diary and using portfolio. As Thanasoulas (2000) noted that self-reflective studies can be used to make students aware of their learning styles and thus they can be encouraged to develop these learning strategies.

Over and above, outside class activities are one of the best ways to practice autonomy with relation to language learning. Hence, students should be educated in using these activities effectively and they should also be provided such activities as self-access study, internet use, watching movies or reading books in English, having an e-pal and listening music in English in out-of the class.

By the same token, national education officials should supply both learners and teachers more autonomous learning and teaching contexts. That is, they should allow teachers to choose their own teaching materials, contents and curricula. If they do so, teachers will increase their autonomy levels and this will naturally be reflected on the students and as a result teachers can let their students choose their own class materials and contents to reach their learning targets.

Suggestions for Further Study

In this research, only the perceptions of the learners towards autonomy have been taken into consideration. However, it is clear that teachers are the prominent actors and actresses in educational premises. In addition to that, teachers are the masters of developments in education (Sullivan & McDonough, 2002). In this regard, the perceptions of the teachers can also be taken into consideration for further studies. Besides, in terms of setting, this study has been conducted in only two schools in Tekirdag. To gain more general and tangible

results, it can be conducted in more different schools and cities. Moreover, all the participants of this study were from a state high school, for further study, some of the participants may be chosen from private high schools. Last but not least, the data for this study were obtained through just a questionnaire, therefore, it may be inadequate to reflect the views of the participants, for further study, an interview can also be employed to gain detailed and objective answers to the questions.

Moreover, it has been observed in the process of administration that the participants had insufficient knowledge about the autonomy and they did not understand what the items meant exactly; therefore, they could be informed about autonomy and learner autonomy. In other words, they should be asked “what they understand from “autonomy”?” or Were they taught anything about “autonomy” by their teachers?. In conclusion, teachers or researchers should educate learners about autonomy, although the learners attempted to behave autonomously, they were not fully ready to learn autonomously and their awareness level of learner autonomy was lower.

Besides, in this study, only gender, major field and proficiency level of the participants were taken into account, in a further study, more different variables such as age, cultural background or economical status of the learners could be taken into consideration.

In addition, this study was just a quantitative one; a further experimental study could be done with a target group. Namely, a group of students can be trained for obtaining learner autonomy and they will be aware of every aspects of autonomy. Then, an experimental study can be conducted with this group and the results can be compared with the other group which was not trained in autonomy.

Furthermore, in order to reach the objectives of autonomous learning, it would be better for the teachers to identify the weaknesses and the strengths of the learners and help the

learners choose learning models accordingly. Therefore, if each student assesses his strong and weak points, they can choose the best learning method that suits them well according to their abilities. Additionally, teachers could assign optional activities which do not concern any assessment in order to enhance their autonomy towards language learning.

For the Ministry of National Education, it could be suggested that the more the autonomous teachers, the more the autonomous learners. Equipping the teachers with better understanding of autonomy, and allowing them to select books will assist learners in fostering autonomy. Besides, with the support of the Ministry in schools, self-access study room can be established that promotes learner autonomy. All in all, in order for this happen great emphasis needs to be placed on teacher autonomy in order to transfer it to the learners.

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APPENDIX I (*Pilot Study Questionnaire*)

BÖLÜM 1

Bu bölümde kişisel bilgiler içeren bir dizi soru vardır. Lütfen her birini dikkatle okuyarak size en uygun gelen yanıtı yuvarlak içine alınız, ya da boşlukları doldurunuz.

1. Cinsiyetiniz : a) Kız b) Erkek

2. Lütfen alanınızı (SAY-TM-SÖZ-DİL) belirtiniz :

3. Bu okuldaki İngilizce not ortalamalarınız (Ör: 9. Snf: 3,10.snf: 4...)

9. Sınıf..... 10. Sınıf..... 11. Sınıf.....(ilk dönem) 12. Sınıf.....(ilk dönem) Ortalama:

20. İngilizce öğrenirken gelişimimi sürekli değerlendirmeye çalışırım.					
21. İngilizce sınavıma çalışırken hangi yapıları ve ifadeleri iyi anlamadığımı saptamaya çalışırım.					
22. İngilizce de yaptığım hataların sebeplerini anlamaya çalıştığımda daha iyi öğrenirim.					
23. Her İngilizce dersinden önce derse hazırlanmak için vakit ayırırım.					
BÖLÜM 4 Bu bölümde ders dışında İngilizce öğrenmeye yönelik etkinlikleri içeren bir dizi cümle vardır. Lütfen her bir etkinliği hangi sıklıkta yaptığınızı size en uygun gelen seçeneğe (×) işareti koyarak belirtiniz	Herzaman 5	Sık sık 4	Bazen 3	Nadiren 2	Asla 1
24.Ödev olmasa da dilbilgisi (grammar) alıştırmaları yaparım.					
25. Zorunlu olmayan ödevleri yaparım.					
26. İngilizce yeni kelimeler öğrenmeye çalışırım.					
27. İnternet’te İngilizce’ mi kullanırım. (sohbet, araştırma, vs. için)					
28. İngilizce film ya da TV programlarını seyredirim					
29. İngilizce yazılı materyaller okurum. (magazin, kitap, gazete gibi)					
30. İngilizce çalışmak için bağımsız çalışma odasını (self-access) kullanırım.					
31. Yabancılarla İngilizce konuşurum.***					
32. İngilizce şarkılar dinlerim.					
BÖLÜM 5 Bu bölümde öğrencilerin öğrenirken ne kadar özerk olduğunu öğrenmeye yönelik etkinlikleri içeren bir dizi cümle vardır. Lütfen her bir etkinliği katılıp katılmadığınızı size en uygun gelen seçeneğe (×) işareti koyarak belirtiniz.					
33.Güçlü ve zayıf yönlerimi bilirim					
34. Öğrenme hedeflerimi düzenleyebilirim.					
35.Sınıf dışında ne öğreneceğime karar verebilirim					
36.Öğrenmemi ve öğrenme sürecimi izleyip değerlendirebilirim					
37.İngilizce öğrenirken ilgi alanlarımı harekete geçirebilirim					
38.Sadece öğretmenlerimden değil akranlarımdan da birşeyler öğrenebilirim***					
39.Öğrenme araçlarıyla ilgili sınıfta fikir önerebilirim					
40. Öğretmenden gelecek bilgiyi beklemek yerine kendim keşfedebilirim					
41.Sınıfta neyi öğrenmek istediğimle ilgili fikir söyleyebilirim					
42.Öğrenme konusunda kendi kendimi motive edebilirim					
43.Sınıfta İngilizce öğrenirken bazı riskler alabilirim***					

44.İhtiyacım olan bilgiyi seçmede iyiyimdir					
45.Kendi öğrenmemim sorumluluğunu alabilirim					
46.Kendimin nasıl öğrendiğinin farkındayım					

*****= Pilot çalışma neticesinde anketten çıkarılan maddeler.**

APPENDIX II (Main Study Questionnaire- English)

PART 1

In this part, there are sorts of questions containing personal information. Please read them carefully and circle the best answer for you or fill in the blanks.

1. **GENDER** : a) Female b) Male
2. **STATE YOUR MAJOR FIELD_(S, T-M, So, L) :**.....
3. **ENGLISH MARKS** (Ex: 9th grd: 3, 10th grd: 4...)

9th Grade..... 10th Grade..... 11th Grade..... 12th Grade..... Mean Score

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
2- ITEMS RELATED TO MOTIVATION					
1 Learning English is enjoyable for me.					
2 I wish I could learn English in an easier way, without going to school.					
3 I am trying to do my best to learn English.					
4 I want to continue studying English for as long as possible					
5 I believe that I will be successful in the English class					
6 If I learn English better, I will be able to get a better and well-paid job..					
7 I want to be the best in the English class.					
8 I feel uncomfortable when I have to speak in the English class.					
9 I am afraid I will not succeed in the English exams					
10 I like working in pairs in the English class.					
11 I prefer individual work in the English class.					
12 Group activities in the English class are not efficient.					
13 In an English class, I like activities that allow me to participate actively.					

14 The teacher should encourage students to make contributions in the English lesson.					
3- ITEMS RELATED TO LEARNING STRATEGIES					
15 When I am learning a new grammar rule, I think about its relationship to the rules I have learned.					
16 When I study for my English course, I pick out the most important points and make diagrams or tables for myself.					
17 I try to find the meaning of a word by dividing it into parts that I can understand					
18 I use new English words in a sentence in order to remember them easily.					
19 I always try to evaluate my progress in learning English					
20 When studying for my English exam, I try to find out which structures and terms I do not understand well					
21 I learn better when I try to understand the reasons of my mistakes I have done in English					
22 I arrange time to prepare before every English class.					
4- ITEMS RELATED TO OUT-OF CLASS ACTIVITIES					
	Always	Often	Sometimes	Rarely	Never
23 I do grammar exercises though it is not homework.					
24 I do assignments, which are not compulsory					
25 I try to learn new words in English.					
26 I use internet in English. (for chat, search...)					
27 I watch English movies or TV programs.					
28 I read English written materials. (magazines, books, newspapers...)					
29 I make use of the self-access center to study English.					
30 I listen to English songs.					
5- ITEMS RELATED TO LEARNER AUTONOMY					
31 I can identify my weaknesses and strengths in learning English					

32. I can decide the objectives of my learning					
33. I can decide what I will learn outside the English class					
34. I can monitor and evaluate my learning process					
35. I can stimulate my interest in learning English					
36. I can propose idea about what materials to use in the English lessons					
37. I can discover the knowledge instead of waiting from teachers					
38. I can propose an idea what I will learn in the English class					
39. I can motivate myself to learning					
40. I am good at choosing knowledge What I need					
41. I can take my own learning responsibility					
42. I know how I learn					

APPENDIX III (Main Study Questionnaire- Turkish)

BÖLÜM 1

Bu bölümde kişisel bilgiler içeren bir dizi soru vardır. Lütfen her birini dikkatle okuyarak size en uygun gelen yanıtı yuvarlak içine alınız, ya da boşlukları doldurunuz.

1. Cinsiyetiniz : a) Kız b) Erkek
2. Lütfen alanınızı (SAY-TM-SÖZ-DİL) belirtiniz :
3. Bu okuldaki İngilizce not ortalamalarınız (Ör: 9. Snf: 3,10.snf: 4...)
9. Sınıf..... 10. Sınıf..... 11. Sınıf.....(ilk dönem) 12. Sınıf.....(ilk dönem) Ortalama:

	Kesinlikle katılıyorum	Katılıyorum	Emin değilim	Katılmıyorum	Kesinlikle katılmıyorum
2- İngilizce öğrenmeye yönelik “motivasyon”la ilgili bölüm					
1-İngilizce öğrenmek benim için zevklidir.					
2-Keşke İngilizceyi okula gitmeden daha kolay bir şekilde öğrenebilsem.					
3-İngilizce öğrenmek için elimden gelenin en iyisini yapmaya çalışıyorum.					
4-Mümkün olduğu müddetçe İngilizce öğrenmeye devam etmek istiyorum.					
5-İngilizce dersinde başarılı olacağıma inanıyorum.					
6-Eğer İngilizceyi daha iyi öğrenirsem daha iyi ve daha kazançlı bir iş bulabileceğim					
7-İngilizce dersinde en iyi olmak istiyorum.					
8-İngilizce dersinde konuşmak zorunda kaldığımda kendimi rahat hissetmiyorum					
9-İngilizce sınavlarında başarılı olamayacağımdan korkuyorum.					
10-İngilizce dersinde ikili gruplar halinde çalışmayı severim.					
11-İngilizce dersinde bireysel çalışmayı tercih ederim.					
12-İngilizce dersindeki grup çalışmaları verimli değildir.					
13-İngilizce dersinde aktif olarak katılımımı sağlayan aktiviteler hoşuma gider.					
14-İngilizce dersinde öğretmen öğrencileri derse katkıda bulunmaya teşvik etmelidir.					
3- İngilizce öğrenmeye yönelik “stratejileri (taktikleri)” içeren bölüm					
15. Yeni bir dilbilgisi kuralı öğrenirken, bunun öğrendiğim kurallarla bağlantısını düşünürüm.					
16. İngilizce dersine çalışırken en önemli noktaları seçerek özet, tablo ya da şema çıkarırım.					
17. Bir sözcüğün anlamını, o sözcüğü anlayabildiğim parçalara ayırarak bulmaya çalışırım.					
18. Yeni öğrendiğim İngilizce kelimeleri kolayca hatırlamak için cümlede kullanırım.					
19. İngilizce öğrenirken gelişimimi sürekli değerlendirmeye çalışırım.					
20. İngilizce sınavıma çalışırken hangi yapıları ve ifadeleri iyi anlamadığımı saptamaya çalışırım.					
21. İngilizce de yaptığım hataların sebeplerini anlamaya çalıştığımda daha iyi öğrenirim.					
22. Her İngilizce dersinden önce derse hazırlanmak için vakit ayırırım.					
4- İngilizce öğrenmeye yönelik “etkinlikleri” içeren bölüm					
	Her zaman	Sık sık	Bazen	Nadiren	Asla
23. Ödev olmasa da dilbilgisi (grammar) alıştırmaları yaparım.					
24. Zorunlu olmayan ödevleri yaparım.					
25. İngilizce yeni kelimeler öğrenmeye çalışırım.					

26. İngilizceyi internet'te kullanırım. (sohbet, araştırma, vs. için)					
27. İngilizce film ya da TV programlarını seyredirim					
28. İngilizce yazılı materyaller okurum. (magazin, kitap, gazete gibi)					
29. İngilizce çalışmak için bağımsız çalışma odasını (Self-Access) kullanırım.					
30. İngilizce şarkılar dinlerim.					
5- Dil öğrenirken “ne kadar özerk” olduğunu öğrenmeye yönelik bölüm					
31. Güçlü ve zayıf yönlerimi bilirim					
32. Öğrenme hedeflerimi düzenleyebilirim.					
33. Sınıf dışında ne öğreneceğime karar verebilirim					
34. Öğrenmemi ve öğrenme sürecimi izleyip değerlendirebilirim					
35. İngilizce öğrenirken ilgi alanlarımı harekete geçirebilirim					
36. Öğrenme araçlarıyla ilgili sınıfta fikir önerebilirim					
37. Öğretmenden gelecek bilgiyi beklemek yerine kendim keşfedebilirim					
38. Sınıfta neyi öğrenmek istediğimle ilgili fikir söyleyebilirim					
39. Öğrenme konusunda kendi kendimi motive edebilirim					
40. İhtiyacım olan bilgiyi seçmede iyiyimdir					
41. Kendi öğrenmemim sorumluluğunu alabilirim					
42. Kendimin nasıl öğrendiğinin farkındayım					