T. R.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

AN INVESTIGATION INTO THE SYRIAN REFUGEE EFL LEARNERS'PERCEPTIONS OF LEARNER AUTONOMY AND THEIR READINESS FOR AUTONOMY IN LANGUAGE LEARNING

Master's of Arts Thesis

NİLCAN BOZKURT

Gaziantep
December, 2017

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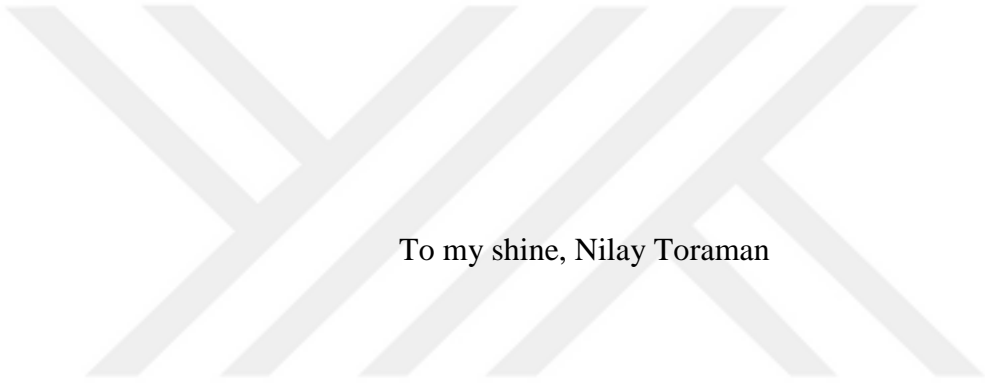
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To my shine, Nilay Toraman

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ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN SURİYELİ MÜLTECİ ÖĞRENCİLERİN DİL ÖĞRENİMİNDE ÖĞRENEN ÖZERKLİĞİNE YÖNELİK ALGILARI VE DİL ÖĞRENİMİNDE ÖZERKLİĞE HAZIRBULUNUŞLUKLARI ÜZERİNE BİR ARAŞTIRMA

Bozkurt, Nilcan
Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD
Tez Danışmanı: Yrd. Doç. Dr. Fadime Yalçın ARSLAN
Aralık-2017, 112 sayfa

Bu çalışma, İngilizceyi yabancı dil olarak öğrenen Suriyeli mülteci öğrencilerin dil öğreniminde öğrenen özerkliğine yönelik algıları ve dil öğreniminde özerkliğe hazır bulunuşluklarını araştırmayı amaçlamıştır. Çalışma esasen Adana, Türkiye'de eğitim alan İngilizceyi yabancı dil olarak öğrenen Suriyeli mülteci öğrencilerin öğrenen özerkliğine yönelik algıları ile dil öğreniminde özerkliğe hazır bulunuşlukları arasındaki ilişki üzerinedir. Çalışma, öğrencilerin dil öğrenmede öğrenen özerkliğine yönelik algılarını cinsiyet ve sınıf yönünden de incelemiştir. Ayrıca, Suriyeli mülteci öğrencilerin ve öğretmenlerin öğrenen özerkliğine yönelik düşünceleri ve öğrencilerin, İngilizcenin özerk öğreniminde motivasyon, öğretmen ve öğrenci rolü, üst bilişsel strateji kullanımı ve karar verme becerilerindeki hazır bulunuşlukları incelenmiştir.

Çalışmada bu amaç doğrultusunda nitel ve nicel araştırma yöntemleri birlikte kullanılmış, karma desen tercih edilmiştir. Çalışma 2015-2016 eğitim öğretim yılında Adana'daki dört Geçici Eğitim Merkezi'nde yapılmıştır. Araştırmanın çalışma grubunu, 6.,7. ve 8. sınıf öğrencilerinden 214 Suriyeli öğrenci ve 8 Suriyeli İngilizce öğretmeni oluşturmaktadır. Araştırmada veri toplama aracı olarak Cotterall (1995) tarafından geliştirilen 'Dil Öğrenme İnancı ve Özerklik Anketi', Nasöz (2015) tarafından geliştirilen 'Özerk Çalışmaya Hazır Bulunma Anketi' kullanılmıştır. Sonrasında araştırmacı tarafından yarı yapılandırılmış görüşme uygulanmıştır. Veriler SPSS 20,0 kullanılarak analiz edilmiştir. Ayrıca röportajlarla desteklenen bulgular içerik analizi ile analiz edilmiştir.

Sonuçlar, hem sınıf düzeyinin hem de cinsiyetin İngilizceyi yabancı dil olarak öğrenen Suriyeli mülteci öğrencilerin öğrenen özerkliğine yönelik algılarında bütünsel olarak istatistiksel anlamlı farklar oluşturmasa da alt kategorilerde istatistiksel anlamlı farklar oluşturduğunu göstermiştir. 8. sınıflar dil öğrenimindeki deneyimleri açısından kendilerini daha özerk hissederken, kız öğrenciler ise dil öğreniminde öğretmenin ve dönütün rolüne yönelik algılarında daha özerk oldukları görülmüştür. Ayrıca özerklik algıları, özerkliğe hazır bulunuşluklarına göre nispeten az olsa da İngilizceyi yabancı dil olarak öğrenen Suriyeli mülteci öğrencilerin öğrenen özerkliğine yönelik algıları, dil öğreniminde özerkliğe hazır bulunuşlukları arasında anlamlı bir ilişki vardır. Özerkliğe hazır bulunuşlukları ile algıları birbirleriyle alakalıdır. Öğrenciler genel olarak kendilerini özerk hissetmektedir ve İngilizceyi özerk olarak öğrenmeye hazırdır, yine de özerklik hissiyatlarını arttırmak için desteklenmeye ihtiyaçları vardır.

Anahtar kelimeler: öğrenen özerkliği, yabancı dil olarak İngilizce, özerk öğrenen, mülteci öğrenciler

ABSTRACT

AN INVESTIGATION INTO THE SYRIAN REFUGEE EFL LEARNERS' PERCEPTIONS ABOUT LEARNER AUTONOMY AND THEIR READINESS FOR AUTONOMY IN LANGUAGE LEARNING

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This study aims to investigate Syrian Refugee English as Foreign Language (EFL) learners' perceptions about autonomy and their readiness for autonomy in language learning. The study focused mainly on the relationship between perceptions of students on learner autonomy and their readiness for autonomy. It examined the relationship between grade and gender of the students with their perceptions of learner autonomy in learning EFL. Besides, Syrian refugee EFL teachers' and students' opinions about learner autonomy and Syrian refugee EFL learners' readiness for autonomous English language learning in terms of motivation, views on roles of themselves and teacher, metacognitive strategy use and decision-making abilities in language learning were investigated.

In accordance with this purpose, both qualitative and quantitative methods were used, and a mixed-method research design was preferred in the study. The study was conducted at four temporary education centers in Adana in the 2015-2016 academic year. The participants of the study were 8 Syrian teachers of English Language Teaching (ELT) and 214 secondary school Syrian students from 6th, 7th, and 8th grades. In the study two questionnaires, 'Questionnaire about Language Learning Beliefs and Autonomy' by Cotterall (1995) and 'Learner Autonomy Readiness Questionnaire by Nasöz (2015) were conducted in order to gather data. Accordingly, the semi-structured interviews were utilized by the researcher. The data were analyzed by using SPSS (Statistical Package for Social Sciences) 20.0. Furthermore, the findings of the questionnaire were backed up by means of the interviews, analyzed by content analysis.

The findings indicated that neither grade nor gender made statistically significant differences on Syrian refugees' perceptions of learner autonomy in language learning, but they showed statistically significant differences in terms of the sub-scales. While the 8th graders perceived themselves more autonomous in terms of experience in language learning, the female students seemed more autonomous in terms of their perceptions of teacher's role and feedback role in language learning. Additionally, although the scores of the learners' perceptions of autonomy were slightly lower than the scores of their readiness for autonomy, there was a statistically significant relationship between their perceptions of learner autonomy and their readiness for autonomy in language learning. Their perceptions of learner autonomy were related to their readiness. They generally perceived themselves autonomous and felt ready for autonomous English language learning; however, they needed to be backed up to have the feeling of being autonomous learners more.

Key Words: autonomous learner, English as a foreign language, learner autonomy, refugee learners

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LIST OF ABBREVIATIONS

CALL: Computer Assisted Learning

CEFR: Common European Framework of Reference

CLT: Communicative Language Teaching

CRAPEL: Centre de Recherches et d'Applications Pedagogiques en Langues (in English, Center for Research and Applications in Language Teaching)

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

LARQ: Learner Autonomy Readiness Questionnaire

SPSS: Statistical Package for the Social Sciences

TEC : Temporary Education Center

CHAPTER 1

INTRODUCTION

1.1 Presentation

This chapter consists of the background of the study, the statement of the problem, the purpose and significance of the study, the research questions, the assumptions of the study, and the limitations of the study.

1.2 Background of the Study

The movement of thoughts over the last years in the field of English Language Teaching (ELT) has shifted the center of teaching and learning process from teacher-centered approaches to learner-centered ones. Especially in the late 1980s, learner-centredness had the principle to place the learner in the centre of the learning process (Nunan, 1989; Tarone & Yule, 1989). Parallel to that principle, the idea of learner autonomy takes an important place in education, where the goal of teaching and learning is to enable learners to take the control and responsibility of their own learning in class as an essence of effective learning and being independent in daily life (Little, 1991, 1996, 2007; Benson &Voller 1997; Benson, 2001).

The functions of English teachers are essential in the context of learner autonomy. "The ability to behave autonomously for students is dependent upon their teacher creating a classroom culture where autonomy is accepted" (Barfield, Ashwell, Carroll, Collins, Cowie, Critchley & Robertson, 2001, p. 3); thus; teachers are suggested to be eager to have more challenging and different roles (Lianzhen He, 2003) as they are the leading persons in the development of learner autonomy (Hurd, Beaven & Ortega, 2001; Benson, 2009). Unlike teacher-centered education, student-centered education focuses on learners and their needs to help them become autonomous in their learning processes. Thus, they can take the advantage of the

learning process as they take roles in setting goals, deciding activities in class, involving in the program (Tudor, 1993). Since there is a need for learner training which should aim at making learners get the ability to have more responsibilities in their own learning (Dickinson, 1993), teachers will take the central role to enable the development of learner autonomy in class at that point (Beaven, Hurd & Ortega, 2001; Benson, 2009). Teachers' taking the responsibility for learning process causes the learners to be passive and have a lack of interest (Jacob & Eleser, 1997). Then, they believe that their roles in class are subordinate and they do not have the ability to think for themselves and make decisions on their own (Shor, 1996). Weimer (2002) lays emphasis on this by stating that "the more we decide for students, the more they expect us to decide . . . The more responsibility for learning we try to assume, the less they accept on their own" (p. 98). Instead of focusing on their teaching, teachers should focus on how and what their students are learning (Barr & Tagg, 1995), adopt a learner-centered approach to teaching and orient subject matter suitable to their students' needs and interests (Cleveland-Innes & Emes, 2005; Massouleh & Jooneghani, 2012; McCombs, 2000; Ongeri, 2011; Shor, 1992).

The role of a teacher is significant in creating an autonomous learning environment as 'the ability to behave autonomously for students is dependent upon their teacher's creating a classroom culture where autonomy is accepted" (Barfield et al., 2001, p. 3). Especially, language teachers whose students are refugees play more important roles in supporting those students' potential for autonomy because those learners are the individuals who live in a complex and difficult situation due to having to leave their homes without their choices and take the risk of creating new lives elsewhere (Fong, 2004; Furuto, 2004; Summerfield, 2001). Refugee learners bring "not only their local experiences into the classroom, but also their memories of experiences in their native country and their own visions of the future they desire in their new country" (Norton, 2000, p. 134). If the main aim of education is to make learners get ready to cope with the demands of the world, firstly they should know to understand the world and express their emotions and ideas about it. As expressing oneself can be possible by using a language, language teachers - especially English language teachers whose missions are to teach an international language - have crucial roles in preparing those students for autonomous language learning. A Vietnamese refugee, Tuyen Pham describes the isolation she experienced and implies the importance of language to survive:

"Still, the older ones feel very lonely, very sad, and they have no English. Imagine, they are just sitting there in their corner at home…I can see that in my grandparents. I can see that, actually, I can see that myself, and it is very sad […] to talk to their neighbors, but they're unable, language barrier. Going shopping, doesn't know what to buy, you know, doesn't know how to question: where I can find this and that?" (cited in Sheridan 2007, p.144)

Helping learners take responsibility for their own learning has a positive impact on life beyond the classroom, which in turn helps them gain access to civil society and take charge of their own future (Carson, 2008). Becoming autonomous is "a direction, not a destination" (Rogers, 1961, p. 186), and it is not quick but a slow shift. Discovering the potential can be possible for teachers by choosing a program that can facilitate connectedness between them and their students, and as a result, a more efficient teaching and learning process can come out. However, so as to determine the appropriate program, they should get information about the perceptions of the students, and then they can upgrade their learners' levels of readiness for autonomous learning. Thus, students can be given a chance to be aware of their own ideas and the feeling of readiness, to take more responsibilities and to control their own learning. They can become capable of making choices and reaching decisions which are, in some sense, authentically their own. In other words, as autonomous persons, they can have some active roles in determining the course of their lives (Jones, 1994).

"People are fully willing to do what they are doing, and they embrace the activity with a sense of interest and commitment" when they are autonomous (Deci, 1995, p. 2). In this way, by taking into consideration learners' needs and expectations, teachers are expected to create a classroom learning atmosphere to support learner autonomy. This may involve a teacher to investigate first the learners' perceptions and then their readiness in order to raise their awareness enough to get benefit from their autonomous learning. Behaviors are controlled by experiences and beliefs, so the learners' beliefs can contribute to or hinder their potential for autonomy (Cotterall, 1995). To illustrate, Horwitz (1987) claims that wrong beliefs about language learning may result in the application of less efficient strategies. This means that teachers had better know the beliefs or perceptions of the learners if they aim at assessing their learners' readiness for autonomy and adjust their teaching and learning process appropriately enough to support the development of learners' autonomy (Cotterall, 1995).

1.3 Statement of the Problem

Learners are expected to acquire necessary skills for their future lives and for the improvement of the society they live in by means of education at schools where they can find the source of information. In foreign language classes, it is essential to enable learners to enhance basic skills while they are getting their foreign language skills since social, cultural, economic, and political changes in the 21st century have brought the need for change in education. Educational institutes have the function of transforming knowledge and giving learners necessary skills and competencies in a learner-centered education system to help them keep in pace with a fast changing world. Being autonomous in teaching learning process is one of the necessary competencies as this modern education system's taking learners into the core has reshaped the teachers' and learners' roles by resulting in learners' taking greater responsibility of their own learning (Thanasoulas, 2000). As a result, "autonomy" and "autonomous learner" have become an outstanding point in language education.

EFL teachers make a great effort for learners' learning processes because changes in the roles of teachers have brought new responsibilities to learners and teachers (Little, 1994). However, getting satisfied in the process is toilsome. It is probably due to the fact that they have students who are not aware of their own learning needs and goals or not able to adopt suitable strategies, to form their learning, to study independently and to monitor their own learning processes. Raising learners' consciousness to take responsibility of their learning, and become autonomous can be the solution to meet the requirements of the modern view of teaching-learning process where learners are put into the centre. However, teachers need to know who their learners are, to what extent they are autonomous over their learning, and whether or not they are ready for learning autonomously. Autonomous learners are able to take the responsibility of their own learning; however, due to individual differences, time, context and culture, the practice and realization of learner autonomy can vary (Kumaravadivelu, 2001). Thus, giving autonomous education for learners from different cultures oblige teachers to identify their learners before giving them education. When learners are refugees, it becomes a necessity for educators to understand them in advance of autonomous education process. They can differ in terms of their degrees in taking responsibilities and being involved in autonomous activities.

As readiness means being prepared to take an action and represents the time to put the behavior into performance, and perception means the representations of one's mind before deciding to act in a particular manner, perceptions and behaviors are closely linked (Berkowitz, 1984; Carver & Scheier, 1981; Mischel, 1973; Schank & Abelson, 1977; Vallacher, 1993). Dijksterhuis and Knippenberg (1998) summarize why mere perception can affect overt behavior relatively easily with the statements of Prinz (1990):

> "Acts are completely commensurate and continuous with percepts. Percepts and acts both refer to events with comparable attributes. Both are characterized by location (in space and time) and contents (in terms of physical and non-physical properties), the only difference being that percepts refer to ongoing, actor-independent events and acts to to-be-generated, actor-dependent events" (pp. 171-172).

Therefore, in line with the aim of the study, there is a need to focus on refugee learners' perceptions and their readiness in language learning one by one and then their relationship with each other. When educators and researchers recognize the relationship between learners' perceptions and their readiness for autonomy in English language learning, they can develop a method to strengthen the link and give autonomy more place and time in their classes.

1.4 Purpose and Significance of the Study

Promoting learner autonomy in EFL classes has been one of the most essential objectives of language education and autonomy in language learning has been studied from various perspectives. There have been many studies on perceptions about learner autonomy and readiness for learner autonomy separately. However, up until now there has not been a research study on the relationship between learners' perceptions about learner autonomy and their readiness for autonomy in English language learning. Besides, there is a lack in the studies in terms of refugee learners and autonomy in English language education. Refugees are everywhere in the world and they struggle to continue their education in the countries which are new to their own language and culture. It is crucial to conduct more studies on them to fulfill their needs in terms of their education.

Parallel to the fact that autonomy can vary by time, context, culture, and individual differences, this study focuses on refugee learner and learner autonomy. By investigating the relationship between perceptions of learner autonomy and readiness for learner autonomy in English language learning, the study aims at giving

a fruitful idea about Syrian refugee learners to other researchers or educators all over the world especially the ones in Turkey. The roles of gender and grade of the participants on their perceptions about autonomy in language learning are also studied and discussed. Furthermore, Syrian refugee EFL teachers' and students' opinions about learner autonomy and students' readiness for autonomous English language learning in terms of motivation, views on roles of themselves and teacher, metacognitive strategy use and decision-making abilities in language learning are investigated. As learners have the ability to learn English with all its skills no matter whether they have education in their hometown or in other countries, creating an autonomous environment in classes can be possible by increasing the awareness of teachers and learners about the potential for autonomy that learners have. Moreover, released autonomy probably gives them a chance to understand the world from different perspectives and change themselves (Kenny, 1993, p. 440).

1.5 Statement of Research Questions

The main purpose of the study is to investigate Syrian Refugee EFL learners' perceptions about autonomy and their readiness for autonomy in language learning, and it responds to the following research questions:

Research Question # 1: Does grade (6th, 7th, and 8th) make a significant difference on Syrian refugee EFL learners' perceptions of learner autonomy in language learning?

Research Question # 2: Does gender make a significant difference on Syrian refugee EFL learners' perceptions of learner autonomy in language learning?

Research Question # 3: Is there a statistically significant relationship between Syrian refugee EFL learners' perceptions of learner autonomy and their readiness for autonomy in language learning?

Research Question # 4: What are Syrian refugee EFL teachers' and students' opinions about learner autonomy?

Research Question # 5: To what extent do the Syrian refugee EFL learners feel ready for autonomous English language learning?

1.6 Assumptions of the Study

Cotterall's (1995) Questionnaire about Language Learning Beliefs and Autonomy, Nasöz's (2015) Learner Autonomy Readiness Questionnaire (LARQ), and the semi-structured interview questions have the criteria validity and reliability

to investigate learners' perceptions about autonomy and their readiness for autonomy in language learning.

1.7 Limitations of the Study

There are some limitations to reach Syrian EFL teachers from the same background in terms of their degree certificates as they are few in number within the structure of Provincial Directorate of National Education in Adana. Thus, the teacher participants in this research varied by degree certificate.

1.8 Definitions of the Terms

The terms are defined shortly to enable the reviewers of the research to understand them more clearly.

Autonomy: It is the ability to take control over oneself, decide on one's progress and take responsibility for one's actions (Collins, 1990).

Autonomous Learner: Autonomous learner is a learner who has the ability to learn as s/he can observe and participate in new experiences, integrate the previous knowledge or experiences with the existing knowledge and can modify the latter one whenever and wherever it is necessary (CEFR, 2001).

Learner Autonomy: Learner autonomy is related to the learners who take more control on their purposes to learn languages (Benson, 2001).

Learner Perception: It is based on learner's personal explanations for his own successes and failures (Williams et al., 2004).

Learner Readiness: It means learner's being not only psychologically but also behaviorally prepared to take an action (Weiner, 2009).

1.9 Conclusion

In this chapter, the background of the study, the statement of the problem, the purpose and significance of the study, research questions, assumptions of the study, and limitations of the study are presented respectively. The next chapter will present a review of the literature on learner autonomy in language learning education.

CHAPTER 2

LITERATURE REVIEW

2.1 Presentation

This chapter covers learner autonomy in foreign language teaching. First, the origin of learner autonomy is presented with its definition and misconceptions. Then, the characteristics of autonomous learners and factors affecting readiness for autonomy, six approaches to foster learner autonomy such as teacher-based approaches, learner-based approaches, classroom-based approaches, resource-based approaches, technology-based approaches, and curriculum-based approaches are stated. Lastly, measuring learner autonomy and studies on learner autonomy are reviewed.

2.2 Learner Autonomy

Over the last decades, the concept of learner autonomy has been a broad subject and a 'buzz-word' within the context of language learning (Little, 1991, p.8). To make the term 'learner autonomy' more clear, it should be contextualized in terms of its origins in language learning and its definitions and misconceptions should be considered.

2.2.1 Origins of Autonomy in Language Learning

The term of autonomy which developed as a consequence of social, cultural, political and technological changes Europe experienced in the 1960s has come to be the prone of deep analysis and argument among researchers (Tılfarlıoğlu & Çiftçi, 2011). Since then, the term 'autonomy' has become such an important element not only in academic research but also in teaching and learning process of a foreign

language that learning to learn has had a more crucial role than learning the knowledge (Gremmo, 1995; as cited in Benson, 2001).

Gremmo and Riley (1995) indicate a number of factors effective in the rise and development of the term of autonomy such as minority rights movements, a response to behaviorism, improvements in technology, an interest in foreign languages due to the political changes and marketing of languages, the advent of universal associations, and an increase in population in educational institutions. First of all, this term has the meaning of having freedom of choices in political rights after the emergence of several minority rights movement like feminist movement and ethnic movement (Reinders, 2011). The advancement in adult education in Europe is affected by the advancement in the minority rights, and according to Benson (2001), the autonomy theory in language learning is a consequence of investigation in adult education. Besides, both cognitivist and humanist psychology react against behaviorism by giving priority to learners and their active roles in the learning process. Especially constructivism which is based on the cognitive theories of Piaget and Vygotsky has been regarded as the most appropriate approach in language education (Aljohani, 2017). Since its main contribution to education is learner-centered approach, learner autonomy in education process has its root in cognitive theories. Being active not passive in learning process is the core of constructivism (Marlowe& Page, 2005). Constructivists claim that learners get more active and experience more when they interact with their environment (Aljohani, 2017) Besides, according to social constructivism, the theory of Vygotsky in the late 1970's, learning comes out as a result of interactions of learners with other learners, teachers, and whole world (Vygotsky, 1978). Considering Vygotsky's statement "what the child is able to do in collaboration today he will be able to do independently tomorrow" (1978, p. 86), social constructivism has a bound with learner autonomy. As autonomy requires "a capacity and willingness to act independently and in cooperation with others, as a social, responsible person" (Holec, 1981 cited in Trebbi, 1990, p. 102), autonomous learning can take place in consequence of sufficient interactions and involvement in learning process.

Individual needs, autonomy, conversational functions and social norms' being the bases of Communicative Language Teaching bring the idea of learner-centeredness out (Gremmo & Riley, 1995). As more communicative approaches

come out by means of considerable changes in language teaching and the improvements in inquiry fields such as sociolinguistics, pragmatics and discourse analysis, learners take the center of the educational process (Littlewood, 1981 as cited in Benson, 2001). In addition, advancement in technology contributes to the evolvement of autonomy and supplies richer techniques and tools to teachers in application of the self-directed learning (Gremmo & Riley, 1995).

A significant step to learner autonomy in language education is taken by a Modern Languages Project of the Council of Europe in 1971 (Tılfarlıoğlu & Çiftçi, 2011; Trim, 1978 as cited in Gremmo & Riley, 1995) which promps to the establishment of CRAPEL (Centre de Recherches et d'Applications Pedagogiques en Langues) (in English, Center for Research and Applications in Language Teaching) at the University of Nancy in France (Altunay, 2013). The initial aim of the Project was to supply opportunities to adult learners for their continuing learning (Tılfarlıoğlu & Çiftçi, 2011); therefore, the aim of that self-access center, CRAPEL, is to provide learners opportunities to utilize self-directed learning in language education, whose natural outcome of experimentation is considered as autonomy. Yves Chalon, the founder of the CRAPEL, brought out the concept of autonomy in research and its implementation in the field of language education (Egel, 2009) and became the father of autonomy in language education (Tılfarlıoğlu & Çiftçi, 2011). After Yves Chalon passes away in 1972, Henri Holec, a well-known researcher in the field of autonomy, took the lead of the center (Benson, 2001). With his projects, he had contributions to the progress of autonomy in language education (Tılfarlıoğlu & Çiftçi, 2011). The origin of common debates about learner autonomy arose in 1979s with the publication of Henri Holec's *Autonomy and Foreign Language Learning* (Cotterall & Crabbe, 1999), based on the fact that individuals should take part in a democratic learning process. In the mid1980s, teachers and researchers came together to discuss on learner autonomy in language education in Nordic Workshops (Trebbi, 1990) and promoting learner autonomy in language classes was considered important (Smith, 2008). In the 1990s, autonomy was considerably applied in classroom context (Benson,2009) and its application began to spread in other parts of the world apart from Europe. It has been accepted that autonomy is the common goal all over the world (Little, 1999). That is, the concept of learner autonomy which is formed on the fact that learners play active roles in their own language learning has

been one of the significant dimensions of language education. Besides, a Chinese saying, 'Tell me and I'll forget; show me and I'll remember; involve me and I'll learn ' and the Confucian proverb, 'If you give a man a fish, you feed him for a day' have been quoted in the ELT literature on autonomous learning (Hedge, 2014).

2.2.2 Learner Autonomy: Definitions

It is hard to define the concept of learner autonomy since different researchers have defined it differently. Although, according to Zou (2011), the term learner autonomy has not had a certain meaning accepted by the researchers in the literature, there are many definitions giving clear ideas about this term. According to the father of the field of language learning autonomy, Holec (1981, p.3), learner autonomy is "the ability to take charge of one's learning". Little (1991, p. 4) defines autonomy as,

> "… a capacity— for detachment, critical reflection, decision-making and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of learning. The capacity for learner autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts."

Dam (1995) supports the definition of Holec with the idea that readiness to take responsibility for one's own learning should be not only in an individual but also social level. Benson (2001) asserts that learner autonomy is related to the learners who take more control on their purposes to learn languages and they can control their learning at three levels which are dependent on each other: cognitive processes, learning content, and learning management. The effective usage of learning management is determined by cognitive processes engaged in a learning content; therefore, autonomy requires the control over all these levels (2001). Benson and Voller (1997) introduce autonomy in five different respects: (a) students' studying on their own; (b) an innate capacity that traditional education reduces; (c) students' gaining specific skills to apply in their self-directed learning; (d) the situation when they take responsibility in learning; (e) their rights to choose the course of their own learning. Cotterall and Crabbe (1999) describe autonomy as the capacity for a specific behavior formed with its process and learning content while Esch (1996) considers autonomy as an adaptive ability, enabling learners to improve their supportive sides instead of just having them around.

According to Ho and Crookall (1995), autonomy can be attained by means of specific actions to take responsibility. Collins (1990) states that the ability to take control over oneself, to decide on one's progress and to take responsibility for one's actions is called as autonomy. In Deci and Ryan's the self-determination theory (2000), autonomy that is essential for a healthy functioning in psychology is included in three principal needs, the other two of which are competence and relatedness. Likewise, it is essential for a healthy functioning in education. According to Littlewood (1999), there are two kinds of autonomy: proactive autonomy which is internal and usually intended, and reactive autonomy which external factors trigger. With the achievement of reactive autonomy, learners get autonomous in learning whereas proactive autonomy is the one carrying weight with some researchers and reactively autonomous learners whose aims are to reach it (Litllewood, 1999). O'Donnell (2013) defines autonomy as the feeling of taking control over one's own fate. Accepting learning as one's own responsibility is Little's definition of autonomy and he bases it on "cognitive universal" (2012, p. 13). Besides, he argues that autonomy is the psychological connection between learners and learning process. Littlewood (1999) claims that responsibility places a premium on learner autonomy when Candy (1991) names autonomy as a process through which an individual goes for being autonomous, but cannot be perfect in it as autonomy is not a product. Zou (2011) supports that idea by stating that learners cannot achieve the same autonomy level; however, they ought to be guided to hold a view on autonomy, think on their experiences in learning and tell them to others and at last figure out all the parts of the process with its factors.

Therefore, it can be stated that various definitions about learner autonomy have been made, however, to infer the fact that the term of learner autonomy has been completely understood is not true at all (Oxford, 2003).

2.2.3 Learner Autonomy: Misconceptions

In spite of various definitions of learner autonomy suggested by different researchers, this term has still been misunderstood (Tılfarlıoğlu & Çiftçi, 2011). According to Zou (2011), the reason for not having a consensus on the term is that different researchers have used this term for various concepts. In order to clarify the meaning of autonomy, Dickinson (1991) and Little (1991) came up with some misconceptions associated with learner autonomy. The term's being considered as

synonymous with individualized instruction, self-instruction, self-access learning, distance learning or self-directed learning is the first misconception. Although these terms can be considered as related to learner autonomy, they mean different ways or degrees of learning while autonomy- in general- attributes to abilities and attitudes (Benson, 2001). Dickinson (1991) explains that self-instruction which is a neutral concept is used for the situations when teachers do not directly control the learners' works. He describes self-direction which is a specific approach to the tasks in learning is used for the situations in which learners take the responsibility of making decisions for their own learning without fully taking over the application (1991). Learner autonomy's being considered as a new method in language teaching (Little, 1991) is the second misconception since this term signifies the end goal in learning, rather than a method or an approach of that process (Chan, 2001; Benson & Voller, 1997). Another misconception is that after autonomy is acquired, it does not change and can be used in any other areas in learning process, yet it is not a fixed process, rather a constantly nurtured one (Benson, 2001; Little, 1991; Dam, 1995; Scharle & Szabo, 2000).

Different from the student roles in traditional learning methods, autonomous learners are capable of making decisions on their own learning without teacher supervision in order to achieve their learning goals. Unlike the learners in traditional learning, autonomous learners can control over their learning, make decisions without the direct intervention of their teachers and are capable of working independently both inside and outside the class. However, autonomy does not exactly require interdependency or individualism (Ryan, 1991) since learners as social beings can balance their interdependence by dependence (Little, 1991). Otherwise, it can be another misconception because interdependence and independence are essentially inadequate for autonomy (Cotterall & Crabbe, 1999) and a learner's taking responsibility for his/her own learning can be possible in cooperation with other learners (Holec, 1985). Hence, it is a requirement for educators to know the essence of this complex term to provide efficient atmosphere to advance autonomous learning.

2.3 Characteristics of Autonomous Learners

According to Common European Framework of Reference (CEFR) (Tılfarlıoğlu & Çiftçi, 2011), it is important for an autonomous learner to have the

ability to learn as s/he can observe and participate in new experiences, integrate the previous knowledge or experiences with the existing knowledge and can modify the latter one whenever and wherever it is necessary. Karababa, Eker and Arık (2010) also claim that autonomous learners are aware of which strategies to choose and how to apply them in a learning context and have the ability to adapt them to other experiences they have. These learners are conscious of what is happening and what is taught in the classroom (Dickinson, 1993). Furthermore, they have adequate information about language learning to get the objectives of instructional preferences (Candy, 1991; Dickinson, 1993; Wenden, 1991). That is, they have the ability of recognizing what to learn, how to learn and which materials are involved (Breen & Mann, 1997) and they are capable of deciding on their aims by developing collaboration with their teachers (Dickinson, 1993). They can choose the applicable ones among various strategies (Breen & Mann, 1997; Dickinson, 1993; Wenden, 1991), and apply them and assess their own learning process (Dickinson, 1993; Candy, 1991). With self-assessment they have motivation to learn autonomously as they recognize the fact that they can monitor their target progress by assessing the effectiveness of the learning strategies they choose, the methods and the materials they use (Gardner, 2000). Pierson (1996) also supports this idea about autonomous learners:

> "If you are in doubt, think it out by yourself. Do not depend on others for explanations. Suppose there was no one you could ask, should you stop learning? If you could get rid of the habit of being dependent on others, you will make your advancement in your study "(p.56).

Constructivists also emphasize that learners are the constructers of knowledge; they build and create meaning and knowledge through an active, mental process of development (Gray, 1997).

That is to say, by taking responsibility for their own learning, learners can become more aware of educational environments inside or outside the class, and then they can be more efficient learners in their life-long learning (Pinkman, 2005). Autonomous learners' features and successful language learners are matched up with each other (Rubin & Thompson, 1982); therefore, learner autonomy is considered as an important factor in foreign language classes by the educators whose aim is to provide students with a more effective atmosphere to make them more successful during the process of language education (Tılfarlıoğlu & Çiftçi, 2011).

2.4 Factors Affecting Readiness for Autonomy

   Many researchers such as Spratt, Chan, Humphreys (2002), Pierson (1996), Cotterall (1995), Littlewood (1999, 2000), Karabıyık (2008), Koçak (2003) have conducted studies on the relationship between autonomy and learners' readiness. The significant factors affecting readiness for autonomy are as followed:

1. Learners' having decision making abilities enable them to participate in autonomous language learning. Holec (1981) claims that learners can make decisions in their learning by setting their goals, choosing the content or the techniques. Nunan (1997) and Dickinson (1991) focus on the application of these decisions not only in the class but also beyond the class. In Chan et al.'s study (2002), the readiness for autonomy of EFL students who are tertiary students at the Hong Kong Polytechnic University is investigated and it is found out that their decision making abilities could not go beyond the classroom setting.

2. Learners' beliefs about their own roles and responsibilities as well as their teacher's roles and responsibilities play an important role in the improvement of autonomy (Lamb, 2008). To illustrate, in Cotterall's study (1995), it is concluded from the learners' perceptions about teacher's role that the learners regarding teachers as facilitators are more willing to learn autonomously than the ones, regarding their teacher as the authority. In Littlewood's study (2000), the differences between European learners' and Asian ones' ideas about learner autonomy is investigated. 349 European and 2307 Asian students participating in the study state whether their teacher is an authority in their class and whether they expect him/her to give the knowledge or evaluate their learning. The results show that Asian ones do not show their actual roles as they reflect that they would like to be active and independent in the learning process, not the passive receivers of the knowledge. Although it is hard for teachers to change their roles from supplier of knowledge to facilitator and manager of the learning sources (Thanasoulas, 2000). Zhou and Chen (2005) note that there are three steps to make that transfer: a) encouraging learners to identify their weaknesses, strengths and also their needs in an independent way b) promoting autonomous learning both inside and outside the class to make learners decide and work independently c) providing learners choices like various tasks about their own learning process.

3. Motivation is an essential factor affecting the manifestation of learner autonomy. Chan et al. (2002) supports this idea by claiming that higher motivation enables

learners to participate more in the autonomous learning activities outside the class. According to Dickinson (1995), learners' being aware of their responsibilities in their own learning depends on high motivation. Lee (1998) regards this interdependence as learner's voluntariness which is a prerequirement for learning language independently and Littlewood (1996) uses the terms willingness, which is a significant component of autonomy in foreign language learning, and motivation interchangeably. In Kormos and Csizer's study (2014), the impact of self-regulatory strategies and motivation on autonomous learning behavior is discussed and they conclude that autonomous learning behaviors of 638 Hungarian language learners from three different settings such as secondary schools, private language schools and universities are influenced by the motivational factors.

 4. The development of learner autonomy is influenced by the use of metacognitive learning strategies, which are also mentioned as regulatory skills or self-management strategies in the literature. Metacognitive strategies indicate the behaviors such as planning for learning, monitoring the learning process, and assessing the learning (Wenden, 1991; Chamot, 2009; O'Malley & Chamot, 2002). In planning stage, setting goals, planning content and tasks take place; in monitoring stage, process with its product is checked; in assessment stage, the accomplishment of the tasks is evaluated (Chamot, 2009). By using metacognitive strategies, learners can develop attitudes towards autonomous learning and regulate their own learning (Victori & Lockhart, 1995). Zhou and Chen (2005, p.49) name attitudes as "meta-cognitive knowledge". Attitude change shapes new believes and values in learners' views; thus, they can become aware of seeking opportunities to learn outside the class in order to enhance autonomy (Oxford, 1990) and they get far away from traditional habits. To illustrate, Nguyen and Gu (2013) deal with the impact of metacognitive strategy-based training program conducted on an experiment group at a Vietnamese university in their writing course for eight weeks and find out that students advance their ability in planning, monitoring and assessing their writing task compared to the ones in the control groups.

2.5 Fostering Learner Autonomy

According to Benson (2001), there are five kinds of approaches to foster autonomy: resource-based approaches, based on interaction with learning materials, technology-based approaches, based on interaction with educational technologies,

learner-based approaches, dealing with behavioral and psychological changes in the learner, classroom based approaches, based on relationship between learners and teachers in classroom and learner's control on learning, curriculum-based approaches, which emphasizes the control of both teacher and learners over the curriculum as a whole. Benson's five approaches are based on learner-centeredness. Promoting learner autonomy is possible in constructivist classrooms since they are student-centered classrooms. In constructivist classrooms, the main aim is to provide learners meaningful learning experiences in order to increase their involvement in organizing the learning process (Gray, 1997). Teachers and learners are supposed to cooperate in learning process and this cooperation unites them in a common goal (Wang, 2011). As autonomy is not independence, first of all learners have to learn to work cooperatively with their teachers, peers, and the educational system (Kumaravadivelu, 2003). As a result, learners can find and develop their own meanings about their education and get autonomous in their education process.

2.5.1 Teacher-based Approaches

In teacher-based approaches, the professionality of teachers and their roles in promoting the autonomy are the focal points (Benson, 2001). In autonomous learning process, they are not passers of knowledge anymore, but facilitators, managers, resources or counselors (Camilleri, 1997; Voller, 1997). According to Voller (1997), it is necessary for teachers to adopt these roles if they aim at making their students practice autonomy. Otherwise, teachers can have difficulty in transferring responsibilities to the learners who regards their teachers as the authority in the class (Cotterall, 1995). Thus, in order to foster autonomy, teacher's ability and willingness to make their students take control over their learning is significant (Thavenius, 1999). Teacher autonomy is formed on the capacity for self-direct practices and freedom (McGrath, 2000), which means teachers should be qualified with using both their professional skills and their knowledge on autonomous learning. In order to use their skills and foster autonomy, they should have opportunities to take in-service training which provides them knowledge of issues (Little, 1995; Benson, 2001; Lamb, 2008). Then, they can provide an autonomy supportive learning environment to their students (Deci & Ryan, 1987). To illustrate, Benson (2001) and Little (2004) note that teachers provide their students learner training to help them evaluate their own learning, identify their own learning styles

and make collaborations with others. Involving them in a learning process is also on up to teacher's ability (Nunan, 1997). Without hindering their students' learning capacity with a controlling environment, teachers can develop learner autonomy. That is, teachers play a significant role in learner autonomy as the building blocks of education in class (Yıldırım, 2014) and 'the mirror images' of learner autonomy (Little, 2004, p.2) are teachers.

2.5.2 Learner-based Approaches

In learner-based approaches, the focus is set on learner and learner's control on learning. Learner's taking over the control on his/her own learning appears with the psychological and behavioral changes according to these approaches (Benson, 2001). Learners can get learning opportunities by getting specific skills as a result of strategy training. Cohen (1998) claims that learner autonomy can be directly ensured by teaching learning strategies. As a consequence of that training, learners have the opportunities to develop into self-regulated learners who can approach new learning tasks with confidence and select the most appropriate strategies for completing a task (Chamot & O´Malley, 1994). Besides, having learned when and how to use the appropriate strategy, learners can reach goals of a language program, know ways to succeed and how to be autonomous (Cohen, 1998).

2.5.3 Classroom-based Approaches

In classroom-based approaches, learners have chances to be responsible for their own learning by making their own decisions, plans and evaluation of their learning process (Benson, 2001). In these approaches, a supportive and collaborative classroom environment fosters learner autonomy. According to Yıldırım (2012), step by step teachers can create autonomy in classroom by shifting the responsibility to their students as it takes time for some of them to get ready for that shift. Asim (2013) adds that if teachers help learners participate more in learning while setting goals, deciding on materials or evaluating the learning process, they can promote learner autonomy. With the involvement of the learners in these classroom activities or learning process, desirable results such as positive attitudes or behaviors towards learning can be achieved (Benson, 2001). The efforts of teachers to make students take part in learning can be titled under a supportive classroom environment. Peer-teaching can be an example for a collaborative environment. This is an important

tool for fostering autonomy (Benson, 2001) as in the social aspect of autonomy, an autonomous learner has a capacity and willingness to act independently and in cooperation with others, as a socially responsible person (Dam, 1995). That is, classroom-based approaches emphasize on the significance of interaction, collaboration and negotiation initiated by teachers in order to nurture learner autonomy (Lee, 1998).

2.5.4 Resource-based Approaches

In resource-based approaches, learners' interaction with resources such as material choice, discovery and experimentation is significant since a learner can take responsibility for his/her own learning by deciding on learning plans, choosing materials, and assessing the learning (Benson, 2001). Self-access centers are good examples of this approach since they help learners foster learner autonomy by providing chances of doing self-study with different sources. As "autonomy is not inborn, but must be acquired either by 'natural' means or (as most often happens) by formal learning" (Holec, 1981, p. 3), learners should be ready for autonomous learning and given extra materials before studying with self-access materials (Sheerin, 1997). After then, they are able to specify their needs, set their goals, make plans, choose their materials and evaluate their learning (Sheerin, 1997).

2.5.5 Technology-based Approaches

In technology-based approaches, autonomy is fostered through the use of technologies which enable learners to reach resources (Benson, 2001) since teachers can make their students participate in lessons by providing the materials meeting their needs and helping them decide on their own learning (Murray, 1999). New technologies brought more use of the Internet and among technology-based resources, computer assisted learning (CALL) plays an important role (Yıldırım, 2014). By means of the Internet and CALL, learners deal with different input while learning the target language so that they can turn it into output in their daily lives. According to Benson (2001), in language teaching, CALL provides various modes to practice and test what they have learned. Besides, learners have a chance to improve their learning by using a variety of technological resources, preparing their own clips or videos, and writing e-mails.

2.5.6 Curriculum-based Approaches

In curriculum-based approaches, autonomy is fostered through the involvement of learners in the decision making process in curriculum concerning learning procedures in cooperation with their educators (Benson, 2001). With mutual understanding between learners and educators, a curriculum can be designed to promote autonomy (Nunan, 1999). Kristmanson, Lafargure and Culligan (2013) support that learners' perceptions about how to design the curriculum in order to have an impact on learner autonomy should be taken into consideration as long as the aim is to meet their needs and interests. Brown (1995) states that learners can take part in a curriculum design when they are given a chance to express their ideas about the learning strategies, approaches, styles, activities, and their attitudes towards effective learning. This participation is called as 'learner-centered curriculum', 'process syllabuses and 'negotiated curriculum'. In a learner-centered curriculum, learners take role in planning, implementing and evaluating the curriculum with the help of their teachers (Nunan & Lamb, 2003). In a process syllabus, learners are provided an appropriate environment to be active in decision making processes such as forming procedures, choosing content and activities, and making assessment (Simmons & Wheeler, 1995 as cited in Benson, 2001). In a negotiated curriculum, the collaboration between learners and their teachers when course goals, content, activities and evaluation are planned out enable learners to be more motivated in a learning process and understand their own roles in their learning to achieve success (Breen & Littlejohn, 2000). That is, curriculum-based approaches to autonomy include learners' taking control on curriculum as a whole by involving in decision making processes.

2.6 Measuring Learner Autonomy

In language learning, it is necessary for learners to be autonomous (Kumaravadivelu, 2006; Nunan, 1997). Due to its many advantages, autonomy is a desired goal in teaching and learning process. However, measuring autonomy is considered as challenging. Exact problems come out of the measurement of autonomy considering observable behaviors (Benson, 2010a) since assessing autonomous behaviors becomes difficult on the ground of its being regarded both as a multidimensional and a developmental phase. Although the accurate measurement of autonomy with the observation of learners' behaviors in a limited time is doubtful,

measuring autonomy is essential not only for learners but also for teachers to get the awareness of how to form it and arrange the lessons to foster it (Lamb, 2010). Quantitative methods like in the study of Chan et al. (2002) and qualitative methods as in the study of Blin (2005) are used to investigate the autonomy levels of learners in language education. To illustrate, Dam (2000) evaluates the autonomy of learners in their learning process and uses semi-guided journals to assess their autonomy in his study. Blin (2005) evaluates the levels of the participants' levels of autonomy with regards to interdependence and independence by using diaries to collect data (cited in Nasöz, 2015). With a quantitative study, comprised of a questionnaire with six parts such as learner confidence, role of teacher, learner independence, experience in language learning, role of feedback, and approach to studying, Cotterall (1995) evaluates the ideas about readiness for autonomy of adult ESL learners in English for academic purposes course. Chan et al. (2002) assesses how much the learners at the tertian level are ready for autonomy through a questionnaire composed of items about learners' own views, their abilities of decision-making, their motivation level, responsibilities of their teacher, and autonomous learning activities inside and outside the class.

In the literature of language learning education, autonomy is considered as multidimensional in terms of the direct relationship between autonomy and meta-cognitive awareness and strategy use (Oxford, 1990; Wenden, 1991), learners' beliefs about their own roles and their teachers' roles (Cotterall, 1995), decision-making skills (Chan et al., 2002) and motivation (Littlewood, 1996; Ushioda, 2011).

2.7 Studies on Learner Autonomy

Researchers have conducted many studies on learner autonomy in language teaching (Dickinson, 1987; Little, 1994, 2000, 2004, 2007; Kelly, 1996; Deci, 1995; Benson, 2001). In Little's study (1994), the relationship between learner autonomy and learners' proficiency levels is studied and it is found out that as beginner level students are not self-reliant enough to take responsibility for their learning and they need more support from any mediator, it is easier to foster learner autonomy with more proficient ones. Dickinson (1995), in his study, focuses on the relationship between motivation and learner autonomy and finds that more motivated learners feel more engaged in their learning and achieve higher levels of autonomy. In her study, Cotterall (1995) claims that if the aim is to make learners participate more in

their learning and achieve the target, fostering learner autonomy should be the focus when learning process is designed. In his study (2002), Kerr claims that each learner has different interests, and using multimedia instruction in an appropriate way to learners' tastes has positive impacts on their ideas about learner autonomy. In Hauck's study (2005), the relationship between learner autonomy and metacognitive strategies is investigated. According to the researcher, learners' metacognitive abilities need to be trained as metacognitive strategies play significant roles in promoting learner autonomy. Lambeir (2005) points out that fostering learner autonomy in language learning can be possible with a shift from traditional methods to modern ones in language teaching. Dam (2012) conducts a study about the effect of portfolios on learner autonomy and finds that portfolios are effective in fostering learner autonomy in language learning since learners have opportunity to study with their teachers in harmony by means of portfolios. Illes (2012) focuses on whether the perception of learner autonomy promoted in language education is appropriate for preparing students to succeed in the changed circumstances of the use of English as a lingua franca and computer-mediated communication (CMC). The author suggests that when autonomy is developed by involving learners in tasks and activities, they can effectively use their linguistic resources in online negotiation of meaning. Ribbe and Bezanilla (2013) deal with how instructors and course designers can support online university students to develop and exert their autonomy. They conclude that feedback from both students and teachers on success and failures on the development of autonomy should be taken into consideration by course designers because regarding appropriate strategies suggested by teachers and learners can scaffold the development of learner autonomy. As a consequence of collecting the opinion of teachers about the practices and prospects of learner autonomy in their classes, Al Asmari (2013) agrees that training learners and integrating them in the teaching process help them become autonomous. Chan (2016) explores how students can use of popular culture out-of-class learning in a better way and foster learner autonomy in a local context. Conducting the research on six highly proficient secondary school students, participating in out-of-class learning, the researcher finds that the school performance and learner autonomy of the participants are developed by means of their involvement in self-initiated, interest-driven out-of-class learning.

The education system of Turkey has widely taught English as a foreign language for ages and followed crucial developments in English language teaching.

As learner autonomy has also been a topic that has attracted a great number of researchers' or educators' attentions, there have been lots of studies on autonomy within the context of Turkish education. In Koçak's study (2003), readiness for autonomous language learning is investigated at Başkent University. The questionnaire has four parts: learners' responsibility perception of their own and their teachers' in learning English, their motivation levels, use of metacognitive strategies in learning English, and their practice of English in outside classroom activities. The results show that the participants have motivation and certain metacognitive strategies, yet they consider their teachers have more responsibilities in their learning and this may result in their unwillingness to deal with English outside the class. Yıldırım (2005) studies on the relationship between the perceptions and behaviors of 179 ELT students and learner autonomy. The purpose of the study is to investigate whether there is a difference between the education they receive about teaching English and their perceptions. The results of the data collected through interviews and questionnaires show that there is not much difference between the perceptions of the beginners and fourth year participants, and they, as learners, know their responsibilities, and as candidate teachers, they are eager to promote learner autonomy in their classes. Karabıyık (2008) focuses on the readiness of EFL learners for learner autonomy and its relationship with learners' learning culture. In her study, the relation between the attitudes of learners towards learner autonomy and their cultural background is investigated. The findings show that the learners' experiences in learning affect their posterior perceptions and behaviors which demand learner autonomy. Dincer, Yesilyurt and Goksu (2010) examine the contrast between controlling language teaching atmospheres and autonomy-supportive language environments to show the importance of promoting learner autonomy. They claim that autonomy can end the reticence of the learners in foreign language classes. Balcikanli (2010) investigates 112 student teachers' beliefs about learner autonomy in the Turkish educational context at Gazi University. The participants are positive to adopt the learner autonomy principles; however, most of them are not in favor of making their future students decide on the time and place of the course and the course books. To avoid these nonautonomous wishes, he recommends teacher educators to encourage their student teachers to have more roles in deciding on the teaching and learning process. Dişlen (2012) deals with learners' perceptions about learner autonomy and finds out that learners are not aware enough of learner

autonomy and its advantages, and there is confusion in the roles of teachers and learners in the language learning process. The suggestion of the study is that activities related to learner autonomy should take part at the beginning of the process. According to Tütüniş (2012), teachers' beliefs which have been affected by their own learning experiences can be changed only by explicit training on autonomy and its advantages. After the training, they can change their students' beliefs and help them take the responsibility of their own learning. Tok (2012) studies the relationship between autonomous activities and learners' genders, proficiency and motivation levels. Although no significant difference between males and females is found, more motivated and more proficient learners perform better in the autonomous activities. In Bayat's study (2012), the impact of out-of-class learning on learner autonomy is investigated. The participants write letters to their partners each week. After ten week writing activity, they are interviewed and given a questionnaire. The results show that this activity enables them to have experiences in language learning and promote their autonomy. Mutlu and Eroz-Tuga (2013) explore learners' and the teachers' beliefs and attitudes towards computers and the Internet, and evaluated the effects of computers and the Internet on the achievement levels of learners and their awareness of other cultures. They conclude that Computer-Assisted Language Learning (CALL) makes the students more motivated to take responsibility of their own learning. They suggested that instructors should know whether their students are ready to develop autonomy. Büyükyavuz (2014) investigates on English teachers' conceptualizing learner autonomy and their actions to promote learner autonomy in teaching contexts and finds that female teachers are more positive than the male teachers about involving their students in choosing their own learning materials. Besides, teachers in private universities are less in favor of enabling their students to decide on the teaching learning process than their colleagues at state universities. In his study, Meriç (2015) finds a significant difference in students' study habits before and after a 12-week learner autonomy training in aspects of study skills such as managing school stress, reading and note-taking, and preparing an assignment or a project. In Altunay's study (2013), learners generally do not perform autonomous language learning behaviors due to the lack of necessary skills, insufficient knowledge about some activities and their experiences in their previous education years. On the other hand, Fırat (2016) assesses the e-learning autonomy of distance education students. 3293 students from 42 different programs participate in the study.

The participants are responsible for their own learning as they have distance education. He finds out that there is a direct relationship between student autonomy in e-learning environments and their level of Information and Communications Technology (ICT).

Although autonomy has been a popular topic among researchers, more studies on the relationship between learner autonomy and language learning should be done (Benson, 2001). More empirical studies can be useful for knowing more about learner autonomy (Little, 2007). As there are some points which are still unknown and waiting to be discovered (Benson, 2001), more researches and studies are required.

2.8 Conclusion

This chapter presents literature review of the study regarding learner autonomy in language learning education. The next chapter will present methodology of the study such as research design, participants of the study, data collection instruments and procedure, and data analysis procedure.

CHAPTER 3

METHODOLOGY

3.1 Presentation

This chapter presents the methodology of the study. It consists of research design, participants of the study, data collection instruments and procedures, and data analysis procedures.

3.2 Research Design

Descriptive study is used to describe a situation or individuals through numbers and percentages (Vyhmeister, 2008; Burns & Grove, 2003). As the aim of the research was to make an investigation into Syrian Refugee EFL learners' perceptions about autonomy in language learning and their readiness for it, the research design of the study was descriptive. This descriptive study was based on mixed-methods research where the researcher uses both quantitative research and qualitative research mixing each one's own approaches, methods or techniques (Mertens, 2005; Johnson & Onwuegbuzie, 2007) since it can enable the study to be clarified better from different dimensions by minimizing the risk of weaknesses likely to occur due to mono methods and increasing the reliability and validity of the results (Sechrest & Sidani, 1995, Patton, 2002; Teddlie & Tashakkori, 2003; Johnson & Onwuegbuzie, 2004). When applied properly, quantitative and qualitative research instruments can back up stronger research explications than when each of them is employed separately (Feuer, Towne & Shavelson, 2002). The present study carried the characteristics of a mixed methods research design since questionnaires were used as the quantitative data collection tools and semi-structured interviews were used as the qualitative data collection tools.

3.3 Research Population and Sampling

Syrian students and Syrian teachers were purposefully chosen as the participants in this study as they could contribute to the further studies likely to be done in various countries where they might go as refugees and learn new languages. For the study, convenience sampling method in which the participants fulfilling the criteria such as easy accessibility, availability at a specified time, geographical closeness, or the eagerness to take part was preferred (Dörnyei, 2007; Given, 2008). The reason was the fact that it was really hard to get official permission to reach the refugees to study on, and to reach the volunteer or available ones at the time of the research. Hence, the participants were the ones who were available as much as the authorities and the time allowed.

Table 1 gives information about the analysis of demographic items about the students who participated in the study.

Table 1
Descriptive Statistics of Demographic Items

School	N	Female	Male	6th Grade	7th Grade	8th Grade
TEC1	9	9	0	0	4	5
TEC2	63	47	16	20	31	12
TEC3	32	26	6	7	10	15
TEC4	110	54	39	19	19	71
TOTAL	214	136	61	46	64	103

As Table 1 displays, the data was collected from 214 Syrian students at the 6th, 7th, and 8th grades from Syrian refugee schools in Adana, Turkey. They ($N = 214$) were from four different temporary education centers, whose names were kept confidential. Those centers were in the areas where there was a rush of immigrants who had low socio-economic conditions. 9 of the participants were from TEC1, 63 of them were from TEC2, 32 of them were from TEC3, and 110 of them were from TEC4. According to the information given by the participants' teachers, the participant students' ages varied from 12 to 14 and the level of their English was similar according to the information gotten by their teachers. They came from different cities of Syria; therefore, their backgrounds, socio-economic status, Arabic language proficiency, and standard of living were different.

Table 2 presents information about the demographic features of the students who participated in the interviews.

Table 2

Demographic Features of the Students in the Interviews

School	N	Female	Male	6th Grade	7th Grade	8th Grade
TEC1	3	3	0	0	1	2
TEC2	9	5	4	4	3	2
TEC3	5	3	2	2	2	1
TEC4	16	7	9	5	5	6
TOTAL	33	18	15	11	11	11

As Table 2 displays, three students from TEC1, nine students from TEC2, five students from TEC3, and sixteen students from TEC4 participated in the interviews. There were eleven students from each grade. Out of thirty three students, eighteen were females and fifteen were males.

Eight Syrian English teachers from those centers participated in the semi-structured interview. The participant teachers were also Syrian. They volunteered to contribute to the study by expressing their opinions about the results gathered by the quantitative data. Table 3 shows demographic information about the teacher participants.

Table 3

Demographic Features of the Teachers

Participant codes	Gender	Experience (in years)	Qualification
T 1	Male	10-14	Master's
T 2	Male	15-19	Bachelor's
T 3	Male	5-9	Bachelor's
T 4	Male	0-4	Bachelor's
T 5	Female	20+	Certificate
T 6	Male	5-9	Bachelor's
T 7	Female	0-4	Certificate
T 8	Male	5-9	Bachelor's

As Table 3 demonstrates, two of them were female and had certificate to teach English. Six of them were males, five of them had bachelor degree, and one of them had master degree. Two of them had 0-4 years of experience, three of them had 5-9 years of experience, one of them had 10-14 years of experience, one of them had

15-19 years of experience, and one of them had more than 20 years of experience as an English language teacher.

3.4 Data Collection Instruments

Two questionnaires, Cotterall's (1995) Questionnaire about Language Learning Beliefs and Autonomy and Nasöz's (2015) Learner Autonomy Readiness Questionnaire (LARQ) were used and a series of subsequent interviews were conducted as data collection instruments. The questionnaires were utilized to collect data as questionnaires can be applied to get information from a lot of people in a quick and easy way (Dörnyei, 2007; Mertens, 2005), they give time to the participants to think while answering the standard questions, and they are economical and generally easy to carry out (McMillan & Schumacher, 1997). As interviewing provides the researcher an insight to understand the interviewees' perspectives, ideas and experiences (Patton, 1990 cited in Merriam, 1998; Mertens, 2005), two semi-structured interviews were conducted with the students and their teachers separately.

Before conducted, the questionnaires and semi-structured interviews of the study were translated from English to Arabic by two experts who knew both Arabic and English to enable the participants to understand the items and questions more clearly as the participants' mother tongue was Arabic. After the initial translation was completed, the equivalence of the questionnaire's two versions was ensured by reverse translation as there are two main alternatives: a) to get help form bilingual external reviewers or to consult another translator to back-translate the target language form into the source language (Brislin, 1970). Afterwards, the back-translated forms were sent to the researchers for approval.

3.4.1 Cotterall's (1995) Questionnaire about Language Learning Beliefs

Cotterall's (1995) questionnaire about Language Learning Beliefs was used to identify the Syrian refugee EFL learners' perceptions about autonomous learning in language learning. It was a 5-point Likert scale, a popular type of closed ended items, which included five responses such as 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree', 'strongly disagree' (Dörnyei, 2007). The scale, developed by Cotterall (1995) consists of 17 items and 6 factors as follows: Role of Teacher, Feedback Role of Feedback, Learner Independence, Learner Confidence, Experience of Language Learning, and Approach to Studying (see Appendix D). Measured on a

5-point scale, it investigates EFL learners' perceptions about the autonomous language learning. The highest score that can be obtained from the scale is 85. Sample items include:

- I like the teacher to offer help to me.

- I like trying new things out by myself.

- I have been successful in language learning in the past.

According to Cotterall (1995), the construct validity of the questionnaire was done through factor analysis and only factor loadings of 0.43 and greater were included. Besides, content validity and face validity of the study were judged by two experts and the questionnaire was regarded as valid to measure learners' readiness for autonomy in English language learning. The total scale reliability was measured by Cronbach alpha value and an $\propto$ of .83 was obtained for the scale.

3.4.2 Nasöz's (2015) Learner Autonomy Readiness Questionnaire

Nasöz's (2015) Learner Autonomy Readiness Questionnaire was used to identify the Syrian refugee EFL learners' readiness in English language learning. The data was collected and analyzed under four components of autonomy: motivation, students' views on their own roles and teacher's roles, decision-making abilities, and meta-cognitive strategy use (see Appendix C).

The scale, developed by (Nasöz, 2015) consists of 31 items. It was a 5-point scale which investigates EFL learners' readiness for autonomous language learning. The highest score that can be obtained from the scale is 155.

Sample items include:

- I am able to identify my weaknesses in learning English.

- I am able to decide what I should learn next in English

- I have a clear idea of what I need English for.

According to Nasöz (2015), "Learner Autonomy Readiness Questionnaire" was reliable with an $\propto$ of .82 and it was also valid as a factor analysis was conducted in order to establish the construct validity. Based on the results taken by the SPSS, the items which were considered to be the most suitable for the purpose of the study were included. In this study, total scale reliability of LARQ was also satisfying with an $\propto$ of .89.

3.4.3 Interviews

Interview which enables researchers to reach the interviewees' ideas, feelings, perceptions at the same time is such an effective tool to collect data that they can have more information than they can have from any other research instruments (Wellington & Szczerbinski, 2007). After the implementation and analysis of the questionnaires, the interview questions of the study were prepared parallel to the items of the questionnaires and the results of the questionnaires in order to back up the quantitative findings and to get the opinions of the teachers and the students about learner autonomy (see Appendices E and F). There were two semi-structured interviews, for the students and for the teachers separately. They were semi-structured as they could enable the researcher to get rid of the risk of divagation by means of a list of questions (Mackey & Gass, 2005). Besides, as semi-structured interviews are interactive and allow the participants for individual responses (McMillan & Schumacher, 1997; Mackey & Gass, 2005), the researcher can get their perceptions, ideas and emotions using open-ended questions (Patton, 2002).

3.5 Data Collection

Temporary Education Centers are the schools that give education to Syrian refugee learners. Before the research was conducted in four TECs, the required permission was taken from the directorate of national education in Adana (see Appendix G).

Before conducting the research, the participants were informed about for the confidentiality of the personal details and the aim of the study. In two sessions, the participants answered the items as there were two questionnaires.

After the analysis of the quantitative data, two semi-structured interviews were conducted to thirty three students (see Appendix E) and their teachers (see Appendix F) separately so as to back up the findings and make a more detailed investigation into participants' perspectives. The verbal consents of head masters and the families of the learners were taken before the interviews, and the application of the interviews was allowed. The English teachers of the students accompanied the researcher during the interviews. Making interviews lasted three days, one day with the teachers and two days with the students. Each participant had approximately five minutes to talk. The students used their mother tongue, Arabic, during the interview

since they could feel themselves more confident in answering the questions without making any stress to select the right word in the target language, English. On the other hand, the teachers preferred using English during the interviews. While the participants were giving their opinions, the researcher could take notes as knowing both English and Arabic.

3.6 Data Analysis

The quantitative data was analyzed through Statistical Package for the Social Sciences 20.0 (SPSS) by which descriptive statistics such as the frequencies, means, percentages and standard deviations of the individual items for each component and inferential statistics such as one-way Anova, t-test and correlation were calculated (R Victor & Patil, 2016). Responses of demographic questions were analyzed by descriptive statistics, and frequency and percentage of items were counted. As one-way ANOVA compares the means between the groups and determines whether any of those means are statistically significantly different from each other (Dörnyei, 2007), it was conducted to investigate whether grade (6th, 7th, and 8th) of the students made significant differences on Syrian refugees' perceptions of learner autonomy in language learning. As Independent Samples T-test compares the means from two independent groups (Larson-Hall, 2016), it was used in order to determine whether gender of the students played a significant role on refugee EFL learners' perceptions of learner autonomy in language learning. Before running the inferential analyses, assumptions of normality and homogeneity of variance have been tested. Although Kolmogorov-Smirnov and Shapiro-Wilk values were found to be significant indicating non-normality for certain variables, these tests have more than frequently reported to be quite conservative; therefore other measures, i.e. the skewness and kurtosis parameters have been checked for a more accurate exploration. Skewness and kurtosis values of the variables used in the following series of ANOVA and T-test analyses were seen to have ranged between the normal cut offs of -3 and +3, indicating a normal distribution per variable. After a cross-check with their Kolmogorov-Smirnov and Shapiro-Wilk values as well as the related histograms, they were decided to also have normal distribution. Moreover, as one of the major assumptions of ANOVA and T-test, Levene's test of homogeneity of variances has been checked and except for the variances between genders in terms of effect on "Confidence" scores with a p value over .05, this assumption has been satisfied. For

the violated assumptions, the *p* threshold to be used to judge the effect of this variable was set to a more conservative level at .04.

A Pearson product-moment correlation, used to analyze two continuous variables (Dörnyei, 2007) was utilized to investigate the significance of the relationship among Syrian refugee EFL learners' perceptions of learner autonomy and their readiness for autonomy.

Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication (Berelson, 1952). The data, gathered by the use of interviews to learn more about Syrian refugee EFL teachers' and students' opinions about learner autonomy and the Syrian refugee EFL learners' readiness for autonomous English language learning was analyzed through content analysis with the purpose of a thorough analysis of the data and detecting unearthed vague themes and realms (Yıldırım & Şimşek, 2008). The transcribed raw data was then systematized to follow inductive content analysis steps. Thus, the content was initially coded and then themes were shaped around the emerging codes. In order to ensure the trustworthiness of this study, periodical help of a competent expert was taken for peer debriefing throughout the process of data analysis. To enable transferability thick description of the phenomenon was enriched by using quotes from the participants' responses in the result section. Lastly in order to provide interrater reliability, there was one more scorer except for the researcher (Fraenkel, Wallen & Hyun, 2006). This section of data was also used to support the results of the statistical analyses.

3.7 Conclusion

This chapter presents research design, participants of the study, data collection instruments, data collection, and data analysis. The quantitative data obtained from the 214 participants through the quantitative questionnaires and the qualitative data obtained from 41 participants through the interviews and analysis of them will take part in the next chapter.

CHAPTER 4

FINDINGS

4.1 Presentation

In this chapter, the results of the study are presented with the findings related to quantitative data and qualitative data. In order to address the research question #1, One-Way ANOVA was utilized to identify the effect of grade on Syrian refugee students' perceptions of autonomy on English language learning (Section 4.2) and for the research question #2, Independent Samples T-test was used to analyze the effect of gender on Syrian refugee students' perceptions of autonomy on English language learning (Section 4.3).

Moreover, a Pearson product-moment correlation was utilized for the research question #3 to look at the relationship between Syrian refugee EFL learners' perceptions of autonomy and their readiness for autonomy (Section 4.4).

Finally, qualitative data analysis was conducted for the research question #4 with its sub questions and the research question #5 to examine Syrian refugee EFL teachers' and students' opinions about learner autonomy (Section 4.5) and to what extent the learners felt ready for autonomous English language learning in terms of motivation, views on roles of themselves and teacher, metacognitive strategy use and decision-making abilities in language learning (Section 4.6) This section of data was used both to support the results of the statistical analyses and to investigate what Syrian refugee EFL teachers' and students' opinions about learner autonomy were and to what extent the learners felt ready for autonomous English language learning.

4.2 *Result for Research Question #1:* **Does grade (6ᵗʰ, 7ᵗʰ, and 8th) make a significant difference on Syrian refugees' perceptions of learner autonomy in language learning?**

The first research question of the study intended to identify whether there were differences among grade levels (6ᵗʰ, 7ᵗʰ, and 8ᵗʰ) in terms of Syrian refugee EFL learners' perceptions of learner autonomy in language learning, and Table 4 presents the mean scores of the participants' perceptions of autonomy in terms of grade.

Table 4
Means, Standards Deviations and Sample Sizes for Grade on the Factors of the Questionnaire about Language Learning Beliefs and Autonomy

Independent Variable		Dependent Variables	M	SD	N
Grade	6ᵗʰ	Teacher's role	3.99	.11	46
		Feedback's role	4.04	.12	
		Learner independence	3.25	.12	
		Learner confidence	3.89	.15	
		Experience of language learning	3.24	.13	
		Approach to studying	2.73	.16	
		TOTAL	3.62	.09	
	7ᵗʰ	Teacher's role	3.85	.12	63
		Feedback's role	3.87	.11	
		Learner independence	3.26	.11	
		Learner confidence	3.72	.11	
		Experience of language learning	3.09	.12	
		Approach to studying	3.02	.14	
		TOTAL	3.55	.08	
	8ᵗʰ	Teacher's role	3.82	.09	101
		Feedback's role	3.85	.08	
		Learner independence	3.38	.08	
		Learner confidence	3.84	.10	
		Experience of language learning	3.58	.09	
		Approach to studying	2.94	.10	
		TOTAL	3.62	.06	

Note. M= mean   SD= standard deviation   N= number of subjects in the total number

According to Table 4, 6ᵗʰ , 7ᵗʰ and 8ᵗʰ graders' perceptions of autonomy in language learning seem to be similar to each other in terms of the sub categories: teacher's role (M = 3.99, M = 3.85, M = 3.82), feedback's role (M = 4.04, M = 3.87,

M = 3.85) , learner independence (M = 3.25, M = 3.26, M = 3.38), learner confidence (M = 3.89, M = 3.72, M = 3.84),experience of language learning (M = 3.24, M = 3.09, M = 3.58), approach to studying (M = 2.73, M = 3.02, M = 2.94) respectively. To have a more precise understanding of the difference, inferential analysis was consulted and One-Way ANOVA was utilized to get information about the role of the grade on Syrian refugee EFL learners' perceptions of learner autonomy in language learning. Table 5 summarizes the One-Way ANOVA findings for the effect of grade on each of the sub-scales.

Table 5

Grade's Effect on Syrian Refugee EFL Learners' Perceptions of Learner Autonomy

Independent Variable	Dependent Variables	F	p	η^2
Grade	Teacher's role	.71	.49	.007
	Feedback's role	1.02	.36	.010
	Learner independence	.44	.64	.004
	Learner confidence	.41	.66	.004
	Experience of language learning	5.86	.00*	.053
	Approach to studying	.98	.38	.009
	TOTAL	.32	.72	.003

*Note.*Difference is significant at *p<.05*

As can be seen in Table 5, results suggested that while grade did not affect refugee students' total perceptions in terms of autonomy, a significant difference between grades were found with respect to their perceptions of experience of language (F=5.86, *p*=.00, η^2= .05). When Scheffe Post-Hoc analysis results were examined, the 8th graders were observed to perceive themselves more experienced in language learning than the 6th graders and 7th graders (8th>6th>7th); no significant differences were observed among other levels and on other sub-scales, i.e. teacher's role, feedback's role, learner independence, learner confidence, and approach to studying.

This finding indicated that, when the students were transiting to the highest grade-level possible, they felt that they developed more mastery of language learning compared to the previous school year.

4.3 *Result for Research Question #2:* **Does gender play a significant role on refugee EFL learners' perceptions of learner autonomy in language learning?**

The role of gender on Syrian refugee EFL learners' perceptions of learner autonomy in language learning was investigated as the second research question of the study and Table 6 presents the average mean scores of the participants' perceptions of autonomy in terms of gender.

Table 6

Means, Standards Deviations and Sample Sizes for Gender on the Factors of the Questionnaire about Language Learning Beliefs and Autonomy

Independent Variable		Dependent Variables	M	SD	N
Gender	Female	Teacher's role	3.92	.07	136
		Feedback's role	3.94	.06	
		Learner independence	3.40	.07	
		Learner confidence	3.86	.08	
		Experience of language learning	3.40	.08	
		Approach to studying	2.93	.09	
		TOTAL	3.64	.05	
	Male	Teacher's role	3.62	.13	60
		Feedback's role	3.69	.14	
		Learner independence	3.18	.12	
		Learner confidence	3.72	.15	
		Experience of language learning	3.28	.12	
		Approach to studying	2.87	.13	
		TOTAL	3.44	.10	

Note. M= mean   SD= standard deviation   N= number of subjects in the total number

According to Table 6, females' perceptions of autonomy in language learning seem to be slightly higher than males' perceptions of autonomy in terms of the sub categories: teacher's role (*M* = 3.92, *M* = 3.62), feedback's role (*M* = 3.94, *M* = 3.69) , learner independence (*M* = 3.40, *M* = 3.18), learner confidence (*M* = 3.86, *M* = 3.72*),*experience of language learning (*M* = 3.40, *M* = 3.28*), approach to studying (*M* = 2.93, *M* = 2.87) respectively. However, to understand whether the scores of students differ significantly based on their gender, a T-test was used to find out the role of gender on Syrian refugee EFL learners' perceptions of learner autonomy in language learning. Table 7 summarizes the T-test findings for the effect of gender on both the total perception score and on each of the sub-scales.

Table 7

Gender's Effect on Syrian Refugee EFL Learners' Perceptions of Learner Autonomy

Independent Variable	Dependent Variables	t	p
Gender	Teacher's role	4.26	.04*
	Feedback's role	3.74	.05*
	Learner independence	1.71	.11
	Learner confidence	.77	.37
	Experience of language learning	.68	.39
	Approach to studying	.03	.86
	TOTAL	1.78	.08

Note. * Difference is significant at *p<.05*

As Table 7 displays, the T-test results yielded a non-significant result on students' total perceptions; however, they revealed a significant main effect of gender on both teacher's role (*t* (*195*)=4.26, *p*=.04) and feedback's role (*t(195)* =3.74, *p*=.05); but not on other sub-scales, i.e. learner independence, learner confidence, experience of language learning, and approach to studying.

The females perceived themselves more autonomous in terms of the teachers' and feedback's role in language learning. That is, the male students depended more on teachers' guidance and receiving feedback compared to the females.

4.4 *Result for Research Question #3:* **Is there a statistically significant relationship between the refugee EFL learners' perceptions of learner autonomy and their readiness for autonomy in language learning?**

The third research question of the study intended to identify whether there was a statistically significant relationship between the refugee EFL learners' perceptions of learner autonomy and their readiness for autonomy in language learning, and Table 8 presents the mean scores of the participants' perceptions of learner autonomy and their readiness for autonomy in language education.

Table 8

Means and Standards Deviations for Syrian Refugee EFL Learners' Perceptions of Learner Autonomy and Their Readiness for Autonomy in Language Learning

Variables	M	SD
Readiness of autonomy	3.68	.58
Perceptions for autonomy	3.59	.63

Note. M= mean   SD= standard deviation

As Table 8 displays, descriptive results pointed out that students scored higher on Nasöz's Learner Autonomy Readiness Questionnaire (2015) than on Cotterall's Questionnaire about Language Learning Beliefs and Autonomy (1995). This indicated that Syrian refugee students' readiness for autonomy in English language learning was moderately high; and appeared to be higher than their perceptions of autonomous English learning scores.

A Pearson product-moment correlation was utilized to look at the relationship between Syrian refugee EFL learners' perceptions of learning autonomy and readiness for autonomy in language learning. Table 9 shows the size of the coefficient of correlation between perception of learning autonomy and readiness for autonomy for autonomy in Syrian refugee EFL learners.

Table 9

Relationship between Perception of Learning Autonomy and Readiness for Autonomy

		Readiness for autonomy	Perception of learning autonomy
Readiness for autonomy	**Pearson Correlation**	1	.702[*]
	Sig. (2-tailed)		.000
Perception of learning autonomy	**Pearson Correlation**	.702[*]	1
	Sig. (2-tailed)	.000	

Note. *Correlation is significant at the 0.01 level (2-tailed)   N=214

According to Table 9, the results revealed a significant correlation coefficient with $r = .70$, $p=.00$ ($p < .05$). That is, Syrian refugee students' perceptions of and readiness for English language learning were strongly related to one another;

suggesting that when students' perceptions of autonomy increased, their readiness for autonomy also increased.

4.5 *Result for Research Question #4:* **What are Syrian refugee EFL teachers' and students' opinions about learner autonomy?**

To explore Syrian refugee EFL teachers' and students' opinions about learner autonomy, qualitative data was collected through the interviews with the students and the teachers. Eight Syrian English teachers from TEC1, TEC2, TEC3, and TEC4, which are the temporary education centers for Syrian refugees in Adana participated in the semi-structured interview. Another semi-structured interview was also applied to 33 Syrian refugee EFL student participants from these temporary education centers. The students from 6th, 7th, and 8th equally participated in the interview. They were the volunteer ones to contribute to the study by expressing their opinions related to learner autonomy and ideas about the findings of the research, gathered by the quantitative data.

The 5th research question was divided into the sub questions and the results of the qualitative data analysis about the 5th research question with its sub questions were revealed in sections 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5 and 4.5.6.

4.5.1 *Result for Research Question #4a:* **What are Syrian refugee EFL teachers' opinions related to the characteristics of an autonomous learner?**

As it is significant to understand teachers' beliefs about learner autonomy which is reflected through practices and strategies to promote learner autonomy in their classrooms (Al Asmari, 2013), characteristics of an autonomous learner in language learning were asked to the teachers participated in the study. Teachers' conceptualizations about the characteristic features of an autonomous learner in language learning are presented in Table 10.

Table 10

Characteristics of an Autonomous Learner

Opinions	Number of Participants	Participants
Having motivation to learn more	8	$T_1,T_2,T_3,T_4,T_5,T_6,T_7,T_8$
Having goals and knows her/his needs	6	T_8,T_3,T_1,T_5,T_2,T_6
Taking responsibilities and learns actively	6	T_1,T_5,T_2,T_8,T_7,T_4
Learning independently	4	T_1,T_3,T_5,T_8
Having critical thinking ability	3	T_4,T_8,T_5
Having teacher guidance enough during learning	2	T_1,T_6

As Table 10 displays, the teachers regarded an autonomous learner in language learning as the one who has motivation to learn ($n = 8$), knows his/her own goals and needs (n=6), takes responsibilities and learns actively (n=6), learns independently (n=4), thinks critically (n=3), and has enough guidance during learning (n=2).

Some teachers gave significant answers to the interview question about the characteristics of autonomous learners. For example, Teacher 1 described learner autonomy as a crucial concept that enabled students actively manage their learning in and out of the classroom while Teacher 7 said "*Autonomous learners search out information, read, analyze and evaluate the information they have found*". According to Teacher 3, "*Autonomous learners know their purpose of language learning*". Teacher 5 added "*Autonomous learners don't use only traditional instruction, but seek out ways to explore; moreover, they examine all possibilities and often come up with multiple solutions*". That is, they generally focused on the necessity of one's being active and eager to take responsibility in his/her own learning process to be called autonomous.

4.5.2 *Result for Research Question #4b:* **What are Syrian refugee EFL teachers' opinions related to Syrian refugee EFL learners' perceptions of learner autonomy and their readiness for autonomy?**

According to the results of the questionnaires related to the perceptions about learner autonomy and readiness for autonomy in language learning, the students perceived themselves capable of performing as autonomous learners and

they leaned to take responsibilities for their own learning in language learning. However, their perception was slightly lower compared to their readiness for autonomy. The reasons which made the students perceive themselves less autonomous although they felt more ready about learner autonomy in language learning were asked to the teachers participated in the study. Teachers' answers to the question are presented in Table 11.

Table 11

The Reasons for the Students' Perceiving Themselves Less Autonomous

Opinions	Number of Participants	Participants
Physically and psychologically bad circumstances	4	T_2, T_4, T_5, T_8
Lack of materials in learning teaching process	3	T_2, T_3, T_5
Lack of knowledge and ability in the target language	3	T_1, T_6, T_7
Not being native speaker	2	T_2, T_8

When Table 11 is reviewed, it indicates that the teachers agreed on their students' perceptions' being slightly lower than their readiness for autonomy and explained the reasons causing the difference between their perceptions about learner autonomy and readiness for it. Half of them stated that the students who were really anxious, worried about their lives, and not psychologically well felt themselves responsible enough to take control of their learning; however, they could not perform as autonomous learners as they lived in very poor and illiterate environment where they had to struggle to meet their basic needs and did not have enough time to focus on their learning (n= 4). Nearly half of the teachers expressed that although the students felt themselves responsible for their learning, they didn't have the required equipment in the classes or at their homes to show their potential performance in language learning (n=3). Some of the teachers said that the students had lack knowledge about their roles in learning process and learning strategies to show their potential so they could not achieve the performance they plan to display (n=3). Two of the teachers indicated that the students showed difference between their perceptions about learner autonomy and readiness for it in language learning since they were not the native speaker of that language (n=2).

With Teacher 1's own words, the special and significant parts related to the answers to the semi-structured interview questions take part below:

> "Most of learners are not likely to be aware of their roles in their learning process, and particularly they lack learning strategies to enable them to excel in their language performance. Regarding this issue, learners make slow progress in their learning and perform poorly; thereby those affect their ultimate achievement in their learning. Thus, the main aim is to identify learners' perspectives about their responsibilities in learning and make them show their actual performance."

Teacher 4 and Teacher 5 explained that there were many circumstances that made them less ready and one of them was environment. As they lived in illiterate environment, they could not develop themselves. Moreover, as they were poor, they could not find any time to study or read. Being anxious, worrying a lot, being distracted, environmental disturbance, having unclear priorities were the reasons for the students' perceiving learner autonomy and feeling ready for it at different rates.

4.5.3 *Result for Research Question #4c:* **What are Syrian refugee EFL teachers' opinions related to gender's role on Syrian refugee EFL learners' perceptions of learner autonomy?**

When the relationship between gender and being autonomous was asked to the teachers, they stated that the females seemed more autonomous. Then, the reasons for the male students' perceiving themselves less autonomous was asked to the teachers and their answers for explaining the reasons causing the difference in perceptions between the male and female students are presented in Table 12.

Table 12

The Reasons for the Males' Perceiving Themselves Less Autonomous

Opinions	Number of Participants	Participants
Social pressure	6	T_1,T_2,T_3,T_6,T_7,T_8
Lack of sense of responsibility and knowledge in language learning	6	T_1,T_3,T_4,T_5,T_6,T_8
Lack of free time to spend on learning	4	T_2,T_3,T_6,T_8

Table 12 points out that the teachers gave their opinions about the reasons why male students perceive themselves less autonomous in language learning. They

agreed on three reasons: a) Compared with females, social pressure on males to challenge the life caused them to have less chance to be autonomous in lessons (n=6), b) the males were less responsible and had lack of knowledge about the strategies in language learning (n=6), c) the males could not have free time and much chance to become autonomous like females (n=4). The females used a wider range of learning strategies, which helped them to memorize more vocabulary than the males according to Teacher 5. Teacher 2 emphasized that the females had more free time and chances to be autonomous in language learning and developed themselves than the males. The main reason for not having enough time was that the males were responsible for supporting their families. Besides, Teacher 3 said "There are so many social pressures on males that they cannot have chance to be autonomous in language learning.

With Teacher 4's own words, the special and significant parts related to the answers to the semi-structured interview questions take part below:

> "Firstly, females have the ability to listen more attentively than males. They are able to analyze what they have heard, they are able to comprehend the meaning of new words and expressions and later use them on their own. Secondly, females are less likely to feel embarrassed when they make a mistake when using expressions and words in foreign language than males feel. They are natural communicators and they enjoy trying to be understood by another person." (Teacher 4)

To sum up, the teachers generally agreed on the fact that the females were more autonomous than the males as they spent more time on learning, took more responsibilities in their own learning, and involved more in learning process.

4.5.4 *Result for Research Question #4d:* **What are Syrian refugee EFL teachers' opinions related to grade's role on Syrian refugee EFL learners' perceptions of learner autonomy?**

The teachers agreed on the findings about the grade's not affecting the students' total perceptions in terms of autonomy, but affecting their perceptions of experience of language learning. They said that the students had similar perceptions towards learner autonomy in language learning although the 8th graders could be more experienced in language learning than the 6th and 7th graders. Their ideas about the underlying reasons for this similarity are presented in Table 13.

Table 13
The Reasons for the Different Grade Students' Similar Perceptions of Learner Autonomy

Opinions	Number of Participants	Participants
Similarity in cognitive and psychological developments	7	$T_1,T_2,T_3,T_4,T_5,T_7,T_8$
Similarity in well-being levels in consequence of the war	3	T_1,T_5,T_7
No relation between the grade and the perception	1	T_6

As Table 13 displays, most of the teachers claimed that the cognitive and psychological developments of the students were similar due to their being similar age group members; therefore, it was normal for them to have similar perceptions of learner autonomy in language learning ($n = 7$), some of them stated that regarding the past experiences, present feelings and circumstances, the learners' well being levels after the war were so similar that they had also similar perceptions of learner autonomy in language learning (n=6). Although all the teachers in the interview agreed on those similarities, especially one of the teachers emphasized that there could not be any relation between the learners' grade and their perceptions of learner autonomy in language learning as the relation could be between their perceptions towards learner autonomy and the time of study no matter at which grade they were (n=1). Teacher 1, Teacher 2, Teacher 3 pointed out that the 6th, 7th, 8th grade students' perceptions about learner autonomy were similar as the grades were within a certain sequence. They were psychologically similar and in terms of their physical and mental development, they showed equivalence. That is, they had similar perceptions. Their intention and attention to be distinctive people in society were in progress, they were still not completed. Moreover, similarity occurred in the perceptions of the learners as there were many common reasons such as psychological factors, past experiences that they had during the war and their present feelings and circumstances which they faced at that moment after the war.

4.5.5 *Result for Research Question #4e:* What are Syrian refugee EFL learners' opinions related to gender's role on learners' perceptions of learner autonomy?

As being autonomous requires learners to have a voice in their own learning, the students participated in the study provided an insight into the

relationship between genders and being autonomous. They answered the question about who can take more responsibilities and participate more actively in learning English, males or females. Table 14 shows the relationship between gender and being autonomous according to the students.

Table 14
The Relationship between Gender and Being Autonomous

Opinions	Number of Participants	Participants
The females are more autonomous	19	$S_2, S_3, S_6, S_7, S_{11}, S_{12}, S_{13}, S_{14}, S_{15}, S_{17}, S_{19}, S_{22}, S_{23}, S_{25}, S_{27}, S_{28}, S_{29}, S_{31}, S_{32}$
There is no relationship between gender and being autonomous	11	$S_4, S_5, S_8, S_9, S_{10}, S_{16}, S_{18}, S_{21}, S_{24}, S_{26}, S_{30}$

As Table 14 displays, more than half of the students agreed on the fact that the females were more autonomous (n=19). They said that their female friends were more eager to have responsibilities in learning English than their male friends. However, some of the students expressed that although the females were eager to learn English, the males also could take responsibilities like females (n=11).According to Student 19, Student 23, and Student 29, females were more eager to learn and could take more responsibility in learning English because they paid more attention and had more abilities to learn English. However, Student 1 and Student 26 gave different opinions. They stated that if one liked the language and had the time and opportunities to learn the language, he could learn the language autonomously.

More than half of the students stated that females were more autonomous as they were more eager to learn, take responsibilities in learning and were always in cooperation with their teacher; however, the rest emphasized that when a student had the enough effort and eagerness to learn, s/he could be active and successful at her/his own learning.

4.5.6 *Result for Research Question #4f:* **What are Syrian refugee EFL learners' opinions related to grade's role on learners' perceptions of learner autonomy?**

The question "Is there a relationship between grade and being autonomous?" was asked to the students participated in the study and Table 15 gives idea about their answers.

Table 15
The Relationship between the Grade and Being Autonomous

Opinions	Number of Participants	Participants
A relationship between the grade and being autonomous	17	$S_2,S_7,S_8,S_9,S_{11},S_{12},S_{15},S_{16},S_{17},S_{19},S_{20},$ $S_{21},S_{22},S_{23},S_{25},S_{28},S_{30}$
No relationship between the grade and being autonomous	9	$S_4,S_5,S_6,S_{13},S_{14},S_{24},S_{26},S_{29},S_{31}$

When Table 15 about whether there is a relationship between the grade and being autonomous is viewed, it is clear that most of the students (65%) stated that there was a relationship between the grade and being autonomous (n=17). Their finding a relationship between the grade and being autonomous was based on the learners' experiences in language. They indicated that the 8th grade students were more autonomous compared to the 6th and 7th grade students as they were older and more responsible, had more experiences and information about the language, could realize the importance of English. However, some of the students (35%) saw no relationship between the grade and being autonomous (n=9). According to them, being autonomous was related to the desire to learn, not to the grade, moreover, each learner had his/her own ability to control his/her learning. Student 2, Student 8, Student 11, and Student 30 laid stress on the fact that the 8th grade students could control their own learning as they were more aware of the importance of English and had more knowledge about the target language while Student 5 claimed that although the 8th grade students had more experiences of learning English, every student had his own ability to control his own learning. As conclusion, the opinions of the students generally showed that when the grade level of a student increased, the experiences of his probably increased. They seemed to agree on grade's affecting the learners' perceptions of autonomy in terms of experience in language learning.

4.6 *Result for Research Question #5:* **To what extent do the Syrian refugee EFL learners feel ready for autonomous English language learning?**

The 6th research question was divided into the sub questions. To what extent the Syrian refugee EFL learners feel ready for autonomous English language learning was investigated in terms of motivation, views on roles of themselves and teacher, metacognitive strategy use and decision-making abilities in language learning. The sub questions were parallel to the components of Nasöz's Learner Autonomy Readiness Questionnaire (2015). The results of the qualitative data analysis about the 6th research question with its sub questions were revealed in sections 4.6.1, 4.6.2, 4.6.3, and 4.6.4.

4.6.1 *Result for Research Question #5a:* **To what extent do the Syrian refugee EFL learners feel ready for autonomous English language learning in terms of motivation in language learning?**

The students' perceptions about learning English were gathered through the semi-structured interview questions about whether they liked learning English and whether learning English was important for them. These questions implied the learners' motivation to learn the target language. All the participants agreed on the importance of English. Besides, they believed that learning it would make their lives better in the future. Except the student 27, who thought that English was difficult to learn, all of them said that they liked learning English. Table 16 points out the reasons for their liking English or thinking it significant.

Table 16
The Students' Opinions about the Reasons to Learn English

Reasons	Number of Participants	Participants
English is the international language	21	$S_1,S_2,S_3,S_4,S_5,S_7,S_8,S_{10},S_{13},S_{15},S_{16},S_{17},S_{20},$ $S_{23},S_{24},S_{26}, S28, , S_{29},S_{30},S_{31}, S32$
It is necessary and useful in all fields of life.	15	$S_2, S_5,S_9,S_{11},S_{13},S_{14},S_{17},S_{19},S_{21},S_{22},S_{23},S_{24},$ S_{27}, S_{29}, S_{30}
It is the language of net	3	S_1,S_5, S_{25}
I want to teach English in the future	2	S_{13},S_{32}
I may go abroad	1	S_9
Just as I like my teacher	1	S_{12}

According to Table 16, the students regarded English significant and stated that it was the international language and most people could speak it (n=21). They thought that it was necessary as it could be useful in all fields of life (n=15). Some of them said that it was the language of internet (n=3). Furthermore, some of them considered it as a job in the future (n=2) or a tool to go abroad (n=1), and one of them was fond of English as s/he loved her/his teacher.

Student 10, Student 16, Student 28, Student 32 told that it was important to learn English because it was an international language most people of the world knew English. They could communicate with them in English, not in their native languages. Besides, it helped them get more culture, cognizance and knowledge. Student 9 and Student 25 also focused on its advantages for their future lives by stating that they had a strong desire to learn English as it could change their lives for the better and enable them to find better jobs. That is, they were aware of the importance of the target language and had aims to learn it so they seemed to take one of the responsibilities in their own learning by knowing their goals.

4.6.2 *Result for Research Question #5b:* **To what extent do the Syrian refugee EFL learners feel ready for autonomous English language learning in terms of views on roles of themselves and teacher in language learning?**

The students, participating in the semi-structured interview answered the questions what their and their teacher's roles were in language learning and whether they needed their teacher's help. Their opinions about their roles in language learning, their teacher' roles in language learning, and the need for teacher's help were given in three separate tables. While Table 17 and Table 18 point out the students' opinions about their roles in language learning and their teacher' roles in language learning, Table 19 indicates their answers to whether they needed their teacher's help in language learning process.

Table 17
Teacher's Role in Language Learning

Opinions	Number of Participants	Participants
Explaining the lesson, ideas to the students	16	$S_1,S_4,S_9,S_{10},S_{14},S_{17},S_{18},S_{19}, S_{20}, S_{22},$ $S_{25,} S_{26},S_{27},S_{29},S_{30} S_{31}$
Cooperating with the students	5	$S_3,S_{14},S_{16},S_{23},S_{28}$
Giving vocabulary and their meaning	3	S_{10},S_{24},S_{27}
Giving grammar of the target language	2	S_7,S_{10}

According to Table 17, the students stated that their English teacher should explain the lesson and give ideas about the language (n=16), cooperate with them, give advice and help them (N=5), and also give vocabulary (n=3) and grammar of the target language (n=2). They generally expected their teachers to transform knowledge, give necessary skills and cooperate with them during teaching learning process.

The students stated that they had roles in English language learning and Table 18 presents the students opinions about their roles.

Table 18
The Students' Roles in Language Learning

Opinions	Number of Participants	Participants
Studying his/her lessons.	10	$S_1,S_3,S_{11},S_{13},S_{15},S_{17},S_{21},S_{23},S_{29},$ S_{30}
Paying attention to the lesson	8	$S_1,S_2,S_4,S_{21},S_{24},S_{25},S_{28},S_{30}$
Doing extra exercises about the language	8	$S_3,S_7,S_9,S_{11},S_{14},S_{22},S_{27},S_{29}$

According to Table 18, the students expressed that they had some roles in language learning such as studying their lessons (n=10), paying attention to the lesson (n=8), doing extra exercises about the language (n=8), doing their homework (n=7), and having strong desire to learn more (n=1). The opinions of the students showed that they were aware of the necessity of having duties in their own learning process and they tried to involve in that process by taking over responsibility.

Whether teacher's guidance was necessary was asked to the students and their opinions about necessity in getting their teacher's help in language learning are presented in Table 19.

Table 19

Necessity in Getting the Teacher's Help in Language Learning

Opinions	Number of Participants	Participants
Necessary	14	$S_1,S_2,S_3,S_4,S_5,S_7,S_9,S_{13},S_{19},S_{20},S_{23},S_{26},S_{27},S_{30}$
Sometimes necessary	13	$S_6, S_8, S_{10},S_{12}, S_{15},S_{17},S_{18}, S_{21},S_{22},S_{25},S_{28},S_{29},S_{31}$
Not necessary	1	S_{16}

Table 19 shows that half of the participants thought that their teachers' help was necessary in their language learning process (n=14), almost half of them sometimes needed their teacher's help during language process (n=13), and one of the participants didn't feel the need to get help from his/her teacher during that process.

The students stated both they and their teachers played important roles in language learning, they tried to do their duties. However, Student 23, Student 19, Student 13, Student 28 said that there could be difficulties that could be solved by the help or advice of the teacher as their teacher was the one who knew more than they knew. In fact with Student 16's own words, most of the participant students 'opinions were summarized below:

> "I must study my lessons and do my homework well as a student. My teacher must work more to teach us well. It is not necessary to get help all the time from my teacher, I can do something myself. I think teacher and students must cooperate during learning the language." (Student 16)

To sum up, although the students generally said that they did not always need the help of their teachers, they seemed to need the guidance of a teacher in their learning.

4.6.3 *Result for Research Question #5c:* **To what extent do the Syrian refugee EFL learners feel ready for autonomous English language learning in terms of decision-making abilities in language learning?**

The questions "Do you spend extra time on learning English? Can you decide on how to improve your English?" were asked to the students to get ideas about their decision making abilities. Table 20 shows their opinions about whether they had decision making abilities by explaining what they did to improve their English.

Table 20
The Students' Decision Making Abilities

Activities	Number of Participants	Participants
Always	12	$S_2, S_3, S_6, S_8, S_{11}, S_{15}, S_{16}, S_{22}, S_{23},$ S_{28}, S_{30}, S_{31}
Sometimes	5	$S_1, S_9, S_{17}, S_{21}, S_{29}$
Never	4	$S_{10}, S_{13}, S_{18}, S_{20}$

Table 20 shows that more than half of the participants (57%) could decide what to do and how to do to improve their English and spent extra time on learning it (n=12). Nearly half of them (43%) didn't spend extra time on learning English (n=9). That is, although some of them could decide what to do and how to do to improve their English but they didn't spend extra time on learning it (n=5) while some of them could not decide on how to improve their English and also didn't spend extra time on learning it.

The students who could decide on the ways to improve their English spend extra time on the target language by reading English books (n=8), watching videos or listening songs in English (n=6), memorizing new vocabulary (n=2), making translation (n=2), doing grammar exercises (n=1), but the rest of the students didn't have time or didn't want to spend extra time on English (n=9).

While Student 5 and Student 14 said that they could not have free time to spend extra time on learning English, Student 16, Student 23 and Student 28 emphasized that if one gave importance to English and wanted to learn it, he had to have extra time and put all efforts to learn it.

Most of the students claimed that they had the decision making abilities in their learning process and knew how to develop their learning. On the other hand some of them might need to be guided to involve in the process by finding the appropriate ways to improve their learning.

4.6.4 *Result for Research Question #5d:* **To what extent do the Syrian refugee EFL learners feel ready for autonomous English language learning in terms of metacognitive strategy use in language learning?**

The question "What do you do to improve your English?" was asked to the students and Table 21 shows that the students did different activities to improve their English.

Table 21
The Students' Activities to Improve Their English

Activities	Number of Participants	Participants
Listening activities	20	$S_1,S_2,S_3,S_4,S_5,S_6,S_7,S_8,S_{11},S_{12},S_{13},S_{14},S_{17},S_{18},$
Reading activities	11	$S_3,S_4,S_6,S_9,S_{11},S_{16},S_{17},S_{18},S_{23},S_{24},S_{25},S_{26},S_{27},S_{31}$
Vocabulary activities	10	$S_1,S_7,S_8,S_{10},S_{13},S_{22},S_{24},S_{28},S_{12},S_{30},S_{32}$
Speaking activities	8	$S_3,S_7,S_{10},S_{11},S_{16},S_{22},S_{26},S_{31}$
Paying attention to the lesson/ the teacher	7	$S_2,S_9,S_{10},S_{15},S_{20},S_{26},S_{27}$

According to Table 21, the students applied various techniques to improve their English such as listening activities (n=20), reading activities (n=11), vocabulary activities (n=10), speaking activities (n=8), paying attention to the lesson/teacher (n=7), translation activities (n=4), grammar activities (n=1), using net (n=1). Student 8, Student 12, Student 13, and Student 22 gave importance to listening skills more while developing English. They watched films and videos in English, listened to English songs. Student 2, Student 8 and Student 30 indicated that they did translation exercises to learn more vocabulary. On the other hand, Student11 and Student 22 looked for the opportunities to improve their speaking skills by making conversations with the ones that could speak the target language.

The opinions of the students showed that they seemed to know how to improve their English and decide on the types of activities or strategies according to their needs or interests.

4.7 Conclusion

This chapter presents the data obtained from the 214 participants through the quantitative questionnaires, the data obtained from 41 participants through the qualitative questionnaires and analysis of the data. The following chapter will present the discussion part of the study.

CHAPTER 5

DISCUSSION

5.1 Presentation

This chapter covers the discussion of the results. The significant findings of the questionnaires and the semi-structured interviews are presented as well as the comparative discussion of findings.

5.2 The Role of Grade (6th, 7th And 8th) on the Syrian Refugees' Perceptions of Learner Autonomy in Learning EFL

The grade of the students (6th, 7th, and 8th) did not make a significant difference on Syrian refugees' total perceptions of learner autonomy in language learning, but on their perceptions of autonomy in terms of experience of language learning. The 8th grade students seemed more autonomous in terms of experience of language learning according to the One Way ANOVA findings for the effect of grade. Moreover, the teachers and students' opinions about the relationship between the grade and being autonomous in language learning were taken into consideration in this study. Although the teachers saw no relationship between grade and learners' perceptions of learner autonomy, they and the students agreed on the grade's effect on learners' perceptions of autonomy in terms of experience of language learning.

Most of the teachers claimed that the cognitive and psychological developments of the students were similar due to their being similar age group members; therefore, it was normal for them to have similar perceptions of learner autonomy in language learning; some of them stated that regarding past experiences, present feelings and circumstances, the learners' well being levels after the war were so similar that they had also similar perceptions of learner autonomy in language learning. The teachers in the interview said that as cognitive and psychological developments of the learners were similar, they had similar perceptions of learner autonomy in language learning. Firstly, the reason of similarities in different grades'

perception of learner autonomy can be observed under the title of cognitive development. According to Piaget's theory, there are stages in cognitive development such as sensor motor stage (birth-2 years old), preoperational stage (2-7 years old), concrete operations stage (7-11 years old), and formal operations stage (11 years old and up). The participants of the study were at the beginning of formal operations stage and they were expected to be able to think critically or come with solutions to the problems they faced (Huitt & Hummel, 2003). They seemed to live similar progress in that stage. For instance, Fleming (2005) investigated how 12-17-year-old females and males perceive autonomy. 934 learners participated in the study and the study showed that from 12-15 years of age, views of females and males were similar, at the age of 16; males performed more progress in autonomy compared to the females' progress. Secondly, psychological developments of the learners also resulted in their having similar perceptions of learner autonomy. They were at the stage of differentiation when the Barrett Model (The Seven Levels of Consciousness Model) was taken into consideration. As they were trying to understand their world considering the physical, cultural and social aspects, it was normal for them to perceive some concept in a similar way.

Learners' different life stages are observed from different perspectives such as cognitive, physical, and psychosocial development (Bastable & Dart, 2008). Chronological age is not the only indicator of the ability of an individual (Whitener, Cox & Maglich, 1998; Santrock, 2006; Vander Zandel, Crandell & Crandell, 2007). Normative history-graded influences like wars or normative life events can be a turning point in an individual life (Santrock, 2006; Vander Zandel et. al, 2007). That is, there can be sharp differences in personal autonomy especially at teenage years (Dornsbush, Erickson, Laird & Wong, 2001; Bartle, Anderson & Sabatelli, 1988). As all the participant learners are the ones who have experienced the bad effects of the war and had the similar past experiences, present feelings and circumstances in consequence of the war, they have also approached towards learner autonomy in language learning similarly. However, autonomy can be developed by means of the relationship with both the family and people outside the family (Purdie, Carrol & Roche, 2004).

One of the teachers in this research looked from a different perspective towards the relation between grade and perception of learner autonomy in language learning by stating that the relation could be between the learners' perceptions

towards learner autonomy and the time of study no matter at which grade they were. Their perception can be directed when they are aware of the learning strategies because children have the capacity of eventually being autonomous when that capacity is nurtured by the adults that have interactions with them (Feinberg 1980).

The higher graders were themselves as more autonomous as they were older and more responsible, had more experiences and information about the language, and could realize the importance of English. As individuals go on growing and developing simultaneously through life (Erikson, 1963; Ryff, 1995; Sheldon & Kasser, 2001), the fact that older learners are seen as more equipped in terms of knowledge or experiences can be understood from the opinions of the students. According to Chadler and Connell (1987), older children have significantly more internalized analyses towards their tasks when compared with younger children. Furthermore, in the study of Sheldon, Kasser, Hauser- Marko, Jones and Turban (2005), it is emphasized that chronological age can be associated with experiential autonomy. However, according to them, being autonomous was also related to the desire to learn, not only to grade and each learner had his/her own ability to control his/her learning. That is, if learners internalize their duties (Deci & Ryan, 2000) and regard them as significant, they probably behave willingly even when they are not fond of those tasks (Osbaldiston & Sheldon, 2003).

5.3 The Role of Gender on the Syrian Refugees' Perceptions of Learner Autonomy in Learning EFL

The quantitative results suggested that gender did not have an effect on the Syrian refugee EFL learners' total perceptions of learner autonomy in language learning; however, they revealed a significant main effect of gender on both teacher's role and feedback's role. The females seemed more autonomous in teachers' role and feedback's role according to the Independent Samples T-test findings for the role of gender. The males appeared to give the responsibility to the teacher rather than themselves, and they relied on their teachers' feedback. That is the reason why they perceived themselves less autonomous than the females. According to Schlechty and Atwood (1977), gender plays a significant role on teachers' respond to students. They often praise males for their knowledge and females for their obedience (Lauren, 2012). In addition, they generally interact with males than females (Berk, 2006).

Teachers' attitudes result in males' depending more on their teachers in learning process and waiting for their feedback in that process.

The gender's not affecting learners' perceptions of autonomy was consistent with the study of Razeq and Ahmad (2014) who claimed gender did not play a significant role on the students' perceptions of their abilities to engage in autonomous learning activities, and Zhang and Cui's study (2007) which showed no significance relationship between females and males. On the other hand, the findings that females perceived themselves more autonomous in terms of the sub scales such as teacher's role and feedback's role had common with the studies of Orawiwatnakul and Wichadee (2017), Varol and Yılmaz (2010), Arabski (1999), Gardner and Lambert (1972) as they also claimed that gender had an effect on the learners' perceptions of autonomous language learning and the females looked for opportunities to behave more autonomously in and out of the class. Their being more in cooperation with their teachers enabled them to perceive themselves more autonomous in terms of teacher's role and feedback role.

From the teachers' opinions about why the male students perceived themselves less autonomous compared with females, it was inferred that the social pressure on males to challenge life causes them to have less chance to be autonomous in lessons. Although males develop autonomous behaviors more rapidly than females (Douvan & Adelson, 1966; Coleman, 1961), cross-cultural differences can affect the development of their autonomy inversely (Tung & Dhillon, 2006). For instance, socialization is not the same for males and females. Whereas males are supported to be more autonomous, females are praised for their passivity. Then, males become more active in daily life and sometimes find themselves taking over the family roles which are not appropriate for their ages, yet at the same time females achieve the psychosocial maturity and try to reduce the total dependency (Greenberger, 1984; Greenberger & Sorenson, 1974). Then, females begin to fight against their culturally structured identifications (Rind, 2015) and learning environment. Although due to the social norms their actions are limited, they can have a chance to express themselves in a social environment called schools. There they can recognize that "education is a key indicator of women's status" (Al Riyami, Afifi & Mabry, 2004) and succeed in performing better by cooperating with their teachers. For instance, a number of researchers (Ehrman & Oxford, 1990;

Oxford, 1993; Ellis, 1994) agree on the superiority of the females in language development.

According to the teachers in the interview, the female students were more responsible and knew the strategies in language learning more than the male students; thus, they perceived themselves more autonomous. Rubin (1975) states that to be a good language learner requires a learner to find strategies for coping with the difficulties in the target language learning process. Green and Oxford (1995) also claim that successful L2 learners are the ones who are aware of the strategies they use and have knowledge of why they apply these strategies. When genders are observed in terms of their using the language learning strategies, many researchers (Watanable; 1990; Green & Oxford, 1995; Sy, 1994; Bacon & Finnemann, 1992) point out that in terms of strategy use females are better than males. As learning strategies help learners control the way of their learning consciously (Chamot et al., 1999), it can be concluded that females who use those strategies more than males can take more responsibility for their own learning and regulate the learning process successfully.

The learners in this research generally stated that their female friends were more eager to have responsibilities in learning English and cooperate with their teachers than their male friends. When the quantitative findings was also taken into consideration, the reason the females' seeming more autonomous could be due to their perceptions of the role of teacher and the role of feedback. Learners who are in a cooperation and a supportive relationship with their teacher participate more in activities and pay more attention to feedbacks of their teacher (Hughes & Kwok, 2007). Due to their cooperative relations with their teachers in learning environment, the females in this study were assumed more autonomous by their teachers and their friends. However, it was expressed that although the males also had the potential to take responsibilities in their learning like the females. Learners are supposed to be responsible for their own learning in order to accomplish all learning steps and develop themselves to go on learning beyond their formal education (Littlewood, 1999). Moreover, when they think critically and study strategically, they can be more motivated in their learning and have more confidence to take responsibility in their education (Chamot, n.d.).

While applying the learning strategies to control their learning progress, learners put their feelings about themselves. Their performances are influenced by

their internal perceptions (Fazey & Fazey, 2001). They take more responsibility for their learning when they trust themselves and believe that they are 'the control of the outcome' (Dickinson, 1995). In gender-based studies, the females are likely to have more positive perceptions, higher motivation, and more awareness of learning strategies (Oxford, Nykos & Ehrman, 1988) so they take more responsibilities and put more effort for learning EFL (Salem, 2006). In this study, the quantitative results also showed that the female students perceived themselves more autonomous in terms of teachers' role and the feedback from their teachers; hence, they depended less on their teachers, but cooperated with them and then took more responsibilities in their own learning. This means that having more positive attitudes or perceptions about themselves in language learning makes learners perform more autonomously.

5.4 The Relationship between the Syrian Refugee EFL Learners' Perceptions of Learning Autonomy and Their Readiness for Autonomy in Language learning

Descriptive statistics (Section 4.4) showed that both the students' perceptions of autonomy and their readiness for it were high. However, when the mean scores for the refugee EFL learners' perceptions of autonomy and their readiness for autonomy were observed, the results showed that their readiness for autonomy was higher than their perceptions of autonomy. In terms of the fact that both the students' perceptions of autonomy and readiness for autonomy were high, this finding is consistent with the studies of Altunay and Bayat (2009), and Ünal (2015). They had positive perceptions to behave autonomously. This means they perceived themselves capable of performing as autonomous learners and they leaned to take responsibilities for their own learning in language learning. In line with the study of Koçak (2003), they also felt ready to behave autonomously. On the other hand, this study's finding about the fact that the students' readiness for autonomy was higher than their perceptions of autonomy is not consistent with the findings of Yıldırım (2008). Yıldırım (2008) supports the fact that the learners' perceptions of learner autonomy are related to their readiness as he claims that when learners have the perception of taking responsibilities, they use their abilities to take responsibilities. Thus, this conflicting result of the study can contribute to the studies about learner autonomy.

When the correlation between the refugee EFL learners' perceptions of autonomy and their readiness for autonomy was investigated, the results showed that

when students' perceptions of autonomy increased, their readiness for autonomy also increased. The findings are similar to the studies of Cotterall (1995), Gan (2004), Yildirim (2008), Orawiwatnakul & Wichadee (2017) who also found a positive relationship between beliefs about language learning autonomy and language learning behaviors. Learners who have high perceptions of autonomy have a high level of learning autonomous behaviors (Orawiwatnakul & Wichadee, 2017). When they have a higher sense of autonomy, they can also have a greater perceived control over their own learning (D'Ailly, 2003). In other words, the positive perceptions of autonomy can bring out autonomous behaviors. Spratt et al. (2002) and Ushioda (2011) exemplified the relationship between perceptions of autonomy and readiness for it by stating that learners could involve in autonomous behaviors when motivated. That means when they have positive perceptions to learn, they become more ready to behave autonomously. From a different point of view, Dörnyei and Csizér (1998) described that relationship. In their study, they stated that autonomy made way for motivation. When motivation is regarded as positive perception to take an action, it can be said that higher level of readiness for autonomous behaviors also results in higher perceptions of perceptions. That is, as it is also claimed in this study, readiness for autonomy and perception of autonomy have significant role on each other.

The teachers highlighted both physically and psychologically bad circumstances which their students faced after the war and they stated that the students had been affected by those circumstances so much that their perceiving themselves as autonomous and their readiness for autonomous learning differed from each other. The teachers' opinions were based on the relation between well-being and autonomy. Ryff (1989) explains this relation by stating that psychological well-being is the dimension of autonomy, purpose in life, personal growth, self-acceptance, and individual's positive relations with others (cited in Harrington & Loffredo, 2007). Psychological wellness has a strong bond with autonomy (Lent, 2004; Pollard & Davidson, 2001; Pollard & Lee, 2003; Ryff & Keyes, 1995; Ryff & Singer, 1996 cited in Fraillon, 2004). With the sense of psychological security learners can improve themselves more and get prepared for the real life (İlin & Dişlen, 2014). Young people who have emotional well-being are more likely to succeed in their lives as they can set their goals, achieve them, take responsibility in making decisions, offer solutions to their problems or have effective communications

(Page & Page, 2003). That is, they can have a chance to carry the characteristics of an autonomous individual. Reflecting well-being into classrooms with positive learning environments, students can be more motivated and feel more confident, and their anxiety which causes barriers in front of efficient learning decreases (İlin & Dişlen, 2014). When they have more positive perspectives towards themselves and what they learn, they get more active in learning by having the confidence to take responsibility in their own learning and they can take steps on the road to be autonomous.

According to the teachers, lack of materials in teaching and learning process set some barriers in front of the readiness of the students to be autonomous learners. Hannah (2013) says that classroom is the place where students develop goals for their future and get knowledge of the skills required to reach these goals. Providing a natural learning environment in class can help students take part in the learning and teaching process (Seven & Engin, 2007). As both the learner and the learning environment are active (Dent-Read & Zukow-Goldring, 1997), the materials in the learning environment should be active and need based. With a flexible environment the need for children and teachers to construct knowledge together can be met (Gandini, 1998) and learning opportunities can be promoted. For instance, using today's tools (*i.e.* information technologies) in the 21st century learning can guide learners and lead their development (Vygotsky, 1978). The fact that studying and learning outside the classroom become more common by means of technological developments contributes a lot to the spread of learner autonomy (Gremmo & Riley, 1995). More specific materials for fostering or promoting autonomy can be used for learners in a language learning and teaching process. That is, formal teaching can naturally promote learner autonomy when it is carefully designed and implemented (Ellis & Sinclair, 1989).

Some of the teachers expressed that the students had a lack of knowledge about their roles in the learning process and learning strategies to show their potential autonomy. Their opinions were based on the importance of language awareness. Language awareness is defined as the explicit theoretical knowledge about the language's nature, and sensitivity and consciousness in language learning, language teaching and the usage of language (Çakıcı, 2015). When language learners are consciously aware of the work of language systems and the requirements for an effective learning process (2015), they can nourish their capacity in language

learning. When they are trained in learning strategies in order to upgrade their potential and contribute to their autonomy, they can be more conscious about their own knowledge and abilities. Getting the awareness, they can decide on their learning goals, plan and implement their learning activities, choose and apply the appropriate learning strategies, control their own progress, and then naturally participate actively in the learning teaching process (Holec, 1981).

Not being native speaker of the language, the students had difficulties in getting ready to be autonomous learners according to the teachers in the interview. Although it is possible to say that a non-native speaker can achieve native-like competence (Calvino, 2011), language learners should be aware of the fact that language learning is a long process. In the study of Toyoda and Harrison (2002), the native speakers of Japanese and the Japanese learners used a network based communication and the chat conversations reflected the difficulties encountered due to the negotiation of meaning. They recognized the gap between their inter language and the language which the native speakers could produce. When the learners experienced the target language more, they might become more capable of observing the language and then they could find strategies to control their learning more.

As a conclusion, the teachers implied that their students felt ready for autonomy; however, they needed to be backed up to strengthen their perceptions of autonomy. If they are ready to involve in their own learning, then they should be given chance and encouraged to perceive themselves more capable of controlling their learning.

5.5 Learner Autonomy from the Teachers' Point of View

The teachers regarded an autonomous learner in language learning as the one who had motivation to learn, knew his/her own goals and needs, took responsibilities, learned actively and independently, thought critically, and had enough guidance during learning. Their descriptions of an autonomous learner were parallel to some commonly used definitions of learner autonomy:

- '…a capacity and willingness to act independently and in cooperation with others, as a social, responsible person' (Dam, Eriksson, Little, Miliander & Trebbi, 1990, p. 102)
- '… a capacity for detachment, critical reflection, decision making and independent action' (Little, 1991, p. 4)

- '… an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning' (Dickinson, 1994, p. 167)

Chan (2001) also describes autonomous learner as highly motivated, goal oriented, hard working, well organized, enthusiastic about learning more, flexible and active in learning, eager to ask questions, and utilizing every opportunity to improve his/her learning.

Dickinson (1995) backs up the opinions of the teachers by stating his ideas on autonomy and motivation with the words below in his article:

> ". . . there is substantial evidence from cognitive motivational studies that learning success and enhanced motivation is conditional on learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning successes or failures are to be attributed to their own efforts and strategies rather than to factors outside their control. Each of these conditions is a characteristic of learner autonomy as it is described in applied linguistics" (p. 174).

Like the teachers in the interview, researchers generally agree that the most important abilities of autonomous learners are planning their own learning activities, monitoring their progress in teaching learning process and then evaluating their outcomes (Benson, 2003). Furthermore, Haynes (2011) states that when learners have goals and fulfill them successfully, they have a sense of controller or ownership over their own learning.

Some teachers in the study emphasized that an autonomous learner was the one who had teacher guidance enough during learning. They went along with Saito and Tanaka (1999) as the researchers suggest that learners with low levels of autonomy think the responsibility in learning rests with teachers. Moreover, Simmons (1996) states that when the learning process is made clearer by a teacher, the learners may be free to control their own learning, and "empowered to make [their] own changes" (cited in Tyacke, 1991, p.50).

The teachers in the interview seemed to be aware of the characteristics of an autonomous learner; thus, this awareness could enable them to see their students' potential for getting autonomous and create the required atmosphere to bring out the hidden autonomy.

5.6 The Students' Readiness about Autonomous Language Learning

The students in the interview were guided to give their opinions about autonomous language learning by means of a semi-structured interview questions which consisted of four sub-categories such as motivation, views on roles of

themselves and teacher, meta cognitive strategy use and decision-making abilities of the learners. Their answers also implied their readiness for autonomous language learning.

5.6.1 Motivation in autonomous language learning

The students regarded English significant and they thought that English, the international language was necessary as it could be useful in all fields of life. They had the goals to learn the language. One of the strategies which encourages learner autonomy in language learning is goal setting (Locke et. al, 1981; Wentzel, 1991; Yang, 1998) and for an autonomous learner, it is important to be aware of his/her own aims in learning to set his/her own goals. Furthermore, goal setting has a significant effect on performance and success in language learning (Edwins, 1995; Griffee & Templi, 1997; Schunk, 2003; Moriarity, Pavelonis & Wilson 2001; Boekaerts, 2002). Learners who know their own expectations from learning are the ones who can have clear and attainable objectives as autonomous learners. The learners in the study were the individuals who were aware of the reason why English was important and why they learned it. That is, they knew their aims in learning the target language and they put their beliefs, needs and interests to be motivated enough to reach their goals (Madrid, 1999). The opinions of the students about learning English were parallel to Madrid's research about the factors that affect motivation in EFL learning (1999). The factors are as follows:

> "a. The importance of the English language in the present society. b. The personal features of the English teacher. c. The types of tasks developed in class and the teaching methodologies that are implemented. d. Features about the subject itself in comparison with other subjects. e. Environmental factors (family, school, etc.). f. The intention of integration in English-speaking countries" (cited in Redondo & Martin, 2015, p. 125-136).

Jones and Davies (1983) express that "foreign languages have been learned not for their own sake, but as vehicles for social and economic contacts and for the transportation of ideas" (cited in Kirkgoz, 1999, p.59). Arslan and Akbarov (2012) claim that students realize that English will take place not only at present but also in their futures. Therefore, their general aims to motivate themselves to learn it are to get better jobs, travel abroad or live in an English speaking country, interact with new people and new cultures, etc. Like all of the students in the research of Arslan

and Akbarov (2012), all the participants in the interview had aims in language learning and wanted to improve their English.

5.6.2 Students' and teacher's roles in language learning

As stated by Gardner (2001), a language teacher has a set of responsibilities such as having the knowledge about the target language and being professional at skills of the language and having the required training in material development and management to be sufficient to the learners. In addition to these roles, in autonomous learning, a teacher takes the role of a facilitator or a scaffolding builder (Noytim, 2006) and s/he provides the learners opportunities to take responsibilities and involve in their own learning (Moores, Akhurt & Powell, 2010).

One of the main principles of learner autonomy is shifting the attention from teacher to learner; however, it is not much easy to change the position of the teachers who have been the centre and the controller of the learning teaching process (Bajrami, 2015). The learners in this study gave their teachers the roles of explaining the lesson, giving grammar rules and vocabulary of the target language and cooperating with them. Like many studies, this research also shows that learners still have the opinion that their teacher shoulders the great responsibility in teaching learning process (Yıldırım, 2012). They have traditional common belief about their teacher, and that belief causes them to have difficulties in organizing their own learning process (Cotterall, 1995; Sakai, Chu, Takagi & Lee, 2008).

In implementation of autonomous learning, some problematic situations are faced all over the world, especially in Asian culture (Lamb, 2004). For instance; in China, both learners and teachers feel uncomfortable with defying the authority of the teacher (Ho & Crookall, 1995). In Thailand, the learners who have the principle of doing more rather than learning are also not totally ready for autonomous learning (Swatevacharkul, 2010) as they think that the control of their learning is under their teacher's responsibility (Rukthong, 2008). Considering that there is a relationship between autonomy perception and classroom behaviors and understanding the behaviors according to Bayat's study (2008), the teachers of the students in this study are required to guide their learners about the roles in autonomous learning.

Gardner (2001) states that while learning a second language, students have a set of duties such as passing the course, learning the language's content, grammar,

vocabulary, skills of the language, having motivation to use the language outside the class. The learners of the study were aware of basic requirements of language learning. However, being autonomous as a student in language learning necessitates much more activeness in learning, not being passive receiver of the knowledge (Bajrami, 2015). Autonomy also requires an independent study where they choose their own ways, determine their own learning sources, deciding their actions and at the end of the process bring out the product (Hughes, 2001). The students expressed that they had some roles in language learning such as studying their lessons, paying attention to the lesson, doing extra exercises about the language, doing their homework, and having strong desire to learn more, which are very similar to the idea of Gardner (2001). The students in the interview were seen to be aware of an autonomous learner's characteristics and roles at least as much as a traditional language learner's characteristics and roles.

To develop learner autonomy is a long process, not an instant product (Camilleri, 1997) and learners have to complete specific steps to reach the road to autonomy with the help of a teacher who is the necessary leader on that road (Thanasoulas, 2000). Thanasoulas (2000, p. 3) emphasizes "autonomous learning is by no means teacherless learning". Half of the students in the interview (50%) said that they always needed their teacher's help while the other half except one participant stated that they sometimes needed the help of their teacher. That means "for most learners the growth of autonomy requires the stimulus, insight and guidance of a good teacher" (Little, 2000, p. 6) because a teacher is the person who is equipped with the required knowledge and enough experience in the classroom and can increase others' knowledge and abilities (Bajrami, 2015). To act autonomously, learners need to have freedom to develop independence; however, developing their independent learning skills does not mean their being abandoned in a language learning process (Hughes, 2001). "Independence … is not the absence of guidance, but the outcome of a process of learning that enables learners to work with such guidance as they wish to take … getting there needs considerable insightful planning and action." (Knight, 1996, p.35). The key point is to balance the independence in learning process and format of this process (Hughes, 2001). That is, it is necessary to remember that if learners misunderstand that learning is efficient only when the teacher controls, teaches, and monitors the learning activity, then they are likely to resist against autonomy (Thanasoulas, 2000). To be autonomous learner, they are

supposed to be aware of the thin line between dependency on the teacher and guidance of the teacher in language learning.

5.6.3 Decision-making abilities in language learning

Autonomy is a situation where the responsibility for decision making and implementation of the decisions is on the learners in their own learning (Dickinson, 1987). More than half of the learners in this research could decide on the ways to improve their English and spend extra time on learning it. This means that they know their needs and goals so that they can decide on the content, materials, methods, techniques, assessment in their own learning according to Holec (1981) and Little (1991). While making decisions, they select the most appropriate choice among a number of alternatives based on required strategies or criteria (Wilson & Keil, 2001; Wang, Wang, Patel & Patel, 2004). They have the ability to perform their skills in developing alternatives to reach their goals and then choose the appropriate one which is in fact in accordance with their needs and desires (Eysenck & Keane, 2000). More than half of the students in the interview also explained that they could offer alternatives to improve their English and then applied the appropriate ones in learning the target language. This means that they naturally create their own opportunities for independent action during their learning process (Çakıcı, 2015).

On the other hand, some students in the interview stated that although they knew how they could improve their English, they didn't apply the alternatives to improve it whereas some of them could not make decision on the ways to reach their goals in learning English better and didn't spend time on it. This shows that there can be factors affecting decision making such as individual differences like age, interest, gender, goals or past experiences (Bruin, Parker, & Fischoff, 2007; Juliusson, Karlsson, & Gärling, 2005), or their perceptions or beliefs (Acevedo & Krueger, 2004) or their prejudices (Stanovich & West, 2008). These factors may set bars in front of a learners' decision making which enables them to plan their learning, implement the plans, and have the feeling and comprehension of autonomy (Shimo, 2003). However, the decision making process influenced by the factors can be strengthened. The learners can make decisions and bring to bear a) when they are guided to develop their awareness and perceptions of the target language, b) when the importance and effectiveness of the learning strategies are explained (Çakıcı,

2015), c) when they are given "optional tasks" which help them make choices (Shimo, 2003, p. 175), and d) when they are taught in a learning environment where they can learn autonomously (Çakıcı, 2015). Hence, a fostered decision making process enable them to understand what/how/why they are doing and go further in their learning.

5.6.4 Use of metacognitive strategies in language learning

The students reflected their use of metacognitive strategies in their language learning process. They did different activities to improve their English such as listening activities, reading activities, vocabulary activities, speaking activities, paying attention to the lesson/teacher, translation activities, grammar activities, and using the Net. Most of them preferred developing their listening skills by listening to English songs or watching films in English. In consistent with Bekleyen and Selimoğlu's study (2016), they chose these activities as they could access them easily and without much additional expense.

In different ways each learner can be motivated in language learning process (Thanasoulas, 2000). While some learners enjoy grammar and vocabulary activities, others may be in favor of one of four skills such as reading, listening, speaking and writing. However, different ways or strategies have the common role for all learners as all contribute to their language development (Rubin, 1987). The participant students had the aim of improving their English and they focused on different learning activities or strategies which made them actively engage in their own learning process. Since there is no one way to learn (Benson, 2001), through awareness of how they can learn best (Brazis & Kavaliauskienė, 2000), learners choose the most effective way and then shift their roles from passive to active (Rivers, 1992). They engage in searching for the techniques and materials that are appropriate to their interests. They can go beyond the learning just in the classroom (Nunan, 2000) and as becoming autonomous, they begin to use their knowledge of the target language in daily activities such as watching videos, interacting with others, surfing on the Internet, reading books, listening to songs, making translation, vocabulary memorization, etc. (Kavaliauskienė, 2002; Lee & Heinz, 2016). These various activities to improve their language probably contribute them to be autonomous in language learning process.

5.7 Conclusion

This chapter presents discussion of the findings regarding learner autonomy in language learning education. The next chapter will present summary of the study, conclusion which reflects the significance of the study, implications of the study, and suggestions for further studies.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Presentation

In this chapter summary of the study, conclusion, pedagogical implications for language learning, and recommendations for further research are presented.

6.2 Summary of the Study

The aim of the study was to investigate Syrian Refugee EFL learners' perceptions about autonomy in language learning and their readiness for it. The relationship between gender and grade of the learners and their perception of autonomy in language learning was also analyzed. Lastly, Syrian refugee EFL teachers' and students' opinions regarding learner autonomy and Syrian refugee EFL learners' readiness for autonomous English language learning were investigated.

Two hundred and fourteen secondary school Syrian EFL students from 6th, 7th, and 8th grades and eight Syrian English teachers from four temporary education centers (TEC) in Adana participated in the study. Cotterall's (1995) Questionnaire about Language Learning Beliefs and Autonomy and Nasöz's (2015) Learner Autonomy Readiness Questionnaire (LARQ) were applied to two hundred and fourteen students to collect quantitative data. 33 students and 8 teachers participated in the semi-structured interviews which constituted the qualitative data of the study. One-way ANOVA and T-test were conducted to investigate whether grade (6th, 7th, and 8th) and gender played a significant role on refugee EFL learners' perceptions of learner autonomy in language learning. To look at the significance of the relationship among perceptions of autonomy and readiness for autonomy, a Pearson product-moment correlation was utilized. Inductive content analysis was used to analyze the semi-structured interviews, which were conducted to investigate the teachers' and students' opinions about learner autonomy and the learners' readiness for autonomous English language learning.

The inferences drawn from the results of the study are presented in the same order with the research questions of the study: 1) grade (6th, 7th, and 8th) did not make a significant difference in Syrian refugees' overall perceptions of learner autonomy in language learning, but made a significant difference in their perceptions in terms of experience of language learning; 2) gender did not play a significant role in refugee EFL learners' overall perceptions of learner autonomy in language learning, but played a significant role in their perceptions in terms of teacher' role and feedback's role; 3) there was a statistically significant relationship between the refugee EFL learners' perceptions of learner autonomy and their readiness for autonomy in language learning, and their perceptions of autonomy were not as high as their readiness for autonomy; 4) Syrian refugee EFL learners and teachers generally agreed on the fact that while gender played a significant role on the learners' perceptions of learner autonomy in language learning, grade affected their perceptions in terms of experience in language learning. They stated that the females and the 8th graders perceived themselves more autonomous. It was also noted that although Syrian refugee EFL learners generally perceived themselves autonomous and felt ready for autonomous English language learning, they needed to be backed up to have the feeling of being autonomous learners more; 5) in terms of motivation, views on roles of themselves and teacher, metacognitive strategy use and decision-making abilities in language learning, Syrian refugee EFL learners generally carried the characteristics of an autonomous English language learner.

6.3 Conclusion

This study mainly suggested that students' perceptions and readiness for autonomy in language learning should be investigated in advance of autonomous language learning process as their potential for autonomy could be affected positively or negatively by their beliefs (Cotterall, 1995). Parallel to the fact that autonomy can vary by time, context, culture, individual differences, it was necessary to get information about the potential of refugee students about autonomy in language learning in advance of an education process. By investigating the relationship between perceptions of learner autonomy and readiness for learner autonomy, the study aimed at giving a fruitful idea about Syrian refugee learners to other researchers or educators all over the world, especially the ones in Turkey.

When learners are more aware of themselves and teachers are more aware of their students, they can start a more efficient learning teaching process.

In this research, higher graders were observed to perceive themselves more autonomous in terms of experience in language learning. This showed that to perceive themselves more autonomous, learners needed to have more experiences in language education as in the study of Orawiwatnakul and Wichadee (2017).

Besides, gender played a significant role in the students' perceptions of autonomy in terms of teacher's role and feedback's role on behalf of females. Katz (2017) stated that females seemed to perceive their teacher more supportive than the males did and this perception could result in differences in motivation or experience between males and females. The more guidance females perceived, the more autonomous they became. Besides, when they had more moderate perceptions, they did not have strict attitudes towards traditional learning. In other words, they were not dependent on their teachers (Orawiwatnakul & Wichadee, 2017). On the contrary, they cooperated with their teachers in an autonomous language learning process. Eventually, due to their positive perceptions of autonomy, they generally paid more attention to the tasks given in a learning process than males (Redfield, Bundy & Nuefer, 2001; Orawiwatnakul & Wichadee, 2017).

Additionally, the results revealed there was a positive relationship between perception of autonomy and readiness for autonomy. Learners' behaviors could be affected by their perceptions (Yan, 2007; Bayat, 2008). However, perceptions of autonomy could be increased by psychologically well being, sufficient physical conditions for education and sufficient knowledge about strategies to learn better.

In line with other studies (Bieg, Backes, & Mittag, 2011; Hagger & Chatzisarantis, 2007; Núñez, León, Grijalvo, & Albo, 2012 cited in Oğuz, 2013), this study also focused on the teachers' opinions on learner autonomy, and the students' readiness for autonomous English language learning. When teachers became aware of learner autonomy, they could equip their students with necessary knowledge and skills and support them in an autonomous language learning process. Students also seemed to have motivation to learn the target language, know their roles and their teacher's roles in language learning, decide on their own learning and apply their own strategies to their language learning processes. Therefore, they would probably perceive themselves more autonomous when the reasons behind their negative ideas about autonomy were eliminated. When physical and

psychological circumstances were improved and required equipment was supplied, they got more knowledge and abilities in the target language and they were aware of the fact that becoming autonomous and native like was a long process, they could also become aware of their potential in autonomous language learning and trust themselves. They needed to be supported and encouraged. As a consequence, their perceptions would probably get as high as their readiness for autonomy since there was a relationship between their perceptions and their readiness.

6.4 Pedagogical Implications of the Study

Learners have capacity to become autonomous in language education as long as they get mentally, physically, and psychologically ready for autonomous learning process. Learners' perceptions about autonomy can be developed by means of their teacher's guidance. They are in need of an average control of a teacher during education to balance their control on their learning. Language learners generally experience anxiety in language learning (Riasati, 2011) and they feel more secure when their teacher leads overall process in language learning environment. However, they are eager to seize control of their own learning. Considering their readiness levels, learners seem to have weaker perceptions of autonomy. When their perceptions are nourished, they probably reduce their stress and trust in their ability to learn independently. Their positive perceptions need to be uncovered to make their potential come to light. Meeting demands of autonomy such as taking responsibility, participating more in activities, involving in decision making process, and controlling learning process are also related to learners' being positive (İlin & Dağgöl, 2014). Learners can reduce dependency on their teachers by avoiding fear of taking responsibilities. In this respect, it is necessary for teachers to cooperate with them to make them more familiarized with their roles which are appropriate to their readiness. With a supportive and cooperative relation among learners and teachers, teachers become more aware of needs of their learners, eliminate barriers in front of an autonomous language learning process and improve conditions to foster autonomy. Correspondingly, learners can have positive perceptions of autonomy and get ready for autonomous language learning.

6.5 Suggestions for Further Studies

As a result of the findings and a consequence of the limitations of the study, the present study has some recommendations which are worth for future research. First of all, more students can participate in a further study to be generalized to different groups of Syrian refugee EFL learners in other educational settings and to reach approximately equal number of students in terms of gender. Moreover, a case study can be conducted in a further study to get more detailed information about how learners use metacognitive strategies and make decisions in their learning. Lastly, a survey study can be conducted with teachers to investigate their readiness for autonomous teaching. Such a study can also give clues about whether learners' perceptions and readiness about learner autonomy are affected by their own teachers. To sum up, there can be further research to eliminate the limitations of this study and make more investigations into refugee learners and their autonomy in English language education.

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APPENDICES

APPENDIX A. NASÖZ'S LEARNER AUTONOMY READINESS QUESTIONNAIRE

Dear Participant

The aim of this questionnaire is to get scientific data in order to conduct a study within MA ELT program at Gaziantep University. The name, surname and address of the participants will not be asked. The information you provide will be confidential. Thank you for your contributions by spending time to share your thoughts and ideas.

(Nasöz's Learner Autonomy Readiness Questionnaire, 2015)

Personal Information
Gender ❑ Male ❑ Female
Grade ❑ 6ᵗʰ ❑ 7ᵗʰ ❑ 8ᵗʰ

PART I

Please indicate to degree to which you agree or disagree with each of these statements about your language learning by circling the number which matches your answer

1 = Strongly Disagree (SD)	4 = Agree (A)
2 = Disagree (D)	5 = Strongly Agree (SA)
3 = Neutral (N)	

	Strongly Disagree ارفض بشدة	Disagree ارفض	Neutral متعادل	Agree او افق	Strongly Agree او افق بشدة
1-I should evaluate my learning in English. يجب لن اقيم تعليمي في اللغة الانجليزيه	1	2	3	4	5
2- Learning English is enjoyable for me. تعلم الانجليزية ممتع بالنسبة لي	1	2	3	4	5
3- I have clear goals for improving my English skills. لدي اهداف واضحة لترقية مهاراتي في الاجليزية	1	2	3	4	5
4- I am able to identify my weaknesses in learning English انا قادر على معرفة نقطة ضعفي في تعلم الانجليزية	1	2	3	4	5
5- I look for opportunities to read as much as possible in English. ابحث عن الفرص لكي اقرأ بالانجليزية بقدر الامكان	1	2	3	4	5
6- I think it is the teacher's responsibility to decide what I should learn. اعتقد بأن المعلم هو المسؤل ليقرر مايجب عليا ان اتعلمه	1	2	3	4	5
7- I have a clear idea of what I need English for لدي فكرة واضحة عن ما احتاج ان اتعلمه	1	2	3	4	5
8- I try to find as many ways as I can to use my English. احاول البحث بقدر الامكان عن طرق للتحدث بالانجليزية	1	2	3	4	5
9- I am able to choose learning materials for myself انا قادر على اختيار منهج تعليمي لنفسي	1	2	3	4	5
10- I often think about how I can learn English better. افكر دائما كيف سأتعلم اللغة الانجليزية بشكل افضل	1	2	3	4	5

	Strongly Disagree ارفض بشدة	Disagree ارفض	Neutral متعادل	Agree اوافق	Strongly Agree اوافق بشدة
11- I plan my schedule so I will have enough time to study English. انا اخطط لنفسي جدولا لذلك لدي الوقت الكافي لدراسة اللغة الانجليزية	1	2	3	4	5
12- I should decide what to learn out of the class. يجب ان اقرر ما يجب عليا ان اتعلمه خارج الفصل	1	2	3	4	5
13- I like to look for solutions to my problems by myself. احب ان ابحث عن الحلول لمشاكلي بنفسي	1	2	3	4	5
14- I expect the teacher to offer help to me اتوقع من المعلم ان يقدم لي المساعدة	1	2	3	4	5
15- I have my own ways of assessing how much I have learned لدي طرق خاصة لكي اقيم نفسي كم تعلمت	1	2	3	4	5
16- I look for people I can talk to in English. ابحث عن اشخاص استطيع التحدث معهم باللغة الانجليزية	1	2	3	4	5
17- I have difficulty deciding what to study outside class لدي صعوبة القرار لما اريد ان اتعلمه خارج الفصل	1	2	3	4	5
18- I pay attention when someone is speaking English. اعطي انتباه لشخص عندما يتكلم اللغة الانجليزية	1	2	3	4	5
19- If I learn English, I will be able to get a better and well-paid job. لو اتعلم اللغة الانجليزية, سوف احصل على عمل افضل براتب جيد	1	2	3	4	5
20- I need the teacher to tell me how I am progressing احتاج الى المعلم لكي يخبرني كيف ادير عملية التعليم	1	2	3	4	5
21- I try to find out how to be a better learner of English احاول البحث عن الكيفية التي تجعلني متعلم افضل في اللغة الانجليزية	1	2	3	4	5
22- It is difficult for me to know how long to spend on each activity. يصعب عليا معرفة المدة التي استغرقها على كل نشاط	1	2	3	4	5
23- Even if there were no attendance requirement in the English course, my attendance would be high. حتى وان لم يكون هناك حضور في درس اللغة الانجليزية, حضوري سوف يكون عاليا	1	2	3	4	5
24- I notice my English mistakes and use that information to help me do better. الاحظ اخطاءي و استخدم تلك المعلومات لاداء افضل	1	2	3	4	5
25- I believe that I will be successful in the English class. اؤمن باني سأكون ناجحا في درس اللغة الانجليزية	1	2	3	4	5
26- The teacher should identify my learning weaknesses in English. يجب على المعلم معرفة نقطة ضعفي في اللغة الانجليزية	1	2	3	4	5
27- English is important to me because it will broaden my point of view. اللغة الانجليزية مهمة بالنسبة لي لانها توسع وجهة نظري	1	2	3	4	5

	Strongly Disagree ارفض بشدة	Disagree ارفض	Neutral متعادل	Agree اوافق	Strongly Agree اوافق بشدة
28- I usually know myself what progress I have made without the teacher telling me عادة اعلم بنفسي ما قد اقوم به دون ان يخبرني المعلم	1	2	3	4	5
29- I can honestly say that I really put my best effort into trying to learn English. استطيع القول بصدق باني ابذل كل ما بوسعي لتعلم اللغة الانجليزية	1	2	3	4	5
30- I am able to decide what I should learn next in English انا قادر على اتخاذ القرار حول ما سأتعلمه لاحقا في اللغة الانجليزية	1	2	3	4	5
31- The teacher should tell me how long I should spend on an each activity يجب على المعلم ان يخبرني كم من الوقت يجب ان استغرقه على كل نشاط	1	2	3	4	5

APPENDIX B. COTTERALL'S QUESTIONNAIRE ABOUT LANGUAGE LEARNING BELIEFS AND AUTONOMY -1995

Dear Participant

The aim of this questionnaire is to get scientific data in order to conduct a study within MA ELT program at Gaziantep University. The name, surname and address of the participants will not be asked. The information you provide will be confidential. Thank you for your contributions by spending time to share your thoughts and ideas.

(Cotterall's Questionnaire about Language Learning Beliefs and Autonomy -1995)

		Strongly Disagree ارفض بشدة	Disagree ارفض	Neutral متعادل	Agree اوافق	Strongly Agree اوافق بشدة
1	I study English in the same way as I study other subjects. ادرس اللغة الانجليزية بنفس الطريقة التي ادرس بها المواد الاخرى					
2	I know how to study languages well. اعلم كيف ادرس اللغات جيدا					
3	I know how to study other subjects well. اعلم كيف ادرس باقي المواد الدراسية					
4	It is important for me to be able to see the progress I make.					
5	I need the teacher to tell me how I am progressing. احتاج الى المعلم لكي يخبرني كيف اسير في العملية التعليمية					
6	I find it helpful for the teacher to give me regular tests. اجد مساعدة للمدرس عندما يختبرني بشكل منتظم					
7	I have my own ways of testing how much I have learned. لدي طرق خاصة لاختبر نفسي كم تعلمت					
8	Talking to the teacher about my progress is embarrassing for me. التحدث الي المعلم عن كيفية تعلمي امر محرج بالنسبة لي					
9	I like trying new things out by myself. احب محاولة اشياء جديدة خارجا وبنفسي					
10	I have been successful in language learning in the past. انا كنت ناجحا من قبل في تعلم اللغة الانجليزية					
11	I have a clear idea of what I need English for. لدي فكرة واضحة حول ما احتاجه باللغة الانجليزية					
12	Learning a language is very different from learning other subjects. تعلم اللغة اصعب من تعلم مادة اخرى					
13	I like the teacher to tell me what my difficulties are. احب ان يخبرني المعلم ماهي الصعوبات التي اواجهها					

		Strongly Disagree ارفض بشدة	Disagree ارفض	Neutral متعادل	Agree اوافق	Strongly Agree اوافق بشدة
14	I like the teacher to tell me what to do. احب ان يخبرني المعلم ما يجب القيام به					
15	I like the teacher to tell me how long I should spend on an activity. احب ان يخبرني المعلم كم من الوقت يجب ان استغرقه على كل					
16	I like the teacher to offer help to me. احب ان يعرض عليا المعلم المساعدة					
17	The teacher should always explain why we are doing an activity in class. يجب على المعلم ان يوضح لنا دائما لماذا نقوم بالنشاط في الفصل					

APPENDIX C. COMPONENTS OF NASÖZ'S LEARNER AUTONOMY READINESS QUESTIONNAIRE (LARQ)-2015

EFL Learners' Readiness for Autonomous Language Learning
4. I am able to identify my weaknesses in learning English.
9. I am able to choose learning materials for myself
EFL learners' perception of their own decision-making abilities.
13. I like to look for solutions to my problems by myself.
15. I have my own ways of assessing how much I have learned
17*. I have difficulty deciding what to study outside class
22*. It is difficult for me to know how long to spend on each activity.
28. I usually know myself what progress I have made without the teacher telling me
30. I am able to decide what I should learn next in English
EFL learners' views on their own and teacher's roles in language learning
1. I should evaluate my learning in English.
6*. I think it is the teacher's responsibility to decide what I should learn.
12. I should decide what to learn out of the class.
14*. I expect the teacher to offer help to me.
20*. I need the teacher to tell me how I am progressing
26*. The teacher should identify my learning weaknesses in English.
31*. The teacher should tell me how long I should spend on an each activity
EFL learners' perception of their motivation in language learning
2. Learning English is enjoyable for me.
7. I have a clear idea of what I need English for
10. I often think about how I can learn English better.
19. If I learn English, I will be able to get a better and well-paid job.
23. Even if there were no attendance requirement in the English course, my attendance would be high.
25. I believe that I will be successful in the English class.
27. English is important to me because it will broaden my point of view.
29. I can honestly say that I really put my best effort into trying to learn English.
EFL learners' use of metacognitive strategies in language learning.
3. I have clear goals for improving my English skills.
5. I look for opportunities to read as much as possible in English.
8. I try to find as many ways as I can to use my English.
11. I plan my schedule so I will have enough time to study English.
16. I look for people I can talk to in English.
18. I pay attention when someone is speaking English.
21. I try to find out how to be a better learner of English
24. I notice my English mistakes and use that information to help me do better.

*The mean score was reverse-coded for later calculations

Source: Nasöz, 2015

APPENDIX D. COMPONENTS OF COTTERALL'S QUESTIONNAIRE ABOUT LANGUAGE LEARNING BELIEFS AND AUTONOMY -1995

The role of the teacher

16 I like the teacher to offer help to me

13 I like the teacher to tell me what my difficulties are

15 I like the teacher to tell me how long I should spend on an activity

17 The teacher should always explain why we are doing an activity in class

14 I like the teacher to tell me what to do

Role of feedback

6 I find it helpful for the teacher to give me regular tests

5 I need the teacher to tell me how I am progressing

4 It is important for me to be able to see the progress I make

Learner independence

11 I have a clear idea of what I need English for

9 I like trying new things out by myself

12 Learning a language is very different from learning other subjects

Learner confidence in study ability

2 I know how to study languages well

3 I know how to study other subjects well

Experience of language learning

10 I have been successful in language learning in the past

7 I have my own ways of testing how much I have learned

Approach to studying

1 I study English in the same way as I study other subjects

8 Talking to the teacher about my progress is embarrassing for me

Source: Cotterall, 1995

APPENDIX E. INTERVIEW QUESTIONS FOR THE STUDENTS
اسئلة المقابلة مع الطلاب

1. Do you like learning English? Why or why not? Do you think it is important to learn English? Why or why not? Do you believe that learning English will make your life better in the future?

هل تحب تعلم اللغة الانجليزية؟ لماذا ولما لا؟ هل تعتقد بان تعلم الانجليزية امر مهم؟ لماذا ولما لا؟ هل تعتقد بان اللغة الانجليزية سوف تغير حياتك نحو الافضل في المستقبل؟

2. What are your roles in language learning and your teacher roles in language learning? Do you think the teacher or the student plays important role in language learning? For example, do you always need your teacher's help or can you understand how your progress is during learning the language?

ماهي ادوارك في تعليم اللغة وماهي ادوار المعلم في ذلك؟ هل تعتقد بان الطالب او المعلم يلعب دورا مهما في تعلم اللغة؟ على سبيل مثال، هل تحتاج دائما الى مساعدة معلمك او هل بامكانك فهم كيفية تعلم اللغة؟

3. Do you spend extra time on learning English? For example, can you decide on how to improve your English?

هل تقضي وقتا اضافيا في تعلم اللغة الانجليزية؟ على سبيل مثال، هل تستطيع بان تقرر كيف وماذا تفعل لتحسن لغتك الانجليزية؟

4. What do you do to improve your English? Do you look for opportunities to use your English? For example, do you read English books, watch videos in English or listen to English songs?

ما الذي تفعله لتحسن لغتك الانجليزية؟ هل تبحث عن فرص معينة لتستخدم فيها لغتك الانجليزية؟ على سبيل مثال، هل تقرأ الكتب الانجليزية، هل تشاهد الافلام باللغة الانجليزية او هل تستمع الى الاغاني الانجليزية؟

5. Do you believe that there is a relationship between gender and being autonomous? Who can take more responsibilities and participate more actively in learning English, males or females?

هل تعتقد بأن هناك علاقة بين الجنسين و بأن يكونوا مستقلين؟ من يمتلك إمكانية اكبر بأن يتحمل المسؤوليات ويشارك بنشاط اكثر في تعلم اللغة الانجليزية، الذكور أم الإناث؟

 6. Do you believe that there is a relationship between the grade and being autonomous? For example, do you think 8th grade students can control their learning more than 7th or 6th grade students?

هل تعتقد بان هناك علاقة بين الصف المدرسي وبان تكون مستقلا؟ مثلا، هل تعتقد بان طلاب المرحلة الثامنة يسيطرون على تعلمهم اكثر من طلاب المرحلة السادسة او السابعة؟

APPENDIX F. INTERVIEW QUESTIONS FOR THE TEACHERS

اسئلة المقابلة مع المعلمين

Gender (Tick ONE):

Male □   **Female □**

Years of experience as an English language teacher (Tick ONE):

0-4 □   5-9 □   10-14 □   15-19 □   20+□

Qualification (Tick ONE):

**Certificate □   Diploma □   Bachelor's □   Master's □   Doctorate □
Other □**

1. According to Benson (2001) learner autonomy is related to the learners who take more control on their purposes to learn languages. For you, what characteristic features does an autonomous learner have in language learning?

حسب ما جاء به (بينسون 2001) تعود استقلالية المتعلم الى المتعلمين الذين يسيطرون بشكل اكبر على اهدافهم ليتعلموا اللغات. بالنسبة لك، ما هي الخصائص التي يمتلكها المتعلم المستقل في تعلم اللغة؟

2. According to the results of the questionnaires related to the perceptions about learner autonomy and readiness for autonomy in language learning, your students perceive themselves capable of performing as autonomous learners and they lean to take responsibilities for their own learning in language learning. However, their perception is slightly higher compared to their readiness for autonomy. What can be the reasons which make them feel less ready to be autonomous although they have more positive perceptions?

حسب النتائج التي تم التوصل اليها في الاستبيانات التي تعود للادراكات حول المتعلم المستقل والاستعداد ليكون مستقلا في تعلم اللغة، يدرك طلابك بان لهم القدرة على الاداء كمتعامين مستقلين ويميلون باتخاذ المسؤولية لتعلم اللغة. على كل حال، ادلاكهم اكبر بكثير من استعدادهم للاستقلالية. ماهي الاسباب التي تجعلهم اقل استعدادا ليصبحوا مستقلين رغم امتلاكهم ادراكا ايجابيا؟

3. There was a non-significant role of gender on students' total perceptions; however, when the statistical results were observed in details, the females perceived themselves more capable of performing as autonomous learners than the males. What can be the reasons that make the male students perceive themselves less autonomous or do you believe that there is a relationship between gender and being autonomous?

هناك دور غير مهم لتحديد الجنس على الادراك الكلي للطلابز على كل حال عندما لوحظت النتائج الاحصائية بتعمق، ادركت الإناث انفسهن اكثر بالقدرة على الاداء كمتعلم مستقل ذاتيا من الذكور، ما هي الاسباب التي تجعل الذكور يدركون انفسهم اقل مستوى كمتعلم مستقل ذاتيا او هل تعتقد بأن هناك علاقة بين الجنسين وبأن يكونوا مستقلين؟

4. According to the answers to the questionnaires, there is not a statistically significant difference between the 6th, 7th and 8th graders' perceptions of learner autonomy in learning

EFL. Why do you think they have similar perceptions towards learner autonomy in language learning although they are at different grades?

حسب الاجوبة التي تمت الاجابة عليها في الاستبيانات، فانه احصائيا لا يوجد فرق جذري بين المرحلة السادسة، السابعة والثامنة في الادراك كمتعلم مستقل في تعلم اللغة كلغة ثانوية. لماذا تعتقد بان لهم ادراك مشابه نحو المتعلم المستقل في تعلم اللغة بالرغم بان هناك فرقا في المراحل الدراسية؟

APPENDIX G. PERMISSIONS TO CONDUCT QUESTIONNAIRES

T.C.
ADANA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 98258552-20-E.6203313   06.06.2016
Konu : Nilcan BOZKURT'un Tez Çalışması

MÜDÜRLÜK MAKAMINA

İlgi : Gaziantep Üniversitesi'nin 09/05/2016 tarihli ve 62927161/302.08.01/8681 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı yüksek lisans öğrencisi Nilcan BOZKURT'un *"İngilizceyi Yabancı Dil Olarak Öğrenen Suriyeli Mülteci Öğrencilerin Dil Öğreniminde Öğrenen Özerkliğine Yönelik Algıları ve Dil Öğreniminde Özerkliğe Hazır Bulunuşlukları"* konulu tez çalışması kapsamında İlimizde Suriyeli öğrencilerin eğitim gördüğü, Milli Eğitim Bakanlığına bağlı Geçici Eğitim Merkezlerindeki 6. 7. ve 8. sınıf öğrencilerine anket uygulamak isteği ile ilgili ilgi yazı ekte sunulmuştur.

İlimiz "İl Araştırma Değerlendirme Komisyonu'nun 02/06/2016 tarihli "Uygundur" raporu doğrultusunda, İlimizde Suriyeli öğrencilerin eğitim gördüğü, Milli Eğitim Bakanlığına bağlı Geçici Eğitim Merkezlerindeki 6. 7. ve 8. sınıf öğrencilerine söz konusu tez çalışması kapsamında anket uygulamasının 2015/2016 eğitim-öğretim yılında, eğitim-öğretimin aksatılmasına mahal vermeden yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Mehmet ÇALIŞKAN
Müdür Yardımcısı

OLUR
06.06.2016

Turan AKPINAR
Milli Eğitim Müdürü

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ÖZGEÇMİŞ

Nilcan Bozkurt 1987 yılında Mersin'de doğdu. İlk, orta ve lise eğitimini Mersin'de tamamladı. Gaziantep Üniversitesi Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü'nden 2009 yılında mezun oldu. Anadolu Üniversitesi Halkla İlişkiler ve Tanıtım Bölümü'nden 2010 yılında mezun oldu. Yüksek lisansını Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Ana Bilim Dalı'nda yapmaktadır. 2010 yılından beri Milli Eğitim Bakanlığında İngilizce öğretmeni olarak çalışmaktadır.

VITAE

Nilcan Bozkurt was born in Mersin in 1987. She completed her primary, secondary and high school education in Mersin. She graduated from the Department of English Language and Literature, Faculty of Arts and Sciences at Gaziantep University in 2009. She graduated from the Department of Public Relations and Publicity, the Faculty of Open Education at Anadolu University in 2010. She is studying Master's of Arts in the Department of English Language Teaching at Gaziantep University Educational Sciences Institute. She has been working as an English teacher at Ministry of Education since 2010.