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PERCEPTIONS AND BELIEFS OF TURKISH EFL

INSTRUCTORS ON FOSTERING LEARNER AUTONOMY

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ON FOSTERING LEARNER AUTONOMY

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- Bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

Emine Feyza ÇETİNKAYA

DEDICATION

This study is dedicated to my beloved family for their constant love and encouragement.

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ÖZET

Türkiye'deki Yabancı Dil Öğretim Elemanlarının Öğrenen Özerkliğinin Geliştirilmesi Konusunda Algı ve İnanışları

ÇETİNKAYA, Emine Feyza

Yüksek Lisans Tezi, Eğitim Bilimleri ABD,
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Bu çalışmanın amacı Türkiye'de İngilizce eğitimi veren öğretim elemanlarının öğrenen özerkliğinin geliştirilmesi konusundaki algı ve inanışlarını belirlemektir. Çalışma 2018-2019 eğitim öğretim yılının bahar döneminde yapılmış olup, hem nitel hem de nicel araştırma tasarımlarına dayanmaktadır. Öğretim elemanlarının kendi sınıf deneyimlerine dayalı olarak farklı algı ve inanışlarını ortaya çıkarmak amacıyla veri toplama aracı olarak anket ve açık uçlu sorular uygulanmıştır Araştırmaya dokuz farklı üniversitenin Yabancı Diller Yüksekokulu hazırlık sınıflarında öğretim yapan 87 İngilizce eğitimi veren öğretim elemanı katılmıştır. Veri toplama aracı olarak kullanılan anket üç ana bölümden oluşmaktadır. İlk bölüm öğretim elemanlarının deneyim yılı ve cinsiyeti gibi genel bilgileri içermektedir. İkinci bölümde ise öğrenen özerkliği ile ilgili algılarını öğrenmek amacıyla 53 madde bulunmaktadır. Ayrıca bu bölüm öğrenen özerkliğinin geliştirilmesi ile ilgili olarak iki farklı bakış açısı içermektedir. İlk 34 madde dil becerilerinin geliştirilmesi ve son 19 madde ise üstbilişsel stratejiler üzerinde yoğunlaşmaktadır. Son olarak üçüncü bölümde ise öğretim elemanlarının öğrenen özerkliği konusundaki inanışlarını araştırmaya yönelik olarak dört tane açık uçlu soru bulunmaktadır. Bu açık uçlu sorular özerk bir dil öğrencisinin tanımı, öğrencileri bağımsız öğrenmeye ve kendi kendine çalışmaya yönlendiren öğretim elemanı beklentileri, öğretim elemanlarının daha fazla kontrol ve inisiyatif almayı tercih ettikleri belirli öğretim alanları ve öğrencilerin bağımsız öğrenme için sorumluluk almaları amacıyla hangi öğrenim ortamlarını sağladıkları üzerine öğretim elemanı görüşlerine yöneliktir. Elde edilen nicel veriler SPSS 20.0 kullanılarak analiz edilmiştir, nitel veriler öğretim elemanlarına sorulan açık uçlu sorular sonucunda elde edilmiştir ve içerik analizi yoluyla yorumlanmıştır.

Çalışmanın bulguları, öğrencilerin konuşma, yazma, okuma, dinleme becerilerini, dilbilgisi ve kelime bilgilerini geliştirmeleri ile ilgili olarak öğretim elemanlarının öğrencilerin gerçekleştirmesi için çeşitli beklentiler ile ilgili olarak olumlu görüşler yansıttığını ortaya koymaktadır. Bulgular aynı zamanda, öğretim elemanlarının öğrenmeyi değerlendirme/kendini izleme, öğrenmeyi merkezleme ve öğrenmeyi düzenleme/planlama

gibi üstbilişsel stratejileri geliştirme konusunda destekleyici algılara sahip olduklarını ortaya koymaktadır.

Sonuçlar genel olarak İngilizce öğretim elemanlarının öğrenen özerkliğine bakış açılarının olumlu ve destekleyici olduğunu ve hazırlık sınıflarında bunu destekleyen yaklaşım ve stratejiler tercih ettiklerini göstermiştir. İngilizce öğretim elemanları ayrıca öğrenen özerkliği ile ilgili inanışlarının olumlu yönde olduğunu ve bunu teşvik etmekten yana olduklarını açık uçlu sorulara verdikleri olumlu yanıtlarla belirtmişlerdir.

Anahtar Kelimeler: Özerk öğrenme, öğrenen özerkliği, öğreten özerkliği, öğretim elemanlarının algı ve inanışları.

ABSTRACT

Perceptions and Beliefs of Turkish EFL Instructors on Fostering Learner Autonomy

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The aim of this study was to investigate Turkish EFL instructors' perceptions and beliefs on fostering learner autonomy. The study was conducted during the spring semester of 2018-2019 academic year based on both qualitative and quantitative research designs. In order to reveal perceptions and beliefs of instructors based on their own classroom experiences, a questionnaire and four open-ended questions were used to collect the data. 87 EFL instructors at nine different universities in Turkey participated in the study. The first part of the questionnaire gathered data on instructors' general profiles related to years of teaching experience and their gender. The second part consisted of 53 items to find out instructors' perceptions on learner autonomy. There are two perspectives in this part: developing language skills and metacognitive strategies to foster learner autonomy. More specifically, first 34 items in the questionnaire focused on instructors' perceptions about learner autonomy regarding developing language skills and last 19 items included items related to developing specific metacognitive strategies which are expected to lead to autonomous learning. The third part of the questionnaire included four open-ended questions to collect instructors' views on various aspects of fostering learner autonomy. These open-ended questions are related to the description of an autonomous language learner, expectations of instructors that lead students to independent learning and self-study, what specific areas of teaching they would prefer to have more control and initiative, and what learning environments they provide for their students in order for them to take responsibility for independent learning. The quantitative data of the study were analysed by employing Statistical Packages for Social Sciences (SPSS) 20.0. The qualitative data of the study were gathered from the instructors by means of four open-ended questions and content analysis was used to analyze them.

The findings of the study revealed that EFL instructors seem to reflect agreement on various expectations for students to carry out with regard to developing speaking, writing, reading, listening skills, knowledge of grammar and vocabulary. The findings of the study also revealed that instructors reflect agreement on developing specific

metacognitive strategies regarding evaluating/self-monitoring one's learning, centering one's learning and arranging/planning one's learning.

The results of the study indicate that the EFL instructors are supportive to learner autonomy and have specific positive attitudes towards fostering it. They seem to prefer autonomy supportive approaches and strategies in order to assist their students in becoming autonomous. Instructors gave various opinions about their beliefs on learner autonomy as they reflected different answers to the open-ended questions showing that they are in favor of fostering autonomy in their EFL classes.

Key Words: Autonomous learning, learner autonomy, teacher autonomy, instructors' perceptions and beliefs.

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CHAPTER I: INTRODUCTION

In this chapter, the background to the study, the problem, the purpose of the study and the research questions as well as the significance, assumptions and limitations of the study will be presented.

1.1. Background to the Study

"Children must be taught how to think, not what to think."

Margaret Mead

Teacher and learner autonomy became a trendy issue in educational fields with the emergence of the communicative approach. Especially in the 70s, autonomy began to gain momentum as an important concept in foreign language teaching. Autonomy has been more widespread after new concepts of language were introduced to the field for about three decades. Littlewood (1999) points out that, if autonomy is defined as an educational term, it may be said that it involves capacity of learners to focus on learning independently of their teachers. Littlewood sees this as an essential goal as teachers will not be accompanying students throughout their lives. Thus, Littlewood indicates that the pursuit of autonomy should be an ability in foreign language education just like in any other field.

Holec (1981) and Benson (2011) define learner autonomy as an ability or capacity to take on responsibility for one's learning. It is apparent that learners should learn how to study on their own in a fruitful way to be able to organize their learning experience. Moreover, Cotterall (1995a) stresses that learners who are autonomous can be more responsible for their learning in some aspects, such as planning the practice opportunities for using the language, setting goals, and evaluating their own progress. Hence, we can assert that learner autonomy requires learners to go beyond the limitations of a learning environment in order to evaluate and monitor their development as they make progress. By the same token, learners must pay attention to accepting responsibility for their learning as an ongoing commitment to learning process.

Developing learner autonomy depends mostly on teacher autonomy which supports teachers in their practices in classroom and professional development. The term teacher autonomy was first defined by Little (1995) as a teacher's capacity as s/he reflects self-directed teaching. Benson (2011) states that a teacher must show some autonomy in classroom in order to foster learner autonomy. The main aim of the latest education

systems is making the learning more self-directed and learner-centered. In this sense, Benson (2001) admits that autonomous learning classroom requires effort to create a more student-driven atmosphere where students are encouraged to understand the concept of autonomy and its usefulness in the learning process. Similarly, Thanasoulas (2000) clarifies that fostering learner autonomy is innately related to fostering teacher autonomy and has an important effect on the entire learning environment. Also, Little (1995) believes that learner autonomy mostly depends on teacher autonomy. In fact, he claims that we cannot anticipate teachers to foster students' autonomy if they have no idea about the characteristics of being autonomous and how it can be stimulated. Promoting learning autonomy necessitates both learners' and teachers' effort. For this reason, we may say that teacher and learner autonomy are closely connected. Additionally, when we try to gain insights into how much autonomy learners perform, it is significant to keep in mind that the extent to which a teacher is autonomous determines the ways of encouraging learner autonomy in a language classroom. As long as teachers have positive attitudes towards autonomy, they are likely to promote learner autonomy.

To sum up, as has been explained so far, in order to promote autonomy, teachers should provide the learners with an appropriate environment in which they can benefit from the practice opportunities and take the responsibility of their own learning. In that vein, it is desirable that children must find their own way of doing things, otherwise, it would be like feeding them with food already chewed.

1.2. Statement of the Problem

Perceptions and beliefs of instructors on learner autonomy has great importance to promote autonomy in learning environments. Regarding this issue Smith and Erdoğan (2008) claim that we need to know about teacher autonomy for creating suitable conditions for fostering learner autonomy. In other words, learner autonomy is closely connected to teacher autonomy. In order to strenghten learners' autonomy, teachers can attempt to help their students to take on total responsibility of their learning by guiding them in monitoring their own learning process. Autonomy is a pedagogical imperative as we cannotit is seperate it from learners' language development. Kohonen (2001) stated in a research study that a language teacher's role is highly essential to enhance the process of autonomous language learning.

Of important note here is that teachers can play a significant role in autonomous learning. Therefore, they should reflect positive attitudes towards autonomy so that it can

be fostered. Little (1995), McGrath (2000), Smith (2000), and Tort-Moloney (1997) also claim that teachers who are not autonomous learners may have negative influence on the development of autonomy in their students. Stiller and Ryan (1992) and Clemente (2001) also bring the suggestion that autonomy support provided by teachers and their involvement as well as that of parents in the process have direct effect on students' performance in classroom and success. Usuki (2002) also draws attention to the attitudes of teachers towards their students and this is a key role in developing a sense of learner autonomy. Similarly, Railton and Watson (2005) emphasize the importance and significance of guidance in the process of autonomous learning, saying that there is a similarity between autonomous learning and learning to drive, both of which can be taught and require practice. Also, they must be assessed against specific criteria. In this respect, it can be commented that students should be willing to take responsibility, and on the other hand, the teacher must also be eager to assist them in taking initiatives for learning and gain ownership of their own learning by providing a calssroom climate or environment in and out of which learner autonomy is supported.

This study aims to raise awareness on autonomy of learners by exploring the perceptions and beliefs of instructors regarding fostering autonomy. That is why, for this present study, autonomy essentially refers to a sense of responsibility taken by learners and managed by teachers.

1.3. Purpose of the Study

As the interest in autonomous learning has increased lately, so have studies on the promotion of autonomy. There has been a remarkable growth of interest in learner autonomy, so the spotlight has been moved from depending on the teacher to taking responsibility for learning. The purpose of this study is to explore what learner autonomy means to EFL instructors who teach English at prep classes of different schools of foreign languages. Little (2002) says that only when the teacher provides learners the suitable atmosphere where they can use their own initiative, can we bring learners to accept responsibility for their own learning. It reminds us yet again of the key role teachers play on the development of autonomy, that's why it is important to know about their beliefs and perceptions. Overall, the present study attempts to identify the perceptions and beliefs of Turkish EFL instructors on fostering learner autonomy from various perspectives.

1.4. Research Questions

The study seeks to answer the following research questions. The research questions 1, 8, 9 and 10 were related to the open-ended questions and the others were related to the sections of the questionnaire.

RQ 1. What are the beliefs of EFL instructors about being autonomous language learner?

RQ 2. What are the perceptions of EFL instructors on learner autonomy with respect to developing receptive and productive language skills?

RQ 3. What are the perceptions of EFL instructors on learner autonomy with respect to developing knowledge of grammar?

RQ 4. What are the perceptions of EFL instructors on learner autonomy with respect to developing capacity and knowledge of vocabulary?

RQ 5. What are the perceptions of EFL instructors on learner autonomy with respect to metacognitive strategies (evaluating/self-monitoring one's learning)?

RQ 6. What are the perceptions of EFL instructors on learner autonomy with respect to metacognitive strategies (centering one's learning)?

RQ 7. What are the perceptions of EFL instructors on learner autonomy with respect to metacognitive strategies (arranging and planning one's learning)?

RQ 8. What expectations of EFL instructors lead students to independent learning and self-study that will help them to become autonomous?

RQ 9. In what specific areas of teaching do EFL instructors prefer to have more control and initiative in order to help their students to be more autonomous?

RQ 10. What learning environments do EFL instructors provide for their students in order for them to take responsibility for independent learning?

1.5. Significance of the Study

There have been so many research studies so far on teacher and learner autonomy; however, attempts to specify the perceptions of EFL instructors have been absent from most discussions so far. It is needed to make clear what is meant by learner autonomy in an EFL context by focusing on various aspects of the process. As a result of this, what conditions influence autonomous learners and in what ways such learners can be assisted could be clarified and suggestions can be put forward for better and more successful learning environments. This study can contribute to the EFL field in Turkey.

1.6. Assumptions of the Study

The following assumptions below have been taken into account in this study:

a) It is assumed that the number of the participants and their institutions could represent all the instructors that work at preparatory classes at universities in our country.

 b) It is also assumed that the instructors who participated in this study have given sincere answers to the questionnaire items and open-ended questions.

1.7. Limitations of the Study

This study was carried out in the spring semester of 2018-2019 academic year. It was only limited to nine schools of foreign languages at different universities in Turkey. One of the limitations of the study is that, since the study took place at nine particular institutions, the results might be limited only to the small number of instructors at those schools. If it is applied at different schools, it could have different results as well.

 In addition, this study was limited to the data collected from 87 instructors employed at different schools of foreign languages. To increase the sample size, there would be a need for more participants. Therefore, it is hard to generalize the findings to educational settings.

Another limitation in this study is the lack of observations. Instructors' written reflections on learner autonomy are the only sources that can be relied on, as their classroom practices were not observed. To obtain a more comprehensive picture, in-class observations could be included.

CHAPTER II: LITERATURE REVIEW

2.1. Introduction

This present chapter reviews the literature related to the concept of autonomy, the origins of learner and teacher autonomy in language education, learner autonomy, teacher autonomy, the relations between teacher and learner autonomy. Then, the chapter continues with misconceptions on learner autonomy, fostering autonomy, ways of enhancing learner autonomy. The following section seeks to present the characteristics of autonomous learner, roles of teachers and learners in autonomous learning, perceptions on autonomy. Finally, the chapter presents some learner and teacher autonomy studies in Turkish context.

2.2. The Origins of Learner and Teacher Autonomy in Language Education

Autonomy has been a main area of interest for many years. Educators all around the world have been interested in this concept, because traditional approaches make learners have tired-of-school attitude. In such an attitude, learners are seen only passive recipients of knowledge. On the contrary, active engagement of learners in the process of learning is encouraged by principles that are stressed as essential components of autonomous learning. Moreover, the saying "you can bring the horse to water, but you cannot make him drink" can clearly explain why we need autonomy in learning processes. Therefore, learner autonomy has recently become quite a popular aim in the world of education and there have been different perspectives from recent discussion of autonomy.

In foreign language learning and teaching, the term "autonomy" has a history of nearly four decades (Benson, 2001). With the start of learner-centered approaches, it has gained importance in the field of foreign language learning throughout the 1970 and 1980s (Finch, 2001). Since its introduction to the education field over three decades ago, autonomy approah has led to questioning of old pedagogical assumptions. With its start, researchers comment on the rise of autonomy and there have been some fundamental shifts in pedagogical foci from linguistic to communicative competence, from behaviouristic to cognitive definitions and from priority to teaching process to learning (Holec, 2008). It has become clear that the development of learner and teacher autonomy opened a door for new pedagogical practices, and thus the traditional teaching and learning environments left its place to more learner-centered approaches. In this respect, more humanistic and communicative practices were recognized by many educators around the world. Many researchers tend to introduce autonomy approach to the education field by providing some individual insights about it.

Benson (2001) gives a brief history of learner autonomy in the field of language learning and teaching. Benson says that the concept of autonomy first entered the field in 1971 when the Council of Europe's Modern Languages Project was established. And then, as a result of this project, Centre de Recherches et d'Applications en Langues (CRAPEL) was founded at the University of Nancy, France, which rapidly became a focus for research and practice in the field of ELT and other fields. On the other hand, Holec's (1981) project report to the Council of Europe and the journal Mélanges Pédagogiques, published at CRAPEL are early important documents on autonomy in language learning and they played a significant role in the research on autonomy from 1970 to the present day.

On the other hand, Gremmo and Riley (1995) state that the ideas of autonomy and self-direction gained extensional scope in educational research and practice. They put forward some important factors related to the language learning which contributed to the emergence and spread of ideas of autonomy and self-success. For example, one important factor is technological development which opened up way for the use of new concepts like autonomy and self-directed learning. Another significant factor is increase in demand for foreign languages which aroused interest in language learning.

According to Wulff, Hanor and Buik (2000, cited in Sofracı, 2016, p.11), we cannot transfer knowledge to the heads of students; on the contrary, they can create their own knowledge by combining new information with the previous one. It is reasonably apparent that with different concepts and dimensions in language education, more learner-centered and self-directive approaches caught researchers' attention (Lamb, 2008). As a result of all these developments in autonomy concept, there have been numerous researches on learner autonomy.

It seems clear that the term "autonomy" is being used more frequently in educational systems in recent years as it provides an important alternative to traditional approaches. In the old methods, the focus is largely on teaching but modern approaches put the emphasis on learning. From this perspective we can gain broader ideas about language learning constructions rather than traditional education policies.

On the other hand, research into teacher autonomy has become of crucial interest in the last years. Little (1995) was one of the first to discuss it, while describing successful teachers as those who are autonomous in the sense of having personal responsibility for their teaching, he highlights other significant features, such as exercising via continuous reflection and highest degree of affective and cognitive control of the teaching process, and exploring the freedom in teaching. Moreover, Smith and Erdoğan (2008) make a

comparison between teacher-learner autonomy and the role of engine which are very similar in their empowering feature for better learning and teaching conditions.

For the first time, Little (1995, p.176) defined the term as the "teachers' capacity to engage in self-directed teaching". As we might notice, teachers in modern learning environments engage in decision-making of activities and processes to enhance learning, that is, they can decide what to do in their classes and how to do the things to enable learning. Later on, there have been some research and studies on these concepts by different authors. They underlined particular dimensions of teacher autonomy, here are some of the important features teachers may need to have: Teacher autonomy as capacity to self-direct one's teaching (Little, 2000a; McGrath, 2000; Thavenius, 1999; Vieira e.g. 1999, 2000); Teacher autonomy as freedom to self-direct one's teaching (Benson, 2000: 115-116; also, Breen and Mann, 1997; Lamb, 2000); Teacher/learner autonomy as a capacity to self-direct one's learning (Little, 2000a; Smith, 2000, cited in Lamb and Reinders, 2008, p.85).

In sum, enhancement of learner and teacher autonomy has been emphasized for the development of better learning environments which provide opportunities for teacher and learners to have a strong sense of responsibility, and thus to foster autonomy in the field of ELT and the other fields as well. For this reason, it is seen as an ultimate goal by the educators and researchers to create awareness about this concept in every phase of education. We should always remember that the more independent teachers and learners become, the better the learning atmosphere is.

2.3. Learner Autonomy

The concept of learner autonomy was introduced by Holec in 1981 and has been defined in many different ways since that time. Holec (1981) defines it as the ability to take responsibility of one's own learning, and indicates that such an ability is not inborn but must be acquired either by natural ways or formal learning systematically and deliberately. Numerous researchers have explained autonomy on the basis of ideological, psychological and economic arguments (Crabbe, 1993; Benson, 2001). The ideological argument implies learners' own choices about their learning practices. The psychological argument is managing our own learning which makes us learn better (Dickinson, 1987; Broady and Kenning, 1996, cited in Ciekanski, 2007, p.112). The economic argument is that individuals provide for their own learning needs. However, it is self-awareness of learners in their learning process which opens up ways for being autonomous in every phase of their education. When the learners are aware of their learning needs and strategies, this awareness encourages their willingness for taking responsibility of it. In one

of the interviews they did for their research, Smith and Erdoğan (2008) got this answer from a learner as follows:

> *As a learner you have to monitor your learning and make appropriate decisions of what you improve in your learning, what to prioritise from the input of the teacher. And this leads to autonomy, and awareness of your learning and to intrinsic motivation which will definitely lead to better learning if all these things are done.*

In other words, learners must reflect on their own learning and self-evaluate themselves both inside and the outside of the class, this way, they will make progress and develop more. Additionally, Boud (1988) defines autonomy as "an approach to learning…that students take some significant responsibility for their own learning over and above responding to instruction" (cited in Güzel, p.198). In traditional learning environments, input mainly comes from the teacher and in this way less autonomy and more dependence on the teacher is promoted (Macaro, 2001). The free choice of goals and relations must be given particular importance as it is an essential part of individual well-being (Raz, 1986). Besides, here is the point which we need to take into accout in our own settings is that learners may wish to choose what to learn or which practice to do. It is very natural in autonomous learning to have a capacity for independent decisions. It must be their own choice. Thus, it will boost their score and motivation.

The autonomous person should have the ability to be able to choose what is crucial about him or herself for a better learning experience (Spinner-Halev, 2005). To make a clear picture here, when learners act autonomously and responsibly, it enlargens their horizons and fosters their ability to be in the charge of their learning. Wall (2003) underlines the importance of freedom saying that we must think of freedom with the idea of autonomy and, adding that having an autonomous life means choosing an independent path through life by self-consciously choosing projects and assuming commitments from various alternatives or deciding on what is valuable and worth doing according to his own understanding. From his point of view, we understand that autonomy applies to our whole life and it leads to lifelong independent learning. With speacial attention to the learners' freedom to decide on the activities and learning materials they will study, another emphasis is on how learners can have an autonomous view of life. Wall (2003) suggests some common features for realizing autonomy. Of those features, apart from having the capacity to form complex intentions and to sustain commitments, having an access to an environment that provides one with a wide range of valuable options and being self-conscious to take control of one's affairs draw our attention in order to be aware of learner autonomy.

Hence, we can infer from the description of Wall above that there are some constraints on learner autonomy. For Benson (2001) they are internal and external constraints. First one is about characteristics of learners whose certain level of psychological capacity may help them achieve higher degrees of autonomy or cause hinderance. The latter is about salvation from other-directed form of life by taking control of their own learning. That's why autonomy-supportive environment must be enhanced at all levels of life. In spite of this fact, deep-seated traditional methods are still so common in language teaching and learning. To this, Lindley (1986) adds that compulsory education at state schools imposes upon some compulsions on children which restrict their autonomy. Therefore, we should evaluate compulsory schooling according to whether or not it promotes the overall autonomy of children through time. He then suggests that, an ideal educational system is the one which provides a suitable environment for learners to have a critical self-awareness, a desire to question received wisdom, and self-directedness. Unfortunately, most of the schoools are unable to provide this environment these days. For this reason, it is important to provide an environment which has autonomy supportive educational arrangements and appropriate setting for learners to boost their autonomy. It can be understood that institutions need to reshape their practices and facilities in terms of powerful means to support autonomous learning goals, because there have been profound modifications in educational settings since the 1990s (Ciekanski, 2007). In a similar vein, Trebbi (2008) asserts that if larner autonomy is not the main objective within institutionalised systems, it is difficult to develop it. And language teachers who want to put new approaches into practice in their classes should develop their pedagogical understanding in the direction of learner autonomy. That's for sure that they will come across with some institutional restrictions, but they must defy the old ideologies for the sake of promoting autonomy.

On the other hand, Little (1995) draws attention to two points that responsibility in autonomy implies: socio-affective and cognitive sides. The former is about having a positive attitude towards learning and the latter is reflecting on what and how to learn by bringing this process under conscious control. Autonomous learner has the ability to overcome the barriers between learning and living that have been a major point of educational psychology, educational theory and curriculum development (see, e.g. Bruner, 1966, Barnes, 1976; Illich, 1979; Rogers, 1983).

Another thing Little (1995) states is that learners who accept being responsible for their own learning are more likely to achieve their targets. If they achieve these targets, they are more likely to maintain a positive attitude to learning in the future. It is important

to emphasize that the more positive thoughts learners have related to the learner autonomy, the more positive results they are likely to get. For the same reason it is also worth pointing out the importance of producing autonomous students which gives rise to autonomous individuals (Littlewood, 1996).

In sum, learner autonomy concept is defined in many ways, but at the heart of this concept lies learners' own commitment to the learning process. When they are willing to take charge of their own learning, it will lead to a better learning atmosphere in which sense of responsibility is encouraged.

2.4. Teacher Autonomy

There is a strong importance given to the concept of teacher autonomy because it is critical to successful instructional process and autonomous learning. There have been some attempts to specify the meaning of teacher autonomy. However, its definition and implications remain unclear. Lamb and Reinders (2008) discusses in their book "what happens to the teacher and the teacher's role when and if language learning becomes increasingly autonomous". It was first introduced by Allwright (1990) into this field and later developed by Little (1995) as a result of early works on autonomy which discussed teachers' changing roles of practice in the learning environments (Benson and Voller, 1997). The concept of teacher autonomy has changed over the years as it is relatively new and it continues to be searched by the researchers and continues to evolve. Aoki (2002) defines teacher autonomy by analogy with learner autonomy, stating that while learner autonomy is the capacity to make choices concerning one's own learning, we can define teacher autonomy as the capacity or responsibility to make choices concerning one's own teaching (cited in Benson, 2010a, p.31). Vieira (1997) supports this idea by stating that teachers are likely to be empowered to take charge of their own course of action when they are engaged in "autonomization processes" (cited in Smith 2001, p.6). Similarly, Jiang and Ma (2012) describe teacher autonomy as teachers' capacity, freedom, and responsibility to take control of their own teaching and learning both inside and outside classroom. Teachers' interest in autonomy and efforts to promote it enable them to help learners to take charge their own learning in classroom settings and out of the class. Similarly, Huang (2007) gives a brief descripton of teacher autonomy as teachers' willingness, capacity and freedom to take control of their own teaching and learning. That is, when teachers become more aware of their own autonomy, they can have more positive thoughts about learner autonomy as well (Lamb, 2000). Johnson (2006) paints a similar picture, it is vital to ensure such education system that language teachers can control the conditions in order to create suitable learning opportunities for the learners they teach. Evidently, when teachers

are willing to engage in such processes and engage learners in autonomous reflection, learners will have more chances to have participatory and active roles in their learning.

Teachers' efforts to support the development of autonomy in the classroom are constrained by some outer factors that are usually not in their control (Benson, 2000; McCasland and Poole, 2002; Carroll and Head, 2003; Trebbi, 2003, 2007; Vieira, 2003, cited in Benson, 2010a, p.31). Of course, teachers might have some restrictions at their institutions but it is important to keep in mind that learner and teacher autonomy are forming two sides of the same coin. The point to draw attention to is that, as they are interrelated it is impossible to think one without the other. What teachers may need to keep in mind is that the development and maintenance of teacher autonomy is dependent upon teacher's perceptions of his or her autonomy within the institutional constraints (La Ganza, 2004). It is apparent that teachers all have curricula to follow, but this shouldn't prevent them from enabling autonomy. Smith (2000) proposes that teacher autonomy is a reasonable goal for teachers and they may need to find out the reasons of constraints on their own autonomy and what restricts its promotion.

It is known that teacher motivation and autonomy is related to both job satisfaction and job stress (Davis and Wilson, 2000; Pearson and Hall, 1993) (cited in Pearson and Moomaw, 2005, p.39). When they cannot have autonomy at their workplace, they are likely to have less motivation and they cannot incorporate autonomy into their professional working life. Teacher autonomy is recognized to be derived as a dimension of teacher empowerment (Klecker and Loadman, 1996; Short and Rinehart, 1992). It is a fact that for teachers to be motivated and to have optimum teacher development, they should involve in decision making processes. In this way, they will demonstrate less on-the-job stress and higher degree of professionalism (Pearson and Moomaw, 2005).

La Ganza (2004) points out that teachers relationship with others affect the teaching process. For this reason, teacher autonomy has several dynamic dimensions, that is, autonomy in relation to the teacher's own internal dialects with teachers, mentors, or significant others; autonomy in relation to learners; autonomy in relation to those in the institution s/he is teaching and finally autonomy in relation to those in the institutions and bureaucracies of society, external to the institution teacher is working, who could make decisions influencing the teachers' freedom. As it can be inferred from these dimensions, there is an interrelational link between teacher autonomy and some other important factors which influence each other. The common point to come is the need for teachers to have autonomy (Erpelding, 1999; Jones, 2000; Wilson, 1993) (cited in Pearson and Moomaw, 2005, p.37). Autonomy helps to develop more professional teachers who are more

motivated and empowered. Moreover, many researchers discuss about intrinsic and extrinsic motivation of teachers. What they imply by intrinsic motivation is the desire to make a difference in society and in learners' life. On the other hand, extrinsic motivation of teachers includes merit pay, fringe benefits and other rewards (Ashbaugh, 1982; DeJesus, 1991; Dinham and Scott, 1996; Farrar, 1981; Firestone and Pennell, 1993; Picard, 1986; Porter, 1993; Swanson and Koonce, 1986).

Moreover, teacher autonomy is an important factor for a successful teaching and learning process. Without teachers' motivation, it is not easy to develop autonomous teachers. It should be noted that it is crucial to self-direct one's own learning and teaching in order to maintain teacher autonomy (McGrath, 2000). In this sense, Smith (2003) came up with six dimensions of teacher autonomy which involve self-directed professional action and capacity for it; self-directed professional development and capacity for it; freedom from control over professional action and lastly freedom from control over professional development. All of these dimensions have significant impact in terms of promoting teacher autonomy to have a better teaching experience. Likewise, teachers themselves need to have the right to choose the suitable curriculum that they want to follow in their own settings, for this to happen, they need some degree of autonomy, freedom and internal capacity to put their freewill in action in matters of curriculum implementation (McGrath, 2000; Benson and Huang, 2008). Despite the constraints they encouter in formal education systems, they should somehow find ways grow both their and learners' autonomy. As Vieira (2003) argues that teachers manifest some control of educational issues by finding a middle way between constraints and ideals. Surely, there will be some factors which constrain teachers from creating spaces for professional discretion, but Benson (2010b) states that even though teacher autonomy might be constrained or facilitated by structural factors within schools and education systems, but we should keep in mind that it also depends upon the interests and internal capacities teachers.

On this evidence, when the teacher strives for autonomy and wants to achieve it, it is always possible to give attention to it in order have some control over their teaching. It is also important to emphasize this point, it requires teachers' effort to create a learning environment which is responsive, supportive and student-driven and designed to foster autonomy (Benson, 2001). The matter of a good teacher work depends on how teachers devote time for analysis and meta-reflection on their work, which help them to gain insights into their own teaching and most often, they do this together (Rosenholtz, 1989; Newmann and Wehlage, 1995; Grundy and Bronser, 2000) (cited in Aili and Brante,

2010). As long as teachers have an awareness of an effective teacher work and desire for a professional development, they are likely to develop an autonomous point of view.

2.5. The Relations between Teacher and Learner Autonomy

There has been a shift in the concept of autonomy towards the consideration of the teacher autonomy. With the changes in language learning pedagogy, it started to gain more importance to explore teachers' roles and awareness of learning and teaching experiences (Lamb and Reinders, 2005). Macaro (2003) proposes that, autonomy is not the absence of the teacher, on the contrary, mutual dialogue between the teacher and the learner. Due to this interrelated relation between the two concepts, it is essential to explore the teacher dimension as well (Lamb and Reinders, 2005).

To foster learner autonomy among learners, we need to consider two perspectives of autonomy by also exploring teacher autonomy. The question is: what is the possible link between teacher autonomy and learner autonomy? It is of paramount importance to understand the relationship between the two. Balçıkanlı (2008) points out that it is the teacher who plays the central role to make the learners become autonomous. Therefore, it is impossible to think one without the other and it is essential for teachers to be aware of their own and their learners' beliefs and attitudes as the development of autonomy for both teachers and learners depend on each other. It is argued that teachers need some degree of autonomy, freedom and internal capacity as well to exercise discretion in matters of curriculum implementation (Benson and Huang, 2008; Benson, 2010b, cited in Ok, 2016, p.66). When we take the nature of autonomy from this perspective, we come to the point that teachers should also have some autonomy concerned with his or her practices in educational atmosphere and they need to be competent enough to take responsibility of their own teaching. In that way it is likely to promote learner autonomy as well. Little (2000b) states that the development of learner autonomy depends on the development of teacher autonomy by adding that we cannot expect a teacher to foster learner autonomy if s/he has no idea about it and Little also underlines that teachers must make use of their professional skills autonomously while taking initiatives in their classrooms. In accordance with the same perspective, La Ganza (2004) thinks learner and teacher autonomy as interrelational constructs by putting forward that learner autonomy can only be fostered in the atmosphere where both teachers and learners are aware of this mutual influences. Similarly, he also proposes a model about this relationship as four Dynamic Interrelational Space (DIS) which explains that learner autonomy mainly depends on the capacity of the teacher and the learner to create an interrelational climate in spite of institutional constraints. That is, there are four main spheres of dynamic interrelationship – autonomy in

relation to the teachers, learners, institution and bureaucracy. These dimensions influence teacher and learner autonomy within this four main kinds of relationship. According to La Ganza (2004), learner autonomy depends on the mutual relationship and negotiation between the learner and the teacher. He also asserts that apart from taking responsibility of their learning or being self-directed, learners need to realize that these achievements depend on their relationship with the teacher.

According to Benson (1997), we can have a look at the idea of autonomy from two different perspectives, teacher's and learner's perspective. First one is about learning arrangements within a particular curricula, latter one is about learning outside the classroom. Little (1995) states that " the teacher must decide on the areas in which she will seek to promote learner autonomy". He draws attention to decision of the teacher about ways to enhance learners ability to choose their own learning materials, setting their objectives, evaluating their progress. If we take foreign language learning, Little (1995) argues that when the learners take responsibility of their own learning, it will increase their capacity to use the target language for communicative purposes which is really important to improve their fluency. By the same token, for a teacher to be successful to promote learner autonomy, s/he must have the responsibility of his or her teaching via the conscious control of teaching process. As it is mentioned before, the promotion of learner autonomy relies on the promotion of teacher autonomy.

It is a fact that if the teacher is autonomous, it is likely to encourage learner autonomy in the language classes. And it is by all odds that teacher autonomy has become a very crucial component that teachers and learners take into account, as an inevitable result of this, willingness and capacity for autonomous teaching is main focus in many education environments.

2.6. Misconceptions on Learner Autonomy

There has been a remarkable interest in the concept of autonomy and this growing interest induces to new applications within our field. Autonomy is no longer regarded as a utopia but an important and appropriate goal to be achieved. However, emergence of new methods in language teaching and learning also leads to some misconceptions on autonomy. Kumaravadivelu (2003, p.133) draws attention to the distinction between 'narrow' and 'broad' views of autonomy "the narrow view maintains that the chief goal of learner autonomy is learning to learn while the broad view maintains that the goal should be learning to liberate". Cotterall (2000) proposes that enhancing learners' control over their learning is the hallmark of autonomy-based courses and it is obvious that learners can only be autonomous if they are free to set their personal goals and reflect on their

performance. Cotterall and Crabbe (1999) widen this view by saying that in order to improve individual performance we need a sense of ownership, power, flexible and dynamic curricular framework. They deserve to be taken into consideration as they allow for individual explorations in both teaching and learning processes.

Another point which draws our attention is use of different terms in the literature that are supposed to be synonyms to learner autonomy in language learning and teaching. Dickinson (1987) and Pemberton (1996) developed a list of terms, such as self-instruction, self-access learning, individualized instruction, independent learning, self-regulated learning, distance learning, flexible learning, self-direction, semi-autonomy which are all used synonymously. Although they are mostly seen similar, there are some subtle details about each of the terms. First of all, self- instruction means learning without the existence of a teacher (Little, 1991), second one is self-access learning which focuses on learning from materials (Dickinson, 1987), and then, in individualized instruction teacher prepares materials and sets objectives in order to touch the needs of individual learners (Logan, 1980). Next comes independent learning in which learners make decisions about their own learning needs (Kesten, 1987). The other one is self-regulated learning which highlights the self-directive process (Zimmerman, 1998). Distance learning allows learners to have a control over access by organising them (Lewis, 1995). Another term is flexible learning where there is little negotiation between the teacher and the learner about the learning goals and assessment (Evans, 1993). Self-direction enables learners to be responsible for their decisions concerning their learning process but does not take charge in implementing those decisions (Dickinson, 1987). Finally, semi-autonomy is the stage where learners are getting ready for the autonomy (Dickinson, 1987). With this numerous terms and meanings, it might be possible to be confused about their meanings. In the light of definitions above, we can say that they are somehow related to each other and share common features in general.

Consequently, in order to prevent misuse of these terms and avoid misunderstanding, we need to be careful about little details of their meanings. This way, we do not get confused about what they mean and how they are used.

2.7. Fostering Autonomy

Learner autonomy has been a desirable educational goal for some time and it is becoming increasingly important as great importance is attached to the necessity of autonomy in all parts of learning. Where there is language education, there is requirement of autonomy so that learners have autonomous dispositions in their lives. Therefore, it is vital to support the development of autonomy in language learning and teaching instead of

toxic teaching and learning styles and transferring control to the learners. As McDevitt (1997) points out: the end product we get out of the education is an independent learner. Similarly, Knowles (1981) suggests that the main aim in education is to create learners who can be autonomous in their lifetime, and it is possible to see education as a lifetime journey (cited in Kupetz and Ziegenmeyer, 2006, p.65). When traditional ideas leave its place to more recent approaches and transition from teacher-dependence to learner-centeredness is made by educators, it will be likely to maximize learners' independence. This can be realized by means of autonomy, "a learning situation which implies a capacity to exercise control over one's own learning" (Nunan, 2000, p.1) (cited in Suharmanto, 2003, p.111). Although there have been many changes in language learning and teaching context, teachers' dominance and passive learners are still so common in learning environments and most of them are still working more traditionally. They mostly arrive at university as passive recipients of knowledge and they have some internalised beliefs. Cotterall (1995a, p.220) pinpoints that "autonomy as a goal cannot be realized until it is translated into the structure of the programme". In this sense, teachers ought to change their traditional roles from being pure instructors to becoming objective advisors who guides learners; whereas learners shift their roles from being blind receivers of information to becoming active performers (Jianxiang, 2010). For this reason, fostering autonomy should be taken into careful consideration for an effective language learning and teaching process.

It is important to have suitable settings in order for learner autonomy to be fostered such as awareness of teachers about autonomy concept, behaviors of learners to accept responsibility of their own learning. In this regard, Cotterall (1999) points out that there are six important variables for fostering learner autonomy: role of the teacher, role of feedback, learners' sense of self-efficacy, important strategies, dimensions of strategy-related behavior and nature of language learning. All these variables have a highly effective impact on the promotion of autonomy in that they strongly focus on the presenting autonomy. Wang Duqin (2002) suggests that developing some learning strategies such as cognitive and metacognitive strategies such as planning, analyzing and monitoring are effective for learner autonomy (cited in Duan, 2005, p.47). These strategies will help learners improve their study habits and gain ability to be independent. Through making use of them, learners can improve their skills of self-assessment and self-study, and boost their awareness of how they can be more a autonomous and not-other-directed.

According to Johnson (1991), another way to foster autonomy is using cooperative learning which gives chances to learners to discuss ideas and promote interaction. In this

way, it is likely to create an environment in which learners can get into social interaction and engage in more interesting roles. On the other hand, the use of computers and multimedia center or self-access centre is highly fruitful way of fostering autonomy, because ability of self-correction, self-initiation and self-repair and undoubtedly autonomy will be improved (Duan, 2005). When the rooms for self-access study are developed, learners may find opportunities to study there by themselves far more effectively (Balçıkanlı, 2008). As Littlemore (2001) states that new technologies such as computers, the Internet, multimedia; and some not-so-new technologies like laboratories and videos can help develop learner autonomy. These opportunities will provide an environment in which learners can choose what to learn and study on their own. Thus, learners can have chances to self- manage their learning and take control of learning content. As Benson (2010a) put it, development of self-access centres and learner training help learners to have time, inclination and opportunity for the responsibility of their learning decisions.

According to Allwright (1988, p.35), "radical restructuring of language pedagogy" has become a reality which implies deconstruction of conventional language learning classrooms and courses in order to create a new autonomy-supportive atmosphere. In addition to this, he says that "the proliferation of self-access centres" fosters the developmet of capacity to learner autonomy beyond the classroom by letting learners to have an access to the information to meet their needs whenever they want. Benson (2010a) suggests two categories of: in classroom and beyond the classroom. He explains how learning can be extended out of the class by these seven issues as alternative modes to the classroom settings: self-access, CALL (Computer-Assisted Language Learning) technologies, distance learning, tandem learning, study abroad, out-of-class learning, self-instruction. To give a brief description of each learning alternatives, first one is self-access which means having an access to resources and learning materials via sutable educational facilities. Secondly, CALL guides learners to use the technology and the computer as an aid to the use of computer-based resources. Distance learning implies the ongoing side of learning even when the sudents are not present at school. The other issue is tandem learning which is based on mutual language exchange between two partners. Study abroad gives learners opportunities to spend time in the target language communities. Another mode of learning is out-of-class learning which stresses the learner engagement in the content when they are outside the classroom. Finally, with self-instruction it is emphasized that learners study without the aid of their teachers. Furthermore, in order to make a connection between what they learn in the classroom and what happens outside the class, learners need a desire to take the responsibility of this learning situation. The other point

Benson (2010a) highlights is that all these modes of learning mentioned above demand a capacity for autonomy. Instead of traditional classroom situations where learners have no other option than what teacher shows and no other alternative of activities, the tendency should be seeing autonomy as the efficient principle which guides them in and outside the class. Thus, in the long run, it is possible to help learners to gain lifelong learning attitude and autonomously motivated behaviors which will lead them to be successfull individuals throughout their lives.

There are some important elements of learner autonomy development which improve learners' capacity for taking responsibility of their own learning. Little (2000b) combines Holec's definition with his own and states that autonomy depends on the development of ability for detachment, critical reflection, decision making and independent action (cited in Little, 1991, p.4); autonomous learners take responsibility of their own learning in some spects of learning such as determining the purpose of their study, which content the wish to learn, rhythm of the learning, methods of their learning, monitoring their progress and evaluating its outcomes (Holec, 1981). Moreover, Little (1991) argues that the autonomous behaviours of learners depend on their age, how far they have progressed and how they perceive their learning needs. Age, pace of learning and needs analysis seem to determine how learners manage their learning and which behaviours they manifest. Additionally, Nunan (1997) introduces a model of five levels of learner action through which learner autonomy grows: awareness, involvement, intervention, creation and transcendence. In the awareness level, learner is the recipient of information. Learner can review the materials and choose among given options in the involvement level. In the third level, intervention, it means learner adapts his/her goals. When it comes to creation level, learner is the creator of his/her own goals. Finally, in the transcendence level, learner identifies his/her interests and sets goals depending on what s/he likes to do (cited in Horváthová, 2016, p.123).

It is important to draw attention to the fact that autonomy in language learning works best when the focus is on learners' needs as well as desires. According to Deci and Ryan (1987) "autonomy represents an inner endorsement of one's actions- the sense that one's actions emanate from oneself and are one's own" (cited in Reeve and Jang, 2006, p.209). It is mostly intrinsic motivation to take charge of learning process and intention of learners' to take responsibility that lead to high autonomy in learning processes. In this respect, Deci and Ryan (1987) (cited in Reeve and Jang, 2006, p.209) emphasize that student motivation mostly relies on the concept of intentionality. When a student decides to study on a topic, for instance "I intend to read this paper", it is autonomous type of motivation. It reflects decision making ability of the learner to choose what to do, how to

do it, and whether to do it, that's why sense of choice is highly important in learner autonomy. Wilson (1996) defines rich learning environments as "a place where learners may work together and support each other as they use a variety of tools and information resources in their guided pursuit of learning goals and problem-solving activities" (cited in Kupetz and Ziegenmeyer, 2006, p.66). In this respect, fostering autonomy calls for using rich learning environments, so there are some approaches towards autonomy that language teachers should be familiar with and conduct in their classes. Of course, as Esch (1997) points out, learner autonomy training cannot be limited to a set of techniques to train learners in language learning skills leading to the display of autonomous behavior. However, the general aim is to increase the willingness of learners to accept and pursue the responsibility of their own learning experience (Martinez, 2004). In the light of what has been mentioned above, it would be effective to underline that these approaches encourage language teachers to re-question their assumptions about learning and teaching for setting up autonomous learning environments. There are many important ways of promoting learner autonomy however, following approaches mentioned by Benson (2001) include a categorization of six important headings. He gives an explanation of each approach and highlights that they have been developed to foster autonomy by applying different methods, techniques and materials. Figure 2.1 represents each approach and they will be explained respectively.
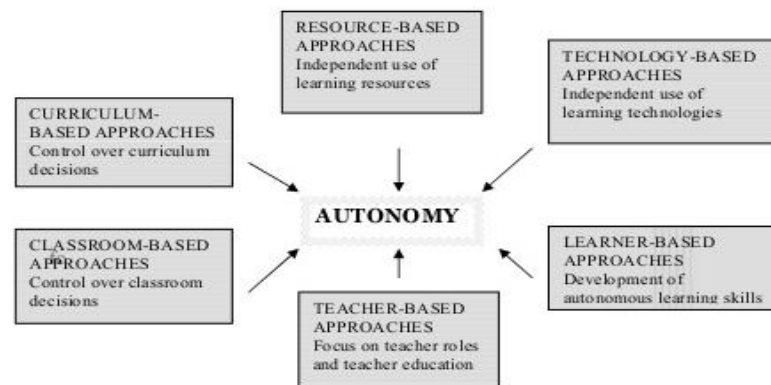
Figure 2.1. Autonomy approaches in language learning (Benson, 2001,p. 111)

2.7.1. Resource-Based Approaches

In resource-based approaches, learners can either study on their own or with the help of a teacher. It enables them to have a sense of choice among various materials. They can also develop their skills by making use of freedom of choice during a process of experimentation and discovery (Benson, 2001). "Resource-based approaches enable students to learn in ways that are on a scale from those that are mediated by tutors to those

where the students are learning independently" (Brown and Smith, 1996). Therefore, Benson (2001) puts the emphasis on the interaction of learners with the learning resources. Brown and Smith (1996) also underlines that resource-based learning materials are useful to develop active involvement of learners to the learning process and help them to become lifelong learners.

A self-access centre can be defined as a place where learners can easily reach learning materials such as audio, video, computer workstations, audiotapes, videotapes and computer software, and a variety of printed materials (Benson, 2001). They provide learners with different materials and give them opportunities to make a decision about their own learning. It can be considered highly favorable because it is possible for learners to have an access to many materials and activities according to their own interets and needs. Additionally, these kind of centres play a great role to develop autonomous learners as they give them a chance to study independently and to feel that they can be responsible for what, when, how and how long they will study. In that way, they can determine the content and the duration of an activity.

2.7.2. Technology-Based Approaches

Technology-based approaches are significant in terms of getting learners to take charge of their own learning out of the classroom thanks to the technologies and utilization of resources which include videos produced by students, computer-enhanced interactive video, electronic writing environments, concordance, CD-ROMs, language assistance provided with e-mails and computer simulations. Nicolaides (2008) pinpoints that learners are often restricted by demarcation of territories which means the teacher is the boss in the class, but out of it the learner is the one who makes decisions about his/her learning (cited in Lamb and Reinders, 2008, p.149). That's why Computer-assisted language learning (CALL) and the Internet are very popular as they give learners individual control over the pace of learning (Warschauer and Healey, 1998). For this reason, it is a significant fact that learners should find ways to have wider chances of learning by exposing themselves to input in the target language through movies, songs and group studies at self-access centres, Internet chats which encourage their autonomy in distinctive ways (Nicolaides, 2008).

As to the importance of technology-based approaches, since learners are provided with various opportunities and the freedom to develop, control and direct their own learning, it is possible to produce autonomous language learners (Schwienhorst, 2003).

2.7.3. Learner-Based Approaches

While resource-based and technology-based approaches to autonomy stress opening up opportunities for learner control, learner-based approaches put emphasis on the production of behavioural and psychological changes in learners who will be taking control of their own learning. The primary goal of this approach is to help learners to be better language learners and enable them to take greater control over their learning (Benson, 2001). Similarly, Cohen (1998) argues that strategy training encourage learners to find their own ways to reach their goals and to be successful, and thus it promotes learner autonomy.

Cohen (1998) further discusses the idea that language learning will be facilitated more when the learners become more aware of the possible strategies that they can consciously select while they are learning and using the language (cited in Gökgöz, 2008, p.23). In this sense, providing learners the opportunity to become more capable of taking responsibility of their own learning has a crucial role in the development of autonomy. As Wenden (1998) suggests it is essential to know that the more learners are involved in the process of effective strategy use, the more independently they will learn.

2.7.4. Classroom-Based Approaches

Classroom-based approaches to learner autonomy focus on the changes of relationships between learners and teachers in the classroom (Benson, 2001). It is assumed that the key element in the development of autonomy is involvement of learners into the classroom learning processes. Benson (2001) props up that when we have a look at the results of researches in which learners engage in goal setting and planning activities in the classroom, it can be observed that learner control over goals and activities is beneficial to language learning. Therefore, it is clear that when learners become the part of decision-making process, the development of learner autonomy will be facilitated.

Through classroom-based approaches learners have also the chance of monitoring their own learning process concerned with needs, goals and assessment (Benson, 2001). In sum, classroom-based approaches attempt to accelerate learner development towards autonomous learning by empowering them to monitor, evaluate and control thir own progress.

2.7.5. Curriculum-Based Approaches

Benson (2001) suggests that curriculum-based approaches to autonomy widen the principle of learner control over the management of learning to the curriculum as a whole. In curriculum-based approaches, the learners are expected to make the major decisions concerning the content and procedures of learning in collaboration with their teachers (Benson, 2001). When all the decisions about goals, objectives and the content of the

learning are made by the curriculum planners, it will hinder the encouragement of learner autonomy as there is no place to engage in decision-making process. On the contrary, Brown (1995) suggests that learners can be included in the curriculum by taking their preferences related to the following concepts into consideration such as approaches, attitudes, strategies, activities, learning styles, patterns of interaction, degree of learner control over their own learning, components of effective teaching and the nature of learning.

It has widely been accepted that as long as learners have the opportunity to be involved in decision-making processes, it gives way to encouraging them to take ownership of their own learning and gain a sense of responsibility.

2.7.6. Teacher-Based Approaches

It is important that teachers create an atmosphere in which there is room for learners to be aware of their own learning. Thavenius (1999) states that teacher role is a lot more important than they think in terms of fostering autonomy as it is not only a matter of changing techniques; it is about changing their personality as a teacher. For this reason, teachers have important roles in promoting learner autonomy as their willingness to implement the principles of autonomy affects the learners' readiness for learner autonomy.

As is seen, through a combination of these six approaches suggested by Benson (2001) it may be feasible to foster learner autonomy in language learning, it can also be concluded that providing that all these approaches are combined in the practice, it is likely to have an autonomy supportive climate.

2.8. Ways of Enhancing Learner Autonomy

As 'learner autonomy' has been at the centre of language learning and teaching in recent times as a concept, most of the researchers have made some studies about how to make students more autonomous and they touch on the effective ways to get learners and teachers autonomous. Thus, they have elaborated upon the concept of learner autonomy and student empowerment toward learner autonomy. They underline the fact that learning does not necessarily take place in isolation of others and independence or freedom does not mean being on your own. Interaction, negotiation, collaboration and motivation are highly important factors in order for autonomy to be fostered (Bhattacharya and Chauhan, 2010). As Little (1994) also emphasizes learner autonomy is the product of an interdependent relationship rather than independence of learners, and Ryan (1991) contends that learner autonomy has a similar meaning with autonomous interdependence. The main point emerging from these comments is that there is a correlation between autonomy and interdependence. Therefore, it is useful to start with the group or peer work activities and

then, at a later stage to move on independent decisions. In that way, learners will gain confidence and be ready to take initiatives (Bhattacharya and Chauhan, 2010).

Locke (1996) states that the pursuit of goals controls humans' actions, that is, setting clear goals and striving for achieving them motivate people. According to him, there are three important elements which make goals effective motivators such as free choice and commitment of the individual, explicit and clear goals and an achievable aim. In other words, sense of free choice, setting a meaningful goal and making individual effort to achieve it are crucial in the development of autonomy. Macaro (2003) also draws attention to this fact that autonomy is related to the ability of being able to say what you want to say rather than uttering others' language. Dickinson (1992) says that among the characteristics of the future technological society two things are important related to teaching and learning process: lifelong learning must be a core concept in teacher development programs, and on the other hand, some elements like experimentation, risk taking, autonomy, and flexibility must be taken into consideration while developing a model of schooling.

On the other hand, in order to maintain learner autonomy as a lifelong attitude, it is vital to assign choice to the learners. And, learner autonomy is necessary for making someone lifelong learner (Neupane, 2010). For example, they should choose the topic they want to learn and increase their own motivation to continue autonomous behavior in the future. Dörnyei (2001) and Deci and Ryan (1985) draw attention to intrinsic motivation as an essential point in the development of learner autonomy and assume that autonomy and motivation are interwoven.

In their research Bhattacharya and Chauhan (2010) suggests another thing that promotes learner autonomy: blogging which is believed to foster autonomy by developing learners' language and cognitive skills and independent decision-making skills. Campbell (2005) supports this accepting that blogging can aid learners to take their own decisions. It supports autonomy and also, blogs and weblogs are very popular tools to stimulate learning. From the analysis of the reports in their research, Bhattacharya and Chauhan (2010) gives a list of four sub-categories of autonomy: independent language-learning skills and strategies, decision making and ability to face challenges, developing interdependence leading to independence and finally some motivational factors. Keeping these categories in mind, it is worth pointing out that group or peer work practices give learners opportunities to complete their confidence and moving from learning to living in the language. Listening Log is another way of motivating autonomous learning because it gives learners chance to develop their independent learning akills. Rost (2002) claims that listening requires learners' active engagement, conscious attention and motivation. As they

all go hand in hand, motivation and attention of learners will lead to more autonomy and vice versa. Little (1991) highlights it in his definition that autonomy is a capacity of learners for detachment, critical reflection, decision-making and independent action about their own learning. When learners engage in activities outside the classroom, it will increase their chances to make use of potential learning situations. In the same vein, Kemp (2010) suggests that keeping the listening Log, watching a television programme, going to a self-access centre etc. will all provide a learning environment for learners in which they can choose topics and tasks according to their personal interests and goals. However, in order to enhance learner autonomy, the most important thing to note is learners' engagement with their learning and reflection on their progress which will lead them to a further process called "autonomization" (Kemp, 2010, p.387).

Taking into consideration the different ways of fostering learner autonomy, it should be kept in mind that there are lots of factors that lead to the enhancement of autonomy. When they are given particular importance, it will be possible to empower learners to take charge of their learning.

2.9. Characteristics of Autonomous Learner

Encouragement of some key characteristics of learners helps them to take charge of their own learning. That is to say, when they set goals, organize their study, monitor the progress, determine what they learn and assess their learning by themselves, they will push themselves to achieve autonomy (Duong and Seepho, 2014). Sadtono (1997, p.55) suggests that "there is the need to prepare the students to become autonomous learners, because, according to him, to a large extent success in language learning depends on the learners" (cited in Suharmanto, 2003, p.117). The learners have traditionally relied very heavily on their teachers as managers of their learning (Carter, 2001). However, autonomous learners need to be active and self-motivated to find their own way and to practise what they learn inside and outside of the classroom by joining speaking clubs, watching movies, learning online etc. Thus, they will be confident enough to be gradually become autonomous learners and to be in control of their learning. Experts such as Rubin (1975), Stem (1975), and Naiman, Fröhlich, Stem, and Todesco (1978) asserted that "good learners have an active involvement with language learning, that they have clear ideas about the best ways for them to go about language learning, and that they set up their own learning objectives in addition to the teacher's objectives". Similarly, Cotterall and Crabbe (2008) expresses that the mark of autonomous learners is their ability to engage in meaningful tasks to create opportunities to learn the language and its forms in other learning contexts. It is considered highly favorable for the learners that they are in charge

of the decisions about their learning. Omaggio (1978) provides seven main characteristics of autonomous learners that one must be willing to take risks to communicate in the target language, have a tolerant and outgoing approach to the target language, have awareness of learning styles and strategies, take an active part in learning task, reject rules that do not apply, pay attention to accuracy as well as appropriacy, and finally be good guessers. With these qualities in mind, it is possible to say that willingness, awareness and tolerance draw attention in terms of autonomous personal traits.

It is widely accepted that individual needs and educational practices are changing fast, and learners need to adapt that changes to adjust to 'the process of autonomisation' Little (2000b). Dickinson (1992) asserts that autonomous learners are different from teacher-dependent learners in terms of several characteristics which are related to the ability of monitoring and evaluating learning strategies, selecting strategies appropriate for them, identifying teacher's aim while teaching them something, monitoring their own learning, and finally developing their own learning objective. All these characteristics mentioned above have one common point that learners need to be active in every phase of learning which is the key element in the development of learner autonomy.

2.10. Roles of Teachers and Learners in Autonomous Learning

Fostering learner autonomy has some implications for language learning and teaching practices and also it compels teachers and learners to redefine their roles. "This reorientation of classroom roles may constitute a great challenge to teachers, and the success of meeting the challenge depends largely on teacher autonomy development, which is a premise of enhancing learner autonomy" (Little, 1995; Huang, 2007, cited in Jiang and Ma 2012, p. 964). Traditional roles make the teacher authority and the learner passive receiver of the information. In many parts of the world and in Turkey, officials have the main authority about education and teachers make decisions in learning environments on behalf of learners. They decide what to teach, how to teach, when to teach, where to teach and noone dares to challenge authoritarian management. However, in modern education systems, there has been a shift to more learner-centred approaches rather than pacified learners and there are highly effective approaches to alternative learning experiences. For instance, resource centres, self-access centres, Internet and information technology classes have been common in education areas and they give the chance to have a direct access to what learners need. All these advances in professional roles support contribution of the learner autonomy and it is likely to see how ready the learners are for autonomous learning as a result of these developments. Holden and Usuki (1999) carried out a research and found out that it was not the learners who were innately passive in

Japan, on the contrary it was the educational system that created a negative environment which hindered learner autonomy. It is possible to mention the same situation in Turkey as well, because Turkish educational system is mainly directed by the authorities.

There is a common agreement that both learner and teacher training is vital in order to facilitate and develop learner autonomy in language learning environments (McCarthy, 2000; Scharer, 2000). Benson (1997) argues that the teachers are often concerned with taking control of the institutional and classroom learning arrangements within the curricula, while the learners' concern is broader which has to do with learning in the life beyond the classroom. When education authorities wish to dig deeper and direct their energy toward autonomy, it will be likely to apply updated methodologies and learners will not be supposed to do what they are asked to do any longer (Geng, 2010). It is acknowledged that "autonomous learners have the capacity and freedom to steer their own learning in the direction of personal autonomy". Similarly, Dickinson (1977) sees autonomy as the next stand of self directed learning and adds "in full autonomy there is no involvement of a 'teacher' or an institution. And the learner is also independent of specially prepared materials" (Dickinson, 1987, p.11). To talk in general terms, autonomous learners are not blind receivers of information any more but active performers of their learning, also teachers today take the role of being academic advisors suggesting flexible schedules and different methods for self-management in order to help learners to be autonomous (Jianxiang, 2010). On the other hand Smith (2003) suggests that learner autonomy refers to a situation of learning without a teacher such as at home, with a computer, in a self-access centre that does away with the need for a teacher. Thus, learners can go on learning outside the class without any instructor or helper which is very desirable in the way to learner autonomy.

To sum up, both language learners and teachers need to know that it is their beliefs, perceptions and attitudes what influence their desire to take more responsibility of their learning. In order for them to get a successful learning and teaching experience, it is important to be aware of their roles as a teacher and a learner.

2.10.1. Roles of Teachers

When the teacher responds positively to the autonomy approach and implements it in the clasroom, it is possible to have a better autonomy-supportive learning atmosphere. In this respect, most significantly, language teachers are seen in the role of resource person for autonomous language learning (Kohonen, 2001). That's why automous potential of teacher opens up way for self-directed learning and teaching experiences. Little (1995) and Tort-Moloney (1997) defines autonomy as teachers' capacity to engage in self-directed

teaching (cited in Smith, 2000, p.1). On the other hand, Aoki (2000) suggests that teacher autonomy involves the capacity, freedom, and responsibility of making choices concerning one's own teaching. According to Duan (2005) teachers play many roles in fostering autonomy for instance facilitators, consultants, guiders, supporters, co-learners and inpectors in learning processes. Similarly, three teacher roles are emphasized as they promote learner autonomy: facilitator, counselor and resource (Voller, 1997; Little, 2004, cited in Duong and Seepho, 2014, p.130). Oxford (1990) mentions that in more traditional sense, teachers are seen in the role of parent, instructor, director, manager, judge, leader, evaluator, and even doctor. However, teachers today have more facilitative roles such as helper, guide, consultant, adviser, coordinator, idea person, diagnostician, and co-communicator.

Little (1995), McGrath (2000), Smith (2000), and Tort-Moloney, (1997) also state that if teachers themselves are not aware of who an autonomous language learner is, they may have a negative influence on their students in the development of autonomy. It is clear that teachers play an important role to foster learner autonomy, so when they stand out the process as a teacher, their learners are likely to have difficulty in developing autonomy. If they have a positive attitude towards autonomous learning and teaching, their learners will also have a positive point of view on the encouragement of autonomy. Indeed, as Sert (2006, p.16) suggest that "if the teachers who are supposed to teach their students how to take the wheel are not good drivers themselves, the whole system will be at risk". This is less likely to occur when the teachers provide suitable opportunities for learners to facilitate the management of their learning by helping them find the most effective way for their understanding of the learning. Therefore, for Voller (1997, p.107) "Instead of transmitting a body of facts about the target language, the teacher's role is now to transmit a body of facts about the most efficient ways (according to expert linguists) to learn a language".

The important question is that what is the link between teacher and learner autonomy? The teacher can facilitate learning by helping learners to self-manage their learning, giving advice to them and providing them with information when needed. With the changes in educational ideologies, there has been different roles that teachers take on in the classroom. Terms such as 'facilitator', 'mentor', 'counsellor', 'adviser', 'helper', 'learner support officer', 'tutor' all characterize this change towards attributing more expertise to the learner (Gremmo, 1995, cited in Ciekanski, 2007, p.113). When a teacher takes into account learners' psychological needs, interests, preferences and values, ask them what they want, give them time to work on a problem in their own way, learners gain

sense of autonomy experience and they become more aware of their inner motivational resources (Reeve and Jang, 2006). Yet, some teachers with old beliefs are still using traditional approaches to learning and teaching which are antithetical to autonomous learning, but it must be known that their beliefs play a significant role to support autonomous learning (Cotterall, 1995a). Autonomy supportive teachers find ways to nurture, support and increase learners' inner endorsement of their classroom activity by creating classroom opportunities which support learners' own learning processes. On account of this, teachers can only encourage their learners' intrinsic motivations by putting aside their controlling behaviors and being sensitive to learners' own experiences. Hence, when given chances, learners take initiatives and activate their inner sources (Reeve, 2006; Reeve, Deci and Ryan, 2004) (cited in Reeve and Jang, 2006, p. 210). Teachers need to help their learners to overcome the barriers to autonomous learning and to control their own learning as one of the most prominent element for autonomy.

It is a real privilege to be able to work with autonomy supportive teachers as they promote learners' decision making abilities and motivational resources. Some researchers have worked to identify specific behaviors that autonomy-supportive teachers display during their instruction in the class (Deci et al., 1982; Flink et al., 1990; Reeve et al., 1999). Of those behaviors, apart from the fact that they specifically ask students what they desire and pay attention to their speech, they also allow students to work independently and give importance to student talking time. In addition, they are responsive to student-generated questions and use empathic statements to acknowledge the students perspectives. On the other hand, teachers who support autonomy give feedback about the improvement or mastery of students, offer encouragements and hints about how to make progress. Finally, they set arrangements accordingly in order to enhance autonomy and provide explanatory statements as to why a particular course of action might be useful.

It is therefore vital to point out that these new roles also require modifications in educational strategies which support autonomous learning. Mozzon-McPherson (2001, p.7) suggests that ''the shift in language learning from a teacher-led to a more learner-centred approach has involved a repositioning of the teacher and reappraisal of the teacher's skills'' (cited in Ciekanski, 2007, p.113). For the sake of the development of autonomy, teachers need to take into account this changing pedagogical roles. Aili (1999) points out that changes in society and children's conditions as social beings caused some changes in teachers' work conditions and as a result of this some new cases aroused (cited in Aili and Brante, 2007, p.303). What supports the reasonabless of change in teachers' roles is that

highly controlling manners in learning environment inhibit learners' potential of autonomy.

Researches show that students with autonomy-supportive teachers, as opposed to students with controlling teachers, have higher degrees of autonomy and also better academic achievement, motivation and creativity (Benware and Deci, 1984; Black and Deci, 2000; Boggiano, Flink, Shields, Seelbach and Barrett, 1993; Deci and Ryan, 1985, 1987; Deci et al., 1981; Grolnick and Ryan, 1987; Hardre and Reeve, 2003; Koestner, Ryan, Bernieri and Holt, 1984; Miserandino, 1996; Ryan and Grolnick, 1986; Vallerand et al., 1997) (cited in Reeve and Jang, 2006, p. 210). Hence, when learners are always controlled by external circumstances, it is not likely for them to have a sense of autonomy. It is informative to know that allowing learners opportunity to work on the problem independently and discover the answer will increase their chances of having greater autonomy. Otherwise, if the teacher always utters directives and directly tells the right answer without encouraging learners' effort, it is difficult to nurture their inner motivational resources (Reeve and Jang, 2006). Reeve (2006) suggests that personal properties of a teacher either contribute positively to learners' learning or frustrate their inner motivational resources. Following the ideas given above, learners' experiences of autonomy mostly depend on teacher behaviors and roles when it is rich in suppotiveness of learners in terms of taking initiatives about their learning autonomy comes naturally. For McGrath (2000), promotion of learner autonomy is one of the responsibilities of the autonomous teacher. However, teachers may have the fear of losing control when learners are involved in the decisions on how, why or what to learn. Smith and Erdoğan (2008) suggest that one of the ways to experience teacher autonomy and help learners develop a measure of autonomy is taking decisions about managing their own teaching context (cited in Jiang and Ma, 2012, p. 970). Therefore, it is important for teachers to depart from the rules and guidelines laid down by authority and take responsibility for their own actions. For the same reason it is also worth pointing out that in today's world teaching does not mean providing learners with a wealth of information, but devoting time for autonomous practices.

2.10.2. Roles of Learners

According to Sert (2006, p.2) "with the predominance of teacher-led English language instruction in Turkey, learners are seen as passive receivers of new information and are therefore unlikely to develop the skills to control their progress" . In parallel with this, it is apparent that learners need to develop the skills to direct their own learning processes. Duan (2005) suggests that it is crucial for learners to be aware of their central

roles in learning such as planner, organizer, manager and evaluator of their own learning. These roles will make them gain broader insights into autonomous attitude. Suharmanto (2003) claims that there are three things that lead learner autonomy such as identifying their learning objectives, learning needs, and learning problems, finding suitable learning materials according to their objectives and needs, and looking for some ways to solve their learning problems. Gardner (1999) puts forward the issue that learners need to make use of self-assessment to determine their level of knowledge and skills and monitor their progress. In this sense, Harris (1997) sees the process of self-assessment as one of the important aspects of learner autonomy because learners can focus on their own learning that way. Morover, Trebbi (2003) states that learners need to be attentive about these four qualities in order to enhance learner autonomy: taking responsibility of creating a good learning atmosphere, deciding on their own learning needs and targets, improve their ability to solve their learning problems and reflecting upon learning styles, approaches and materials.

When learners are aware of their roles as an active participants of learning process, it is inevitable for them to adapt an autonomous attitude which leads to desire for taking responsibility of setting goals, solving problems, identifying needs, reflection on the learning process and self-assessment. As long as they desire for learner autonomy, they can reach better results in their language learning experiences.

2.11. Studies on Perceptions of Instructors Related to Learner Autonomy

Research on teachers' perceptions about it is still scant, thus it seems necessary to explore what is meant by it and draw attention to the significance of this concept. Durmuş (2006) investigated EFL teachers' perceptions on promoting learner autonomy with 116 EFL teachers. The researcher found that the majority of the participants supported learner involvement in realistic and achievable objectives. Similarly, Yumuk (2002) investigated the role of the Internet in promoting learner autonomy and concluded that the impact of it was positive for the future of autonomous learning. Cotterall (1995a) also carried out a study to investigate learner conceptions and effects of them on readiness for autonomy. The results showed that learner beliefs regarding such factors as role of the teacher, role of feedback, learner independence, learner confidence in study ability, experience of language learning, and approach to studying have an important role in promoting learner autonomy. The so-called study indicates that learners and teachers can hope to construct a sharing understanding of the language learning process, and of their roles in it. All these studies reveal that autonomy is seen as favorable by learners and teachers. Yet, in some environments where traditional approaches are still so common, education is directed by

the authorities and learners lack the necessary skills such as planning, conducting and evaluating their academic life (Karasar, 1984; Büyüköztürk, 1996; Büyüköztürk, 1999; Karagül, 1996; Köklü and Büyüköztürk, 1999). In this situation, we need to still find ways to take an autonomous point of view even when the traditional approaches are common all around us.

2.12. Fostering Learner Autonomy through Focusing on Metacognitive Strategies

When we pay a short visit to the historical development in the study of second language learners' strategies, it is seen that language learners were seen to be more actively responsible for their own learning under the influence of the Cognitive Approach in early 1970s (Larsen-Freeman and Anderson, 2011). For instance, Rubin (1975) investigated what good language learners did to facilitate their learning and identified some of the learning strategies, in other words, the techniques or devices which a learner may use to acquire knowledge. According to Rubin, good language learners are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. Good language learners also attend to both the meaning and the form of the message while practicing and monitoring their own speech as well as the speech of others. Stern (1975, cited in Brown 1987) also attempted to describe good language learners in terms personal characteristics styles and strategies. Stern's list was similar to that of Rubin and offered ten characteristics suggesting "an active approach to the learning task" and "technical know-how about how to tackle a language". Later, Rubin and Thompson (1982) also offered a set of advice to foreign language learners on how to become better learners. And as Larsen-Freeman (2011) indicated, it was not long before language educators realized that simply recognizing learners' contributions to the process was not sufficient. It was realized that it was also necessary to maximize their potential and contribute to their autonomy, which can be achieved by providing training in learning strategies. All these studies of the 70's led to a need for careful defining of specific learning strategies.

For instance, Omaggio (1981, cited in Brown 1987, p.95) created an excellent and very practical guide for teachers that provided a set of classroom activities indexed according to students' preferred cognitive styles and learning strategies, some diagnostic instruments and procedures for determining students' preferences, and outlined exercises in order to help students to develop successful strategies where they are weak. In mid-80's, some of the research studies by O'Malley et al. (1983, 1985a, 1985b) focused on the use of 24 strategies used by learners of English as a second language in the U.S.A. and they divided their strategies into three main categories: metacognitive, cognitive, and socio-

affective strategies. O'Malley et al. (1985b, p.582-584, cited in Brown, p.93) pointed out that metacognitive is a term used in information-processing theory to indicate an "executive" function, and learners who tend to use these strategies in general actually employ strategies, such as "advanced organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation." As Brown (1987, p.94) summarized, such strategies involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Cognitive strategies, on the other hand, are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Socioaffective strategies are more to do with social-mediating activity and interacting with others.

2.12.1. Importance of Strategy Training

Wenden (1985, cited in Larsen-Freeman and Anderson, 2011) observed that language teachers' time might be profitably spent in learner training as much as in language training-training students in the use of learning strategies in order to improve their learning effectiveness. Wenden (1985) outlined the significance of identifying successful learning strategies that could be used by students of second languages. She stated that learner strategies are the key to learner autonomy, and that one of the most important goals of language training must be the facilitation of learner autonomy. Wenden suggests that teachers can benefit from an understanding of what makes learners successful and unsuccessful by establishing a milieu in the classroom for the realization of successful strategies. Brown refers to Bialystok (1985) who stresses that teachers cannot expect instant success in that effort because students often bring with them certain preconceived notions of what ought to go on in the classroom; thus, teachers are advised to show efforts in training students on the use of some technical ways or strategies about how to tackle a language. In this sense, Larsen-Freeman and Anderson (2011, p.185) lists the following principles regarding strategy training:

The sts' prior knowledge and learning experiences should be valued and built upon.

Studying certain learning strategies will contribute to academic success.

The teacher's job is not only to teach language, but to teach learning.

For many students, strategies have to be learned. The best way to do this is 'hands-on' experience.

Students need to become independent and self-regulated learners.

Self-assessment contributes to learner autonomy.

An important part of learning strategy is being able to transfer it, e.g. use it in a different situation.

Research has shown that to be effective, strategies should not be taught in isolation, but rather as part of the content-area or language curriculum (Grabe and Stoller, 1997,

cited in Larsen-Freeman and Anderson, 2011, p.185-6). It seems that an additional benefit of learning strategy training is that it can help learners to continue to learn after they have completed their formal study of the target language.

2.12.2. Learning Strategy Categories

In her preface to the book 'Language Learning Strategies: What every teacher should know', Oxford (1990, p.9) says that it is the result of years of struggling with issues of language learning and teaching with the discouragement experienced in language instruction as well as the need for taking the responsibility for her own teaching. As a result, she invented her own private teaching strategies and techniques for learning new languages. Oxford stressed that the instructional establishment had simply not understood the need to encourage learners to use such strategies. On the journey from audiolingualism towards communicative language instruction and up to our present time, it seems that language learning strategies, based on the idea of learner self-direction, have been drawing attention around the world. With this unique and impressive handbook on language learning strategies, Oxford offers a model for strategy training as well as exercises, with useful surveys for assessing students' learning strategies, a new strategy system covering language learning strategies in a coherent and consistent way. Oxford (1990, p. 16-21) identifies totally six general categories of learning strategies for dealing with language, three of which are direct and three indirect. As direct strategies, language learners use cognitive strategies, memory strategies, and compensation strategies, and as indirect strategies, they use metacognitive strategies, affective strategies, and social strategies.

2.12.2.1. Direct strategies. As for direct strategies, certain cognitive strategies, such as analyzing, and particular memory strategies, like the keyword technique, are highly useful for understanding and recalling new information, which are important functions in the process of becoming component in using the new language. Compensation strategies, on the other hand, aid learners in overcoming knowledge gaps and continuing to communicate authentically and thus help communicative competence to emerge.

2.12.2.2. Indirect strategies. As for indirect strategies, metacognitive strategies help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competence. Affective strategies develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning. Finally, social strategies provide increased interaction and more emphatetic understanding, which are two qualities necessary to reach communicative competence (Oxford, 1990).

2.12.3. Definitions for Learning Strategies

Following a technical definition on learning strategies as "operations employed by the learner to aid the acquisition, storage, retrival, and use of information", Oxford (1990, p.8) expands her definition by saying that learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations", and then stresses that all appropriate learning strategies are oriented toward the goal of communicative competence. Oxford also says that "development of communicative competence requires realistic interaction among learners using meaningful, contextualized language", and learners participate actively in such authentic communication with the help of learning strategies which can operate in general and specific ways to encourage the development of communicative competence.

We can readily say that assisting learners in discovering and practising the learning strategies is an important issue and seems to be a responsibility of teachers as the outcome will influence their classroom performance. Moreover, Oxford (1990, p.9) suggests a set of common features for language learning strategies. Of those strategies, apart from the fact that they expand the roles of teachers and they can be practised in class and taught, allowing students to get self-directed, supporting learning both directly and indirectly and being problem-oriented draw our attention in order to foster learner autonomy. Of all these features, probably the most striking ones seem to be that the learning strategies can be taught to students, and that they expand the role of teachers. Additionally, practising learning strategies allows learners to become more self-directed, helping them become more autonomous in the long-run and this is usually desired by all language teachers. On the other hand, training learners in learning strategies could also be ignored within the process; thus, they need to be given more importance by language teachers.

In this sense, we could argue that students can be trained in the use of learning strategies to develop language skills as the learner can choose several different ways of completing a given task. In relation to this, Oxford (1990, p.57) bases her discussion on two assumptions saying that "first, all four language skills are important and deserve special attention and action, and, second, learning strategies help students to develop each of the skills". Richards and Lockhart (1994, p.63) point out that "the use of an appropriate learning strategy can enhance success with the learning task. An important aspect of teaching is to promote learner's awareness and control of effective learning strategies and discourage the use of ineffective ones." In line with this, in an International Project on Language Learning Strategies (IPOLLS) at the University of Oxford, based on the views of nineteen strategy experts on key issues, Cohen (2007, p. 38-9, in Cohen and Macaro, 2007)

identifies such purposes of language learner strategies as "to enhance learning, to perform specified tasks, to solve specific problems, to make learning easier, faster, and more enjoyable, and to compensate for a deficit in learning". In addition to these purposes, Cohen also identifies a set of concepts related to learners' use of strategies, such as "autonomous language learning, self-regulation, self-management, independent language learning, and individual language learning (p. 40-42)." In his study, Cohen finds seven major themes associated with efforts to define language learning strategies: "level of consciousness, degree of mental activity, extent of describable actions, degree of goal orientation, strategy size, amount of strategy clustering, and potential for leading to learning". In this respect, any given strategy has to have a metacognitive component in which the learner consciously and intentionally attends selectively to a learning task, analyzes the situation and task, plans for a course of action, monitors the execution of the plan, and evaluates the effectiveness of the whole process. According to Cohen (2007), metacognitive strategies determine the cognitive strategies that learners will apply.

The respondents in Cohen's study generally reported using the concept of 'autonomous language learning' to refer to learning with the ultimate goal to produce self-motivated students who will be able to take control of the 'what, when, and how' of language learning and learn successfully, independently of the teacher, and possibly outside of the classroom without any external influence. One respondent reported using the term 'self-management' as with 'self-regulation' to refer to learners who (a) use metacognitive strategies extensively to monitor, plan, and evaluate the strategy use, and (b) are able to control their own learning and seek solutions to problems in their learning. Another respondent reported using self-management as a metacognitive strategy with four components which included having learners determine how they learn best, arrange conditions that help them learn, search for opportunities for practice, and focus attention on the task. It can be said that helping students develop themselves in the use and practice of metacognitive strategies in the language learning process appears to be the most fundamental component of success in language learning process.

2.12.4. Importance of Metacognitive Strategies in Language Teaching

Oxford (1990, p. 136) states metacognitive strategies are essential for successful language learning, saying that "metacognitive strategies are actions which go beyond purely cognitive devices" and help learners to organize their own learning process. Oxford's classification of the metacognitive strategies we see that the emphasis is on centering learning, arranging and planning learning and evaluating one's learning. The

acronym CAPE is used to remember practically that metacognitive strategies make language learners more CAPE-able.

In her discussion, Oxford stresses that language learners are often overwhelmed by too much "newness", such as unfamiliar vocabulary, confusing rules, different writing system, social customs of the target community, and non-traditional instructional approaches. With all this novelty in a new language, many learners may lose their focus in the whole process, and they can regain it only by the "conscious use of metacognitive strategies", such as centering one's learning (which can be realized through overviewing and linking with already learnt material, paying attention, delaying speech production to focus on listening), arranging the conditions that help them learn and planning their learning (which can be realized through finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task, planning for a language task, and seeking practice opportunities) and self-monitoring and self-evaluating their progress. Richards and Renandya (2002, p.121) exemplify such strategies saying that students may create their own plan for monitoring their progress and comparing it with curriculum goals in terms of level of proficiency.

All in all, use of metacognitive strategies are highly important for learners in order to be able to control, plan, monitor and evaluate their own learning and take control of their own leaning process. Learners who make use of these strategies display more self-motivated and autonomous behaviours as they manage their own learning while they are learning a language.

CHAPTER III: METHODOLOGY

3.1. Introduction

This chapter aims to present how the study was carried out and comprises the design of the study, the setting, the participants, the instrument employed, the components of the questionnaire, the open-ended questions used within the questionnaire, data collection procedure, and finally data analysis.

3.2. Design of the Study

The purpose of this present research study is to identify the perceptions and beliefs of EFL instructors working at prep schools in Turkish universities on learner autonomy from various perspectives. The study employs two research designs to explore instructors' perceptions and beliefs because it is essential to understand their perceptions and beliefs in promoting learner autonomy. Concerning the aim of this study, both qualitative and quantitative data were collected in order to provide a better understanding. Dörnyei (2007) highlighted the importance of mixed method research saying that making a combination of both quantitative and qualitative approaches combines the strengths of two approaches. In addition, to fulfil the aim of the study, the research questions were designed in order to investigate different perspectives on learner autonomy.

3.3. Setting

This study was carried out at nine different universities in Turkey; Pamukkale University School of Foreign Languages (24 EFL instructors), Süleyman Demirel University School of Foreign Languages (15 EFL instructors), Dokuz Eylül University School of Foreign Languages (13 EFL instructors), Muğla Sıtkı Koçman University School of Foreign Languages (15 EFL instructors), Adnan Menderes University School of Foreign Languages (14 EFL instructors), Gazi University School of Foreign Languages (2 EFL instructors), Akdeniz Bilim University School of Foreign Languages (2 EFL instructors), Beykent University School of Foreign Languages (1 EFL instructor), and University of Turkish Aeronautical Association School of Foreign Languages (1 EFL instructor). The study was carried out in 2018 - 2019 academic year spring semester.

3.4. Participants

The participants were 87 EFL instructors employed in prep programmes at various universities with the aim of investigating EFL instructors' perceptions and beliefs on fostering learner autonomy. There were 87 instructors who participated in this study. Of all participants, 33.3% instructors were male, and 66.7% instructors were female. In Table 3.1 gender distribution of the instructors is given. Most of the participants who took part in this study were female EFL instructors.

Table 3.1. *Gender of the Instructors who Participated in the Study*

Gender	Frequency	Percent
Male	29	33.3
Female	58	66.7
Total	87	100

In addition to gender, the participants were asked to state their years of teaching experience in the questionnaire to find out information about how long they have been teaching. Their experience ranged between 1 and 21 years. As can be seen in Table 3.2 below, 29 of the instructors (33.3%) had teaching experience between 11 and 15 years, while 26 of them (29.9%) had teaching experience between six and ten years, 13 of the instructors (14.9%) had teaching experience between 16 and 20 years. Moreover, 16 of the instructors (18.4%) had an experience of 21 years and over which means that they have been working for a long time in this field.

Table 3.2. *Teaching Experience of the Participants*

Experience in teaching	Frequency	Percent
Less than 1 year	-	-
1-5 years	3	3.4
6-10 years	26	29.9
11-15 years	29	33.3
16-20 years	13	14.9
21 years and over	16	18.4
Total	87	100

Additionally, the participants by their years of teaching experience is also represented in Figure 3.1. Their experience was generally between six and fifteen years which means that they were highly experienced in the field of language teaching. There were only three instructors whose experience is between one and five years. There was not any instructor who had an experience of less than one year. It can be concluded that most of the EFL instructors who participated in this present study were experienced about how to teach a foreign language.
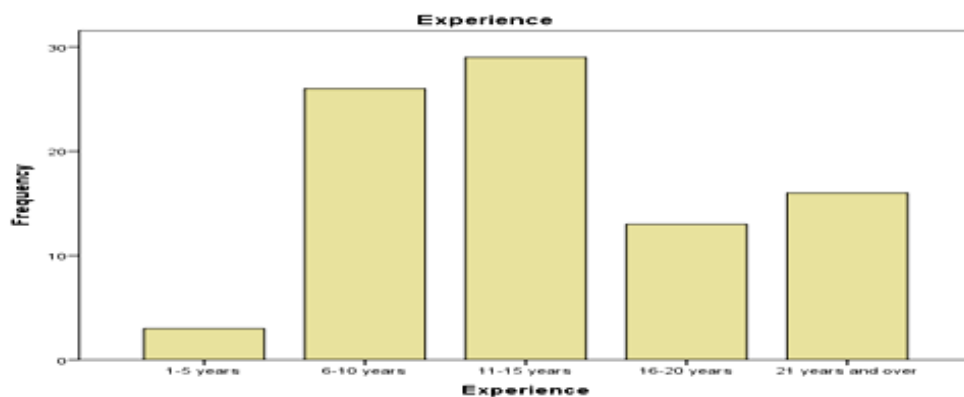
Figure 3.1. Participants by their years of teaching experience

As seen in the figure above, majority of the participants by their years of teaching experience piled up between six and fifteen years.

3.5. Instruments

To collect the data in this study, we designed a questionnaire consisting of items which are related to the perceptions and beliefs of EFL instructors on learner autonomy based on literature review and brainstorming on the topic with instructors in the field. While forming the items in the questionnaire, we decided to gather data about two perspectives: learner autonomy and metacognitive strategies. More specifically, first 34 items in the questionnaire focused on instructors' perceptions about learner autonomy and last 19 items included items related to the metacognitive strategies which are expected to lead to autonomous learning. On the other hand, in order to gather the qualitative data, we formed four open-ended questions so that the participants could write their comments. To analyse their comments, content analysis was applied, as Ellis and Barkhuizen (2005) stated, in order to code the common themes and to be able to make interpretations.

As for the content validity, three instructors from the field of ELT were consulted for their opinions on the survey items, and necessary changes were reflected to the items based on their comments. After all these modifications, the questionnaire consisted of 53 items in total. As part of the pilot study, the questionnaire was administered to 57 participants to measure the Cronbach's alpha co-efficient. Table 3.3 shows the reliability evaluation criteria for α value (Özdamar, 1999, p.522).

Table 3.3. *Reliability Evaluation Criteria for α Value*

α value	Reliability of the questionnaire
$0.00 \leq \alpha < 0.40$	No reliability
$0.40 \leq \alpha < 0.60$	Low reliability
$0.60 \leq \alpha < 0.80$	Quite reliable
$0.80 \leq \alpha < 1.00$	High reliability

In the first part of the questionnaire, there are 34 items related to the perceptions of instructors on learner autonomy, and item-total statistics are presented in Table 3.4, while there are 19 items related to the perceptions of instructors on metacognitive strategies in the second part, and item-total statistics for these items are illustrated in Table 3.5. In addition, item total statistics for items between 1 and 53 are also presented in Table 3.6. to get a general understanding of the questionnaire items. What is more, in the present study, when all the items were taken into consideration, the Cronbach's alpha co-efficient was calculated as $\alpha= .950$, which indicates a quite high level of reliability.

Table 3.4. *Item-Total Statistics for Items 1- 34*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	127.4035	252.352	.545	.902
Item 2	127.2456	249.010	.716	.900
Item 3	127.2982	248.320	.672	.900
Item 4	127.0351	251.249	.602	.901
Item 5	127.3158	246.291	.733	.899
Item 6	127.4561	248.610	.654	.900
Item 7	127.3684	251.558	.517	.902
Item 8	127.5789	246.891	.620	.901
Item 9	127.6667	246.119	.624	.900
Item 10	127.6842	245.291	.626	.900
Item 11	128.0000	245.500	.623	.900
Item 12	127.7193	247.777	.585	.901
Item 13	127.3158	252.184	.528	.902
Item 14	128.1754	258.540	.255	.907
Item 15	127.7368	256.769	.389	.904
Item 16	128.7544	258.546	.257	.907
Item 17	128.2456	259.189	.271	.906
Item 18	127.6667	256.905	.368	.905
Item 19	127.7719	255.715	.411	.904
Item 20	127.3158	266.684	.047	.909
Item 21	127.4737	262.004	.187	.907
Item 22	127.4386	249.536	.644	.901
Item 23	128.0526	253.801	.497	.903
Item 24	127.8070	255.551	.358	.905
Item 25	128.5789	260.784	.163	.909
Item 26	127.3860	259.456	.317	.905
Item 27	127.7544	254.367	.471	.903
Item 28	127.1404	254.337	.556	.902
Item 29	127.5965	253.709	.425	.904
Item 30	128.1754	266.040	.055	.910
Item 31	127.1228	256.788	.523	.903
Item 32	127.1754	256.219	.518	.903
Item 33	127.4737	258.647	.300	.906
Item 34	127.2807	254.706	.506	.903

Table 3.5. *Item-Total Statistics for Items 35-53*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 35	71.0000	105.000	.606	.913
Item 36	70.9298	105.031	.603	.913
Item 37	70.7895	104.883	.604	.913
Item 38	71.2632	107.269	.556	.914
Item 39	70.9123	108.724	.510	.915
Item 40	70.7368	106.590	.688	.911
Item 41	70.5439	106.717	.717	.911
Item 42	70.4912	108.112	.670	.912
Item 43	70.5789	105.212	.724	.910
Item 44	70.4035	108.031	.645	.912
Item 45	70.7368	108.590	.568	.914
Item 46	71.2632	108.197	.575	.914
Item 47	70.4211	110.070	.538	.914
Item 48	70.7544	108.010	.564	.914
Item 49	70.8246	107.790	.442	.918
Item 50	70.5965	107.709	.603	.913
Item 51	70.8772	108.610	.524	.915
Item 52	70.4561	109.645	.492	.915
Item 53	70.4211	108.855	.545	.914

Table 3.6. *Item-Total Statistics for Items 1-53*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	202.0702	617.459	.532	.942
Item 2	201.9123	616.046	.607	.941
Item 3	201.9649	612.570	.627	.941
Item 4	201.7018	616.606	.568	.941
Item 5	201.9825	609.125	.693	.941
Item 6	202.1228	612.395	.623	.941
Item 7	202.0351	620.427	.421	.942
Item 8	202.2456	610.796	.574	.941
Item 9	202.3333	609.476	.582	.941
Item 10	202.3509	604.875	.646	.941
Item 11	202.6667	606.405	.621	.941
Item 12	202.3860	610.884	.566	.941
Item 13	201.9825	619.910	.458	.942
Item 14	202.8421	628.528	.225	.944

Table 3.7. *Item-Total Statistics for Items 1-53* (Continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 15	202.4035	625.281	.358	.943
Item 16	203.4211	626.498	.264	.943
Item 17	202.9123	628.189	.262	.943
Item 18	202.3333	621.548	.423	.942
Item 19	202.4386	621.572	.426	.942
Item 20	201.9825	637.839	.079	.944
Item 21	202.1404	631.694	.196	.944
Item 22	202.1053	613.953	.610	.941
Item 23	202.7193	621.277	.450	.942
Item 24	202.4737	624.397	.315	.943
Item 25	203.2456	633.546	.115	.945
Item 26	202.0526	628.979	.295	.943
Item 27	202.4211	616.784	.545	.942
Item 28	201.8070	617.444	.620	.941
Item 29	202.2632	616.912	.469	.942
Item 30	202.8421	638.528	.054	.945
Item 31	201.7895	620.848	.606	.942
Item 32	201.8421	620.421	.585	.942
Item 33	202.1404	623.659	.367	.943
Item 34	201.9474	617.765	.574	.941
Item 35	202.4912	612.433	.551	.941
Item 36	202.4211	616.498	.471	.942
Item 37	202.2807	614.813	.499	.942
Item 38	202.7544	616.653	.521	.942
Item 39	202.4035	620.245	.470	.942
Item 40	202.2281	612.001	.713	.941
Item 41	202.0351	614.249	.691	.941
Item 42	201.9825	617.660	.641	.941
Item 43	202.0702	612.424	.661	.941
Item 44	201.8947	616.596	.641	.941
Item 45	202.2281	621.072	.492	.942
Item 46	202.7544	619.010	.528	.942
Item 47	201.9123	620.224	.569	.942
Item 48	202.2456	618.939	.511	.942
Item 49	202.3158	619.006	.400	.943
Item 50	202.0877	619.653	.513	.942
Item 51	202.3684	620.844	.462	.942
Item 52	201.9474	616.158	.597	.941
Item 53	201.9123	620.403	.502	.942

The Cronbach's alpha co-efficients for our questionnaire are presented below in Table 3.7 and Table 3.8.

Table 3.8. *Descriptive Statistics for the Reliability of the Questionnaire (over 57 Participants)*

	N of Participants	N of Items	Cronbach's Alpha
Perceptions on Learner Autonomy (1-34)	57	34	.906
Perceptions on Metacognitive Strategies (35-53)	57	19	.918
ALL ITEMS (1-53)	57	53	.943

As seen in Table 3.7, the Cronbach's alpha co-efficients of 34 items over 57 participants related to the perceptions of instructors on learner autonomy was calculated as α= .90. Cronbach's alpha co-efficient of 19 items related to the perceptions of instructors on metacognitive strategies was calculated as α= .91. When all the items in the questionnaire are considered, Cronbach's alpha co-efficient was found to be α= .94 which indicated a very high reliability for the whole questionnaire.

Table 3.9. *Descriptive Statistics for the Reliability of the Questionnaire (over 87 Participants)*

	N of Participants	N of Items	Cronbach's Alpha
Perceptions on Learner Autonomy (1-34)	87	34	.917
Perceptions on Metacognitive Strategies (35-53)	87	19	.921
ALL ITEMS (1-53)	87	53	.950

As we can see in Table 3.8, the Cronbach's alpha co-efficients were recalculated over 87 participants and the following values were found out. The Cronbach's alpha co-efficient for the perceptions of EFL instructors on learner autonomy (items 1-34) was calculated as α= .917; the Cronbach's alpha co-efficient for the perceptions of EFL instructors on metacognitive strategies (items 35-53) was calculated as α= .921. When all the items were taken into consideration, the Cronbach's alpha co-efficient was calculated as α= .950, which is a satisfactory reliability score and indicates a very high internal validity for the whole questionnaire.

3.5.1. The Questionnaire

Initially, the questionnaire includes questions asking for demographic information about the participants. They were asked to state their gender and years of teaching experience. The questionnaire itself was made up of four main parts including fifty-three items related to the perceptions of EFL instructors regarding learner autonomy (see Appendix A). The first part of the questionnaire includes parts related to perceptions and beliefs of EFL instructors on learner autonomy. These sections are given below:

I) Beliefs and perceptions of EFL instructors on learner autonomy with respect to developing receptive & productive language skills (Items 1-21)

II) Beliefs and perceptions of EFL instructors on learner autonomy with respect to developing knowledge of grammar (Items 22-27)

III) Beliefs and perceptions of EFL instructors on learner autonomy with respect to developing capacity and knowledge of vocabulary (Items 28-34)

IV) Beliefs and perceptions of EFL instructors on learner autonomy with respect to metacognitive strategies (Items 35-53)

(A)   Metacognitive Strategies (Evaluating/Self-monitoring one's learning) (Items 35 - 39)

(B)   Metacognitive Strategies (Centering one's learning) (Items 40 - 42)

(C)   Metacognitive Strategies (Arranging & Planning one's learning) (Items 43 - 53)

3.5.2. Open-Ended Questions

The final part of the questionnaire includes four open-ended questions in order to find out the beliefs of EFL instructors on some other aspects of learner autonomy. The data derived from the responses of the participants form the qualitative findings in the study which provide an enhanced understanding of instructors' beliefs on learner autonomy. We preferred to receive written reflections of the EFL instructors in order to give them the opportunity to express their opinions in a relaxed way when they are reflecting upon the questions by considering their own experiences on autonomy. Therefore, the following questions were used to get the opinions of the EFL instructors regarding their beliefs on learner autonomy as written reflections. The questions are given below:

1) How would you describe an "autonomous language learner"?

2) In your opinion, what expectations of EFL instructors lead the students to independent learning and self-study that will help them to become autonomous?

3) In what specific areas of teaching would you prefer to have more control and initiative in order to help your students to be more autonomous?

4) What learning environments do you provide for your students in order for them to take responsibility for independent learning?

The opinions derived from the above-mentioned written reflections of the EFL instructors were analyzed through content analysis.

3.6. Data Collection Procedure

To conduct the study, the questionnaire was handed out to the EFL instructors at SDU and PAU first and to the EFL instructors of ADU, DEU and Muğla Sıtkı Koçman University School of Foreign Languages one week later, lastly to the six EFL instructors

from Gazi, Akdeniz Bilim, Beykent and THK Universities Schools of Foreign Languages. Before the participants replied the questionnaire, they were given information about the purpose of the study and its content. In addition to this, the participants were guaranteed that their answers would be kept confidential and would not be used for other purposes.

The first part of the questionnaire gathered data on instructors' general profiles related to years of teaching experience and their gender. The second part consists of 53 items to collect teachers' perceptions on learner autonomy, and the third part of the questionnaire contains open-ended questions to collect their views on learner autonomy.

3.7. Data Analysis

The data of the present study consisted of both quantitative data gathered from the Likert-type questions coupled with qualitative data gathered from the comment part of each main item in the second part of the questionnaire. The quantitative data were analyzed by using SPSS 20.0. The questionnaire results were analyzed through descriptive statistics, the data were analyzed and frequencies were calculated. In order to measure the reliability of the questionnaire, the Cronbach's Alpha coefficients were calculated for all items (see Table 3.6). The participants were expected to indicate their choice on the range as follows: Strongly Disagree (1), Disagree (2), Partially Agree (3), Agree (4), Strongly Agree (5). The qualitative data were also gathered asking participants to write their comments about each main item. The interval scale of the options in the questionnaire was categorized as follows:

Table 3.10. *Interval Scale of the Options in the Questionnaire*

Level of Agreement	Range of Agreement
Strongly Agree	4.21 - 5.00
Agree	3.41 - 4.20
Partially Agree	2.61 - 3.40
Disagree	1.81 - 2.60
Strongly Disagree	1.00 - 1.80

According to the interval scale options, the instructors were asked to rate each item on a scale ranging from Strongly Disagree (1) to Strongly Agree (5). The scores were ranked as follows: "1.00-1.80: Strongly Disagree", "1.81-2.60: Disagree", "2.61-3.40: Partially Agree", "3.41-4.20: Agree", "4.21-5.00: Strongly Agree".

CHAPTER IV: RESULTS

In this chapter, the results derived from the quantitative and qualitative data are presented on the basis of all the research questions of the study.

4.1. Written Reflections of EFL Instructors on the Description of an Autonomous Language Learner

Tha data of the study are presented based on the research questions (see Chapter 3). Four of the research questions were designed in line with the open-ended questions whereas the other research questions were related to the findings derived from the questionnaire.

Some participants stated various opinions on the description of an autonomous language learner in their own EFL settings. These opinions were categorized under some sub-themes:

- ➢ making their own decisions on what and how to learn,
- ➢ being aware of their strengths and weaknesses,
- ➢ taking responsibility of the learning process,
- ➢ controlling the learning process,
- ➢ discovering and developing new learning strategies,
- ➢ importance of not being dependent on teacher,
- ➢ importance of self-motivation and self-study.

4.1.1. Making Their Own Decisions on What and How to Learn

Participant 5 speaks of the learners' responsibility of making decisions on their own learning.

"An autonomous language learner is someone who can take the responsibility of his/her learning and make decisions on what and how to learn. He/she does activities out of the class based on what he/she learns at school and tries to improve himself/herself via doing extra work e.g. reading and listening more." (P5)

4.1.2. Being Aware of Their Strengths and Weaknesses

There are some statements of instructors which underline the importance of being aware of the strengths and weaknesses to be an autonomous learner. Participant 59, 67 and 71 stated that it is a key point for learners to be aware of what they lack, what strengths and weaknesses they have.

"Being aware of their own weaknesses is the key point to be successful." (P59)

"An autonomous language learner is someone who can take charge of the process of their own learning and who are aware of their strengths and weaknesses." (P67)

"An autonomous learner knows what s/he lacks, what weaknesses s/he has and aims to fill it up with the help of inside and outside the class materials." (P71)

In the written reflections presented, participants mentioned that they value the awareness of strengths and weaknesses.

4.1.3. Taking Responsibility of the Learning Process

The following reflections of the EFL instructors (P8, P14, P25, P41 and P59) who emphasize that an autonomous language learner takes the responsibility of their own learning process inside and outside of the class, enjoys learning himself/herself, likes to solve problems in the learning process and takes responsibility for the totality of learning seem to be the description of an autonomous learner.

"An autonomous language learner is someone who takes the responsibility of his/her learning process; who enjoys learning himself/herself and who likes to solve problems in the learning process." (P8)

"An autonomous language learner is someone who knows his/her short and long-term learning aims and has the control of his/her own learning, responsibility of this learning process independently and in collaboration with others." (P14)

"An autonomous language learner is someone who takes responsibility for the totality of his learning situation." (P25)

"An autonomous language learner is someone who is aware of the purpose, process and the components of the learning process and take the responsibility of learning both inside and outside of the class." (P41)

"An autonomous language learner is someone who can take responsibility of his/her learning process in any aspect of their language education." (P59)

Based on some statements of participants presented above, a positive reflection towards taking responsibility of the learning process can be withdrawn from the quotations above.

4.1.4. Controlling the Learning Process

Two instructors (P10 and P63) highlight the importance of controlling the learning process by autonomous learners. They describe an autonomous language learner as the one who holds the power for their own learning.

"S/he holds the power to control their own learning activities." (P10)

"An autonomous language learner is someone who knows his/her learning process and control this process on his/her own." (P63)

4.1.5. Discovering and Developing New Learning Strategies

The following reflections given by the instructors (P6, P29, P30 and P38) emphasize that an autonomous language learner discovers and develops new learning strategies for language learning.

"An autonomous language learner is someone who can keep the track of their own learning. He/she can use authentic materials in line with his/her learning goals. An autonomous learner should be able to discover their own learning strategies and practice accordingly." (P6)

"An autonomous language learner is someone who can take responsibility for their own learning. They can develop new learning strategies and follow these strategies themselves." (P29)

"An autonomous language learner is someone who develops new learning strategies for language learning, moreover autonomous learners can decide what to study themselves such as doing extensive reading and listening." (P30)

"An autonomous language learner is someone who is active in learning and eager to develop his own learning strategies." (P38)

4.1.6. Importance of not Being Dependent on Teacher

Some participants (P7, P41, P49, P62, P66, P72, P73 and P86) gave comments regarding being independent of the teacher to be an autonomous language learner by stating that autonomous learners do not depend on teacher all the time and try to learn language by themselves without a teacher.

"An autonomous language learner is someone who has the capacity to learn by himself/herself irrespective of teacher's help." (P7)

"S/he is not totally dependent on the teacher, but able to do some extra activities for practice and production outside the class on his/her own as well." (P41)

"An autonomous language learner is someone who can see the teacher just as a guide and take the responsibility of practising the language with its all aspects outside the classroom." (P49)

"An autonomous language learner is someone who tries to learn language by himself/herself without a teacher." (P62)

"S/he is someone who is aware of his/her needs and can use various resources to meet his/her expectations without the help of a teacher." (P66)

"They are not reliant on teacher to improve themselves." (P72)

"They learn a language by themselves without the help of a teacher and school." (P73)

"S/he tries to find the answers of some questions s/he has while learning something new and who doesn't depend on teacher all the time." (P86)

4.1.7. Importance of Self-Motivation and Self-Study

The following extracts from the written reflections of instructors (P6, P28 and P64) are related to the importance of self-motivation and self-study. They believe that autonomous learners generally have intrinsic motivation and the concepts self-motivation and self-study are the biggest part of improvement in language learning.

"Motivation type is also important for autonomy. I believe autonomous learners are generally motivated intrinsically." (P6)

"An autonomous language learner is someone who takes the responsibility of the actions that are necessary to learn a language. S/he is also aware of the fact that self-motivation and self-study are the biggest part of improvement." (P28)

"Autonomous learner can feel more motivated to learn that language. If s/he considers his/her needs and learning preferences." (P64)

4.2. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Productive Language Skills

Table 4.1 and 4.2 reflect EFL instructors' perceptions on learner autonomy with respect to developing speaking and writing skills as productive skills. Table 4.3 presents the overall agreement of the participants on all the questionnaire items related to productive language skills (speaking and writing skills) for fostering learner autonomy.

4.2.1. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Productive Skills (Speaking Skills)

Table 4.1 presents the descriptive statistics regarding developing productive skills (speaking skills).

Table 4.1. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Productive Skills (Speaking Skills)*

Developing Productive Language Skills (Speaking Skills)	n	$\bar{x}$	St. Dev.	Level of Agreement
8. I expect students to make oral presentations individually based on their out-of-class listening & watching experiences.	87	3.77	1.07510	Agree
12. I expect students to prepare oral reports based on task-based activities.	87	3.70	1.01288	Agree
19. I have students prepare short talks about popular current topics.	87	3.68	.93149	Agree
9. I expect students to make oral presentations as part of a pair or group work based on their out-of-class listening & watching experiences.	87	3.66	1.11717	Agree
18. I provide students with extra-curricular activities, such as preparing a video of their own using their smart phones, e.g to introduce different places in the town.	87	3.56	1.05325	Agree
14. I expect and encourage students to use only English in classes; I never allow them to use Turkish in English classes.	87	3.32	1.02859	Partially Agree
17. I have students design their own materials to talk about in class.	87	3.22	.97290	Partially Agree
Overall Agreement on Developing Speaking Skills	87	3.56	.64749	Agree

When we examine Table 4.1, we can see that the EFL instructors participating in the study reflect agreement on items 8, 12, 19, 9, 18. We can comment that expecting students to make oral presentations individually based on their out-of-class listening and watching experiences($\bar{x}$=3.77), to prepare oral reports based on task-based activities ($\bar{x}$=3.70), to prepare short talks about popular current topics ($\bar{x}$=3.68), to make oral presentations as part of a pair or group work based on their out-of-class listening and watching experiences ($\bar{x}$=3.66), to prepare a video of their own using their smart phones, e.g to introduce different places in the town ($\bar{x}$=3.56) can assist students in fostering learner autonomy. Although items 14 and 17 reflect a partial agreement of the participants, we can say that and encouraging students to use only English in the classes all the time ($\bar{x}$=3.32) and having students design their own materials to talk about in class ($\bar{x}$=3.22) can also be given more importance to develop speaking skills on the way to fostering their autonomy. If we examine the overall agreement of the participants on all the items related to developing speaking skills, we can see that they reflect an agreement with a mean score of 3.56. It can be said that instructors expect their students to engage in various activities in order to encourage them to improve their speaking skills for the sake of autonomy.

4.2.2. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Productive Skills (Writing Skills)

The results concerning instructors' perceptions on learner autonomy with respect to developing productive skills (writing skills) are given in Table 4.2.

Table 4.2. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Productive Skills (Writing Skills)*

Developing Productive Language Skills (Writing Skills)	n	$\bar{x}$	St. Dev.	Level of Agreement
1. I expect students to select and read books / graded readers from a recommended list outside the class and write book reviews.	87	4.05	.89386	Agree
13. I expect and encourage students to keep a portfolio of their written products (written reports & summaries) as a proof of their progress in language.	87	4.05	.96877	Agree
20. I recommend students to watch movies with subtitles or without subtitles as much as possible and expect them to write film reviews.	87	4.03	.93321	Agree
10. I expect students to prepare summaries based on what they read, listen and watch (e.g. a graded reader, a story, a movie, a video, TED Talk, etc.).	87	3.72	1.10695	Agree
11. I expect students to prepare written reports based on task-based activities.	87	3.54	1.09761	Agree
Overall Agreement on Developing Writing Skills	87	3.69	.61919	Agree

As revealed in Table 4.2, the EFL instructors participating in the study reflect agreement on all the items related to developing writing skills in fostering learner autonomy in prep classes. If we examine the overall agreement of the participants on all the items, we see that the participants are all positive about these items with a mean score of 3.69. In this sense, expecting students to select and read books / graded readers from a recommended list outside the class and write book reviews ($\bar{x}$=4.05), to keep a portfolio of their written products (written reports & summaries) as a proof of their progress in language ($\bar{x}$=4.05), to watch movies with subtitles or without subtitles as much as possible and write film reviews ($\bar{x}$=4.03), to prepare summaries based on what they read, listen and watch (e.g. a graded reader, a story, a movie, a video, TED Talk, etc.) ($\bar{x}$=3.72), and to prepare written reports based on task-based activities ($\bar{x}$=3.54) seem to be favorable strategies agreed on by EFL instructors to assist their students in becoming autonomous. That is, they find it quite desirable to develop productive (writing) skills of students toward supporting learner autonomy in their classes.

Table 4.3. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Productive Skills (Speaking and Writing Skills)*

	n	$\bar{x}$	St. Dev.	Level of Agreement
Overall Agreement on Productive Skills (Speaking and Writing Skills)	87	3.69	.61010	Agree

As can be seen in Table 4.3, the EFL instructors who participated in this study reflect an overall agreement ($\bar{x}$=3.69) on developing productive skills (speaking and writing skills) in order to foster learner autonomy. Based on this finding, it can be said that the productive skills (speaking and writing skills) can be developed by turning the items in the questionnaire into strategies with the participation of the students so that they can be more autonomous in the process of language learning in the prep programmes. Thus, they can take more responsibility for their own learning by making use of these strategies in order to be successful. It is important to keep in mind that it can be easier for learners to develop their productive skills by taking control of their own learning processes and work on these skills in and outside the class.

4.3. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Receptive Language Skills

The items which are thought to foster learner autonomy by developing reading and listening skills were examined separately in the study although they were kept together in

the questionnaire. Table 4.4 and Table 4.5 indicate the perceptions of EFL instructors on learner autonomy with respect to developing reading and listening skills of students respectively, and Table 4.6 gives the overall agreement of all the participants for developing receptive language skills (reading and listening skills) to foster learner autonomy. On the purpose of conceiving instructors' perceptions on learner autonomy related to receptive language skills, quantitative data on reading and listening skills are presented in Table 4.4 and Table 4.5 below.

4.3.1. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Receptive Skills (Reading Skills)

The results for descriptive statistics with respect to developing receptive skills (reading skills) are shown in Table 4.4 below.

Table 4.4. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Receptive Skills (Reading Skills)*

Developing Receptive Language Skills (Reading Skills)	n	$\bar{x}$	St. Dev.	Level of Agreement
3. I expect students to make use of specific reading strategies (which are practised in class) outside the class on their own.	87	4.12	.92516	Agree
1. I expect students to select and read books / graded readers from a recommended list outside the class and write book reviews.	87	4.05	.89386	Agree
5. I expect students to read authentic materials (e.g. short stories / graded readers) on their own outside the class with a purpose to make reflections into the classroom (e.g. by writing a summary).	87	4.05	.96877	Agree
6. I expect students to do extra activities by reading texts from other sources that I select.	87	3.98	.97043	Agree
Overall Agreement on Receptive Skills (Reading Skills)	87	4.05	.78383	Agree

When we have a look at Table 4.4. closely, we can see that the EFL instructors who participated in this study express an agreement on items 3, 1, 5, 6, which means that they give importance to the strategies, such as expecting students to make use of specific reading strategies practised in and outside the class on their own ($\bar{x}$=4.12), to select and read books/graded readers from a recommended list outside the class and write book reviews($\bar{x}$=4.05), to read authentic materials such as short stories or graded readers on their own outside the class with the purpose of making reflections into the classroom by writing a summary ($\bar{x}$=4.05) and to do extra activities by reading texts from other sources ($\bar{x}$=3.98). The mean score for overall agreement of the participants on these four items related to developing reading skills also reveals a high agreement ($\bar{x}$=4.05).

4.3.2. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Receptive Skills (Listening Skills)

On the issue of developing receptive skills (listening skills), the descriptive statistics results for the perceptions of EFL instructors are presented in Table 4.5.

Table 4.5. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Receptive Skills (Listening Skills)*

Developing Receptive Language Skills (Listening Skills)	n	$\bar{x}$	St. Dev.	Level of Agreement
4. I expect students to listen and/or watch authentic materials (e.g. audio recordings, movies, TV serials, You-Tube videos, TED talks) on their own outside the class with a purpose to make reflections into the classroom (e.g. by writing a summary).	87	4.33	.89789	Strongly Agree
2. I expect students to make use of specific listening strategies (which are practised in class) outside the class on their own.	87	4.16	.83351	Agree
7. I expect students to use some websites or applications, such as Randall's ESL-Lab, Learn English Teens, ELLLO, Voscreen, and Cyber Listening Lab etc. and do the activities.	87	4.09	.96004	Agree
21. I encourage students to listen to as many English songs as possible and learn their lyrics.	87	4.04	.91382	Agree
20. I recommend students to watch movies with subtitles or without subtitles as much as possible and expect them to write film reviews.	87	4.03	.93321	Agree
Overall Agreement on Receptive Language Skills (Listening Skills)	87	4.13	.56623	Agree

As can be seen in Table 4.5, EFL instructors who participated in this study reflect strong agreement on item 4 ($\bar{x}$=4.33). Considering this item, we can say that instructors tend to expect their students to listen and/or watch authentic materials such as audio recordings, movies, TV serials, You-Tube videos, TED talks on their own outside the class with a purpose to make reflections into the classroom, e.g. by writing a summary. EFL instructors also reflect agreement on items 2, 7, 21, 20. We see that they are also in favor of expecting students to make use of specific listening strategies outside the class on their own ($\bar{x}$=4.16) and to use some websites or applications, such as Randall's ESL-Lab, Learn English Teens, ELLLO, Voscreen, and Cyber Listening Lab etc. and do the activities ($\bar{x}$=4.09) encouraging students to listen to as many English songs as possible and learn their lyrics ($\bar{x}$=4.04) and recommending students to watch movies with subtitles or without subtitles as much as possible and expecting them to write film reviews ($\bar{x}$=4.03). The EFL instructors who participated in this study reflect an overall agreement on developing listening skills with a mean score of 4.13.

4.3.3. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Receptive Skills (Reading and Listening Skills)

Table 4.6. illustrates the overall agreement results of descriptive statistics for the perceptions of EFL instructors concerning the development of receptive skills (reading and listening skills).

Table 4.6. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Receptive Skills (Reading and Listening Skills)*

	n	$\bar{x}$	St. Dev.	Level of Agreement
Overall Agreement on Receptive Skills (Reading and Listening Skills)	87	4.09	.60764	Agree

The mean score for the overall agreement of the participants on the items related to developing receptive skills is 4.09 and this indicates that these expectations can be realized with students to assist them in becoming autonomous learners. We can infer from the results that the EFL instructors agree on developing reading and writing skills in order for their learners to gain autonomous behaviors in and outside the class. They also find it essential to make use of specific strategies with a purpose of developing receptive language skills.

4.4. Perceptions of EFL Instructors on Learner Autonomy with Respect to Selecting Topics to Overcome Limitations in Speaking and Writing

Table 4.7 presents the descriptive statistics for the perceptions of EFL instructors on learner autonomy with respect to selecting topics to overcome limitations in speaking and writing.

Table 4.7. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Selecting Topics to Overcome Limitations in Speaking and Writing*

Selecting Topics to Overcome Limitations in Speaking and Writing	n	$\bar{x}$	St. Dev.	Level of Agreement
15. I expect students to select topics out of a list in order to overcome limitations in speaking and writing.	87	3.66	.91075	Agree

The mean score for item 15 is 3.66 and it means that EFL instructors agree on expecting students to select topics out of a list in order to overcome limitations in speaking and writing. In this way, they can take initiative in selecting their own topics to prepare for speaking and writing tasks.

4.5. Perceptions of EFL Instructors on Learner Autonomy with Respect to Making Decisions on What Students will do Outside the Class

Table 4.8 reflects the descriptive statistics for the perceptions of EFL instructors on learner autonomy with respect to making decisions on what students will do outside the class.

Table 4.8. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Making Decisions on What Students will do Outside the Class*

Making Decisions on What Students Will Do Outside the Class	n	$\bar{x}$	St. Dev.	Level of Agreement
16. Instructor should decide what students will do outside the class.	87	2.71	1.03326	Partially Agree

The mean score for item 16 falls into the category "partially agree" and this means that the EFL instructors indicate a low agreement on the item 'instructors should decide what students will do outside the class' ($\bar{x}$=2.71). Based on this finding, it can be said that EFL instructors should expect their students to decide what to do outside the class for developing their language skills on their own.

4.6. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Knowledge of Grammar

Table 4.9 shows the results for the descriptive statistics on the perceptions of EFL instructors on learner autonomy with respect to developing knowledge of grammar.

Table 4.9. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Knowledge of Grammar*

Developing Knowledge of Grammar	n	$\bar{x}$	St. Dev.	Level of Agreement
22. I expect students to do online grammar exercises / drills using some websites outside the class on their own that suit their level of proficiency.	87	4.09	.91031	Agree
26. I assist students with grammar worksheets that I've prepared.	87	3.97	.87573	Agree
27. I assign some reading texts to my students and ask them to analyse a certain structure in the context on their own and expect them to come up with the rules depending on the samples.	87	3.58	.90928	Agree
24. I expect students to discover the grammar rules on their own using various websites and reference sources.	87	3.50	1.11932	Agree
23. I expect students to make their own choices of assignments in order to practise linguistic details (e.g. tense usage, use of conjunctions, etc).	87	3.44	.92458	Agree
25. I just expect the students to use the materials recommended or imposed by the school administration to practise grammar on their own.	87	3.00	1.24825	Partially Agree
Overall Agreement on Developing Knowledge of Grammar	87	3.60	.58477	Agree

When we examine Table 4.9, the instructors' expectations of the students to develop knowledge of grammar by having them do online grammar exercises / drills using some websites outside the class on their own that suit their level of proficiency ($\bar{x}$=4.09), assisting students with grammar worksheets that they've prepared ($\bar{x}$=3.97), assigning students some reading texts and asking them to analyse a certain structure in the context on their own and expecting them to come up with the rules depending on the samples ($\bar{x}$=3.58), discovering the grammar rules on their own using various websites and reference sources ($\bar{x}$=3.50), expecting them to make their own choices of assignments in order to practise linguistic details e.g. tense usage, use of conjunctions ($\bar{x}$=3.44) draw our attention. It seems that EFL instructors do not favor expecting students to use the materials recommended or imposed by the school administration to practise grammar on their own ($\bar{x}$=3.00). We can infer from this finding that they prefer to choose such materials for their students to practise grammar considering their needs. EFL instructors reflect an overall agreement on these items with a mean score of 3.60.

4.7. Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Capacity and Knowledge of Vocabulary

Table 4.10 presents the results for descriptive statistics regarding the perceptions of EFL instructors on learner autonomy with respect to developing capacity and knowledge of vocabulary.

Table 4.10. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Capacity and Knowledge of Vocabulary*

Developing Capacity and Knowledge of Vocabulary	n	$\bar{x}$	St. Dev.	Level of Agreement
28. I give students opportunities to guess the meanings of words in various contexts on their own.	87	4.37	.73519	Strongly Agree
31. I expect students to do extensive reading (e.g. news, stories, anecdotes, graded readers) on their own to pick and expand their vocabulary.	87	4.26	.75421	Strongly Agree
32. I expect students to do extensive listening (e.g. TED Talks, news, audio recordings) on their own to pick up and expand their vocabulary.	87	4.21	.82723	Strongly Agree
34. I expect students to use the new words in sentences at their leisure.	87	4.13	.83767	Agree
33. I expect students to use a vocabulary notebook for every unit of their course book.	87	3.98	.92125	Agree
29. I expect students to look up new words in monolingual (Eng. – Eng.) dictionary as part of reading assignments.	87	3.86	.97852	Agree
30. I expect students to look up new words in bilingual (Eng. – Turkish / Turkish – Eng.) dictionary as part of reading assignments.	87	3.43	.96088	Agree
Overall Agreement on Developing Capacity and Knowledge of Vocabulary	87	4.04	.52913	Agree

As can be seen in this table, the participants strongly agree on items 28, 31, 32. We can conclude based on the mean scores that they give opportunities to their students to guess the meanings of words in various contexts on their own ($\bar{x}$=4.37), expect their students to do extensive reading e.g. news, stories, anecdotes, graded readers on their own to pick and expand their vocabulary ($\bar{x}$=4.26) and to do extensive listening, e.g. TED Talks, news, audio recordings, on their own to pick up and expand their vocabulary ($\bar{x}$=4.21). In addition, they reflect agreement on items 34, 33, 29, 30. They tend to expect their students to use the new words in sentences at their leisure ($\bar{x}$=4.13), to use a vocabulary notebook for every unit of their course book ($\bar{x}$=3.98), to look up new words in monolingual (Eng. – Eng.) dictionary as part of reading assignments ($\bar{x}$=3.86) and to look up new words in bilingual (Eng. – Turkish / Turkish – Eng.) dictionary as part of reading assignments ($\bar{x}$=3.43). The EFL instructors who participated in this study reflect an overall agreement ($\bar{x}$=4.04) on developing capacity and knowledge of vocabulary.

4.8. Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies

In this part of the study, perceptions of EFL instructors on learner autonomy with respect to metacognitive strategies are examined in three sub-headings: evaluating/self-monitoring one's learning, centering one's learning, and arranging and planning one's learning. The questionnaire items were designed in parallel to Oxford's (1990) inventory of metacognitive strategies and the comments given by three ELT experts. We have five items related to evaluating/self-monitoring one's learning, three items related to centering one's learning, and eleven items related to arranging and planning one's learning.

There are nineteen items in total in this part which are all related to metacognitive skills which can foster learner autonomy in a language classroom. They are investigated under three sub-headings respectively below and results of descriptive statistics for the perceptions of EFL instructors on learner autonomy regarding metacognitive strategies are presented.

4.8.1. Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Evaluating/Self-Monitoring one's Learning)

Table 4.11 presents the results for descriptive statistics regarding the perceptions of EFL instructors on learner autonomy with respect to metacognitive strategies (evaluating/self-monitoring one's learning).

Table 4.11. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Evaluating/Self-Monitoring one's Learning)*

Evaluating / Self-Monitoring one's Learning	n	$\bar{x}$	St. Dev.	Level of Agreement
37. I expect students to identify errors in understanding or producing the language and eliminate / correct them (e.g. errors that cause serious confusion and misunderstanding).	87	3.85	.94658	Agree
39. I expect students to help each other monitor their writing difficulties without the instructor's constant intervention; that is, the instructors can mark the most important problems and peers can read and comment on each other's written drafts.	87	3.65	.89997	Agree
36. I expect students to monitor their progress regularly (e.g. every week) by checking out the learning objectives to be achieved.	87	3.59	.99370	Agree
35. I expect and guide students to self-test themselves with exam papers and assignments.	87	3.59	1.08327	Agree
38. I expect students to keep a diary, or a journal, or use a checklist to evaluate their personal spoken and written progress and to identify their strengths and weaknesses as they learn English.	87	3.33	.97249	Partially Agree
Overall Agreement on Metacognitive Strategies (Evaluating/Self-Monitoring one's Learning)	87	3.60	.73797	Agree

As can be seen in Table 4.11, participants report an agreement on items 37, 39, 36, 35 respectively which aim to guide students in evaluating and self-monitoring their learning. The mean scores fall in the range of 'Agree' and this indicates that they tend to expect their students to identify errors in understanding or producing the language and to eliminate or correct them (e.g. errors that cause serious confusion and misunderstanding) ($\bar{x}$=3.85), to help each other monitor their writing difficulties without the instructor's constant intervention ($\bar{x}$=3.65), to self-test themselves with exam papers and assignments ($\bar{x}$=3.59), to monitor their progress regularly (e.g. every week) by checking out the learning objectives to be achieved ($\bar{x}$=3.59). Instructors reflect a partial agreement on item 38 'expecting students to keep a diary, or a journal, or use a checklist to evaluate their personal spoken and written progress and to identify their strengths and weaknesses as they learn English' ($\bar{x}$=3.33) which indicates a much lower agreement. This shows us that EFL instructors do not expect their students to practise this metacognitive strategy. When we consider the mean score for the overall agreement of the instructors on the above-mentioned metacognitive strategies, we can say that they seem to be positive about using these strategies that require learners to evaluate and self-monitor their learning in fostering learner autonomy.

4.8.2. Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Centering one's Learning)

Table 4.12 presents the descriptive statistics for the perceptions of EFL instructors on learner autonomy with respect to metacognitive strategies with a focus on centering one's learning.

Table 4.12. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Centering one's Learning)*

Centering one's Learning	n	$\bar{x}$	St. Dev.	Level of Agreement
42. I design class activities in a way to lead students to written and oral production of language based on their listening & reading activities and/or tasks.	87	4.04	.77622	Agree
41. I expect students to pay attention to language details on their own (e.g. specific aspects of a task or particular details of language such as vocabulary use, tense usage, pronunciation of words, word meaning, how to say things in the target language).	87	3.96	.82755	Agree
40. I expect students to overview / revise already learnt material periodically and associate the new language with what is already known so that they can express their own linkages between new material with what they already know.	87	3.83	.87436	Agree
Overall Agreement on Metacognitive Strategies (Centering one's Learning)	87	3.95	.70350	Agree

When we have a closer look at Table 4.12, we can say that items 42, 41 and 40 fall into the range of 'Agree' respectively. To this end, instructors seem to report that they design class activities in a way to lead students to written and oral production of language based on their listening and reading activities and/or tasks ($\bar{x}$=4.04). Instructors also expect their students to pay attention to language details on their own ($\bar{x}$=3.96), and to overview or revise already learnt material periodically and associate the new language with what is already known ($\bar{x}$=3.83). The overall agreement ($\bar{x}$=3.95) also reveals that instructors find these metacognitive strategies essential in fostering learner autonomy.

4.8.3. Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Arranging/Planning one's Learning)

Table 4.13 shows the descriptive statistics for the perceptions of EFL instructors on learner autonomy with respect to metacognitive strategies focusing on arranging/planning one's learning.

Table 4.13. *Descriptive Statistics for the Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Arranging/Planning one's Learning)*

Arranging/Planning one's Learning	n	$\bar{x}$	St. Dev.	Level of Agreement
44. I expect students to find out how language works by listening to native speakers using various sorts of materials (e.g. TED talks, TV serials, news reports).	87	4.24	.71472	Strongly Agree
47. I expect students to find and use various self-study materials to develop their English on their own outside the class.	87	4.20	.70113	Agree
52. I expect students to take responsibility for searching for and taking advantage of practice opportunities outside the classroom on their own (e.g. by watching a movie in the target language, joining an international social club, thinking about topics of discussion).	87	4.20	.82318	Agree
53. I encourage students to find out how to be a better language learner by talking with their instructors about how to learn.	87	4.17	.80992	Agree
50. I expect and encourage students to set short-term objectives and plan what they are going to accomplish in language learning each day or each week (e.g. 'finishing reading a short story by Friday').	87	4.04	.83399	Agree
43. I expect students to find out how language works by reading books / graded readers, short stories, anecdotes, etc.	87	4.02	.83495	Agree
48. I expect students to use a language notebook in order to take notes carefully and regularly in class to arrange their learning (e.g. for writing down new expressions or structures and the contexts in which they were encountered, things to remember, and so on.)	87	3.97	.87573	Agree
45. I allow students to talk about their language learning problems and share their ideas with each other about the effective strategies they have tried.	87	3.85	.85629	Agree
49. I expect and encourage students to set long-term goals (e.g. 'being able to use the language for informal conversation by the end of year').	87	3.85	1.02898	Agree
51. I expect students to identify and understand the purpose of each language task by allowing them to discuss the purpose before the task itself and plan for it.	87	3.78	.88166	Agree
46. I assist students in developing practical weekly schedules for language learning, with plenty of time devoted to outside-of-class practice in language skills.	87	3.39	.91951	Partially Agree
Overall Agreement on Metacognitive Strategies (Arranging/Planning one's Learning)	87	3.97	.54760	Agree

As can be observed on Table 4.13, the EFL instructors who participated in this study reflected a strong agreement on item 44 'expecting students to find out how language works by listening to native speakers using various sorts of materials (e.g. TED talks, TV serials, news reports)' ($\bar{x}$=4.24). This means that they find this metacognitive strategy essential in fostering learner autonomy as part of the language learning process. In addition, they reflect agreement on items 47, 52, 53, 50, 43, 48, 45, 49, 51 respectively which include strategies on arranging and planning their learning. The mean scores fall in

the range of 'Agree' and this reveals that they tend to expect students to find and use various self-study materials to develop their English on their own outside the class ($\bar{x}$=4.20), to take responsibility for searching for and taking advantage of practice opportunities outside the classroom on their own (e.g. by watching a movie in the target language, joining an international social club, thinking about topics of discussion) ($\bar{x}$=4.20), to find out how to be a better language learner by talking with their instructors about how to learn ($\bar{x}$=4.17), to set short-term objectives and plan what they are going to accomplish in language learning each day or each week (e.g. 'finishing reading a short story by Friday') ($\bar{x}$=4.04), to find how language functions by reading books or graded readers, short stories, anecdotes, etc. ($\bar{x}$=4.02), to use a language notebook in order to take notes carefully and regularly in class to arrange their learning (e.g. for writing down new expressions or structures and the contexts in which they were encountered, things to remember, and so on) ($\bar{x}$=3.97), to talk about their language learning problems and share their ideas with each other about the effective strategies they have tried ($\bar{x}$=3.85), to set long-term goals (e.g. 'being able to use the language for informal conversation by the end of year') ($\bar{x}$=3.85), to identify and understand the purpose of each language task by allowing them to discuss the purpose before the task itself and plan for it ($\bar{x}$=3.78). However, the instructors reflect partial agreement on item 46 'assisting students in developing practical weekly schedules for language learning, with plenty of time devoted to outside-of-class practice in language skills' ($\bar{x}$=3.39). Based on this finding, we can infer that they do not give much importance to this metacognitive strategy.

As a whole, the findings indicate that EFL instructors adopt a positive attitude towards fostering learner autonomy and they declare supportive expressions and agreement in their written reflections and questionnaire results.

4.9. Written Reflections of EFL Instructors on Their Learner Autonomy Beliefs

The questionnaire designed for this study included open-ended questions for the instructors and their reflections formed the qualitative findings. The opinions given by the instructors were analyzed through content analysis and presented under a set of sub-themes for each question. The written reflections of the participants provided us with some clues about the beliefs of EFL instructors on various aspects of learner autonomy.

a) In your opinion, what expectations of EFL instructors lead the students to independent learning and self-study that will help them to become autonomous?

b) In what specific areas of teaching would you prefer to have more control and initiative in order to help your students to be more autonomous?

c) What learning environments do you provide for your students in order for them to take responsibility for independent learning?

4.9.1. What Expectations of EFL Instructors Lead the Students to Independent Learning and Self-Study that will Help Them to Become Autonomous?

Participants stated various ideas on their expectations that may lead students to independent learning and self-study to help them to become autonomous, such as:

➢ guiding learners through different sources,

➢ leading learners to the outside of class activities,

➢ learning and practising out of the class,

➢ recommending them extra reading and listening resources,

➢ assigning them extra writing and speaking tasks,

➢ identifying their own learning needs and setting goals,

➢ choosing their own materials.

4.9.1.1. Guiding learners through different sources. The following opinions given by the participants 1 and 16 lead us to say that instructors can guide learners so that they can be aware of their abilities and learning process.

"If EFL instructors open the way for the students through guiding them at their best, they help them realize their abilities in learning independently thanks to the modern technological opportunities." (P1)

"Guiding them through different sources such as web sites, applications, readers etc. and creating awareness towards students' process of learning." (P16)

4.9.1.2. Leading learners to the outside of class activities. The following reflections (P17, P21 and P28) indicate the importance of leading learners to outside class activities.

"*Using technology outside the class can lead them to be independent learners."*
(P17)

"If teachers expect students to have activities outside the class and lead them enjoy L2 by having a real purpose like watching a film, listening to a song, etc., then students become autonomous." (P21)

"Rather than spoon-feeding the learner, the instructor should give the responsibility of progress to the learner by leading him/her to outside the class activities such as self-reading, listening to authentic materials, etc." (P28)

4.9.1.3. Learning and practising out of the class. The following are some statements of participants regarding expectations of instructors which lead to autonomous learning. According to participants 59 and 64, it is important for learners to learn and practise out of the class which lead students to have the potential of working independently.

"Encouraging students to practice out of the class and introducing them extra resources which they can use. I sometimes include the out-of-class activities and practices to the evaluation process." (P59)

"The instructor may recommend the students some useful applications or websites that enable them to learn and practise out of the class. Also, they can discuss on various techniques and styles to learn new words or grammar topics and the students can pick the ones that meet their needs." (P64)

4.9.1.4. Recommending them extra reading and listening resources. Three participants (P6, P35 and P41) suggest that it is highly important to make students do extensive reading and listening to keep dealing with the target language outside the class in order to help them to become autonomous.

"If the teachers encourage the students to use the available sources outside the class and design the activities accordingly, students might keep dealing with the target language outside the class. Extensive reading and listening activities should be semi-structured. Teachers should consider students' interests regarding their proficiency level and relevancy of the materials." (P6)

"EFL instructors should encourage their students to do extensive reading and listening as much as possible. Teachers should have their students make use of technology as well. Students may watch videos related to the subject material or read a newspaper article about it outside the class and share their ideas with others in the class." (P35)

"Recommending them extra reading, listening resources (they can be online, authentic, paper-based, teacher-created materials) in and outside the class." (P41)

4.9.1.5. Assigning them extra writing and speaking tasks. Participant 41 also suggested assigning students extra writing and speaking tasks to assist what students have learnt in class.

"Assigning them extra writing and speaking tasks to be able to add to what they have learnt in class." (P41)

4.9.1.6. Identifying their own learning needs and setting goals. Participants 14 and 52 reflected the following comments regarding the importance of identifying learners'own learning needs and setting meaningful goals for those needs, and determining the ways to achieve their desires to become autonomous.

"Expectations of identifying their own learning needs, setting goals for those needs and the process of determining the ways of achieving these goals, applying the effective learning strategies independently and producing self-feedback." (P14)

"Leading students towards long-term meaningful goals to achieve the desired goals may lead them to become autonomous." (P52)

4.9.1.7. Choosing their own materials. P54 and P59 pointed out that they expect their students to be able to choose learning materials according to their needs and interests. They stated their ideas as follows:

"I expect my students to be able to choose their own materials according to their needs." (P54)

"It is nice and beneficial to encourage students to choose extra activities to do out-of-class according to their own interests. So they learn and practice what they studied at school without getting bored." (P59)

Majority of the participants mentioned several important points that lead the students to independent learning and self-study that will help them to become autonomous. The reflections of EFL instructors can be interpreted as a desire towards developing autonomy in EFL students' learning process.

4.9.2. In What Specific Areas of Teaching Would You Prefer to Have More Control and Initiative in order to Help Your Students to be More Autonomous?

Some participants gave the following comments regarding what specific areas they would prefer to have more control and initiative to help students to be more autonomous. These opinions were categorized under some sub-themes:

- ➢ developing speaking and listening skills,
- ➢ control in reading and writing skills,
- ➢ teaching language components, grammar and vocabulary,
- ➢ creating a student-centered learning environment,
- ➢ new ways of learning, guiding students and showing useful websites,
- ➢ control in the evaluation process.

4.9.2.1. Developing speaking and listening skills. Some opinions below indicate a need for taking initiative in developing speaking and listening skills, and these needs were expressed by some participants (P6, P16, P18, P21, P30, P66 and P73) as follows:

"Developing speaking and listening skills by using authentic materials." (P6)

"Teaching speaking strategies, vocabulary learning techniques and how they will manage listening tasks outside the class." (P16)

"I would prefer to have more control over listening, speaking and vocabulary teaching." (P18)

"For speaking, I'd assign for my students lots of activities like video-recording outside the class, having interview with people on the street, preparing powerpoint presentations, etc." (P21)

"I would prefer to have more control in speaking and listening areas." (P30)
"I let my students take some notes about a listening activity even before they see the questions related to the listening activity. I also encourage them to watch and listen authentic materials/videos as much as they can." (P66)

"While teaching listening and speaking skills, it is important to have control." (P73)

4.9.2.2. Control in reading and writing skills. Most of the participants (P1, P7, P21, P29, P42, P85 and P86) think that it is important to have more control in reading and writing skills in order to help students to become autonomous.

"Reading and writing." (P1)

"Reading and vocabulary will allow students to be more cautious in learning by themselves. They should be given some strategies to develop these areas." (P7)

"For reading, I'd expect my students to read graded readers or blogs I advise." (P21)

"Reading and listening can lead learners to become autonomous learners." (P29)

"I would prefer to have more control in reading area." (P42)

"While studying writing in the class, I would like to have some control." (P85)

"In reading comprehension, when students learn contextual guessing they can be autonomous." (P86)

4.9.2.3. Teaching language components, grammar and vocabulary. Six participants (P19, P24, P38, P47, P58 and P71) also share some reflections related to teaching language components, grammar and vocabulary which seem to help students to become autonomous. Most of the instructors would prefer to have control especially while teaching these parts of the language.

"Only grammar. The rest is based on how the students are eager to learn." (P19)

"I'd prefer to develop vocabulary knowledge." (P24)

"I have more control while I'm teaching grammar rules." (P38)

"While teaching grammar, I prefer to have more control." (P47)

"I would prefer to have more control and initiative in receptive skills and especially teaching language components; grammar and vocabulary in order to help my students to be more autonomous." (P58)

"While teaching grammar. They may use other sources for learning vocabulary and websites, TV series for speaking and listening and writing. However, they may need the assistance of an instructor while learning grammar." (P71)

4.9.2.4. Creating a student-centered learning environment. P70 and P71 gave the following comments regarding creating a student-centered learning environment.

"I generally try to create a student-centered learning environment, but while evaluating the learning process I need to have the control." (P70)

"I try to develop a student-centered classroom. I encourage my students to use their prediction skills and imagination instead of giving the answers directly. I usually prefer communicative approach. I just try to control the learning environment and then I tend to give them freedom while learning and using the new language." (P71)

4.9.2.5. New ways of learning, guiding students and showing useful websites. One participant speaks of the importance of new ways to learn and the other one highlights being guide to students, while one of them reflects that he shows useful websites. The following is an extract from the reflections of instructors (P2, P28 and P39) who suggest using new ways of learning and guiding in order for students to become autonomous.

"I show useful websites to learn English." (P2)

"I'd rather be a guide to students than teaching directly. The word "teach" does not harmonise with the term "autonomous learner." (P28)

"Nowadays, there is a new way of learning called "flipped class". I'm really into this kind of stuff. I think it's a logical way of making learners more autonomous. That is, theoretical part of the topic is given earlier to the students and they are expected to contemplate on it. Then they come to the class to practise what they've learned. So the things become just upside down." (P39)

4.9.2.6. Control in the evaluation process. The following reflection given by the participant 59 points out that students themselves may not evaluate whether they should pass or fail, so teachers must have the control in the evaluation process. Thus, students can take control of their own learning by finding out problems in their learning, in the end it is the teacher who can decide on their situation.

"Teacher must be the one who has most of the control in the evaluation process. Because students are not knowledgeable enough to evaluate themselves honestly in terms of passing or failing. They can evaluate themselves to find out where they have problems and teachers can make use of the data to help them or guide them." (P59)

Based on the written reflections of instructors above, it can be said that these are some specific areas they would prefer to have more control and initiative to help their students to be more autonomous.

4.9.3. What Learning Environments Do You Provide for Your Students in order for Them to Take Responsibility for Independent Learning?

Responding to the fourth question, instructors stated their beliefs about learning environments they provide for their students in order for them to take responsibility of learning. Here are categories about the reflections of EFL instructors:

➢ assigning presentations,
➢ giving various responsibilities, assignments and homework,
➢ informing and encouraging about online resources and useful websites,
➢ group and pair work activities,
➢ keeping vocabulary notebooks and writing portfolio.

4.9.3.1. Assigning presentations. Some of the participants (P1, P6 and P38) stated that they assign their students different presentations to do in groups. Apart from presentations they also give homework such as making videos and listening to recordings outside the class.

"I assign them a presentation topic after forming a group of three to four members. They research the subject and make a presentation in the class." (P1)

"Group work assignments, making presentations, recommending useful websites or applications for language learning, giving some examples from the TV series or films in the class." (P6)

"I give them homework like presentations, making videos, some group work activities and make them listen to some recordings outside the class." (P38)

4.9.3.2. Giving various responsibilities, assignments and homework. Most of the participants (P39, P40, P54, P57, P59, P67 and P86) mention that they give their students various responsibilities, such as shooting short videos outside the school related to the topic assigned, class assignments (e.g. reading graded readers as a self-study), choosing tasks to do according to their interests, in order for them to take responsibility for independent learning. Participants also suggest giving various assignments and setting deadlines in order for students to take responsibility to practise language inside and outside of the class.

"I often give them responsibility of shooting short videos outside the school related to the topic I've assigned them. It can be about an interview with the people, description of a place or of a product." (P39)

"I give various out of class assignments and set deadlines in order for students to take responsibility." (P40)

"I am giving them tasks to do outside the class, I also allow them to choose which task to do according to their interests." (P54)

"In our institution, we use Oxford/learn to encourage students for self-study and we assign them a reader as a self-study to test in the final exam." (P57)

"It is nice and beneficial to encourage students to do extra activities out-of-class according to their own interets. So they learn and practice what they studied at school without getting bored." (P59)

"I always give them opportunities to practice their English inside and outside the class. I try to help them to learn the ways of learning a language." (P67)

"I try to assign them homework that can be done by oneself, outside the class and more realistic. This way, they can learn unconsciously while solving a task." (P86)

4.9.3.3. Informing and encouraging about online resources and useful websites. The majority of the participants (P8, P17, P21, P28, P43, P45 and P64) think that informing and encouraging students about online resources and useful websites is effective for independent learning. They also emphasize that using the latest technology, Internet tools and applications is a very useful idea in language learning processes as they create decision-making opportunities for students. The following are some statements of the participants talking about the impact of creating opportunities for learners to enable them to use lots of materials in their daily lives. They particularly give importance to suggesting their students applications, video sites, links and materials to practise different skills when they want. To give sudents more chances to be independent, technology plays a significant role.

"I usually inform them about the online resources that they can use outside the classroom to practise different skills in language learning." (P8)

"I introduce them the useful websites and applications." (P17)

"I suggest different websites like TED talks, esl-lab, ask them watch films and write reflections based on them, after learning a new structure I ask them to find a song in which this structure is used." (P21)

"Using the latest technology and software is the best option." (P28)
"I show my students Internet tools and applications in order for them to have an opportunity to be more independent." (P42)

"Instructors' some expectations could help learners to become more autonomous such as providing alternatives or different resources, supporting and encouraging learners, creating decision-making opportunities to make them involve in. Every week, we have lab hours when students can self-study and discuss together on their strengths and weaknesses. I encourage them to search online if anything different or interesting comes up even if it is out of topic. I've shared lots of materials focusing on grammar, vocabulary and four skills." (P43)

"Suggesting them applications, video sites, links and materials." (P45)

"I try to provide them with sources or environment that enable them to use verbal or written language in daily life and improve their language skills." (P64)

4.9.3.4. Group and pair work activities. Some opinions given by the participants 7, 20, 29 and 70 below indicate a need for group and pair work activities for promoting autonomous learning by providing a better environment for autonomy. Four instructors underline that they give importance to working in pairs or groups to discover the language and they sometimes give their students group projects or pair-work tasks to help them to become autonomous.

"Especially group and pair work will work to make an effect for promoting autonomous learning." (P7)

"Group/pair work activities or activities which require collaboration and cooperation provide better environment for autonomy. For this reason, I try to allow my students to discover language structures and also encourage them to work on language skills in groups. As stated above, I also encourage my learners to evaluate their own learning processes along with standard testing such as quizzes, exams etc." (P20)

"I provide group tasks, pair-work studies as projects which might lead my students to become autonomous learners." (P29)

"I use pair work and group work activities." (P70)

4.9.3.5. Keeping vocabulary notebooks and writing portfolio. One of the participants reflected the following comment regarding keeping vocabulary notebooks and writing portfolio by stating that students are supposed to keep vocabulary notebooks in which they write definitions of words and make a sentence about each word.

"I have my students keep vocabulary notebooks for reading, speaking, listening and core classes. They are expected to write definitions in English and make a sentence with the target vocabulary. My students also keep a writing portfolio. For each writing task, their first draft is evaluated and checked by their peers and their second draft is assessed by the teacher. I also have my students watch videos on the Internet such as TED Talks etc. They do extensive listening and reading with the help of various websites." (P35)

To sum up, in the written reflections presented, the EFL instructors believe that autonomy has a positive impact on language learning process and the results of the study provide confirmatory evidence that instructors have a positive thought of learner autonomy. The answers reflected in their comments confirm that they are trying to provide an environment in which learner autonomy is supported and enhanced.

CHAPTER V: DISCUSSION, CONCLUSION AND SUGGESTIONS

In this chapter, discussion and conclusion of the study will be discussed. Then, pedagogical implications will be presented. Lastly, some suggestions in the light of the results of this study will be provided.

5.1. Discussion

The aim of this study was to find out the perceptions and beliefs of EFL instructors on fostering learner autonomy. In order to gather the data, we designed a questionnaire through literature review, brainstorming, views of EFL instructors on open-ended questions covering various aspects of foreign language teaching and learning. This questionnaire was administered to 87 EFL instructors in various schools of foreign languages in Turkey. A mixed methods approach was adopted in this study. Therefore, both quantitative data, derived from the questionnaire, and qualitative data derived from the open-ended questions were gathered in this study. In the analysis of the quantitative data, SPSS 20.0 version was used. In order to analyze the qualitative data derived from the replies of the EFL instructors to the four open-ended questions, content analysis was carried out by the researcher and sub-themes were identified related to each question. Each research question was discussed in line with the findings. In order to reach the objective to investigate the perceptions and beliefs of EFL instructors on learner autonomy, the following research questions were asked. In this part, major findings of the study are discussed in parallel with research questions.

5.1.1. RQ 1. What are the Beliefs of EFL Instructors about Being Autonomous Language Learner?

In the light of the written reflections of EFL instructors on who an autonomous language learner is, we identified some sub-themes such as making their own decisions on what and how to learn, being aware of their strengths and weaknesses, taking responsibility of the learning process, controlling the learning process, discovering and developing new learning strategies, importance of not being dependent on teacher, and importance of self-motivation and self-study. Accordingly, in response to the question which requires to define the autonomous language learner, one of the instructors stated that:

"An autonomous language learner is someone who is able to see his/her strengths and weaknesses as a language learner and being able to find effective ways of dealing with problems on his/her own. It is also someone who is curious about the language and does not need too much encouragement from the teacher to engage in different activities involving foreign language." (P40)

The results of the quantitative data highlighted that these themes may serve instructors in fostering learner autonomy with a specific concern on developing an understanding of autonomous language learner in their classes. In this sense, we can say that instructors should give their students opportunities to make their own decisions on what and how to learn, take on responsibility for their own learning, discover and develop learning strategies that they need to employ. Likewise, Joshi (2011) explains autonomous learner as one who can make choices governing his/her actions independently. They should be expected to work on tasks which do not require the existence of the teacher so they can be independent and work on their own. In this way they can be more motivated. Therefore, teachers should create opportunities to support learners in experiencing the target language (Ahmadzadeh and Zabardast, 2014). Accordingly, learners should be active and eager to take responsibility of their own learning as it is necessary for language learning (Tanyeli and Kuter, 2013). Chan (2001) defines autonomy as being responsible for all the decisions about learning.

As a consequence, the results confirmed that instructors had positive thoughts and beliefs about learner autonomy and they were in favor of fostering autonomy in their own settings which is is in correlation with the previous studies (Balçıkanlı, 2008; Farahi, 2015; Doğan, 2015; Ok, 2016). In his study, Balçıkanlı (2008) found out that prospective teachers were in the opinion of encouraging learner autonomy in their classrooms. Similarly, Farahi (2015) in her study identified that instructors were aware of the learner autonomy by stating that they were involving learners in their own learning process. Our study also noted that majority of the instructors believe that students should take responsibility of their own learning.

5.1.2. RQ 2. What are the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Productive & Receptive Language Skills?

The results of this study highlighted that, concerning the speaking as productive language skill, the majority of EFL instructors give importance to expecting students to make oral presentations individually based on their out-of-class listening and watching experiences, preparing oral reports based on task-based activities, preparing short talks about popular current topics, making oral presentations as part of a pair or group work based on their out-of-class listening and watching experiences, preparing a video of their own using their smart phones, e.g to introduce different places in the town can assist students in fostering learner autonomy. We can also say that having students design their own materials to talk about in class and encouraging students to use only English in the

classes all the time can also be given more importance to develop speaking skills on the way to fostering their autonomy. Littlewood (1999) states that we need to involve students in their own learning process in terms of materials, needs and goals to use their capacity independently of the teacher. Noticeably, with respect to writing as productive language skill, we see that the participants are all positive about developing writing skills of their students because they reflected agreement on all the items related to developing writing skills in fostering learner autonomy in prep classes. In this sense, expecting students to select and read books / graded readers from a recommended list outside the class and write book reviews, to keep a portfolio of their written products as a proof of their progress in language, to watch movies with subtitles or without subtitles as much as possible and write film reviews, to prepare summaries based on what they read, listen and watch and to prepare written reports based on task-based activities seem to be favorable strategies agreed on by EFL instructors to help their students in becoming autonomous learners.

When it comes to receptive - reading skills, we can see that the EFL instructors who participated in this study give importance to the strategies, such as expecting students to make use of specific reading strategies practised in and outside the class on their own, to select and read books/graded readers from a recommended list outside the class and write book reviews, to read authentic materials (e.g. short stories / graded readers) on their own outside the class with a purpose to make reflections into the classroom and to do extra activities by reading texts from other sources. In terms of receptive - listening skills, EFL instructors who participated in this study expect their students to listen and/or watch authentic materials such as audio recordings, movies, TV serials, You-Tube videos, TED talks on their own outside the class with a purpose to make reflections into the classroom, e.g. by writing a summary. We see that they are also in favor of expecting students to make use of specific listening strategies outside the class on their own and to use some websites or applications, such as Randall's ESL-Lab, Learn English Teens, ELLLO, Voscreen, and Cyber Listening Lab etc. and do the activities encouraging students to listen to as many English songs as possible and learn their lyrics and recommending students to watch movies with subtitles or without subtitles as much as possible and expecting them to write film reviews. In order to make sense of receptive and productive language skills, it is important to note that they are essential for more effective promotion of learner autonomy.

Here are reflections of participants 35 and 59 in this study who commented that they expect their students to develop their productive and receptive language skills:

"EFL instructors should encourage their students to do extensive reading and listening as much as possible. Teachers should have their students make use of technology as well. Students may watch videos related to the subject material or read a newspaper article about it outside the class and share their ideas with others in the class." (P35)

"When they analyse what they listened, watched or read in terms of the topics they learnt/studied at school, it will be more permanent." (P59)

To sum up, the findings in this study revealed that the EFL instructors were positive about the development of learner autonomy in terms of receptive and productive language skills which enable learners to reach better results by adopting autonomous behaviors and study habits. The findings in this study corresponded with the research findings of Shahsavari (2014). In her study, she also found out that teachers' perceptions regarding learner autonomy were positive by stating that it allows learners to learn more efficiently. Similarly, in the study by Borg and Al-Busaidi (2012), it was articulated by teachers that they had favorable views of learner autonomy because they believed that it contributes to successful language learning. For this reason, it can be said that fostering learner autonomy has positive effects on language learning process.

5.1.3. RQ 3. What are the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Knowledge of Grammar?

Based on the results of the questionnaire, it can be inferred that EFL instructors see it important for learners to study grammar rules outside the class due to the fact that it will lead them to become motivated enough to take responsibility for their own learning. Items 22, 26, 27, 24, 23 which focus on developing knowledge of grammar are closely related to instructors' expectations of the students to utilize resources and study grammar rules outside the class through the exercises so that they can improve their grammatical knowledge. Moreover, the results of the data gathered from the questionnaire revealed that EFL instructors find it efficient for students to explore grammar knowledge by doing online grammar exercises using some websites outside the class on their own that suit their level of proficiency and by using various websites and reference sources. It is also helpful for learners to make their own choices of assignments in order to practise linguistic details e.g. tense usage, use of conjunctions. As their answers indicated, EFL instructors also assist their students with grammar worksheets they have prepared for them to learn about

the the grammar rules on their own and prefer assigning their students some reading texts and asking them to analyse a certain structure in the context on their own and expecting them to come up with the rules depending on the samples.

It is clear that when learners are guided to become autonomous in the process of learning and development of grammatical knowledge, they can find their way to autonomous learning. Therefore, as an interesting result out of this study, instructors show partial agreement with the idea of expecting students to use the materials recommended or imposed by the school administration to practise grammar. Instead, they are of the opinion that students need to devote time to making use of grammar exercises which they choose according to their level and preference. They believe that if students use recommended or imposed materials to practise grammar, it will discourage their autonomous learning capacity. The results of a study administered by Durmuş (2006) revealed that EFL instructors expressed favorable opinions about collaboration and negotiation with students in most of the areas of classroom experience.

5.1.4. RQ 4. What are the Perceptions of EFL Instructors on Learner Autonomy with Respect to Developing Capacity and Knowledge of Vocabulary?

Vocabulary knowledge is crucial when learning a language because students can develop their autonomy through developing their capacity and knowledge of words in the target language. The findings of this study indicate that the instructors strongly agree on items 28, 31, 32 which means that they give opportunities to their students for guessing the meanings of unknown words in various contexts on their own and expect them to do extensive reading and listening to pick up and expand their vocabulary. Thus, it is likely to motivate learners so that they can understand the meanings of words by themselves. Two participants (P66 and P87) state that they expect their students to discern the meaning of a word in the context and to learn contextual guessing so that they can be autonomous:

"I expect them to discern the meaning of a word in the context. I also let them read a text and expect them to find out the usage and rules of a grammar topic." (P66)

"In listening and reading comprehension, when students learn contextual guessing they can be autonomous." (P87)

The EFL instructors also expect their students to do extensive reading, e.g. news, stories, anecdotes, graded readers, on their own and to do extensive listening, e.g. TED Talks, news, audio recordings, on their own to pick up and expand their vocabulary. McGarry (1995) states that authentic materials help learners foster autonomy by enabling them to choose tasks according to their needs. Similarly, Dickinson (1987) highlights that authentic texts enable learners to be able to master the components of language when they are exposed to the realistic features of that language. On the other hand, the EFL instructors who participated in this study reflect agreement on items 34, 33, 29, 30. They think that the important things to be considered while helping learners expand their vocabulary are that they use the new words in sentences at their leisure, keep a vocabulary notebook for every unit of their course book, look up new words in monolingual (Eng. – Eng.) dictionary as part of reading assignments and look up new words in bilingual (Eng. – Turkish / Turkish – Eng.) dictionary as part of reading assignments. One of the participants gave the following comment:

"I have my students keep vocabulary notebooks for reading, speaking, listening and core classes. They are expected to write definitions in English and make a sentence with the target vocabulary. My students also keep a writing portfolio. For each writing task, their first draft is evaluated and checked by their peers and their second draft is assessed by the teacher." (P35)

As a result of keeping vocabulary notebooks and using dictionaries outside the class, students can become aware of their own learning processes and reflect on their own vocabulary knowledge. Since the vocabulary is crucial in spoken or written production of language, students need to work on the building of vocabulary.

5.1.5. RQ 5. What are the Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Evaluating/Self-Monitoring one's Learning)?

Metacognitive strategies should be taken into consideration in fostering learner autonomy as they play an important role to help learners to take on responsibility for their own learning. Little (1999) states that learner autonomy approach enables learners to develop activities and strategies for their own learning. In the present study, the results

obtained from the questionnaire reveal that the EFL instructors report an agreement on the items related to the use of these strategies.

Concerning the evaluation and self-monitoring of one's own learning, EFL instructors reflect an agreement that they expect their students to identify errors in understanding or producing the language and to eliminate or correct them (e.g. errors that cause serious confusion and misunderstanding), to help each other monitor their writing difficulties without the instructor's constant intervention; that is, the instructors can mark the most important problems and peers can read and comment on each other's written drafts, to self-test themselves with exam papers and assignments, to monitor their progress regularly by checking out the learning objectives to be achieved. As Cotterall (1995a) claims, autonomous learners can take responsibility in setting goals, planning and evaluating their progress. And, Cotterall (2000) suggests that in language classes which aim to promote learner autonomy, there will be a transfer of responsibility for some aspects of learning processes such as setting goals, selecting learning strategies and evaluating one's progress. Likewise, Chan (2001) argues that learners should be actively involved in setting up goals, defining language content, and working out an evaluation mechanism for assessing their own achievement and progress. In his study, Koçak (2003) identified that students still consider the teacher as responsible for their own learning even while they use strategies such as self-monitoring and self-evaluation. On the other hand, instructors in this study reflect a partial agreement on item 38 'expecting students to keep a diary, or a journal, or use a checklist to evaluate their personal spoken and written progress and to identify their strengths and weaknesses as they learn English' which shows that instructors find this strategy not as desirable as the other strategies or may not find it practical. Although metacognitive strategies concerning the evaluation and self-monitoring of one's own learning play a central role in learner autonomy, instructors believe that some of them are more important than the others by showing agreement on that items (items 35, 36, 37, 39). On the contrary, Thanasoulas (2000) proposes that it is helpful for students to write self-reports and evaluation sheets as they help them to plan, monitor and evaluate their learning by recognizing problems and finding solutions on their own. The following statements of the instructors (P59 and P86) support this claim:

"Being aware of ther own mistakes is the key point to be successful and taking responsibility of their own learning process." (P59)

"When an instructor teach a student how to deal with a learning situation, learners can find appropriate solutions for their own problems in the future. So, teachers should expect their students to find the solution themselves eventually." (P86)

5.1.6. RQ 6. What are the Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Centering one's Learning)?

With regard to making use of metacognitive strategies, this research question examined perceptions of EFL instructors about centering one's learning. With respect to providing a focus for language learning, most of the instructors articulate that they design class activities in a way to lead students to written and oral production of language based on their listening and reading activities and/or tasks. Besides, they point out that students should be attentive to language details by paying attention to them while they are studying on their own such as specific aspects of a task or particular details of language such as vocabulary use, tense usage, pronunciation of words, word meaning, how to say things in the target language. Moreover, they express positive views about overviewing or revising already learnt material periodically and associate the new language with what is already known so that they can express their own linkages between new material with what they already know. Littlewood (1997) proposes that teachers need to help their students to apply strategies which develop their autonomy. Participant 59 claims that:

"It is nice and beneficial to encourage students to do extra activities out-of-class according to their own interests. So they learn and practice what they studied at school without getting bored." (P59)

It is apparent that learners should be given opportunities to focus on their own learning by studying different aspects of language on their own. According to Oxford (1990), learning strategies lead students to become more proficient language learners by increasing their potential for becoming an autonomous learner. In this way they are likely to reach the aim of fostering learner autonomy, which is an important goal of language learning. In language classes, it is desirable to encourage students to be aware of this metacognitive strategy and centre their learning which increases their awareness about their own learning.

5.1.7. RQ 7. What are the Perceptions of EFL Instructors on Learner Autonomy with Respect to Metacognitive Strategies (Arranging / Planning one's Learning)?

Instructors specified that they tend to expect students to find and use various self-study materials to develop their English on their own outside the class, to take responsibility for searching for and taking advantage of practice opportunities outside the classroom on their own, to discover how to be a more successful language learner by talking with their instructors about how to learn, to set long-term goals, to set short-term objectives and plan what they are going to succeed in language learning regularly, to find out how language works by reading books or graded readers, short stories, anecdotes, etc., to use a language notebook in order to take notes carefully and regularly in class to arrange their learning, to talk about their language learning problems and share their ideas with each other about the effective strategies they have tried, to identify and understand the purpose of each language task by allowing them to discuss the purpose before the task itself and plan for it. According to Dickinson (1992), teachers can promote learner autonomy by helping learners to develop strategies to be more independent and to be more aware of language as a system.

In the light of what has been mentioned above, all of these instructor expectations support that they show positive attitudes towards arranging and planning learning in order to enhance autonomy. Moreover, they believed that learners need to discover ways to be more successful autonomous learners.

5.1.8. RQ 8. What Expectations of EFL Instructors Lead Students to Independent Learning and Self-Study that will Help Them to Become Autonomous?

With this question we aimed to identify the instructors' reflections on their expectations which may lead students to independent learning and self-study that will help them to become autonomous. Their opinions were grouped under sub-themes. Their expectations reveal that guiding learners through different sources, leading learners to outside-of-class activities, learning and practising out of the class, recommending them extra reading and listening resources for self-study, assigning them extra writing and speaking tasks, identifying their own learning needs and setting new learning goals and lastly choosing their own materials are all to do with independent learning and self-study, and they are all essential in fostering learner autonomy. Chan (2003) carried out a study and revealed that teachers see themselves as responsible for motivational sides of learning. We can infer from the results of Chan's study that instructor expectations can lead to more

motivated and independent learners. In his recent study, Ok (2016) found out that instructor expectations affect teacher trainees' autonomy development. According to Cotterall (1995b), autonomous learners might take responsibility of their own learning by setting goals, planning the learning opportunities, and evaluating their progress. Likewise, one of the participants pointed out that:

"Instructors' expectations could help learners to become more autonomous such as providing alternatives or different resources, supporting and encouraging learners, creating decision-making opportunities to make them involve in. Every week, we have lab hours when students can self-study and discuss together on their strengths and weaknesses. I encourage them to search online if anything different or interesting comes up even if it is out of topic. I've shared lots of materials focusing on grammar, vocabulary and four skills." (P43)

5.1.9. RQ 9. In What Specific Areas of Teaching do EFL Instructors Prefer to Have More Control and Initiative in order to Help Their Students to be More Autonomous?

Instructors prefer to have more control in some areas, such as developing speaking and listening skills, control in reading and writing skills, teaching language components, grammar and vocabulary, creating a student-centered learning environment, new ways of learning, guiding students and showing useful websites and control in the evaluation process. The results of this study revealed that instructors woud like to take initiative in some aspects of teaching and learning. Little (1995) stated that teachers who are really successful are always autonomous due to their sense of personal responsibility. It is significant to note that instructors who participated in this study adopt autonomous approaches and help their students to be autonomous as it can be seen from the written reflections given by some instructors (P5, P14, P24 and P40):

"I create student-centered learning environment where my students can express their feelings and ideas freely." (P5)

"I give importance to self monitoring environment and encouraging students to be reflective, encouraging collaboration, involving them in lesson planning and assessment processes." (P14)

"EFL instructors should lead the students to become autonomous by improving their intrinsic engagement and motivation." (P24)

"Encouraging students' involvement and being active in every stage of the learning process is crucial." (P40)

5.1.10. RQ 10. What Learning Environments do EFL Instructors Provide for their Students in order for them to Take Responsibility for Independent Learning?

Another research question of the current study aims to find out what learning environments the instructors provide for their students so that they take responsibility of their own learning. Written reflections of the EFL instructors shed light on how they perceive providing suitable learning environments for fostering autonomous learning. Some of the sub-themes derived from the instructors' opinions attract attention and give hints about their beliefs of learner autonomy. Dang (2012) claims that group work activities help students become more autonomous learners. (Little, 1994) also says that group and pair work are highly efficient rather than individual work because they improve learners' capacity to use the target language. Some of the instructors (P6, P29 and P38) have favorable views of group and pair work activities as follows:

"I give my students group work assignments." (P6)

"I provide group tasks, pair-work studies as projects which might lead my students to become autonomous learners." (P29)

"I give them homework like some group work activities." (P38)

Additionally, they reflect some ideas about assigning presentations. Benson (2001) points out that homework assignments make learners reflect upon their learning and understand how well they did as a group or as an individual. Here are two instructors'(P38 and P41) reflections:

"I give them homework like presentations." (P38)

"Recommending them extra reading, listening resources (they can be online, authentic, paper based, teacher created materials) in and outside the class. Assigning them extra writing and speaking tasks to be able to add to what they have learnt in class." (P41)

Additionally, most of the instructors give various ideas about suitable learning environments they provide for their students, such as giving students various responsibilities, informing about online resources and useful websites, and keeping vocabulary notebooks and writing portfolio. Gardner and Miller (1999) emphasize that learners can gain deeper understanding of their learning processes by keeping written account of their work. Therefore, learners can be required to take over their own learning processes by keeping notebooks and portfolios.

5.2. Conclusion

The overall results obtained from the quantitative and qualitative data reveal that instructors give support to learner autonomy in general terms as they mostly choose the option 'Agree' in the questionnaire they answered. Additionally, in the present study, the last part of the questionnaire which includes instructors' written reflections regarding autonomy related questions ascertains that participants have positive stance towards learner autonomy. Most of the instructors had similar definitions of 'learner autonomy' which meant taking responsibility of their own learning. They also highlighted that students need to be independent of the teacher to be an autonomous language learner. Similarly, in a study by Farahi (2015), it was shown that teachers and the vast majority of the students favor the promotion of learner autonomy. In another study, Balçıkanlı (2008) carried out a study on student EFL teachers and found out that prospective teachers supported the concept of autonomy and they emphasized that students should be encouraged to take responsibility of their own learning in and outside the class. In this respect, Ok (2016), in a study on Turkish EFL teacher trainees' perceptions of instructor expectations revealed that the findings reflect a strong agreement of the participants on in-class and out-of-class instructor expectations in leading teacher trainees to become autonomous. Doğan (2015) in her study, investigated EFL instructors' perception and practices on learner autonomy at schools of Foreign Languages at nine geographically diverse public Turkish universities. The findings of her study revealed that the instructors had positive views on different aspects of learner autonomy. They stated that autonomy should be developed in the learning process by involving learners in decision-taking process and they were of the opinion that they developed learner autonomy in their learners. Although they were

positive about the desirability of nearly all aspects of learner autonomy, it was found out that they did not perceive it as much feasible as they perceived it desirable. In his study, Khezerlou (2013) aimed to find out Iranian and Turkish EFL teachers' opinions about their own autonomy and revealed that Turkish teachers' autonomy perceptions were greater than that of Iranian teachers. That is to say, Turkish teachers have positive views about teacher autonomy which is believed to lead to learner autonomy. The results of our study are similar to the studies mentioned above. Our findings point out that the instructors are positive about the concept of autonomy and they think that it is important for language learners to foster their autonomy. They are all in favor of promoting autonomy by giving their learners a chance of taking responsibility of their own learning in and outside the class.

All in all, the overall results of the study ensure that instructors prefer autonomy supportive approaches and strategies in order to assist their students to be autonomous. How well the students understand autonomy depends on the instructors' support and encouragement in classroom settings.

5.3. Pedagogical Implications

The results of this present study can provide foreign language learners and teachers with valuable information about autonomy. They can adopt new approaches and strategies in order to enhance autonomy in their learning and teaching experiences.

The findings of the study may create an awareness of learner autonomy concept so that learners can requestion their language learning strategies and behaviors. When they are aware of the importance of taking responsibility of their own learning, they may want to be autonomous.

Other EFL instructors in educational settings may compare their own perceptions and beliefs with the findings in this study, and they may try to find out the ways to foster their students' autonomy.

5.4. Suggestions for Further Studies

The present study was conducted with a small number of instructors working at schools of foreign languages at nine different universities, which makes it hard to generalize the findings for different groups of instructors and learners in other educational settings in Turkey. A further study can also be conducted at other universities in Turkey to gain a deeper insight. Another limitation was that the response rate to the questionnaire was not as high as it was hoped for. Although we tried hard to reach more instructors, it was just possible to collect 87 responses in about one month. Furthermore, different

variables of 87 instructors such as age and educational background can be taken into account in autonomy supportive behaviours of instructors. This study aimed to find out what EFL instructors' perceptions and beliefs on fostering learner autonomy were. However, in the study, instructors were depended upon their answers to questionnaires for their perceptions of learner autonomy. A further study can be employed to observe the practices of teachers to promote learner autonomy in their classroom applications owing to the fact that a comparison of their perception and actual practices might yield beneficial insights for the promotion of learner autonomy. For this reason, an observation or an interview can be carried out in order to reveal the links between instructors' beliefs and actual practices. Lastly, a further study can be conducted also with the students to determine the opinions of students towards the promotion of learner autonomy in the same setting in order to compare the opinions of teachers and students. Thus, in further studies these factors can be taken into account to reach more sound results.

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APPENDICES

APPENDIX A: Learner Autonomy Questionnaire

EFL INSTRUCTORS' PERCEPTIONS AND BELIEFS ON
FOSTERING LEARNER AUTONOMY

As part of my MA thesis at Pamukkale University, The Institute of Educational Sciences, Department of ELT, I am conducting a survey that aims to investigate <u>EFL instructors' perceptions and beliefs on fostering learner autonomy.</u>

The aim of the study is to collect data from EFL instructors working at prep programs about their perceptions and beliefs on fostering learner autonomy with respect to various components of language teaching and learning. For your beliefs and perceptions on learner autonomy in Part I .. Part IV, you are expected to indicate your choice on the range as follows:

Strongly Disagree (1)   Disagree (2)   Partially Agree (3)   Agree (4)   Strongly Agree (5)

In the final part of this survey, you are also expected to answer four open-ended questions related to learner autonomy.

I would be grateful if you could answer each item. All the data gathered through this survey will be kept confidential.

Thank you in advance for your participation and contribution.

Kind regards.

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<u>*Gender:*</u>   *Female (   )   Male (   )*

<u>*Experience in teaching:*</u> *Less than 1 year* ☐   *1-5 years*   ☐
                      6-10 years ☐   *11-15 years* ☐
                        16-20 years ☐   *21 years and over* ☐

I) Beliefs and perceptions of EFL instructors on _learner autonomy_ with respect to _developing receptive & productive language skills_	Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
1. I expect students to select and read books / graded readers from a recommended list outside the class and write book reviews.	1	2	3	4	5
2. I expect students to make use of specific listening strategies (which are practised in class) outside the class on their own.	1	2	3	4	5
3. I expect students to make use of specific reading strategies (which are practised in class) outside the class on their own.	1	2	3	4	5
4. I expect students to listen and/or watch authentic materials (e.g. audio recordings, movies, TV serials, You-Tube videos, TED talks) on their own outside the class with a purpose to make reflections into the classroom (e.g. by writing a summary).	1	2	3	4	5
5. I expect students to read authentic materials (e.g. short stories / graded readers) on their own outside the class with a purpose to make reflections into the classroom (e.g. by writing a summary).	1	2	3	4	5
6. I expect students to do extra activities by reading texts from other sources that I select.	1	2	3	4	5
7. I expect students to use some websites or applications, such as Randall's ESL-lab, Learn English Teens, ELLLO, Voscreen, and Cyber Listening Lab etc. and do the activities.	1	2	3	4	5
8. I expect students to make oral presentations individually based on their out-of-class listening & watching experiences.	1	2	3	4	5

	Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
9. I expect students to make <u>oral presentations</u> <u>as part of a pair or group work</u> based on their out-of-class listening & watching experiences.	1	2	3	4	5
10. I expect students to prepare summaries based on what they read, listen and watch (e.g. a graded reader, a story, a movie, a video, TED Talk, etc.).	1	2	3	4	5
11. I expect students to prepare <u>written reports</u> based on task-based activities.	1	2	3	4	5
12. I expect students to prepare <u>oral reports</u> based on task-based activities.	1	2	3	4	5
13. I expect and encourage students to keep a portfolio of their written products (written reports & summaries) as a proof of their progress in language.	1	2	3	4	5
14. I expect and encourage students to use only English in the classes all the time; I never allow them to use Turkish in English classes.	1	2	3	4	5
15. I expect students to select topics out of a list in order to overcome limitations in speaking and writing.	1	2	3	4	5
16. Instructor should decide what students will do outside the class.	1	2	3	4	5
17. I have students design their own materials to talk about in class.	1	2	3	4	5
18. I provide students with extra-curricular activities, such as preparing a video of their own using their smart phones, e.g to introduce different places in the town.	1	2	3	4	5

	Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
19. I have students prepare short talks about popular current topics.	1	2	3	4	5
20. I recommend students to watch movies with subtitles or without subtitles as much as possible and expect them to write film reviews.	1	2	3	4	5
21. I encourage students to listen to as many English songs as possible and learn their lyrics.	1	2	3	4	5

Please add other comments in line with the proficiency level you teach:

II) Beliefs and perceptions of EFL instructors on learner autonomy with respect to <u>developing knowledge of grammar</u>	Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
22. I expect students to do online grammar exercises / drills using some websites outside the class on their own that suit their level of proficiency.	1	2	3	4	5
23. I expect students to make their own choices of assignments in order to practise linguistic details (e.g. tense usage, use of conjunctions, etc).	1	2	3	4	5
24. I expect students to discover the grammar rules on their own using various websites and reference sources.	1	2	3	4	5
25. I just expect the students to use the materials recommended or imposed by the school adminis-tration to practise grammar on their own.	1	2	3	4	5

	Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
26. I assist students with grammar worksheets that I have prepared.	1	2	3	4	5
27. I assign some reading texts to my students and ask them to analyse a certain structure in the context on their own and expect them to come up with the rules depending on the samples.	1	2	3	4	5
Please add other comments in line with the proficiency level you teach:					

III) Beliefs and perceptions of EFL instructors on learner autonomy with respect to developing capacity and knowledge of vocabulary	Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
28. I give students opportunities to guess the meanings of words in various contexts on their own.	1	2	3	4	5
29. I expect students to look up new words in monolingual (Eng. – Eng.) dictionary as part of reading assignments.	1	2	3	4	5
30. I expect students to look up new words in bilingual (Eng. – Turkish / Turkish – Eng.) dictionary as part of reading assignments.	1	2	3	4	5
31. I expect students to do extensive reading (e.g. news, stories, anecdotes, graded readers) on their own to pick up and expand their vocabulary.	1	2	3	4	5
32. I expect students to do extensive listening (e.g. TED Talks, news, audio recordings) on their own to pick and expand their vocabulary.	1	2	3	4	5
33. I expect students to use a vocabulary notebook for every unit of their course book.	1	2	3	4	5
34. I expect students to use the new words in sentences at their leisure.	1	2	3	4	5
Please add other comments in line with the proficiency level you teach:					

(A) METACOGNITIVE STR. (EVALUATING/SELF-MONITORING ONE'S LEARNING) (35-39)
(B) METACOGNITIVE STR. (CENTERING ONE'S LEARNING) (40 – 42)
(C) METACOGNITIVE STR. (ARRANGING & PLANNING ONE'S LEARNING) (43 – 53)

IV) *Beliefs and perceptions of EFL instructors on learner autonomy with respect to* <u>*metacognitive strategies*</u>	Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
(A) EVALUATING / SELF-MONITORING ONE'S LEARNING					
35. I expect and guide students to self-test themselves with exam papers and assignments.	1	2	3	4	5
36. I expect students to monitor their progress regularly (e.g. every week) by checking out the learning objectives to be achieved.	1	2	3	4	5
37. I expect students to identify errors in understanding or producing the language and eliminate / correct them (e.g. errors that cause serious confusion and misunderstanding).	1	2	3	4	5
38. I expect students to keep a diary, or a journal, or use a checklist to evaluate their personal spoken and written progress and to identify their strengths and weaknesses as they learn English.	1	2	3	4	5
39. I expect students to help each other monitor their writing difficulties without the instructor's constant intervention; that is, the instructors can mark the most important problems and peers can read and comment on each other's written drafts.	1	2	3	4	5
Please add other comments in line with the proficiency level you teach:					

(B) CENTERING ONE'S LEARNING

	Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
40. I expect students to overview / revise already learnt material periodically and associate the new language with what is already known so that they can express their own linkages between new material with what they already know.	1	2	3	4	5
41. I expect students to pay attention to language details on their own (e.g. specific aspects of a task or particular details of language such as vocabulary use, tense usage, pronunciation of words, word meaning, how to say things in the target language).	1	2	3	4	5
42. I design class activities in a way to lead students to written and oral production of language based on their listening & reading activities and/or tasks.	1	2	3	4	5

Please add other comments in line with the proficiency level you teach:

(C) ARRANGING & PLANNING ONE'S LEARNING		Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
43.	I expect students to find out <u>how language works</u> by reading books / graded readers, short stories, anecdotes, etc.	1	2	3	4	5
44.	I expect students to find out <u>how language works</u> by listening to native speakers using various sorts of materials (e.g. TED talks, TV serials, news reports).	1	2	3	4	5
45.	I allow students to talk about their language learning problems and share their ideas with each other about the effective strategies they have tried.	1	2	3	4	5
46.	I assist students in developing practical weekly schedules for language learning, with plenty of time devoted to outside-of-class practice in language skills.	1	2	3	4	5
47.	I expect students to find and use various self-study materials to develop their English on their own outside the class.	1	2	3	4	5
48.	I expect students to use a language notebook in order to take notes carefully and regularly in class to arrange their learning (e.g. for writing down new expressions or structures and the contexts in which they were encountered, things to remember, and so on.)	1	2	3	4	5
49.	I expect and encourage students to set long-term goals (e.g. 'being able to use the language for informal conversation by the end of year').	1	2	3	4	5

		Strongly Disagree (1)	Disagree (2)	Partially Agree (3)	Agree (4)	Strongly Agree (5)
50.	I expect and encourage students to set short-term objectives and plan what they are going to accomplish in language learning each day or each week (e.g. 'finishing reading a short story by Friday').	1	2	3	4	5
51.	I expect students to identify and understand the purpose of each language task by allowing them to discuss the purpose before the task itself and plan for it.	1	2	3	4	5
52.	I expect students to take responsibility for searching for and taking advantage of practice opportunities outside the classroom on their own (e.g. by watching a movie in the target language, joining an international social club, thinking about topics of discussion).	1	2	3	4	5
53.	I encourage students to find out how to be a better language learner by talking with their instructors about how to learn.	1	2	3	4	5
Please add other comments in line with the proficiency level you teach:						

Please comment on the following questions regarding:

(a) who an autonomous language learner is,

(b) expectations of instructors that may lead students to independent learning and self-study so as to help them to become autonomous,

(c) specific areas of teaching in which an EFL instructor would prefer to have more control and initiative in order to help their students to be more autonomous, and

(d) the learning environments you provide for your students to take responsibility for independent learning.
Please use the next page for your answers.

Open-Ended Questions

1. How would you describe an "autonomous language learner"?

An autonomous language learner is someone who _____
_____
_____
_____
_____
_____

2. In your opinion, what expectations of EFL instructors lead the students to independent learning and self-study that will help them to become autonomous?

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3. In what specific areas of teaching would you prefer to have more control and initiative in order to help your students to be more autonomous?

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4. What learning environments do you provide for your students in order for them to take responsibility for independent learning?

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CV

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