EFL TEACHERS' VIEWS ON LEARNER AUTONOMY AT PRIMARY AND SECONDARY STATE SCHOOLS IN ESKİŞEHİR

Sevgi SABANCI

MA THESIS

English Language Teaching Program

Supervisor: Assist. Prof. Dr. Aysel BAHÇE

Eskişehir

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ESKİŞEHİR İLİNDEKİ İLKÖĞRETİM VE ORTAÖĞRETİM OKULLARINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRENEN ÖZERKLİĞİ KONUSUNDAKİ GÖRÜŞLERİ

Sevgi SABANCI

YÜKSEK LİSANS TEZİ

İngiliz Dili Öğretimi Programı

Danışman: Yrd. Doç. Dr. Aysel BAHÇE

Eskişehir

Anadolu Üniversitesi

Eğitim Bilimleri Enstitüsü

Mart, 2007

To my Primary School Teacher Tevfik KAHRAMAN

ÖZET

ESKİŞEHİR İLİNDEKİ İLKÖĞRETİM VE ORTAÖĞRETİM OKULLARINDAKİ
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İngiliz Dili Eğitimi Anabilim Dalı

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Mart, 2007

Danışman: Yrd. Doç. Dr. Aysel BAHÇE

Bu araştırmanın amacı, Eskişehir ilindeki ilköğretim ve ortaöğretim okullarındaki İngilizce öğretmenlerinin Öğrenen Özerkliği konusundaki görüşlerini ortaya koymaktır.

Araştırma, Eskişehir merkezindeki devlet okullarında çalışan 197 İngilizce öğretmeninin katılımı ile gerçekleştirilmiştir. Veriler Öğrenen Özerkliği anketi aracılığıyla toplanmıştır. Anketin ilk bölümünde öğretmenlerin çalıştıkları okul türü, eğitim durumları ve Öğrenen Özerkliği konusundaki bilgi düzeyleri ile ilgili genel durumları hakkında bilgi toplamak, ikinci bölümünde ise kullanılan 31 soru ile öğretmenlerin öğrenen özerkliği konusundaki görüşlerinin araştırılması amaçlanmıştır. Katılımcılardan, 'Hiç Dâhil Edilmemeli', 'Az Dâhil Edilmeli', 'Kısmen Dâhil Edilmeli', 'Çoğunlukla Dâhil Edilmeli', 'Tamamen Dâhil Edilmeli' seklinde 5'li Likert ölçeğinde Öğrenen Özerkliği konusundaki görüşlerini belirtmeleri istenmiştir. Anketin üçüncü bölümünde de, katılımcılardan, anket genelinde cevaplarını etkileyen 5 faktörü önem sırasına göre yazmaları istenmiştir.

Veriler sıklık ve yüzde hesaplamalarıyla analiz edilmiştir. Çalışmanın sonuçları, çalışmaya katılan öğretmenlerin çoğunluğunun, sınıf öğretiminde *ders amaçları, ders içeriği, ders materyalleri, ders zamanı, yeri ve hızı, sınıf içi etkileşme çeşitleri, sınıf yönetimi, kayıt tutma, ödev, öğretim odağı, kendi açıklamalarını yapma, kendi öğrenme stratejilerini*

bulma ve *kendini ölçme* konularında Öğrenen Özerkliğini destekleyici olduğunu ortaya koymuştur. Sonuçlar, *kendi açıklamalarını yapma, kendi öğrenme stratejilerini bulma, sınıf içi etkileşme çeşitleri* ve *kendini ölçme* konularının, öğretmenlerin kendi öğretim koşullarında Öğrenen Özerkliğinin yansıtılması için en uygun yollar olduğunu da ortaya çıkarmıştır. Aynı zamanda, sonuçlar *kayıt tutma* konusunun sınıflarda Öğrenen Özerkliğinin desteklenmesi bakımından en az uygun olarak algılandığını göstermiştir. Bulgular, öğretmenler için hazırlanabilecek hizmet içi seminerlerin, sistematik ve planlı olarak programda yapılacak değerlendirmelerin ilköğretim ve ortaöğretim kurumlarında Öğrenen Özerkliğine katkıda bulunabileceği öngörülmüştür.

ABSTRACT

EFL TEACHERS' VIEWS ON LEARNER AUTONOMY AT PRIMARY AND SECONDARY STATE SCHOOLS IN ESKİŞEHİR

Sevgi SABANCI

English Language Teaching Program
Anadolu University Institute of Educational Sciences, March, 2007
Supervisor: Assistant Prof. Dr. Aysel BAHÇE

The purpose of this study was to find out English language teachers' views on learner autonomy at primary and secondary state schools in Eskişehir's city centre.
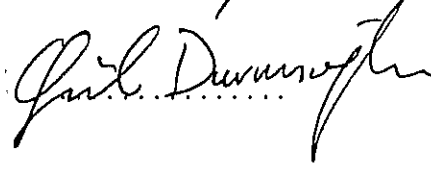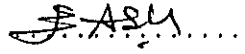
The study was conducted with 197 English language teachers working at state schools in Eskişehir' city centre. The data was collected through a learner autonomy questionnaire. The first part of the questionnaire gathered data about the teachers' general profiles related to type of school, educational background and knowledge level of learner autonomy. The thirty-one items in the second part questionnaire researched teachers' views on learner autonomy. Participants were asked to indicate their opinions on a five-point Likert-scale, with 'not at all', 'little', 'partly', 'much', and 'very much' for each item. Additionally, they were asked to list the first five important factors affecting their answers to the questionnaire in the third part of the questionnaire.

The data were analyzed by calculating frequencies, percentages and cross tabulations. The results of the study revealed that the majority of the participating teachers are supportive to learner autonomy in terms of 12 aspect of classroom instructional responsibilities: *course objectives, course content, course materials, course time-place-pace, interaction pattern,*

objectives, course content, course materials, course time-place-pace, interaction pattern, classroom management, record keeping, homework tasks, teaching focus, formulating own expression, finding own learning strategies and *self-assessment.*. The results also revealed that the aspects of *formulating their own explanations, finding out their own learning strategies, self-assessment* and *interaction pattern* were found to be more suitable for the implementation of learner autonomy in their formal teaching environment. Moreover, the outcomes showed that the aspect of *record keeping* was found to be least suitable one for the promotion of learner autonomy in the classroom. Furthermore, the findings highlighted that an in-service training for the teachers, and systematic and planned adjustments in the curricula might contribute to the promotion of learner autonomy in these state schools.

Sevgi SABANCI'nın, "EFL TEACHERS' VIEWS ON LEARNER AUTONOMY AT PRIMARY AND SECONDARY SCHOOLS IN ESKİŞEHİR" başlıklı tezi 21/03/2007 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

	Adı-Soyadı	İmza
Üye (Tez Danışmanı)	:Yard.Doç.Dr.Aysel BAHÇE	
Üye	:Prof.Dr.İlknur KEÇİK	
Üye	:Prof.Dr.Gül DURMUŞOĞLU KÖSE	
Üye	:Doç.Dr.Esra CEYHAN	
Üye	:Yard.Doç.Dr.Rıdvan TUNCEL	

Prof.Dr.İlknur KEÇİK
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü Müdürü

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Sevgi SABANCI

İngiliz Dili Eğitimi Anabilim Dalı

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Lisans 2002	Anadolu Üniversitesi Eğitim Fakültesi, İngilizce Öğretmenliği
Lise 1997	Trabzon- Beşikdüzü Anadolu Öğretmen Lisesi

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

Over the last twenty years, there have been many changes and developments in the fields of information technology, sociolinguistics and psychology. These changes and developments have increased the need for education and require life-long learning process in society (Akbaş and Özdemir, 2002; Mahiroğlu, 2005; Reinders, 2000; Çolakoğlu, 2002; Demirel, 2003). In life-long learning, it is the individual who is responsible for shaping his or her own educational life by being active. Therefore, educators feel the need to prepare learners for this fusion which involves teaching them the skills necessary to take control over the process and content of their own learning (Reinders, 2000). Additionally, the social and educational changes have heightened the need to learn a foreign language in an efficient and effective way (Zindziuviene, 2003). As such, the field of English Language Teaching has also been affected by this evolution. As a result of the progression in the field of English Language Teaching, a great emphasis has been put on the role of learners. Indeed, language teachers have promoted the students to the center of classroom organization, taking their needs, strategies and styles in consideration in order to train learners for life-long learning outside the classroom. It is against this background that students, in fact, need to be their guider throughout their educational life as the role of the teacher diminishes (Cotterall, 2000). Indeed, learners are expected to graduate from school with the knowledge and skills necessary to become productive and satisfied citizens. Furthermore, learners should be motivated enough to have the desire to continue learning after formal schooling has ended (McCombs and Whisler, 1997). Indeed, "the growth of learners is encouraged so that they are better equipped to cope with the changing environment and to take increasing responsibility fro their own destiny" (Long, 1990, p: 22). This is also emphasized by Trim (1988, cited in McCarthy, 1998) in the following quotation:

No school, or even university, can provide its pupils with all the knowledge and the skills they will need in their active adult lives. It is more important for a young person to have an understanding of himself or herself, an awareness of the environment and its workings, and to have learned how to think and how to learn (p: 3).

The changes and increasing needs in education stated above resulted in the emergence of the learner-centered approach which views language learning as a collaborative process between teachers and learners. According to Tudor (1993), learner-centeredness aims to encourage students to play more active and participatory roles in the learning and teaching process than in traditional approaches in which teachers are usually seen as being the dominant authority. Additionally, this change requires different classroom activities, the structures of which are decided by students themselves; therefore, these activities result in an increase in student involvement and motivation. Learner centered approach benefits from the domains such as learner-centered curriculum, the negotiated syllabus, learner training, learning-strategy training, the project-based syllabus, experiential and collaborative learning and learner-based teaching (Finch, 2000). In these domains, the underlying trend is to make learners become more independent in how they think, learn and behave. Consequently, the learner-centered approach has modified learners' roles. Likewise, there is a parallel interchange in teachers' role in learner-centered classrooms. Not only teachers are less likely to be authoritative in classroom events, on the contrary, they play a facilitative role to stimulate the learning process in various ways (Little, 1991).

This important shift towards learner centeredness in language teaching has led to the concept of learner autonomy which also refers to a shift of responsibility from teachers to learners (Shrader, 2003). Indeed, students should stop relying on teachers and develop a sense of responsibility which is the fundamental concern in learner autonomy (Kavaliauskiere, 2002). The concept of learner autonomy first made its appearance in the field of language teaching with Holec (Benson, 2001). Holec defined learner autonomy as "the capacity to take charge of one's own learning" (1981, p: 3, cited in Thanasoulas, 2000). As Littlejohn (1985) points out, learner autonomy involves learners in decision-making processes regarding their own learning. It also gives students an

opportunity to play a considerable role in setting the learning goals, organizing the learning process, and fulfilling it (Little, 1991). Besides, learner autonomy gives learners an opportunity to select and implement appropriate learning strategies and encourages learners to find their own way of learning as it provides an opportunity for students to learn at their own pace (Camirelli, 1999). Learners' involvement in planning learning in terms of goals, materials, strategies, assessment etc; increases their motivation and awareness (Little, 2003; McCarthy, 1998). Consequently, they can become more enthusiastic in the learning process. In addition, learners' active involvement in their own learning provides them with a better understanding of the nature of their learning development. Learning is likely to be more effective and efficient when learners are engaged in their own learning (Little, 2002). In fact, encouraging learner autonomy in the classrooms has become a widely accepted and favored domain. This endless desire for learner autonomy has influenced educational practices and it has become an almost universally accepted educational goal; namely, it has become a controvertible dominant topic and a key concern in language teaching for many researchers, practitioners and curriculum planners over the last two decades (Sinclair, 1997; Cotteral, 2000; Vanijdee, 2003, Camirelli, 2000).

1.2. Definition of Learner Autonomy

Various interpretations of learner autonomy can be found in the literature. Generally, it has been described as an act of learning (Reinders, 2000). However, it is important for learners to find their own ways of learning; namely, they must learn how to study alone and direct their learning. Thus, they must be autonomous (Leslie, 1987). Particularly, Holec (1981:3, cited in Thanasoulas, 2000) underlines that learner autonomy is "the ability to take charge of one's learning". This ability can be exercised in the planning, monitoring and evaluating learning activities, and naturally includes both the content and the process of learning (Candy, 1989, cited in Pavia, 2005). Learner Autonomy is also defined as a capacity which helps learners to personalize what they have learned and transfer it to another context (Little, 1991). However, learners should have willingness to authorize their own learning and life (Dam, 1995; Vanijdee, 2003;

Naiman, 2000) because learner autonomy is also a kind of self-determination (Kiho, 2000).

Although the definitions for autonomy vary, the main feature is the necessity of learners' taking some responsibility for their own learning. Littlewood (1999), who has researched the degree of autonomy in East Asian contexts, supports the idea of learners' taking more responsibility in the learning process and gives two reasons for this: learning can only be performed by learners themselves and learners need to gain the ability to carry on their own learning after school. Moreover, Little (1991) highlights that this responsibility involves taking over the control in many processes which have traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods, evaluating and monitoring the learning process, etc;&.

Benson and Voller (1977) recommend that learner autonomy should feature the following terms:

- situation in which learners study entirely on their own;
- a set of skills which can be learned and applied in self-directed learning;
- an inborn capacity which is suppressed by institutional education;
- the exercise of learners' responsibility for their own learning;
- the right of learners to determine the direction of their own learning (p: 1-2)

These different ways of employing learner autonomy in language education lead autonomous learners to develop the ability to take charge of every stage of their own learning. Chan (2001) suggests the following stages for learners to expand their roles:

- setting learning goals;
- identifying and developing learning strategies to achieve such goals;
- developing study plans;
- reflecting on learning (which includes identifying problem areas and means of addressing these problems);
- identifying and selecting relevant resources and support;

- assessing one's own progress (which includes defining criteria for evaluating performance and learning) (p:506).

In the light of the above different definitions and interpretations of learner autonomy, in this study, learner autonomy is defined as learners' being willing and ready to take responsibility for their own learning by being involved in classroom instruction in terms of setting their objectives, defining the content and process of their own learning, selecting their methods and techniques, and monitoring and evaluating their progress and achievements.

1.3. The Importance of Learner Autonomy

Learner autonomy assists learners to learn efficiently and effectively by involving learners in planning their learning in terms of goals, materials, strategies, assessment, etc. It also increases learners' interests, motivation and awareness in the learning process. Therefore, encouraging learner autonomy has gained currency in the classrooms.

Cotterall (1995, p: 219) classifies three different reasons why learner autonomy has gained a greater importance and popularity. These reasons are philosophical, pedagogical and practical. In terms of a philosophical rationale, learners have the right to make choices for their own learning, and it is necessary to encourage learners to be independent in their choices because they need to be prepared for a rapidly changing future in order to function effectively in society. In terms of pedagogical reasons, learners learn more effectively when they are involved in the learning process such as pace, mode and content of what they are learning. Finally, in terms of practical reasons, learners feel more secure when they are involved in decision making process for their own learning. To sum up, these three reasons focus on learning independently and having confidence. When learners are involved in their own learning, the outcome is likely to be more effective and efficient and their motivation for learning will increase because motivation is a necessary component for life-long learning. Students should be ready to learn in every part of their lives (Little, 2002; Akbaş and Özdemir, 2002). On

the other hand, since motivation is one of the factors such as habits, needs and interests which cause differences among learners, they can not be expected to learn the same way we teach; so we have to help them to find ways of doing their own learning (Chan, 2001). That is why each learner needs to be aware of and identify his own strategies to take control over his own learning (Thanasoulas, 2000). Consequently, it is a must for every learner to learn self-directed learning; particularly, to find his own ways and learn how to study (Camirelli, 1999). In order to find their own ways of learning and to make decisions about their own learning, learners should develop some awareness (Chuck, 2003) because it can not be assumed that they know how to learn (Logan, 2004). On the contrary, learners do not necessarily know how to learn efficiently on their own, so they need to be provided with learning techniques so that they could continue learning on their own after school (Dias, 2000; Healey, 2002). It can be concluded that the key elements that prepare learners for life long learning incorporate the responsibility for their own learning by being independent in finding their own ways of learning and making decisions for their own learning.

Taking responsibility and being independent are also the main elements in learner autonomy which has been widely accepted around the world as it has been stated by different research in the literature (Benson, 2001; Dam, 1995; Camirelli, 1999, Camirelli, 2000). Learner autonomy, in terms of these two concepts, can be found in published school curricula and syllabi of some countries such as England, France, Hong Kong, Singapore and Turkey. That is why autonomy can be said to be almost universally accepted as an important general educational goal (Sinclair, 1997; Cotteral, 2000). The Turkish National Education Curriculum has also emphasized the concept of autonomy in its general aims[1] including procedures how members of the country should be educated. The target qualities for every member of the Turkish nation are (translated by the researcher):

- Having and fulfilling the responsibilities for the Republic and society,
- Possessing independent and scientific way of thinking,
- Working independently and collaboratively.

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[1] TÜRK MİLLÎ EĞİTİMİNİN AMAÇLARI.
http://orgm.meb.gov.tr/OzelEgitimProgramlar/meslekiegitimmerkprog/aciklamalar.htm

The General Principles of Foreign Language Teaching also foresee that learners should be given responsibility by the help of effective teaching and learning methods or techniques. Therefore, in order to reach an effective language teaching method, there have been many studies by the Ministry of Turkish National Education. One of these studies was initiated when Turkey became a founding member of the Council of Europe. As Demirel (2005) states, the most serious studies about foreign language teaching between the Council of Europe and the Ministry of Turkish National Education started in 1968. During those years, a commission was founded in order to reform foreign language curriculum and prepare new course books. Another reform in foreign language teaching was European Language Portfolio. In the beginning of 2000, the Council of Europe demonstrated the project of the European Language Portfolio Project (ELP) when it was decided that this project would be applied in all countries who are members of this council. The educational function of the ELP project requires and supports autonomy (Karacoğlu and Çubuk, 2002). This educational function of ELP project requires learners to make decisions about their own learning (Demirel, 2005). Consequently, it could be seen that recent developments and renewals in the curriculum of National Education Assembly require and try to promote learner autonomy in education and instruction processes. The curriculum can be supporter of learner autonomy; however, it is necessary to prepare teachers in order to get success in the recent developments and renewals in the curriculum. The achievement of learner autonomy in practice always depends on what individual teachers do in particular classrooms. As such, the success of the teaching and the learning processes in the classroom where learner autonomy is put forward depends upon teachers' understanding this concept because it should be reminded that teachers hold the key to initiate and develop autonomy in their own context. Therefore, it is necessary to convince and prepare teachers by clarifying the aspects of autonomy by giving seminars, meetings or articles, to deal with developing autonomy with different research, and to develop activities leading to autonomy in the classroom (Santos, 2002; Mirici and Demirel, 2002; Little, 2003).

1.4. Teachers' Role in Learner Autonomy

Teachers are no longer indispensable source of knowledge and information. Learners can reach information by the help of the highly developed means of communication and information. Nevertheless, they need teachers' help to learn how to access the resources without the mediation of teacher (Camirelli, 1999). Thus, teachers have to start and develop autonomy in classrooms since autonomy is a concept leading learners to work teacher-independently.

The "seeds" of autonomy already exist in classrooms and the language classroom is accepted as the best place for encouraging learners to move towards autonomy (Nunan, 1997). It is not radical to say that all individual learners transfer their own educational background to the classroom as a result their own learning experiences. Therefore, teachers can easily identify and encourage the autonomous classroom behaviors of their students.

However, learners do not automatically accept responsibility in a new formal context and they can find it difficult to reflect on their learning process (Little, 1995 and Dickinson, 1987). That is why teachers have to provide learners with appropriate tools and opportunities to familiarize the learners in their usage before they feel confident in applying them. There are some levels for encouraging learner autonomy in classrooms:

- Awareness: learners are made aware of the pedagogical goals and contents of the materials they are using.
- Involvement: learners are involved in selecting their own goals from a range of alternatives on offer.
- Intervention: learners are involved in modifying and adapting the goals and contents of the learning programme.
- Creation: learners create their own goals and objectives.
- Transcendence: learners go beyond the classroom and make links between the content of classroom learning and the world beyond it (Nunan, 1997, p: 195)

The level of awareness helps learners to identify their own learning styles and strategies. On the other hand, at the level of involvement, learners have the chance to make choices among a range of options. By the help of intervention level, learners learn adapting tasks and then they produce their own goals at the level of creation. Finally, at the level of transcendence they become their own teachers and researchers. At all these levels, learners need to be trained and encouraged to be autonomous. Encouraging learners to move towards autonomy is best done inside the language classroom. Realizing this and helping learners to follow the path to learner autonomy depends on teachers who are the basic stones of teaching and learning processes in classrooms. Thus, to promote learner autonomy, first of all, teachers' roles and students' roles should be introduced to the students. Especially, teachers have to facilitate the change (Nunan, 1997).

The issue of incorporating autonomy into language courses is directly addressed by Cotterall (2000). According to Cotterall, learner autonomy can be encouraged and promoted at all the levels mentioned above by following five principles which help teachers transfer the responsibility of decision-making to students:

1. The course reflects learners' goals in its language tasks and strategies.
2. Course tasks are explicitly linked to a simplified model of the language learning process.
3. Course tasks either replicate real-world communicative tasks or provide rehearsal for such   tasks.
4. The course incorporates discussion and practice with strategies known to facilitate task performance.
5. The course promotes reflection on learning (p. 111-112).

These five principles lead teachers to arrange courses according to their learners' needs, interests and strategies and skills in learning. Awareness of strategy and skill use is important because it is the individual who is responsible and active in shaping his or her

own life (Reinders, 2000). Therefore, the teacher's role is to create and maintain a learning environment in which learners can be autonomous (Little, 2003).

According to Dam (1995), in an autonomous learning environment, it is the teacher who will provide learners with the opportunity to be consciously involved in their own learning. It is also the teacher's responsibility to see that the curricular guidelines, objectives and demands are adequately covered. It is furthermore the teacher's responsibility to introduce relevant examples of useful and meaningful learning activities for the participants/learners to choose from - individually, in pairs, or in groups – according to their individual goals. Therefore, learning becomes more meaningful for each individual.

The responsibilities pointed out by Dam (1995) bring new roles to teachers. Wright (1987:45-46, cited in Voller, 1997) mentions two interacting factors; namely, interpersonal and task-related factors which affect teachers' roles. Interpersonal factors are related to social role, status and power, attitudes, beliefs, personality and motivation. Task-related factors are related to the extent to which any learning task activates individual's personal goals, and how it stimulates their affective and cognitive faculties. Based on these two factors, Wright defines teacher's role as having two functions: a *management* function which runs parallel to the social side of teaching and an *instructional* function which corresponds to the task-oriented side of teaching. Teachers should orient their pedagogy to promote autonomy and find ways to slowly and carefully lessen learners' dependence on them because they have the power to make changes in teaching and learning in education (Broady, 1996, cited in Naiman, 2000; Guppy, 2005).

1.5. Statement of the Problem

The success of the teaching and the learning processes in the classroom where learner autonomy is put forward depends upon teachers' understanding this concept, because teachers are the agents who promote learner autonomy in the classrooms. Therefore,

teachers should be clarified with this concept, and provided with seminars or meetings about the methods and techniques which are necessary for the promotion of learner autonomy. It is also important for all agents who contribute to the process of learner autonomy development should be ready to take responsibilities and new roles in this process (Mirici and Demirel, 2002; Santos, 2002).

In addition to the responsibilities and roles stated earlier, promoting autonomy in the classrooms requires teachers to be willing to change and shift their roles in the classroom from information providers to facilitators (Naizhao and Yanling, 2004). Teachers' willingness for this role change is based on their beliefs and views which shape the kind of learning they provide learners (Yero, 2002). It has been recently recognized that teachers' beliefs and views are the most important indicators of their decision making process in classrooms and these beliefs and views affect teachers' behaviors in the classroom (Rueda and Garcia, 1994). Consequently, teachers' views shouldn't go unnoticed. First of all, they directly and immediately have contact with learners who are central to school; therefore, they know better what does and does not work in promoting successful teaching and learning learners. In addition, teachers' beliefs have an effect on how new approaches, techniques or activities are perceived and what goes on in the classroom; therefore, play an important part in teachers' development because they guide teachers in their practice (Donaghue, 2003; Borg, 2001; Bunts-Anderson, 2003). Furthermore, teachers' beliefs provide ideas about decision making process in the classroom; therefore, their views help educators to understand how best to proceed in the new policies. It should also be reminded that teachers' views can help to promote success or failure in new policies about teaching and learning (Guppy, 2005; Szesztay, 2004). Moreover, teachers' views or perceptions of their teaching roles have been found to be powerful and have a strong impact on students' success (Bunts-Anderson, 2003).

1.6. Aim of the Study

There have been different studies focusing on the relationship between teachers' views and their practices in the classrooms. Recently, these studies' results and findings have led research into relations between teachers' perceptions and the importance of learner autonomy. Involving teachers in research to develop learner autonomy highlights the importance to the need to make more explicit the different views and roles in promoting and supporting learner autonomy (Bunts-Anderson, 2003). To the argument further, there have been different studies abroad to research teachers' and learners' attitudes towards learner autonomy (Camirelli, 1997; Reinders, 2000). There have also been studies in Turkey to learn teachers' and student teachers' perceptions of learner autonomy (Özdere, 2005; Tayar, 2003; Sancar, 2001; Koçak, 2003; Yıldırım, 2005; Durmuş, 2006; Sert, 2006). The studies in Turkey involved university teachers and pre-service teachers. Unfortunately, there has not been a study including teachers in Primary and Secondary Schools in The Ministry of National Education. As mentioned previously (p: 7), learner autonomy has gained importance in Turkish educational policy with the European Language Portfolio Project (ELP). The ELP project emphasizes that language learning process is based on the learner and this process does not only take place in the class but also in every part of life. It is also emphasized that the learner should take part in planning, applying and evaluating education and instruction process and can decide on what to learn, when and how to learn (Karacaoğlu and Çabuk, 2002). Therefore, the ELP requires and supports the development of Learner Autonomy. The success of developing learner autonomy depends on the teachers because they are the agents who will carry the project into practice and prepare the necessary conditions for learner autonomy in the classrooms.

In the light of this approach, The Turkish Educational Policy should train its teachers in order to be successful in promoting learner autonomy supported by the ELP project which the Turkish Educational policy is trying to implement in its curriculum (Demirel, 2005). In training teachers pedagogically and psychologically to promote learner autonomy, their beliefs become central (Lamb, 2004). Therefore, teachers' views on learner autonomy have to be taken into consideration before designing an in-service

training program and a teachers' support in this area. However, it is better to have an initial awareness raising which might be done by completion of questionnaires related to changes in the classrooms (Lamb, 1995; Demirel, 2005; Little, 1995; Bunts-Anderson, 2003; Wolter, 2000).

As a result, the purpose of this study was to examine the views on learner autonomy among English teachers in state schools in Eskişehir in Turkey. The following research questions were put forward in this study:

1.7. Research Questions

1. What is English teachers' view on Learner Autonomy at primary and secondary state schools in Eskişehir's city centre?

2. What areas of classroom instructional responsibilities do English teachers find more suitable for the promotion of learner autonomy?

CHAPTER 2

LITERATURE REVIEW

2.1. Background

Autonomy has been a buzz word in recent discussions concerning education and language learning. As Paiva (2005) states, autonomy was first addressed in the foreign language teaching field with the emergence of communicative approach. Everything in the learning process used to be designed by factors such as teachers, materials the teachers decided upon and activities which ignored learners' needs and interests. Specifically, in the Audio-lingual Method, language is learned by memorizing, repeating mechanical drills. Learners just form habits in communicate their feeling with fixed habits (Mora, 2002). However, Cognitive Code Learning increases interests in the active mental process instead of habit formation (Brown, 1972). Firstly learners viewed as a full entity in Community Language Learning, and they are accepted as the ones who are responsible for their own learning in the Silent Way. In addition to these developments in language teaching and learning, the Communicative approach brings another focus on communicational needs of learners, and everything in the learning process is designed according to learners' individual differences such as needs, interests, and ages (Mora, 2002; Hedge, 2000). Recently, with the developments of these approaches, teachers and educators have focused on involving learners in classroom activities so that they could learn more efficiently and effectively (Benson and Voller, 1997). Learner involvement encourages learners to take control of their learning which helps them to continue their learning outside the class. Consequently, learners could direct their learning without the teacher, and they could work teacher-independently outside the class. In doing so, the concept of autonomy materializes.

2.2. Concept of Learner Autonomy

Learner autonomy has been defined differently in the literature as it was mentioned in the introduction chapter. However, there are some other views, perspectives and aspects related to the concept of learner autonomy in terms of what it incorporates or discounts. First of all, learner autonomy has been accepted as a difficult concept to be clarified in terms of what it is since it is also seen as a process rather than a product (Thanasoulas, 2000). Therefore, it has also been discussed in terms of what it is not. Little (1991) claims a number of misconceptions about learner autonomy:

1. Autonomy is not a synonym for self- instruction or self directedness; in other words, autonomy is not limited to learning without a teacher.
2. In the classroom context, autonomy does not entail giving up responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can.
3. Autonomy is not something that teachers provide learners; that is, it is not another teaching method.
4. Autonomy is not a single, easily described behavior.
5. Autonomy is not a steady state achieved once by learners (p: 3-4).

As it is stated in the first misconception, self-instruction or self-directed learning may promote learner autonomy, but this does not imply the same broad meaning as learner autonomy. Both self-directed learning and autonomy are concerned with teaching learners how to think, how to learn and take control of their own learning. However, learners take responsibility for all decisions respecting to their learning in the former one, whereas, they are responsible for all decisions related to their learning and also implementation of these decisions (Dickonson, 1987; Cresswell, 2000; Dickinson, 1993; Harris, 1997). The second misconception is about unconditional freedom of learners. However, in learner autonomy, freedom is limited by learners' social relations and requirements (Little, 2001). Additionally, since people are social creatures they have to depend on others; therefore, in the classrooms, autonomous behaviors are

limited by the activities in which both teachers and learners are involved (Little and Dam, 1998; Widdowson, 1987). As the third misconception entails, learner autonomy is neither a method nor an approach. It is a dimension to increase learner involvement in learning (Benson, 2001). Learner autonomy is not an easily described behavior, it is not absolute. There are degrees of autonomy as suggested by Nunan (1997). Therefore, it can be easily argued that achieving complete autonomy is always a goal that is rarely reached. Finally, as in the last misconception, learner autonomy is not a fixed state and acquired at one occasion. In fact, it is difficult to achieve, thus, it needs to be promoted constantly (Little, 1991; Dam, 1995; Finch, 2000; Benson, 2001; Scharle & Szabo, 2000).

Diverse research tried to define what autonomy is by taking into consideration the statements in the literature about this concept. For example, Fenner and Newby (2000) state that autonomy is individual because of the fact that the learning process is based on a learner's pre-knowledge and it can only be monitored by the learner himself. However, it requires explicit intention because learners can not accept responsibility to monitor their own learning unless they have some idea of what, why and how they are trying to learn (Little and Dam, 1998). Furthermore, there are some suggested pre-conditions which are also accepted as components of autonomy, namely, readiness to learn, willingness to take responsibility and being confident in one's own ability (Opalka, 2003). Learners who possess these three components and the capacity can negotiate and develop control of the learning process in any learning community. Consequently, autonomy can be said to be practiced and developed in collaboration of participants in the learning environment (White, 2004). As a result, autonomy has been accepted as a social process where learners have an ending process of self-discovery (Camirelli, 2002; Thanasoulas, 2000; Mariani, 1997; Schwienhorst, 1997). To sum up, learner autonomy has been viewed as being self-directed due to the fact that it is accepted as a capacity for potential self-directed learning behaviors, and it is suggested that this capacity can be developed through introspection, reflection, or social and collaborative learning (Sinclair, 1999; Leslie, 1987).

On the other hand, Benson (1997) mentions three interpretations of learner autonomy; technical, psychological and political versions. He correlates them with positivism, constructivism and critical theory. In the technical version of autonomy, learners are equipped with the necessary skills and techniques which enable them to learn a language without the restriction of a formal institution and without a teacher. The psychological version defines autonomy as a capacity for being responsible for one's own learning, whereas the political version focuses on the control over the content and process of one's own learning.

These three portrayals of autonomy can be interpreted differently in different contexts. The concept of autonomy requires a form of learner training. However, in learner training, it is important to restrict culturally biased beliefs about language learning on students. It may be the case that learner training includes developing not just a greater awareness of the language and the learning process, but also, a more conscious awareness of the social, political and cultural factors (Sinclair, 1997).

Learner autonomy is also seen to deliver better language learners who are active and independent in their learning in all dimensions; namely, social, political, cultural, technical and psychological (Benson, 2001; Dickinson, 1993). In all these dimensions, learner autonomy leads learners to take responsibility for decisions about all aspects of learning such as determining objectives, defining contents, selecting methods and techniques, monitoring the procedure in terms of time, place and pace, evaluating what has been acquired (Finch, 2000; Littlewood, 1999). It is necessary for learners to take some initiatives for giving shape and direction to the learning process (Little and Dam, 1998; Little, 2002). Taking some initiatives is important for learners, because they must find their own ways of learning; learn how to study alone and become accustomed to self-directed learning. On the other hand, autonomy is not only a concept defined in the literature, but also an entire perspective of teachers' and learners' roles in the classroom, the way they go about teaching and learning and the expectations they have from their respective roles (Camirelli, 1999). Sinclair (1997) summarizes these different discussions on what is meant by autonomy or not as follows:

1. Autonomy involves a learner's capacity and willingness to take responsibility for making decisions about their own learning;

2. The capacity and willingness to take such responsibility are not necessarily innate;

3. There are degrees of autonomy;

4. These degrees of autonomy are unstable and variable;

5. Developing autonomy requires conscious awareness of the learning process, i.e., conscious reflection and decision making;

6. There is a role for the teacher in supporting the requisite capacity building and development of positive attitudes for learner autonomy;

7. Autonomy can take place both inside and outside the classroom;

8. Autonomy has both individual and social dimensions;

9. The promotion of learner autonomy has both psychological and political dimensions;

10. Different cultures interpret autonomy in different ways;

11. Different teaching and learning contexts require different approaches to the promotion of learner autonomy (p: 3).

In conclusion, it could be said that learner autonomy is based on learner's personality; that is, it is based on learner's willingness to accept responsibility in learning, awareness of learning process, self-reliance and management in determining their objectives, defining the content and process of their own learning, selecting their methods and techniques, and monitoring and evaluating their progress and achievements. All definitions emphasize the transfer of responsibility for learning from the teacher to the learner. With such responsibility, the learner gains a greater degree of active involvement and better learning (Vanijdee, 2003; Naiman, 2000; Little, 1991).

2.3. How To Promote Learner Autonomy

Learner autonomy is not a product that can be received at the end of an instruction, but it is a never ending process towards which someone aims. Thus, it is not something which can be taught, but it can be developed (Thanasoulas, 2000; Mariani, 1997). There are various suggestions and implications to encourage and develop learner autonomy in language teaching. As it is stated in the first chapter, encouraging learners to move towards autonomy can be best done in language classroom (Nunan, 1997). Nunan suggests that goals of language content and learning process should be incorporated into a language program. In addition, to encourage and develop autonomy in language classrooms, teachers are required to help learners to increase motivation, confidence, knowledge and skills which are necessary to communicate and learn more independently (Littlewood, 1997; Dickonson, 1988). However, there are other factors which have important roles on the development of learner autonomy in the classrooms. Paiva (2005) hypothesizes an autonomy system in order to show the factors which influence learner autonomy development. Paiva discusses that autonomy is not a personal quality, thus it is affected by internal and external conditions and it might be prevented or fostered by these conditions.
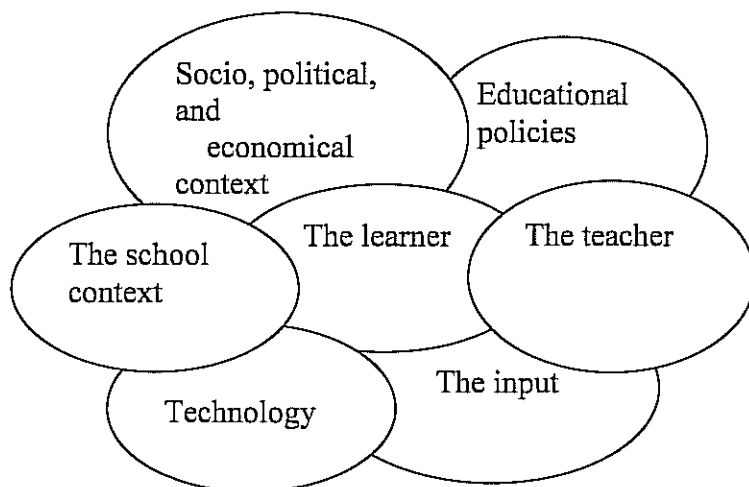
Fig.2.1. Autonomy system representation (p: 12)

All the elements in the system have a role on the learner autonomy development. As Paiva (2005) states:

The learner's characteristics such as personality; capacity, abilities; intelligences, learning style; attitude; learning strategies, motivation; willingness to learn; willingness to communicate; critical sense; culture; beliefs; age; freedom; independence; metacognitive strategies; language affiliation, confidence; responsibility; and previous experiences influence the way he develops autonomy (p:12).

The teacher's characteristics such as qualified or non-qualified; authoritative; supportive; an advisor; a knower; a researcher; a facilitator, a helper, a counselor, a controller, a negotiator, and in FL contexts, a good or not-so-good language model affects the way he tries to develop and promote learner autonomy (p:15).

The input's being appropriate to the level of students, authentic, availability are also very important factors on the development of learner autonomy (p: 17).

The context may foster autonomy or hinder it. There are macro and micro contexts ranging from the political, economical and macro social contexts to the micro social and educational ones such as the school, the classroom, including the teacher and the classmates (p: 19).

Educational policies which affect **school context** in terms of curriculum, the academic rules and evaluation systems are another element to be considered. Autonomy has more chances to happen if the school context offers flexible curriculum, which offers the students the opportunity to choose what to learn among a wide range of different courses. Autonomy is also likely to be stimulated if evaluation system is open enough to embrace alternative assessment as portfolios and if academic rules value

individual experiences, such as exchange programs and contact with proficient speakers in tandem learning programs or key pal interactions(p:23).

The use of technology can also contribute to foster autonomy by increasing learning opportunities (p: 23).

All these factors stated by Paiva (2005) are essential in the promotion of learner autonomy. They may influence the development of learner autonomy in a positive or negative way. However, teachers and educational institutions have the power to direct the above factors in order to foster learner autonomy (Littlewood, 1997; Paiva, 2005; Benson, 2001).

In such an autonomy system stated above, there are six different approaches which might be useful for teachers and educators who will foster learner autonomy in language classrooms. These are "resource-based approach, technology-based approach, learner-based approach, classroom-based approach, curriculum-based approach and teacher-based approach". These approaches can be used to promote learner autonomy by applying different methods, techniques and materials (Benson, 2001, p: 111).

2.3.1. Resource-based approaches

Resource-based approaches to learner autonomy emphasize independent interaction with learning materials (Benson, 2001). This approach includes self-access, self instruction and distance learning (Özdemir, 2005). Resource-based approaches provide learners with the chance to have control over learning plans, to select learning materials and to evaluate their own learning (Sheerin, 1997). A resource-based approach is effective because it guides learners to direct their own learning. Therefore, learners can contribute to their own learning process by planning their own learning, selecting materials and evaluating the process they make. This relates learning to individual needs which is also an important factor in learner autonomy, and develops learner

responsibility (Harris, 1997; Aston, 1993; Cresswell, 2000; Lee, 1998; Clarke, 1989; Cotterall, 1995; Brajcich, 2000; Dubin and Olshtain, 1986; Aston, 1993).

2.3.2. Technology-based approaches

Technology-based approaches to learner autonomy emphasize independent interaction with educational technologies (Benson, 2001). Computer assisted language learning (CALL) and the Internet focus on technology usage in instruction. This approach is effective in terms of the development of learner autonomy since learners are provided with various opportunities and the freedom to develop control and direct their own learning (Robbins, 2002; Schwienhorst, 1997; Schwienhorst, 2003; Healey, 2002; Smith, 2003; Grob and Wolff, 2001; Esch, 1997). Technology's role in fostering autonomy has been emphasized over the years. Technology, especially multimedia, supports different learning styles; that computers and the Internet provide a wealth of resources to independent learners. Technology also offers a great deal on the linguistic side: huge amounts of data, including authentic texts, graphics, audio, and video online (Healey, 2002; Motteram, 1998).

2.3.3. Learner-based approaches

Learner-based approaches to learner autonomy emphasize the direct production of behavioral and psychological changes in the learner (Benson, 2001). These approaches focus on strategy and skill development. Learners are given direct and explicit training on language learning strategies and techniques. Learner-based approaches are effective in terms of the development of learner autonomy because they enable learners to take greater control over their learning (Oxford, 1990; Dickinson, 1995; Dickonson, 1988; McDonough, 1995; Finch, 2000; Lee, 1998). In order to make decisions about their learning, learners need to have developed an awareness of at least four important areas of metacognition (Ellis 1999, Sinclair 1999, cited in Chuck, 2003):

1. Learner awareness
2. Subject matter awareness of the target language

3. Learning process awareness

4. Social awareness (p: 2).

The awareness in related areas should be raised by teachers since school teachers are the "key" to starting and developing autonomous learners (Santos, 2002). Raising learner awareness of how languages are learned and providing them with the skills they need to do it are the two important areas in learner training, that is, a key way for teachers to help learners to learn autonomously (Logan and Moore, 2004).

2.3.4. Classroom-based approaches

Classroom-based approaches to learner autonomy emphasize changes in the relationship between learners and teachers in the classroom (Benson, 2001). These approaches focus on opportunities which can provide learners a collaborative and supportive environment. Learner autonomy can be promoted in classrooms when learners are involved in the process of making decisions about the planning of classroom activities and evaluation of their outcomes. In addition, having control over the management of classroom activities may lead to the development of control over both cognitive and content aspects of learning (McNamara and Deane, 1995; Lee, 1998; Jones, 1995; Jacobs, 1988; Finch, 2000).

2.3.5. Curriculum-based approaches

Curriculum-based approaches to learner autonomy extend the idea of learner control over the planning and evaluating of learning to the curriculum as a whole (Benson, 2001). Learners can be included in the curriculum by taking into consideration their preferences related to the following concepts:

1. Learning approaches

2. Attitudes towards learning

3. Learning styles

4. Strategies used in learning

5. Learning activities

6. Patterns of interaction

7. Degree of learner control over their own learning

8. What constitutes effective teaching

9. The nature of effective learning (Brown, 1995, p: 187).

Involving learners in the curriculum can be seen as syllabus negotiation which is argued to be "the only way to take into account is the wants of the students" (Bloor and Bloor, 1988, p: 64). Classroom-based approaches is said to be effective because learners are involved in decision-making processes dealing with the day-to-day management of their learning and they may develop the capacity for control over their learning by exercising their autonomy at a number of levels (Finch, 2000; Littlejohn, 1985; Nunan, 1997).

Curriculum-based approaches suggested by Benson (2001) requires that a curriculum for the promotion of learner autonomy should be based on both learners' and teachers' understanding of it. It is the case that learner autonomy focuses on learner involvement in the learning process. Particularly, learners are involved in the decision making process related to the content of their own learning and how it should be taught (Nunan, 2004). It is generally accepted that learner involvement in decision making process enhance better learning because learning might be more meaningful and purposeful for learners (Little, 1991; Dam, 1995, Benson, 2001; Nunan, 2004; Little and Dam, 1998; Camirelli, 1999). Besides, learner involvement gives learners the sense of ownership of their own learning; thus, they can easily accept responsibility for it (Chan, 2003; Finch, 2000; Benson, 2001). In addition, van Lier (1996) argues that there is an interaction in the curriculum and suggests three principles to discuss this interaction. They are awareness, autonomy and authenticity. Awareness leads the agents who deal with the curriculum to know about learning objectives, contents, strategies and process. In the standpoint of autonomy, van Lier states that the desire for learning must come from learners. Autonomy encourages this desire to learn by providing learners with choice and encouraging them to take responsibility for their own learning. Finally, authenticity provides the agents with materials which can be both result and origin of awareness and autonomy (van Lier, 1996). Authenticity does not only provide materials but also

encourages learners produce their own language (Widdowson, 1996; Swan, 1985). As a result, these threes principles which interact each other in the curriculum involve the agents, teachers and learners in the curriculum.

2.3.6. Teacher–based approaches

Teacher–based approaches to learner autonomy emphasize teachers' professional development (Benson, 2001). These approaches focus on teachers' professional development. This professional development requires teachers to be researchers, take part in action research and be a reflective practitioner. Being in a progressive professional development and having critical reflection, teachers gain their autonomy, as well. That is, teachers take control of their own teaching (Shaw, 2002; Little, 2004; Dam, 1995). This is important in promoting learner autonomy, because teachers are the key factors to start learner autonomy in classrooms. Teachers' awareness of learner autonomy is likely a pre-condition for the promotion of learner autonomy because they can raise learners' awareness in teachers' and learners' roles in terms of learner autonomy (Little, 2004; Benson, 2001; Dam, 1995; Cotteral and Grabbe, 2004).

As it is stated above, there are different factors in learner autonomy and different approaches for the promotion of learner autonomy. The context factor in terms of social, political, economical and cultural dimensions can be accepted as the most important factor. It may be the case that they affect the interpretation of learner autonomy. As Sinclair (1997, p: 2-3) points out, "what is appropriate in one context may not be in another; especially in terms of cultural context. These entire contexts have indispensable influence on educational context which affects school context, as well. The administrations made by educational policies are put into practice in school contexts by teachers, and consequently by learners (Paiva, 2005). In the classroom, not only teachers but also students are active constructors of knowledge through experience and opportunities to discover and enquire (Cotterall, 2000). The administrations about curriculum, course books and other input respecting teaching and learning processes are the elements affected by the context. To sum up, Paiva's (2005) autonomy system play a key role in the promotion of learner autonomy. However, there is a need for different

approaches to make use of this autonomy system. The six approaches suggested by Benson (2000) to foster learner autonomy in language learning can help this autonomy system flourish. On the contrary, teachers have the most important role in eencouraging learners to move towards autonomy in the language classroom because they are accepted as the basic stones of teaching and learning processes in classrooms. Therefore, promoting learner autonomy usually depends on teachers; the decision to promote autonomy in classrooms comes from teachers. Besides, the success of attempts to empower learners to become actively involved in their learning depends to a large extent on the teacher's ability to redefine roles (Nunan, 1997).

2.4. Teachers' Roles in Promoting Learner Autonomy

As it is stated in Chapter 1, in order to be successful in implementing and reinforcing learner autonomy, teachers need to be aware of their role and responsibilities and they need to introduce teachers' roles and students' roles to the students (Brajcich, 2000). This requires that teachers are willing to change and shift their roles in the classroom from information providers to facilitators, shifting from teaching knowledge-based' to 'supervising students learning-based', from 'a protagonist' on the stage to 'a director' behind the scenes, becoming students' director of knowledge-constructivism (Naizhao and Yanling, 2004, p:8). In addition, to get a successful result in promoting autonomous learning, teachers have to be prepared to accept their new roles in the classrooms. The conclusion of a study which aimed at finding out learners' perceptions of teachers' role in promoting learner autonomy indicated that teachers have to deal with the following key issues in the teaching and learning processes (Reinders, 2000):

- Integration: Self-Access Language Learning (SALL) needs to be integrated into an existing curriculum. Students need to feel it is an important part of a course and that they have time for it.
- Awareness: students need to realise what independent learning is and how SALL can be of benefit.
- Training and Support: there is a strong need for extensive training

in independent learning as well as for on-going support.

- Bridging: classroom learning needs to be linked to the outside world. The Self-Access Centres (SAC) could provide function as a bridge, preparing learners for authentic language (p: 81-82).

As the findings of Reinders' (2000) study have revealed, teachers are expected to guide learners at steps of "integration", "awareness", "training and support" and "bridging" in teaching and learning processes. Therefore, it could be said that teachers leave their traditional roles such as being authoritarian and become facilitators, helpers, coordinators, counselors, consultants, advisers and resource people. Teachers who are aware of their role in autonomous learning would train learners to be autonomous by providing the necessary conditions for learner autonomy. Moreover, teachers can have a supportive learning environment by securing a certain criteria such as choice, flexibility, adaptability, reflectivity and shareability (Demirel, 2003; Little, 2003; Esch, 1997; Cotteral and Grabbe, 2002; Sturtridge, 1982; Lee, 1998).

In the literature, there have been different suggestions made by different research or provisions for teachers about how to provide the necessary conditions for learner autonomy development. At first, these suggestions can be classified under the headings of analyzing learners' needs, objective setting, awareness raising, strategy training and learners' evaluating themselves .

First of all, teachers can promote autonomy in learners through needs analysis in terms of both learning and language needs. Need analysis can also be a good way to increase students' motivation which is important for the development of learner autonomy (Sprat, Humphreys and Chan, 2002; Nunan, 1988; Nunan and Lamb, 1996). Teachers may make use of dialogues, problem solving tasks to learn about their needs, beliefs, feelings and expectations about the course (Cotterall and Grabbe, 2004).

Teachers can involve learners in objective settings in terms of short and long term objectives. Setting realistic goals for the lesson in collaboration with learners is accepted as the first step by McCarthy (1998).

Another viable option is that teachers help learners acquire the skills and knowledge needed to implement the above, by raising learners' awareness of language and learning, work planning, selecting materials and organizing interactions. Especially, providing authentic materials can play a key role in enhancing positive attitudes to learning, in promoting a wide range of skills, and in enabling students to work independently of the teacher (McGarry, 1995, cited in McCarthy, 1998; Brajcich, 2000; Wolff, 2002).

Teachers can provide learner training to help them identify learning styles and appropriate learning strategies (Paiva, 2005; Voller, 1997; Little 2004; Gardner and Miller, 1996; McGrath, 1997 and Lamb 2000, cited in Logan and Moore, 2004; Naiman, 2000). For example; they can train them to use cognitive and metacognitive strategies and promote self esteem (Thanasoulas, 2000). Consequently, teachers equip learners with the necessary skills and techniques which enable them to learn a language without the constraints of a formal institution and without a teacher. They activate learners' capacity for being responsible for their own learning through awareness raising, scaffolding, creating chances for increased social interaction and giving evaluative feedback. Social interaction and collaboration are essential for learning process (Vygotsky, 1978 cited in Schwienhorst, 1997). Therefore, students could be encouraged to be interdependent and to work collectively (Brajcich, 2000; White, 2004; Camirelli, 2000).

In addition, teachers help learners evaluate themselves by assessing initial proficiency, monitoring progress, and peer- and self-assessment (Mynard, 2004; Brajcich, 2000; Smolen, 1995; Gardner, 1996). It is ultimately the learner who is the only person able to evaluate progress. Therefore, learners should be given the chance to evaluate themselves, or each other. For example, peer-correction can be used to involve the learners in evaluation process (Rogers, 1969, cited in Reinders, 2000; Brajcich, 2000). Providing these conditions, teachers help learners to have control over the content and process of their own learning (Benson, 1997). If the necessary conditions are provided, learners will learn some strategies and there may be some increase in the self evaluation aspect. This self evaluation aspect in learner autonomy will help learners to take control

of their own learning. Activities such as writing letters to the teacher, keeping daily language learning log, preparing an English portfolio, self-reports and evaluation sheets can be used for self-assessment (McNamara and Deane, 1995; Smolen, 1995; Thanasoulas, 2000; Cresswell, 2000; Brajcich, 2000; Wolff, 2002).

In conclusion, it is clear that as students begin to take charge of their learning, the teacher needs to take on the role of facilitator or counselor in an increasing number of classroom situations. Teachers should help learners to realize the importance of their contribution and try to develop abilities that learners will need to take charge of their learning. Teachers are central to the success in promoting learner autonomy (McCarthy, 1998). They should also bring activities focusing on motivation and self-confidence, monitoring and evaluation, learning strategies, cooperation and group cohesion, sharing information with the learner, consistent control, delegating tasks and decisions. The following three stages in the process of developing learner responsibility can be used as a reference point summary which teachers could promote in the classroom (Scharle and Szabo, 2000):

- Raising awareness
- Changing attitudes
- Transferring roles (p: 9).

In order to provide these conditions to develop Learner Autonomy, teachers need to be constantly involved in a professional development process. They need to have necessary professional knowledge and skills. In addition, teachers should also be prepared psychologically (Lamb, 2004). Teachers who can develop themselves professionally can follow and implement new developments in their own classrooms. Little (2004) lists three basic components that teachers need in terms of professional knowledge and skill:

- an understanding of the dialogic processes that characterize language and shape learning.
- the ability to model all the learning and communicative behaviors she wants to develop in her learners

- the capacity to plan not just lessons but trajectories of learning (p:2).

These basic stones may or may not be provided to teachers in the pre-service education. Therefore, there is a need to provide them to in-service teachers. As a starting point, in-service seminars could be a good opportunity to achieve this aim (Little, 2004; Lamb, 1995). In-service seminars would play a facilitative role in informing teachers about learner autonomy and their role in training learners to be autonomous. In this situation, identification of teachers' views on learner autonomy would play a facilitative role in planning such in-service seminars.

Essentially, autonomy is not only based on learners. That is, there are also other factors that affect the learner autonomy such as, teacher, input, technology, context, educational policies (Paiva, 2005). Therefore, first of all, educational policies should be reviewed. If autonomy is really culture-bound as Palfreyman (2001) mentions, Turkish educational policy makers should review what the autonomy is and make decisions about how they could make use of autonomy in Turkish context. Also, it is fair to say that the teachers' beliefs and attitudes are also important because they are the ones who will carry the autonomy to the classroom and try to make their learners autonomous. In such situations, the input respecting every aspect in teaching and learning process, such as objectives, topics, assessments gains importance. As a result, learners can be involved in decision making process in terms of curriculum and classroom instruction aspects, such as course objectives, course content, material selection, course time, place and pace, homework tasks, classroom management, assessment (Dam, 1995; Little and Dam, 1998; McDevitt, 2004; McGrath; 2006; Cotterall, 2000; Finch, 2000). The studies (Camirelli (1997), Chan (2001), Chan (2003), Özdere (2005), to name a few) which focused on teachers' roles in promoting learner autonomy included the above aspects in their data gathering instruments, namely, questionnaires. In the literature, there are different discussions for using these aspects for the promotion of learner autonomy in the classrooms. Each of these aspects will be presented in the following parts.

2.4.1. Course objectives

Learner autonomy requires learners to take responsibility for their own learning. One of the ways to help learners be responsible is providing opportunities to set objectives and goals for their own learning process respecting short term and long term periods (Cotterall, 2000; Benson, 2001; Dam, 1995; Littlewood, 1999; Schwienhorst, 1997; Long, 1990). There are different ways for teachers to share objectives with learners. One way is to explain the objectives at the beginning of every unit and invite students to make suggestions about the things they would like to do. Another way is to indicate short objectives such as reading at least three books a month. One more suggestion is about encouraging learners to set their own objectives such as keeping a diary (Carver and Dickonson, 1982). By applying these ways, teachers can draw students' attention to the learning objectives; therefore, teachers lead students towards involvement in and responsibility for their own learning progress (Frankel, 1982; Nunan and Lamb, 1996).

2.4.2. Course content

Involving learners in decisions about course content including teaching and learning activities may enhance better learning (Dam, 1995; Nunan, 1988). Learner empowerment, target language use and reflection can be focused in course content. Learners should be engaged in learning, required to use target language in order to understand the nature of the target language. Moreover, learners should be encouraged to discover reasons for learning and using the target language (Little, 2004; Little, 2000). It is also crucial to provide learners with choices that meet their learning needs. Teachers may create situational contexts in which learners can determine the topics and tasks (Benson, 2001; Littlejohn, 1985; Thomson, Masumi-so and Osho, 2001; Nunan, 1988).

2.4.3. Material selection

Learner autonomy leads learners to decide on what material can be beneficial for their own learning goals. However, since learners may not be mature enough to decide on

which material is appropriate, they need teachers' guidance in choosing and developing appropriate materials. Indeed, learners also need a period of training in how to use materials and resources (Little, 1991; Littlejohn, 1995; Dam, 1995; Nunan, 1988; Clarke, 1989). Although teachers provide learners with input orally, learners need more to study on their own; especially, they need authentic input (Little, 2000). Self-access centers can be settled to provide these authentic inputs such as audio-visual data, dictionaries, magazines, newspapers, etc&. Furthermore, learners should be encouraged to use these materials considering their own needs and interests (Finch, 2000; Fenner and Newby, 2000; Dam, 1995; Riley, 1982; Miller and Rogerson-Revell, 1993). For the course book selection, there is a need for special expertise; therefore, teachers should pay extra care in selecting it. However, they should inspire learners to understand the relationship between the new knowledge in the book and the knowledge learners already have (Fenner and Newby, 2000). Teachers can also encourage learners prepare their own materials (Little, 1991; Nunan and Lamb, 1996).

2.4.4. Course time, place and pace

Learner autonomy focuses on partnership between teachers and learners. Therefore, learners should be accepted as equal partners and be provided with opportunities to determine course time place and pace (Benson, 2001; Little, 1994). However, learners involvement in decisions related to course time, place and pace depends on the learners' proficiency level (Dam 1995; Scharle& Szabo, 2000; Benson, 2001).

2.4.5. Homework tasks

Learner autonomy requires learners to extend their classroom learning outside the classrooms; therefore, homework tasks are a key element in the development of learner autonomy (Little, 1994; Pickard, 1996). Homework tasks provide additional practice, revision of what is learned, and also reflection how favorably learning has developed (Dam, 1995; Scharle& Szabo, 2000; Benson, 2001). Homework tasks can change according to learners' age, level of proficiency, classroom size and also availability of related resources. That is why learners should be involved in decisions related to

homework tasks. Teachers can provide a list of choices and they can determine quantity, type and frequency of homework in corporation with the students (Little, 1994; Dam, 1995; Brown, 2001).

2.4.6. Classroom management

Leaner autonomy posits learner in every stage of their learning. Therefore, learners should be involved in classroom management in terms of position of desks, seating of students, interaction patterns, discipline matters, record keeping. Indeed, learner involvement in classroom management may decrease the authoritative role of teachers.

2.4.6.1. Position of Desks

While arranging the position of desks, there are different factors such as number of students, task type, students' age and proficiency level, mobility of desks in the classroom. However, the need arises for desks to be arranged in the position in which teachers can capture students' focus and students can also observe the blackboard (Dam, 1995; Scharle & Szabo, 2000).

2.4.6.2. Seating of Students and Interaction pattern

Learner autonomy also requires social interaction between learners. Therefore, it is necessary to make a different arrangement related to seating of students in terms of interaction patterns, pair work or group work activities. Learners should be provided with a chance to decide on their seating in order to create a more comfortable atmosphere with their partners. Interaction patterns, especially, pair and group work, improve not only students' language proficiency levels but also their social abilities. As such, it is created a non-threatening classroom atmosphere in which students feel comfortable to interact with others (Dam, 1995; Little, 1994; van Lier, 1996; Nunan, 1988; Senior, 2002; Nunan and Lamb, 1996).

2.4.6.3. Discipline Matters

Learner autonomy depends upon learners' involvement in all aspects of their own learning. Therefore, teachers should encourage and involve learners in setting rules about what students can and cannot do. When learners are actively involved in determining the classroom rules, they naturally tend to obey these rules without the teachers' authority (Brown, 2001).

2.4.6.4. Record Keeping

Learners can be encouraged to keep records of works completed, marks earned, and class attendance related to their learning progress. Keeping records helps learners reflect on their own learning process and also accept responsibility for their own learning (Little, 2000; Dam, 1995).

2.4.7. Assessment

Learner autonomy also requires assessment as it is required in every instructional and learning environment. Assessment provides teachers and learners with information about how much learners have learned and how much they need to learn (Nunan, 1999). Formal types of assessment produced in the classroom can make students stressful and lethargic. Moreover, the final product may not be tied with daily life (Little, 2003; Chuk, 2004). Therefore, there is a need for alternative assessment in addition to exams given by teachers. Learners can be encouraged to decide on what, when and how to assess and monitor their level of success (Gardner, 2000). Furthermore, alternative assessment can be used to get information about how students are approaching, processing, and carrying out real-life like tasks in a particular field (Huerta-Marcias, 1995, cited in Özdere, 2005). Alternative assessment helps learners evaluate and reflect on what they learned and how they learned. This kind of reflection can make learners more motivated and conscious of their own learning because they may become more aware of their strengths and attitudes towards language learning (Egel, 2003; Little, 2003; Benson, 2001; Camirelli, 1999). Learners can be encouraged to assess themselves

by giving a list of checking questions at the end of each lesson, journal writings or portfolios (Frankel, 1982; Nunan, 1988; Banfi, 2003; Srimavin and Darasawang, 2004; Nunan and Lamb, 1996). Consequently, learners should be encouraged to self-assess themselves in addition to being tested by teachers (McNamara & Deane 1995; Wolff, 2002).

2.5. Autonomous Learner

As discussed above earlier, learners who are provided with autonomous opportunities become autonomous learners. There have been different characteristics of autonomous learners suggested by many researchers (Dickinson, 1987; Schwienhorst, 1997; Rebenius, 2003; Dickinson, 1993; Victori, 2000; Gardner, 2000; Littlewood, 1996; McCarthy, 1998; Benson, 2001; Cotteral, 1995; Chan, 2001; Omaggio, 1978, cited in Thanasoulas, 2000; Geddes and Sturtridge, 1982; Tumposky, 1982). The common characteristics of autonomous learners are:

- taking responsibility for their own learning
- being aware of objectives,
- knowing how to manage, monitor and evaluate their own learning
- making decisions on learning materials, topics, strategies
- determining short and long term goals in their own learning process
- understanding what is taught,
- formulating their own learning objectives,
- doing without overt approval from the teacher
- selecting and implementing learning strategies
- monitoring their use of these strategies,
- being-self spacing
- being self-testing

2.6. Studies Related to Learner Autonomy

There have been different studies on learner autonomy. Some of them were conducted with students, whereas some of them were conducted with pre-service or in-service teachers about topics related to learner autonomy. The studies which could be traced are presented below in the order of the date on which they were conducted. Firstly, the studies administered abroad are presented, followed by the studies in Turkey.

2.6.1. Studies Abroad

Kiho and Hirotsugu (2000) conducted a study titled "Influence of Autonomy on Perceived Control Beliefs and Self-Regulated Learning in Japanese Undergraduate Students" to examine the effects of motivational styles differing in the degree of autonomy on perceived control beliefs and self-regulated learning of English by Japanese undergraduate students. To collect the data, a self-report questionnaire was constructed on three scales, Autonomy Scale, Perceived Control Scale, and Self-Regulated Learning Scale. This was carried out with the help of 121 undergraduate students from a university in Kyoto, Japan. Cluster analysis showed four groups of students which differed in their degree of autonomy in terms of motivational styles on students' perceived control beliefs and self-regulated learning. The results of structural equation modeling, which was conducted to examine the effects of autonomy on English learning processes, confirmed that intrinsic motivation and identified regulation positively affected students' academic performances through adaptive self-regulated learning. The researcher suggested that when the degree of autonomy increases, the self- regulated learning process proves to adaptive.

Chan (2001) conducted a study titled "Readiness for Learner Autonomy: what do our learners tell us?" to examine the validity of learner autonomy in the tertiary context and explore possible strategies for promoting learner autonomy in the tertiary classroom. To collect data, a questionnaire survey was carried out with a follow up interview with a class of 20 students in Hong Kong. The major findings of the questionnaire survey were given under the headings of (1) Learning English: aims and motivation, (2) The

teacher's role, (3) The learner's role, (4) Learning preferences and (5) Learner autonomy and the autonomous learner. For (1), results revealed that the group was generally instrumentally motivated. For (2), most of the students said that they preferred the teacher to give them the opportunity and scope to discover things by themselves. For (3), the results revealed a strong desire for a positive and productive involvement in the learning process. For (4), the student responses indicated a strong preference for group work. For (5), there were strong indications of a highly positive attitude towards learning autonomously. The study revealed two guiding principles for the design of any autonomy-orientated classroom activities. First, space should be provided for student involvement, since this is what the students' desire. Secondly, there should be a wide range of learning conditions and group activities to stimulate motivation and interest. In fact, there is a lot of scope for the development of group interaction skills, which could be usefully tried out in the tertiary context. The researcher concluded by arguing that learner autonomy is applicable at tertiary level classroom in Hong Kong.

Spratt, Humphreys and Chan (2002) conducted a study titled "Autonomy and motivation: which comes first?" to assess students' readiness for learner autonomy in language learning by researching their views of their responsibilities and those of their teachers', their confidence in their ability to operate autonomously and their assessment of their level of motivation to learn. The data was collected through a questionnaire which was developed by the researchers concerning principles of autonomous learning. The questionnaire was administered to 508 students who study English at Hong Kong Polytechnic University. Small group interview were held, as well. The results indicated that students generally perceived their teachers as being more responsible for methodological areas such as course planning. On the contrary, the students perceived themselves as being more responsible for the areas related to outside class activities. In terms of motivation, a large majority of students stated that they were motivated to learn English. The researchers concluded that students did not seem to be ready for autonomous learning.

Santos (2002) conducted a study titled "Stimulating Autonomy in the Foreign Language Classroom: Convincing the Teachers" to research the real reasons why teachers in

general are so reluctant to introduce autonomous behavior in the classroom, and to suggest ways by which autonomous teaching and learning can be stimulated. The research was conducted with four university teachers, eight class teachers and sixteen students. The instruments used were (a) an investigation of documents originating from the Ministry of Education and State Education Secretary and of all their norms and acts related to teaching in general and foreign language teaching in particular; (b) interviews with the university and school teachers and students (future teachers) and (c) interviews with the school coordinators and principals. The results demonstrated that internal factors, such as submission to peer opinion and ideological tendencies, were found to be more relevant to justify the resistance to new teaching practices than external factors, such as restrictions imposed by the Ministry of Education. It was also found that university teachers and future teachers are more open to accept the idea of developing students' autonomy than the school teachers. Another aspect was the fact that the primary and secondary school teachers hold the "key" to any change in the educational setting.

Chan (2003) conducted a study titled "Autonomous Language Learning: the Teachers' Perspectives" to find out students' and teachers' attitudes towards learner autonomy, the students' actual autonomous language learning practices and those recommended by their teachers. The study also focused on the teachers' views of their roles and responsibilities, their assessment of their students' decision-making abilities and the autonomous language learning activities that they have encouraged their students to take up. The data was collected through a questionnaire survey, which aimed at collecting both the students' and teachers' perspectives in the areas mentioned above. There were follow-up interviews conducted with a selected group of students. The questionnaire aimed to investigate five major areas, namely: (a) responsibilities and abilities in learning/teaching English, (b) student motivation level, (c) their autonomous learning practices and behavior, (d) autonomous learning activities recommended by teachers and (e) awareness of importance of learner autonomy to effective language learning. Results indicated that teachers generally see themselves to be more responsible for the methodological and motivational aspects of learning, but they perceived themselves less responsible for students' engagement in outside class activities. The results also

revealed that teachers generally have positive attitudes towards their students' potential ability related to various aspects of learning. The researcher concluded that teachers in Hong Kong generally regard themselves more responsible for the majority of decisions, but they also regard students as being able to make some of the decisions.

Vanijdee (2003) conducted a study titled "Thai Distance English Learners and Learner Autonomy" to measure the degree of autonomy for distance learners in an ESL course in Thailand. The data was collected by using a questionnaire sent to students country-wide, Think Aloud protocols and interviews. The results indicated that there were two groups of students varying in degree of autonomy. One of the groups consisted of self sufficient language learners, who were able to follow the course, but displayed a limited degree of learner autonomy. The other group consisted of dynamic distance language learners, who were more proactive in their approach to learning. The findings of the study suggested a model to demonstrate the relationship between learner autonomy, learning strategies and the interaction with self-instructional materials in a distance learning context to produce dynamic distance learners.

Naizhao and Yanling (2004) conducted an research titled "An Empirical Investigation of Learner Autonomy in Some EFL Classes in China" to examine the effectiveness of autonomous learning in EFL at the Shanxi University of Finance and Economics. Two teachers and 220 students are involved in the investigation, over a two-year period out using qualitative observations to support the data which was collected at the end of the first academic year. The research revealed that most of students could take charge of their own learning. It was also found that when students did become more autonomous learners, their self-confidence in conversing in English Language has improved. In addition, findings indicated that students recognized that in order to be autonomous learners they need to learn how to collaborate with others. Students also became more aware of pedagogical goals, content and strategies and they became much more actively involved in the learning. The investigation suggested that EFL teachers in China should concentrate on developing students' positive attitudes towards becoming autonomous learners. Teachers who are aware of the fact that they need to develop students' capacity for autonomous learning must also create a supportive environment in which teachers

address the need for new and different assessment procedures in the learning process. The investigation also suggested that introducing the teacher's and students' roles, and establishing proper relationship between teachers and students are the keys to the success of promoting autonomous learning.

The present study is based on the research conducted by Camirelli (1997). Camileri conducted a study titled "Learner Autonomy: The Teachers' views" to find out teachers' attitudes towards learner autonomy. To collect data for the Camilleri's study, a detailed questionnaire was administered to in-service English teachers in Malta, Slovenia, The Netherlands, Poland, Estonia, and Belorussia. The results revealed that participating teachers think that learners should be encouraged to formulate their own explanations and to find their own learning strategies. While participating instructors' attitudes towards sharing responsibility with learners in terms of being consulted on class management, contributing to self-assessment and determining course content were neutral to slightly positive, their attitudes towards the aspects of teaching such as being consulted on homework tasks, on methodology, on record keeping, on learning tasks and establishing course objectives, choosing materials, selecting study time, place and pace and being consulted on teaching focus were neutral to slightly negative. Overall, the participating teachers in Camilleri study did not express strong resistance towards learner autonomy or involving learners in decision-making processes regarding their own learning. The author suggested that the most supported aspects should be dealt first. For autonomous learning to be successful, teachers should not only work in isolation but also school and educational authorities should help them. These authorities should give space to teachers and learners for flexibility, risk taking, adjustment, experimentation and decision-making.

These studies stated above focused on students', teachers' or student-teachers' perceptions of learner autonomy or the affect of learner autonomy on students' learning process. Teachers were found to be more responsible for methodological aspects on classroom instructions than students. On the contrary, students were found to be more responsible for activities outside the classroom. The studies suggested that students needed awareness raising for taking more responsibility for classroom instruction in

respecting their own learning process (Chan, 2002; Chan, 2003). Additionally, teachers were advised to raise awareness in students to take responsibility for their own learning which is the main focus of learner autonomy. As these studies revealed, leaner autonomy increases when learners are involved in decisions related to the learning process. The level of autonomy also increases when students are motivated with the help of learning conditions considering learners' interests, needs and level of proficiency (Chan, 2001). In addition, it is necessary to make learners aware of learning goals, content and strategy use to increase autonomy (Naizhao, 2004). Learners become more self-controlled and self-confident when they have more autonomy (Kiho, 2000; Naizhao, 2004). Distance learners were found to be more autonomous than students who follow the course in the classroom. It was noted that distance learners had to be develop self-study skills since they were alone on their own (Vanijdee, 2003). Therefore, there is a need to promote learners in each group how to take control over their own learning. This was stated as teachers' roles, but teachers also need to be aware of how to take control over learning and what autonomy personifies. When teachers are more aware of autonomy, they can supplement and promote it better and more (Naizhao, 2004). However, it was suggested to focus on internal factors of teachers because these were found to be more effective to make teachers supportive or resistant to the promotion of learner autonomy (Santos, 2002). One of the internal factors is teachers' perceptions about learner autonomy. When Camirelli (1997) investigated teachers' views on learner autonomy, the researcher found that teachers were more supportive for the aspects of classroom instruction responsibilities in which there were not any restrictions by the school administrations or in which there was no need for any professional knowledge from the students' standpoint.

2.6.2. Studies in Turkey

Sancar (2001) conducted a study to identify learner attitudes of EFL student teachers in terms of learner autonomy in formal language learning context and to explore if university teaching is conducive to learner autonomy. The data was collected through questionnaires and interviews designed for the students and the teachers. The results revealed that there was no correlation between student teachers' autonomy levels and

the school's success. The results demonstrated that students needed guidance and awareness raising to find out their learning styles and strategies and to take control of their learning. The study pointed out teachers was the ones who are in charge of raising the students' awareness and can facilitate the development of autonomy in the classrooms.

Yumuk (2002) conducted a study titled "Letting go of control to the learners: the role of the Internet in promoting a more autonomous view of learning in an academic translation course" aiming to design and evaluate a program to promote a change in students' attitudes from a traditional, recitation-based view of learning to a more autonomous view of learning. As part of the program, the students were encouraged to use the Internet for selection, analysis, evaluation and application of relevant information so that they could improve the accuracy of their translations. The data was collected through pre and post course questionnaires, post-course interviews and information recorded weekly in a diary by the teacher in the role of a researcher. The results revealed that the program promoted a change in the view of learning towards more autonomy. The researcher concluded that the majority of the students reported that the translation process required more responsibility from them, and they also viewed learning more meaningfully. The researcher stated that the use of searching and application of Internet-based information helped students to think and reflect critically on their learning.

Tayar (2003) conducted a study to elicit young-adult university students' perceptions of foreign language learning in order to see whether they know how their motivation can influence their learning and to learn if they are truly autonomous at all in their learning. The data was gathered through a questionnaire and interviews. The results revealed that learners' perceptions play an important role in motivating them for learning. In addition, participating learners would like to have some control over their learning, free from the teacher's involvement. However, they seemed not to be aware of the learning strategies involved in the learning process. Consequently, the researcher stated that teachers are the ones who can help learners gain autonomy and control by providing them with activities and tasks suitable for learners' needs and interests.

Koçak (2003) conducted a study to research whether, or not, students attending English Language Preparatory School at Baskent University are ready to be involved in autonomous language learning. The data was collected through a questionnaire aimed gathering students' perceptions on four different aspects; motivation, use of metacognitive strategies, responsibility perception of learners and that of their teachers, practice of English in outside class activities. The results of the study indicated that participants had high motivation, they were willing to use some metacognitive strategies like self-monitoring and self-evaluation, they considered the teacher as more responsible for most of the tasks during their own learning process, and also the majority of the students were willing to spend a considerable time for out-of-class activities to improve their English.

Egel (2003) conducted a study titled "The Impact of the European Language Portfolio on the Learner Autonomy of Turkish Primary School Students" to develop and implement of a European Language Portfolio junior model for Turkish primary school students. The study also aimed to observe the impact of European Language Portfolio on the learners' autonomy of these students. The study was conducted at one private and one state primary school so as to overcome the differences relating to the foreign language instruction within the schools. There were an experimental and a control group; two groups were formed in each of the Grades 4 and 5 of the schools selected. A junior model of the European Language Portfolio suitable for Turkish students was adapted from the French junior model and implemented for twelve weeks. A learner Autonomy Questionnaire was administered to the participating groups before and after the experimental treatment. After the period of experimentation, it was revealed that European Language Portfolio was most influential in enhancing the learner autonomy of the students' in the state schools. Furthermore, three sets of "Learner Anchor Questions" designed by the Council of Europe were administered at the beginning, middle and end of the period of European Language Portfolio implementation. The results of the study acknowledge that the European Language Portfolio is a crucial innovation in foreign language learning because it is a tool which leads primary school students to develop learner autonomy; namely, a key to life-long learning.

Yıldırım (2005) conducted a study to find out ELT students' perceptions and behavior related to learner autonomy both as learners of English and as future teachers of English, and to see whether the education they receive on how to teach English make any difference in their perceptions and behavior related to learner autonomy. The data was collected through two different questionnaires; Teacher Questionnaire and Learner Questionnaire. In addition, interview sessions were conducted in order to support the quantitative data collected through the questionnaires. The results indicated that teachers have greater responsibility in methodological aspects such as objective defining or material selection; teachers and students both had the responsibility in evaluation, raising interest in learning English, making sure of progress, encouraging students to study harder and identifying weaknesses; students are responsible for outside class learning. It was understood that learner autonomy was perceived and supported to some extent by pre-service teachers.

Likewise the study conducted by Yıldırım (2005), Sert (2006) also conducted a study aiming to find out English language learning autonomy among EFL student teachers in Turkey. Fifty-seven first year student teachers in the English Language Teaching Program of a Turkish University participated in this case study. Qualitative data were gathered through structured and unstructured class observations, structured and unstructured interviews with students, and document analysis. To strengthen the study design through triangulation, quantitative methods of data collection were also applied for more vigorous interpretation of the students' capacity for self-assessment in autonomous language learning. This was conducted using a Swiss version of the Council of Europe's self-assessment checklists, and one of the past examination papers of FCE (First Certificate in English December 1998). Both qualitative and quantitative data indicate that the students seem to be unable to identify what language to master and how to do so efficiently. Furthermore, results indicate that they lack the capacity for self-assessment in monitoring their own language learning process. Suggestions are put forward to encourage student teachers to become more autonomous. This assumes that increased awareness of autonomous learning and its benefits will enhance their own self-governing capacity which may, in turn, contribute to higher achievement and motivation. As a consequence, it is argued that this development among student

teachers may have a positive effect on the development of autonomous learning among their future students

Özdere (2005) conducted a study to elicit state-supported provincial university instructors' attitudes towards learner autonomy and towards sharing instructional responsibilities with learners regarding aspects of students' own learning. The data was collected through a learner autonomy questionnaire adapted from the questionnaire developed by Camirelli (1997). The questionnaire included Likert-scale questions investigating instructors' ideas about how much instructional responsibility learners should share in accordance with learner autonomy. Additionally, the interviews were conducted with 10 instructors from participating universities. The results revealed that participating instructors are neutral to slightly positive toward learner autonomy in their formal teaching environments and consider some areas of teaching and learning as more suitable than others for the implementation of learner autonomy. Namely, participating teachers thought that learners should be encouraged to formulate their own explanations, to find their own learning strategies and assess themselves. While material selection was the least favored aspect, the participants were neutral to slightly positive for the aspects course objectives, learning tasks, interaction patterns, course content and teaching focus. Besides, their attitudes towards the aspects of teaching such as being consulted on homework tasks, on methodology, on record keeping, on learning tasks and establishing course objectives, choosing materials, selecting study time, place and pace and being consulted on teaching focus were neutral to slightly negative. The outcomes also showed that the participating instructors' attitudes towards learner autonomy change depending upon the facilities they are provided with by their universities and the opportunities for authentic language use in their environments. Moreover, the findings highlighted that an in-service training for the instructors, and systematic and planned adjustments in the curricula might contribute to the promotion of learner autonomy in these universities.

Durmus (2006) conducted a study titled "EFL Instructors' Perceptions on Learner Autonomy at Anadolu University" to determine ELF instructors' perceptions on learner autonomy. The data was collected through a learner autonomy questionnaire which was

developed by Camirelli (1997). Additionally, the participants were asked to state their reasons for their answers for each question. The results revealed that among 32 areas of classroom experience, the majority of instructors were in favor of collaboration and negotiation with students in terms of learner autonomy in the following 15 areas of classroom experience; determining long term course objectives, tasks of course content, selection of audio-visual aids (AVA) and realia, pace of the lesson, learning tasks, use of materials, and type of homework activities, discipline matters, quantity, type and frequency of homework tasks, and what is to be learned from text, AVA and realia. For 14 areas including short term course objectives, topics of course content, individual/pair/group work and type of class activities, position of desks and seating of students, record keeping of work done and marks gained and attendance, learner explanations on classroom tasks, learning procedures, and weekly, monthly and annual assessment of learners, participants expressed their support for learner autonomy. Lastly, for 3 areas of text book selection, time and place of the lesson, participants expressed their resistance to learner autonomy. The researcher suggested that teachers should be trained to believe in the promotion of learner autonomy without any prejudice. He also suggested that a further study could be conducted with learners. Possible comparison of the perceptions of teachers and that of students might provide beneficial insights for the promotion of learner autonomy.

These studies stated above also focused on students', teachers' or student-teachers' perceptions of learner autonomy or the affect of learner autonomy on students' learning process and how to develop learner autonomy. Firstly, teachers were found to be more responsible for methodological aspects on classroom instructions than students. The studies also indicated that students were unable to identify what language to master and how to do so efficiently. Furthermore, it was indicated that students were lack of the capacity for self-assessment in monitoring their own language learning process. On the contrary, students were found to be more responsible for activities outside the classroom. The studies suggested that students needed awareness raising for taking more responsibility for classroom instruction respecting their own learning process (Koçak, 2003; Yıldırım, 2005; Sert, 2006). These studies in Turkey share similar result with the studies abroad (Chan, 2002; Chan, 2003). Additionally, as it was found in the

studies abroad, teachers were expected to raise awareness in students to take responsibility for their own learning (Sancar, 2001; Tayar, 2003). The Internet was suggested to be used as an educational tool in order to make learners take control over their learning by thinking and reflecting critically (Yumuk, 2002). Moreover, European Language Portfolio was acknowledged to be a tool that promotes learner autonomy (Egel, 2003). In addition, Santos (2002) suggested focusing on internal factors of teachers in order to perceive the level of support or resistance to the promotion of learner autonomy. The studies in Turkey about teachers' views on learner autonomy revealed similar ideas about teachers' level of support to the promotion of learner autonomy. Teachers were also more supportive for the aspects of classroom instruction responsibilities in which there were not any restrictions by the school administrations or in which there were no need for any professional knowledge from the students' perspective. As the studies indicated, there is a need to increase awareness of autonomous learning and its benefits will enhance their own self-governing capacity which may, in turn, contribute to higher achievement and motivation. As a consequence, it is argued that this development among student teachers and teachers may have a positive effect on the development of autonomous learning among their future students.

CHAPTER 3

METHODOLOGY

This study focused on investigating English Language Teachers' views on learner autonomy. The present chapter includes the description of participants, data collection instrument, data collection procedure and data analysis procedures of the study.

3.1. Participants

The target group of the study consisted of 300 English teachers teaching English as a foreign language in primary and secondary state schools in Eskişehir's city centre. 5 of these teachers participated in the piloting of the questionnaire. Of the remaining 295, the questionnaire could be given to 226 of the teachers because 69 of them were on leave during the data collection period. 203 of the teachers returned the questionnaire. The analysis of the questionnaire indicated that 6 of the researchers had not completed the questionnaire properly. Therefore, the exact number of subjects was 197 at the end of the data collection process. As seen in Table 3.1, 58 % of teachers are working at primary schools whereas 22 % of them are working at secondary schools. As for the educational background, 77 % of teachers working in state schools were ELT graduates while 23 % of them were Non-ELT graduates. Additionally, only 23 % of teachers have knowledge on Learner Autonomy whereas 77 % of them do not have any knowledge on Learner Autonomy. The ones who have knowledge on learner autonomy state that they remember learner autonomy from BA degree courses, MA degree courses, the Internet, in-service-training seminars and National Education publications.

Table 3.1: Distribution of Teachers According to Type of Schools they are Working

at, Their Educational Background (ELT / Non-ELT), and knowledge Level of

Learner Autonomy

Category		n	%
Type of Schools	Primary	114	58
	Secondary	83	42
	Total	197	100
Major Fields	ELT	151	77
	Non-ELT	46	23
	Total	197	100
Knowledge Level of Learner Autonomy	Yes	46	23
	No	151	77
	Total	197	100

3.2. Instrument

The instrument employed in this study was an adapted version of the questionnaire 'Learner Autonomy: The Teacher's Views' (see Appendix A) developed by Camilleri's (1999). A learner autonomy questionnaire was used bearing in mind that Learner Autonomy level of teachers or learners is difficult to directly observe, but exercise of autonomy in different aspects of learning can be observed (Benson, 2001). One of these aspects of learning is beliefs and views of teachers and learners. However, teachers' and learners' beliefs and views are also difficult to observe. That is why different types of questionnaires to obtain information about learners' and teachers' beliefs and views have been used in many research projects about learner autonomy. For example; Cotteral (1995), Camirelli (1999), Chan (2001), Chan (2003), Yıldırım (2005), Özdere (2005) and Durmuş (2006) preferred using questionnaires as instruments of data collection. In addition, there are other reasons why questionnaires can form an important element in research. Namely, questionnaires are one of the easiest and most practical means of gathering information from larger groups (Cohen, 2000).

Furthermore, questionnaire are flexible, easy to apply and can be far reaching. (http://www.ubht.nhs.uk/r&d/RDSU/Statistical%20Tutorials/Questionnaires).

The primary reason to choose Camirelli's (1999) questionnaire was that it focuses on different aspects of language teaching and learning. These aspects are *course objectives, course content, course materials, course time-place-pace, interaction pattern, classroom management, record keeping, homework tasks, teaching focus, formulating own expression, finding own learning strategies* and *self-assessment.* The questions in the questionnaire were grouped under these sections, reason being that teachers may consider some aspects of teaching and learning a foreign language to be more suitable than others for the promotion and implementation of Learner Autonomy. By means of such a questionnaire, it was aimed to receive information not only about teachers' general views on Learner Autonomy, but also, which aspect/s of language teaching and learning is/are supported for the promotion and implementation of Learner Autonomy. For the same reason, in this study, the same questionnaire was chosen and adapted to use as an instrument. However, in order to make it more accessible for target participants, it was translated into Turkish as teachers might not be familiar with the technical terms in English.

First of all, for this questionnaire to run parallel with the original one, the questionnaire was translated into Turkish by the researcher and it was translated back into English by 5 teachers from Anadolu and Osmangazi universities. These translations were compared to the original questionnaire to find out whether there were any mismatches and the Turkish version was revised. Then, the Turkish version of the questionnaire was given to 7 experts from Anadolu University, Education Faculty. Experts were requested to evaluate the questionnaire in terms of validity and clarity of the items. Taking their evaluations and suggestions into consideration, the questionnaire was revised and necessary changes were made. Initially, long-*term objectives* was adapted as *yıllık plan amaçları; short-term objectives* was adapted as *günlük plan amaçları.* Second, in the original study, there was a separate question about choice of learning tasks. In the present study, it was included in course content main item, since learning tasks form part of the course content. Third, the 5th question in the original questionnaire included

four different sub-items; namely, *use of materials, type of classroom activities, type of homework activities.* However, only sub-item 5A *individual/pair/group work* was included in the present study since the others were mentioned in the other aspects; namely, *selecting course materials, homework tasks, course content.* Additionally, in the original questionnaire, the aspect *record keeping* includes a sub-item as *record keeping of work done.* In the present questionnaire, this sub-item was adapted as *"ödevlerin kontrolü"* since *record keeping of work done* was thought to be referring to checking whether the work is done or not. In addition, the numbers were changed into phrases; for example, "0" was changed into *"Hiç Dahil Edilmemeli"* since it would be more practical to see the written expressions instead of keeping in mind different numbers. Furthermore, although in the original study the aspects were written explicitly and related questions were given under these aspects together, in this questionnaire the aspects were not given and the related questions were presented in the same order. For example; the following question:

1. How much should the learner be involved in establishing the objectives of a course of a study?					
1A short-term	0	1	2	3	4
1B long-term	0	1	2	3	4
Comment:					

was changed into;

Öğrenciler;	Hiç Dâhil Edilmemeli	Az Dâhil Edilmeli	Kısmen Dâhil Edilmeli	Çoğunlukla Dâhil Edilmeli	Tamamen Dâhil Edilmeli
1__yıllık plan amaçlarının belirlenmesine ne ölçüde dâhil edilmeli?	( )	( )	( )	( )	( )
2__günlük plan amaçlarının belirlenmesine ne ölçüde dâhil edilmeli?	( )	( )	( )	( )	( )

In addition to the changes above, instead of writing comments for each aspect, participants were asked to list first 5 important factors affecting their answer to the questionnaire in the third part instead of *"General Comment on Learner Autonomy"* part as in the original questionnaire. Then, the complete questionnaire was piloted to a small group of 5 teachers to foresee the possible problems that may occur in the administration process.

The final version of the present study questionnaire (see Appendix B) had three parts. In the first part, the participants were asked to answer 9 questions which asked for some demographic and background information including *gender, years of teaching experience, department they graduated from, current place of work and the class they are teaching.* The participants were also asked to state whether *they had an in-service training and if they have knowledge on Learner Autonomy.* This was derived necessary as all English teachers working at state schools were included in the study and information on their educational background, type of schools they are working at and knowledge level of Learner Autonomy would be useful to see their distributions in general.

The second part of the questionnaire consisted of 31 questions designed to find out teachers' views on to what extent learners should be involved in decision making processes concerning different aspects of language teaching and learning. These included points of whether learners should be given a share of responsibility in the decision making process regarding the *course objectives; course content; material selection; course time, place and pace; interaction pattern; classroom management; record-keeping; homework tasks; teaching focus; learners' formulating own explanations; learners' finding own learning strategies* and *self-assessment.* Each aspect had 1, 2, 3 or 4 sub-items. Participants were asked to indicate their views on a five-point Likert- type scale ranging from '0 (not at all)' to '1 (little) ', '2 (partly)', '3 (much) ' and '4 (very much)' for each item. Construction of the questionnaire is presented in Table 3.2. In the third part, the participants were asked to list first 5 important factors affecting their answers to the questions.

Table 3.2. Construction of the Questionnaire

ASPECT	ASPECT NAME	SUB ITEM
A	Course objectives	1-long term 2-short term
B	Course content	3-topics 4-tasks
C	Course materials	5-course books 6- audio-visual materials 7- realia
D	Course time, place, and pace	8- time 9-place 10-pace
E	Interaction pattern	11-individual work 12-pair work 13-group work
F	Classroom management	14-position of desks 15-seating of students 16-disipline matters
G	Record keeping	17-of work done 18-of marks gained 19- of attendance
H	Homework tasks	20- quantity 21- type 22- frequency
I	Teaching focus	23-texts 24-audio-visual materials 25-realia
J	Formulating their own explanations	26-
K	Finding their own learning strategies	27-
L	Self-assessment	28-weekly 29-monthly 30-termly 31-annualy

3.2.1. Reliability of the Questionnaire

In this study, the original questionnaire developed by Camirelli (1999) was used with some changes in the first part, page format and content of some questions. The questionnaire was not developed as a new one, but only some terms of the original questionnaire were changed. In addition, it was focused on each separate item rather than the questionnaire in general. For the present questionnaire to be valid, the first drafts of the questionnaire were given to the experts from Anadolu University. Experts were requested to evaluate the questionnaire in terms of content validity, face validity and clarity of items. Taking their evaluations and suggestions into consideration, the questionnaire was revised and necessary changes were made. After the revision procedure was completed, the questionnaire was piloted to a small group of five teachers to foresee the possible problems that may occur in the administration process. In addition, to test the reliability of the present questionnaire, Cronbach-alpha values of the Likert-type questions in second part of the questionnaire were calculated to see the internal consistency of the questionnaire. Cronbach-alpha value was found to be $\alpha =$ 0.90. Reliability evaluation criteria according to Cronbach-alpha value are given in Table 3.4. below (Özdamar, 2004, p: 633).

Table 3.4. Reliability evaluation criteria for α value

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

According to Table 3.4. , Cronbach-alpha value of the questionnaire is in high level of reliability.

3.4. Data Collection Procedure

In order to conduct the study in primary and secondary state schools in Eskişehir's city centre, the researcher asked for the permission of Eskişehir National Education Directorate. After this was granted, the questionnaires were administrated to the participants in 2005-2006 second term. Before administering the questionnaire, the participants were informed about the questionnaire and the purpose of the study. They were guaranteed that their answers to the questionnaires would be confidential, would contribute to a Master's Degree Study and would not be used for other aims. The teachers were asked to write their names on the questionnaires if this did not pure to be a problem, and they were told that the researcher might call them to be interviewed about learner autonomy. They were also asked to sign the questionnaire to give their consent to use their responses to the questionnaire. The teachers were given a week to fill in the questionnaires. At the end of the week, the questionnaires were collected by the researcher from the teachers or school principals.

3.5. Data Analysis

The data for the present study consisted of quantitative data gathered from the questions. Quantitative data in the second part were analyzed by calculating frequencies and percentages. The frequencies and percentages were calculated in order to see the distribution of teachers to different levels of support of Learner Autonomy.

The classifications of the participants' responses to the questionnaire were based on Camirelli (1999). He grouped and interpreted the first two degrees "*Not at All*" and "*Little*" as an expression of resistance to the notion of promoting autonomy in the given classroom activity. An entry in the "*Partly* "column was interpreted as a willingness for collaboration and negotiation between learners and teachers the given activity. The last two ones "*Much*" and "*Very Much*" were interpreted as an expression of a strong belief in the importance of giving learners as much decisive power as possible in determining the given task. The replies and their interpretations are presented in Table 3.5.

Table 3.5. Interpretation of Replies

Reply	Interpretation
Not at all – Little	resistance to Learner Autonomy
Partly	negotiation and collaboration between teachers and learners
Much – Very Much	strong support of Learner Autonomy

To support quantitative data, the factors stated by the participants in the third part of the questionnaire were categorized according to the focus of the factor stated by the participants. Then, they were used in the interpretation of quantitative data in the discussion of results.

CHAPTER 4

RESULTS AND DISCUSSION

The aim of this study was to research English teachers' views on Learner Autonomy at primary and secondary state schools in Eskişehir because Learner Autonomy is not only one of the recent crucial points in language teaching but also one of the recent applications of the ELP that the Turkish National Education System is trying to put into practice in its own context. For this purpose, English teachers' views were requested as they are responsible for putting this application into practice in the classrooms. The results of the study may provide valuable information about teachers' views on Learner Autonomy for in-service seminar organization committee of the Ministry of Education. In addition, the results may raise awareness of teachers trying to have more successful language learners in the language learning process.

In this chapter, the results of the study will be presented and discussed in the light of the relevant literature and previous studies. Firstly, the results and their issues stated by teachers related to teachers' views on learner autonomy will be presented and discussed. Secondly, the results related to aspects found more suitable for the promotion of Learner Autonomy will be displayed and discussed.

4.1. English Teachers' Views on Learner Autonomy

To find out English teachers' views on Learner Autonomy on how much learners should be involved in decision making processes concerning the general aspects of learning, the questionnaire included twelve features referring to different classroom instructional responsibilities. These were *course objectives; course content; material selection; course time, place and pace; interaction pattern; classroom management; record-keeping; homework tasks; teaching focus; learners' formulating their own explanations; learners' finding their own learning strategies* and *self-assessment.* Each

of these aspects has different numbers of sub-categories and teachers were asked to answer each itemized sub-category. At the end teachers were also asked to list the first five reasons for their answers to the questionnaire at the end.

4.1.1. English Teachers' Overall Views on Learner Autonomy

The first research question of this study aimed to find out English Teachers' Views on Learner Autonomy at Primary and Secondary State Schools in Eskişehir. The focus here was to find out the teachers' overall views on Learner Autonomy. The results are presented in Table 4.1.

Table 4.1: Distributions of Teachers' Overall Views on Learner Autonomy

	Resistance to Learner Autonomy		Negotiation Between Teachers and Learners		Strong Support of Learner Autonomy		Total	
	n	%	n	%	n	%	n	%
Learner Autonomy	32	16	50	26	115	58	197	100

The findings indicated that 58% of the teachers supported Learner Autonomy, whereas 26% of the teachers were open to negotiation with students for promotion of Learner Autonomy. On the other hand, 16% of the teachers resisted the promotion of Learner Autonomy. The general distribution of English teachers' views on Learner Autonomy revealed that teachers working at primary and secondary state schools in Eskişehir's city center support Learner Autonomy. Moreover, teachers stated their views in terms of support, negotiation and resistance in their reasons they listed in the third part of the questionnaire. Teachers who had supportive views on Learner Autonomy stated the following reasons in terms of importance and benefits of Learner Autonomy and students' responsibility. Some of their reasons are presented below:

- *Students should be aware of the importance of knowing a foreign language*
- *Learner autonomy is a necessary application in teaching and learning process*

- *Learner autonomy is important and effective for life-long learning*

- *Learner autonomy is important not only for English but also for other courses and learners' life because it will enable learners to be successful*

- *Learners' decisions are very important in education since they are the ones who acquire education.*

- *Teachers should let learners take responsibility and should take their learning interests into consideration.*

- *Learners should be involved in lessons, supported to be active learners and accepted as the focus of the lesson.*

- *Involving learners in lessons not only increases their interests, self-confidence and success but also contributes to learners' psychological development and makes them conscious, knowledgeable and researchers. That is why learners should control their own learning process.*

Teachers were open to negotiation for learner autonomy since they included some suggestions in terms of students' profiles such as previous experiences, expectations, interests. The following propositions throw the light on the instructors' views:

- *Teachers need to be guided on this concept*

- *Students' question " why are we learning English?" can be meaningfully answered*

- *Students' feedback for the lessons should be taken into consideration because students can lead teachers in lessons*

- *Students' earlier experiences in the lesson should not be ignored. So that their biased views on foreign language learning might change*

- *Students' expectations of the lesson should be elicited and tried to be included in the activities*

- *Learners' interests and level of perception and participation should be taken into consideration*

On the other hand, teachers who showed resistance to Learner Autonomy listed Turkish education culture, big classrooms, overloaded curriculum, and parent and learner

attitudes towards learning to have influenced their answers. Some of the responses of the teachers are presented below:

- *Learner autonomy is a dream in within the Turkish framework*
- *Learner autonomy is not applicable in a Turkish context*
- *Learner autonomy is related to culture and the level of tolerance provided to learners in Turkish culture is not appropriate for autonomy*
- *Classrooms are so crowded that teachers can not promote the development of autonomy*
- *Learners' parents are not interested enough in learners' developments*
- *Curriculum is too loaded and does not allow space to provide opportunities for autonomy*
- *There is pressure to finish what is planned in the curriculum in a pre-decided period, so there is not enough time to deal with autonomy*
- *It is difficult to develop autonomy in learners who avoid taking responsibility*

4.1.2. Teachers' Views on Learner Autonomy Based on Different Aspects of Classroom Instructional Responsibilities

In addition to the overall views of English teachers on learner autonomy, teachers' views on different aspects of classroom instructional responsibilities and their sub-items were analyzed. The findings related to each aspect will be presented below.

4.1.2.1. Course Objectives

The first feature of classroom instructional responsibilities addressed in the questionnaire was *course objectives*. Participants were asked to state their views on involving learners in *establishing long term (Question 1) and short term (Question 2) objectives of a course*. The results are presented in Table 4.2.

Table 4.2: Distributions of EFL Teachers' Views on *course objectives*

		Resistance to Learner Autonomy		Negotiation between teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect - A	Course objectives	75	19	122	31	197	50	394	100
Sub-item 1.	long term	36	18	68	35	93	47	197	100
Sub-item 2.	short term	39	20	54	27	104	53	197	100

The results for *course objectives* indicated that 50% of the teachers who participated in the study supported learner involvement in establishing *course objectives*. 31% of the teachers stated that learners should be partly involved in *establishing course objectives*, while 19% of the teachers stated that learners should not be involved in *establishing course objectives*.

Teachers who supported learner involvement in setting *course objectives* focused on students' privileges for self-directness, awareness-raising and life-long learning in the factors they listed in the third part of the questionnaire. The followings teachers' responses address these issues:

- *Students should make decisions directly related to them*
- *Students should be provided with the right to make decisions because when they make decisions by themselves they put those decisions into practice better*
- *Students should decide what they want to learn by themselves*
- *Learners should know what the lesson is about because they need to be made aware of the course objectives*
- *Students' involvement should not be bypassed because if they are involved in setting objectives, awareness-raising will happen more naturally*

- *The level of students' interest and participation increase if objectives are set according to their levels.*

- *Providing learners with the advantage to make decisions leads them to undertake responsibility. As such, not only this will complement learning but encourages a successful learning process. It also prepares students for outside life.*

Teachers who were open to negotiation with the learners suggested eliciting learners' expectations from the course, learning about their interests, needs, preferences and opinions before establishing course objectives. The following selection highlights this particular group's views:

- *Learners should be asked to disclose their expectations from the course*

- *Learners' interests, needs, preferences and purposes should also be taken into consideration while the objectives of a course are being established*

- *Learners' opinions should be taken into consideration in order to meet their needs; this is a way to involve learners in setting objectives.*

On the other hand, teachers who stated that learners should not be involved in *establishing course objectives* pinpointed their fingers to the administrations of the Ministry of Education and students' capability. Indeed:

- *Course objectives are pre-decided by the ministry of national education*

- *Since teachers can not be involved in establishing course objectives, it is impossible to involve learners*

- *It is usually teachers' business to decide what to teach in the classroom*

- *Students may make incorrect decisions and fail in setting objectives since they are not conscious and capable enough about what is required in learning a foreign language.*

The results for the sub-items indicated that 53% of the teachers supported learner involvement in *establishing short term objectives* whereas 47% admitted to the learners'

involvement in *establishing long term objectives*. The percentage of the teachers who were open to negotiation for *setting long term objectives* is 35% whereas it is 27% for the teachers were open to negotiation for *setting short term objectives*. On the other hand, the percentage of teachers who showed resistance to Learner Autonomy in *setting short term objectives* is 20%, in contrast 18% were for *setting long term objectives*. It could be said that the percentage of the teachers who had a supportive view to learner involvement in setting *short term objective* is slightly above the percentage of the teachers who supported learner involvement in setting *long term objectives*. However, the percentage of the teachers who were open to negotiation for *long term objectives* is slightly above the percentage of the teachers who were open to negotiation for *short term objectives*.

4.1.2. 2. Course Content

Course content was another aspect of classroom instructional responsibilities addressed in the questionnaire. Participants were asked to state their views in involving learners in *deciding the topics (Q 3)* and *tasks of a course (Q 4)*. The results are presented in Table 4.3.

Table 4.3: Distributions of teachers' views on *course content*

		Resistance to Learner Autonomy		Negotiation between teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect -B	Course content	38	10	93	23	263	67	394	100
Sub-item 3.	topics	29	15	60	30	108	55	197	100
Sub-item 4.	tasks	9	5	33	16	155	79	197	100

The results for *course content* showed that 67% of the teachers who participated in the study supported learner involvement in deciding *course content*. 23% stated that

students should be partly involved, whereas 10% showed resistance to involving students in deciding *course content.*

Teachers who were supportive and open to negotiation to the promotion of learner autonomy in deciding *course content* stated that *learners' needs, interests and levels of proficiency should be taken into consideration while deciding the course content.* Conversely, teachers who were resistant to learner autonomy when it comes to *course content* focused on teachers' authority, and learners' unawareness and inadequacy. The following cross-section of answers exemplifies some of the teachers' concerns:

- *Choice of topics and tasks is teachers' duty*
- *Students can make inappropriate decisions as they are unconscious about learning*
- *Students' past experiences and prejudices can lead them to make inappropriate decisions on topics and tasks.*

The results for the sub-items indicated that 55% of the teachers supported learner involvement in deciding *topics* whereas 79% supported learner involvement in deciding *tasks.* On the other hand, the percentages of the teachers who are open to negotiation with students in deciding *topics* is 30% , while 16% were open to negotiation ad collaboration for deciding *tasks.* Additionally, the percentage of the teachers who showed resistance to Learner Autonomy in deciding *topics* is 15% whereas it is 5% for deciding *tasks.* It could be said that teachers were more supportive to learner involvement in *tasks* than they were for *topics.* In contrast to this result, teachers who were eager to see learner involvement in deciding *tasks* did not state any reasons for their answers, whereas teachers who supported learner involvement in deciding *topics* admitted that:

- *Topics should be related to learners' socio-cultural and individual needs in order to make learning easy for learners*
- *Topics should be appropriate to learners' level and be achievable.*

4.1.2.3. Course Materials

Another aspect of classroom instructional responsibilities addressed in the questionnaire was *course materials*. Participants were asked to state their views on involving learners in *selecting the course-books (Q 5), audio-visual materials (Q 6) and realia (Q 7).* The results are presented in Table 4.4.

Table 4.4: Distributions of teachers' views on *course materials*

		Resistance to Learner Autonomy		Negotiation between teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect -C	Course materials	84	14	146	25	361	61	591	100
Sub-item 5.	course-books	51	26	57	29	89	45	197	100
Sub-item 6.	audio-visual materials	18	9	47	24	132	67	197	100
Sub-item 7.	realias	15	8	42	21	140	71	197	100

The results for *course materials* showed that 61% of the teachers who participated in the study supported learner involvement in selecting *course materials.* Conversely, 25% stated that learners should be partly involved in selecting *course materials,* whereas 14% of them showed resistance to learner involvement.

Teachers focused on the role of *materials* in teaching and learning in their reasons for their strong support to promotion of learner autonomy in selecting *course materials.* In such cases:

- *Materials should be used effectively*
- *Materials should be attractive*

- *To raise learners motivation levels, they should be involved in selecting materials*

The results for the sub-items indicated that 45% of the teachers were supportive to learner involvement in selecting *course books*. On the other hand, 29% were open to negotiation with students in selecting *course books* and 26% were resistant to learner involvement in selecting *course books*.

Teachers identified students' attitudes when they stated reason for their supportive views on involving learners in *course book* selection. The followings exemplify their responses:

- *There is no harmony between the course book and the students' level of proficiency; therefore students' should be involved in selecting course books.*
- *Students do not like the books given by the Ministry of Education*

In contrast, teachers who were resistant to learner involvement in selecting *course books* listed educational administrations, teachers' lack of involvement to select course *book* and students' immaturity in making the right decisions. Some of their responses read as follows:

- *In reality course book selection is undertaken by the national education assembly*
- *Teachers are not provided with the opportunity to select course books*
- *Students can never select course books in a situation where teachers do not have a say in the matter*
- *If the ideal conditions are provided, it is teachers' duty to choose the course book*
- *Students can not select course books due to their immaturity*
- *Students can miscarry the task in selecting course books*
- *Students are not conscious and knowledgeable enough to choose course books*

- *Students tend only to deal with the eye-catching impression of a textbook, not its content*

According to the percentages for the sub-item *audio-visual materials,* 67% of the teachers supported learner involvement. 24% were open to negotiation and collaboration with learners in audio-visual materials. On the other hand, only 9% of the teachers showed resistance to learner involvement in selecting audio-visual materials.

Teachers who were supportive focused on the importance of *audio-visual materials* in teaching and learning in the third part of the questionnaire; namely, they stated that *audio-visual materials are not sufficient at schools; however, they must be used more in lessons to secure the attention of students. Therefore, students should be involved in selecting these materials and encouraged to bring from out of class.*

The results for the sub-item *realia* indicated that 71% of the teachers supported learner involvement in selecting *realia.* That is, selecting *realia* was the most supported *course material.* Teachers stated that *realia should be used more in lessons* and they *can be easily prepared by the learners.*

4.1.2.4. Course Time, Place and Pace

The fourth aspect of the questionnaire concentrated on *course time place and pace.* Participants were asked to state their views on involving learners in *deciding course time (Q 8), place (Q 9) and pace (Q10).* The results are presented in Table 4.5.

Table 4.5: Distributions of teachers' views *course time place and pace*

		Resistance to Learner Autonomy		Negotiation between teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect - D	Course time, place and pace	171	29	185	31	235	40	591	100
Sub-item 8.	time	66	34	65	32	66	34	197	100
Sub-item 9.	place	62	32	63	32	72	36	197	100
Sub-item 10.	pace	42	22	57	29	97	49	197	100

40% of the teachers who participated stated that they supported learner involvement in deciding *course time, place and paces*, whereas 31% were open to negotiation and collaboration with learners when it comes to this. Moreover, 29% were resistant to learner involvement.

For their views at the level of support and negotiation, teachers generally focused on the awareness-raising levels in students' say, both in their own learning and in their social life outside the classroom. They generally stated that *students can be involved in decisions on course schedule and place of the course. This involvement will teach students that they have also influence on some other social issues.*

According to the percentages, although 40% of the teachers stated that students should be involved in deciding *course time, place and paces*, the reasons they stated indicated that teachers generally seem to be resistant to learner involvement in this aspect. In their responses they stated in the third part of the questionnaire, the teachers listed school administrations, physical conditions and individual differences. The followings excerpts will help us gain a better perspective:

- *There are pre-decided school administrative conditions which can not be changed*
- *Classroom are crowded*
- *There are many f individual differences in the classrooms*

The percentages for the sub-item *time* were faithful to each other. While 34% of the teachers supported learner involvement in *deciding time,* 32% were open to negotiation and collaboration and 34% were resistant to learner involvement.

For the sub-item *place,* while 36% of the teachers stated that learners should be involved in deciding on the *place* of the course, the percentage of teachers who stated learners should be partly involved was 32%. The same percentage of teachers stated that learners should not be involved in deciding upon the *place* of the course.

Teachers expressed similar reasons for their resistant views on learner involvement in deciding both course *time* and *place.* They mentioned about schools administration and educational conditions by noting that:

- *Course time and place are pre-decided by the school administrations*
- *Classrooms are too crowded. Such conditions of the Turkish education system are not sufficient to involve students in decisions related to time and place of a course*
- *It is not students' responsibility to decide on the time and place of the course*

Results for the sub-item *pace* ran opposite to the results for the sub-items *time* and *place.* Teachers were more supportive to learner involvement in deciding abut the *course pace* than they were to *course time* and *place.* Explicitly, 49% of the teachers who participated in the study stated that students should be involved in deciding the *pace* of the course. 29% were open to negotiation and collaboration with learners, whereas 22% showed resistance to learner involvement in deciding about the *pace* of the course.

Teachers listed supportive reasons in their responses for learner involvement in deciding about the *pace of a course*. They accepted that the *pace of the course should be decided by learners because teaching learners is more important than teaching the objectives.*

4.1.2.5. Interaction Pattern

Interaction pattern was another aspect of classroom instructional responsibilities addressed in the questionnaire. Participants were asked to state their views on involving learners in deciding *individual works (Q 11), pair works (Q 12) and group works (Q 13)*. The results are presented in Table 4.6.

Table 4.6: Distributions of teachers' views on *interaction pattern*

		Resistance to Learner Autonomy		Negotiation between Teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect -E	Interaction pattern	11	2	121	20	459	78	591	100
Sub-item 11.	individual work	4	2	43	22	150	76	197	100
Sub-item 12.	pair work	2	1	37	19	158	80	197	100
Sub-item 13.	group work	5	3	41	20	151	77	197	100

The results for *interaction pattern* indicated that 78% of the teachers who participated in the study supported learner involvement in deciding about the *interaction pattern*. The results also underlined that 20% were open to negotiation and collaboration with learners in deciding *interaction patterns*. However, only 2% admitted that learners should not be involved in deciding *interaction patterns*.

Teachers stated their reasons for their strong support to learner autonomy in terms of individual differences and the role of group work and pair work in teaching and learning. Some their responses indicate that:

- *There are individual differences between learners, so they should be given the responsibility to decide on interaction patterns*

- *Students should work in groups or pairs, because they can learn from each other*

The findings for the sub-items indicated that 76% of the teachers supported learner involvement in *deciding individual work.* 80% supported learner involvement in *deciding pair work* and 77 % supported learner involvement in *deciding group work.* The percentages of the teachers who supported learner involvement in *deciding individual work, pair work and group work* are almost identical.

The percentages of the teachers who are open to negotiation for the sub-categories are also similar to each other: 22% of the teachers were open to negotiation for *deciding individual work;* 19% were open to negotiation for *deciding pair work* and 20% were open to negotiation for *deciding group work.*

The percentages of the teachers who showed resistance to Learner Autonomy in *deciding individual work* is 2; it is 1 for *deciding pair work* and it is 3 for *deciding group work.*

Consequently, although the sub-item *pair work* seemed to be the most supported item, it could be said that teachers were generally supportive to learner involvement in deciding *interaction pattern.*

4.1.2.6. Classroom Management

Another aspect of classroom instructional responsibilities addressed in the questionnaire was *classroom management.* Participants were asked to verify their views on involving learners in *decisions on the position of the desks (Q 14), seating of students (Q 15)* and *discipline matters (Q 16).* The results are presented in Table 4.7.

Table 4.7: Distributions of teachers' views on the 6th aspect *classroom management*

		Resistance to Learner Autonomy		Negotiation between Teachers and learners		strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect -F	Classroom management	106	18	171	29	314	53	591	100
Sub-item 14.	position of the desks	27	14	61	31	109	55	197	100
Sub-item 15.	seating of students	32	16	60	30	105	54	197	100
Sub-item 16.	discipline matters	47	24	50	25	100	51	197	100

The results for *classroom management* revealed that 53% of the teachers who participated in the study were supportive to learner involvement in decisions on *classroom management*. While 29% of the teachers stated that learners should be partly involved, 18% of them admitted that learners should not be involved in decisions related to *classroom management*. It can be concluded that almost half of the teachers were supportive to learner involvement in this aspect.

The findings for the sub-items indicated that 55% of the teachers supported learner involvement in decisions on *position of the desks*. On the other hand, while 31% of them accepted that learners should be partly involved, 14% indicated that learners should not be involved in decisions on *position of the desks*.

The findings for the sub-item *seating of students* exhibited a close similarity with the ones for the previous sub-category, *position of desks*. 54% of the teachers supported learner involvement. On the other hand, while 30% conceded that learners should be partly involved, 16% argued that learners should not be involved in decisions on *position of the desks*. For these two sub-items, teachers generally focused on individual differences for their supportive views. In fact:

- *Individual differences should be taken into consideration in terms on positions of desks and seating of students.*
- *Learners feel more comfortable when they themselves decide upon the position of the desks and seating arrangement*

The results for the sub-item *discipline matters* were not so much similar with the results for the first two sub-items, *position of desks* and *seating of students.* 51% of the teachers supported learner involvement in decisions on *discipline matters.* 25% were open to negotiation and collaboration with students, whereas 24% showed resistance to learner involvement in this sub-category.

Although the percentage of the teachers who were supportive to learners involvement in decisions on *discipline matters,* the reasons they stated for their views on *discipline matters* suggested that teachers seemed to be resistant to learner involvement. Teachers who were supportive consented that learners *feel more responsible when they themselves make decisions on discipline matters in the class* .In contrast; teachers who were resistant stated that *discipline matters are pre-decided by the administrations; so learners do not have any say.*

4.1.2.7. Record Keeping

Record keeping was another aspect of classroom instructional responsibility addressed in the questionnaire. Participants were asked to state their views on involving learners in *decisions about record keeping of work done (Q 17), record keeping of marks gained (Q 18)* and *attendance (Q 19).* The results are presented in Table 4.8.

Table 4.8: Distributions of teachers' views on *record keeping*

		Resistance to Learner Autonomy		Negotiation between Teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Asapect -G	Record keeping	228	38	140	24	223	38	591	100
Sub-item 17.	of work done	34	17	47	24	116	59	197	100
Sub-item 18.	of marks gained	87	44	50	25	60	31	197	100
Sub-item 19.	of attendance	107	54	43	22	47	24	197	100

The results for *record keeping* indicated that the percentage of teachers who agreed that learners should be involved and that of teachers who stated learners should not be involved were identical, 38%. However, 24% of the teachers admitted that learners should be partly involved in decisions about *record keeping*. Teachers generally focused on teachers' authority in their statements and as their proclamation revealed teachers were generally resistant to learner involvement in *record keeping*. The teachers acknowledged that *record keeping is teachers' duty*.

The findings for the sub-item record keeping of *work done* indicated that 59% of the teachers supported learner involvement. 24% were open to negotiation and collaboration with learners while 17% were resistant to learner involvement in decisions about record keeping of *work done*. Record keeping of *work done* was the most supported sub-item by teachers. For their supportive views, teachers confessed that *students should control their own learning process and record keeping of work done is one of the ways they can control it*.

According to the results for the sub-item record keeping of *marks gained*, 31% of the teachers supported learner involvement. 25% were open to negotiation and collaboration with students. However, 44% showed resistance to learner involvement in decisions about record keeping of *marks gained*.

The last sub-item in record keeping was *attendance*. 24% of the teachers supported learner involvement. 22% were open to negotiation and collaboration with students. On the other hand, 54% showed resistance to learner involvement in decisions about record keeping of *attendance*. This sub-item was the most resisted one. Teachers focused on teachers' authority and pre-decided administrative policies for their resistant views on this sub-item. As such it transpires that:

- *Record keeping of marks gained and attendance are pre- decided by the administrations. Therefore, learners should not be involved*
- *According to the administrations, keeping records of marks gained and attendance is the teachers' duty*
- *There are written and specific rules about keeping records of marks gained and attendance which do not allow learner involvement.*

4.1.2.8. Homework Tasks

Homework tasks was the eight aspect of classroom instructional responsibilities addressed in the questionnaire. Participants were asked to state their views on involving learners in *decisions on the quantity of homework (Q 20)*, *type of homework (Q 21)* and *frequency of homework (Q 22)*. The results are presented in Table 4.9.

Table 4.9: Distributions of teachers' views on *homework tasks*

		Resistance to Learner Autonomy		Negotiation between Teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect -H	Homework tasks	137	23	216	37	238	40	591	100
Sub-item 20.	quantity	51	26	75	38	71	36	197	100
Sub-item 21.	type	39	20	66	33	92	47	197	100
Sub-item 22.	frequency	47	24	75	38	75	38	197	100

For *homework tasks,* 40% of the teachers stated that learners should be involved in decisions on *homework tasks.* However, 37% indicated that learners should be partly involved in decisions related to the *homework tasks.* On the other hand, 23% admitted that stated learners should not be involved.

In the factors they listed in the third part of the questionnaire, teachers who supported learner involvement in decisions related to *homework tasks* generally focused on the importance of *homework* and raising awareness of its importance in teaching and learning. The following examples testify that:

- *Homework is very important in language learning*
- *Learners should be told about the importance of homework*
- *Learners should be given homework, otherwise they do not study the lessons at home*
- *Learners should be involved in homework decisions*

Broadly speaking, teachers who were open to negotiation for learner involvement in decisions related to *homework tasks* underlined the students' needs, interests and levels in the factors they listed in the third part of the questionnaire. Namely, teachers stated that *students' needs, interests and levels should be taken into consideration in order to involve them in decisions about homework tasks.*

Furthermore, teachers who were resistant to learner involvement in deciding *homework tasks* focused on students' attitudes towards *homework.* Some of their responses in the factors they listed in the third part of the questionnaire indicate that:

- *Learners do not do homework*
- *Learners' contribution will not be effective for homework tasks since they are not eager to do homework*

The findings for the sub-item *quantity* indicated that 36% of the teachers supported learner involvement. 38% stated that learners should be partly involved, whereas 26% resisted learner involvement in decisions on the *quantity* of homework.

Teachers focused on students' attitudes and need for guidance in deciding about the *quantity of homework tasks* in their reasons that they listed in the third part of the questionnaire. Notably, their responses were at the level of negotiation. Namely, they stated that *since learners do not like doing homework, they may not be realistic in decisions on the quantity of homework tasks. Therefore, they need teachers' guidance in decisions on the quantity of homework tasks.*

For the sub-item *type*, 47% of the teachers supported learner involvement in *decisions on type of homework.* 33% were open to negotiation and collaboration with students. 20% confessed that they were resistant to learner involvement. *Type of homework tasks* seemed to be the most supported item about *homework tasks* in the questionnaire.

Teachers who were supportive to learner involvement acknowledged students' opinions, preferences and motivation in the factors they listed in the third part of the questionnaire. Some of their responses are presented below:

- *Students' opinions about the type of homework tasks should be taken into consideration*
- *Learners prefer doing homework relevant to their own needs and interests*
- *Involving learners in decisions on the type of homework increases their motivation and effectiveness of homework in the learning process.*

For the third sub-item *frequency,* 38% of the teachers supported learner involvement in *decisions on frequency of homework.* The same percentages of teachers, 38%, stated that students should be partly involved in decisions on the *frequency* of homework tasks. However, 24% of the teachers showed resistance to learner involvement. Although the percentage of teachers who were supportive and the percentage of teachers who were resistant were similar, teachers generally seemed to be resistant to learner

involvement in deciding about the *frequency of homework tasks* in the factors they listed in the third part of the questionnaire. They focused on students' unwillingness and preferences about *homework tasks*. The followings are examples of their responses:

- *Learners do not make realistic decisions because of their unwillingness to do homework.*

- *Learners would prefer not to do homework if they were asked about the frequency.*

4.1.2.9. Teaching Focus

Teaching focus was another aspect of classroom instructional responsibilities addressed in the questionnaire. Participants were asked to state their views on involving learners in *decisions on what to focus on from the textbook (Q 23), audio-visual materials (Q 24) and realia (Q 25) given by the teacher.* The results are presented in Table 4.10.

Table 4.10: Distributions of teachers' views on *teaching focus*

		Resistance to Learner Autonomy		Negotiation between Teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect - I	Teaching focus	102	17	165	28	324	55	591	100
Sub-item 23.	texts	33	22	50	25	104	53	197	100
Sub-item 24.	audio-visual materials	30	15	56	29	111	56	197	100
Sub-item 25.	realias	29	15	59	30	109	55	197	100

As the results indicated, 55% of the teachers who participated in the study stated that learners should be involved in decisions on what to focus on from the *texts* given by the

teacher. On the other hand, 28% of them stated that learners should be partly involved, whereas 17% admitted that learners should not be involved.

Teachers who were supportive to learner involvement in decisions on what to focus on from the *texts* given by the teacher, concentrated on students' awareness of their own learning process. In affirming that:

- *Students should decide about what they want to learn. This helps them to be aware of their own purposes. In this way, they can answer to the question why they are learning a foreign language.*
- *Involving learners in decisions on teaching makes them feel that they have a right to influence decisions related to their own learning process*
- *When learners are given an opportunity to decide what to focus on in materials given by the teacher, they feel they can direct their own learning process*

The findings for the sub-item *texts* indicated that 53% of the teachers supported learner involvement in *decisions on what to focus on from the textbook given by the teacher.* 25% of the teachers were open to negotiation and collaboration with students. However, 22% were resistant to learner involvement.

For the second sub-item *audio-visual materials*, 56% of the teachers supported learner involvement in *decisions on what to focus on from the audio-visual materials given by the teacher.* 29% stated learners should be partly involved, whereas 15% showed resistance to learner involvement.

For the last sub-item *realia*, 55% of the teachers supported learner involvement in *decisions on what to focus on from the realia given by the teacher.* While 30% were open to negotiation and collaboration, 15% were resistant to learner involvement.

4.1.2.10. Formulating Their Own Explanations

Another aspect of classroom instructional responsibilities addressed in the questionnaire was *learners' formulating their own explanations.* Participants were asked to state their views on encouraging learners *to formulate their own explanations (Q 26).* The results are presented in Table 4.11.

Table 4.11: Distributions of teachers' views on *formulating their own explanations*

		Resistance to Learner Autonomy		Negotiation between Teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect - J Item - 26	Formulating their own explanations	6	3	20	10	171	87	197	100

The findings indicated that 87% of the teachers supported learner encouragement to *formulate their own explanations.* On the other hand, 10% participated in the study were open to negotiation for *encouraging learners to formulate their own explanations.* The percentage of the teachers who showed resistance to Learner Autonomy in *encouraging learners to formulate their own explanations* is only 3.

Teachers who supported promotion of learner autonomy by encouraging learners to *formulate their own explanations* focused on students' awareness and contributions in classroom tasks. The following responses echo the same sentiments:

- *Students should retell or formulate the purpose of the class activities*
- *Students' formulating their own explanations for classroom tasks helps them to be aware of the subject they will learn.*
- *Learners can understand and feel the purpose of classroom tasks when they formulate their own explanations.*

- *Learners' involvement result in variety in classroom tasks because learners are more effective on decisions related to their own needs and interests.*
- *Learners can easily follow and control their own process when they are encouraged and involved in formulating their own explanations*

4.1.2.11. Finding Their Own Learning Strategies

Finding their own learning strategies was another classroom instructional responsibility addressed in the questionnaire. Participants were asked to state their views on *encouraging learners to find their own learning strategies (Q 27)*. Table 4.12 presents the results of the eleventh aspect in the questionnaire.

Table 4.12: Distributions of teachers' overall views on *finding their own learning strategies*

		Resistance to Learner Autonomy		Negotiation between Teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect - K Item - 27	Finding their own learning strategies	6	3	28	15	163	82	197	100

The findings indicated that 82% of the teachers supported learner encouragement to *find their own learning strategies*. While the percentage of the teachers who supported learner involvement in encouragement to *find their own learning strategies* is 82%, 15% were open to negotiation for *encouraging learners to find their own learning strategies*. The percentage of the teachers who showed resistance to Learner Autonomy in *encouraging learners to find their own learning strategies* is only 3.

Teachers who were supportive to learner encouragement to *find their own learning strategies* focused on students' awareness and controlling their own learning process. As such:

- *Students should plan their own learning process*

- *Students should be guided to find out their learning strategies*

- *Students should be directed in their learning process*

- *Students should be encouraged to learn by themselves*

- *Encouraging learners to find their own learning strategies helps learners to find out the best learning strategies*

- *Finding out their own learning strategies gives learners responsibility for their own learning*

- *Learners can easily follow and control their own process when they are encouraged to find out their own learning strategies*

- *Encouraging learners to find out their own learning strategies helps learners to be aware of their contributions to their own learning process*

4.1.2.12. Self-assessment

Self-assessment was the last aspect of classroom instructional responsibilities addressed in the questionnaire. Participants were asked to state their views on encouraging learners *to assess themselves once a week in addition to the exams in class (Q 28), to assess themselves once a month in addition to the exams in class (Q 29), to assess themselves once a term in addition to the exams in class (Q 30) and to assess themselves once a year in addition to the exams in class (Q 31).* The results are presented in Table.4.13.

Table 4.13: Distributions of teachers' views on *self-assessment*

		Resistance to Learner Autonomy		Negotiation between Teachers and learners		Strong support of Learner Autonomy		Total	
		n	%	n	%	n	%	n	%
Aspect - L	Self-assessment	25	3	139	18	624	79	788	100
Sub-item 28.	Once a week	4	2	36	18	157	80	197	100
Sub-item 29.	Once a month	3	2	30	15	164	83	197	100
Sub-item 30.	Once a term	10	5	34	17	153	78	197	100
Sub-item 31.	Once a year	8	4	39	20	150	76	197	100

As the results indicated, 79% of the teachers who participated in the study stated that learners should be encouraged to assess themselves. 18% indicated that learners should be partly encouraged to assess themselves, whereas only 3% displayed resistance to learner encouragement in self-assessment.

Teachers who supported learner encouragement in *self-assessment* focused on students' roles in their own learning process. Some of their responses are presented below:

- *Students should know how and to what extent they have learnt by assessing themselves.*
- *Students should have the opportunity to assess themselves*
- *Learners' encouragement for self-assessment gives the chance learners to control their own learning process*
- *Content of assessment should be adequate to learners' acquisition and proficiency level.*
- *Learners should be involved in decisions on contents of the assessment, as well.*

The findings for the sub-category *weekly* indicated that 80% of the teachers supported learner encouragement to *assess themselves once a week in addition to exams in class.* 18% were open to negotiation and collaboration with students, whereas only 2% showed resistance to learner encouragement for self-assessment.

83% of the teachers supported learner encouragement to *assess themselves once a month in addition to exams in class.* 15% were open to negotiation and collaboration with students. However, only 2% were resistant to learner encouragement for self-assessment.

78% of the teachers supported learner encouragement to *assess themselves once a term in addition to exams in class.* 17% were open to negotiation and collaboration with students. On the contrary, 10% showed resistance to learner encouragement for self-assessment.

76% of the teachers supported learner encouragement to *assess themselves once a year in addition to exams in class.* 20% were open to negotiation, whereas 8% were resistant to learner encouragement for self-assessment.

4.2. Aspects Found More Suitable for the Promotion of Learner Autonomy

The present study is based on the research conducted in 1997 by George Camilleri. The original study, "Learner Autonomy: The Teachers' views" researched teachers' attitudes towards learner autonomy. The study was based on the idea that teachers may consider some aspects of teaching and learning a foreign language to be more suitable than others for the promotion of learner autonomy.

4.2.1. Aspects Found More Suitable for the Promotion of Learner Autonomy in the Present Study

The second research question of this study focused on the aspects of classroom instructional responsibilities which were found more suitable for the promotion of learner autonomy by English teachers working in regular state schools in Eskişehir. In order to answer this question, the aspects were listed from the most supported one to the least supported one. Camirelli (1997) used 40% and higher percentages as benchmark to show the aspects of the strongest support. He also stated that a different benchmark can be decided and used according to results at different percentages. However, according to the results of the present study, 40% and lower percentages were used as benchmark to show the aspects of the least support. In contrast to Camirelli (1999), 70% and higher benchmark were used to show the aspects of the strongest support. In order to answer the second research question of this study, teachers' views on each aspect of classroom instructional responsibilities were listed from the most supported ones to the least supported ones. The results are presented in Table 4.14.

Table 4.14: Distributions of Teachers' Views on the Aspects Found More Suitable for the Promotion of Learner Autonomy.

Aspect Letter	Aspect Name	Support of Learner Autonomy (%)
J	formulating their own explanations	87
K	finding their own learning strategies	82
L	self-assessment	79
E	interaction pattern	78
B	course content	67
C	course materials	61
I	teaching focus	55
F	classroom management	53
A	course objectives	50
H	homework tasks	40
D	course time, place and pace	40
G	record keeping	38

As the results revealed, *formulating their own explanations* with a percentage of 87, *finding their own learning strategies* with a percentage of 82, *self-assessment* with a percentage of 79 and *interaction pattern* with a percentage of 78 were the most supported aspects of classroom instructional responsibilities. This suggests that teachers gave the strongest support to the promotion of learner autonomy in these areas.

On the other hand, teachers did not support the promotion of learner autonomy in the aspects *course content* and *course materials* as they did in the previous ones. As the results revealed, they were supportive to the promotion of learner autonomy in *course content* with a percentage of 67 and in *course materials* with a percentage of 61. As such, it could be easily argued that teachers were open to negotiation with students for

the promotion of learner autonomy in these aspects. Namely, teachers were keen supporters to learner autonomy in these aspects.

The results also revealed that teachers were less supportive to the promotion of learner autonomy in the aspects *teaching focus, classroom management* and *course objectives* than they were in the aspects *course content* and *course materials*. Teachers supported the promotion of learner autonomy in the aspect of *teaching focus* with a percentage of 55, in the aspect *classroom management* with a percentage of 53 and in the aspect *course objectives* with a percentage of 50. This also suggests that although teachers seemed to be supportive to learner autonomy in these aspects, the results could be interpreted in such a way that teachers were open to negotiation with students for the promotion of learner autonomy. Namely, teachers were slightly less supportive to learner autonomy in these aspects.

Finally, the results for the aspects *homework tasks* with a percentage of 40, *course time, place and pace* with a percentage of 40 and *record keeping* with a percentage of 38 revealed that teachers gave the least support to the promotion of learner autonomy. In these areas, this suggests that teachers were almost resistant to learner involvement in decisions related to these aspects.

4.3. Discussion of the Results

4.3.1. Discussion of the Results of English Teachers' Views on Learner Autonomy

The purpose of the study was to investigate English teachers' views on Learner Autonomy in primary and secondary state schools in Eskişehir. To answer to the first research question of the study, firstly, an attempt was undertaking to find out teachers' overall views on Learner Autonomy. The quantitative data were also analyzed in terms of different aspects of classroom instructional responsibilities to answer the first research question.

4.3.1.1. Discussion of the Results of English Teachers' Overall Views on Learner Autonomy

The findings clearly revealed that 58% of the teachers who participated in the study had supportive views on promoting Learner Autonomy in their classrooms. Indeed, these teachers stated that learner autonomy should be promoted in their classrooms. As can be detected from the respondents views stated in the third part of the questionnaire, teachers who were supportive to learner autonomy underlined that *"Learner autonomy is important and effective for life-long learning, because it will enable learners to be successful not only in an English course but also in life."* Learners who possess autonomy can take responsibility for their own learning and can go on learning outside the classroom (Ellis and Sinclair, 1989, cited in Esch, 1997). Teachers also conceded that *"Learner autonomy necessitates that by involving learners in lessons, this does not only increases their interests, self-confidence and success but also contributes to learners' psychological development and makes them conscious, knowledgeable and researchers. That is why learners should control their own learning process"*. It appears that learners are accepted as being the focus of the learning process and Learner Autonomy is acknowledged to be an effective way to lead to successful language learners. These findings and attitudes stated by the teachers run parallel with the belief that autonomy leads students to take control over their learning process and then be more successful (Dickinson, 1995; Cotteral, 2000; Littlewood, 1999). Hopefully, teachers' support to Learner Autonomy in their classroom will result in autonomous language learners.

On the other hand, the findings revealed that 26% of the teachers viewed that there should be negotiation and collaboration with students for the promotion of Learner Autonomy in their classrooms. At this point it can be argued that teachers had a positive view towards Learner Autonomy. It seems that teachers focus on students' profiles in their classroom through negotiation and collaboration with students. There might be different factors affecting their views. For instance, students at times are not fully aware about the competence of language learning. Another factor might be students' individual differences. In fact teachers conceded that *students' feedback, earlier*

experiences in lesson, prejudices about lessons, expectations of the lessons, interests, level of perception and participation should be taken into consideration. Ideally negotiation and collaboration will also promote Learner Autonomy in classroom.

The findings also indicated that 16% of teachers were resistant to Learner Autonomy. Notably, these teachers stated that learners should not be involved in promoting learner autonomy. This negative attitude might be consequence of different factors, one of which might be the teachers' perspective of the Turkish education system which is not well suited for the development of Learner Autonomy. It also seems that teachers some concerns about cultural factors. However, Learner Autonomy can be promoted in the classroom thanks to some administrative changes such as curriculum development.

4.3.1.2. Discussion of the Results of Teachers' Views on Learner Autonomy Based on Different Aspects of Classroom Instructional Responsibilities

4.3.1.2.1. Discussion of the Results of Course Objectives

The findings revealed that half of the teachers who participated in the study had a supportive view to learner involvement in decisions related to *course objectives*. However, 31% believed that there should be negotiation and collaboration with students, whereas 19% had a resistant view to learner involvement in decisions on *course objectives*. The findings and teachers' reasons for their supportive views for *course objectives* might be considered as an indication of teachers' concerns about the students' language awareness, interests and motivation. Teachers did affirm that by involving learners in setting *course objectives* raise awareness, increase interest and motivation in the learners. Moreover, the findings and teachers' views about the level of negotiation and collaboration with students in setting *course objectives* might be thought as an indication of teachers' concerns about students' capacity in *setting long term* and *short term objectives of a course.* Teachers did underline that setting objectives requires professionalism. However, students do not possess this professionalism to be fully involved. Therefore, students need guidance of teachers

about establishing course objectives. In addition, students should be provided with the light conditions and be fostered to participate in the decision-making process of establishing goals in collaboration with teachers (Benson, 2001; Cotteral, 2000; Nunan, 1997). The findings and reasons for teachers' resistant to learner involving in setting *course objectives* might also be a consequence of the education system, as in the Turkish education system, the *course objectives* are set by the Ministry of Education. However, it would be sensible to take into consideration the students' needs, interests, proficiency levels which will hopefully promote and complement learner autonomy when planning long term and short term objectives of a course. Although the course objectives, especially long term objectives, are pre-decided by the national education ministry, teachers should adapt the course objectives to tie in with their students' profiles.

4.3.1.2.2. Discussion of the Results of Course Content

The findings clearly indicated that 67% of the teachers who participated in the study had a supportive view to learner involvement in decisions related to the *course content*. On the other hand, 23% believed that students should be partly involved in decisions on the *course content*, whereas 10% showed resistance to learner involvement in decisions on *course content*. These findings and the teachers' supportive views for *course content* might be considered as an indication of the teachers' desire to increase students' motivation. Learners' motivation increases when students are involved in deciding about the topics or tasks. This could be done by eliciting their interests and needs, expectations and by not forgetting to keep their ages, feedbacks, language proficiency levels and willingness in mind. Learners' involvement in deciding about the *course content* helps them develop self-expression and self-development, as well (Littlejohn, 1997). In addition, students should be provided with a desirable framework to be able to participate in decision-making process of establishing goals in collaboration with teachers (Benson, 2001; Cotteral, 2000; Nunan, 1997). On the other hand, teachers' resistant views to learners' involvement in decisions related to *course content* might be a consequence of teachers' authoritative approach to teaching and students' limitations. Teachers affirmed that deciding on *topics* or *tasks* is solely the teachers' responsibility.

It can be easily argued that students are not skillful enough and do not have enough knowledge to decide on the *course content*. In terms of the sub-items of this aspect, 55% of the teachers supported learner involvement in decision about *topics* while 79% supported learner involvement in decisions about *tasks*. The teachers' weakening views to promotion of learner autonomy in deciding the *topics* might be linked to misinterpretation of the term "topic". However, 24% of the teachers held more supportive views to learner involvement in decisions about *tasks*. This might be the case that students may have more interesting and challenging ideas about the tasks. It also seems to be the case that students desire to be given a chance to express their ideas about the tasks because they are the ones who will perform them. Naturally, learners can be more creative if they are given a chance to decide on the learning tasks. Consequently, learner involvement in decisions about course content helps learners develop their potential self-expression, self-development and development of learner autonomy (Littlejohn, 1997). Hopefully, teachers can promote learner autonomy by taking students' needs and interests as the underlying factors.

4.3.1.2.3. Discussion of the Results of Course Material

The findings revealed that 61% of the teachers who participated in the study had a supportive view to learner involvement in decisions related to the *course materials*. However, 25% believed that there should be negotiation and collaboration with students, whereas 14% had a resistant view to learner involvement in decisions on *course materials*. The findings and teachers' views for *course materials* might be considered as an indication of teachers' concerns about the students' interests and motivation. As teachers stated, involving learners in selecting *course materials* increases interest and motivation in learners. On the other hand, the findings and reasons stated by teachers for their views at the level of negotiation and collaboration with students in selecting *course materials* might be thought as an indication of teachers' concerns about students' capacity and professionalism. Thus, students need guidance of teachers on selecting *course materials*. The findings and reasons for teachers' resistant to learners' involvement in selecting the *course materials* might be considered as an indication of teachers' concerns about students' capacity. For the sub-

items *course books, audio-visual materials* and *realia,* teachers furnished the most support to *realia* whereas they less enthusiastic about *books*. For their less supportive view for *course books,* it may be the case that teachers had some concerns about students' capacity. That is to say, learners may make incorrect decisions about selecting *course books* since they are not knowledgeable enough to choose a *course book.* Also, this result might also be a consequence of the education system. In the Turkish education system, the *course books* are chosen and sent to the schools by the Ministry of Education; therefore, learners may only be involved in *selecting realia* and *audio-visual materials* because learners may bring or prepare their own materials. Consequently, it can be said that teachers' supportive views at 61% percentage rate also support the ideas suggested in the literature. In fact, students should be given freedom for choosing materials to foster learner autonomy (Fenner and Newby, 2000). It is also suggested that learners can be given a sense of ownership and control over their learning by being encouraged to bring their own authentic materials into the classroom (Nunan, 1999). As a result, it is to be hoped that promotion of learner autonomy will be supported by teachers in their classrooms by guiding the students in selecting materials appropriate to their interests and needs.

4.3.1.2.4. Discussion of the Results of Course Time, Place and Pace

The findings clearly revealed that 40% of the teachers who participated in the study had a supportive view to learner involvement in deciding about the *course time, place and paces.* 31% were open to negotiation and collaboration with learners in this aspect, whereas 29% were resistant to learner involvement. The findings and teachers' reasons for their views at the level of negotiation and collaboration might be considered as an indication of teachers' concerns about the students' rights and responsibilities. As teachers early stated, involving learners in deciding on *course time, place and pace* would raise awareness in the learners about their rights and responsibilities in their own learning process. Another reason can be that teachers might be considered as an indication of teachers' concerns about the students' needs. When learners decide on the pace of the course, they may perceive the tasks better. On the other hand, the findings and reasons for teachers' resistant to learner involvement in deciding on *course time,*

place and pace might be a consequence of schools administration, schools environment and students' individual differences in the education system. In the Turkish education system, as teachers had stated, the *course time and place* are pre-decided by the school administrations. It also seems that it is not an easy task to ask students' ideas regarding *course time and place* in crowded classrooms because of students' individual differences. Hence, it would be difficult to find an ideal time and place to all students to agree. However, for the sub-item *course pace,* 49% of the teachers supported learner involvement. As they stated, the *pace of the course should be decided by learners because teaching learners is important not teaching the objectives.* Consequently, it can be said that teachers were more supportive for the classroom instructional responsibilities where they have more initiatives. However, it would be ideal way to provide learners with opportunities for deciding on *course time, place and pace* which would increase their responsibility in the learning process (Benson, 2001; Dam, 1995; Nunan, 1997). Hopefully, teachers will promote learner autonomy in their classrooms where teachers have more initiatives. In addition, another viable option could be the administration providing teachers with opportunities for promoting learner autonomy in the *time and place of a course.*

4.3.1.2.5. Discussion of the Results of Interaction Pattern

The findings clearly revealed that 78% of the teachers who participated in the study had a supportive view to learner involvement in deciding on the *interaction pattern.* 20% were open to negotiation and collaboration with learners in this aspect, whereas only 2% were resistant to learner involvement. These opinions might be an indication of the teachers' concerns about the students' differences. Learners are more motivated when they themselves decide to work individually, in pairs or in groups. It is crucial to provide learners with *pair or group work* rather than *individual work* to encourage interaction and interdependence to promote learner autonomy (Benson, 2001; Nunan, 1999; Dam, 1995). It can be concluded from the findings that teachers are more supportive to the promotion of learner autonomy when teachers have more initiatives to decide on *interaction pattern.* This might be the reason why the percentage of the teachers who were resistant to learner involvement in this aspect scored a low rate.

Consequently, it is to be hoped that the *interaction pattern* will be a more effective classroom instructional responsibility where learner autonomy will be better promoted. Furthermore, by promoting learner autonomy in *interaction pattern* will lead to learner autonomy in other classroom instructional responsibilities.

4.3.1.2.6. Discussion of the Results of Classroom Management

The findings clearly revealed that almost half of the teachers who participated in the study had a supportive view to learner involvement in decisions related to classroom *management*. 29% were open to negotiation and collaboration with learners in this aspect, whereas 18% were resistant to learner involvement. For the sub-categories, almost half of the teachers were supportive. The findings and teachers' reasons for their supportive views might be considered as an indication of teachers' concerns about the students' differences in their height, gender, levels of proficiency and friendship in decisions on *the position of the desks* and *seating of students*. As teachers stated, *learners feel more comfortable when they themselves decide the position of the desks and seating arrangement*. Additionally, teachers' support in learners' involvement in decisions on *discipline matters* might be considered as a result of responsibilities. As teachers indicated, *learners feel more responsible and follow the rules when they themselves make decisions on the discipline matters in class*. At this stage, teachers held the same views about *discipline matters* as Voller (1997). Learners should be involved in the establishment of rules to help them develop responsibility to cope with disciplinary matters (Voller, 1997). On the other hand, 24% of the teachers were resistant to learner involvement in decisions on *discipline matters* might be a consequence of the education system. In the Turkish education system, *discipline matters* are generally pre-decided by the administrations. Therefore, as teachers stated, *learners have nothing to do with discipline matters*. Consequently, it is to be hoped that learners will be provided wit opportunities to authorize their self-discipline for the promotion of learner autonomy.

4.3.1.2.7. Discussion of the Results of Record Keeping

The findings revealed that 38% of the teachers who participated in the study supported learner involvement in deciding on *record keeping,* whereas 38% resisted learner involvement. The teachers stated that *record keeping is the teachers' duty.* Additionally, teachers were resistant to learner involvement in decisions related to the sub-items *record keeping of marks gained* and *attendance* with a percentage of 44 and 54. The findings and reasons underlined by teachers for *record keeping of marks gained* and *attendance* might be the consequence of schools administration. The reason revealed from the factors they listed in the third section is that *record-keeping* is carried out according to school regulations. There are predefined rules about *record-keeping. These written guidelines do not allow learner involvement. According to the administrations, keeping records of marks gained and attendance is teachers' duty.* Therefore, involving learners in decisions on *record-keeping;* particularly, *keeping records of mark-gained* and *attendance is* not worth pursuing. That is why participants resisted learner involvement in decisions about record keeping of *marks gained* and *attendance.* On the other hand, 59% of the teachers had a supportive view for the learner involvement in *record keeping of work done.* The findings might be considered as an indication of teachers' concerns about the students' taking responsibilities in decisions about record keeping of *work done.* There might be different reasons for their more supportive views on learner involvement in decisions of *keeping records of work done.* One reason might be that the school administration does not require handling every work done by students. That is, there is no rule stated by school management about *record keeping of work done.* Therefore, learners could be involved in *record keeping of work done.* Learners shoulder more responsibility when they are involved in decisions about record keeping of *work done.* In terms of their supportive view for learner involvement in *record keeping of works done,* teachers share the same idea as suggested in the literature. For example, Benson (2001) admits that learners should be given a chance to keep records of their own progress to gain responsibility for their own progress. Furthermore, Özdere (2005) also states that fostering learners to keep their own records develops their responsibility. As a result, hopefully, teachers will involve learners in

record keeping and help them develop a degree of responsibility for their own learning progress.

4.3.1.2.8. Discussion of the Results of Homework Tasks

The findings clearly revealed that 40% of the teachers who participated in the study had a supportive view to learner involvement in decisions about *homework tasks.* 37% were open to negotiation and collaboration with learners in this aspect, whereas 23% were resistant to learner involvement. The findings and teachers' reasons for their supportive views might be considered as an indication of teachers' concerns about the importance of homework in language learning. As teachers stated, *homework is very important in language learning* and *learners should be made aware of its importance.* However, teachers' views at the level negotiation might be linked to the students' needs, interests and previous experiences. Homework relevant to learners' interests is more beneficial and motivating. On the other hand, the findings and reasons for teachers' resistant to learner involvement in deciding *homework tasks* might be considered as the teachers' concerns about students' perceptions of homework tasks. In the teachers' views, students are unwilling to do homework. In terms of the sub-items, teachers supported learner involvement in decisions on *type of homework tasks* with 47% percentage. This might be the case that, as teachers stated, *learners prefer doing homework relevant to their own needs and interests.* It might also be the case that *involving learners in decisions on the type of homework increases their motivation and effectiveness of homework in the learning process.* As a result, hopefully, learner autonomy will be promoted by involving learners in deciding *homework tasks* which also provides learners wit a choice of different approaches and understanding for the development of learner autonomy (Fenner and Newby, 2000).

4.3.1.2.9. Discussion of the Results of Teaching Focus

The findings clearly revealed that 55% of the teachers who participated in the study had a supportive view to learner involvement in decisions related to *teaching focus.* 28% were open to negotiation and collaboration with learners in this aspect, whereas 17%

were resistant to learner involvement. The findings and teachers' reasons for their supportive view might be considered as an indication of teachers' concerns about the students' awareness of their own learning process. As the data revealed, involving learners in deciding what to focus on in materials given by the teacher helps students be aware of their own purposes. Furthermore, feel that they have a say to make decisions related to their own learning process. Besides, students can feel that they can direct their own learning process. For the sub-items *what to focus on from the texts, audio-visual materials* and *realia,* almost half of the teachers had a supportive to learner involvement. The findings and the reasons stated by teachers for their supportive views might also be considered as an indication of teachers' concerns about the students' rights, preferences, needs and interests in their own learning. This consideration ties with the ideas suggested by different research. Learners should be encouraged to criticize the materials and state their opinions to modify those materials for their own needs and interests. Learner encouragement in this way would increase awareness, critical thinking abilities and development of learner autonomy (Fenner and Newby, 2000; Benson, 2001; Dam, 1995). Consequently, it is to be hoped that learner involvement in decisions related to the *teaching focus* will not only increase students' awareness about what will be learned but also foster the development of learner autonomy since the students will be able to criticize the materials themselves by the guidance of teachers.

4.3.1.2.10. Discussion of the Results of Formulating Their Own Explanations

The findings clearly revealed that 87% of the teachers who participated in the study had a supportive view to learner encouragement to *formulate their own explanations.* Their supportive view might be considered as an indication of teachers' concerns about the students' awareness and motivation. As teachers stated, *learners can understand and feel the purpose of classroom tasks when they formulate their own explanations.* Encouraging learners to *formulate their own explanations for classroom tasks* increases their awareness and this helps them to be motivated and successful in the classroom tasks. Additionally, as teachers pinpointed, *learners can bring variety in classroom tasks because learners are more effective on decisions related to their own needs and*

interests. Moreover, *learners can easily follow and control their own process when they are encouraged to formulate their own explanations.* Teachers' supportive views complement the ideas suggested by some researches. Learners will have effective roles in directing their own learning process when they are provided with an opportunity to state their pinions on classroom tasks (Healey, 2002; Littlewood, 1999). Therefore, it would make sense if teachers encourage learners to formulate their own explanations about the classroom tasks and by doing so learner autonomy will be advanced.

4.3.1.2.11. Discussion of the Results of Finding out Their Own Learning Strategies

The findings clearly revealed that 82% of the teachers who participated in the study were supportive to learner encouragement to *find out their own learning strategies.* Their supportive view might be considered as an indication of teachers' concerns about the students' individual differences, awareness and responsibilities. As teachers stated, *students need to be taught how to learn* as Cohen (1998) suggests learners need to be provided with explicit training on how to apply language learning strategies. Teachers also indicated that learners *need to be encouraged to find their own learning strategies which help learners to find out the best learning strategies for themselves. Encouraging learners to find out their own learning strategies helps learners to be aware of their contributions to their own learning process.* The teachers' justifications tie with the opinions stated by some researchers, as well. As a specific case, Wenden (1987, cited in Özdere, 2005) underlines that learning strategies may help learners in planning the content of their own learning, in determining the methods and techniques to be used and in self-evaluating the learning process and learning experiences. Another reason for teachers' supportive view to learner encouragement to *find out their own learning strategies* might give learners responsibility for their own learning. Consequently, teachers can promote learner autonomy in their classrooms by encouraging learners to find out their own learning strategies.

4.3.1.2.12. Discussion of the Results of Self-assessment

The findings clearly revealed that 79% of the teachers who participated in the study were supportive to learner encouragement for self-assessment. Their supportive view might be considered as an indication of teachers' concerns about the students' students' roles and responsibilities in their own learning. As teachers stated, *students should know how and to what extent they have learnt by assessing themselves*. It can be argued that *learners' encouragement for self-assessment gives chance learners to control their own learning process*. Teachers' supportive view to learner involvement in self-assessment extends on the ideas in the literature. It is stated that *self-assessment* is important and has various positive effects on learners in promoting learner autonomy (Benson, 2001; Dam, 1995; Nunan, 1999). Furthermore, involving learners in *assessment* is bound to enhance learning (Blue, 1988, p: 101). Teachers also underlined some suggestions for *self-assessment*. They conceded that *content of assessment should be appropriate to learners' acquisition and proficiency level; therefore, learners should be involved in decisions on contents of the assessment*. Consequently, teachers can indeed promote learner autonomy in their classrooms by providing room for learners to asses themselves.

4.3.2. The Discussion of the Results of Aspects Found More Suitable for the Promotion of Learner Autonomy in the Present Study

The results of the present study were compared with the results of the studies by Özdere (2005) and Durmuş (2006) and Camirelli's (1997). Studies by Özdere's and Durmuş' were also based on Camirelli's study. The data of the previous studies was reformed to fit the presentation style of the present study. The results are presented in Table 4.15. The similar distributions are displayed in bold in the table.

Table 4.15: Distributions of Teachers' Views on the Aspects Found More Suitable for the Promotion of Learner Autonomy in Present and Previous Studies

Aspect Letter	Aspect Name	PRESENT STUDY (2007)	DURMUŞ' STUDY (2006)	ÖZDERE'S STUDY (2005)	CAMIRELLI'S STUDY (1997)
		%	%	%	%
J	formulating their own explanations	87	65	73	79
K	finding their own learning strategies	82	71	83	78
L	self-assessment	79	56	72	45
E	interaction pattern	78	39	62	40
B	course content	67	48	60	40
C	course materials	61	34	49	37
I	teaching focus	55	35	60	35
F	classroom management	53	48	60	46
A	course objectives	50	67	68	38
H	homework tasks	40	36	53	38
D	course time, place and pace	40	47	52	37
G	record keeping	38	47	60	40

4.3.2.1. Formulating their own explanations

As the results indicated in Table 4.15, *formulating their own explanations* was also strongly supported in Özdere and Camirelli, whereas teachers were less supportive to learner autonomy in this aspect in Durmuş. As Camirelli (1997) points out, it might

indicate that teachers are willing to bring learner autonomy into their classrooms and they acknowledge that learners should be encouraged and provided with conditions to be aware of what goes on in their own learning process. Although the percentage of teachers who supported learner encouragement to *formulate their own explanations* is less than the percentages of teachers in the mentioned studies, they also supported learner encouragement. As Durmuş (2006, p: 103) states, teachers' believes might have resulted from the the benefits of explanations of the learners' for the classroom tasks.

4.3.2.2. Finding their own learning strategies

The position of *finding their own learning strategies* was strongly supported in Durmuş, Özdere and Camirelli. It might also be considered as an indication of teachers' willing to introduce learner choice on learning strategies into classroom (Özdere, 2005, p: 79). Furthermore, it might be the case that teachers are willing to encourage learners to find and develop their own learning styles (Camirelli, 1999). On the other hand, there were also teachers who were resistant. Their resistant might be tied to the teachers' concern about learners' need of professional support to find out their own learning strategies (Durmuş, 2006). Teachers in the present study also focused on students' need for guidance to find out their own learning strategies. As such, *students should be guided to find out their learning strategies.*

4.3.2.3. Self-assessment

When it comes to *self-assessment,* participating teachers in the present study and Özdere indicated that learners should be encouraged for self-assessment with the percentages of 79 and 72. In contrast, participating teachers in Durmuş and Camirelli supported learner encouragement with percentages of 56 and 45. Although the percentages fall into different ranks, all teachers could be said to support the promotion of learner autonomy in this area. This might be an indication of teachers' awareness of the importance of self-assessment and its positive effects on learning and teaching process (Benson, 2001; Dam, 1995; Nunan, 1999).

4.3.2.4. Interaction pattern

The aspect of *interaction pattern* was strongly supported with apercentage of 78 in the present study, whereas teachers gave less support to the promotion of learner autonomy in this aspect with a percentage of 62 in Özdere. On the other hand, in Durmuş and in Camirelli, this aspect was much less supported by the teachers participated in the studies with percentages of 39 and 40. Teachers in the present study focused on students' individual differences and stated that *there are individual differences between learners, so they should be given the right to decide on interaction patterns*. Teachers in Özdere's study focused on students' needs while stating their views on learner involvement in decisions related to *interaction pattern*. They stated that there were working on curriculum developments and they would consider the students' needs while making some renewals in the curriculum. Therefore, their supportive view with apercentage of 62 could be interpreted as negotiation between teachers and learners (Özdere, 2005, p: 110). Teachers in Camirelli's study stated that interaction pattern can vary from class to class; however, it is the teacher who decides about his approach in interaction patterns (Camirelli, 1999, p: 30). Teachers in Durmuş' (2006, p: 81). study stated that learners are given limited control of activities they practice However, interaction patterns, especially pair and group work are necessary to encourage interaction and interdependence in learners to foster learner autonomy (Dam, 1995; Nunan, 1999; Benson, 2001).

4.3.2.5. Course content

In *course content,* teachers in the present study and teachers in Özdere's study provided support with the percentages of 67 and 60. Conversely, teachers in Durmuş' study and teachers in Camirelli's study were not as supportive as teachers in the previous two studies. Involvement in decisions on *course content* received percentages of 48 and 40. Although no explicit statements about teachers' views in Camirelli's study are apparent, teachers in the present study focused on learners' needs, interests and level of proficiency. This could be the result of the teachers' concern about students' motivation. Likewise, the result in Özdere's (2005) study might be due to the fact that

teachers take students' needs into consideration as they noticed students' needs by means of need analysis for the curriculum development. Teachers in Durmuş' (2006) study also focused on students' opinions. They stated that learners should be provided with an opportunity to express their ideas about the *course content* since they will do the tasks and deal with the topics.

4.3.2.6. Course materials

For the *course materials*, teachers in the mentioned studies did not support learner involvement in the same way that teachers did in the present study. In the mentioned studies, it was stated that teachers were supportive to learner involvement in selecting *audio-visual materials* and *realia*, whereas they were not as much supportive to learner involvement in selecting *course books* as they were for the other two *course materials*. Similarly, teachers in the present study were not as much supportive as they were for both *audio-visual materials* and *realia*. This might be an indication of teachers' concerns about school administrations and students' incapability. As Özdere (2005, p: 80) confessed, selecting a *course book* is based on traditional domains of the school system and it is an aspect which is dictated by forces the outside classroom. Therefore, *selecting a course book* is beyond the domain of teachers or learners. Additionally, teachers' less supportive views to learner involvement might be considered as an indication of the fact that teachers work in a school system which makes them incapable of initiating any changes in this aspect of classroom instruction. As Camirelli (1999) observes this is very much the case in centralized education systems, where, for example, texts are prescribed by the central authority and in schools where the availability of space and resources is extremely limited. These reasons are also possible factors affecting teachers' views in the present study. Although there is a tightly knit system in which teaching and learning takes place, hopefully, there will be room for change and flexibility for the promotion of learner autonomy in terms of *course materials* (Özdere, 2006). Especially, teachers' and learners' images should be reminded when it comes to selection of *course book* (McGrath, 2006).

4.3.2.7. Teaching focus

As the results tied with the aspect *teaching focus* revealed teachers in the present study were as much supportive as teachers in Özdere's study. Conversely, teachers in Durmuş' study and in Camirelli' study were less supportive to learner involvement in decisions related to *teaching focus* than teachers in the former. For the results of teachers' more supportive views on learner involvement in deciding on teaching focus in the present study and Özdere's study, both seem to underline teachers' concerns about students' awareness of what is to be focused on. As teachers participating in present study stated, involving students in decisions on what is to be learned raises their awareness of their purposes. Similarly, encouraging learners is also suggested to be crucial in increasing awareness in promoting learner autonomy (Fenner and Newby, 2000; Benson, 2001; Dam, 1995). Additionally, it was also agreed by teachers participating in the present study that this awareness helps students to answer the question why they are learning a foreign language. On the contrary, for the results of teachers' less supportive views on learner involvement in deciding on teaching focus in Durmuş' and Camirelli's studies, this might be considered in the light of teachers' concerns about teachers' authority and students' incapability. As Durmuş (2006,p:101) stated, it might be the case that teachers believed of the importance of professional knowledge on deciding what is to be focused on in the materials given by the teachers. In addition, teachers might have thought that students are incapable of giving explanation related to materials in terms of what is to be focused on. Nevertheless, it is to be hoped that there will be room for raising awareness in learners about what is to be focused on in materials which also increase motivation, and consequently sees a development of learner autonomy.

4.3.2.8. Classroom management

For *classroom management,* the results indicated that teachers in Özdere's study were more supportive with a percentage of 60 than teachers in present study with a percentage of 53. In contrast, teachers in Durmuş' and Camirelli's studies were less supportive with percentages of 48 and 46 than teachers in present study. Although the

percentages of teachers' views in four different studies seem to be similar, the reasons they stated indicated that teachers were not as much supportive as they were to learner involvement in decisions on discipline matters. Therefore, the results in the four studies revealed that teachers were open to negotiation rather than being strongly supportive. As teachers participating in present study stated, their answers might be considered as an indication of their concern about more comfortable learning environment and students' individual differences for learner involvement in deciding on the *position of desks* and *seating of students*. Similarly, Durmuş (2006) points out that teachers might have been more aware of a further humanistic and learner-centered classroom environment. On the contrary, teachers did not appear to be open negotiation for learner involvement in decisions related to *discipline matters*. It was stated that teachers' views at this level of negotiation might be a consequence of school administrations and teachers' authoritative roles in education system. Although teachers in the present study seemed to be supportive, they stated that *discipline matters are pre-decided by the administrations*. Likewise, teachers in Durmuş' study focused on school policies and teacher authority. To exemplify, a teacher stated that *there should be a democratic environment but the authority must be the teacher.* Özdere (2005, p: 89) and Camirelli (1999) also mentioned the schools administration and teacher authority. They point out that teachers' views might be considered as an indication of teachers' concerns about traditional domains of the school system and teachers' traditional roles; namely, having authority in classrooms. Similarly, *classroom management is solely the teachers' task. He is the manager of his class* (Camirelli, 1999, p: 31). However, it is to be hoped that teachers will promote learner autonomy in their classrooms through negotiation with learners about decisions on classroom *management; namely, position of desk, seating of students* and *discipline matters*. Especially, involving learners in deciding on *discipline matters* is important since learners obey more the rules they create by themselves (Voller, 1997).

4.3.2.9. Course objectives

The standpoint of the *course objectives* was more supported with percentages of 67 and 68 in Durmuş' and Özdere's studies, whereas it was less supported with a percentage of

38 in Camirelli's study. The results of teachers' more supportive views on learner involvement in setting of *course objectives* in Durmuş and Özdere might be a consequence of the students' profiles and types of schools. Since Durmuş and Özdere conducted their studies at university, university teachers might have thought that these particular groups of students were more knowledgeable about and aware of *course objectives*. On the contrary, the present study was conducted with primary and secondary school teachers. Likewise, Camirelli' study was conducted with secondary school teachers. Hence this could have influenced the outcome in these studies as teachers gave less support to learner involvement in establishing *course objectives*. Their answers might be considered as an indication of their students' profiles and educational system they were teaching in. It can be easily said that students in primary and secondary school do not have any professionalism to decide on *course objectives*. Namely, they are not mature enough to establish *course objectives* since they are not aware of the syllabus and its commitment (Camirelli, 1999, p: 30). Additionally, the schools administration might limit teachers and students contribution to *course objectives* as the *course objectives* are pre-decided by the ministry of national education. However, hopefully that schools administration will provide room for teachers to establish *course objectives* according to their students' profiles such as needs and levels of proficiency.

4.3.2.10. Homework tasks

As the results tied with the *homework tasks* indicated, teachers in Özdere's study were more supportive to learner participation in decisions on *homework tasks* with a percentage of 53 than teachers in the present study. Although teachers were more supportive with a percentage of 53, Özdere (2005) interpreted these teachers as open to negotiation. On the contrary, teachers in the present study plus those Durmuş' study and Camirelli's study were less supportive with percentages of 40, 36 and 38 respectively. Due to their less supportive views, these teachers could be accepted as resistant to learner involvement in decisions on *homework tasks*. The results of teachers' less supportive views to learners' commitment might be an outcome of teachers' preoccupations about students' inability to make decisions on *homework tasks* (Durmuş,

2006,p:199). It might also be an indication of teachers' disquiet about students' attitudes towards *homework tasks* and their interests. Consequently, it might be argued that teachers in all four studies were open to negotiation with the learners about the *quantity, type* and *frequency* of homework tasks. Therefore, hopefully, teachers will provide students an opportunity to decide on *homework tasks* for the promotion of learner autonomy.

4.3.2.11. Course time, place and pace

For the standpoint of *course time, place and pace,* teachers in Özdere's study were more supportive to learner involvement with a 52%, than teachers in the present study. Although teachers were more supportive with the percentage of 52, Özdere (2005) interpreted these teachers as being resistant to the promotion of learner autonomy in this aspect. On the other hand, teachers in the present study, Durmuş' study and Camirelli's study were less supportive with percentages of 40, 47 and 37. In all four studies, although the percentages were not parallel, teachers were accepted as being resistant to learner involvement in decisions on especially *course time and place.* This might be a result of the schools administration policies. Essentially, decisions on time and place of a course are actually pre-determined by the school system. Notably, they are dictated by outside authorities. Therefore, teachers or learners do not have any initiative to make any decisions related to *course time and place* (Özdere, 2005; Durmuş, 2006; Camirelli, 1999). Conversely, teachers in all four studies stated that learners should be partly involved in decisions on *course pace.* It might be argued that teachers were concerned about students' needs and levels of motivation. Consequently, hopefully, teachers will take into consideration learners' needs to improve their motivation which is a crucial factor leading learners to learn autonomously. Additionally, teacher are hoped to provide learners with an opportunity to take control over learners' own duties.

4.3.2.12. Record keeping

As the results tied with the *record keeping* indicated, teachers in Özdere's study were more supportive to learner involvement with a percentage of 60 than teachers in the

present study. Although teachers were more supportive with the percentage of 60, Özdere (2005) interpreted these teachers as resistant to the promotion of learner autonomy in *record keeping*. On the other hand, teachers in the present study, Durmuş' study and Camirelli's study were less supportive with percentages of 38, 47 and 40. In all four studies, although the percentages did not correspond, teachers were accepted as being resistant to learner involvement in decisions on *record keeping*. This might be a consequence of the schools administration. *Record keeping* is carried out according to the decisions pre-determined by school authority. That is to say that decisions related to *record keeping* are dictated by outside authorities. As such, teachers or learners do not have a say to decide on the issue of record keeping (Özdere, 2005; Durmuş, 2006; Camirelli, 1999). On the other hand, teachers in all four studies stated that learners should be partly involved in decisions on *record keeping of work done*. It might be argued that teachers were concerned about students' responsibility for following their own work. It might also be argued that students' involvement in *record keeping of work done* would help them to reflect on their learning headway. Therefore, hopefully, teachers will provide learners with an opportunity to take control over learners' own duties.

CHAPTER 5

CONCLUSION

5.1. Summary of the Study

The purpose of this study was to research English teachers' views on learner autonomy at primary and secondary state schools in Eskişehir's city centre. The study aim was to reveal different views on learner autonomy which depend on the classroom instructions by the teachers. The aspects of classroom instructional responsibilities supported more the promotion of learner autonomy were also discussed.

The participants of the study involved 197 English teachers working at primary and secondary state schools in Eskişehir's city centre. The data of the study was collected through a learner autonomy questionnaire which was adapted from the questionnaire developed by Camirelli (1997). Both qualitative and quantitative data were collected by the means of the same questionnaire. To find out the views of teachers related to learner autonomy, quantitative data were analyzed by taking into account descriptive statistics including frequencies and percentages each question in the questionnaire. The frequency and percentage were calculated in order to see how many of the participants support, negotiate or resist Learner Autonomy and to find out their percentages. Qualitative data of the study, which were the first five general important factors stated by teachers for their answers were categorized in terms of their focus and used in the interpretation of the quantitative data in the discussion of the results.

The results related to the first research question related to English teachers' view on Learner Autonomy at primary and secondary state schools in Eskişehir' city centre revealed that 58% of participating teachers expressed their support for learner autonomy. On the other hand, 26% were open to negotiation with students for the promotion of Learner Autonomy and 16% resisted the promotion of Learner Autonomy. The result for the second research question related to the aspects of classroom

instructional responsibilities which were found more suitable for the promotion of learner autonomy by English teachers working in regular state schools in Eskişehir revealed that participants showed strong support for learner autonomy in terms of *formulating their own explanations, finding own learning strategies*, aspect *self-assessment* and *interaction pattern*. On the other hand, participants expressed their resistance for the promotion of learner autonomy in terms of *record keeping*. Indeed, *record keeping* was the least supported aspect of classroom instructional responsibilities.

5.2. Conclusion of the Study

According to the analysis of the data about teachers' views on the promotion of learner autonomy, it can be said that participants of the study have positive attitude towards learner autonomy. The factors teachers listed in the third part of the questionnaire also revealed that teachers have positive views on promoting learner autonomy. Indeed, teachers who had supportive views on Learner Autonomy admitted that the promotion of learner autonomy is crucial and beneficial for leading students to take over responsibility for their own learning. That is to say that teachers aware of the fact that learner autonomy which provides learners with awareness, motivation and skill to continue learning after school is a necessary application in teaching and the learning process. Moreover, within the implementation of learner autonomy, involving learners in the lessons not only increases their interests, self-confidence and success but also contributes to learners' psychological development and makes them conscious, knowledgeable and researchers. Consequently, in general, as their own issues have indicated, teachers seem to be strong supporters of the promotion of learner autonomy.

According to the results, the most supported aspects of classroom responsibilities reside in *formulating their own explanations, finding their own strategies, self-assessment* and *interaction pattern*. Two possible reasons occur from the factors stated by the teachers when supporting the former two aspects. One of the reasons indicates teachers believe in students' awareness and contributions in classroom tasks when *formulating their own*

explanations. Indeed, teachers expressed that learners can easily follow and control their own learning process when they are encouraged and involved in formulating their own explanations related to the tasks in the class. The other reason is that learners realize the objective of tasks in class by formulating them in their own words. As it is pointed out in the literature, encouraging learners to formulate their own explanations for the tasks in the class raises learners' awareness of what is going on in their own learning process (Benson, 2001). This encouragement also leads learners to find out their most suitable learning strategies. Moreover, as teachers expressed, encouraging learners to find out their own learning strategies helps learners to be aware of their contributions to their own learning process. Thus, they are ready to take control of their learning process (Sancar, 2001). Learners need to be consciously aware of how language systems work and what they need for an effective learning process. Moreover, through this awareness, learners may set up learning goals, plan and practice learning activities, select and use appropriate learning strategies, monitor their progress, and actively engage in the learning process (Little, 2004). To help learners to be involved in these two aspects, they should be explicitly trained on how to apply their own language learning strategies in order to become more successful learners. Following explicit training on learning strategies, learners should be encouraged to find out and apply these strategies appropriate for their learning process (Little, 1991). For the next aspect of *self- assessment,* teachers stated different reasons focusing on students' roles in their own learning process. Therefore they should know to what extent they have learnt by assessing themselves. There might be different underlying considerations for teachers' positive attitude towards encouraging learners for self-assessment. Firstly, assessment is a useful tool for teachers and learners to evaluate learners' progress in learning (Nunan, 1999). In formal education, there are traditional types of assessments such as multiple-choice, true-false statements and filling in blanks. In addition, the formal assessments made in the classrooms are mark-focused; namely, teachers aim to measure students' progress and grade them. However, it should be reminded that these assessments can give students unnecessary anxiety and cause lack of reliability (Little, 2003; Little, 2002; Chuk, 2003). Therefore, there is a need for alternative assessment in addition to the exams given by teachers. Alternative assessment can be more beneficial when it comes to present more meaningful ideas about how students are approaching,

processing, and carrying out real-life like tasks in a particular field (Huerta-Marcias, 1995, cited in Özdere, 2005). In alternative assessments, learners are also active in the evaluation of their own progress. This will provide learners to reflect on to what extent they could learn (Egel, 2003; Little, 2003; Benson, 2001; Dickinson, 1987). Consequently, learners should be encouraged to self-assess themselves in addition to being tested by teachers (McNamara & Deane 1995). As the results of the study revealed, participating teachers believe in the effective contribution of assessment to learners' self reflection which proceeds with the development of learner autonomy.

For the final most supported aspect of *interaction pattern*, it could be said that teachers are concerned about individual differences of students and the importance of group and pair work in their learning process as they stated in their explanations. As it is argued in the literature, group or pair works not only help learners in terms of negotiating meaning but also having good social relationship (Nunan and Lamb, 1996; Harmer, 1998). It might be the case that teachers believe in the importance these two interaction patterns to provide learners with a supportive classroom atmosphere, although in formal learning environments whole class methods are common. On the other hand, the crucial point is that such a supportive learning environment limits teachers' authoritative roles which reverse to that of a counselor, a facilitator, and an organization helper (Özdere, 2005). Therefore, involving learners in decisions related to interaction patterns contribute to the development of learner autonomy. As the results revealed, participating teachers also supports this view.

On a different stand, participants of the study showed the least support to the aspect *record-keeping*. That is, they expressed their resistance to learner involvement in decisions related to *record keeping*. The reason revealed from the factors they listed in the third section is that *record-keeping* is carried out according to school regulations which do not allow space for learner involvement. However, teachers seemed to be less resistant to *record keeping of work done;* namely, they were more supportive in this aspect. The reason is that teachers do not have to handle every work done by students. Therefore, learners could be involved in *record keeping of work done.* Although in the present study *record keeping of work done* meant only *checking whether the work is*

done or not, there are also different suggestions for involving learners in *record keeping of work done* for the promotion of learner autonomy in the literature. Firstly, learners can be encouraged to keep records concerning their learning progress by keeping records of works completed, marks gained and attendance. Keeping records result in reflection and thus helps learners accept responsibility for their own learning. In addition, keeping records helps learners develop metacognitive control of the learning process as well as raising their conscious awareness of the target language (Little, 2000; Dam, 1995).

In addition to the most supported and most resisted aspects, teachers seem to underline that it would be wise to negotiate between teachers and learners about the aspects of *homework task,* and *course time, place and pace.* According to the factors they stated in the third part, teachers believe that these two aspects are related to the learners' needs, interests, motivation, readiness to learn, and so forth. In addition to these, homework tasks can prove to learners that English is not only limited to the classroom only. Homework tasks also help learners regularly to step back from the process of learning and reflect on how well they did (Dam, 1995; Scharle& Szabo, 2000; Benson, 2001). Therefore, learners should be involved in decisions on homework tasks. However, since learners are not mature enough they need teachers' guidance in their decisions. For instance, teachers can present a list of ideas or ask learners to list the topics they would like to work on and subsequently ask them to choose one (Brown, 2001). That is why these two areas require negotiation between teachers and learners. In other words, teachers should be open to negotiation on the quantity, type and frequency of homework tasks (Dam, 1995). On the other hand, to encourage learners to take some of the initiatives that help them shape their own learning process, they should be considered as equal partners and through the process of interaction they should be given a share for determining the time, place and pace of the lesson (Dickinson, 1987).

To sum up, generally, English teachers seem to be strong supporters of learner autonomy and seem to be psychologically ready to apply this concept resulted from the ELP project. However, having positive attitude and being psychologically ready, namely, being aware of the concept, might not signify that teachers know how to

promote Learner Autonomy in their own context. Therefore, to promote learner autonomy, the need arises for teachers to be always active in a professional development process. This professional development equips them with new techniques, methods or approaches to put the new developments into practice in their classrooms. Teachers should also be prepared psychologically (Lamb, 2004). Teachers who can develop themselves professionally can follow and implement new developments in their own classrooms. In-service seminars could be a good opportunity to provide teachers with methods or techniques which encourage the promotion of learner autonomy (Lamb, 1995). That is to say that, in-service seminars would play a facilitative role in informing teachers about learner autonomy and their role in training learners to be autonomous. Therefore, teachers need their institutions' help. Their views on learner autonomy would provide guidance to their institution to prepare a teacher-training program in this field. Teachers who are aware of what they can do to promote learner autonomy will deliver this promoting process more successfully. However, it is not radical to say that educational policies which affect school context in terms of curriculum, the academic rules and evaluation systems have a very important role in teachers' professional developments, thus their promoting learner autonomy in classrooms (Paiva, 2005).

> Autonomy has more chances to happen if the school context offers flexible curriculum, which offers the students the opportunity to choose what to learn among a wide range of different courses. Autonomy is also likely to be stimulated if evaluation system is open enough to embrace alternative assessment as portfolios and if academic rules value individual experiences, such as exchange programs and contact with proficient speakers in tandem learning programs or key pal interactions(p:23).

5.3. Implications of the Study

Teachers are accepted as the key to initiate promoting learner autonomy in the classrooms. However, the promotion of learner autonomy depends on not only the

teachers but also the educational policy (Paiva, 2005). Therefore, various implications occur which are related to these elements which influence teaching and the learning processes.

First of all, teachers need to experience autonomous learning themselves (Little, 2000). In addition, they have to be in the process of developing themselves (Smith, 2003). To get ready for the promotion of learner autonomy, firstly, they need to apprehend students reactions related to the learning process. Then, they should reflect on their pedagogic skills and try to improve themselves. Moreover, they should always get familiar with the new resources which are suggested by different researchers in the literature. They also learn how to use developing technological tools for the promotion of learner autonomy (Santos, 2002; Lamb, 2004; Little, 2002).

Educational policy should be always in an evaluation process. Firstly, the developments and new concepts related to teaching and learning processes should be followed and tried to be integrated into the present policy, hence the curriculum. Moreover, a need raises to include new technologies into the curriculum and in the personal developing cycle (Lamb, 2004; Mirici and Demirel, 2003; Victori, 2000; Grob and Wolff, 2001).

Consequently, teachers' institutions should provide teachers with better teaching conditions such as less crowded classes, more class hours, more teaching materials, technological equipments. Besides, the National Education Policy should have systematic and planned adjustments in the curricula in order to contribute to the promotion of learner autonomy in these schools. All these implications provide opportunities to meet the need to develop learner autonomy which could serve as a training ground for students' adult lives.

5.4. Suggestions for Further Studies

This study was conducted with teachers in primary and secondary state schools in Eskişehir' city centre and revealed their views on learner autonomy. In further studies,

in addition to teachers' views, both administrators' and students' views on learner autonomy can be researched. This will make a triangulation in terms of data. With the help of this triangulation, a different view on the conditions for promotion of learner autonomy in primary and secondary state schools can be drawn. In this way, the areas that need special attention in the current systems can be identified. Because professional development for administration and teachers is very important for the promotion of learner autonomy, such research would help in understanding what kind of professional training is necessary. In addition, action research in which teachers apply techniques and methods to promote learner autonomy might be conducted.

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<u>APPENDICES</u>

APPENDIX A

Appendix 3: The Questionnaire

Learner Autonomy: the Teachers' Views

A project supported by the
European Centre for Modern Languages
Graz, Austria

1st October 1997

Dear teacher,

We are members of a project team supported by the European Centre for Modern Languages in Graz, Austria. The aim of the project is to gather information on teachers' perspectives of Learner Autonomy, so that educational planners will be better informed on what teachers think about this important educational issue. For this purpose, we are distributing this questionnaire among teachers in several European countries. We would therefore like to know your views about *Learner Autonomy*, and we would like to thank you in advance for your contribution.

Kindly fill in the attached questionnaire, and return it to the co-ordinator in your home country.

Years of teaching experience:_____

Type of School: _____
[eg. Lyceum, Secondary, Vocational, State, Private, etc]

Subject/s Taught_____ Age of learners: _____

Questionnaire

✓ Tick the box of your choice

KEY

0	Not at all
1	Little
2	Partly
3	Much
4	Very much

1. How much should the learner be involved in establishing the objectives of a course of study ?·

		0	1	2	3	4
1A	short-term	0	1	2	3	4
1B	long-term	0	1	2	3	4

Comment:

2. How much should the learner be involved in deciding the course content?

		0	1	2	3	4
2A	topics	0	1	2	3	4
2B	tasks	0	1	2	3	4

Comment:

3. How much should the learner be involved in selecting materials ?

		0	1	2	3	4
3A	textbooks	0	1	2	3	4
3B	AVA's	0	1	2	3	4
3C	Realia	0	1	2	3	4

Comment:

4. How much should the learner be involved in decisions on the time, place and pace of the lesson?

4A	Time	0	1	2	3	4
4B	Place	0	1	2	3	4
4C	Pace	0	1	2	3	4

Comment:

5. How much should the learner be involved in decisions on the methodology of the lesson?

5A	individual/pair/group work	0	1	2	3	4
5B	use of materials	0	1	2	3	4
5C	type of classroom activities.	0	1	2	3	4
5D	type of homework activities	0	1	2	3	4

Comment:

6. How much should the learner be involved in decisions on the choice of learning tasks ?

0	1	2	3	4

Comment:

7. How much should the learner be involved in decisions on classroom management ?

7A	position of desks	0	1	2	3	4
7B	seating of students	0	1	2	3	4
7C	discipline matters	0	1	2	3	4

Comment:

8. How much should the learner be involved in decisions about record-keeping?

8A	of work done	0	1	2	3	4
8B	of marks gained	0	1	2	3	4
8C	attendance	0	1	2	3	4

Comment:

9. How much should the learner be involved in decisions on homework tasks?

9A	quantity	0	1	2	3	4
9B	type	0	1	2	3	4
9C	frequency	0	1	2	3	4

Comment:

10. How much should the learner be involved in decisions on what is to be learned from materials given by the teacher?

10A	texts	0	1	2	3	4
10B	AVA's	0	1	2	3	4
10C	Realia	0	1	2	3	4

Comment:

11. How much should the learner be encouraged to find his or her own explanations to classroom tasks ?

0	1	2	3	4

Comment:

12. How much should the learner be encouraged to find out learning procedures by himself or herself?

0	1	2	3	4

Comment:

13. How much should the learner be encouraged to assess himself or herself, rather than be tested?

		0	1	2	3	4
13A	weekly	0	1	2	3	4
13B	monthly	0	1	2	3	4
13C	annually	0	1	2	3	4

Comment:

General Comments on Learner Autonomy

End of Questionnaire

Thank you for filling in the questionnaire

APPENDIX B

ÖĞRENEN ÖZERKLİĞİ (LEARNER AUTONOMY) KONUSUNDA İNGİLİZCE ÖĞRETMENLERİNİN GÖRÜŞLERİ ANKETİ

Sayın Öğretmenim,

Bu araştırmada İngilizce öğretmenlerinin "Öğrenen Özerkliği (Learner Autonomy)" konusundaki görüşleri hakkında bilgi toplamak amaçlanmaktadır. "Öğrenen Özerkliği (Learner Autonomy)" konusunda yapılan çalışmalara bir katkı şağlayabilme inanç ve isteği ile yürütülen araştırmada ankette yer alan maddelere vereceğiniz yanıtlar büyük önem taşımaktadır.

Araştırmada kullanılan anket iki bölümden oluşmaktadır. İlk bölümde "Kişisel Bilgiler", ikinci bölümde ise "Öğrenen Özerkliği (Learner Autonomy)" ile ilgili maddeler yer almaktadır. Sizden istenen, ankette bulunan her bir maddeye ilişkin kendi görüşünüzü yansıtan seçeneği (✓) işareti koyarak belirtmenizdir. Lütfen yanıtsız soru bırakmamaya özen gösteriniz.

Ankete verdiğiniz içten yanıtlar ve araştırmaya katkınızdan dolayı teşekkür eder, saygılarımı sunarım.

<div align="right">

Sevgi SABANCI

Anadolu Üniversitesi

Eğitim Bilimleri Enstitüsü

İngilizce Öğretmenliği

Yüksek Lisans Programı

</div>

Ankete vermiş olduğum cevapların araştırma amaçlı kullanılmasında bir sakınca yoktur.

(Verileri değerlendirdikten sonra görüşme yapmam gerektiği durumda sizle görüşmem de bir sakınca yoksa lütfen isminizi aşağıdaki boşluğa yazınız.)

....

İmza

Lütfen arka sayfaya geçiniz.

1

KİŞİSEL BİLGİLER

1- Cinsiyetiniz: ( ) Kadın   ( ) Erkek

2- Öğretmenlikteki hizmet yılınız:

( ) 0-5   ( ) 6-9   ( ) 10-15   ( ) 16-20   ( ) 21 ve üstü

3- Mezun olduğunuz

Üniversite :......................Fakülte :...........................…....Bölüm :..............................

4- Çalıştığınız okulun adı:

....

5- Dersine girdiğiniz sınıflar:

( ) 4   ( ) 5   ( ) 6   ( ) 7   ( ) 8   ( ) 9   ( ) 10   ( ) 11

6- Dersine girdiğiniz ortalama sınıf mevcutları:

( ) 10 -15   ( ) 16- 25   ( ) 26- 30   ( ) 30 ve üstü

7- Daha önce çalıştığınız okul türleri:

İlköğretim Kurumları: ( ) Birinci Kademe   ( ) İkinci Kademe

Ortaöğretim kurumları: ( ) Genel Lise   ( ) Fen Lisesi   ( ) Meslek Lisesi   ( ) Anadolu Lisesi

( ) Anadolu Meslek Lisesi   ( ) Anadolu Öğretmen Lisesi   ( ) Çok Programlı Lise

8- Herhangi bir hizmet-içi eğitim programına katıldınız mı?

( ) Evet   ( ) Hayır

Yanıtınız EVET ise;

Konu	Süre	Yıl
1..	....	....
2..	....	....
3..	....	....

9- Daha önceden "Öğrenen Özerkliği (Learner Autonomy) " konusunda bilginiz var mı?

( ) Evet   ( ) Hayır

Yanıtınız EVET ise;
Ne şekilde öğrendiniz? Lütfen yazınız.
....

Lütfen arka sayfaya geçiniz.

Anketin bu bölümünde öğrenen özerkliği konusunda İngilizce Öğretmenlerinin görüşlerini belirlemeyi amaçlayan maddeler yer almaktadır. Her bir maddeye ilişkin kendi görüşünüzü yansıtan seçeneğe (✓) işareti koyunuz.

Öğrenciler;	Hiç Dâhil Edilmemeli	Az Dâhil Edilmeli	Kısmen Dâhil Edilmeli	Çoğunlukla Dâhil Edilmeli	Tamamen Dâhil Edilmeli
1__yıllık plan amaçlarının belirlenmesine ne ölçüde dâhil edilmeli?	( )	( )	( )	( )	( )
2__günlük plan amaçlarının belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
3__konuların belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
4__aktivitelerin belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
5__ders kitaplarının seçimine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
6__işitsel ve görsel materyallerin seçimine ne ölçüde edilmeli?	( )	( )	( )	( )	( )
7__gerçek nesnelerin (realias) seçimine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
8__dersin zamanının belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
9__dersin yerinin belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
10__dersin hızının belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
11__bireysel çalışmaların belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
12__ikili çalışmaların belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
13__grup çalışmalarının belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
14__sıraların yerleştirilmesi ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
15__oturma düzeni ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
16__disiplin kuralları ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
17__ödevlerin kontrolü ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
18__sınav notlarının kaydı ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )

Lütfen arka sayfaya geçiniz.

Öğrenciler;

	Hiç Dâhil Edilmemeli	Az Dâhil Edilmeli	Kısmen Dâhil Edilmeli	Çoğunlukla Dâhil Edilmeli	Tamamen Dâhil Edilmeli
19__yoklama ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
20__ev ödevlerinin miktarı ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
21__ev ödevlerinin türü ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
22__ev ödevlerin sıklığı ile ilgili kararlara ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
23__verilen yazılı materyallerden ne öğrenileceğinin belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
24__verilen görsel ve işitsel materyallerden ne öğrenileceğinin belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
25__verilen gerçek nesnelerden (realias) ne öğrenileceğinin belirlenmesine ne ölçüde dahil edilmeli?	( )	( )	( )	( )	( )
26__sınıf aktivitelerinin amaçlarını anlayıp anlamadıklarını açıklamaları için ne ölçüde teşvik edilmeli?	( )	( )	( )	( )	( )
27__kendi öğrenme yöntemlerini belirlemeleri için ne ölçüde teşvik edilmeli?	( )	( )	( )	( )	( )
28__sınıf içi sınavlara ek olarak, öğrenme gelişim süreçlerini haftada bir değerlendirmeleri için ne ölçüde teşvik edilmeli?	( )	( )	( )	( )	( )
29__sınıf içi sınavlara ek olarak, öğrenme gelişim süreçlerini ayda bir değerlendirmeleri için ne ölçüde teşvik edilmeli?	( )	( )	( )	( )	( )
30__sınıf içi sınavlara ek olarak, öğrenme gelişim süreçlerini dönemde bir değerlendirmeleri için ne ölçüde teşvik edilmeli?	( )	( )	( )	( )	( )
31__sınıf içi sınavlara ek olarak, öğrenme gelişim süreçlerini yılda bir değerlendirmeleri için ne ölçüde teşvik edilmeli?	( )	( )	( )	( )	( )

Ankette yer alan maddelere verdiğiniz yanıtları etkileyen ilk 5 faktör nedir? Lütfen yazınız.

1..

2..

3..

4..

5..

Anket sona ermiştir, doldurduğunuz için teşekkürler.

APPENDIX C

T.C.
ESKİŞEHİR VALİLİĞİ
Milli Eğitim Müdürlüğü

SAYI :B.08.4.MEM.4.26.00.02.000(   )
KONU: Anket İzni.

23.03.2006* 08245

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İLGİ : a-22.03.2006 tarih ve 192/2904 sayılı yazınız.
       b-23.03.2006 tarih ve 8243 sayılı İl onayı.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programı Yüksek Lisans öğrencisi Sevgi SABANCI'nın, "Öğrenen Özerkliği (Learner Autonomy) Konusunda İngilizce Öğretmenlerinin Görüşleri" başlıklı tezi için, Müdürlüğümüze bağlı merkez okullarda İngilizce Öğretmenlerine yönelik anket uygulama isteği, ilgi (b) onay ile uygun görülmüş olup, onay ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Ekrem TOKLUCU
Milli Eğitim Müdürü Y.

EKLER   :
EK-1 İlgi (b) Onay (1 sayfa)

GELEN EVRAK

Kayıt Tarihi : 27.03.2006
Kayıt No su : 445

Eğitim Bil. Ens. Md.
Yazı İşl. Md.

EĞİTİME %100 DESTEK

DANIŞMA HATTI
444 0 632

Tel : 239 72 00
Faks : 239 39 22

E-Posta Adresi : eskisehirmem@ meb.gov.tr
İnternet Adresi : http://eskisehir.meb.gov.tr

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 24 Mart 2006
K. NOSU: 3445

T.C.
ESKİŞEHİR VALİLİĞİ
Milli Eğitim Müdürlüğü

SAYI : B.08.4MEM.4.26.00.02.310 (   ) /
KONU : Anket izni.

23.03.2006 * 08243

VALİLİK MAKAMINA

İLGİ: Anadolu Üniversitesi Rektörlüğü'nün 22.03.2006 tarih ve 192/2904 sayılı yazısı.

Anadolu Üniversitesi Rektörlüğü ilgi yazısında; Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programı Yüksek Lisans öğrencisi Sevgi SABANCI'nın, "Öğrenen Özerkliği (Learner Autonomy) Konusunda İngilizce Öğretmenlerinin Görüşleri" başlıklı tezi için, Müdürlüğümüze bağlı merkez okullarda İngilizce Öğretmenlerine yönelik anket uygulamak istediği belirtilmektedir.

Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programı Yüksek Lisans öğrencisi Sevgi SABANCI'nın, Müdürlüğümüze bağlı merkez okullarda İngilizce Öğretmenlerine yönelik anket uygulaması, Müdürlüğümüze bilgi verilmek kaydıyla uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Ekrem TOKLUCU
Milli Eğitim Müdürü Y

OLUR
23./03/2006

Ekrem BALLI
Vali a.
Vali Yardımcısı

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Tel : 239 72 00
Faks : 239 39 22

E-Posta Adresi : eskisehirmem@ meb.gov.tr
İnternet Adresi : http://eskisehir.meb.gov.tr