

(MIS)MATCH BETWEEN TEACHER-LEARNER AUTONOMY PERCEPTIONS AND  
ITS RELATIONSHIP WITH EFL LEARNERS' ACHIEVEMENT IN LANGUAGE  
LEARNING

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## LIST OF ABBREVIATIONS

EFL.....	English as a Foreign Language
ELT.....	English Language Teaching
ESL.....	English as a Second Language
INSET.....	In-Service Training
L(s).....	Learner(s)
PD.....	Professional Development
S(s).....	Student(s)
SDT.....	Self-Determination Theory
T(s).....	Teacher(s)
TurAF.....	Turkish Air Force
TurAFA.....	Turkish Air Force Academy

## KISA ÖZET

Bu çalışmanın amacı, Türk olan ve İngilizce öğreten öğretmenlerin ve öğrencilerin öğrenen özerkliği hakkındaki algılarının, bu öğrencilerin aldıkları dönem notu ile ilişkisini belirlemektir. Çalışma, özet olarak, öğrencilerin ve öğretmenlerin görüşlerinin ne ölçüde eşleştiğini ve eşleşmenin öğrencilerin dönem notu ile ilişkisini incelemeyi amaçlar.

Bu çalışmanın katılımcılarını, başlangıç, ön orta, orta ve ileri düzeyde dil becerisine sahip, yaşları 18 ile 23 arasında değişen on farklı sınıfta eğitim gören 100 öğrenci ve 23 öğretmen oluşturmaktadır. Öğretmenlerin bu meslekteki tecrübesi en az iki yıl olmak üzere 15 yıla kadar değişiklik gösterir ve en az lisans derecelerine sahiptirler. Öğrencilerin yabancı dil yeterlilikleri, her dönem öğrencilere uygulanan ALCPT( Amerikan Dil Kursu Yerleştirme Test) sınavı ile belirlenir. Bu sınavdan aldıkları nota göre başlangıç, ön orta, orta ve ileri olmak üzere farklı kurlara tertip edilirler.

Bu çalışma, öğrencilerin bilgisayar mühendisliği, elektrik –elektronik mühendisliği, endüstri mühendisliği ve havacılık mühendisliği olmak dört farklı akademik dalda olmak üzere eğitim aldığı 4 yıllık eğitim sunan özel bir kurumda uygulanmıştır. Okulun akademik dili İngilizce olmamasına rağmen, öğrencilerin gelecek kariyerlerinde ihtiyaç nedeniyle müfredatta özel dikkat ve önemli bir zaman dilimi ayrılır.

Bu çalışmanın amacına ulaşmak için, öğrenci ve öğretmenlerin öğrenen özerkliği hakkındaki düşüncelerini incelemek amacıyla, ilk olarak farklı dil seviyelerindeki 120 öğrenciye öğrenen özerkliği anketi verilmiş ve 100 öğrenci ankete katılım sağlamıştır. Aynı anket, öğretmenler için adapte edilerek 25 öğretmene dağıtılmış ve 23 öğretmen ankete katılmıştır. Nitel verileri, nicel verilerle desteklemek için, farklı dil seviyelerinde ve farklı sınıflarda 16 öğrenci ve 10 öğretmenle yarı yapılandırılmış yüz yüze görüşme yapılmıştır. Görüşme için öğrencilerden katılımcı seçerken, başlangıç seviyesinden başlayarak ileri dil

seviyesine kadar farklı seviyelerden en az 3 öğrenci ve 1 ve 4 arasındaki sınıftan en az 3 öğrenci olmasına özen gösterilmiştir.

Anket sonucunda elde edilen nitel veriler SPSS’de ki-kare ve korelasyon analizi kullanılarak analiz edilmiş ve istatistikler yorumlanmıştır. İngilizce Öğretmenlerinin ve İngilizce öğrencilerin öğrenen özerkliği algılarının birbiriyle uyuşup uyuşmadığını belirlemek amacıyla yüz yüze yapılan görüşmelerden elde edilen nicel veriler değerlendirilmiştir. Bu analizlerin sonucunda, anket ve yüz yüze görüşmelerden elde edilen veriler kıyaslanmış ve bu durumun öğrencilerin dönem notu üzerindeki etkisi incelenmiştir. Anketten elde edilen nitel veriler İngilizce öğretmenlerinin ve öğrencilerinin öğrenen özerkliği hususunda çok farklı düşünmedikleri sonucunu ortaya koymuştur. Yüz yüze görüşmelerden elde edilen nicel veriler, anketten elde edilen nitel verileri destekler niteliktedir. İngilizce öğretmenlerinin ve öğrencilerinin öğrenen özerkliği konusunda büyük oranda aynı düşünceleri, öğrencilerin dönem notları üzerinde gözle görülür bir etki yapmadığı sonucuna varılmıştır.

## **ABSTRACT**

The aim of this study is to determine the relationships of Turkish English Language Teaching (ELT) teachers and ELT learners' perceptions' of learner autonomy with ELT learner's achievement in language learning. Particularly, the study aimed at investigating to what extent ELT learners' and ELT teachers' perceptions are related to learner autonomy match and its relationship with achievement scores of ELT learners.

Participants of the current study were 23 ELT teachers and 100 learners in 10 different classes aging from 18 to 23 with different levels varying from beginner, elementary, intermediate to advanced. Teachers' experience years in this profession varies from 2 years to 15 years. Teachers hold at least bachelor degree in this profession. The proficient level of the learners are determined by a specific exam named ALCPT(American Language Placement Test ) which is administered to learners in each term. Learners are put into different level varying from beginner, elementary, intermediate to advanced depending on the score they get. The current study was implemented in a public institution offering four-year university where the learners are both academically educated on four major engineering departments, i.e. aeronautical, electronics, industrial, and computer. Although the academic language of the school is not English, it is given special attention and quite an important amount of time in the curriculum due to the necessity of the prospective career of the learners.

In order to reach aim of the study, first of all 120 university learners with different language levels were given a learner autonomy questionnaire aiming to determine their perceptions' of learner autonomy and 100 of the learners responded the items. Then the same questionnaire was adapted for the teachers and administered to 25 ELT teachers and 23 of them responded the items. In order to support the quantitative data with qualitative data, semi-structured interview sessions were held with 10 teachers and 18 learners from four different grades. While choosing participants for interview, there were at least 3 learners from

different proficiency levels varying from beginner to advanced level of learners and 3 learners from each class.

The quantitative data coming from the questionnaire was analyzed with the help of SPSS by applying chi-square and correlation analysis. The qualitative data from the interview was analyzed to determine whether the perception of teacher –learner on learner autonomy match or mismatch. At the end of the process, achievement scores of learners were compared with the results of the questionnaire and interview to see to what extent this match/mismatch affects learners' achievement. Quantitative data indicated that there is not much difference between teachers and learners. Qualitative data from semi structured interview supported quantitative findings. Result of the study showed the match between ELT teachers' and learners' perceptions related to learner autonomy has no clear impact on the achievement score of ELT learners.

Key terms: learner autonomy, achievement score ,perception

## **CHAPTER I**

### **INTRODUCTION**

Over the last two decades, roles of teachers and learners have changed greatly because of new studies about language teaching and methodology. Traditional teachers perceived themselves as the only ruler of classroom. Therefore, only teachers were responsible for the learning of learners so they had to do their best to teach language to their learners (Nunan, 1993). In addition, learners were also seen as passive learners who expected everything from their traditional teachers. Learning environment was only limited to classrooms. No matter what teachers did, efficient and effective way of teaching and learning wasn't reached because of lack of learner's involvement and responsibility for their own learning (Little, 1994).

Communicative language teaching has become the dominant and favorable teaching approach with its learner-centered and task-oriented focus in language teaching (Nunan, 1996; Hedge, 2000; Larsen and Freeman, 2000; Little, 1994). Since communication is the first goal of this approach, teachers and learners have to adopt themselves for this purpose. Teachers have to start to create better learning atmosphere by providing opportunities to their learners. Teachers have to prepare more communicative activities, help learners to work in group or pair work more than before. Nunan (1996) asserted that needs, interests and lacks of the learners have to be taken into consideration by their teachers. While traditional teachers have been replaced by the teachers who are creative, innovative and provide more opportunities to their learners, learners have to change as well. In traditional learning environment, learners were no more than passive learners who just sat on his desk, listened to the teachers, did the homework that was given by teachers. They weren't involved in learning and they were taking no responsibility for their own learning. Since they weren't engaged in learning by doing, efficient and effective learning was no more than a dream. With the new concepts,

these traditional learners have been replaced by new type of learners. With the help of group work and pair work, learners have started to become more responsible for their learning both in the class and outside the class. They have begun to engage in classroom activities more actively than before by talking, discussing, writing, playing, asking questions and giving feedback to their peers. The most important aspect of this new type of learning is that learners have started to learn by doing, experiencing, involving, and engaging.

Another concept that gained popularity in the last two decades is the learner-centeredness which advocates that learning is not only a transfer from teachers to learners but also a cooperation and collaboration between teachers and learners. Learning is seen as an active process between teachers and learners rather than just a set of rules that are transmitted from one side to another (Nunan, 1996).

These two terms called communicative approach and learners- centeredness has brought a new term: *learner autonomy*. It has emerged with the changes in the roles of teachers and learners, and increasing attention has been drawn to the importance of autonomy to language learning (Benson, 2009; Boud, 1988; Dam, 2010; Dickinson, 1992; Holec, 1981; Little, 2007; Sinclair, 2008; Wenden,2002). The emergence of autonomy was also associated with the communicative approach and its theories about second language acquisition in opposition to the drill-and-practice theories of behaviourism (Gremmo & Riley, 1995). Thus, the promotion of learner autonomy is an integral component of communicative language teaching which aims to develop learner's communicative competence in language learning (Benson, 2001)

According to Henri Holec "autonomy" is the ability to take charge of one's own learning (1981:3). Dickinson (1987) defines the term as "the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions". Little (1994:4-5) defines autonomy as a "capacity-for detachment,

critical reflection, decision-making, and independent action.” It has been the main purpose of almost all the language learning and learner-centeredness classrooms. Camilleri (1999) suggests that learner autonomy must be the main purpose of all language learning and teaching because learner autonomy prepares learners for inside and outside of the classrooms by helping them to manage their own learning. With the help of learner autonomy, learners are expected to be responsible for their own learning and to be in an active process. Learners are supported to take charge of their own learning by actively involving in decision making process.

### **1.1. Statement of the Problem**

Various researchers (Benson, 2001; 2008; Camilleri, 1999; Little, 2000; Sinclair, 2008; Smith, 2008) suggest that learner autonomy is very crucial concept in language teaching. A number of studies have been done about the learners’ and teachers’ perception of learner autonomy in a different learning environment. However, as Kumaravadivelu (2001) stated, the practice and realization of learner autonomy varies “from time to time, from context to context, and from culture to culture” (p. 131). In Turkey, learner autonomy also has been the focus of different research (Koçak, 2003; Özdere, 2005; Yıldırım, 2005); but these studies were either about teachers’ or learners’ perceptions of learner autonomy. Therefore, this study aims to see whether teacher - learner autonomy perceptions match or mismatch, and this match/mismatch affect learner achievement. In addition, all the studies on learner autonomy were limited to civilian contexts like universities or high schools. However, this study was conducted to see what the situation was in military school contexts. The theoretical framework for this study was self-determination theory (SDT). SDT is the macro-theory of learner motivation which grounds this study.



## **1.2. Purpose of the Study**

The study examined the match/mismatch between teachers' and learners' perceptions of learner autonomy and its relationship with English Language Teaching (ELT) learners' achievement in language learning.

## **1.3. Research Questions**

The following are the research questions raised for this study:

1. How do EFL teachers perceive learner autonomy?
2. How do EFL learners perceive learner autonomy?
3. Do teacher – learner autonomy perception match or mismatch?
4. Do teacher–learner autonomy perceptions' match/mismatch affect EFL learners' achievement in language learning?

## **1.4. Significance of the Study**

This study will contribute to the field in different aspects. First, not many studies were aimed at determining the teacher–learner autonomy perceptions at the same time. They focused either from teacher or from learner perspective to this topic. This study focused on learner autonomy from these two important aspects. Trying to determine the relationship between teacher – learner autonomy perceptions match /mismatch and learners' achievement in language learning makes the present study significant in the field. Second, conducting a research on learner autonomy in a military school context is quite significant when it is considered that most studies on learner autonomy are conducted in civilian western contexts because in military context, learners have intensive schedule during the week because of their academics, sport education, military and flight training. This causes them not to have abundant free time. Examining the perception of learners and teachers on learner autonomy in such a context will be quite significant for the field.

## **1.5. Definitions of Key Terms**

*Learner Autonomy*: It is defined as “the capacity to take charge of, or responsible for, one’s own learning” (Benson, 2001:47). It is also defined as “the ability to take charge of one’s own learning (Holec, 1981)

*Teacher Autonomy*: It refers to the capacity, freedom and responsibility of the teacher to make choices in his or her own teaching (Aoki, 2001).

*Military context* : It refers to a school in which learners are given academic training , sport education , military and flight training at the same time. There is hierarchy among the personnel and learners in their tasks and assignment. There is also a high respect for the management of the school.

## **1.6. Organization of the Study**

This thesis has five sections. Abstract of the study, purpose of the study and research questions are stated in the first section. In addition, significance of the study, definitions of the key terms, basic assumptions and overview of the methodology are explained in detail. First chapter focuses on the background of the study. Second section presents the literature review which has guided the study. Third section provided detailed information about methodology of the thesis. This section includes information about research design, participants, setting of the study, data collection and analysis procedure. In the fourth chapter, results from learner autonomy questionnaire and focused –group interview are analyzed. Last chapter provides findings of the thesis, conclusion, and implications for EFL teachers and researchers, suggestions for the further study and limitations. References and appendices are provided at the end of the thesis.

## **1.7. Overview of methodology**

In this thesis, both qualitative and quantitative data collection instruments are used to reach purpose of the study. Qualitative data comes from the semi structured focused –group interview. 20 ELT learners were chosen for semi structured focused –group interview owing

to their appropriate characteristic for the interview. Their proficiency levels of English were taken into consideration. 4 learners from each level and totally 20 learners were chosen from beginner, elementary, intermediate and advanced classes respectively. 12 ELT teachers participated in the semi structured focused –group interview. Quantitative data is provided with the help of learner autonomy questionnaire. Teachers and learners of EFL provided sources for qualitative and quantitative data.

## CHAPTER II

### REVIEW OF LITERATURE

In this chapter, historical and theoretical background of learner autonomy including Self-Determination Theory, various definitions and misconceptions of learner autonomy, ways to promote learner autonomy and characteristics of autonomous learners are presented. Some studies related to learner autonomy are also covered.

#### 2.1. Self-Determination Theory

It has been emphasized in the literature that learners' psychological factors including motivation about the nature and the process of language learning play a key role in readiness for learning. Porter and Lawler (1975) suggest motivation theory basically about two dimensions of motivation intrinsic motivation and extrinsic motivation. This theory makes an important distinction between these types of motivation. If people engage in an activity because they find engaging and involving, it is called intrinsic motivation. Extrinsic motivation is the motivation people get as a result of an action.

Deci & Ryan (2000) defines Self-Determination Theory (henceforth SDT) as intrinsic motivation and extrinsic motivation. People have intrinsic motivation if they involve in an activity because of their interest and willingness. On the other hand, in extrinsic motivation, people gain a status or reward. According to Deci & Ryan (2000), intrinsic motivation requires autonomy, competence and relatedness. The key elements of SDT —*competence*, *relatedness*, and *autonomy* — are considered “essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal well-being” (Ryan & Deci, 2000a, p. 68). They also suggest that when people feel competent and related, they feel themselves more motivated. Therefore, SDT was chosen as the macro-theory of learner motivation which grounds the present study.

##### A. *Competence*

In an academic setting, competence refers to students' perceived abilities to master material and concepts and the level of challenge they perceive in course content and tasks. In comparison to students with controlling teachers, research has shown that those with autonomy-supportive teachers have increased levels of competence (Black and Deci, 2000). When it comes to verbal versus non-verbal language, students in this study showed higher levels of competence and willingness to put effort when the teacher used supportive verbal language.

### *B. Relatedness*

Relatedness is concerned with the nature of relationship between students, their classmates, and the instructor (Deci and Ryan 2000). When competence, relatedness, and autonomy are combined, self-determination increases (Faye and Sharpe, 2008) and students tend to perform better academically (Deci and Ryan 2000).

### *C. Learner Autonomy*

Just as competence and relatedness play major role on learner motivation, autonomy has been found to influence learner motivation as well (Niemi & Ryan, 2009). Learner autonomy has been dealt with all its dimensions for language learning. According to Little (1994), for example, successful learners in language learning are only those who hold belief that they should be engaged with learning process. Reaching higher proficiency in a target language is only possible with being more autonomous in language learning. Dependence of learners on teacher of learners decreases as the level of the learner increases in a target language. (Nunan, 1996). To be more proficient in a target language, learners are supposed to have skills to monitor their own learning process. Learners should control themselves to maintain their language learning process more effectively. In sum, According to Deci and Ryan's Self-Determination Theory:

People tend naturally to internalize the regulations of socially sanctioned activities to feel related to others and efficacious within the social world, and they tend to integrate those regulatory processes *to maximize their experience of autonomy or self-regulation*. (p. 38).

In short, in Deci and Ryan's theory, autonomy includes competence and relatedness, as all humans are social beings who cannot live in a social vacuum. Importantly, competence is an integral and essential part of autonomy, and by extension, (L2) learner autonomy.

## **2.2. Learner Autonomy in Language Education**

Two terms called communicative approach and learners- centeredness has brought a new term: "learner autonomy". Changes in the roles of teachers within Communicative Language Teaching (henceforth CLT) brought new responsibilities to learners and teachers (Little, 1994). Learner autonomy is one of the most important dimensions of language learning process. With this concept, learning is no longer a transfer from teachers to learners, but it is cooperation and collaboration between teachers and learners (Smith, 2008) through which they help each other find better and efficient way of learning the target language.

### **2.2.1. The Definition of Learner Autonomy**

There are various definitions of autonomy in language learning. A single universal definition of autonomy does not yet exist (Benson, 2008; Little, 2004). For Gardner & Miller (1999), there are three reasons for the difficulty in defining the concept of autonomy:

First, different writers have defined the concepts in different ways.

Second, there are areas of ongoing debate and therefore definitions are continuing to mature as more discussion takes place. Third, these concepts have developed independently in different geographical areas and therefore they have been defined using different (but often similar) terminology. (p. 5)

Holec (1981) defines the term as “taking charge of one’s own language learning” (p.

3) asserting that “learner autonomy” is an ability of:

- Being responsible for learning,
- Participating in all decision making related to learning,
- Finding overall objectives of learning process,
- Having a role in the contents and progressions,
- Choosing right methods and techniques which take him to his overall objectives,
- Being aware of acquisition stages,
- Evaluating what has been acquired.

Dickinson (1987:11) explains the term as “the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In his explanation, learners are described as participants, followers and implementers.

According to Little (1994), learner autonomy is a “capacity.” This capacity is strongly needed while learner is deducing, reflecting and making decision. This means an autonomous learner have enough skills to maintain his own studies and take necessary decisions and actions to improve his conditions. He strongly believes that learner autonomy is indispensable for learner to feel themselves free for their learning.

Little (1994) emphasizes that learner autonomy is best reflected when learners find their own way to learn a language. Learner autonomy reaches its top point if learners use what they get from learner autonomy in other learning environment. According to Candy (1991), “learner autonomy is best explained with “self-direction). Learner autonomy is accepted as managing his own learning process. Ridley (1997) uses the term “independence”. When

learners feel themselves independent in their learning process, they reach such a point that they start to individualize their learning and they are engaged in their own learning process.

Cotterall (1995) states that learner autonomy is best reflected in lifelong learning by feeling responsible for his own learning. He believes that learner autonomy is similar to lifelong learning in that learners are in charge of their learning own learning in both of them. Van Lier (1996) prefers to use “language awareness”. Learner autonomy requires learners to be aware of what they are doing in their process.

Benson (2001) defines learner autonomy as “the practice of taking control of one’s learning.” He also asserts that learner autonomy is to what extent learner control his own learning. His definition of this term also includes feeling of in charge of his own learning. According to Benson (2001) learner autonomy is a capacity or behavior.

According to White (2008) learner autonomy is a reflection of social part of language learning. Learner autonomy enables learners to use what they learn in social context. It is how learners react to what he learns or doesn’t learn. Learner’s being aware of his own capacity takes him to more effective learning if he takes necessary steps. Hurd (2008) states learner autonomy is the practical side of learner to control learning process. As learner picks up new knowledge, he starts to develop his own management systems. His definition of learner autonomy includes “self-management.” This can be explained as an auto-control mechanism that learner himself develops.

La Ganza (2008) thinks that learner autonomy is an ability that can be trained. Each learner can develop learner autonomy if necessary training is given. Learners can be aware of what they have and learn to take necessary steps for their own benefit. Based on these definitions, Sinclair (2000) concluded that autonomy is a capacity that involves the learner’s willingness to take responsibility of their own learning. Also, he claimed that autonomy



requires reflection on, and the ability “to make decisions about one’s own learning process” (p. 11).

Depending on the various studies about learner autonomy, learner autonomy in the present study was defined as learner’s being aware of his needs, lacks and interests in a English language learning and taking step and action towards his goals willingly to achieve learning. Learner autonomy requires that a person should have particular purposes in what he does or what he learns and take initiatives to learn more.

### **2.2.2. The Misconceptions about Learner Autonomy**

Diverse definitions of learner autonomy by various researchers created a misconception. Little (1994) indicated that terms such as self-instruction, independent learning, self-access learning and choices, or self-regulated learning/teaching method. Benson (2001) tries to explain differences between self –instruction and learner autonomy. According to him, there are two issues that differentiate these two terms. First issue is that learner autonomy always brings good results while the self-instruction sometimes fails. Second issue is that teacher has no role in self – instruction because learner studies individually without teacher’s involvement. In learner autonomy situation, teacher has many roles to make learner autonomous. In self –instruction, learners studies alone. It is not a complex system as learner autonomy.

Autonomy can also be misinterpreted as independent learning. According to Deci (1995), learner autonomy is to decide freely from many different choices. However, independent learning is not in control of any group or person. Therefore; there is clear distinction between two terms that is used interchangeably. This usage of independence interchangeably with learner autonomy causes problem in understanding learner autonomy (Dickinson, 1987, p. 11).

Learner autonomy is sometimes accepted only as providing choices. Kelly (1996) states learner autonomy is more than setting choices. It is how to create learning situations and how to maintain them. In learner autonomy, learner is in a more complex situation than the situation in which learners are left with choices.

Another misconception is to perceive autonomy as self-regulated learning/teaching approach. As Aoki (2002) points out autonomy is not what teachers do to learners, not a teaching method, but an educational goal that the teachers need to achieve.

### **2.2.3. Theoretical background of Learner Autonomy**

The importance of learner autonomy is accepted by most of the teachers. Cotterall (1995) points out that learner and teacher are inseparable dimensions of language learning environment. Teachers as well as learners are very vital for developing learner autonomy. Learners' belief has a central role for their learning. While planning a curriculum or syllabus, what learners need, interest or lacks must be taken into consideration with great care for the success of the program (Cotterall, 1995). Therefore, teachers must provide opportunities to promote learner autonomy. To reach learner autonomy, teacher autonomy is a necessity.

Benson (1996) suggests that there is a close theoretical connection between the nature of language learning and the development of learner autonomy. Nature of language learning requires learners to be autonomous. Language is only acquired with learners' engaging in the learning process. Language learning has both social and individual dimension. It requires that each learner develop himself and interact with other learners (Lam, 2003). One of main objectives that lie behind learning a language is to communicate. The enthusiasm learner has about using the target language is really important. Cooperation and collaboration between learners are vital in that learner can see what he is lack of and learn from his peers. If he is superior to his friends, he can help his friends be better.

There is direct link between proficiency of learners and how autonomous they are as language learner (Smith, 2008). Autonomous learner reaches higher degree of language proficiency compared to others. The learner, the teacher, the materials, and learning context are the most crucial dimensions of language learning environment (Smith, 2008). To promote learner autonomy, making use of these four elements is extremely crucial.

#### **2.2.4. Studies on Learner Autonomy**

Various studies have been conducted on learner autonomy in the field of second or foreign language teaching (Kelly, 1996; Benson, 2001; Dickinson, 1987; Deci, 1996; Little, 1994, 2000, 2004, 2007).

In his study, Little (1994) studies the relationship learner's proficiency level and learner autonomy. He finds that facilitating learner autonomy is easier with more proficient learner compared to beginner levels. He expects that learners will be more autonomous if their level of proficiency increases. Beginner level learners aren't self-confident enough to maintain their responsibility. They need outer support rather than their own potential.

Cotterall (1995), in his study, indicates that "by making the language learning process salient, the course helped learners understand and manage their learning in a way which contributed to their performance in specific language tasks" (p. 115). He suggests that if learning process is designed to develop learner autonomy, learners feel themselves closer to their target and therefore they will be more engaged in the target.

Dickson (1995) studies the relationship between learner autonomy and motivation. He finds there is strong relationship between learner autonomy and motivation. If learners reach a higher degree of learner autonomy, they get more motivated. If learners believe they participate in their own learning experience, they seem that they are more engaged in their studies.

Kerr (2002) strongly advises use of multimedia instruction to affect learners' perception on learner autonomy. Learners have different tastes or different interests. What you teach may seem something irrelevant to the learners or learners may be indifferent to the instruction you give. Being flexible in our use of instruction is very important if the learners are too strict about their learning type.

Hauck (2005) studies metacognitive strategies and learner autonomy. He points out metacognitive strategies are really crucial for promoting learner autonomy. To be autonomous in language learning, learners need training in their metacognitive abilities.

Lambeir (2005) studies how to foster learner autonomy more efficiently in language learning. He strongly points out the importance of transition from traditional language learning methods to modern methods. He adds that the most important step to promote learner autonomy is to create appropriate learning environment. In his study, Lambeir (2005) also suggests that the evidence supporting that learner autonomy help learners learn better and faster.

Dam (2012) studied the impact of keeping portfolio on learner autonomy. He is concerned about the effect of portfolio on promoting learner autonomy. He finds that keeping portfolios is really useful to promote learner autonomy because it gives opportunity for a stress-free class because of good rapport between learner and teacher. It provides a free will to go on language learning process.

In Turkey, various researchers study learner autonomy. For instance, Bayat (2012) studies how out-of-class language learning affects learner autonomy. In this study, participants choose their partner and exchange letters they write for each week. After ten weeks, learners are given questionnaire and are interviewed. Results show that after the letter-writing activity, the participants have higher levels of autonomy perception. The learners

agree that this kind of activity is very useful for their autonomy and their language learning experience.

Dişlen (2012) studies learner autonomy perception of learners. She finds learners are unaware of what learner autonomy is and its benefit for language learning. He advises that the activities to promote learner autonomy should start at the very beginning of language teaching process because there are many misunderstanding about the responsibilities of learners and teachers. Tok (2012) also studies to what extent autonomous activities in class or outside of class are related to gender, motivation level and proficiency level. He finds that there is no significant difference between men and women. He also finds that proficiency in the target language affects autonomous activities in that more proficient learner do better in autonomous activities. Motivation also influences the learners' autonomous activities. More motivated learners do far better in their studies in which they can take initiatives.

Tütüniş (2012) studies the importance of teacher in promoting learner autonomy. He concludes that it is very hard to change what teachers believe. Mostly, teachers' own experience of learning influence their beliefs and attitudes. Changing their beliefs is only possible by giving them explicit training about autonomous learning and its benefit in language teaching process. She asserts that learners learn what they want to learn, not what teacher impose them to learn. To change the beliefs or make the learners believe in the benefits of learner autonomy, first teachers should change themselves, and then they should change learners' attitudes toward learner autonomy by giving training how to take responsibility in their studies.

Arıkan & Bakla's (2012) study investigates to what extent blogging as online experience influence learner autonomy. They try to investigate how useful blogging can be to promote learner autonomy. Participants have the responsibility of finding appropriate story or joke. Learners claim that they read texts many times and try to find the most interesting one.

Learners tell that they sometimes have problems owing to technology or their proficiency level. Learner say that they enjoy a lot while finding appropriate materials or writing for their friends. Although there are some problems because of technology or proficiency level, blogging can be accepted as a strong tool for promoting learner autonomy.

Benson (2001) and Lambeir (2005) suggest that more studies should be conducted on the relationship between language learning and learner autonomy. Because despite all these various research, there are still points unknown or should be supported (Benson, 2007). For example, Little (2007) thinks that more empirical knowledge is needed for learner autonomy studies. Not enough qualitative or quantitative research has been conducted on learner autonomy in second/foreign language learning to understand every dimension of learner autonomy. Benson (2009) is concerned about measuring learner autonomy in second language learning because of lack of knowledge in evaluation of learner autonomy. More research is needed to say more about learner autonomy and second language learning.

### **2.3. What is Autonomous Learner?**

Characteristic features of autonomous learners have been described as:

- -are willing and accurate guessers,
- -have a strong drive to communicate,
- -are rarely inhibited,
- -attend to form,
- -use as many opportunities as possible to practice their language skills,
- -monitor their own speech and the speech of others,
- -attend to meaning (Rubin, 1975, p. 45-47).

Autonomous learners are described as active participant in language learning process. Holec (1981) defines the term as “taking charge of one’s own language learning” (p. 3). He

strongly believes that autonomy is ability. He makes his definition much broader by asserting that “learner autonomy is ability and autonomous learner:

- is responsible for learning,
- Participates in all decision making related to learning,
- Finds objectives of learning process,
- Has a role in the contents and progressions,
- Choose right methods and techniques which takes him to his overall objectives,
- is aware of acquisition stages ,
- Evaluates what has been acquired. (p.3)

Holec (1981) describes autonomous learners as learners who are aware of what is going in his own learning. When learners are more autonomous, “they are likely to be more enthusiastic about learning” (Littlejohn, 1985, p. 258). These greatly increase learner’s joy of learning the target language.

Autonomous learner is not only a good learner in language learner but also is good at making use of autonomy in his other parts of his life (Little, 1994, p. 4). Language learning is similar to other learning experiences. Learners can easily transfer his learning experience to different contexts. Learner autonomy becomes really helpful and beneficial if it is used effectively and efficiently.

Dickson (1995) believes that autonomous learners are so motivated that nothing can stop them to reach their target in language learning. Autonomous learners have internal drive. They are full of enthusiasm. Motivation helps them maintain their language learning without being stricken by negative feelings or situations. Autonomous learners are in the pursuit of learning and they are always filled with motivation. Autonomy makes learner more alert in their learning process. This helps them to create their own aims. Then, they come up with

their own way to follow in learning process. At the end, they assess their own learning (Cotterall, 1995). According to Dickinson, (1996), an autonomous learner is good at understanding purpose and kind of activity he is engaged in. Since they are aware of what they are doing, they make sound decision for efficient language learning. They know which path to take and manage their own language learning experience.

Nunan (1997) believes that there are different kind of autonomy changing with learners themselves, but being in charge of learning and holding responsibility are two signs that show how autonomous learners are. Responsibility gives learner opportunity to engage more in target language and this type of responsibility are strongly needed for following the overall objectives of the course or language learning experience.

According to Benson (2001) learner autonomy is a capacity or behavior. Learners who have this behavior or capacity are expected to be more successful in their language learning process. Dam (2004) points out that an autonomous learner is a 'life- long learner' for learning within his/her entire life,. Therefore, autonomy is an ongoing dynamic process rather than a static product, a state which is reached once and for all. It does not happen abruptly.

Shaw (2008) states that autonomous learners are not only active learners in their learning environment but also set a good example of life-long learners. Learner autonomy is multi- dimensional. Its influence goes on in learner life if he makes use of this autonomy in his other parts of life. Oxford (2008) points out the importance of learner autonomy by telling that autonomous learner control learning process and he is actively involved by choosing best way for him to learn a target language adopting for his own purpose. Controlling his own learning is not an easy task. Autonomous learner manages his own learning and becomes a part of language learning process.

Moreira (2009) points out that autonomous learner knows their purpose in language learning and make use of what he has for language learning. They are luckier compared to



people who don't know where to start and where to go. Autonomous learners study based on their objectives so they spend less time with managing their learning experience and keeping their purpose in mind, they hardly get out of their ways. They walk to their purposes and try to reach them.

According to Carson (2010), learners who are in charge of their own learning process, learn effectively and more easily. Learner, who waits to be taught, has little possibility of learning efficiently because they don't have necessary skills to engage more in their own learning process. Therefore, they are likely to fail.

#### **2.4. Teacher Roles for Learner Autonomy**

The introduction of learner autonomy in language learning brought changes in the roles of teachers. Even though great responsibility belongs to learner to be more autonomous, teachers also have the key roles in the development of autonomy within their learners (Breen & Mann, 1997; Ho & Crookall, 1995; Little, 2000; Smith & Vieira, 2009). Also, "the ever-increasing necessity for teaching learners how to become independent and autonomous learners [...] changed the traditional ideas about language teachers' roles" (Yang, 1992, p. 128). Tough (1971) describes the roles of teachers as helper. Teacher should assist their learner whenever they need help. Helping learners become autonomous are one of the most important roles of teacher to promote their autonomous learning. Teachers are good facilitators to reach learner autonomy (Knowles, 1975). Facilitating learner autonomy should be responsibilities of all teachers. Another role that teachers should have is being consultant. Learners are able to consult their teachers whenever they need (Gremmo & Abe, 1985). If teachers succeed to have the roles of coordinating and advising, they will be more beneficial for promoting learner autonomy (Kerr, 2002).

Benson (2001) states that a teacher can help learners promote learner autonomy but he has to have necessary skills to facilitate, otherwise he damages learners' enthusiasm rather

than enhancing. Teachers are responsible for their own learner autonomy. Teachers are expected to develop their skills and assist learners to promote learner autonomy; otherwise they fail to initiate learner autonomy process. Benson (2001) also states that learner autonomy depends on teacher autonomy since it is a developmental skill. The more teacher develops his professional knowledge and autonomy, the more autonomous learners are expected to become.

In the more recent literature on learner autonomy, teacher education for the development of learner autonomy has increasingly become a focus of interest (Dam, 2009). Hurd (2008) expresses that blaming learners is really easy for not being motivated, however; the problem may be because of teacher rather than learners. Teacher holds the most important dimension of autonomous learning.

According to Smith & Vieira (2009), teachers are one of the most important dimensions of language learning and learner autonomy. Only with their help, facilitating learner autonomy is possible. Teachers must be well equipped enough to promote learner autonomy, otherwise it is very difficult and challenging for learners to become autonomous learners on their own.

## **2.5. How to Promote Learner Autonomy**

As it is mentioned previously, learner autonomy is very important issue in second and foreign language teaching. Holec (1981) stated that “autonomy is not inborn but must be acquired either by ‘natural’ means or (as most often happens) by formal learning” (p. 3).

Sherin (1997) suggested ways to promote learner autonomy as follows:

- Learners should be prepared for autonomous learning before studying with self-access materials.
- Extra materials should be provided for more interest or need

- Learner should find more opportunity to foster their autonomy rather than just studying with the material they are told to study by their teacher.

Wenden (2002) strongly points out that strategy training promotes learner autonomy. He states that all learners can't have the ability of setting their own goals or following their purposes. Cotterall (2000) supports him by claiming that not all the learners can watch their own development. According to Benson (2008), learners don't have necessary skills to measure their learning process. As a result of these beliefs, strategy training is highly important for fostering learner autonomy.

Materials with which learners are taught are really crucial for promoting autonomy. The first and most important quality of a good material is its match with learners' needs and interests. Any course book or material designed well does not necessarily mean that it promotes learning and autonomy if it doesn't suit learners' needs or interests. Aoki, & Kobayashi, 2009, for example; states that learners may have some problems with the listening skills. If you try to improve their listening abilities with the help of grammar books, it will be, by no means, useful. It is like doctor and patient relationship. If you try to heal stomachache with the drug healing heart, all of your efforts will be in vain. Learners' interest should also be fulfilled with different kind of texts or subjects that match with learners' interest to promote their learner autonomy. (Barfield, & Brown, 2007)

According to Benson (2009) levels of the material that is prepared for the learners are also one of the most important issues for promoting learner autonomy. The level of the material should be compatible with the learners' level. If the level is lower than learners' level, it can be boring for the learners. On the other hand, if it is higher than learners' level, this may be discouraging for the learners. As Krashen (1985) always mentions in his  $i+1$  theory, it can be a little over than learners' level. However, it shouldn't be much higher than learners' level. An intermediate material cannot work with the beginner level learners no

matter how hard the teacher tries. A good beginner level material will be useless with intermediate level learners. Levels of the material should be neither too high nor too low for the learner not to discourage their autonomy or boost their overconfidence (Kohonen, 2010).

A good material should fit into teachers' preference or usage for autonomous learning (Lamb, 2009). Teachers have overall aims and purposes while teaching language for fostering learner autonomy. Their purposes should be fulfilled by the material. Material should be both teacher friendly and learner friendly. It should give idea to teachers about how to use it in a useful way to make learners more autonomous. The materials should provide flexibility to the teacher. The number of the activities in the material should be enough for the teacher to choose which one will work best to promote learner autonomy (Legenhausen, 2010).

Use of authentic materials is another important issue to elaborate on to foster learner autonomy. A good language teaching material should include authentic materials to extent that will meet learners' interest and needs. They should be compatible with the level of learners. Otherwise, it may bring negative consequences. Usage of authentic materials provides a strong motivation for the learners. It gives the idea that they are learning real language and help learners gain autonomy in their learning (Miller, 2009). Fostering learner autonomy is possible with using authentic materials in language teaching. Little (2000) strongly suggests that usage of authentic materials provide opportunity to foster learner autonomy. If learners are taught courses with authentic materials or they are given opportunity to reach authentic materials, they foster their learner autonomy because they face with the language they target from the first moment that they have started education. Thus they develop confidence in what they learn and go on their independence studies.

## **CHAPTER III**

### **METHODOLOGY**

This study is designed to explore the impacts of teacher–learner autonomy perceptions’ (mis)match on learners’ achievement in language learning in military school that gives university level education. Throughout this chapter, research design of the study, participants of the study, setting, data collection and analysis procedure are explained in a detailed way.

#### **3.1. Research Design**

Nature of the present study requires using qualitative and quantitative techniques. For the quantitative part of the study, a learner autonomy questionnaire was administered to both teachers and learners with slight changes in wording. For the qualitative part of the study, focused groups were chosen both from learners and teachers.

#### **3.2 Setting and Participants**

The target population for the study was university learners and their teachers at a school in Istanbul, Turkey. In this four-year university, learners are enrolled to four major engineering departments, i.e. aeronautical, electronics, industrial, and computer, and trained to be fighter pilots for the Turkish Air Force. Although the academic language of the school is not English, it is given special attention and quite an important amount of time in the curriculum due to the necessity of the prospective career of the learners. Military context refers to a school in which learners are given academic training, sport education, military and flight training at the same time. There is hierarchy among the personnel and learners in their tasks and assignment. There is also a high respect for the management of the school. Learners graduate with bachelor degree in engineering and officer degree.

The number of the learners and teachers participating in the study for the quantitative part is 100 ELT learners and 23 ELT teachers (See Appendix A for the learners’ and teachers’

demographic data by frequency and percentage). For the qualitative part, the number of learners was 20 and the number of the teachers was 12. All the participants of study are male. Purposive sampling method was chosen for the study since the chosen learners is thought to be more appropriate for the purpose. For ethical considerations, all the participants from the teachers and learners are informed about the purpose of the study. All the participants from learners were between 18 and 23 years old. Learners are from five different proficiency levels. As mentioned before, the proficiency level of learners were determined by institutional exam called ALCPT. They are grouped as beginner, elementary, intermediate, and advanced depending on their score they get from ALCPT. The levels are decided as in follows:

- who score between 0-29 are grouped as beginner level for learners,
- who score between 30-49 are grouped as elementary ,
- who score 50-69 are grouped into intermediate ,
- who score between 70-85 are grouped into high intermediate level
- who score between 85-100 are grouped into advanced level.

In present study, low intermediate level is added to get more accurate results. 100 learners from six proficiency level participated in the study:

- 9 learners from beginner level
- 13 learners from elementary level
- 16 learners from low -intermediate level
- 30 learners from intermediate level
- 22 learners from high intermediate level
- 10 learners from advanced level

Learners learned foreign language such as from 1 year to 14 years. , The year learners started to learn foreign languages vary from 1 year to 12 year. They graduated from different high schools: 39 from Anatolian High school, 11 from high school, and eight from Anatolian

teacher school, 40 from military high school, two from science high school. Learners studied in four different grades. 38 learners are from first grade, 17 of them are from second grade, 17 of them from third grade, 28 of them are from fourth grade. 76 of the learners only learn one foreign language, 24 of the learners learn more than one foreign language.

Overall achievement scores of learners at the end of the term were based on final exams (%60), midterm exams (%24) and portfolio (%16). Depending on the overall scores, learners were given letter grade that symbolizes their achievement score:

- The score between 95-100 is defined as AA
- The score between 89-94 is defined as AB
- The score between 88-83 is defined as BB
- The score between 82-78 is defined as BC
- The score between 77-72 is defined as CC
- The score between 71-66 is defined as CD
- The score between 65-60 is defined as DD
- The score between 59-0 is defined as FF

The teachers hold this profession for at least two years to 14 years. They graduated from university in years starting from 2000 to 2011. 10 of the teachers hold bachelor degree, 11 master degrees, and 2 PhD.

Besides the 37 items, the learners and teachers completed a demographic information section concerning age, gender, department, the year they start studying foreign language, how many foreign languages they have studied, high school graduated, proficiency level, their grade and their achievement score.

### **3.2.1. American Language Course Placement Test<sup>1</sup>**

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<sup>1</sup> This part was extracted from Ülgü (2013) with permission.

Learners' proficiency level was determined by an exam called American Language Course Placement Test (ALCPT). The United States Ministry of Defense Language Institute English Language Center (DLI ELC) Testing and Measurement Branch Staff prepares these tests. The purpose of the test is to assess proficiency in English in two receptive skills of the language: listening and reading; however, it is sometimes used as a placement test which is then entitled as the ALCPT standing for American Language Course Placement Test. But, the content and the format of the two tests are the same.

The ECL is a standardized test aiming at assessing proficiency level of two receptive skills in English. It does not test productive skills: writing and speaking. Listening part of the test is administered first followed by the reading part. There are 100 test items for both in total, and usually 60 of them are for listening and 40 of them are for reading. The two tests are administered at the same time without any break in between. The test takes approximately 60 minutes. Test takers take the test(s) individually in a booth; however, there may be around 40 booths in a test center. Only designated US Government representatives who have an official requirement to obtain the tests can administer the test. They are usually US Military or State Department personnel, or US citizens who are associated with them. It's valid for 105 days. The explanation of the official website about this is as follows: "If a person takes the test and achieves his/her required score, but then stops studying English, his/her language ability may deteriorate over time." There is no age and grade level for this test to be taken.

### **3.3 Data Collection Instruments**

The data in this study has been gathered from different sources. Overall achievement scores of the ELT learners are gathered depending on learners' scores that they got from mid-term (%24), portfolio (%16), and final exam (% 60). Data for quantitative part of the study is obtained through learner autonomy questionnaire (adapted from Borg and Al-Busaidi, 2012). Same questionnaire is administered to ELT teachers as well to get quantitative data. Data for

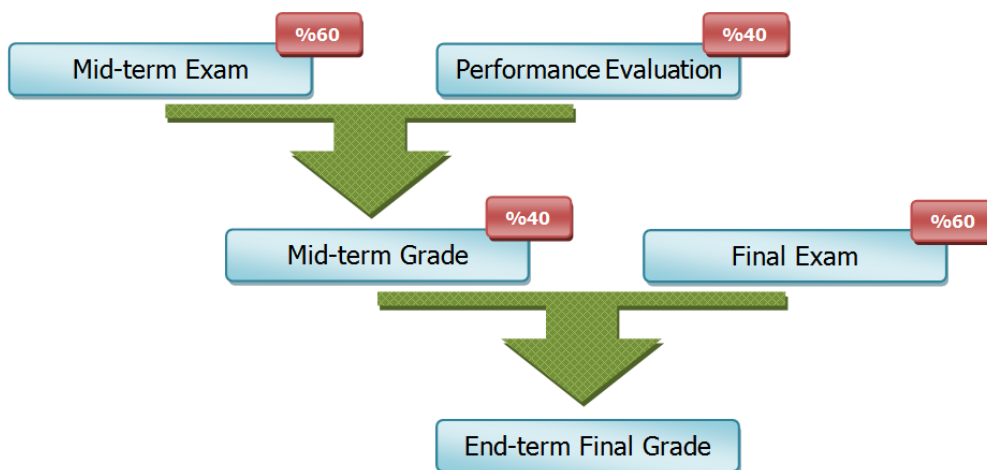


qualitative part of the study is obtained through semi-structured focused group interview. Data collection instruments are explained in detail in the following section.

### 3.3.1 Achievement Score

Achievement score of the learners are determined according to grades that they get from mid –term, portfolio and final exams. Achievement score of a learner is comprised by %24 percent of the mid-term score, %16 of the portfolio and %60 of the final score.

FIGURE 1:



Achievement score of the learners are counted according to the figure above. This figure, which has to be applied as a must from school management, is obtained from school teachers.

### 3.3.2 Learner Autonomy Questionnaire

The questionnaire developed by Simon Borg (2012) was adapted (Appendix B). Learner Autonomy Questionnaire was a self-reported Likert scale consisting of 37 items covering the following constructs (the numbers in brackets indicate the number of items that addressed each construct), with an evaluation scale ranging from 1 (strongly disagree) to 5 (strongly agree).

1. Technical perspectives on learner autonomy (4 items)

2. Psychological perspectives on learner autonomy (5 items)
3. Social perspectives on learner autonomy (5 items)
4. Political perspectives on learner autonomy (5 items)
5. The role of the teacher in learner autonomy (4 items)
6. The cultural universality of learner autonomy (2 items)
7. Age and learner autonomy (3 items)
8. Proficiency and learner autonomy (3 items)
9. Learner-centeredness and learner autonomy (3 items)
10. Benefits of learner autonomy to language learning (3 items)

The names of the constructs and the number of items for each construct were given above. There are four items for technical perspectives on learner autonomy. 2<sup>nd</sup>, 6<sup>th</sup>, 21<sup>st</sup> and 31<sup>st</sup> items are related to this construct. These items are related to developing learner autonomy through in- class and activities out of class activities. For the psychological perspectives on learner autonomy, there are five items. They are 11<sup>th</sup>, 29<sup>th</sup>, 32<sup>nd</sup>, 33<sup>rd</sup> and 37<sup>th</sup> items. These items seek an answer to whether physiological situation and motivation of the learners affect learner autonomy of the learners.

There are five items for social perspectives on learner autonomy. They are 3<sup>rd</sup>, 16<sup>th</sup>, 19<sup>th</sup>, 25<sup>th</sup>, 30<sup>th</sup> items. They are addressed to get answer to whether learner autonomy is promoted through individual studies or group studies. For the political perspectives on learner autonomy, five items are addressed. They are 4<sup>th</sup>, 7<sup>th</sup>, 14<sup>th</sup>, 22<sup>nd</sup> and 27<sup>th</sup> items respectively. These items seek an answer to whether participation of learners into curriculum designs of the course and testing and evaluation.

For the role of teachers in learner autonomy, six items are addressed. They are 8<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup> and 35<sup>th</sup> items. The cultural universality of learner autonomy is examined with two items in the questionnaire. They are 13<sup>rd</sup> and 23<sup>rd</sup> items. Items related to age and learner

autonomy are addressed to get answers to whether learner autonomy is affected by age. 1<sup>st</sup>, 10<sup>th</sup> and 20<sup>th</sup> items are put into the questionnaire for this purpose. To learn the relationship between proficiency and learner autonomy, three items are addressed to learners. These items are 9<sup>th</sup>, 26<sup>th</sup> and 34<sup>th</sup> items. Related to Learner-centeredness and learner autonomy construct, three items are available in the questionnaire to learn the relationship between the learner autonomy and learner – centered or teacher-centered classroom. Benefits of learner autonomy to language learning are examined in the questionnaire too. Three items are addressed and they are 5<sup>th</sup>, 12<sup>th</sup> and 15<sup>th</sup> items in the learner autonomy questionnaire.

The questionnaire was adapted and translated into Turkish for the present study. To assure the content validity of the survey, the translated version of the survey was evaluated by four colleagues. According to the feedback from those colleagues, some minor amendments were done on translation to ensure that it would be understood without any problem. Then, ten learners were chosen randomly and the translated version the questionnaire was administered to these learners. Although there was no major problem with the questionnaire, definition of learner autonomy was given and verbal information about origin of the term was added. At the beginning of filling in questionare , learners and teachers are given brief verbal information about learner autonomy.

For reliability of the questionnaire, Cronbach's coefficient alpha was used to examine the internal consistency of the instruments. The measure of Cronbach alpha level was 0, 86 which may be accepted good level.

*Learner Autonomy Questionnaire for Teachers:* In order to investigate how teachers perceived learner autonomy, the same questionnaire was used. Hence, for each item created in learners' questionnaire, same item was reworded for the teachers. Therefore, this questionnaire had the same number of items and structures as the learners' questionnaire (Appendix B).

### **3.3.3 Focused –Group Interview**

Semi structured focused group interview was chosen for this study in order to get qualitative data. 20 learners and 12 teachers were chosen for this purpose since they were thought to be convenient for the study. Learners and teachers answered questions about their perception of learner autonomy. Interview questions are translated from the study of Simon Borg (2012). Semi structured focused group interview provides opportunity for the researcher from different angles. Researcher asks more clarification during the interview if there are points to be cleared. Depending on the unexpected answers of learner, he amends the questions during interview to get to the point data from participants. Audio record of the interview is obtained for data analysis procedure.

### **3.4. Data Analysis**

The study utilized the data gathered by the questionnaire and semi-focus group interviews. The Likert type data from the questionnaire was analyzed using SPSS Version 20 with chi-square and correlation analysis. Learners' and teachers' responses were numerically coded, recorded and analyzed by descriptive and inferential statistics.

For the research question 1, the military EFL teachers perceptions of learner autonomy; descriptive statistics including frequency, percentage, mean and standard deviations are computed for all the teacher questionnaire items.

For the research question 2, the military EFL learners perceptions of learner autonomy; descriptive statistics including frequency, percentage, mean and standard deviations are computed for all the learner questionnaire items.

In order to see to what extent teachers' and learners' perceptions of learner autonomy are matched/mismatched (research question 3), all the responses from both learners and teachers are compared and analyzed by computing frequency, percentage, mean, standard deviation and chi-square.

For the research question 4, which investigated whether teacher–learner autonomy perceptions’ (mis)match affected EFL learners’ achievement in language learning, achievement scores of learners are compared with results which are obtained after all the responses from both learners and teachers are compared and analyzed by computing frequency, percentage, mean, standard deviation and correlation.

For the qualitative part of the study, data from semi structured focused–group interviews is transcribed and analyzed based on open coding of themes. Open coding is defined as “the part of analysis that pertains specifically to naming and categorizing phenomena through close examination of the data” (Mertens, 2005, p. 424).

### **3.5. Summary**

In this chapter, the general research design of the study, characteristic of participants and setting, data collection instrument, data analysis are explained. For this current study, the institution in which this study is carried out is selected owing to its appropriateness in characteristic. Purposive sampling method is selected for the qualitative part of the study. Learner autonomy questionnaire is used to gather quantitative data. As for qualitative data, semi structured focused group interview is designed. Lastly, data analysis is presented.

The following chapter will cover the results and discussion of the findings of the current study.

## **CHAPTER IV**

### **RESULTS**

This chapter presents findings from statistical analysis of the data collected from the questionnaire. The learners and teachers were asked to rate their perceptions about learner autonomy under 10 categories, using a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The findings were presented and accompanied by analysis and description of relevant data. Descriptive and inferential statistics were used. Scheffe's tests for explanatory data analysis were conducted to determine which groups differed significantly from the others when alpha level was  $p < 0.05$ .

#### **FINDINGS for RESEARCH QUESTION 1 and 2**

Both EFL teachers and EFL learners were asked how they perceived learner autonomy. All the responses for the teachers and learners were compared and analyzed by computing frequency, percentage, mean and standard deviation. The findings of these two questions will be presented under different constructs of the questionnaire, namely, technical perspectives on learner autonomy; Psychological perspectives on learner autonomy; Social perspectives on learner autonomy; Political perspectives on learner autonomy; The role of the teacher in learner autonomy; The cultural universality of learner autonomy; Age and learner autonomy; Proficiency and learner autonomy; Learner-centeredness and learner autonomy and finally, the benefits of learner autonomy to language learning.

#### **AGE and LEARNER AUTONOMY**

First construct of learner autonomy is aimed to investigate the relation between age and learner autonomy. 3 questions were addressed to participants to determine this relation in quantitative part of the study and participants were also asked to justify their responses in semi-structured interview.

**Table 1: Age and Learner Autonomy**

	Participant	N	Mean	SD	Symp.Sig(2.sided)
Item 1: Language learners of all ages can develop learner autonomy	Learner	100	3,99	1,04	.466
	Teacher	23	4,00	1,24	.466
Item 10: It is possible to promote learner autonomy with both young language learners and with adults.	Learner	100	3,62	1,144	.002
	Teacher	23	4,57	,507	.002
Item 20: Learner autonomy is only possible with adult learners.	Learner	100	2,17	1,155	.252
	Teacher	23	1,87	,694	.252

Table 1 shows the mean of responses by learners to item 1 is 3, 99 while it is 4, 00 for teachers. Both learners and teachers agree that language learners of all ages can develop learner autonomy. For example, Serkan says: “I don’t think there is clear and meaningful relationship between learner autonomy and age.” All learners can develop learner autonomy if special attention and training is given. In addition to this, Ali and Irfan add “there isn’t even any small relationship between learner autonomy and age.

Learners hold the same belief that language learners of all ages can develop learner autonomy. For example, Murat states that “It doesn’t matter whether he is a child or an adult. All learners are similar in developing learner autonomy. Şaban adds “I don’t think learner autonomy depends on age. I am as I was in high school. No matter how old I am, I feel myself responsible for what I do.

However, qualitative data analysis indicated that the reasons why learners’ and teachers’ perceptions are different. Some teachers think that there isn’t relationship between learner autonomy and age because of particular reasons. Serkan points out adult learners are more aware of their needs and feel themselves responsible for their own language learning. Mustafa adds “the older the learner get, the higher autonomous understanding they have. Deniz tells “I am not sure age particularly affects learner autonomy but adults are more aware of what their needs are. In childhood, however, learners can become autonomous as well because of different reasons. Ilker thinks learners can be more engaged in their own learning

if it is enjoyable or fun. Mustafa adds that young learners develop learner autonomy in language learning depending on their interest while adults develop depending on their needs. Young learners participate in learning if it is enjoyable but adults take part in learning if it suits their needs.

Furthermore, learners agree with their teachers on the reasons why language learners of all ages can develop learner autonomy. In their early years, learners are more into in their language learning activities when enjoyable learning atmosphere are created by teachers. Ibrahim tells “I remember my childhood and my English courses. If teachers provide opportunities for language learning with games and toys, I would like to be more in language learning. It isn’t an obligation, I want to be in.” Burak thinks that language learning becomes a need for adults, which is why they start language learning because of particular reasons in their job or workplace. Perhaps, language learning affects their status or economic status. They are more purposeful in their study. As opposed to these beliefs, Ilker states that learners can’t have enough cognitive or metacognitive skills to develop learner autonomy. He also tells that adults are more appropriate to develop learner autonomy because of their cognitive and metacognitive skills compared to adults.

As a result, learners and teachers agree on the point that language learners of all ages can develop learner autonomy. Teachers and learners also reach a compromise on the point that adults are more aware of their own learning and their autonomy perception is related to their needs while young learners develop their autonomy because of their interest. As people gets older, they get engaged more in language learning if language learning is required for their profession, social status, promotion, and their life. Their engagement depends on to what extent they need language learning. As for children, they tend to engage in more if they find language learning appropriate to their interest or joy. When language learning suits their like



or dislike, they are engaged more. As shown in Table 1, item 10 asked whether it is possible to promote learner autonomy with both young language learners and with adults.

Item 20 dealt with whether Learner autonomy is only possible with adult learners. As shown in Table 1. Learners and teachers both think not only adults but also young language learners may reach learner autonomy. There are slight mean differences between teachers and learners. The reason why the mean is smaller for the item 20 is that this item is negatively asked so it may cause some confusion for participants while responding the questions. The mean difference between learner and teachers is thought to be because teachers are more aware of learner autonomy. Their knowledge of learner autonomy is more than learners have.

### **TECHNICAL PERSPECTIVES on LEARNER AUTONOMY**

Second construct of learner autonomy, which is the technical perspectives on learner autonomy focus on learning on one's own and on developing the technical ability to do so. Participants are addressed four questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about technical perspectives on learner autonomy in qualitative part of the study. Results are shown below.

**Table 2: Technical Perspectives on Learner Autonomy**

	participant	N	Mean	SD	Symp.Sig(2.sided)
Item 2: Independent study in the library is an activity which develops learner autonomy.	learner	100	3,70	1,020	.000
	teacher	23	4,70	,470	.000
Item 6: Autonomy can develop most effectively through learning outside the classroom.	learner	100	3,92	1,195	.334
	teacher	23	4,09	,793	.334
Item 21: Learner autonomy is promoted by independent work in a self-access centre.	learner	100	3,92	,971	.428
	teacher	23	4,30	,559	.428
Item 31: Out-of-class tasks which require learners to use the internet promote learner autonomy.	learner	100	4,08	1,022	.396
	teacher	23	4,48	,511	.396

As it is seen in the table for item 2, mean of responses from teachers is 4, 70. It can be derived that teachers strongly believe that independent study in the library is an activity which develops learner autonomy. It is recommended by teachers to study in the library. Learners' belief is close to "I agree" response but the mean is not as strict as teachers. Chi-square analysis shows there is a significant difference between learners and teachers in terms of Item 2. In semi structured interview, Serkan tells that giving free time for learners are the most important factor to develop learner autonomy. 1,00 point –gap between teachers and learners is significant in 5 response Likert –scale. In the interview, learners are addressed this question and wanted to state their reasons. The gap between teachers and learners is believed to be caused because of learners' lack of self – confidence. Especially advanced learners state that learners can feel themselves out of control and prefer to waste their time rather than make use of it. Burak, for example, tells "learners should be given controlled free time". Researcher asks "What does controlled free time mean?" He answered that they should be guided or given training to make use of given time. When researcher asks "Will you believe in yourself to make use of given free time in the library?", he answered "Yes but I am worried about my friends. They can waste their time". It can be inferred from the statement that learners should first believe in themselves to make use of given time. They should be guided how to make use of their time. They should be given extra training to believe in themselves more and to benefit more from time in the library. The gap between learners and teachers may be because of teachers' being more aware of learner autonomy and its benefit.

As it is seen above for item 6, the mean for learners is 3, 92 while it is 4, 09 for teachers. There is a meaningful relationship between proficiency level and the favorable responses to this item. While the mean for this statement is 3, 67 for beginners, it is 4,20 for advanced learners. In qualitative part of the study, learners think that they can develop their autonomy through various studies outside of the class. Saban, in low intermediate level, states

that learners prepare for the lesson, carry out activities other than activities in the book. He also adds that learners investigate and studies the materials or topics he is curious about. As a result he becomes more engaged in his studies. Emin, in intermediate level, thinks that learner realize his potential and lack in the lesson and do extra studies to catch up with the teachers and other learners. Murat, in addition, tells “Autonomous learner reads books. He follows websites on the net. He determines the topics according his interests and does extra studies. He creates opportunities for himself outside of the class. Ibrahim, in the advanced class, states that outside of the class provides opportunities to learners to learn on their own way. They feel themselves free to choose materials according to their interests or needs rather than books that are prepared for them. He tells “no course material meet all the needs and interests of learners.”

Bayram, in advanced class, tells “autonomous learner make use of their friends. He interacts with his friends. By this way, he realizes his potential and lacks. He does extra studies.” He adds “Outside of the class is very important in that he can create his own way of learning English and he can make use of his creativity.”

Teachers, support the learners’ belief as well. Serkan tells “learners can feel that language is a need outside of the class.” In class , learners are tend to go on learning process and they aren’t aware of the process but outside of the class their awareness for language learning increase and they are in search of ways that takes them to their purposes. Ali, states that learners plans their own learning outside of class. They have purposes for target language. Then, they are in search of finding necessary time to reach their purposes. At the end, they develop their time –management skills. Irfan adds that learners cooperate and collaborate with their friends outside of the class. If it is necessary, they can want help from their friends or teachers. It is sometimes impossible to do in the class.

Two more items are addressed to the participants to reach a more clear understanding. Their means are given below. As it is seen above, mean differences are seen to match each other. The highest mean for learners for this group is the mean for item 31. In the interview section, learners express that usage of technology is really important for their autonomy process. Tuğrul, for example states that all the technological tools make language learning easier and fun. Muhammet, in addition, thinks that online language studies are more enjoyable than other type of studying language. For teachers, internet usage is really important for the language learning as long as it serves this purpose. Serkan, for example, says that learners are more engaged with the activities on the net compared to others. I think the situation will be the same if they are given tasks out of the class. Another teacher, Ali, is a little bit cautious about internet usage. He thinks that internet is a very wide area, I am a little bit afraid of the more usage of internet. İrfan, having the same concern, thinks that internet usage is scary sometimes but with the logical counseling and aid, it can be overcome easily. We may start with more controlled tasks and then there may be transition to more free out of class tasks.

As a result, both parties agree that giving free time to learners are important to develop learner autonomy. Giving the right training related to how to benefit more from given time is crucial not to lose learners from the beginning or to help them until they reach enough capacity to maintain their own studies.

### **SOCIAL PERSPECTIVES on LEARNER AUTONOMY**

Third construct of learner autonomy, which is the social perspectives on learner autonomy focus on socially mediated learning and on developing in learners the skills and strategies needed for effective learning and participation in groups. Participants are addressed five questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about social perspectives on learner autonomy in qualitative part of the study. Results are analyzed and presented below.

**Table 3: Social Perspectives on Learner Autonomy**

Item	participant	N	Mean	SD	Symp.Sig(2.sided)
Item 3: Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	Learner	100	4,22	1,011	.383
	Teacher	23	4,65	,487	.383
Item 16: Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	Learner	100	4,22	,917	.602
	Teacher	23	4,52	,511	.602
Item 19: Learner autonomy is promoted by activities that encourage learners to work together.	Learner	100	4,20	,943	.334
	Teacher	23	4,26	,752	.334
Item 25: Co-operative group work activities support the development of learner autonomy.	Learner	100	4,00	,964	.494
	Teacher	23	4,26	,864	.494
Item 30: Learning to work alone is central to the development of learner autonomy	Learner	100	3,75	1,086	.553
	Teacher	23	3,57	1,356	.553

Mean of the items for learners for item 3 is 4, 22 while it is higher with 4, 65 for teachers. It can be inferred that teacher and learners agree that learner autonomy is promoted through regular opportunities for learners to complete tasks alone. In qualitative studies, learners strongly emphasize the importance of opportunities for language learning environment. Mehmet, for example, tells “I think opportunities to use language are really important for my language learning. Uğur, in addition, states that you can only understand whether someone is responsible or not by giving tasks alone. Talha suggests that learners can be given tasks and may be given awards for what they do better.

Teachers’ approach to this statement is far more logical and academic. For example, Serkan tells that tasks are really important to promote learner autonomy but tasks should be meaningful and clear. Tasks should also help learners understand the need of foreign language. He says “learners should think language is my need, it is essential for my progress.”

Irfan adds that it is really important to give tasks but teachers should be very careful while assigning tasks. Tasks should be neither too easy nor too difficult. Tasks should be as difficult as learners can cope with.

When we analyze this item according to proficiency level of learners, advanced learners are for this statement compared to other levels with 4,50 mean, which is higher than overall mean. Advanced learners can be far more aware of importance of tasks. Tugrul, for example, states that as my level gets higher, I want to be freer and I would like to see what I can with my language. Teachers can assign us tasks and we can see whether we can handle it or not.

Participants are addressed three more items in the questionnaire to learn more about promoting learner autonomy. These three items focuses on the relationship between learner autonomy and cooperative learning in which learners help each other and learn from one another and work together. The results are given below.

For both parties for item 16, cooperation are said to be important to promote learner autonomy. Learners and teachers support the statement with the means 4, 22 and 4, 52 respectively. As it is seen above, both parties' ideas are positive to that kind of study. The highest mean for these three questions belongs to item 16 for both learners and teachers. Another question is addressed to the participants to find the relationship between promoting learner autonomy and working alone. As it is seen below, learners and teachers seems to be positive. This item 30 is striking in that learners' mean is higher than teachers' mean. In the qualitative part of study, learners are asked questions about their preference for study to develop learner autonomy. Responses differ depending on learner characteristics. Burak, for example, says that he prefers to study alone rather than in group. He feels himself more focused and engaged in working alone. Uğur, in addition adds that he feels himself less distracted from studying when he works alone. Mehmet supports them by saying that

promoting learner autonomy is not related to type of studying but it is related to individuals himself. Saban, in contrast, says that he really prefers and likes to study in groups because he learns more from his friends. Ibrahim prefers to study in cooperative learning environment more. He thinks it is more enjoyable and fun. Tuğrul says that I prefer both of them depending on the situation. Sometimes working in group is more advantageous but sometimes it is not. As a result, almost all learners think promoting learner autonomy is related to individual himself, not to the way of studying.

Teachers, in interview, are more aware of the situations. Working alone or working in group depends on the learners preferences. It is not directly related to developing learner autonomy. Irfan, Selim and Ali, for example, say that choosing working alone or working in group is the choice of learners. Serkan, in addition, says “I don’t know which type of study takes learners to autonomy but I know that autonomous learners choose the best way depending on their needs. Selim also adds that developing learner autonomy may seem to be more possible and easy with working alone but learners should choose the right ways by taking into consideration their needs and interests.

#### **POLITICAL PERSPECTIVES on LEARNER AUTONOMY**

Fourth construct of learner autonomy, which is the political perspectives on learner autonomy focus on the power to control one’s situation and on developing in learners the skills to exercise choice. Participants are addressed five questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about political perspectives on learner autonomy in qualitative part of the study.

**Table 4: Political Perspectives on Learner Autonomy**

Item	participant	N	Mean	SD	Symp.Sig(2.sided)
Item 4: Autonomy means that learners can make choices about how they learn.	learner	100	4,11	,931	.056
	teacher	23	4,70	,470	.056
Item 7: Involving learners in decisions about what to learn promotes learner autonomy.	learner	100	4,22	1,031	.686
	teacher	23	4,35	1,112	.686
Item 14: Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	learner	100	4,29	,967	.074
	teacher	23	4,83	,388	.074
Item 22: Learner autonomy is promoted when learners are free to decide how their learning will be assessed.	learner	100	4,01	,990	.442
	teacher	23	4,13	,694	.442
Item 27: Learner autonomy is promoted when learners can choose their own learning materials.	learner	100	3,97	,969	.537
	teacher	3	4,00	1,087	.537

As it is seen above, both learners and teachers can be accepted to be for item 4. Mean for this statement is 4, 11 for learners while it is 4, 70 for teachers. Quantitative finding is also supported by qualitative finding for this item. In semi structured interview, Saban with intermediate proficiency level of target language expresses that autonomous learner are aware of his needs and skills. He chooses his own way to learn a language. He also knows what he is lack of in the target language. Knowing these, autonomous learners choose the best way to learn language. Tuğrul, in advanced class, states that if learners select their own ways, they will individualize their own ways and do whatever it takes to succeed. They will start to feel themselves responsible enough to maintain their own studies in language learning.

As it is seen on the chart above, teachers are more firm in their decision as a group. 4, 70 mean make us conclude that teachers strongly support this item and they mostly think that autonomy means that learners can make choices about how they learn. While defining



autonomous learner in semi- structured interview, almost all teachers expressed their support for this item as well. Ali, for example, states autonomous learners know their purpose of learning a language and have plans or schedule for language learning. With the help of teachers, learners create their own way of learning. According to preference, some learners can choose watching English movies to learn the target language while some learners prefers to read novels. They make their own ways.

When we analyze this item according to proficiency level of learners, we can conclude that answering this item may change depending on the level of learners. While it is 3,7 and 3,77 for beginner and elementary level learners respectively, it is 4,38; 4,14;4,10 ;4,40 for low intermediate , intermediate ,upper intermediate and advanced respectively. The case is similar when we analyze this item depending on the achievement scores of learners. High achievers are more favorable to this statement. There is a meaningful order starting from low achievers and high achievers with 3,44; 3,87; 4,13; 4,31; 4,32. In the qualitative study, it is understood that learners feel themselves more comfortable if their proficiency or achievement score is high while selecting their own way. Burak, in beginner class, tells “I never see myself enough to make choices. I always follow what my teachers, more proficient learners or higher achievers advise me.” Developing self – confidence is seen as one of the most essential value to select or go on their own way.

In this group of questions, the participants are addressed questions to learn how effective it is to involve learners in decision making processes or giving them opportunity to choose their own ways for promoting learner autonomy.

For item 7, learners’ and teachers’ responses match with each other. There is only slight gap between learners and teachers. This can be because teachers are more aware of learner autonomy. Both groups agree on the item that involving learners in decisions about what to learn promotes learner autonomy according to quantitative part of the study. In

qualitative part of study, learners and teachers seem to have similar opinion. Both groups think that learners should be taken into consideration in every phase of language learning.

In semi-structured interview, learners express that being in decision making process is really important for language learning process. For example, Mehmet in intermediate class tells “language is very different from other learning. In other learning, there is system of learning. If you follow it, you learn like math class. However, language is very different. There are many ways of learning and improving. The problem is how we can choose the best way. If teachers and learners cooperate and collaborate together, I believe we will find the most practical ways.” Bayram, in advanced class, adds “Teacher brings material or book to the class but I get very bored sometimes because they don’t attract my attention. I am in advanced class, materials or books should be interesting enough to take my attention. I should say ‘yes, I should learn it’. Teachers can only learn my interests and needs by asking me. For example, I am in advanced class but I have difficulty in using causatives. I realize almost all my friends have this problem. If teacher asks us, it will be very simple to solve it.”

Teachers give almost similar responses in the qualitative part of the study as well. They support quantitative result of the study and their responses match with learners too. Ali, for example, tells that teacher is really important for language learning in that he can contribute a lot to autonomy of the learners by providing choices. If he insists on his way, this becomes only his way, but if he offers choices and learners select it, this becomes both teachers and learners ways. Learners feel themselves more valuable for language learning and this help them to be more motivated and engaged for the language learning.

Another teacher, İrfan, states that an autonomous learner finds a way to involve in learning process. He counsels the teacher and tells about his language problems and offers logical suggestions for solving them or he comes with reasonable plans to improve his language. He creates his own opportunity for involving in the learning process.

Participants are asked particular questions about their preference for the kinds of activities they do, how to be assessed or their own learning materials. Results are given below with the means. Item 14 is striking with the highest mean for both learners and teachers. Learners and teachers can be said to be positive when learners participate more in choosing materials, assessment process and activities. In the qualitative study, participants are asked to question to be clearer on these items. Learners strongly support this approach. Mehmet, for example states I will feel myself more motivated if I have a right to say. Şaban, in addition, adds “I think it would be really beneficial to have opportunity to choose our own materials or activities. You know sometimes we have different tastes for activities or materials.” Tuğrul states that he hated studying language lessons just because of the course book in high school. “If it was asked to learners, it was very easy to say most of the learners hated the course book just like me” he adds. Learners think this process certainly fosters their motivation.

Teachers are aware of the situations as well. They think that learners should participate more in selecting processes for them. In the interview, teachers think that being aware of learners’ preference are important to motivate them and make them more engaged in the process. They complain about not knowing learners preference from the beginning of course. Being aware of learners’ preferences is only possible in the middle of semester time which is too late to develop materials or choose course books. Selim, for instance, says that “I believe learners will be more motivated if they find something from themselves in their language learning process”. Ali, in addition, suggests that autonomous learner will be engaged in language learning process in any way. If a learner is autonomous, he will make reasonable suggestions about materials and course design. Therefore, he believes that offering choices for language learning process for promoting learner autonomy is useful.

## BENEFITS OF LEARNER AUTONOMY TO LANGUAGE LEARNING

Fifth construct of learner autonomy focus on statements about the benefits of learner autonomy to language learning. Participants are addressed three questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about statements about the benefits of learner autonomy to language learning in qualitative part of the study. Results are analyzed and presented below.

**Table 5: Benefits of Learner Autonomy to Language Learning**

Item	participan t	N	Mean	SD	Symp.Sig(2.sided)
Item 5: Individuals who lack autonomy cannot be effective language learners.	learner	100	3,47	1,210	.366
	teacher	23	3,83	1,193	.366
Item 12: Learner autonomy allows language learners to learn more effectively than they otherwise would.	learner	100	4,29	,946	.634
	teacher	23	4,61	,499	.634
Item 36: Learner autonomy has a positive effect on success as a language learner.	learner	100	4,25	,957	.437
	teacher	23	4,39	,839	.437

As it is shown in the Table 5, learners' and teachers' mean are very close to each other for item 5. Teachers are more close to "I agree" option while learners are more close to "no opinion" option. In qualitative study, more meaningful answers are obtained. It is seen that both learners and teachers agree that learner autonomy is important for the success of learning to some extent; however we can't definitely say that individuals who lack autonomy are not likely to be effective language learners. Both teachers and learners confess that they select the "no opinion" option since they see many cases learner is effective language learner but doesn't have autonomous learning skills. Mehmet, in elementary level, states that autonomous learners are effective learners most of the time; however non autonomous learners can also become effective language learners. Teachers also support learners' opinion. Ali, for example states that autonomous learners are expected to be effective learners but there are too many

cases in which non-autonomous learners are effective that we can't generalize that non-autonomous do far worse.

Two more questions are also addressed to the participants but this time, item is not as strict as the item 5. Results are more favorable. Learners' average is 4,29 while it is 4,61 for item 12. It can be inferred that both learners and teachers responses are positive about the statement learner autonomy allows language learners to learn more effectively than they otherwise would. As a result of these items, it can be said that learner autonomy allows learners to be more effective in their language but participants seem less supportive for the idea that only autonomous learners can be effective learners.

### **THE ROLE of the TEACHER in PROMOTING AUTONOMY**

Sixth construct of learner autonomy focus on statements about the role of the teacher in promoting autonomy. Participants are addressed four questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about statements about the role of the teacher in promoting autonomy in qualitative part of the study. Results are analyzed and presented below.

**Table 6: The Role of the Teacher in Promoting Autonomy**

Item	participant	N	Mean	SD	Symp.Sig(2.sided)
Item 8: Learner autonomy means learning without a teacher.	Learner	100	3,12	1,274	.582
	Teacher	23	2,96	1,430	.582
Item 18: Learner autonomy cannot develop without the help of the teacher.	Learner	100	3,13	1,195	.983
	Teacher	23	3,22	1,242	.983
Item 24: Learner autonomy requires the learner to be totally independent of the teacher.	Learner	100	2,16	1,108	.340
	Teacher	23	1,96	,825	.340
Item 35: The teacher has an important role to play in supporting learner autonomy.	Learner	100	3,92	,950	.404
	Teacher	23	4,48	,511	.404

As it is seen above, average mean for item 8 is 3, 12 for learners but it is 2,96 for teachers. From qualitative studies, we can infer that both learners and teachers are neutral to

this statement. Average levels of both parties are very close to each other. Proficiency level and achievement is seen to have no significant effect on the responses of learners. Learners and teachers have almost the same opinion about the statement learner autonomy cannot develop without the help of the teacher. Average mean for item 18 is 3, 13 for learners while it is 3, 22 for teachers.

The role of teachers are accepted as one of the most important element in promoting learner autonomy. However, both parties seem to avoid expressing positive responses to more strict items. Beginner level language learners are more strict in their answers to the items 24 and 35. In the interview section of study, participants are asked to define the roles of teacher to promote learners autonomy. Murat says that contribution of teacher to promote learner autonomy is really important. Teachers should be supportive and guider to promote learner autonomy. Saban adds that teacher should be in touch with the learners whenever learners need help. Emin adds that teachers should be source of motivation and make learners be aware of their needs. Tuğrul, in addition says that teachers should be trustable and they should create language learning environments in which learners find their needs. Advanced learners think that they need teachers indirectly. They should be counselor or guider rather than organizer in promoting learner autonomy. Less proficient learners think that they need teachers compared to the learners in upper proficiency level because of language learning experience. In beginner classes, learners think that effects of teachers on promoting learner autonomy are far more than other levels. Burak, for example, says “I am beginner level learner, as you understand , I have just begun learning a foreign language , I need teachers more than other to be more autonomous.”. Mehmet adds that teachers should provide more opportunities to be autonomous. They should train learners how to become autonomous or explain them directly what learner autonomy is.

Teachers also believe their importance in promoting autonomous learning environments. Serkan, for example, says “if you show your compassion to learners or try to understand their problems, learners become more autonomous to your courses. They are tend to engage more, interact more and ask more”. Irfan adds that learners associate the language with the teacher most of the time. If they like their teacher, there is nothing they can’t do for this course or language learning. Ali states that beginner level learners of language depends more on teachers than any other group and this dependence decreases as the learners get more proficient. Teacher is important for promoting learner autonomy in that he should create appropriate learning environment. In this learning environment, learners should themselves relax and be comfortable. Teacher should allow learners to express their needs. He should offer choices and opportunities for language learning. Deniz states that teacher should help learners set their own language learning goals. He should help him be aware of his potential and skills. He should provide opportunity for learners’ autonomous studies. Ali points out the importance of training teacher himself about learner autonomy. He should train their learners for learner autonomy. Learners can only understand the importance of learner autonomy with the guidance of the teachers. Teachers should take necessary precautions for learners who don’t have necessary skills to maintain their own language studies. He shouldn’t be too cussed in his tasks.

### **PROFICIENCY and LEARNER AUTONOMY**

Seventh construct of learner autonomy focus on statements about proficiency and learner autonomy. Participants are addressed three questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about statements about the proficiency and learner autonomy in qualitative part of the study. Results are analyzed and presented below.

**Table 7: Proficiency and Learner Autonomy**

Item	Participant	N	Mean	SD	Symp.Sig(2.sided)
Item 9: It is harder to promote learner autonomy with proficient language learners than it is with beginners.	Learner	100	2,88	1,423	.104
	Teacher	23	2,09	1,041	.104
Item 26: Promoting autonomy is easier with beginning language learners than with more proficient learners.	Learner	100	3,31	1,339	.164
	Teacher	23	2,61	1,158	.164
Item 34: The proficiency of a language learner does not affect their ability to develop autonomy.	Learner	100	2,50	1,227	.080
	Teacher	23	3,00	1,477	.080

As it is seen above, average level for item 9 is 2,88 for learner but 2,09 for teachers. The mean gap between learners and teachers is 0,79, which can be said to be high for this item. While average scores of learners are close to “neutral”, it is close “I disagree” option. High achievers can be said to be close to the teachers with the mean of 2,42 examining the mean according to the proficiency level, it is seen that averages for this statement are 3,33 for beginners , 3,08 for elementary , 3,06 for low –intermediate ,2,97 for intermediate , 2,73 for high intermediate and 2,00 for advanced learners. Proficiency level can be said to be important variable to response this statement. To support item, another question which has almost same meaning is addressed to learners. To determine what participants think about the relation between proficiency and learner autonomy, more general questions are addressed to the participants.

In the interview, participants are asked what the relation between learner autonomy and proficiency level and various responses are held from participants. Ibrahim, in advanced class, thinks that learners’ autonomy start to develop from a particular level, which is intermediate level. Language learning is compulsory in beginner levels in anyway. Learners must reach a level to engage themselves in the process. He adds first steps of language learning are always challenging and mandatory. Learners have nothing to add to their learning



process. He tells from his experience that intermediate level is the level he feels himself ready to do his own learning because learners can be discouraged to maintain their own studies because of the lack of appropriate materials or level.

Uğur, Burak and Mehmet, in elementary class, think that learner autonomy is always available for learners but in the beginner level, they depend on teachers or course books more rather than doing their independent studies. They all think they start to activate learner autonomy when they reach a particular level in target language in which they feel themselves enough to maintain their own independent studies. They suggest that language learning is really challenging in the beginner level. Language learning is more enjoyable when you start to understand what is going on. At the very beginning you feel yourself not relaxed and uncomfortable. They add that more proficient learners in language are much luckier and more appropriate than them for promoting learner autonomy.

Burak and Hakan, in beginner class, think that each level is unique to itself in terms of developing learner autonomy because each level's requirements are different. Language learners get more enthusiastic about learning a language in their less proficient level. Therefore, they want to do more with the language. Burak exemplifies by asking a question "does a team play better when the score is 0-0 or it is 3-0? He answers his own question by saying "Of course, they try to play better when the score is 0-0 because they just start the match. They tell that learner autonomy depends on the personality of the learner, not the proficiency level. However, they imply that learner autonomy decreases when the proficiency level increases because they tell that learner may lose their curiosity or interest for language learning.

Murat and Ali, in intermediate class suggest that it is not right to associate learner autonomy with any language proficiency level because each level has its own characteristics. They tell that beginner level language learners should be more autonomous compared to more

proficient language learners. Learner in beginner level should feel himself more responsible for his own learning because he is on the first steps of language learning. First steps are always harder than others.

Tuğrul and Emin, in advanced class, think that advanced learner are more appropriate to learner autonomy. They tell that you need free time and independence to be autonomous because learners depend more on teachers or materials in their beginner level rather than on their own independence. This situation restricts learners to become more autonomous. Language learners in advanced class have more opportunities to be autonomous learner because he can find materials or things to attract his attention. They can do more independence studies on their own interest area.

Teacher, however have different beliefs about the relationship between learner autonomy and proficiency level. Ilker, for example claims that developing learner may not be easy to develop for beginner level language learners. He thinks learner autonomy requires having particular language background. He believes learners should reach a particular level in the target language. Beginner level language learners don't have enough necessary skills or proficiency for learner autonomy. More proficient learners develop learner autonomy but he thinks more advanced learners are more appropriate to develop learner autonomy. Deniz however expresses that I am not sure whether proficiency level affect learner autonomy directly but it can be a factor that affect learner autonomy. He claims that learner autonomy starts to increase from the intermediate level of language. He adds that learner autonomy is more difficult to develop in the beginner levels.

Mustafa, however, states that there is no relation between learner autonomy and the language proficiency of learners but there is a relation between personality of the learners and learner autonomy. More autonomous learners are noticeable with their autonomy skills in areas of learning. It cannot be just limited to language learning. Irfan and Ali states that there

is no relation between learner autonomy and language proficiency level at all. Each level has unique characteristics. Each level has its own hardships, challenges and area of interests. Learners in each level can perform the skills of autonomous learning. Serkan expresses that he doesn't think there is a clear relation between learner autonomy and language proficiency level. However, he states that there is tendency to accept that more proficient learners have more autonomy compared to others.

Vedat, however, states that developing learner autonomy may be a process starting from beginner levels to more proficient level. This doesn't mean beginner or advanced learners are more autonomous. Giving enough time, opportunity or training, all language learners can develop learner autonomy. The reason why more proficient learners seem better in learner autonomy may be because they have more language learning experience than others. They may have gained the necessary skills to maintain their language learning. As a result, we can say both teachers and learners aren't quite sure about whether there is relation between learner autonomy and language proficiency level.

### **PSYCHOLOGICAL PERSPECTIVES on LEARNER AUTONOMY**

Eighth construct of learner autonomy focus on the internal psychological capacity to self-direct one's own learning and on developing the attitudes and beliefs which allow learners to take more responsibility for their own learning. Participants are addressed five questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about statements about psychological perspectives on learner autonomy in qualitative part of the study. Results are analyzed and presented below.

**Table 8: Psychological Perspectives on Learner Autonomy**

Item	Participant	N	Mean	SD	Symp.Sig(2.sided)
Item 11: Confident language learners are more likely to develop autonomy than those who lack confidence.	Learner	100	4,30	1,159	.535
	Teacher	23	4,65	,487	.535
Item 29: Learning how to learn is key to developing learner autonomy.	Learner	100	4,29	1,066	.427
	Teacher	23	4,61	,499	.427
Item 32: The ability to monitor one's learning is central to learner autonomy.	Learner	100	4,12	,977	.423
	Teacher	23	4,52	,511	.423
Item 33: Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	Learner	100	4,44	1,057	.170
	Teacher	23	4,57	,662	.170
Item 37: To become autonomous, learners need to develop the ability to evaluate their own learning.	Learner	100	4,21	,913	.636
	Teacher	23	4,52	,593	.636

As it is seen above, average scores for item 11 are 4, 30 and 4, 65 for learners and teachers respectively. Both parties are seemed to accept that confident language learners are more likely to develop autonomy than those who lack confidence. Average scores of the teachers are higher compared to learners.

Qualitative studies support the findings of quantitative studies as well. In the interview, Ibrahim expresses that if a learner has enough confidence himself, he is one step ahead of others to reach learner autonomy. Burak, in beginner class, tells that “the more confident a learner is, the higher possibility he has to foster learner autonomy.

Ali and İrfan, language teachers, suggest that there is close relation between confidence of learners and learner autonomy. Learners who develop learner autonomy are the learners who have highest confidence. Saban and Ilker tell that “confident learners aren't afraid of taking charge of their own learning so they are more appropriate to develop

autonomous learning than others. Similar question is addressed and result is similar as well below. Learners and teachers can be accepted to be positive with the idea that learning how to learn is key to developing learner autonomy with 4, 29 and 4, 61 means respectively. In qualitative studies, learners and teachers emphasized the importance of learning how to learn. Murat, intermediate class points out that if a learner knows how to learn, language isn't a complex area to learn. Everything gets easier for him so he can take charge of his own learning easily. Muhammet, in elementary class, tells that "language learning is very difficult but as you start to know how to study language, it starts to be very easy and enjoyable. At the beginning of language learning, all learners are anxious about language and they are afraid of taking steps owing to lack of necessary skills to maintain their own language studies".

Vedat, language teacher, points out the importance of learning how to learn by suggesting that learners are always in search of finding the right way of studying from the beginning. If they find the right way to maintain their own learning, they become disappointed and they feel unwilling to sustain their language learning. Good language teachers should always train and teach their learners about how to learn a language. Serkan, a language teacher, also expresses that language learning has many unique characteristic so it is sometimes very different from other learning. Therefore, it is very crucial to know how to maintain language studies from the beginning.

Two similar questions are addressed to participants and similar results are obtained above from quantitative studies. In the semi structured interview, participants show that qualitative and quantitative studies are parallel to each other. Burak, intermediate class, states that an autonomous learner has necessary skills to maintain his own learning. An autonomous learner has inner will to monitor his own learning. Burak, in beginner class, agrees that an autonomous learner always checks what he learns. He always evaluates to what extent he reaches particular purposes in language learning. Muhittin, in advanced class, suggests that

an autonomous learner has a self study discipline. He has his own purposes and development program. He always controls and checks to what extent he is ahead or behind of the program.

Teachers also believe the importance of learners' monitoring their own learning. Serkan, as a language teacher , expresses that an autonomous learner know who he is and his capacity so he is always in progress and always evaluates what he gets and what he will get. Irfan and Ali suggest that an autonomous learner is aware of what is going on in his language learning and takes precautions for the problems. In other words, they monitor their own learning and contribute to their own learning by taking necessary steps.

### **CULTURAL UNIVERSALITY of LEARNER AUTONOMY**

Ninth construct of learner autonomy focus on the cultural universality of learner autonomy. Participants are addressed two questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about the cultural universality of learner autonomy in qualitative part of the study. Results are analyzed and presented below.

**Table 9: Cultural Universality of Learner Autonomy**

Item	Participant	N	Mean	SD	Symp.Sig(2.sided)
Item 13: Learner autonomy can be achieved by learners of all cultural backgrounds.	Learner	100	3,56	1,057	.474
	Teacher	23	4,00	,853	.474
Item 23: Learner autonomy is a concept which is not suited to non-Western learners.	Learner	100	3,79	1,209	.555
	Teacher	23	4,04	,976	.555

Mean for item 13 is 3.56 for learners while it is 4.00 for teachers. Learners are more close to “neutral” while teachers approach this statement positively. Learners can be said to more cautious about cultural background. However, learners and teachers seem to have similar ideas about cultural backgrounds and learner autonomy according to questionnaire. In the qualitative studies, participants are grouped into two parties. One party claims that learner

autonomy cannot be associated with any cultural background. All learners can develop learner autonomy if opportunities are provided. Muhittin, in advance class, suggest that if learners are in the same learning environment, “I don’t think there is difference between cultural backgrounds.” Ömer, in high intermediate class, supports his idea by saying “we are in the same school and we all come from different cities but as I see there is no difference between us. Maybe at the beginning, yes but it is not much”.

On the other hand, second party has different opinion about cultural background and learner autonomy. They think that cultural background is very important factor that affects learner autonomy. Learners coming from different cultural backgrounds such as from cities or countries have different understanding of learner autonomy. Burak, in beginner class, states that background is important because we can’t expect that a person from a city and a country have similar understanding of learner autonomy. He thinks there is even difference between people coming from big cities or cities. Uğur, in elementary class, adds that learners coming from cultural background in which English is highly regarded or important are different from the people coming from cultural backgrounds in which English has no importance. Ibrahim, in advanced class, asks question to support his belief whether it is possible to have similar autonomy to language for people from Istanbul and Erzurum.” He answers to his own question “Of course, no”.

Teachers approach is also separated into two in this topic. Vedat, for example, suggests that cultural background isn’t a factor that affects learner autonomy. “In my education experience, I have seen many examples of people coming from different cultural backgrounds but having learner autonomy. A learner coming from Istanbul can be poor in learner autonomy but a learner from Mardin can push the limits of learner autonomy.

Ali and İrfan, however, thinks that cultural background is the most important factor that affects learner autonomy. If a learner doesn’t have enough cultural capacity to take

charge of his own learning, there is not much things to do to develop his learner autonomy. Serkan tells that “I believe cultural background show how ready the learner is for developing learner autonomy. It may be not the city but the family he comes from that affects learner autonomy. More specific question is addressed to participants in the questionnaire. Result is shown below.

As a result we can say, there are two beliefs about the relation between learner autonomy and cultural background of learners. One party thinks that there is strong relation between learner autonomy and cultural background but the other party thinks that it is impossible to relate cultural background and learner autonomy.

### **LEARNER-CENTREDNESS AND LEARNER AUTONOMY**

Tenth construct of learner autonomy focus on the learner-centeredness and learner autonomy. Participants are addressed two questions in quantitative part of the study. In qualitative part of the study, participants are asked to justify their responses about learner-centeredness and learner autonomy in qualitative part of the study. Results are analyzed and presented below.

**Table 10: Learner-Centeredness and Learner Autonomy**

Item	participant	N	Mean	SD	Symp.Sig(2.sided)
Item 15: Learner autonomy cannot be promoted in teacher-centered classrooms.	learner	100	3,08	1,346	.002
	teacher	23	4,22	1,126	.002
Item 17: Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	learner	100	2,92	1,220	.862
	teacher	23	2,87	1,254	.862
Item 28: Learner-centered classrooms provide ideal conditions for developing learner autonomy.	learner	100	4,01	1,049	.158
	teacher	23	4,57	,507	.158

Learners are more close “neutral” option with 3,08 average but learners can be said to be more positive to item 15 . There is a 1,14 mean gap between teachers and learners. This



can be because learners aren't aware of what teacher- centeredness means. Teachers are said to be more aware of teacher centeredness. Learners and teachers can be said to agree with the responses they give for item 17. Learners' average score is 2, 92 while it 2, 87 for teacher. Both parties are close to "Neutral". As a result, both parties think that learner – centered classroom is appropriate to develop learner autonomy but it is also possible to say that learner autonomy can be promoted in teacher -centered classrooms as well.

Table 11 below shows the significantly different items when scores of learners and teachers from learner autonomy questionnaire were compared and analyzed.

**Table 11: Significant Items and Their Constructs**

	Participant	Construct	N	Mean	SD	Sig(2.sided)
Item 2: Independent study in the library is an activity which develops learner autonomy.	Learner	Technical Perspective on Learner Autonomy	100	3,70	1,020	.000
	Teacher		23	4,70	,470	.000
Item 10: It is possible to promote learner autonomy with both young language learners and with adults.	Learner	Age and Learner Autonomy	100	3,62	1,144	.002
	Teacher		23	4,57	,507	.002
Item 15: Learner autonomy cannot be promoted in teacher-centered classrooms.	Learner	Learner-Centred And Learner Autonomy	100	3,08	1,346	.002
	Teacher		23	4,22	1,126	.002

For these items mentioned above, it can be inferred that teacher responded the items more positively while learners are more neutral compared to teachers. In the semi- structured interview session, some of the learners said that “libraries are no more a good source of information. They stated they would rather stay at home with computer accessing to the Internet. For item 10, some of the learners have some concerns about young learners’ awareness toward learner autonomy. In the semi- structured interview session, some of the learners stated that “I don’t think young learners especially children have enough skills to be autonomous learners.” For item 15, learners seem to stay neutral. The reason for this

perception may be learners' lack of enough awareness of teacher-centered and learner-centered classrooms.

### **FINDINGS for RESEARCH QUESTION 3**

With the help of learner autonomy questionnaire and semi-structured interview, learners and teachers expressed their opinion about learner autonomy. For each item and each construct of learner autonomy, responses of learners and teachers were analyzed and results were presented above for research question 1 and 2 respectively. For each item, match-mismatch between the responses of learners and teachers on learner autonomy questionnaire were discussed above. Research question 3 was seeking an answer to the question whether perceptions of learners and teachers on learner autonomy match or mismatch for each construct of learner autonomy and overall learner autonomy questionnaire. Data from learner autonomy questionnaire was presented on the table below by calculating mean, standard deviation, mean gap between learners' and teachers' responses and significance level of learners and teacher for each construct and overall of learner autonomy questionnaire.

**Table 12: Comparison of Learners' and Teachers' Perceptions of Learner Autonomy by Category**

Category	Mean of Learners	SD of Learners	Mean of Teachers	SD of Teachers	Mean gap between L&T	Sig. (2.sided)
Age and Learner Autonomy	3,26	1,113	3,48	,813	0,22	.285
Technical Perspectives on Learner Autonomy	3,905	1,052	4,393	,583	0,49	.050
Social Perspectives on Learner Autonomy	4,078	,984	4,252	,794	0,17	.992
Political Perspectives on Learner Autonomy	4,15	,975	4,473	,689	0,33	.615
Benefits of Learner Autonomy to Language Learning	4,003	1,037	4,276	,843	0,28	.174
The Role of the Teacher in Promoting Autonomy	3,082	1,131	3,155	1,002	0,007	.555
Proficiency And Learner Autonomy	2,896	1,349	2,566	1,225	0,33	.156
Psychological Perspectives on Learner Autonomy	4,272	1,034	4,574	,550	0,3	.663
Cultural Universality of Learner Autonomy	3,675	1,133	4,02	,914	0,327	.205
Learner –Centerednes and Learner Autonomy	3,337	1,205	3,887	,983	0,55	.309
Overall	3,6	1,101	3,9	,83	0,3	.513

The table above gives the mean of learners, the SD of learners, the mean of teachers, the SD of teachers and significance value for each construct of learner autonomy which are obtained from learner autonomy questionnaire. When each construct is examined, significance value for each construct is above 0, 05 which means there isn't a significant difference between learners' and teachers' autonomy perception. Although Technical Perspectives on Learner Autonomy construct seems closer to significant level, it is thought to be because of item 2 which has significant level with, 000. When this item is excluded to get more valid data, the new significance level is, 441. When overall significance of the questionnaire is examined, the level is, 513 which also show there is no significant difference between learners' and teachers' overall autonomy perception. The fact that there isn't significance difference between learners and teachers is also supported with means and means gap for each construct and overall. When the responses of learners and teachers to the items related to age and learner autonomy are examined, mean of learners and teachers to these items are 3, 26 and 3, 48 respectively as it is seen above. The responses of each group match although there is a slight mean gap between learners and teacher with 0, 22.

When the responses to items related to Technical Perspectives on Learner Autonomy are examined, mean of learners and teachers to these items are 3,905 and 4, 393 respectively. Responses can be accepted to match because there is 0,49 mean gap between learner and teacher. As in the previous construct, it can be said that perception of learners and teachers on Social Perspectives of Learner Autonomy match because mean of learners and teachers to these items are 4,078 and 4, 252 respectively. The mean gap is 0,17 which is lower than the technical perspectives on learner autonomy construct.

For the Political Perspectives on Learner Autonomy construct, learners and teacher hold similar beliefs with 4,15 and 4,475 respectively. The mean gap is 0,33. This is higher than Social Perspectives of Learner Autonomy construct but lower than technical perspectives

on learner autonomy construct. Responses to Benefits of Learner Autonomy to Language Learning construct are examined; the situation is similar to other constructs. Mean of learners and teachers are 4,003 and 4,276 with a 0,28 mean gap. This is higher than Social Perspectives of Learner Autonomy construct but lower than Technical Perspectives on Learner Autonomy construct and political perspectives on learner autonomy construct.

When the Role of the Teacher in Promoting Autonomy construct is examined, the mean gap between learners and teachers are 0,07, which is the lowest mean gap. Learners and teachers seem to agree on the role of the teacher in promoting autonomy. Proficiency and learner autonomy is examined and learners and teachers are found to have similar beliefs on proficiency and learner autonomy. The mean gap between learners and teachers is 0,33 and the means are 2,896 and 2,566 for learners and teachers respectively.

Psychological Perspectives on Learner Autonomy construct is examined and according to responses of learners and teachers, it is found that 4,272 and 4,574 are the average means of responses from learners and teachers. 0, 3 mean gap is found between the responses of learners and teachers.

Cultural Universality of Learner Autonomy is another construct examined in this study. While mean of this construct is 3,675 for learners , it is 4,02 for teachers. The mean gap is 0,327 for this construct.

Learner –Centeredness and Learner Autonomy is one of the construct of this study. The means of the responses are 3,337 and 3,887 from learners and teachers respectively. The mean gap that is calculated is 0,55 which is the highest of all constructs.

As a result, it can be seen that the highest mean gap between the responses of learners and teachers is learner –centeredness and learner autonomy construct. The lowest mean gap between the responses of learners and teachers is The Role of the Teacher in Promoting

Autonomy construct. When ordered from the highest mean gap to the lowest, the order will be:

1. Learner –Centerednes and Learner Autonomy Construct (with 0,55 mean gap)
2. Technical Perspectives on Learner Autonomy Construct(with 0,49 mean gap)
3. Proficiency and Learner Autonomy Construct(with 0,33 mean gap)
4. Political Perspectives on Learner Autonomy Construct(with 0,33 mean gap)
5. Cultural Universality of Learner Autonomy Construct(with 0,327 mean gap)
6. Psychological Perspectives on Learner Autonomy Construct(with 0,3 mean gap)
7. Benefits of Learner Autonomy to Language Learning Construct(with 0,28 mean gap)
8. Age and Learner Autonomy Construct(with 0,22 mean gap)
9. Social Perspectives on Learner Autonomy Construct (with 0,17 mean gap)
10. The Role of the Teacher in Promoting Autonomy Construct(with 0,007 mean gap)

The data in the table above reveals a match between learners' and teachers' perceptions on learner autonomy although there are slight mean gap in each construct between learners and teachers.

#### **FINDINGS FOR RESEARCH QUESTION 4**

After learners respond the learner autonomy questionnaire, responses of learners are examined and analyzed by correlating them with achievement scores learners get at the end of the term. 9 of the learners got grade CC (2), 15 of the learners got BC (2, 5), 31 of the learners got BB (3), 26 of the learners got AB (3, 5) and 19 of the learners got AA (4). Mean of the responses of learners are calculated for each construct of learner autonomy questionnaire. As an overall test, there is a positive correlation with, 074 level which means high achievers responded the items more positively. However, as it is shown in the chart, significant level is found, 463 for this questionnaire. Although high achievers have slight tendency to give more

positive responses, it is impossible to infer that the higher achievement scores learners have, the more positive they are while responding learner autonomy questionnaire.

Each construct are also correlated with the achievement scores of learners at the end of the term. None of the construct has been found significantly different when they are correlated with achievement scores as it is shown in the table 14. Although there is no significant difference, findings suggest that there are either positive or negative correlations between achievement scores and each construct of learner autonomy. The followings are inferred depending on the average mean for each group of achievers although there is no significant difference for each group.

**Table 13: Learners' achievement scores and their perceptions of learner autonomy for each construct.**

Category	CC(9)	BC(15 )	BB(31)	AB(26)	AA(19)	Pearson Correlation	Sig. (2-tailed)
Age and Learner Autonomy	3,26	3,24	3,2	3,44	3,1	-,061	,545
Technical Perspectives on Learner Autonomy	3,53	3,81	3,87	4,01	4,05	,045	,658
Social Perspectives on Learner Autonomy	3,75	3,9	4,11	4,17	4,19	,056	,582
Political Perspectives on Learner Autonomy	3,48	3,84	4,17	4,24	4,38	,077	,446
Benefits of Learner Autonomy to Language Learning	3,77	3,75	3,97	4,1	4,21	,086	,394
The Role of the Teacher in Promoting Autonomy	3,19	3,01	3,22	3,13	3,18	,196	,051
Proficiency And Learner Autonomy	2,96	3,27	2,81	3,11	2,40	-,037	,717
Psychological Perspectives on Learner Autonomy	3,75	4,29	4,29	4,42	4,26	,040	,694
Cultural Universality of Learner Autonomy	3,55	3,53	3,63	3,73	3,84	-,093	,358
Learner –Centerednes and Learner Autonomy	3,18	3,11	3,15	3,65	3,46	,133	,188
Overall	3,44	3,57	3,64	3,8	3,7	,074	,463



Responses of learners for age and learner autonomy related items are calculated. Mean of the low achievers who got CC at the end of the term is 3,26. The mean for the learners with BC is 3,24 which is quite closer to low achievers. When the mean for the learners with BB is calculated, the mean is 3,2 which is also closer to learners with CC and BC. Learners with AB have the highest mean for age and learner autonomy related items, which is 3,44. High achievers with AA scores responded to age and learner autonomy related items with 3,1 mean, which is the lowest mean for this construct. The mean gap between the highest mean and lowest mean is 0,34. It can be concluded that learners responded the age and learner autonomy related items similarly.

When the responses of learners for Technical Perspectives on Learner Autonomy related items are analyzed, the means are 3,53 ;3,81 ;3,87 ;4,01 and 4,05 from low achievers to high achievers respectively. As it is seen, there is a slight mean increase from low achievers to high achievers. It can be concluded high achievers responded to Technical Perspectives on Learner Autonomy related items more positively.

Items related Social Perspectives on Learner Autonomy are examined and analyzed. As for Technical Perspectives on Learner Autonomy related items, there is also a slight mean increase from low achievers to high achievers. While the mean for low achievers is 3,75, the mean for high achievers is 4,19. The means for others are 3,9 ; 4,11 and 4,17 respectively. It can be concluded high achievers responded to Technical Perspectives on Learner Autonomy related items more positively.

When the responses of learners for Political Perspectives on Learner Autonomy related items are analyzed, the means are 3,48 ;3,84 ;4,17 ;4,24 and 4,38 from low achievers to high achievers respectively. As it is seen, there is a slight mean increase from low achievers to high achievers. It can be concluded high achievers responded to Technical Perspectives on Learner Autonomy related items more positively.

Items related Benefits of Learner Autonomy to Language Learning are examined and analyzed. As for Technical Perspectives on Learner Autonomy, Political Perspectives on Learner Autonomy and Social Perspectives on Learner Autonomy related items, there is also a slight mean increase from low achievers to high achievers. While the mean for low achievers is 3,77, the mean for high achievers is 3,75. The means for others are 3,97; 4,1 and 4,21 respectively. It can be concluded high achievers responded to Technical Perspectives on Learner Autonomy related items more positively compared to low achievers.

Responses of learners for The Role of the Teacher in Promoting Autonomy related items are calculated. Mean of the low achievers who got CC at the end of the term is 3,19. The mean for the learners with BC is 3,01. When the mean for the learners with BB is calculated, the mean is 3,22 which is also closer to learners with CC. Learners with AB have 3,44 mean for these items. High achievers with AA scores responded to age and learner autonomy related items with 3,18 mean. The mean gap between the highest mean and lowest mean is 0,21. It can be concluded that learners responded the Role of the Teacher in Promoting Autonomy related items similarly.

When the responses of learners for proficiency and learner autonomy related items are analyzed, low achievers responded items with 2,96 mean. Learners with BC responded with 3,27 mean, which is the highest mean for this construct. 2,81 and 3,11 are the mean for learners with BB and AB respectively. High achievers are with the lowest mean, which is 2,40. The mean gap between the lowest mean and highest mean is 0,87. It can be concluded that high achievers responded the items for this construct differently. They responded the items more negatively than others groups. However, there is no clear difference within other achievers.

Responses of learners for Psychological Perspectives on Learner Autonomy related items are calculated. Mean of the low achievers who got CC at the end of the term is 3,75.

The mean for the learners with BC is 4,29 which is quite closer to low achievers. When the mean for the learners with BB is calculated, the mean is 4,29 which is the same with learners with BC. Learners with AB have the highest mean for age and learner autonomy related items, which is 4,42. High achievers with AA scores responded to age and learner autonomy related items with 4,26 mean. The mean gap between the highest mean and lowest mean is 0,67. It can be concluded achievers from all groups responded to the items positively although mean for low achievers is 3,75 , which is the lowest mean for this construct.

When the responses of learners for Cultural Universality of Learner Autonomy related items are analyzed, low achievers responded items with 3,55 mean. Learners with BC responded with 3,53 mean, which is the lowest mean for this construct. 2,63 and 3,73 are the mean for learners with BB and AB respectively. High achievers are with the highest mean, which is 3,74. The mean gap between the lowest mean and highest mean is 0,31. It can be seen that as for Technical Perspectives on Learner Autonomy, Political Perspectives on Learner Autonomy, Social Perspectives on Learner Autonomy and Benefits of Learner Autonomy to Language Learning related items, there is also a slight mean increase from low achievers to high achievers.

Responses of learners for Learner –Centeredness and Learner Autonomy related items are calculated. Mean of the low achievers who got CC at the end of the term is 3,18. The mean for the learners with BC is 3,11, which is the lowest mean for this group. When the mean for the learners with BB is calculated, the mean is 3,15 which is the similar to learners with BC and CC. Learners with AB have the highest mean for Learner –Centeredness and Learner Autonomy related items, which is 3,65. High achievers with AA scores responded to Learner –Centeredness and Learner Autonomy related items with 3,46 mean. The mean gap between the highest mean and lowest mean is 0,55. It can be concluded achievers from all

groups stayed neutral to the items because nearly all of the means for this construct are close to mean 3.

As a conclusion, it can be said that there is no significant difference for overall learner autonomy questionnaire and each construct of learner autonomy. Depending on the average mean, it can be seen that there is also a slight mean increase from low achievers to high achievers for Technical Perspectives on Learner Autonomy, Political Perspectives on Learner Autonomy, Social Perspectives on Learner Autonomy, Benefits of Learner Autonomy to Language Learning and Cultural Universality of Learner Autonomy related items. For the Psychological Perspectives on Learner Autonomy related items, low achievers responded the items more negatively than others although other groups responded similarly. For the proficiency and learner autonomy related items, high achievers responded the items more negatively although other groups responded similarly. Learners from all achievers group responded the items from Age and Learner Autonomy, The Role of the Teacher in Promoting Autonomy and Learner –Centeredness and Learner Autonomy similarly.

## **CHAPTER V**

### **CONCLUSION**

This chapter discusses the findings of the study in four sections: summary, discussion, implications, limitations and directions for further research and conclusion.

#### **5.1. Summary of the study**

The study takes place during the second semester of the 2013-2014 academic years in Istanbul, Turkey. The current study is conducted in a public institution offering four-year military university where the learners are both academically educated on four major engineering departments, i.e. aeronautical, electronics, industrial, and computer, and trained to be fighter pilots for the Turkish Air Force. The number of the learners and teachers participating in the study for the quantitative part is 100 ELT learners and 23 ELT teachers. For the qualitative part, the number of learners is 20 and the number of the teachers was 12. All the participants of study are male. Data for quantitative part of the study is obtained through learner autonomy questionnaire (adapted from Borg and Al-Busaidi, 2012). Data for qualitative part of the study was obtained through semi-structured focused group interview.

For data analysis, SPSS 20 is used for quantitative part of the study with chi-square analysis and correlation analysis. For the qualitative part of the study, data from semi structured focused–group interviews is transcribed and analyzed based on open coding of themes.

#### **5.2. Discussion**

The following study is guided by the research questions that prompted the study.

##### **5.2.1. How do EFL teachers perceive learner autonomy?**

23 Teachers participate in the qualitative part of the study and ten of them participate in semi –structured interview. Their responses to questionnaire are shown on chart 3, 4, 5, 6, 7, 8, 9, 10, 11. In the interview section, they support their responses in the semi- structured

interview. Learner autonomy is perceived as learners' involvement in his own language learning. Learner autonomy requires that learner should be motivated and ready enough to take his learning responsibilities. Learner autonomy means learner should have their objectives and plans for their progress in their language learning process. Learner autonomy also means learners' finding their own reason to learn a language and finding their own ways.

Autonomous learner is defined as learner who:

- Seeks ways to reach his target in the language
- Tries to find right guider
- Takes necessary steps for his target
- Is not afraid of making mistakes
- Accepts mistakes as a opportunity to progress
- Is engaged in the lessons
- Is opportunist
- Is fruitful in his studies
- Has a good rapport with teachers and his friends
- Proposes suggestions for the design of the course
- Collaborates and cooperates with the teachers and his friends
- Uses his time effectively
- Does the tasks given individually
- Is always willing and volunteer to take responsibility of his own learning.

It can be inferred from the responses of teachers mentioned above that technical , social , political and psychological perspectives of learner autonomy are really crucial for teachers. All the mentioned features of learners are related in-class or out of class activities of learners , learners' choices of individual or group work , learners' participation in curriculum

or design of the lessons and physiological situation of autonomous learner which suit best to perspectives of learner autonomy mentioned above respectively.

Findings support the literature that is presented in the literature review. Holec (1981) defines the term as “taking charge of one’s own language learning” (p. 3). The features mentioned above can be accepted signs of taking charge of one’s own language learning. Attitudes of teachers are quite similar to Dickinson (1993) as mentioned above as well because Dickinson (1993) identifies characteristics of independent learners:

- they understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices;
- they are able to formulate their own learning objectives;
- they are able to select and make use of appropriate learning strategies;
- they are able to monitor their use of these strategies;
- they are able to self-assess, or monitor their own learning (pp. 330-31).

As a result, learner autonomy means a lot to teachers. Teachers expect autonomous learners to have some features discussed above, which are mentioned in the literature as well.

### **5.2.2. How do EFL learners perceive learner autonomy?**

100 learners participate in the quantitative part of the study. 37 questions are addressed to the learners and 20 learners participate in the semi- structured interview. Learners’ responses to questionnaire are shown in the chart 4, 5, 6, 7, 8, 9, 10, 11, 12. Learners, like teachers, have varieties of explanations on learner autonomy. Learner autonomy is perceived as:

- Learner’s studying target language not like studying a course but like doing his responsibilities
- Learner’s showing required endeavor for target language

- Learner's being eager and volunteer to take necessary steps for his own progress
- Learner's being in charge of his own learning by doing required tasks for the language learning
- Learner's endeavor to find required time to progress
- Learner's feeling a need to study and progress

Autonomous learner is defined in follows as someone who:

- Seeks for opportunities to develop in language learning
- Feels responsible for his studies and follows his progress
- Shows his interest in the target language
- Is aware of his lacks and potential so take necessary steps
- Use what he has learned into daily life
- Does his tasks and responsibilities with joy and interest like reading books and memorizing words
- Doesn't depend on the only teacher for his learning
- Does studies related to his target in language learning effectively
- Develops his language skills depending on his needs and future
- Has always good rapport with his teachers and friends
- Is always motivated ,enthusiastic and engaged for his studies
- Takes necessary initiatives for his own language learning
- Is in search of new ways of learning a language.

It can be inferred from the responses of learners mentioned above that technical , social , political and psychological perspectives of learner autonomy are really crucial for learners like teachers. All the mentioned features of learners are related in-class or out of class



activities of learners , learners' choices of individual or group work , learners' participation in curriculum or design of the lessons and physiological situation of autonomous learner which suit best to perspectives of learner autonomy mentioned above respectively.

Perception of learners on learner autonomy is compatible with the literature. Dickson (1995), for example, believes that autonomous learners are so motivated that nothing can stop them to reach their target in language learning. According to Dickinson, (1996), an autonomous learner is good at understanding purpose and kind of activity he is engaged in. As a conclusion, learners perceive learner autonomy and autonomous learning as compatible with the literature.

### **5.2.3. Do teacher – learner autonomy perception match or mismatch?**

Table 13 shows that there is no significant difference between learners' and teachers' perception of learner autonomy since the significance level is, 513. It can be said that perception of learner and teacher on learner autonomy match. When each item is examined, it is found there is significant difference in 2<sup>nd</sup>, 10<sup>th</sup> and 15<sup>th</sup> items (Table 3, 4, 12).

When each learner autonomy construct is examined, only Technical Perspective on Learner Autonomy construct is close to be significantly different. Although Technical Perspectives on Learner Autonomy construct seems close to be significant, it is thought to be because of the item 2 which has significant level with, 000. When this item is excluded to get more valid data, the new significance level is, 441.

When mean gap between learners and teachers is examined for each construct, highest mean gap between the responses of learners and teachers is learner –centeredness and learner autonomy construct. The lowest mean gap between the responses of learners and teachers is The Role of the Teacher in Promoting Autonomy construct. When ordered from the highest the lowest, the order will be:

1. Learner –Centerednes and Learner Autonomy Construct (with 0,55 mean gap)

2. Technical Perspectives on Learner Autonomy Construct(with 0,49 mean gap)
3. Proficiency and Learner Autonomy Construct(with 0,33 mean gap)
4. Political Perspectives on Learner Autonomy Construct(with 0,33 mean gap)
5. Cultural Universality of Learner Autonomy Construct(with 0,327 mean gap)
6. Psychological Perspectives on Learner Autonomy Construct(with 0,3 mean gap)
7. Benefits of Learner Autonomy to Language Learning Construct(with 0,28 mean gap)
8. Age and Learner Autonomy Construct(with 0,22 mean gap)
9. Social Perspectives on Learner Autonomy Construct (with 0,17 mean gap)
10. The Role of the Teacher in Promoting Autonomy Construct (with 0,007 mean gap)

It can be concluded that there is a overall match between teachers' – learners' autonomy perception since overall significant level of the questionnaire is ,513 which shows there is no significant difference between teachers' and learners' perception on learner autonomy.

Qualitative findings support the qualitative findings as shown in research question 1, 2, respectively. Learners and teachers are compatible in their perception of learner autonomy. For example , while teachers perceive learner autonomy as: learners' involvement in his own language learning, having motivation and readiness enough to take his learning responsibilities, having their objectives and plans for their progress in their language learning process, finding their own reason to learn a language and finding their own ways, learners perceive learner autonomy as: learner's studying target language not like studying a course but like doing his responsibilities, learner's showing required endeavor for target language, learner's being eager and volunteer to take necessary steps for his own progress. Literature is

compatible with our findings as well. Little (1994), for example suggests that autonomous learner deduces, reflects critically, makes sound decision, and act independently.

The fact that learners and teachers are compatible in their learner autonomy perception can be because learners have close relationships with their teachers in this school. Teachers are quite social and participate in the learners' social activities. The importance of learning a language is always emphasized in this school. In this school, learners keep in touch with the graduates. When they come together , graduates who have just started their jobs or got training always mention that having a good proficiency level in English not only works in getting necessary training but also in their future career. These can be the reason why teachers and learners hold quite similar perception towards learner autonomy.

#### **5.2.4. Do teacher – learner autonomy perceptions' (mis)match affect EFL learners' achievement in language learning?**

With the help of SPSS 23, achievement scores of learners over 100 and teachers' and learners' autonomy perception are correlated. Overall correlation of the questionnaire and each of the learner autonomy construct are calculated. The results are given in the table 14. Overall significance level of the questionnaire for the correlation is, 463 with 0,074 correlation. Despite a slight positive correlation, correlation isn't significantly different. For each of the construct, significance level and correlation is calculated and no significant correlation is found between achievement scores of learners and learner autonomy perception of learners and teachers. It is possible to infer that teacher – learner autonomy perceptions' match don't have significant relationship with learners' achievement scores although there are either positive or negative correlation for each construct.

Depending on the average scores of achievers for each construct, there is a slight mean increase from low achievers to high achievers for Technical Perspectives on Learner

Autonomy related items, Political Perspectives on Learner Autonomy related items, Social Perspectives on Learner Autonomy related items, Benefits of Learner Autonomy to Language Learning related items and Cultural Universality of Learner Autonomy related items. This can be because high achievers feel themselves confident enough to develop their learner autonomy through various studies. In all these mentioned construct above, learners are asked about efficiency of in class or out of class activities (technical), individual and group work(social), participating in curriculum design and assessment ; and how learners autonomy help learners learn language effectively. Since they have already reached success in language learning through getting high score, they feel themselves sufficient enough to take more responsibility for their own progress.

For the Psychological Perspectives on Learner Autonomy related items, low achievers responded the items more negatively than others although other groups responded similarly. It can be because Psychological Perspectives on Learner Autonomy related items are all about the importance of motivation in language learning. Low achievers may feel themselves less motivated because of the score they get or they get low scores because of the motivation they have. For the Proficiency and Learner Autonomy related items, high achievers responded the items more negatively although other groups responded similarly. It can be because they found the correct way to be successful in language learning. They may be aware that being efficient learner in language learning is not about proficiency level. Learners from all achievers group responded the items from Age and Learner Autonomy, The Role of the Teacher in Promoting Autonomy and Learner –Centeredness and Learner Autonomy similarly. It can be because learners are at the age of 18-23, which means they already have language learning experience and they can easily reach an agreement on the importance of age in language learning. When we examine the background information of teachers, they seem similar in their age group and educational background. The institutions also have high

standards to accept teachers to work in this school. Most of the teachers present similar pattern in their teaching. Since learners see the same pattern, they may hold similar beliefs for the role of teachers.

In qualitative part of the study two views are revealed by teachers and learners. According to one belief, high achievers are expected to be autonomous learners as well. Some teachers suggest that autonomous learner is expected to do most of the things the courses required so they are expected to get higher grades. However, there are also teachers that suggest autonomous learners are expected to be high achievers but they don't have to. They suggest that developing learner autonomy is more than getting grades or marks. Autonomous learner is expected to do more than courses require him to do. Getting higher scores isn't an ultimate purpose of autonomous learner. Learners, as well as teachers, have similar beliefs about the relation between achievement score and learner autonomy. One group of learners express that autonomous learners are generally high achievers in the class. Getting higher scores may be a source of their motivation. The other group suggests that it is not right to discuss the relation between achievement scores and learner autonomy. Autonomous learners aren't so concerned about their achievement score but their progress. They are aware that achievement score isn't only sign of learner autonomy. Each learner would like to be high achievers but autonomous learners sometimes get lower grades as well. This situation doesn't discourage them, on the contrary, they see their lacks and it gives them opportunity to do necessary studies to progress more.

### **5.3. Implications**

Based on the findings discussed above, several implications can be drawn about learner autonomy. Implications will be presented in three subtitles: pedagogical implications for teacher, learner and management.

#### **5.3.1. Pedagogical Implications Teacher**

Teachers are seen to be one of most crucial part of learner autonomy studies. Although there are slight difference, teachers and learners have similar beliefs about learner autonomy. Teachers are expected to have roles and qualities to promote learner autonomy in their class. To develop learner autonomy in a class, first step is to raise teachers' awareness of learner autonomy. Teachers should develop required attitudes towards learner autonomy so as not to prevent autonomous studies in class. Education and training of teachers on learner autonomy has vital importance in fostering learner autonomy. It is understood from the statements of learners that teachers should create a suitable environment in class and out of class to develop learner autonomy. They should provide opportunities for learners to promote learner autonomy.

### **5.3.2. Pedagogical Implications for Learner**

Learners are one of the other crucial parts of learner autonomy studies. Learners are expected to have certain features to develop learner autonomy. Learner who :

- Seeks for opportunities to develop in language learning ,
- Feels responsible for his studies and follow his progress,
- Shows his interest in the target language,
- Is aware of his lacks and potential so take necessary steps,
- Use what he has learned into daily life,
- Does his tasks and responsibilities with joy and interest like reading books and memorizing words,
- Doesn't depend on the only teacher for his learning ,
- Does studies related to his target in language learning effectively ,
- Develop his language skills depending on his needs and future ,
- Has always good rapport with his teachers and friends ,
- Are always motivated ,enthusiastic and engaged for his studies,

- Takes necessary initiatives for his own language learning ,
- Is in search of new ways of learning a language,

Is needed to develop and foster learner autonomy. It is thought to be important that learner autonomy education and training should aim to gain learners necessary features mentioned above. As a conclusion, learners who have these features mentioned above will more likely to become autonomous learners.

### **5.3.3. Pedagogical Implications for Management**

Teachers and learners are the tip of the iceberg in promoting learner autonomy. Management of the school has a lot in developing and fostering learner autonomy. They should create necessary atmosphere to develop learner autonomy for both teachers and learners. They should be careful about their planning courses, schedule and activities. They should create necessary time and opportunities for teachers' and learners' independent studies. Needs, interests and lacks of the learners and teachers should be taken into consideration to develop learner autonomy effectively. To make learners and teachers engaged in language learning; their needs, interests and lacks should be met .

Technology usage is one of the most significant variables that have impact on learner autonomy. Management should allow the usage of technology effectively. Since we are living in technology era, imagining a course or materials without today's technology is nearly impossible. In fact, we must use the technology since it gives the opportunity to tap learners' interest and help learners learn in a better and effective way. Each learner is unique to himself and they learn in a different way. While some learn verbally or visually, others learn kinesthetically or mathematically. Technology usage is only solution to feed learners who has different preference in language learning.

The match between learner's and teachers' autonomy perception is really important in such a military school with intensive schedule. If military school management takes necessary

precaution and steps for promoting learner autonomy , there will be huge support from teachers and learners because they are already ready for such an improvement.

#### **5.4. Limitations and Suggestions for Further Research**

This study is carried out in a public institution offering four-year military university where the learners are both academically educated on four major engineering departments, i.e. aeronautical, electronics, industrial, and computer, and trained to be fighter pilots , therefore results may not be generalized to the contexts in which university level education is offered. Since there is no female participant in the study because of the military characteristic of the school, results may not show female perspective of learner autonomy. Because of the time concern, not all of the teachers and learners could participate in the semi-structured interview. Since learners are from different classes and levels, all of them couldn't be observed during their language learning experience throughout this study.

For further studies, since the situation is determined with this study, studies may be carried out how to develop learner autonomy. Teachers and learners may be offered necessary training program to foster learner autonomy, results of developing learner autonomy may be investigated. Usage of technology in fostering learner autonomy may be a good area to study. In this study, learners from different age group, language level and background are examined. Studying similar age group, language level or background level may be effective research area.

Although results are supported with qualitative and quantitative data, participants may write about their individual perception on learner autonomy and its constructs. It may gain us deeper insight of situation because participants may be influenced by their colleagues or friends in semi – structured interviews.





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## **APPENDICES**

## APPENDIX A

### Learners' demographic data by frequency and percentage (n: 100)

Characteristic	Frequency	Percentage(%)
<b>Grade Level</b>		
Freshmen	38	38
Sophomore	17	17
Junior	17	17
Senior	28	28
<b>Age</b>		
18	29	29
19	21	21
20	14	14
21	14	14
22	19	19
23	3	3
<b>Department</b>		
Computer engineering	24	24
Electric engineering	21	21
Aviation engineering	22	22
Industrial engineering	33	33
<b>Foreign Language</b>		
English alone	76	76
Two or more	24	24
<b>Start of Learning English</b>		
2000-2002	24	24
2003-2005	39	39
2006-2008	16	16
2009-2010	17	17
2013	4	4
<b>Graduated High School</b>		
Anadolu H.S	39	39
Normal H.S	11	11
Anadolu Teacher H.S	8	8
Military H.S	40	40
Others	2	2
<b>Proficiency Level</b>		
Beginner	9	9
Elementary	13	13

Low Intermediate	16	16
Intermediate	30	30
High Intermediate	22	22
Advanced	10	10
<b>Achievement score</b>		
CC	9	9
BC	15	15
BB	31	31
AB	26	26
AA	19	19

**Teachers' demographic data by frequency and percentage (n: 23)**

<b>Characteristic</b>	<b>Frequency</b>	<b>Percentage(%)</b>
<b>Education</b>		
Bachelor degree	10	43,47
Master degree	11	47,82
PhD	2	8,69
<b>Department graduated</b>		
English Language Teaching	21	91,3
English Literature	2	8,7
<b>Experience</b>		
2-3	10	43,47
4-5	9	39,13
6-7	2	8,69
10-13	2	8,69



## APPENDIX B

### Öğrenen Özerkliği Anketi

Yapılan bu anket çalışması, İngilizce öğretmenlerinin ve İngilizce öğrenen öğrencilerin Öğrenen Özerkliği ve Öğrenen Özerkliği'nin geliştirilmesiyle ilgili görüşleri hakkında veri toplama amacıyla yapılmaktadır. Eğitimin en önemli unsurları olan öğretmenler ve öğrencilerin Öğrenen Özerkliği hakkındaki görüşleri bu alanda yapılan çalışmalara yol gösterici nitelikte olacağı düşünülmektedir.

Bu çalışma ile toplanan verilerle eğitimin ayrılmaz iki parçası olan öğrencilerin ve öğretmenlerin görüşleri karşılaştırılarak Öğrenen Özerkliğinin geliştirilebilmesi için çözüm odaklı önermeler sunulabilecek ve programlar tasarlanabilecektir.

Aşağıdaki bilgiler sadece bilimsel çalışma maksadıyla kullanılacak olup bu bilgiler hiçbir şekilde üçüncü kişilerle paylaşılmayacaktır.

Yapacağımız katkılardan dolayı şimdiden teşekkür ederiz.

#### A. DEMOGRAFİK BİLGİLER

1. Yaşınız: \_\_\_\_\_
2. Cinsiyetiniz: Erkek / Bayan
3. Bölümünüz: \_\_\_\_\_
4. İngilizce öğrenmeye başlama yılınız: \_\_\_\_\_
5. Öğreniyor olduğunuz yabancı diller : \_\_\_\_\_

#### B. MESLEKİ BİLGİLER

##### 1. Kaç yıldır İngilizce öğreniyorsunuz?

- a. 1    b. 2    c. 3    d. 4-5    e. 6-7    f. 8-10    g. 10-12    h.12-15    i. 15+

##### 2. Hangi liseden mezun oldunuz?

- a. Anadolu lisesi    b. Düz lise    c. Meslek lisesi  
d. Anadolu öğretmen lisesi    e. Askeri lise    f. Diğer (belirtiniz): \_\_\_\_\_

##### 3. İngilizcedeki şu anki seviyeniz nedir?

- a. Beginner    b. Elementary    c. Low intermediate    d. Intermediate  
e. High intermediate    f. Advanced    g. Diğer (belirtiniz):

##### 4. Üniversite kaçınç sınıfı eğitimimize devam ediyorsunuz ?

- a. 1. Sınıf    b. 2. sınıf    c. 3. sınıf    d. 4. sınıf

##### 5. İngilizce geçen dönem notunuz ? .....

**Bilgi:** Öğrenen özerkliği, aktif öğrenme ile ortaya çıkan kavramlardan bir tanesidir. Öğrenen özerkliği olarak Türkçeye çevrilmektedir. Öğrencinin kendi öğrenmesinden kendini sorumlu hissetmesi, kendini eğitimin bir parçası olarak görüp eğitimin içine kendisini katmasıdır.

### C Öğrenen Özerkliği Anketi

	Kesinlikle Katılmıyorum	Katılmıyorum	Fikrim Yok	Katılıyorum	Kesinlikle Katılıyorum
1.Dil öğrenen tüm yaş grupları, öğrenen özerkliğini geliştirebilirler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.Kütüphanede yapılan bireysel çalışmalar, öğrenen özerkliğini geliştirici çalışmalardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.Öğrenen özerkliği, öğrencilere sorumluluklarını tek başlarına yapmaları için düzenli fırsatlar verilerek arttırılabilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.Öğrenen özerkliği, öğrencilerin nasıl öğreneceklerine ilişkin seçimler yapabilmelerini içerir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.Öğrenen özerkliği, eksik olan bireylerin etkili dil öğrencileri olmaları beklenemez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.Öğrenen özerkliği, sınıf dışında öğrenme ile en etkin şekilde geliştirilebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.Öğrenilecek konunun belirlenmesinde öğrencileri karar verme sürecine katmak öğrenen özerkliğini artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.Öğrenen özerkliği, öğretmen olmadan öğrenmek demektir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.İleri seviyedeki dil öğrencileri ile öğrenen özerkliği geliştirmek başlangıç seviyesinde olanlara göre daha zordur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.Öğrenen özerkliğini, hem genç hem de yetişkin öğrencilerle sağlamak mümkündür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.Özgüveni yüksek dil öğrencileri, özgüveni az olanlara göre daha fazla öğrenen özerkliğini geliştirirler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.Öğrenen özerkliğinin olması, öğrenen özerkliğinin olmaması durumuna göre öğrencilere daha etkili öğrenme olanağı sunar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.Öğrenen özerkliği, tüm kültürel temelden gelen öğrencilerle geliştirebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.Yapılan aktivitelerde öğrencilere seçme hakkı vermek öğrenen özerkliğini artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.Öğrenen özerkliği, öğretmen merkezli sınıflarda geliştirilemez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.Öğrenen özerkliği, öğrencilerin birbirlerinden bir şeyler öğrenebilecekleri aktiviteler yaparak geliştirilebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.Öğrenen özerkliği, öğretmen yönlendirmesi ile yapılan geleneksel öğretimi reddetme olarak algılanabilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18.Öğrenen özerkliği, öğretmen yardımı olmadan geliştirilemez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.Öğrenen özerkliği, öğrencilerin beraber çalışmalarını teşvik edecek aktivitelerle geliştirilebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.Öğrenen özerkliğinin sağlanması, sadece yetişkin öğrencilerle mümkündür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.Bireysel çalışma merkezlerinde yapılan özgür çalışmalar öğrenen özerkliğini geliştirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.Öğrencilerin öğrenmelerini nasıl ölçüleceği konusunda özgür olmaları öğrenen özerkliğini artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.Öğrenen özerkliğinin sağlanmasında, öğrencinin yetiştiği yerin büyük önemi vardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.Öğrenen özerkliği, öğrencinin öğretmenden tamamen bağımsız olmasını gerektirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.İşbirliğine dayanan grup çalışma aktiviteleri, öğrenen özerkliğinin geliştirilmesini sağlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.Öğrenen özerkliğini, başlangıç seviyesindeki öğrencilerle geliştirmek, daha üst seviyedeki öğrencilere göre daha kolaydır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.Öğrenen özerkliği, öğrencilerin kendi öğrenme materyallerini seçebildikleri zaman geliştirilebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.Öğrenci merkezli sınıflar, öğrenen özerkliği geliştirmek için uygun ortamlardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.Öğrenmeyi öğrenmek, öğrenen özerkliğinin temelini oluşturur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.Tek başına çalışmayı öğrenmek, öğrenen özerkliğinin temelini oluşturur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.İnternet kullanımını gerektiren sınıf dışı aktiviteler, öğrenen özerkliğini artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.Kendi öğrenimini izleme becerisi, öğrenen özerkliğini artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.Motivasyonu yüksek öğrencilerin, motivasyonu olmayan öğrencilere göre öğrenen özerkliğini daha çok geliştirmesi beklenir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.Öğrencinin öğrendiği dildeki seviyesi, öğrenen özerkliğini etkilemez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.Öğretmenin öğrenen özerkliğinin geliştirilmesinde büyük rolü vardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.Öğrenen özerkliğinin öğrencilerin başarısı üzerinde büyük bir yere sahiptir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.Öğrenen özerkliği için, öğrencilerin kendi öğrenmelerini değerlendirme yeteneğini kazanmaları gerekir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX B

### Öğrenen Özerkliği Anketi

Değerli meslektaşlarım,

Yapılan bu anket çalışması, İngilizce öğretmenlerinin ve İngilizce öğrenen öğrencilerin Öğrenen Özerkliği ve Öğrenen Özerkliği 'nin geliştirilmesiyle ilgili görüşleri hakkında veri toplama amacıyla yapılmaktadır. Eğitimin en önemli unsurları olan öğretmenler ve öğrencilerin Öğrenen Özerkliği hakkındaki görüşleri bu alanda yapılan çalışmalara yol gösterici nitelikte olacağı düşünülmektedir.

Bu çalışma ile toplanan verilerle eğitimin ayrılmaz iki parçası olan öğrencilerin ve öğretmenlerin görüşleri karşılaştırılarak Öğrenen Özerkliği'nin geliştirilebilmesi için çözüm odaklı önermeler sunulabilecek ve programlar tasarlanabilecektir.

Aşağıdaki bilgiler sadece bilimsel çalışma maksadıyla kullanılacak olup bu bilgiler hiçbir şekilde üçüncü kişilerle paylaşılmayacaktır.

Yapacağınız katkılardan dolayı şimdiden teşekkür ederiz.

Süleyman ÜNAL

#### A. DEMOGRAFİK BİLGİLER

1. Yaşınız: \_\_\_\_\_
2. Cinsiyetiniz: Erkek / Bayan
3. Üniversiteden Mezuniyet Yılıınız (Lisans): \_\_\_\_\_
4. İngilizce Öğretmenliğine mesleğine başlama yılıınız: \_\_\_\_\_

#### B. MESLEKİ BİLGİLER

1. Kaç yıldır İngilizce Öğretmenliği yapıyorsunuz?  
a. 1-3 b. 4-6 c. 7-9 d. 10-12 e. 13-15 f. 16-18 g. 19-21 h.22-24 i. 25+
2. Hangi bölümden (lisans) mezun oldunuz?  
a. İngilizce Öğretmenliği b. İngiliz Dili ve Edebiyatı c. Amerikan Dili ve Edebiyatı  
d. Mütercim Tercümanlık e. Diğer (belirtiniz): \_\_\_\_\_
3. Öğrenim durumunuz nedir?  
a. Lisans b. Yüksek Lisans c. Doktora d. Diğer(belirtiniz): \_\_\_\_\_

### C. Öğrenen Özerkliği Anketi

	Kesinlikle Katılmıyorum	Katılmıyorum	Fikrim Yok	Katılıyorum	Kesinlikle Katılıyorum
1.Dil öğrenen tüm yaş grupları, öğrenen özerkliğini geliştirebilirler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.Kütüphanede yapılan bireysel çalışmalar, öğrenen özerkliğini geliştirici çalışmalardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.Öğrenen özerkliği, öğrencilere sorumluluklarını tek başlarına yapmaları için düzenli fırsatlar verilerek arttırılabilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.Öğrenen özerkliği, öğrencilerin nasıl öğreneceklerine ilişkin seçimler yapabilmelerini içerir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.Öğrenen özerkliği, eksik olan bireylerin etkili dil öğrencileri olmaları beklenemez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.Öğrenen özerkliği, sınıf dışında öğrenme ile en etkin şekilde geliştirilebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.Öğrenilecek konunun belirlenmesinde öğrencileri karar verme sürecine katmak öğrenen özerkliğini arttırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.Öğrenen özerkliği, öğretmen olmadan öğrenmek demektir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.İleri seviyedeki dil öğrencileri ile öğrenen özerkliği geliştirmek başlangıç seviyesinde olanlara göre daha zordur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.Öğrenen özerkliğini, hem genç hem de yetişkin öğrencilerle sağlamak mümkündür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.Özgüveni yüksek dil öğrencileri, özgüveni az olanlara göre daha fazla öğrenen özerkliğini geliştirirler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.Öğrenen özerkliğinin olması, öğrenen özerkliğinin olmaması durumuna göre öğrencilere daha etkili öğrenme olanağı sunar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.Öğrenen özerkliği, tüm kültürel temelden gelen öğrencilerle geliştirebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.Yapılan aktivitelerde öğrencilere seçme hakkı vermek öğrenen özerkliğini arttırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.Öğrenen özerkliği, öğretmen merkezli sınıflarda geliştirilemez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.Öğrenen özerkliği, öğrencilerin birbirlerinden bir şeyler öğrenebilecekleri aktiviteler yaparak geliştirilebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.Öğrenen özerkliği, öğretmen yönlendirmesi ile yapılan geleneksel öğretimi reddetme olarak algılanabilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18.Öğrenen özerkliği, öğretmen yardımı olmadan geliştirilemez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.Öğrenen özerkliği, öğrencilerin beraber çalışmalarını teşvik edecek aktivitelerle geliştirilebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.Öğrenen özerkliğinin sağlanması, sadece yetişkin öğrencilerle mümkündür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.Bireysel çalışma merkezlerinde yapılan özgür çalışmalar öğrenen özerkliğini geliştirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.Öğrencilerin öğrenmelerini nasıl ölçüleceği konusunda özgür olmaları öğrenen özerkliğini artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.Öğrenen özerkliğinin sağlanmasında, öğrencinin yetiştiği yerin büyük önemi vardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.Öğrenen özerkliği, öğrencinin öğretmenden tamamen bağımsız olmasını gerektir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.İşbirliğine dayanan grup çalışma aktiviteleri, öğrenen özerkliğinin geliştirilmesini sağlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.Öğrenen özerkliğini, başlangıç seviyesindeki öğrencilerle geliştirmek, daha üst seviyedeki öğrencilere göre daha kolaydır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.Öğrenen özerkliği, öğrencilerin kendi öğrenme materyallerini seçebildikleri zaman geliştirilebilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.Öğrenci merkezli sınıflar, öğrenen özerkliği geliştirmek için uygun ortamlardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.Öğrenmeyi öğrenmek, öğrenen özerkliğinin temelini oluşturur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.Tek başına çalışmayı öğrenmek, öğrenen özerkliğinin temelini oluşturur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.İnternet kullanımını gerektiren sınıf dışı aktiviteler, öğrenen özerkliğini artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.Kendi öğrenimini izleme becerisi, öğrenen özerkliğini artırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.Motivasyonu yüksek öğrencilerin, motivasyonu olmayan öğrencilere göre öğrenen özerkliğini daha çok geliştirmesi beklenir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.Öğrencinin öğrendiği dildeki seviyesi, öğrenen özerkliğini etkilemez.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.Öğretmenin öğrenen özerkliğinin geliştirilmesinde büyük rolü vardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.Öğrenen özerkliğinin öğrencilerin başarısı üzerinde büyük bir yere sahiptir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.Öğrenen özerkliği için, öğrencilerin kendi öğrenmelerini değerlendirme yeteneğini kazanmaları gerekir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX C

### Focused –Group Interview Questions

1. Let's start by talking about what 'autonomy' means to you. In a few words, how would you sum up your view on what learner autonomy is?
2. What for you are the key characteristics of an autonomous language learner?
3. In item 36 – 'Learner autonomy has a positive effect on success as a language learner' – you agreed. Can you tell me a little more about how you see the relationship between learner autonomy and language learning?
4. Can you tell me a little more about how you see the relationship between learner autonomy and age? Do you think adults or young learners are more likely to develop learner autonomy? Why?
5. Do you think classrooms activities or activities out of class are more likely to help promoting learner autonomy? Why?
6. Do you think individual activities or group work activities are more likely to help promoting learner autonomy? Why?
7. Do you think learners' participating in the curriculum activities help promoting learner autonomy? How?
8. What do you think about the role of teacher in promoting learner autonomy? What kind of roles should they have to help promoting learner autonomy?
9. Can you tell me a little more about how you see the relationship between learner autonomy and proficiency level? Do you think advanced or beginner learners are more likely to develop learner autonomy? Why?
10. What are characteristic features of autonomous learners?

11. Can you tell me a little more about how you see the relationship between learner autonomy and culture? Do you think people from a particular culture are more likely to develop learner autonomy?
12. Do you think developing learner autonomy in traditional classrooms is possible or not?



## APPENDIX D

**Learners' achievement scores and their perceptions of learner autonomy for each item.**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
					Lower Bound	Upper Bound	
item1	2,0	9	3,56	1,236	,412	2,61	4,51
	2,5	15	3,87	1,125	,291	3,24	4,49
	3,0	31	4,00	,931	,167	3,66	4,34
	3,5	26	4,31	,884	,173	3,95	4,66
	4,0	19	3,84	1,214	,279	3,26	4,43
	Total	100	3,99	1,040	,104	3,78	4,20
item2	2,0	9	3,56	1,014	,338	2,78	4,33
	2,5	15	3,67	,816	,211	3,21	4,12
	3,0	31	3,81	,980	,176	3,45	4,17
	3,5	26	3,58	1,102	,216	3,13	4,02
	4,0	19	3,79	1,182	,271	3,22	4,36
	Total	100	3,70	1,020	,102	3,50	3,90
item3	2,0	9	3,67	1,414	,471	2,58	4,75
	2,5	15	4,13	,990	,256	3,58	4,68
	3,0	31	4,10	,978	,176	3,74	4,46
	3,5	26	4,35	,846	,166	4,00	4,69
	4,0	19	4,58	1,017	,233	4,09	5,07
	Total	100	4,22	1,011	,101	4,02	4,42
item4	2,0	9	3,44	,882	,294	2,77	4,12
	2,5	15	3,87	1,060	,274	3,28	4,45
	3,0	31	4,13	,885	,159	3,80	4,45
	3,5	26	4,31	,928	,182	3,93	4,68
	4,0	19	4,32	,820	,188	3,92	4,71
	Total	100	4,11	,931	,093	3,93	4,29
item5	2,0	9	3,33	1,414	,471	2,25	4,42
	2,5	15	3,20	1,082	,279	2,60	3,80
	3,0	31	3,29	1,131	,203	2,88	3,71
	3,5	26	3,62	1,267	,249	3,10	4,13
	4,0	19	3,84	1,259	,289	3,24	4,45
	Total	100	3,47	1,210	,121	3,23	3,71
item6	2,0	9	3,44	1,333	,444	2,42	4,47
	2,5	15	4,00	1,000	,258	3,45	4,55
	3,0	31	3,77	1,283	,231	3,30	4,24
	3,5	26	4,04	1,216	,238	3,55	4,53
	4,0	19	4,16	1,119	,257	3,62	4,70
	Total	100	3,92	1,195	,119	3,68	4,16
item7	2,0	9	3,33	1,225	,408	2,39	4,27
	2,5	15	4,27	1,100	,284	3,66	4,88
	3,0	31	4,39	,882	,158	4,06	4,71
	3,5	26	4,12	1,071	,210	3,68	4,55
	4,0	19	4,47	,905	,208	4,04	4,91

	Total	100	4,22	1,031	,103	4,02	4,42
item8	2,0	9	3,22	1,093	,364	2,38	4,06
	2,5	15	3,27	1,335	,345	2,53	4,01
	3,0	31	3,00	1,342	,241	2,51	3,49
	3,5	26	3,00	1,296	,254	2,48	3,52
	4,0	19	3,32	1,250	,287	2,71	3,92
	Total	100	3,12	1,274	,127	2,87	3,37
item9	2,0	9	3,00	1,118	,373	2,14	3,86
	2,5	15	3,13	1,506	,389	2,30	3,97
	3,0	31	2,90	1,375	,247	2,40	3,41
	3,5	26	3,00	1,549	,304	2,37	3,63
	4,0	19	2,42	1,427	,327	1,73	3,11
	Total	100	2,88	1,423	,142	2,60	3,16
item10	2,0	9	3,56	,726	,242	3,00	4,11
	2,5	15	3,53	1,060	,274	2,95	4,12
	3,0	31	3,65	1,226	,220	3,20	4,09
	3,5	26	3,88	,864	,169	3,54	4,23
	4,0	19	3,32	1,529	,351	2,58	4,05
	Total	100	3,62	1,144	,114	3,39	3,85
item11	2,0	9	4,00	1,225	,408	3,06	4,94
	2,5	15	4,27	1,100	,284	3,66	4,88
	3,0	31	4,35	1,226	,220	3,91	4,80
	3,5	26	4,54	,859	,169	4,19	4,89
	4,0	19	4,05	1,433	,329	3,36	4,74
	Total	100	4,30	1,159	,116	4,07	4,53
item12	2,0	9	3,89	1,167	,389	2,99	4,79
	2,5	15	4,13	,990	,256	3,58	4,68
	3,0	31	4,35	,915	,164	4,02	4,69
	3,5	26	4,31	,970	,190	3,92	4,70
	4,0	19	4,47	,841	,193	4,07	4,88
	Total	100	4,29	,946	,095	4,10	4,48
item13	2,0	9	3,89	1,269	,423	2,91	4,86
	2,5	15	3,40	,986	,254	2,85	3,95
	3,0	31	3,48	1,180	,212	3,05	3,92
	3,5	26	3,58	,945	,185	3,20	3,96
	4,0	19	3,63	1,012	,232	3,14	4,12
	Total	100	3,56	1,057	,106	3,35	3,77
item14	2,0	9	3,89	1,269	,423	2,91	4,86
	2,5	15	4,00	1,195	,309	3,34	4,66
	3,0	31	4,23	,884	,159	3,90	4,55
	3,5	26	4,46	,859	,169	4,11	4,81
	4,0	19	4,58	,838	,192	4,18	4,98
	Total	100	4,29	,967	,097	4,10	4,48
item15	2,0	9	3,11	,928	,309	2,40	3,82
	2,5	15	3,00	1,558	,402	2,14	3,86
	3,0	31	2,74	1,460	,262	2,21	3,28
	3,5	26	3,54	1,240	,243	3,04	4,04
	4,0	19	3,05	1,224	,281	2,46	3,64
	Total	100	3,08	1,346	,135	2,81	3,35
item16	2,0	9	3,89	1,269	,423	2,91	4,86

	2,5	15	4,20	1,014	,262	3,64	4,76
	3,0	31	4,19	,910	,163	3,86	4,53
	3,5	26	4,42	,703	,138	4,14	4,71
	4,0	19	4,16	,958	,220	3,70	4,62
	Total	100	4,22	,917	,092	4,04	4,40
item17	2,0	9	2,89	,928	,309	2,18	3,60
	2,5	15	2,73	1,033	,267	2,16	3,31
	3,0	31	2,74	1,341	,241	2,25	3,23
	3,5	26	3,15	1,223	,240	2,66	3,65
	4,0	19	3,05	1,311	,301	2,42	3,68
	Total	100	2,92	1,220	,122	2,68	3,16
item18	2,0	9	3,44	1,130	,377	2,58	4,31
	2,5	15	2,33	,816	,211	1,88	2,79
	3,0	31	3,13	1,204	,216	2,69	3,57
	3,5	26	3,35	1,231	,241	2,85	3,84
	4,0	19	3,32	1,250	,287	2,71	3,92
	Total	100	3,13	1,195	,119	2,89	3,37
item19	2,0	9	4,00	1,000	,333	3,23	4,77
	2,5	15	3,87	,915	,236	3,36	4,37
	3,0	31	4,26	1,032	,185	3,88	4,64
	3,5	26	4,27	,874	,171	3,92	4,62
	4,0	19	4,37	,895	,205	3,94	4,80
	Total	100	4,20	,943	,094	4,01	4,39
item20	2,0	9	2,67	1,225	,408	1,73	3,61
	2,5	15	2,33	1,234	,319	1,65	3,02
	3,0	31	1,97	1,224	,220	1,52	2,42
	3,5	26	2,15	,925	,181	1,78	2,53
	4,0	19	2,16	1,259	,289	1,55	2,76
	Total	100	2,17	1,155	,116	1,94	2,40
item21	2,0	9	3,44	1,333	,444	2,42	4,47
	2,5	15	3,53	,915	,236	3,03	4,04
	3,0	31	3,94	1,031	,185	3,56	4,31
	3,5	26	4,12	,816	,160	3,79	4,45
	4,0	19	4,16	,834	,191	3,76	4,56
	Total	100	3,92	,971	,097	3,73	4,11
item22	2,0	9	3,44	1,130	,377	2,58	4,31
	2,5	15	3,53	1,125	,291	2,91	4,16
	3,0	31	4,03	1,016	,182	3,66	4,40
	3,5	26	4,27	,667	,131	4,00	4,54
	4,0	19	4,26	,991	,227	3,79	4,74
	Total	100	4,01	,990	,099	3,81	4,21
item23	2,0	9	3,22	1,093	,364	2,38	4,06
	2,5	15	3,67	1,291	,333	2,95	4,38
	3,0	31	3,77	1,257	,226	3,31	4,24
	3,5	26	3,88	1,211	,237	3,40	4,37
	4,0	19	4,05	1,129	,259	3,51	4,60
	Total	100	3,79	1,209	,121	3,55	4,03
	2,0	9	2,33	1,000	,333	1,56	3,10
	2,5	15	2,47	1,302	,336	1,75	3,19

item24	3,0	31	2,10	1,165	,209	1,67	2,52
	3,5	26	2,04	1,076	,211	1,60	2,47
	4,0	19	2,11	,994	,228	1,63	2,58
	Total	100	2,16	1,108	,111	1,94	2,38
item25	2,0	9	3,56	1,236	,412	2,61	4,51
	2,5	15	3,67	,900	,232	3,17	4,16
	3,0	31	4,16	,860	,154	3,85	4,48
	3,5	26	3,96	1,038	,204	3,54	4,38
	4,0	19	4,26	,872	,200	3,84	4,68
	Total	100	4,00	,964	,096	3,81	4,19
item26	2,0	9	3,22	1,202	,401	2,30	4,15
	2,5	15	3,60	1,183	,306	2,94	4,26
	3,0	31	3,26	1,460	,262	2,72	3,79
	3,5	26	3,69	1,258	,247	3,18	4,20
	4,0	19	2,68	1,293	,297	2,06	3,31
	Total	100	3,31	1,339	,134	3,04	3,58
item27	2,0	9	3,33	1,118	,373	2,47	4,19
	2,5	15	3,53	1,060	,274	2,95	4,12
	3,0	31	4,10	,831	,149	3,79	4,40
	3,5	26	4,04	1,076	,211	3,60	4,47
	4,0	19	4,32	,671	,154	3,99	4,64
	Total	100	3,97	,969	,097	3,78	4,16
item28	2,0	9	3,56	,882	,294	2,88	4,23
	2,5	15	3,60	1,121	,289	2,98	4,22
	3,0	31	3,97	1,140	,205	3,55	4,39
	3,5	26	4,27	,962	,189	3,88	4,66
	4,0	19	4,26	,933	,214	3,81	4,71
	Total	100	4,01	1,049	,105	3,80	4,22
item29	2,0	9	3,67	1,225	,408	2,73	4,61
	2,5	15	4,13	,990	,256	3,58	4,68
	3,0	31	4,29	1,039	,187	3,91	4,67
	3,5	26	4,50	,906	,178	4,13	4,87
	4,0	19	4,42	1,261	,289	3,81	5,03
	Total	100	4,29	1,066	,107	4,08	4,50
item30	2,0	9	3,67	,866	,289	3,00	4,33
	2,5	15	3,67	1,234	,319	2,98	4,35
	3,0	31	3,84	1,068	,192	3,45	4,23
	3,5	26	3,85	1,120	,220	3,39	4,30
	4,0	19	3,58	1,121	,257	3,04	4,12
	Total	100	3,75	1,086	,109	3,53	3,97
item31	2,0	9	3,67	1,323	,441	2,65	4,68
	2,5	15	4,07	,799	,206	3,62	4,51
	3,0	31	4,00	1,033	,185	3,62	4,38
	3,5	26	4,31	,884	,173	3,95	4,66
	4,0	19	4,11	1,197	,275	3,53	4,68
	Total	100	4,08	1,022	,102	3,88	4,28
item32	2,0	9	3,67	1,323	,441	2,65	4,68
	2,5	15	4,13	1,060	,274	3,55	4,72
	3,0	31	4,19	,980	,176	3,83	4,55

	3,5	26	4,23	,765	,150	3,92	4,54
	4,0	19	4,05	1,026	,235	3,56	4,55
	Total	100	4,12	,977	,098	3,93	4,31
item33	2,0	9	3,89	1,453	,484	2,77	5,01
	2,5	15	4,47	,834	,215	4,00	4,93
	3,0	31	4,42	1,057	,190	4,03	4,81
	3,5	26	4,65	,846	,166	4,31	5,00
	4,0	19	4,42	1,261	,289	3,81	5,03
	Total	100	4,44	1,057	,106	4,23	4,65
item34	2,0	9	2,67	1,000	,333	1,90	3,44
	2,5	15	3,07	1,163	,300	2,42	3,71
	3,0	31	2,29	1,243	,223	1,83	2,75
	3,5	26	2,65	1,231	,241	2,16	3,15
	4,0	19	2,11	1,243	,285	1,51	2,70
	Total	100	2,50	1,227	,123	2,26	2,74
item35	2,0	9	3,78	1,093	,364	2,94	4,62
	2,5	15	4,00	,655	,169	3,64	4,36
	3,0	31	3,81	1,108	,199	3,40	4,21
	3,5	26	4,00	,938	,184	3,62	4,38
	4,0	19	4,00	,882	,202	3,57	4,43
	Total	100	3,92	,950	,095	3,73	4,11
item36	2,0	9	4,11	1,269	,423	3,14	5,09
	2,5	15	3,93	1,163	,300	3,29	4,58
	3,0	31	4,29	,902	,162	3,96	4,62
	3,5	26	4,38	,898	,176	4,02	4,75
	4,0	19	4,32	,820	,188	3,92	4,71
	Total	100	4,25	,957	,096	4,06	4,44
item37	2,0	9	3,56	1,014	,338	2,78	4,33
	2,5	15	4,47	,834	,215	4,00	4,93
	3,0	31	4,19	,703	,126	3,94	4,45
	3,5	26	4,19	,939	,184	3,81	4,57
	4,0	19	4,37	1,116	,256	3,83	4,91
	Total	100	4,21	,913	,091	4,03	4,39