

T.C  
UNIVERSITY OF GAZIANTEP  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

SUPPORTING SELF-EFFICACY AND LEARNER  
AUTONOMY IN RELATION TO ACADEMIC SUCCESS IN  
EFL CLASSROOMS  
(A CASE STUDY)

**MASTER'S OF ART THESIS**

FATMA ŐEYMA İFTİ

Supervisor: Assist. Prof. Dr. Filiz YALIN TILFARLIOĐLU

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(A CASE STUDY)**

Fatma Şeyma ÇİFTÇİ

Date of Viva: 01.06.2011

Approval of the Graduate School of Social Sciences

Assist. Prof. Dr. Ahmet AĞIR  
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master's of Art/Doctor of Philosophy.

Assist. Prof. Dr. Filiz Y. TILFARLIOĞLU  
Head of Department

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as thesis for the degree of Master's of Art.

Assist. Prof. Dr. Filiz Y. TILFARLIOĞLU  
Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.

Examining Committee Members:  
(Title, Name and SURNAME)

Signature

Assist. Prof. Dr. Filiz Y. TILFARLIOĞLU

Assist. Prof. Dr. Belma Bilge YAŞAR

Assist. Prof. Dr. Şaban ÇEPİK

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## ABSTRACT

### **SUPPORTING SELF-EFFICACY AND LEARNER AUTONOMY IN RELATION TO ACADEMIC SUCCESS IN EFL CLASSROOMS (A CASE STUDY)**

Çiftçi, Fatma Şeyma

M.A. Thesis, Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Filiz Y. TILFARLIOĞLU

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English is the leading foreign language among other languages having a prestigious position in the educational world in Turkey. However, most people who learn English complain that they cannot attain the desired proficiency level in English. The problem behind this may be that not only the relationship between self-efficacy and learner autonomy but also the relationship between these two concepts (self-efficacy and learner autonomy) and language learning may be ignored. This research has been conducted for revealing the missing point of the discussions related to foreign language teaching and learning in Turkey. This study intended to investigate the relationship between self-efficacy and learner autonomy, and these two concepts (self-efficacy and learner autonomy) and academic success. The present study was conducted at Gaziantep, Zirve, İnönü, Selçuk and Karatay Universities in 2010-2011 academic year. In the study, there were 50 preparatory level students out of 250 participants from each of the following universities: Gaziantep University, Zirve University, İnönü University, Selçuk University and Karatay University (n=106 females and n=144 males). The data were collected through two questionnaires: Self-Efficacy Questionnaire (SEQ) and Autonomous Learner Questionnaire (ALQ). The reliability of the SEQ was .91 while the reliability of ALQ was .76. The data were analyzed by using SPSS 19.0. The analysis of the data revealed that there was a positive relationship between self-efficacy and learner autonomy ( $r = .667$   $p > .01$ ), self-efficacy and academic success ( $r = .597$   $p > .01$ ), and learner autonomy and academic success ( $r = .506$   $p > .01$ ). Also, it was found out that self-efficacy affected academic success positively and learner autonomy had a positive effect on academic success. Furthermore, self-efficacy and learner autonomy affected academic success positively.

**Key Words:** Individual Learning, Learner Autonomy, Self-efficacy, Autonomous Learner, Self-efficacious Learner, Academic Success.

## ÖZET

### ÖĞRENEN ÖZERKLİĞİ VE ÖZ-YETERLİLİĞİ İLE AKADEMİK BAŞARI ARASINDAKİ İLİŞKİNİN İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ SINIFLARDA DESTEKLENMESİ (ÖRNEK OLAY ÇALIŞMASI)

ÇİFTÇİ, Fatma Şeyma

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İngilizce, Türkiye'de eğitim dünyasında saygın bir konuma sahip ve diğer yabancı diller içerisinde en önde gelen bir dildir. Buna rağmen, Türkiye'de İngilizce öğrenen birçok kişi İngilizcede istedikleri yeterlilik düzeyine ulaşamadığından yakınmaktadır. Bu durumun arkasında yatan neden olarak, sadece öğrenen özerkliği ve öz-yeterliliği arasındaki ilişkinin değil, aynı zamanda bu iki kavramla dil öğrenimi arasındaki ilişkinin göz ardı edilmesi gösterilebilir. İşte bu araştırma, Türkiye'de yabancı dil öğrenme ve öğretmeyle ilgili göz ardı edilen noktaları ortaya çıkarmak için yapılmıştır. Çalışmanın amacı öğrenen öz-yeterliliğiyle öğrenen özerkliği arasındaki ilişki ve bu iki kavramla (öğrenen öz-yeterliliği ve özerkliği) akademik başarı arasındaki ilişkinin belirlenmesine yöneliktir. Bu çalışma, 2010-2011 eğitim yılında Gaziantep, Zirve, İnönü, Selçuk ve Karatay Üniversitelerinde uygulanmıştır. Bu çalışmada her bir üniversiteden (Gaziantep Üniversitesi, Zirve Üniversitesi, İnönü Üniversitesi, Selçuk Üniversitesi ve Karatay Üniversitesi) 50 hazırlık öğrencisi olmak üzere toplam 250 katılımcı bulunmaktadır (106 kız ve 114 erkek). Araştırmadaki veriler iki anket yoluyla toplanmıştır: Öz-yeterlilik Anketi (SEQ) ve Özerk Öğrenen Anketi (ALQ). Öz-yeterlilik anketinin güvenilirlik değeri .91 ve Özerk Öğrenen anketinin değeri .76 olarak bulunmuştur. Veriler SPSS 19,0 kullanılarak analiz edilmiştir. Elde edilen verilerin analizi sonucunda öğrenen öz-yeterliliğiyle öğrenen özerkliliği arasında ( $r = .667$   $p > .01$ ), öz-yeterlilikle akademik başarı arasında ( $r = .597$   $p > .01$ ) ve öğrenen özerkliğiyle akademik başarı arasında ( $r = .506$   $p > .01$ ) olumlu bir ilişki olduğu ortaya çıkmıştır. Aynı zamanda, bu veriler ışığında öğrenen öz-yeterliliğin ve özerkliğinin akademik başarıyı olumlu yönde etkilediği sonucuna varılmıştır. Ayrıca bu iki kavramın birlikte (öğrenen öz-yeterliliği ve özerkliği) akademik başarı üzerinde olumlu etkileri olduğu ortaya çıkarılmıştır.

**Anahtar kelimeler:** Bireysel Öğrenme, Öğrenen Özerkliği, Öz-yeterlilik, Özerk Öğrenen, Öz-yeterliliği Gelişmiş Olan Öğrenen, Akademik Başarı.

## TABLE OF CONTENTS

|  | <u>Page no</u> |
|--|----------------|
| <b>ACKNOWLEDGEMENT</b> .....                             | i              |
| <b>ABSTRACT</b> .....                                    | ii             |
| <b>ÖZET</b> .....  | iii            |
| <b>TABLE OF CONTENTS</b> .....                           | iv             |
| <b>LIST OF TABLES</b> .....                              | vi             |
| <b>LIST OF FIGURES</b> .....                             | vii            |
| <b>1. INTRODUCTION</b> .....                             | 1              |
| 1.1. PRESENTATION.....                                   | 1              |
| 1.2. BACKGROUND OF THE STUDY.....                        | 1              |
| 1.2.1 Self-efficacy.....                                 | 1              |
| 1.2.2. Learner Autonomy.....                             | 3              |
| 1.2.3 Self-efficacy and Learner Autonomy.....            | 6              |
| 1.3. STATEMENT OF THE PROBLEM.....                       | 7              |
| 1.4. PURPOSE AND THE SIGNIFICANCE OF THE STUDY.....      | 9              |
| 1.5. STATEMENT OF RESEARCH QUESTIONS AND HYPOTHESIS..... | 9              |
| 1.6. ASSUMPTIONS OF THE STUDY.....                       | 10             |
| 1.7. LIMITATIONS OF THE STUDY.....                       | 10             |
| 1.8. DEFINITONS OF THE TERMS AND ABBREVIATIONS.....      | 11             |
| <b>2. REVIEW OF LITERATURE REVIEW</b> .....              | 13             |
| 2.1. PRESENTATION.....                                   | 13             |
| 2.2. SELF-EFFICACY.....                                  | 13             |
| 2.2.1. Definition of Self-efficacy.....                  | 13             |
| 2.2.2. Features of Self-efficacious Learners.....        | 15             |
| 2.2.3. Informative Sources of Self-efficacy.....         | 16             |
| 2.3. LEARNER AUTONOMY.....                               | 20             |
| 2.3.1. Definition of Learner Autonomy.....               | 20             |
| 2.3.2. Misconceptions of Learner Autonomy.....           | 22             |
| 2.3.3. History of Learner Autonomy.....                  | 23             |
| 2.3.4. Autonomous Learners.....                          | 24             |

|   |            |
|---|------------|
| 2.3.5. How We Can Promote Learner Autonomy?.....                                  | 29         |
| 2.3.5.1. Homework.....  | 29         |
| 2.3.5.2. Keeping Learning Journals.....   | 30         |
| 2.3.5.3. The Self-access Centre (SAC).....  | 30         |
| 2.3.5.4. After the Course.....  | 31         |
| 2.3.6. Projects, Programmes and Centres to Promote Learner Autonomy.....          | 31         |
| 2.4. ACADEMIC SUCCESS.....  | 35         |
| 2.4.1. Self-efficacy and Academic Success.....                                    | 38         |
| 2.4.2. Learner Autonomy and Academic Success.....                                 | 45         |
| 2.5. SELF- EFFICACY AND LEARNER AUTONOMY.....                                     | 48         |
| 2.5.1. Self-efficacy and Learner Autonomy in Relation to<br>Academic Success..... | 48         |
| <b>3. METHODOLOGY.....</b>  | <b>55</b>  |
| 3.1. PRESENTATION.....  | 55         |
| 3.2. RESEARCH DESIGN.....   | 55         |
| 3.3. RESEARCH POPULATION AND SAMPLING.....  | 56         |
| 3.4. DATA COLLECTION INSTRUMENT.....  | 56         |
| 3.5. PROCEDURE, DATA COLLECTION AND ANALYSES.....                                 | 57         |
| 3.5.1. Piloting Procedure.....  | 57         |
| 3.5.2. Data Collection.....   | 58         |
| 3.5.3. Data Analysis.....   | 58         |
| <b>4. RESULTS AND DISCUSSION.....</b>   | <b>60</b>  |
| 4.1. PRESENTATION.....  | 60         |
| 4.2. DESCRIPTIVE ANALYSES.....  | 60         |
| <b>5.CONCLUSION.....</b>  | <b>73</b>  |
| 5.1. PRESENTATION.....  | 73         |
| 5.2. SUMMARY OF THE RESEARCH.....   | 73         |
| 5.3. CONCLUSIONS.....   | 74         |
| 5.4. RECOMMENDATIONS FOR FURTHER RESEARCH.....                                    | 82         |
| <b>REFERENCES.....</b>  | <b>84</b>  |
| <b>APPENDICES.....</b>  | <b>101</b> |
| APP. A QUESTIONNAIRES (IN TURKISH AND ENGLISH).....                               | 102        |
| Appendix A.1. Self-efficacy Questionnaire in Turkish.....                         | 103        |
| Appendix A.2. Learner Autonomy Questionnaire in Turkish.....                      | 107        |
| Appendix A.3. Self-efficacy Questionnaire in English.....                         | 110        |
| Appendix A.4. Learner Autonomy Questionnaire in English.....                      | 113        |
| APP. B PERMISSIONS TO CONDUCT QUESTIONNAIRES.....                                 | 116        |
| <b>CURRICULUM VITAE.....</b>  | <b>120</b> |

**LIST OF TABLES**

|   | <b><u>Page No</u></b> |
|---|-----------------------|
| Table 2.1. Learner Attitudes Towards Autonomy.....  | 52                    |
| Table 4.1. Correlation between self-efficacy and learner autonomy.....                              | 61                    |
| Table 4.2. Regression model summary of self-efficacy, learner autonomy<br>and academic success..... | 62                    |
| Table 4.3. Correlation between self-efficacy and academic success.....                              | 65                    |
| Table 4.4. Regression model summary of self-efficacy and academic success.....                      | 66                    |
| Table 4.5. Correlation between learner autonomy and academic success.....                           | 68                    |
| Table 4.6. Regression model summary of learner autonomy and<br>academic success .....               | 70                    |



**LIST OF FIGURES**

|   | <b><u>Page No</u></b> |
|---|-----------------------|
| Figure 4.1. Normal P-P Plot of Self-efficacy, Learner Autonomy<br>and Academic Success..... | 64                    |
| Figure 4.2. Scatter Plot of Self-efficacy and Academic Success.....                         | 68                    |
| Figure 4.3. Scatter Plot of Learner Autonomy and Academic Success.....                      | 72                    |

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1 PRESENTATION**

This chapter introduces detailed background information about three concepts (self-efficacy, learner autonomy and academic success), and the relationship between these concepts. At the same time, this chapter presents the problem of the study, explains the purpose and significance of the study, states the research questions and hypotheses, introduces assumptions of the study and limitations of the study and, defines the terms and abbreviations.

#### **1.2. BACKGROUND OF THE STUDY**

##### **1.2.1. Self-efficacy**

What is self-efficacy? The definition of self-efficacy by Bandura, mentioned in *Self-efficacy: The exercise of control* sounds like that: "Self-efficacy is a person's beliefs concerning his or her completion of a task and his or her perceived competency level with performing the task." (Bandura, 1997). Another definition of self-efficacy by Aliegro (2006:18) is that "self-efficacy is a process in which students' sense of ability to perform a task influences their success that in turn contributes to increased effort and persistence".

As Bandura (1984) indicated, self-efficacy has the potential to play a key role in the learning process by helping or hindering learner's progress (Bandura, 1984). Bandura (1984) further claims that a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system helps learners to give reactions to demanding situations in a proper way. Also, self-efficacy is a system of beliefs serving a key motivational factor in the cognitive system (Bandura,1986).

This motivational factor can be seen as the central mediator of the effort. This shows that learners' beliefs and motivation have a very important place in learning process. A learner's beliefs about her/his abilities affect his/her way of thinking and his/her performance in learning process.

In Bandura's "Social Cognitive Theory", the level and source of self-efficacy is seen as the main factor of differences among individuals' attitudes towards tasks. Self-efficacy expectations have three different dimensions from Bandura's perspective in this theory: magnitude, strength and generability (Bandura, 1997a). What is magnitude? Magnitude is related to situations in which a person has the belief to perform the task on his/her own. Individuals can feel relaxed or anxious under different situations. For example, if a person believes that he/she can be successful in this task and her/his environment provides a supportive atmosphere for him/her, he/she will feel relaxed. However, under the opposite situations, they will feel anxious and automatically they will be unsuccessful in the task. As Bandura defined, strength is a person's determination related to his/her perceived ability or capability of completing a task (Bandura, 1997a). If a person believes in himself/herself, she/he will be successful since she/he has the belief to be successful. Generality of self-efficacy is related to the extent to which successes or failures have an effect on an individual's self-efficacy beliefs in either limited or general ways. If a person has higher self-efficacy, he/she will expect better personal accomplishments and outcomes. Pajares (2002a) supports this idea with saying that "self-efficacy beliefs provide foundation for human motivation, well-being and personal achievement". It can be said that higher self-efficacy is a sign for being motivated to situations. There are differences between people with high self efficacy and low self-efficacy in the aspect of goal setting, sustaining effort, and their attitudes towards successes and failures. According to Bandura (1997a), high self-efficacious students have some similar characteristics such as participating in lessons more readily, working harder, persisting longer and having fewer adverse emotional reactions.

Since 1977, when Bandura published his seminal work "Self-Efficacy: Toward a Unifying Theory of Behavioral Change", a large number of studies in the fields of psychology and education have examined the concept of self-efficacy (Tilfarlioğlu, 2009). It can be said that up until today, there has been much research conducted on the effects of self-efficacy on language learning.

In a similar vein, the study of Thomas et al. (2002) finds out that there is a direct correlation between self-efficacy and achievement. According to his findings, high self-efficacy affects achievements in a positive way. If an individual has a high level of self-efficacy, he/she will be more prone to be successful in language learning.

When looking at the study of Stajkovic and Luthans (1998), it can be seen that similar research was conducted on the same issue. In their study, they focused on self-efficacy and performance. According to the results of the data, self-efficacy affects the level of successful outcomes in the process of language learning.

Multon et al. (1991) emphasises the importance of self-efficacy beliefs in student persistence and academic performance. According to him, higher self-efficacy has a positive effect on students' academic performance and their persistence in language learning.

Taking the psychological and pedagogical implications related to self-efficacy into consideration, it can be said that self-efficacy beliefs serve as a key motivational force in students' learning a language.

### **1.2.2. Learner Autonomy**

Today's world can be called a global village due to the rise of technology, communication facilities, international trade, improvements in transportation, and international political issues. Therefore, people have to communicate with each other in an effective way by means of making use of a common language. They need to learn foreign languages. The rise of the autonomy in various areas, especially in foreign language education was the consequence of these demands and changes (Reinders, 2000).

The Council of Europe's Modern Languages Project established in 1971 led the rise of the autonomy in foreign language. By means of this project, the concept of autonomy entered the field of education. One of the most prominent consequence of this project was Centre de Recherches et d' Applications en Langues (CRAPEL). The founder of CRAPEL is Yves Chalon thought as the father of autonomy in language learning and teaching (Holec, 1981). After these first steps in language learning and teaching, different learner-centered approaches such as learner training, learner strategy training and learner-based teaching have emerged. It is clear that since the end of 1970's, there has been a movement to make learners rather than teachers the

center of language learning. Learners are more important than teachers, materials, curriculum, methods or evaluation. As a result, the concept of learner autonomy has flourished and taken an important place in language learning and teaching. If learner autonomy is very important in language teaching and learning, then what is "learner autonomy"? There are different definitions related to what "learner autonomy" is in literature.

- The ability to take charge of one's own learning (Holec, 1981:3).
- The capacity to take control over one's own learning (Benson, 2001:47).
- A process that enables learners to recognize and assess their own needs, to choose and apply their own learning strategies or styles eventually leading to the effective management of learning (Richards & Renandya, 2001).
- An educational concept in which learners accept the responsibility of their own learning (Little, 1999).
- Situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions (Dickinson 1987: 11).
- Learners' ability and willingness to make choices independently (Littlewood, 1996:97).

As it can be seen that learner autonomy is defined differently, the main gist of definitions is the same: "Knowledge is something built up by the learner." (Candy, 1991:270). Learner autonomy provides learners with the opportunities to perform their own skills or control their own capacity. In a language classroom, there are different individuals who have different understandings and create their own meanings that are personal to them (Williams and Burden, 1991). As a result, learner autonomy helps learners to develop their ability to learn effectively, to use appropriate strategies intelligently. It can be said that if an individual is aware of his/her learning process and takes his/her learning responsibility; in other words he/she is an autonomous learner, he/she will be more successful in language learning. As Wenden (1998) claims, autonomous learners have seven main characteristics:

- Autonomous learners have insights into their learning styles.
- They have a tolerant and outgoing approach to the target language.

- They develop the target language into a separate and are willing to revise and reject hypotheses and rules that do not apply.
- They are good guessers.
- They are willing to take risks, i.e., to communicate in the target language at all costs.
- They take an active approach to the learning task at hand.
- They place importance on accuracy as well as appropriacy.

(Wenden, 1998: 41-42).

Apart from Wenden's (1998) thought related to the characteristics of autonomous learners, Wedemeyer (1969) also mentions some traits of autonomous learners. These are:

- They like to plan ahead.
- They organize their lives to make the best possible use of it.
- They enjoy reading, writing, listening and discussing.
- They have open minds to learning new things.
- They enjoy questioning, testing and analyzing.
- They work cooperatively with others but enjoy being on their own learning.
- They are not afraid of being different.

Taking these autonomous learners' characteristics into consideration, it is clear that autonomous learners know how to learn. Autonomous learners do not feel that they are dependent on their teachers and can control their own learning process by means of knowing how to learn. They have the captaincy of self as Thelen (1972) calls. Therefore, they are aware of their learning process and they can control their own process effectively. In short, autonomous learners are engaged in learning events.

A large number of studies have been conducted on learner autonomy around the world for recent years. Yamauchi and Tanaka (1998) studied on the learner autonomy in eastern cultures. They did the research on the fifth grade Japanese students. They found that students' autonomous motivation related positively to their self-esteem.

In the similar vein, Vansteenkiste, Zhou, Lens and Soenens (2005) carried out a study on young Chinese adults. According the result of this study, being autonomous positively affects academic success and well-being.

In the light of the facts mentioned above it can be concluded that learner autonomy affects students' learning process positively.

### **1.2.3. Self-efficacy and Learner Autonomy**

There have been many studies on self-efficacy and learner autonomy separately. However, up until now there is almost no research on the relationship between self-efficacy and learner autonomy. This study aims to investigate the relationship between self-efficacy and learner autonomy. At the same time, its aim is to find out whether self-efficacy affects learner autonomy positively or not and vice versa. Moreover, it tries to reveal the relationship between these two concepts (self-efficacy and learner autonomy) and academic achievement.

Cotteral (1999) claims there are six important variables in the promotion of learner autonomy. These are the role of the teacher, the role of feedback, the learners' sense of self-efficacy, important strategies, dimensions of strategy-related behavior and the nature of language learning. As he indicated, one of the prominent variables in the promotion of learner autonomy is self-efficacy. Students with high self-efficacy are prone to being more autonomous than students with low self-efficacy.

Nunan (1995) proposes five levels to make learners autonomous and underlines the importance of these levels. These levels are awareness, involvement, intervention, creation and transcendence (cited in Wang, 2000). In the first level, learners are made aware of their own capacity, pedagogical goals, contents and strategies. Remembering the definition of self-efficacy, self-efficacy is a person's beliefs in his/her capabilities to control their learning process. Students with high self-efficacy will be aware of their own capacity. It is clear that in the first level of being autonomous learner, self-efficacy has a very important place. In the second level, learners are actively involved in learning process. In the third level, learners are encouraged to make up their own strategies. In the fourth level, they set up their goals and plan their learning process. In the last level, learners are ready to learn without being dependent on the teacher. In the end, they will be autonomous learners.

Littlewood (1996) points out that students' willingness to act independently depends on the level of their motivation and confidence. It is clear that students' being autonomous and motivated are interrelated. As Bandura (1986) indicated, self-efficacy is a system of beliefs serving a key motivational factor in the cognitive system. Therefore, self-efficacy has a very important place in motivational factors. Students' level of motivation affects students' being autonomous. It can be said that self-efficacy affects students' being autonomous indirectly. All these three concepts are intermingled.

Cotterall (1995) carried out a study related to learner beliefs and effects of these beliefs and effects of them on readiness for autonomy. The results of study indicated that beliefs of learners have important place in promoting learner autonomy. Self-efficacy is the learners' beliefs in their capacity to control their learning process. Thus, it can be seen that self-efficacy affects learner autonomy in a positive way.

Taking the characteristics of learners with high self-efficacy and autonomous learners into consideration, it is clear that they have some common points. As Bandura (1997a) indicated, high self-efficacious students participate in lessons more readily, work harder, persist longer and have fewer adverse emotional reactions. Also, learners with higher autonomy do not give up easily and they make plans related to their future life after working harder (Wedemeyer, 1981). If a person is autonomous, it can be said that the person has high self-efficacy. At the same time, if a person has high self-efficacy, he/she will be more autonomous than a person with low self-efficacy.

### **1.3. STATEMENT OF THE PROBLEM**

Day by day, the importance of teaching and learning a language is increasing as the interaction among countries is soaring. As a result, since people try to learn more than one language to communicate with other people around the world, the rate of bilingual people is increasing. There are a lot of researches on the increasing rate of bilingual people. A research related to English and French bilingualism carried out in Canada is just an example of this. According to the 2001 census, about 5.231.500 people reported that they were bilingual, compared with 4.841.300 five years earlier, an 8.1% increase. In 2001, these individuals represented 17.7% of the population, up



from 17.0% in 1996. According to the findings of the study, it can be said that the increasing rate of bilingual people can be observed around the world.

Taking the importance of language teaching and learning in today's world into consideration, the study aims to reveal the missing point of the discussions related to foreign language teaching and learning in Turkey. While autonomy is a general human need, the support of which would enhance students positive feelings about themselves and their school work (Zhou et al, M, 2009:493), self-efficacy is the beliefs in one's capabilities to organize and execute the course of action required to produce given attainments (Bandura, 1997b:3). It is clear that if one person has the ability to organize himself or herself and control himself or herself, it can be said that he/she is autonomous. Quinn (1974) claimed language teaching and learning is an autonomous art and it has accumulated over long periods a large body of traditional wisdom. As he asserted, the process of language teaching and learning should be autonomous because language learning is a life-long journey. During this process, students should learn how to become autonomous and take the responsibility of their learning since there will not their teachers helping them during their life. As indicated in Chinese proverb "Give a man a fish and you feed for a day. Teach a man to fish and you feed him for a lifetime", teacher should teach students how to be autonomous and support autonomous learning in their classrooms due to the fact that language learning is also a life-long process. Moreover, a person's autonomy allows new interpretations of the world and possibility of change (Kenny, 1993:440). It can be said that if students have high self-efficacy, they will be aware of their abilities and they will be more autonomous. In Turkey, there are different studies on self-efficacy and learner autonomy separately. However, there are almost no studies on the relationship between self-efficacy and autonomy. This study investigates the relationship between self-efficacy and learner autonomy, self-efficacy and academic success, and learner autonomy and academic success. Also, most teachers, learners, families and managers in schools complain that most learners cannot reach the proficiency level they desire in Turkey. The reason why they cannot attain the desired level of proficiency in foreign languages may be that people do not generally take the relationship between self-efficacy, learner autonomy and academic success in language learning into consideration. Moreover, as Yumuk (2002) indicates, the another reason may be that teachers' roles in Turkey do not allow students to be autonomous in classrooms. If students do not have the opportunity to explain

themselves and control their own learning, they cannot be aware of their self-efficacy.

#### **1.4. PURPOSE AND THE SIGNIFICANCE OF THE STUDY**

The first major purpose of this study is to investigate not only whether there is a relationship between learner autonomy and self-efficacy but also to find out whether self-efficacy affects learner autonomy positively. Also, its aim is to find out learner autonomy affects students' learning in a positive way. While the questionnaire on self-efficacy reveals participants' self-efficacy scores, the questionnaire on learner autonomy reveals participants' learner autonomy scores in their language learning process. The scores bring the importance of the relationship between these two concepts into light in ELT.

The second aim of this study is to reveal the relationships between self-efficacy and academic success, learner autonomy and academic success, and these two concepts (self-efficacy and learner autonomy) and academic success. This study helps to reveal the disregarded importance of the relationship between the two concepts (self-efficacy and learner autonomy) and academic success in language learning. In short, this study can have an effect on creating an effective language teaching and learning environment in Turkey. It may be a new road to the development of individual potential in language learning.

#### **1.5. STATEMENT OF RESEARCH QUESTIONS AND HYPOTHESIS**

##### **1.5.1. Research Questions**

**Research Question # 1:** Is there a relationship between self-efficacy and learner autonomy?

**Research Question # 2:** Do self-efficacy and learner autonomy affect academic success in a positive way?

**Research Question # 3:** Is there a relationship between self-efficacy and academic success?

**Research Question # 4:** Does self-efficacy affect academic success in a positive way?

**Research Question # 5:** Is there a relationship between learner autonomy and academic success?

**Research Question # 6:** Does learner autonomy affect academic success in a positive way?

### 1.5.2. Hypotheses

**Hypothesis for Research Question # 1:** There is a relationship between self-efficacy and learner autonomy.

**Hypothesis for Research Question # 2:** Self-efficacy and learner autonomy affect academic success positively.

**Hypothesis for Research Question # 3:** There is a relationship between self-efficacy and academic success.

**Hypothesis for Research Question # 4:** Self-efficacy affects academic success in a positive way.

**Hypothesis for Research Question # 5:** There is a relationship between learner autonomy and academic success.

**Hypothesis for Research Question # 6:** Learner autonomy affects academic success positively.

## 1.6. ASSUMPTIONS OF THE STUDY

**Assumption # 1:** The sample population consists of 250 participants from İnönü University, Gaziantep University, Selçuk University, Karatay University and Zirve University. All of the participants are assumed to be at the same level in English.

## 1.7. LIMITATIONS OF THE STUDY

There is only a limitation encountered during this study. The results of the study cannot be generalized to all Turkish EFL learners because participants were selected from just only five universities in Turkey. While choosing the participants, the cluster sampling method was used. What is cluster sampling method? As its dictionary meaning, cluster sampling method is a sampling technique used when natural groupings are evident in a statistical population. Also, it is a way of making random sampling more practical especially when the target population widely dispersed (Dörnyei, 2007:98). In this kind of sampling, elements within a cluster should ideally be as heterogeneous as possible. In this study, the participants are heterogeneous. At the same time, in cluster sampling, the population is divided into

clusters, and some of these are then chosen at random. Fifty participants of each university that were randomly chosen represent their own category. Each cluster should be a small scale representation of the total population. The logic behind why the cluster sampling method is chosen is that it saves traveling time because in this method, the units sampled are chosen in clusters, close to each other. Moreover, it is cheap and convenient to sample population in clusters.

### **1.8. DEFINITIONS OF THE TERMS AND ABBREVIATIONS**

The researcher made use of some definitions and abbreviations while preparing this research. The key terms are clarified and defined shortly to make the reviewers of the research understand it in a better way.

**Academic Achievement:** Academic achievement is excellence in all academic disciplines in class as well as extracurricular activities.

**Autonomous Learner:** Autonomous learner is the one who has acquired the strategies and knowledge to take some (if not yet all) responsibility for his/her language learning and is willing and self-confident enough to do so (Wenden, 1991:163).

**Learner Autonomy:** Learner autonomy is the ability to take charge of one's own learning (Holec, 1979; Dickinson and Carver, 1987; Little 1991).

**Learning Strategy:** Learning strategy is the special thought or behavior that individuals use to help them comprehend, learn or retain new information (Cook, 1993: 113).

**Self-efficacy:** Self-efficacy is the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997b:3).

**Self-efficacious Learner:** Self-efficacious learner is the one who believes in his/her capabilities to organize and execute the courses of action to achieve his/her goals (Bandura, 1997b).

**ACEC:** Parsipanny Adult and Community Education Center

**ALQ:** Autonomous Learners Questionnaire

**CRAPEL:** Centre de Recheres et d'Applications en Langues

**ESADE:** Escuela Superior de Administracion y Direccion de Empresas

**ESL:** English as a Second Language

**LAALE:** Language Acquisition in an Autonomous Environment

**SAC:** The Self-access Centre

**SCT:** Social Cognitive Theory

**SEQ:** Self-efficacy Questionnaire

**SPSS:** Statistical Package for the Social Sciences

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. PRESENTATION**

This chapter introduces the literature about three concepts (self-efficacy, learner autonomy and academic success) in a detailed way. Firstly, definition of self-efficacy, features of self-efficacious learners and informative sources of self-efficacy are discussed. Then, different issues related to learner autonomy such as definition of learner autonomy, misconceptions of learner autonomy, history of learner autonomy, autonomous learners, how we can promote learner autonomy?, and projects, programmes and centres to promote learner autonomy are handled. Lastly, it gives information about academic success. Also, in this chapter, the examples regarding the relationship between self-efficacy and academic success, learner autonomy and academic success, and these two concepts (self-efficacy and learner autonomy) and academic success have been discussed. Having very significant theoretical elements, these three concepts (self-efficacy, learner autonomy and academic success) have attracted linguistics' and educators' attention especially in the field of language learning for the past years. As a consequence, the concepts have been used a great deal in academic studies related to language learning and teaching.

#### **2.2. SELF-EFFICACY**

##### **2.2.1 Definition of Self-efficacy**

The societies of today have undergone different changes in the fields of information, society and technology. These dramatic changes are not new. However, what is new is their magnitude and accelerated pace (Bandura, 1997:1). This leads to continuous personal and social renewals in the society. These challenging realities place a premium on people's sense of efficacy to shape their future (Bandura, 1997:1).

Thus, what is self-efficacy? There are different definitions of the concept done by linguistics and educators as followed:

- It is an individual's belief that they can voluntary action to bring about desired goals (Bandura, Barbaranelli, Caprara and Pastorelli, 1996).
- It is a judgment about task capability that is not inherently evaluative (Gist and Mitchell, 1992:185).
- It is about learning how to persevere when one does not succeed (Pajares, 2005:345).
- It is related to individuals' beliefs about the possibility of successfully performing a given academic task (Kornilova et al, 2009: 597).
- It is referred to a person's beliefs concerning his or her completion of a task and his or her perceived competency level with performing task (Bandura, 1997a).
- It is the conviction that one can successfully execute the behavior required to produce outcomes (Bandura, 1997a:193).
- It is individuals' views about their competence to construct selected stages of performance that exercise authority over events that affect their lives (Bandura, 1994).
- It is the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997b:3).
- It is a process in which students' sense of ability to perform a task influences their success, which in turn contributes to increased effort and persistence (Aliegro, 2006:18).
- It is a general, overall belief of self-competence related to mastery of particular task or activity (Bandura, 1984; Bandura and Schunk, 1981; Pajares, 1996; Bandura, 2002).

As it can be drawn from the definitions of the concept 'self-efficacy', the main logic behind all of the definitions is the same: individuals' beliefs have a very important place in their lifelong learning journey. Individuals' self-efficacy beliefs have a significant effect on how they think, feel, motivate themselves and take actions. These beliefs can increase or diminish their success in every field of their lives. In other words, individuals architect their own destinies by their sense of self-

efficacy. McDonough (1995) also explains the importance of self-efficacy beliefs in making things happen as followed:

"...what we believe we are doing, what we pay attention to, what we think is important, how we choose to behave, how we prefer to solve problems, form the basis for our personal decisions as to how to proceed. An important fact about this argument is that it is not necessary for these kinds of evidence to be true for them to have important consequences for our further development." (p.9)

### **2.2.2. Features of Self-efficacious Learners**

Self-efficacy beliefs are the central mediator of effort (Bandura, 1986). As Bandura (1997b) indicated, individuals' self-efficacy beliefs guide them to effectively use their knowledge in a given context. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 1994:71). Also, they affect individuals' self-confidence. Therefore, these beliefs have a very important place in individuals' cognitive system from the perspectives of educational and psychological world since they are the individuals' judgments of their capabilities to organize and execute course of action required to attain designated types of performance (Bandura, 1986:391). Bandura (1986) also emphasizes the importance of individuals' beliefs by saying that people make causal contributions to their own psychological functioning through mechanism of personal agency. Among the mechanism of agency, none is more central or pervasive than people beliefs of personal self-efficacy (Bandura, 1997b:2). Taking the importance of self-efficacy beliefs into consideration, we can wonder what features self-efficacious learners have. These features are as followed:

- They participate more readily in their lessons.
- They work harder and invest a high level of effort in what they do and heighten their effort in the face of difficulties and setbacks.
- They do not give up easily.
- They have fewer negative feelings about their capability when they fail.
- They are aware of the fact that what they can do to be more successful.
- They have the necessary knowledge to make things happen when they face obstacles.

(Bandura, 1997b)



- They approach difficult tasks as challenges to be mastered rather than as threats to be avoided.
- They attribute failure to insufficient effort which supports a success orientation.
- They approach potential stress or threats with confidence that they can exercise some control over them.

(Bandura, 1997)

### **2.2.3. Informative Sources of Self-efficacy**

Self-efficacy expectations are related to individuals' expectations about their ability to perform a task successfully (Hamptom and Mason, 2003). Individuals' actions such as choice of activity, effort expenditure which in turn has an effect on learning and persistence in the face of impediments and difficulties can be affected by these expectations. As Bandura (1984) indicated, self-efficacy plays a vital role in lifelong learning journey by helping or preventing learners' progress. Efficacy expectations are affected by four sources of self-efficacy: enactive mastery experiences serving as indicators of capability, vicarious experiences changing efficacy beliefs through transmission of competencies and comparison with the attainments of others, verbal persuasion, and psychological and affective states from which individuals judge their capacity, strength and dysfunction (Bandura, 1997:79). These four sources of self-efficacy affect human performance positively or negatively in an indirect way.

To begin with, enactive mastery experiences are the most influential source of efficacy information (Bandura, 1997:80). They are related to past performance accomplishments. Accomplishments build a robust belief in one's personal efficacy while failures have a negative effect on self-efficacy (Bandura, 1997). A small performance success that persuades individuals they have what it takes to succeed often enables them to go well beyond their immediate performance attainment to higher accomplishments and even to succeed at new activities or in new settings (Bandura, 1978b; Bandura et al., 1980; Williams et al, 1989 cited in Bandura 1977). If individuals do not face with difficulties and they become successful easily, they will believe in the fact that successes come easily and will be disappointed by failures. A strong sense of efficacy is obtained by experience in coping with obstacles through spending effort without giving up easily. Difficulties provide individuals with opportunities to learn how to turn failures into success by making

use of their capabilities to utmost level to exercise better control over events (Bandura, 1977:80). When people have the faith in that they have the capacity to perform well, they grapple with obstacles and overcome them easily. Efficacy beliefs are both products and constructors of experiences (Bandura, 1992c). Elder and Liker (1982) explain the points touched upon by giving examples from women's lives during the Great Depression. Women encountering difficulties were more self-assured and resourceful in later years than if they did not have to struggle with hard times (Elder and Liker, 1982, cited in Bandura 1997:80). However, women who did not struggle with hard times and were less well equipped to deal with impediments had the sense of ineffectualness and resignation in their later lives. Enactive mastery produces stronger and more generalized efficacy beliefs than do modes of influence relying solely on vicarious experiences, cognitive simulations or verbal instruction (Bandura, 1997:80).

Secondly, enactive mastery experience is not only source of information about individuals' capabilities. Vicarious learning is related to learners' being exposure to identification with efficacious models. Vicarious experiences also raise individuals' sense of efficacy by modeled attainments. Therefore, modeling plays a vital role in promoting self-efficacy. Models should be similar to individuals' capacities since observing models that have similar capabilities perform a task successfully promotes observers' self-efficacy beliefs. Observers think that if the individuals who are observed succeed a task, they can also become successful because they have the similar capabilities to master comparable activities. Schunk, Hanson and Cox (1987) also support this view by indicating that observers persuade themselves that if others can do it, they have also the capabilities to raise their performance. There is a positive correlation between the similarity of models and observers' being persuaded by their successes and failures. If individuals regard models as being different from themselves, they will not be influenced by their successes or failures. Observers' sense of self-efficacy can be promoted or undermined by relevant models' successes and failures. While observing the people's who have similar characteristics with them being inefficacious and being a complete failure in some tasks, they believe in the fact that they are also lack of the necessary skills to become successful and accept this situation in a very short time. Thus, models who express confidence in the face of difficulties instill a higher sense of efficacy and perseverance in others than do models having doubts about themselves

when they face with problems (Zimmerman and Ringle, 1981 cited in Bandura, 1997:88).

There are four sub-processes of vicarious learning: attentional process, retention process, production process and motivational process (Bandura, 1986). In the first process, the observers pay attention to the models who have similar characteristics with them. The second process involves an active process of transforming and restructuring information about events for memory representation in the form of rules and conceptions. Observers try to keep what they have done in their mind. In the third process, conceptions are translated into appropriate courses of action (Bandura, 1997). Conceptions guide the construction and execution of behavior patterns and the adequacy of the action is compared against the conceptual model (Bandura, 1997:90). In other words, observers produce almost the same things with their models. In the last process, as Bandura (1997) claims, people do not perform everything they learn. If their behaviors are appreciated by others and have benefits from these behaviors, they will do what they have done again and again. Otherwise, they will give up since they are discouraged from the adverse consequences. To illustrate this situation, there was a shepherd once upon a time and he did not have any chance to go to school after he graduated from the primary school. He was interested in drawing and one day he saw the models in television. He decided to draw their clothes since their stylist had a very important place in the people's lives. He wanted to be one of them. While he was feeding his sheep, he tried to draw these kinds of clothes but sometimes he did not have any paper to draw on it. He drew them on his pants, his hands or the rocks. One day, he saw an advertisement related to new young stylists on TV. This attracted his attention and in the end, he, Mustafa Şahin, was able to be one of successful stylists in Turkey.

Exposure to actual or symbolic models who exhibit useful skills and strategies raises observers' beliefs in their capabilities (Bandura, 1982a; Schunk, 1987 cited in Bandura, 1997). Seeing oneself perform successfully can enhance proficiency in at least two ways: it provides clear information how best to perform skills and it strengthens beliefs in one's capabilities (Bandura, 1997:94). As it can be drawn the lines pointed out, as Creer and Miklich (1970) claim, an individual who observes himself/herself performing a task successfully or visualizes success scenarios develops the targeted performance and exercises better control over other

aspects of their daily functioning (cited in Bandura, 1997). In short, successful self-modeling plays a vital role in promoting sense of efficacy.

Another example for this situation is students' being exposure to a filmed model successfully performing mathematical operations despite the fact that he had little prior experience with mathematics (Prince, 1984 cited in Bandura, 1997). This made them strengthen their beliefs in their capability since they had similar background with him.

Thirdly, verbal persuasion is another source of self-efficacy. It is an important factor for promoting individuals' beliefs that they possess the capabilities to accomplish what they look for (Bandura, 1997:101). Individuals that are persuaded verbally that they have the capacity to perform a task successfully are more prone to spending much more effort and persevere in the tasks despite its difficulties. Thus, as Chambliss and Murray (1979a) point out, persuasory efficacy attributions play a significant role in individuals' life who have some reasons to believe that they can produce effects through their actions. To illustrate this situation, there was a single minority mother who had nine daughters and earned 2 dollars an hour wage as a cook. She did not accept this situation and tried hard to overcome these difficulties by making herself believe in her mother's statements: "Work hard and you get anything. Don't wait for someone to give it to you." (Mandel, 1993 cited in Bandura, 1997). Despite the fact that she faced with severe adversity, she used her power of self-efficacy and became one of the successful cook in her field.

Lastly, individuals' psychological and emotional states affect their beliefs in their capabilities. This issue indirectly plays a vital role in performing the tasks successfully. Positive mood increases individuals' sense of self-efficacy while negative mood diminishes it. As Bandura (1991a) puts forth, individuals should enhance their physical status, reduce their stress levels and negative emotional proclivities, and correct misinterpretations of bodily states.

Personal capabilities are easier to judge activities that produce independent objective indicants of adequacy (Bandura, 1997). There are no certain limits for measuring individuals' adequacy in performing a task. Thus, individuals' adequacy can be measured by comparing and contrasting their capabilities with the attainments of others. To illustrate this, a student who gets 100 points out of 100 from the English exam cannot know how successful he/she is unless he/she compares his/her scores with other students in the classrooms. When adequacy must be gauged largely

in relation to the performance of others, social comparison operates a primary factor in the self-appraisal of capabilities (Goethals and Darley, 1977 cited in Bandura, 1997). Surpassing associates or competitors promote self-efficacy whereas being outperformed undermines the belief in one's capabilities (Weinberg et al., 1979 cited in Bandura, 1997). Self-efficacy appraisal will vary substantially depending upon the talents of those chosen for social comparison (Bandura and Jourden, 1991).

In brief, learners who have higher perceived self-efficacy perform greater accomplishments.

## **2.3. LEARNER AUTONOMY**

### **2.3.1. Definition of Learner Autonomy**

Autonomy in the educational world has attracted educational authorities' attention as the result of the rise of ideologies of globalization, the information age and the knowledge-based economy (Benson, 2001). These changes have contributed to the rising of learner autonomy in the educational world and learner autonomy has gained its momentum within the context of language learning and teaching. In addition, the deconstruction of traditional language classrooms and courses all over the world has underlined the importance of autonomy in the classrooms. Thus, an increased emphasis on helping learners to learn how to learn has been put in ESL (English as a Second Language) teaching circles for the past years (Willing, 1987) and there has been an explosion of interest in learner strategies in language learning for the last decades (Cotterall and Crabbe, 1999). This interest is related to the issue by means of which the focus is on passing on to learners to take their own learning responsibilities. Therefore, there has been a serious change in the degree of the control of learners' responsibilities and deciding how these responsibilities are performed for the recent years. It can be said that this may be a challenge to the role relationship between learners and teachers (Cotterall and Crabbe, 1999:3). This relationship is likened to the relationship between a performer and a coach where the coach leads the performer to explore his/ her own world and reflect on it but not the relationship between a consumer and a provider in a traditional context. In the history of education, there have been always teachers who challenge with teachers' and learners' traditional roles. The questioning of these roles has been a fashion in today's education world and it has provided further food for thought in the aspect of a movement towards changing both teachers' and learners' roles in the classroom. This

shift of responsibility from teachers to learners does not exist in vacuum but is the result of concatenation of changes to the curriculum itself towards a more learner-centered kind of learning (Thanasoulas, 2000:1). This movement is generally referred to as 'learner autonomy' despite the fact that there are a number of different labels related to this concept (Cotterall and Crabbe, 1999:3). It is impossible to foster learner autonomy in a classroom without a change in the role relationships. The main focus in this movement is related to who is responsible for decision-making in the learning process. The biggest challenge for learner autonomy movement is to pay more attention to learners' ability to manage their own learning. In order to understand this concept well, educators and linguistics have tried to define the concept in different ways as followed:

- It is the ability to take charge of one's own learning (Holec, 1981:3)
- It is the capacity to take control of one's own learning (Benson, 2001:47).
- It is learners' ability and willingness to make choices independently (Little, 1996:97).
- It is the capacity for a certain range of highly explicit behavior that embraces both the process and the content of learning (Cotterall and Crabbe, 1999:11).
- It is an adaptive ability, allowing learners to develop supportive structures within themselves rather than to have them erected around them (Esch, 1996:37).
- It is a capacity for detachment, critical reflection, decision-making and independent action (Little, 1991:4).
- It is a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions (Dickinson, 1987:11).
- It is a readiness to take charge of one's own learning in the service of one's needs and purposes (Dam, 1995).
- It is a capacity and willingness to act independently and in cooperation with others as a social, responsible person (Dam et al., 1990:102).
- It is the recognition of the rights of learners within educational systems (Benson, 1997:29).

- It is a matter of the learner's psychological reaction to the process and content of learning (Little, 1990:7).

As it can be drawn the definitions pointed out above, educators and linguists do not have a consensus on the term 'learner autonomy'. However, the main gist of all the definitions is the same: learners build knowledge on their own and each learner brings his/her own experience and world knowledge to bear on the target language of task at hand. (Candy, 1991: 270). It can be said that learners are the authors of their own education world. Although there have been a lot of different definitions about learner autonomy, it does not necessarily mean that the concept of learner autonomy has been fully understood (Oxford, 2003).

### **2.3.2. Misconceptions of Learner Autonomy**

Despite the fact that there have been a lot of definitions related to learner autonomy by different educators and linguistics, there is a missing point since the concept 'learner autonomy' has been misunderstood. Little (1991) puts forth seven misconceptions related to this concept (Little, 1991:3). These misconceptions are below as followed:

- Autonomy is synonymous with self-instruction.
- Autonomous learners make the teachers redundant.
- Autonomy is a new methodology.

It should be paid attention to the fact that autonomy is not a kind of learning approach. As Holec (1981) indicates, it is a learning goal. It should not be seen as a methodology in the education world.

- Autonomy is a single easily described behavior.
- Autonomy is a steady state achieved by certain learners.
- Autonomy entails individualism.

The root of learner autonomy dates back to eighteenth century rationalism. As a result, it was supposed that it was directly associated with individualism. Nevertheless, as Ryan (1991) indicated, autonomy does not entail individualism or total interdependence. Little (1991) also supports this view by saying that because we are social beings, our interdependence is always balanced by dependence; our essential condition is one of interdependence. Total detachment is a principal determining feature not of autonomy but of autism (Little, 1991:5). In a similar vein,

Holec (1985) claims that assuming responsibility for one's own learning can be done together with other learners...or with outside help (Holec, 1985:175). In short, the fact that autonomy entails individualism is a misconception because both independence and interdependence are in itself insufficient for autonomy (Cotterall and Crabbe, 1999:22).

- Validity of autonomy depends on psychological and cultural considerations.

Validity of autonomy depends on political issues rather than psychological and cultural considerations. As Benson (1996) points out, taking control of one's own learning involves in change in the power structures in which teachers and learners are involved. Concurrent with Benson's idea, Little (1997) claims that ... the challenge of learner autonomy is essentially and inescapably political, and ... its unique value is to pose this challenge at every level and every stage of educational systems (Little, 1997:7). In short, it can be said that validity of autonomy is mostly based on political considerations.

### **2.3.3. History of Learner Autonomy**

The concept of learner autonomy emerged as the result of political, social, technological and cultural changes in Europe in the 1960's. The first step towards learner autonomy was taken in the field of language learning and teaching by the Council of Europe (CoE) that conducted a Modern Languages Project in 1971. One of the most prominent outcome of this project was the Centre de Reserches et d' Applications en Langues (CRAPEL) at the university of Nancy, France. Its aim was to provide adult learners with opportunities for their life-long learning journey. CRAPEL that was founded by Yves Chalon who is seen as the father of autonomy in language learning was the starting point of autonomy in research and practice in the field of language learning (Egel, 2009). When Chalon lost his life in 1972, Holec became the leader of autonomy in language learning and teaching. Then, Holec contributed to the rising of autonomy in language learning and teaching by different projects. The root of current debate about learner autonomy dates back to 1979's when Henri Holec's *Autonomy and Foreign Language Learning* were published (Cotterall and Crabbe, 1999). This is based on Holec's view that individual learners should participate in the democratic process. Janne (1977) expresses his view related to adult education with the lines below:



"An instrument for arousing an increasing sense of awareness and liberation in man and, in some cases, an instrument for changing the environment itself. From the idea of man 'product of itself', one moves to the idea of man 'producer of his society'" (cited in Holec, 1981:3).

Briefly, it can be said that the root of learner autonomy dates back to 1960's and it has gained its momentum in the field of language learning and teaching since then because it is based on the idea that individuals are actively involved in their lifelong learning process.

#### **2.3.4. Autonomous Learners**

Autonomy can be seen as a general human behavioral trait. Being autonomous learners comes from childhood. Riley (1986) claims that the way we talk to children as learners determines the kinds of learners they become (cited in Cotterall and Crabbe 1999: 16). During the normal process of development, human beings are prone to learning to think and developing beliefs. In this process, there are two systems: first-order intentional and second-order intentional systems. In first system, the human child learns to think and develops beliefs while the child learns to think about thinking and develops beliefs about beliefs in second-order intentional system (Astington, 1994:23). Human beings' being autonomous learners arises from the fact that they are both first-order intentional and second-order intentional systems. Dworkin (1988) also promotes this idea with his sentences below:

"Autonomy is conceived of as a second order capacity of persons to reflect critically upon the first-order preferences, desires, wishes, and so forth and the capacity to accept or attempt to change these in the light of high order preferences and values. By exercising such a capacity, persons define their nature, give meaning and coherence to their lives, and take responsibility of the kind of person they are." (p.20)

Being autonomous has a very important place in language learning since if a learner depends on someone else for learning, without them they cannot learn anything. Pierson (1996) also supports this view.

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

Some language learners may agree with the notion that they should be responsible for their learning while others may not accept their responsibility in the

learning process and they accept to be dependent on teachers in their learning process (Wenden, 1991). As Pierson (1996) claims, to compensate for the limits of classroom time and to counter the passivity that is an enemy of true learning, students should take their own learning responsibilities and need to be autonomous learners. The first group of learners can be called 'autonomous learners'. Thus, what features should an autonomous learner have? Dickinson (1993:41), Breen and Mann (1997:134-136) and Wenden (1991:8-15) describe the profile of autonomous learners in the best way as followed:

- Being more enthusiastic.
- Spending more time on their own learning.
- Feeling more positive about themselves and about learning both during and after a term.
- Being confident that they will continue learning on their own after the class.
- Gaining insights into their own learning.
- Exploring the potential power of fostering their own skills related to language learning.
- Exploring his or her needs.
- Believing in their own ability to organize their own learning.
- Managing their own learning.
- Determining their own learning path by identification with or divergence from another learner.
- Maximizing the opportunities to practice English inside or outside the classroom.
- Determining their own objectives.
- Establishing a personal agenda.
- Being aware of the importance of feedback.
- Being aware of the resources and study techniques that would be in tune with their individual learning styles.
- Knowing themselves as a language learner.
- Seeing their relationship to what is to be learned, to how they will learn and to the resources available as one in which they are in charge of control.

- Being in authentic relationship to the language they are learning and having a genuine desire to learn that particular language.
- Having a strong sense of self that is unlikely to be undermined by any actual or assumed negative assessments of themselves or their work.
- Being able to step back from what they are doing and reflecting upon it in order to make decisions about what they next need to do and experience.
- Being alert to change and able to change in an adaptable, a resourceful and an opportunist way.
- Having a capacity to learn that is independent of the educational processes in which they are engaged and to make use of environment they find themselves in strategically.
- Being able to negotiate between the strategic meeting of their own needs and responding to the needs and desires of other group members.
- Regarding their mistakes as a natural part of the learning process and learning from their own mistakes.
- Taking the responsibility of understanding what they are learning, why they are learning and how they are learning (Anderson, 1995; Boekaerts, 1995; Littlewood, 1996; Cotterall and Crabbe, 1999; Benson and Voller, 1997; Dickinson and Wenden, 1995; Breen and Mann, 1997; Pemberton, Li, Or and Pierson, 1996 and Schunk and Gaa, 1981).

According to the result of language learning research and the features of autonomous learners mentioned above, it can be said that autonomous language learners have different attributes from traditional static learner attributes. Gao (2010) and Palfreyman (2003) explain this situation with the sentence below:

"a focus on the agency of the individual person [...] with an identity, a personality, [...]; a person with goals, motives and intentions; a focus on the interaction between this self reflective agent, and the fluid and complex web of social relations, activities, experiences and multiple micro- and macro-contents ... "(Gao, 2010:2).

Autonomous learners determine their objectives clearly and decide on how they will achieve them (Wenden, 1991). Then, they fulfill them. During this process, they will encounter some difficulties and start to ask some questions (How I am

doing?, Am I proceeding through this learning process smoothly?, Without obstacles?..) related to their learning process. Having been aware of their process, they will search for new learning strategies to become successful autonomous learners. Moreover, their learning should be fully integrated with the rest of what they are (Cotterall and Crabbe, 1999:13). Zhang Haidi, a role model on Chinese mainland in 1980's, reflects the features of autonomous learners in a very good way. The extract below explains her highly motivated character.

"I took the medicine and look at it. I had to apologize to my comrade: [...] I have never learnt English.' This old comrade was very disappointed [...] After she left, I felt really ashamed of myself.[...] I started thinking: well,[...]. Why can't I learn English? If I learn English, I can have one more means to serve my people.[...] I must learn it. "

"Because English is a beautiful language.

That is what I have chosen."(Gao, 2010, p.5).

As it is clear from the extract, she is aware of her capacity and the reason why she should learn English and is motivated for learning the language to help other people in the society. Furthermore, she is deeply involved in the learning process as a whole person. In other words, she participates in decision-making process and in the whole business of management of her own language learning (Allwright, 1981).

Taking all these into consideration, there is a consensus on the fact that autonomous learners are generally successful language learners. The features of autonomous learners overlap with those of successful language learners (Rubin and Thompson, 1982 cited in Brown, 1994) and so, what are the features of good language learners? These are as followed:

- Good language learners have insight into their own language learning styles and preferences as well as the nature of the task itself. When they do not like learning styles, they are able to adapt them to their personal needs.
- They adopt a personal style or positive learning strategy that fits their needs and preferences.
- They can adapt to various methodologies and materials.
- They know how to find, sort, analyze, synthesize, classify and retrieve linguistic data.
- They take an active approach to the learning task.

- They select learning objectives for themselves and deliberately involve themselves in the second language.
- They will seek out opportunities to communicate in the target language with native speakers wherever possible.
- They are willing to take risks.
- They accept their status as linguistic toddlers.
- They are willing to appear foolish sometimes in order to communicate, using any means at their disposal to convey meaning.
- They are good guessers.
- They use cues effectively and make legitimate inferences.
- They are prepared to attend to form as well as to content.
- They actively attempt to develop the target language into a separate reference system and try to think in the target language as soon as possible.
- They generally have a tolerant and outgoing approach to the target language.
- They are actively involved in the language learning process. They plan other activities to use the language out of the classroom.
- They realize that language learning is not easy and to overcome their feelings of frustration and lack of confidence. When they make mistakes, they do not make themselves be frustrated and they learn to laugh at their mistakes. They are aware of the fact that making mistakes are natural during the process of learning a language.
- They are able to put themselves in another person's place, identifying to some extent with the native speaker.

(Omaggio, 1978 cited in Wenden 1991: 41-42; Naitman et al, 1978 cited in Wenden, 1991:123)

The points touched upon above point out that autonomous learners and successful language learners have similar characteristics. As Pinkman (2005) points out, when learners take responsibility for their learning, they will be more able to capitalize on learning environments both in and out of the classroom, hopefully making them life-long and efficient learners. This leads the educators to pay more attention the importance of learner autonomy in foreign language classroom since

their goal is to help students to be more successful during the process of language learning.

### **2.3.5. How We Can Promote Learner Autonomy?**

There are different ways to foster autonomy in the classroom or outside the classroom. These are giving homework to the students, keeping learning journals, opening the self-access centre (SAC), and organizing some activities after the course (Harmer, 2003). Apart from these, learners should be:

- encouraged to self-monitor and self-access since the less students depend on their teachers, the more autonomy is developed.
- encouraged to reflect critically on their learning process.
- given opportunities to select content and learning tasks and also when they are provided with opportunities to evaluate their own process.
- encouraged to find their own language data and create their own learning tasks.
- actively involved in productive use of the target language rather than merely reproducing language models provided by the teacher or the textbook.
- instructed on how to use the resource centers of the school: school library, the language labs, and the language lounge.
- allowed to use reference books consisting of dictionaries.
- provided with systematically incorporating strategies training into the learning process.

(Cotterall and Crabbe, 1999:77)

#### **2.3.5.1. Homework**

Homework contributes to the boost of learner autonomy since students have the chance to deal with language outside the classroom. Homework is frequently seen as a necessary evil rather than an important contribution to learner autonomy (Harmer, 2003). However, Lesley Painter (1999) claims the opposite situation. She says that when homework includes student-driven activities, it will help students to promote their autonomous learning (Painter, 1999).

### **2.3.5.2. Keeping Learning Journals**

Learning journals consist of students' learning experiences. Teachers want their students to keep learning journals due to the fact that keeping learning journals help students to be aware of their successes and difficulties and to reflect on these circumstances. During this process, students will gain insights into their own learning and be more aware of their learning preferences; and so, they begin to think of new ways of becoming more independent learners. This will be a further step to be an autonomous learner. In short, keeping learning journals have a very important place in fostering learner autonomy.

### **2.3.5.3. The Self-access Centre (SAC)**

Self-access is a prerequisite of learner autonomy. Little (1997) points out the importance of self-access in the process of learning a foreign language. He explains it with the lines below:

"... all learning that takes place outside the classroom is 'self-access' in the sense that it must be initiated by the learner.... Whereas in the classroom the learner can always call upon the teacher or other learners....in self-access mode the learner is usually working alone. This means that the quality of his learning will depend crucially on the extent to which he is able to apply to the task in hand... processes of analysis, planning, reflection and evaluation.... This brings us to the vital point of contact between self-access and autonomy; the success of self-access learning is determined by the extent to which the learner has that 'access to self' which is a prerequisite for learner autonomy." ( p:3).

Self-access centre is an alternative to classroom learning. In SACs, students have very different opportunities such as a range of different learning materials from grammar reference and workbook-type task to cassette tapes and video excerpts by means of which they can learn on their own to learn a language. These centres are very good place for students to spend their spare time effectively. To make use of these centres effectively, some points should be taken into the considerations. The first of all, there should be a classification system showing the type of materials and the level it is designed for in them. Secondly, pathways have a very important place in giving suggestions about where to go next after completing an exercise. Thirdly, before benefiting from these centres, students should be trained about how to use them since they will not know how to use the facility to its best advantage. Fourthly, it is very significant to make self-access centres appropriate for students in the aspect of physical conditions of the places and learning atmosphere. Lastly, students'

interest should be kept going. In order to do this, teachers and administrators should encourage them to take the decision to go and study there on their own.

#### **2.3.5.4. After the Course**

Staying in touch with a language outside the classroom is a means to make the language survive in the real environment. There are different ways to stay in touch with the language outside the classroom such as finding an English language TV or radio channel, listening to songs, watching English language films, reading English books, poems, magazines, newspapers and novels, staying in touch with each other by e-mails and letters, and reviewing the grammar points learnt during the lessons. To make this come true, teachers should help students to prepare personal plans based on their needs and interests for themselves to do these. These will prompt students to be a further step near to being an autonomous learner.

#### **2.3.6. Projects, Programmes and Centres to Promote Learner Autonomy**

There are different educational centers passing from traditional education to autonomous education in the world, taking the importance of being an autonomous learner in the process of language learning into consideration. Also, there have been projects conducted and different programs applied to the students to make learners autonomous. To illustrate this, four centres making use of different techniques and methods, a project and a programme to promote learner autonomy can be given as examples.

Firstly, the Parsipanny Adult and Community Education Center (ACEC) that is a multi-faceted adult education program is the one of the educational centers to make use of new techniques and materials to promote learner autonomy (Wenden, 1991). The aim of ACEC is to improve the linguistic and coping skill of adult immigrant students that may or may not be attending college. Despite the fact that students' educational and socio-economic backgrounds are different, their need is same. All of them want to make use of English adequately in their new culture. The director of ACEC realized that classrooms and materials were limited to meet the students' needs, and learners with the skills of learning would be able to use their communicative competence independently by means of taking advantage of the opportunities available in social environment (Wenden, 1991). Therefore, he made a rapid change from traditional teaching and learning environment to autonomous



teaching and learning environment. They started to collect data for learner profiles when students registered at the center. Then, they integrated strategy training into the language training syllabus. These strategies were introduced to the students by means of different games. In the end, students learnt how to make use of a strategy in order to learn on their own. This change contributed to the center in the aspect of teaching language effectively in a short time.

As for the second one, the Escuela Superior de Administracion y Direccion de Empresas (ESADE) is a center making use of autonomous learning within the program. In ESADE, a business school, students study English, Spanish and French for different purposes such as professional, academic, and social purposes (Wenden, 1991). The directors of ESADE decided to change the system of teaching language in the fall 1986. They provided learners with greater learner independence and choice in learning process. This made students become more successful in learning a language. Taking its importance in teaching and learning language into consideration, ESADE adapted different methods and techniques to raise learner autonomy.

Thirdly, University of Toronto School of Continuing Studies is also one of the institutes that practices autonomous learning. The program used there has adopted a different approach for some years. The aims of the program consist of awareness raising of strategies that students already use in native language, facilitating transfer of these strategies to their second language, provision of information and discussion on various aspects of the learning process, and providing for students' preferred ways of learning. Within this program, the teacher can be likened to a midwife helping students to give birth to ideas related to their learning process. Also, he/she has some responsibilities such as helping raise students' awareness of their learning strategies, identifying successful strategies that learners utilize, providing students with feedback that will enable them to determine and correct their own errors and developing the facility to monitor their use of English (Wenden, 1991). This helps students become more autonomous while learning a language and them to be more successful learners.

The last centre of them is National Center for English Language Teaching and Research. The purpose of this centre is to provide participants with job-related and communication skills, and knowledge necessary for them to pursue and achieve their professional goals autonomously and effectively (Wenden, 1991). This program

has fulfilled its biggest goal that is to help learners develop self-directed learning skills in order that they can pursue their goals independently outside the program.

Kohonen (1987) conducted a four-year pilot project in experiential teaching of Finnish and English to promote learner autonomy. The project started in 1984 at the Department of Teacher Education, University of Tampere, Finland under the auspices of the National Board of General Education. Following considerations were the starting point of the project. These considerations are educational goals set by recent Finnish school laws, the need to test and develop in the English syllabus, the possible change of the commencement of the first foreign language from grade 3 to grade 4, shift from ability grouping to heterogeneous groups and present emphasis on language learning. Taking them into consideration, Kohonen (1987) set some educational goals related to the content of learner education, themes and topic, design of activities and prepared some materials to fulfill them. During this project, the questions as followed needed to be answered:

- What kinds of personal development should be promoted and facilitated?
- What kinds of knowledge and skills should learners be helped to acquire?
- Who analyzes the learners' needs?
- Who defines the objectives?
- Who decides when, where and how often learning is to take place?
- Who chooses the materials?
- Who chooses the work techniques?
- Who decides on levels and criteria for evaluation?
- Who monitors the learning programme?
- Who is the learner as a person?
- How does the learner see his/her role as a learner?
- How does the learner feel about himself/herself?
- How self-reliant is the learner?
- How responsible does the learner feel for his/her own life and learning?
- What does language consist of?
- What does it mean to 'communicate' in the foreign language?

- How does the learner attempt to solve the problems?
- How does the learner learn language?
- What strategies does the learner use?

Completing the project, the initiator of the project, Kohonen (1987), points out the positive effects of the project on learning a language as following:

"Experiential foreign language learning project is... personality development enabling the learner to become increasingly self-directed and responsible for his own learning. The process means a gradual shift of the initiative to the learner, encouraging him to bring in his own contributions and experiences. Instead of the teacher tasks and standards of acceptable performance, the learner is increasingly in charge of his own learning. "(p.50).

Lee (1998) designed a classroom-based self-directed learning programme to promote learner autonomy at the Hong Kong Polytechnic University. The most important goal of this programme is to make students more autonomous in order that they will be equipped with the skills to direct their own learning outside the classroom (Lee, 1998). There are some points touched down that students should do during this programme:

- Learners should keep their own learning record, that is they should monitor their own progress.
- They could re-negotiate the contract with the teachers at any time. In other words, they would be responsible for reflecting upon and evaluating their own learning, and should take the initiative to make changes when necessary.
- At the end of the first term, they would evaluate their own progress and re-design the contract for the second term.
- They could approach teacher for help and advice at any time.

This programme has demonstrated that autonomous learning may pave the way for students' being more successful in the process of language learning. Esch (1996) also emphasizes the importance of such programmes in promoting learner autonomy as followed:

"Learner autonomy is promoted through the provision of circumstances and contexts for language learners which will make it more likely that they take charge -at least temporarily- of the whole part or part of their language learning programme, and which are more likely to help rather than prevent learners from exercising their autonomy. " (p.37)

As it can be drawn from pointed issues above, as Cotteral (1995) claims, learner autonomy does not arise spontaneously from learners but develops out of the

learner's dialogue with the world to which they belong. Thus, educators should provide students with opportunities to make them be responsible for their own learning process by means of appropriate programmes, projects and centres.

#### **2.4. ACADEMIC SUCCESS**

Academic achievement is a developmental or cumulative process (Duncan et al, 2007). During this process, successful language learners could make themselves into legendary figures, influencing many others (Gao, 2010). However, as Bandura (1977) claimed, if they become a success, they have to keep it and that is the toughest thing about success.

There have been a lot of researches done on different variables such as age, cognition, native language, input, affective domain, motivation, learners' self efficacy, learner autonomy and educational background affecting academic success for a long time and it has attracted researchers', theorists' and practitioners' attention for the last years (Wilhelm, 1997).

In a similar vein, in his theory of successful intelligence, Sternberg (1999) claims that there are different factors such as relatively independent analytical, practical and creative abilities making a unique contribution to achievement (Sternberg, 1999 cited in Wenden, 1991).

In line with the work of Sternberg (1999), Ellis (1986) puts forth that there are some factors consisting of age, language aptitude, intelligence, motivation, personality, socio-cultural factors, cognitive style, gender and learning style that influence the rate and ultimate success of learning a second language ( Ellis, 1986 cited in Wenden, 1991).

The first one of the variables is 'age'. According to Ellis (1986), there is a critical period when individuals learn languages more effectively than other periods. After this critical period, it is nearly impossible to learn or learn a language well. Also, there can be differences between children and adults in the aspect of the rate and ultimate product of language learning (McLoughlin, 1988 cited in Wenden, 1991).

The second variable is 'language aptitude'. The abilities of language learners to discriminate the meaningful sounds of a language, to associate sounds with written symbols and to identify the grammatical regularities of the language play a significant role in language learners' academic success (Ellis, 1986:112 cited in

Wenden). If learners have aptitudes to learn a language, they will be more interested in lessons; and so, they will participate in lessons actively. This will affect their academic success in a positive way.

'Intelligence' is another variable that can affect learners' academic success. What is 'intelligence'? Intelligence is a general academic or reasoning activity (Wenden, 1991:36). Also, it is a general factor underlying our ability to master and use a whole range of academic skills: the underlying ability to learn rather than the actual knowledge measured by intelligence tests (Ellis, 1986 cited in Wenden, 1991:36). It can be said that if a learner is more intelligent, he/she can be more successful in learning language since intelligence has a very important effect on mastering or controlling learners' academic skills.

'Motivation' is one of the key factors influencing the success of second or foreign language. What is motivation? Motivation is a learner's purpose for or orientation toward learning a language (Ellis, 1986 cited in Wenden, 1991:36). Generally, motivation affects academic success in a positive way since more motivated students are more prone to being more successful than less motivated students. One of the studies done by Wilhelm (1997) also supports this view. According to the study, subjects who are more successful like English more than low success subjects. It is clear that high success subjects are more motivated and have interest in learning English while low success subjects are not interested in learning English very much. In accordance with Wilhelm (1997), various researchers have shown that both motivation and anxiety are key factors in second language acquisition and affectivity (Clement et al. 1994; Ehrman, 1996; Gardner and McIntyre, 1993; Schmidt et al. 1996). In a similar vein, the study of Jones (1950) mentioned in *Attitudes and Language* finds out that there is a direct correlation between positive attitude towards Welsh language and effective learning Welsh language. According to his findings, positive attitude toward Welsh language affected the students' proficiency in that language dramatically. Furthermore, Gardner and Lambert's (1959) study is in accordance with the studies mentioned above. It is clear that if a student has a positive attitude towards a language, it can be said that students are motivated internally. Briefly, motivation is a central mediator in the prediction of language achievement (Gardner and MacIntyre, 1993:3). In the light of the facts mentioned above, it is an inevitable fact that understanding the importance of academic motivation can be useful for researchers and educators in the

aspect of discovering students' strategies how to adapt themselves for becoming successful students.

'Personality' is another major variable influencing academic success. Personality refers to personal traits such as extroversion or introversion, social skills such as inhibition and the intrinsic side of affectivity or factors that influence human behaviors (self-esteem, inhibition, risk taking, anxiety, empathy, and extraversion) (Brown, 1987 cited in Wenden 1991:36). If a learner has a strong personality, he/she will be more prone to being more successful in learning language due to the fact that they will never give up when facing difficulties and try new strategies to learn the language.

Socio-cultural factors are the sixth variable. Social-cultural factors are extrinsic factors that emerge as the second language learner brings two cultures into contact (Brown, 1987 cited in Wenden, 1991:36). Attitudes towards the culture or language play an important role in the process of language learning. If a learner has interest in the culture of a language, he/she will do research on its culture and try to learn new things about the language. They will read newspapers, watch films and listen to music in this language. Thus, learners with positive attitudes towards the culture and language are more successful than learners with negative attitudes.

Cognitive and learning styles are other variables affecting academic success. Cognitive and learning styles consist of general characteristics influencing how one approaches a learning task (Brown, 1987 cited in Wenden, 1991:36). Every learner has different cognitive and learning styles. According to their learning styles, they are in tune with their individual styles, and so they determine their own learning path effectively. These two factors are a key to become successful learners.

Gender is the last variable that has a very important role in learning a language and academic success. There is a relationship between gender and academic success (Bailey, Onwuegbuzie and Daly, 2000; Larsen-Freeman and Long, 1991; Medina, 1993; Chambers, 1995; Tannen, 1991). Studies have reported on the role of gender in successful language learning and achievement (Bailey, Onwuegbuzie and Daly, 2000; Larsen-Freeman and Long, 1991; Medina, 1993; Chambers, 1995; Tannen, 1991). On the whole, females have been in the advantaged position, usually doing a lot better, be it in general language achievement (Bailey, Onwuegbuzie and Daly, 2000), or in the achievement of specific language skills (Larsen-Freeman and Long, 1991; Medina, 1993). Verbal abilities for boys and girls

have been reported to be similar from pre-school to early adolescence (Bjorklund and Frankel, as cited in Medina, 1993) but where there are differences, girls are favored. The researchers also claim that girls' verbal superiority emerges by age 11, and continues to increase through high school. From the socialization perspective, the superiority has been attributed to females' stronger motivation and desire to conform to social structures and norms through language; and that females are more sensitive in their language use (Chambers, 1995; Tannen, 1991). It is clear that the gender findings of this study support previous findings on girls' dominance in learning a language.

It can be said that there are different factors such as self-efficacy, learner autonomy, age, motivation, gender, language aptitude, cognitive and learning styles, socio-cultural cultures, personality, and intelligence which have an effect on academic success.

#### **2.4.1. Self-efficacy and Academic Success**

Self-efficacy is valued not because of reverence for individualism but because a strong sense of self-efficacy is vital for successful adaptation and change (Bandura, 1997:32). Academic achievements can be predicted by individuals' sense of self-efficacy (Bandura, 1977). It can be said that successful learners have self-efficacy. Multon et al. (1991) makes a connection between self-efficacy beliefs and academic performance by saying that self-efficacy beliefs have a positive effect on learners' academic performance and persistence. The notion that academic self-efficacy beliefs influence academic success is obvious but it may be less apparent that non-academic factors such as child's effortful control could also directly or indirectly influence academic achievement (Liew, McTigue, Barrois and Hughes 2008:516). These beliefs are sources of individual differences in certain cognitions and goal orientations, which affect achievement (Dweck, 1999; Elliot, Mc.Gregor and Gable, 1999; Heyman and Dweck, 1992). According to their sense of self-efficacy, learners perform a task satisfactorily, unsuccessfully or extraordinarily. Learners' beliefs in their ability to perform a task or achieve their goals promote their success in learning a language process and it is almost the same in all the cultures. As Bandura (1997) points out, individuals that do not have the belief in their capabilities cannot become social reformers, inspiring mentors, leaders and social innovators. Since there is always the possibility of facing with resistance and retaliatory threats in the social

life, individuals should believe in their capabilities to change society in which they live. Otherwise, they will not have any effect on the conditions that affect their lives adversely.

There have been a lot of studies on self-efficacy but there is a limited number of studies about the relationship between self-efficacy and academic success. According to the result of these studies, self-efficacy beliefs play a very significant role in academic success, especially in adolescents and adults (Dennissen, Zarrett and Eccles, 2007; Multon, Brown and Lent, 1991; Pajares, 1996). In addition, these studies show that self-efficacy beliefs serve as a control mechanism controlling a person's motivation, action, cognitive processes and affective processes that can prevent achievement (Bandura et al, 2003; Cervone, Kopp, Schaumann and Scott, 1994).

Cotterall (1999) conducted a study on the language learning beliefs of 113 students who were enrolled in an English for Academic Purposes course at Victoria University of Wellington during a 12-week period from November 1994 to February 1995 by means of a questionnaire. The sample population consisted of 80 female and 51 male students from 19 different countries. The participants' answers of the questions in the questionnaires were analyzed by calculating percentages and mean scores so as to explore the learners' potential for autonomous language learning behavior. According to the findings of the study, majority of the participants believed that they had the ability to learn a language successfully and to find an effective way to learn. It can be said that learners' beliefs affect students' learning styles and this determines what kind of a learner they are. In addition to this, their sense of efficacy plays a key role in to what extent they are successful during learning a language.

In a similar vein, Liew, McTigue, Barrois and Hughes (2008) did a longitudinal study on self-efficacy and academic success. In the study, there were 733 first grade students examined during three years. %53 of the participants were male students while the rest of them were female students. Child measures were administered as yearly assessment from November to March in each year. In March in each year, researchers rated each student's ego-resiliency by using questionnaires that learners mailed. During this period, the participants provided self-reports on their academic self-efficacy beliefs using six items including whether learners believed that they "are good at the numbers", "know a lot in school", "can read alone", "are good at writing word", "are good at spelling" and "are good at adding".



According to the result of this study, self-efficacy beliefs were positively correlated with reading and math within and across time (Liew, McTigue, Barrois and Hughes, 2008:515).

Concurrent to Liew, McTigue, Barrois and Hughes's study (2008), Ayotola and Adedeji (2009) examined the relationship between mathematics self-efficacy and achievement. The purpose of the study was to determine the relationship between students' mathematics self-efficacy and academic achievement in mathematics. The sample population consisted of 352 senior secondary students chosen by stratified random sampling (192 male and 160 female students) in Oyo State. The study was conducted by using Mathematics Self-efficacy Scale (MSES) and Mathematics Achievement Test (MAT). Students were asked to express their level of confidence in successfully solving each of 25 mathematics problems from MAT. The data were analyzed by T-test and spearman rank order correlation coefficient. The result of the study showed the importance of self-efficacy beliefs in predicting students' performance in mathematics. Moreover, it demonstrated that students with high self-efficacy are stronger and more accurate in their mathematics computation than students with self-efficacy and never give up when facing with difficult items (Ayatola and Adedeji, 2009:954). It is clear that there is a positive relationship between students' mathematics self-efficacy and achievement in mathematics. In accordance with the study, Hackett (1985), Lent and Hackett (1987), Pajares (1996) support this view. At the same time, the findings of this study are concurrent to Bandura's claim. Bandura (1986) claims in his social cognitive theory that students' success can be affected by their judgments related to their capacity in performing academic tasks positively or negatively. In other words, according to him, self-efficacy beliefs predict academic outcomes (Bandura, 1986).

In concert with previous studies, the study done by Hampton and Mason (2003) supports the view that there is a positive relationship between self-efficacy and academic success. The aim of the study was to investigate the effect of gender, learning disability (LD) status, and sources of efficacy on self-efficacy beliefs and academic success in the concept of Bandura's self-efficacy theory. In the study, there were 278 high school students (138 male and 140 female students). The average age of the participants was 16,9. The SELS including 11 items measuring participants' perceived capability to perform well in the classroom and to organize school-related tasks was used to measure students' academic self-efficacy beliefs. The result of the

study demonstrated that sources of efficacy had direct impact on self-efficacy which in turn affected academic performance (Hamptom and Mason, 2003:101).

Thomas, Turpin and Meyer's (2002) study also unveils the same findings with the studies mentioned above. According to this study, high self-efficacious students try harder and stick with a behavior longer than low self-efficacious ones. Therefore, individuals' attaining higher achievements is the result of high self-efficacy (Thomas et al., 2002). In addition, Hackett (1995) proves the fact that individuals' success and failure are affected by self-efficacy in their own learning process.

Pajares and Johnson (1996) also conducted a study on self-efficacy and academic success. The study revealed the fact that students' perceptions of their capability have a direct effect on their performance. At the same time, a research on high school students' self-efficacy and academic success was conducted by Bong (1997). He found out self-efficacy affects students' success in a given task positively.

In the line with previous studies, Bassi et al. (2007) conducted a research on students who were with high self-efficacy or with low self-efficacy. These two groups consisted of 130 Italian students whose age varied from 15 to 19. The participants of the study were observed for one week by an experience sampling method. During this period, students dealt with different academic tasks and were monitored in the aspect of their personal skills by the researchers. According to the result of this research, students with high self-efficacy are more motivated than students with low self-efficacy in educational contexts. Therefore, high self-efficacious students pursuit more than students with low self-efficacy, spend more time on their learning process and become more successful. Moreover, Pajares (1996), Bandura and Schunk (1981), Artistico et al. (2003), and Bandura (2002) support the idea that students with high self-efficacy are more prone to spending more effort into attaining their goals and struggling with the difficulties and obstacles during the learning process more than before.

Bouffard-Bouchard (1990) did a research on students whose capacity was similar. He made some of them believe that they had the capacity to become successful by raising their sense of efficacy illusorily while some of them were led to regard themselves as being lack of the capability to become successful. The study unveils the fact that students whose efficacy beliefs were strengthened used more efficient problem solving strategies and achieved higher intellectual performance than the other students. If individuals have the belief in their capability, they will

never give up when facing with obstacles and be successful during their learning process. Bailey's (1983) research on competitiveness among language learners also goes along with Bouffard-Bouchard's (1990) study. The findings of the study show that learners' beliefs in their ability influence their language learning. Also, she claims that when they see them as successful learners, their learning is enhanced and vice versa.

Mercer (2008) points out that a clear understanding of the nature of self-beliefs is crucial to making greater senses of the individual motivation and behavior of students, and thereby the development of a sound foreign language teaching approach in general.

Collins (1982) conducted a study on the level of problem solving by children thinking themselves as high efficacious learners or low efficacious learners. Their mathematical ability affected their performance positively or negatively. The findings of the study support that children who perceived themselves as high efficacious learners became more successful than the ones doubting their abilities in the field of math. Bandura and Jourden (1991) agree with the pointed out issues above by indicating that skill can be easily over-ruled self-doubts so that even highly talented individuals make poor use of their capabilities under circumstances that diminish their beliefs in themselves. In the accordance with Bandura and Jourden (1991), White (1982) claims that higher sense of efficacy makes individuals do extraordinary things by productive use of their skills when they meet with overwhelming obstacles.

The studies done by Ellis (2004), Bandura et al. (2003), Artistico et al. (2003) support the idea that self-efficacy has a positive effect on students' success in educational contexts. Also, Multon et al. (1991) and Bandura et al. (2001) found out that self-efficacy beliefs contributed to individuals' academic performance directly in a positive way in the educational world.

In a similar vein, researchers found out that there is a positive correlation between self-efficacy and academic success (Goddard et al., 2004). Bandura (1997a), Pajares and Miller (1997) also support this view with their researches. In addition, Stajkovic and Luthans (1998) investigated the relationship between self-efficacy and academic performance by means of identifying 114 studies and analyzing the data on 21,616 subjects in these studies. The result of their study corresponds to previous studies.

Previous studies show that learners' beliefs play a significant role in academic achievements. Ehrman and Oxford (1995) put forth that believing that one can learn languages well was significantly correlated with proficiency in reading and speaking (Ehrman and Oxford, 1995:79). In a similar vein, Gremmo and Riley (1995) point out that the results of some reports emphasize the central role of learners' beliefs in language learning (Gremmo and Riley, 1995:158). Also, Riley (1996) asserts that beliefs about language and beliefs about language learning may directly influence or even determine a learner's attitude or motivation or behavior when learning the language in question (Riley, 1996:155).

Cotterall (1999) explains the importance of learners' beliefs in language learning as following:

"What learners believe will influence their learning much more than we believe because it is their beliefs that hold sway over their motivations, attitudes and learning procedures. And obviously if there is a misfit between what learners believe and the beliefs embedded in the instructional structure in which they are enrolled, there is bound to be some degree of friction or dysfunction." (p.511)

In Turkey, there are a lot of studies on self-efficacy. However, there is a limited number of studies on the relationship between self-efficacy and academic success. One of recent studies conducted on this issue is Duman's (2007) study on the relationship between self-efficacy and academic success. The participants of the study were chosen from high school students in Turkey. He found out that self-efficacy beliefs have a positive effect on students' success in learning English.

Another study was conducted by Cinkara (2009). The purpose of the study was to investigate EFL self-efficacy of 175 preparatory level students (60 female and 115 male students) at Gaziantep University. The study was conducted by two questionnaires: the English as a Foreign Language Self-efficacy and Sources of English as a Foreign Language Self-efficacy questionnaire. The data obtained through questionnaires were analyzed by descriptive and inferential statistics. The findings of the study support the strong link between students' self-efficacy and their academic success.

Yılmaz (2010) investigated the relationship between language strategies, gender, proficiency and self-efficacy beliefs. The study was conducted at Çanakkale Onsekiz Mart University in Turkey and the sample population of the study consisted of 140 students (117 females and 23 males) in the department of English Language

Teaching. According to the findings obtained as a result of Tukey test, students with high proficiency use cognitive, compensation and metacognitive strategies more frequently than less proficient learners. Ching (2002) agrees on the idea mentioned above that students with high self-efficacy set more challenging goals, have more confidence in their ability to achieve their goals and are dedicated to accomplishing them. Also, they spend more effort not to be a failure.

During their lifelong journey, individuals encounter difficulties, failures, disappointments, setback, inequalities and frustrations. When facing with them, self-efficacious learners cannot give up quickly but individuals with low efficacy lose faith in themselves and become desperate about their capabilities. John White (1982) claims that successful people in their fields have an unshakable sense of efficacy and a firm belief in the worth of what they are doing. Also, their goals related to their life are affected by their efficacy beliefs. If they have a strong sense of self-efficacy, they will keep on until they achieve their goals even though they face with difficulties. The novelist Saroyan, James Joyce, Getrude Stein, Van Gogh, Rodin, Walt Disney, Beatles and so on are the examples for individuals who have achieved eminence in their fields. Saroyan who is a novelist was rejected more than a thousand before his first literary piece was published. James Joyce was also a novelist and twenty-two publishers rejected his work, *The Dubliners*. Getrude Stein waited for his poems to be published for twenty years. Van Gogh, an artist, sold only one painting during his life. Walt Disney proposed a theme park to the city of Anaheim and he was rejected since it would not attract too many people. Then, he tried many times and at the end, he accomplished his goal. As it can be seen from eminent people's lives, they did not give up easily even though they were rejected many times and had bad experiences since they had the faith in their capabilities. They regarded their failures as just experiences as the result of insufficient effort or situational obstacles. Their sense of efficacy contributed to performance accomplishments and they put their signatures under significant successes in their fields. In brief, great innovators and achievers attain the supposedly unattainable not by fervent hope but unshakable self-belief and dogged effort in the face of innumerable obstacles (Bandura, 1997:77). As it can be concluded from the examples, putting their signatures under big successes require a strong sense of efficacy due to the fact that the road going to success is full of overwhelming obstacles. It can be said that individuals who have developed a strong sense of efficacy are more successful than the ones with low self-efficacy in their

fields since self-efficacious individuals show higher staying power in the purists of their life journey (Zimmerman et al., 1992; Pintrich and DeGroot, 1990; Ellis, 2004; Pajares and Schunk, 2002; Bandura et al., 2003). Also, self-efficacious individuals know what they want exactly; and they have firm commitment to their desires; and so, they make things happen.

Self-efficacy beliefs provide foundation for human motivation, well-being and personal accomplishment (Pajares, 2002). Individuals' sense of efficacy plays a critical role in their academic achievement and their life journey. A learner who is lack of self-efficacy beliefs can be likened to a patient that have problems related to heart. This patient often leads needlessly an impoverished life because he/she always thinks that he/she has got a permanently impaired heart (Bandura, 1977). Learners are also in the same situation since if they do not have beliefs in their learning capabilities, they will always consider themselves as an ill individual and do not have any chance to get rid of their illness. Thus, they will lead needlessly unsuccessful academic lives. As it can be drawn from the pointed out issues above, self-efficacy is an important contributor to performance accomplishments whatever the underlying skills might be (Bandura, 1992a). Taking all these studies done on self-efficacy and academic success into consideration, researchers, educators and teachers should not ignore students' beliefs about their capability since their beliefs are vital components of motivation and academic success.

#### **2.4.2. Learner Autonomy and Academic Success**

There have been a lot researches done on learner autonomy over the past three decades (Benson, 2001; Cotterall, 1995; Ushioda, 1996; Littlewood, 1996). The idea that learner autonomy increases motivation to learn consequently increases learning effectiveness has been supported by the researchers mentioned above (Sanprasert, 2010). As Little (2002) points out, learners do not become aware of their responsibilities and are unwilling to take their own learning responsibilities. Therefore, it is not easy for them to reflect on their own learning process critically. This affects their academic success indirectly. If a learner does not accept his/her learning responsibilities, they will be unwilling to learn and so they will be unsuccessful during their learning life. As a result, there is a need for intervention in ongoing classroom practice to foster learner autonomy in order to provide an effective learning and teaching environment (Sanprasert, 2010).

Dam and Legenhausen (1996) conducted a project on learner autonomy in 1992. Language Acquisition in an Autonomous Learning Environment project's (LAALE) aim was to observe the language development process of a Danish comprehensive school class in an autonomous language learning and teaching environment. The sample population consisted of 21 young Danish learners who learnt English in an autonomous way. They found out that autonomous learners were aware of these questions:

- What were they doing?
- Why were they doing it?
- How were they doing it and with what result?
- What can it be used for?
- What next?

According to the findings of the project, 7th grade learners in an autonomous class were better than learners following a more traditional language programme in the terms of C-test scores since Little (1991) claims that autonomous language learners' perception of the same barriers between life and learning are different from learners operating in a more traditional curricula. As a result, this project supports the view that autonomous learning environment can affect learners' success in a positive way.

Assinder (1991) also came up with a similar result. According to the result of his study, students who accepted the responsibility for their own learning and participated in the lessons more than before were more motivated and successful than other students. Weinstein and Rogers (1985) supports this view that successful learners are more prone to adopting active strategies for themselves and monitoring their behaviors in the learning process. However, less successful students are dependent on their teachers.

Nunan (1995) conducted a project to investigate the effect of an autonomous learning environment on learners' learning process. The study continued for over a twelve-week period and during this process learners took part in a language programme designed with different modes such as co-operative learning, whole class work, pair and group work, learning beyond the classroom and individualized learning. At the end of this process, several changes were observed in students' learning behaviors. They became more communicative than before, preferred a more

process-oriented approach to language learning rather than a product-oriented approach and began to take the control of their own learning. Also, they became more successful in their English courses than before. In short, it is clear from the study that autonomous learning environment affects students' learning in a positive way.

In the same token, Lim (1992) investigated the relationship between classroom processes and learning outcomes. The sample population consisted of 1.600 junior college students. She found out that learner participation and their accepting the responsibility for their own learning had a positive effect on their language proficiency.

Wesche (1979) conducted an interview about learning behaviors of successful adult students in intensive language training. Highly successful students were compared and contrasted with less successful students. According to the findings of the interview, successful students were more involved in their own learning process.

Concurring with other researches, Tharp and Gallimore (1988) did research related to a project designed to promote autonomy in learning. According to their research, learner autonomy was positively associated with learners' success in foreign language learning.

The case study conducted by Gao is a good example for individual learners' like Zhang sustaining the momentum of their autonomous language learning effort and achieving success in spite of various difficulties (Gao, 2010). Although she could not go to the school because of her illness, Zhang Haidi, a role model on Chinese mainland in 1980's, learnt English and other foreign languages on her own near the end of the Cultural Revolution. It is clear that autonomous learners are more prone to become successful since they are the person who controls their own learning process.

Taking its importance in the process of language learning into consideration, it can be said that educators and linguistics should not ignore its relation with academic success.



## **2.5. SELF-EFFICACY AND LEARNER AUTONOMY**

### **2.5.1. Self-efficacy and Learner Autonomy in Relation to Academic Success**

Although learner autonomy and self-efficacy in language learning have been discussed separately for almost two decades, there is a general lack of data when it comes to investigating the relationship between self-efficacy and learner autonomy, and these two concepts (learner autonomy and self-efficacy) and academic success.

Overing did a study on the Piaroa that are jungle people dwelling along tributaries of the Orinoco in the Guiana Highlands of Venezuela (Cotterall and Crabbe, 1999: 34). They have a very highly developed theory of mind. According to them, there are two main forms of knowledge: ta'kwanya and ta'kwakomena. Ta'kwanya is related to the acquisition of cultural capabilities including the knowledge and capacity for using customs, language, social rules, rituals, and cuisine while ta'kwakomena is associated with the acquisition of one's own consciousness of and responsibility for such capacities. Personal autonomy is highly valued. It is clear from Overing's study that at first, they are aware of their capabilities and capacity for using cultural values and then they take their responsibilities related to this issue in this community. It can be said that self-efficacy indirectly affects learner autonomy since without being aware of their cultural values, they cannot realize their responsibilities and take them.

Concurrent to Overing's study, Lai conducted a study to raise learners' awareness of their own learning process and determining its effect on learners' capacity in their learning process during thirteen-week term period (Cotterall and Crabbe, 1999). The sample population of this study consisted of thirty undergraduate students at the Chinese University of Hong Kong. Although these students' background was different, their English level was similar. Students were exposed to a special course with learner training components built in. According to the result of this study, increasing self-efficacy indirectly affects students' autonomous skills. This study was very important in the aspect of searching new ways to empower learners with the capacity to organize their own learning (Cotterall and Crabbe, 1999).

Vieira conducted a project to foster learner autonomy in EFL learning during two school years (1994/95 and 1995/96). It included a team of university teachers or researchers and a group of school teachers. It can be drawn from the result of the study that in a more autonomous learning and teaching atmosphere, students are more motivated, more critical, more independent, more willing and more

collaborative. Also, students are provided with opportunities to become aware of their ability and capacity, and then, they try to take the responsibility of their own learning process in an autonomous classroom (cited in Cotterall & Crabbe, 1999: 154). It is clear that there is a relationship between learner autonomy and self-efficacy.

Pajares and Schunk (2001) claim that self-efficacy and goal-setting, in combination, promote greater academic success. In accordance with Pajares and Schunk (2001), Zimmerman et al. (2001) puts forth that student' self-efficacy are affected by their goal setting. It is clear that there is a relationship between self-efficacy and learner autonomy since self-efficacious learners are aware of their capabilities to be successful and then they set their goals according to their goals. At that point, they become autonomous learners and climb up to their goals step by step on their own due to the fact that they believe in their ability to organize their learning and take their responsibility in the aspect of learning.

Both self-efficacious and autonomous learners believe in the fact that it is their effort, work and energy that influence their learning rather than teacher's "liking them" or "some external force" (Aliegro, 2006: 20). It is clear that these students determine their own learning path and they are in tune with their individual styles. If they are aware of their capability and responsibility during the learning process, they will accomplish more than before.

Lazslo, Ilse and Zhang Haidi reflect the features of both self-efficacious and autonomous learners in every step of their learning process. While Laszlo is an immigrant to the United States from Hungary, Ilse is a citizen in Australia. Laszlo and Ilse tried to learn English on their own although their aims to learn English were different. Lazslo's purpose of learning English was to facilitate his work in the United States whereas Ilse's goal was to learn English as a second language. Lazlo and Ilse explain their feelings during their process of learning English. Lines below express their feelings:

Lazslo

"That is not good feeling to know how little I know and how much I have to improve to reach a good level...It gave me power, it gave me energy to get over these difficulties and at the same time it was despairing how much I have to learn but usually it gave me an energy and a motivation to work on these problems.

I was not ashamed to ask. That was the main point. I had to overcome this shame..... this fear and...."

Ilse

"I was afraid to speak.... It is very important to get the sound and keep it and then to transfer everything to thinking.

Sometimes I try to find other examples for it.... other meanings to explain the word in English.... It's better for thinking in the language."

(Wenden, 1991:33)

Autonomous learners have confidence in their ability as learners. They believe in their ability to organize their own learning. As it can be seen from the lines above, Laszlo and Ilse were aware of their capability and believed in their ability to learn English. Before starting to learn the language, they faced themselves and realized their strengths and weaknesses. Then, they explored their needs. According to them, they made up new learning strategies. During his learning English process, Laszlo helped himself to learn English before coming to the United States firstly. Secondly, he tried to figure out the meanings of the words he heard in conversations. Then, he held what he had understood from these conversations in his mind. Fourthly, he practiced what he had learnt. After this step, he realized his weaknesses while practicing. Lastly, he tried to correct his mistakes and speak in English to meet his communication needs at work. He had a clear awareness of how he reacted to having his mistakes corrected (Wenden, 1991:36). On the other hand, Ilse followed a different strategy to learn English autonomously due to her aim. The first of all, she tried to understand television programs in English. Then, she figured out the meaning of the unknown words in these programs. Thirdly, she held the words she saw in her memory. Then, she improved her listening skill. Lastly, she practiced what she had learnt from her own learning experiences (Wenden, 1991). As it can be seen, they got over all difficulties and determined their own learning path without being dependent on someone else. In addition, they controlled their own learning process outside the classroom. Briefly, this process reflects their beliefs about they have acquired about language and language learning process, and their attitudes towards language learning. Their beliefs that are central to their attitudes towards their role and capability as language learners shape their own learning process

Zhang Haidi was a role model of autonomous learners on Chinese mainland in 1980's. Gao (2010) analyzed her situation. According to the result of his analysis, he claimed that her autonomous language learning was guided by beliefs in how she

could learn languages best in her setting. Her belief in her capacity was the one of the most important factors prompting her being an autonomous learner. The extract below explains her belief in her capacity clearly:

"I have a strong sense of self-esteem since young. Although I am physically disabled, I never felt that I was left behind. I have always believed that I could learn what other children could learn at school although I have to spend twice as much time at home."  
(Gao, 2010:6).

As Gao (2010) pointed out in his article, her strong sense of self-efficacy beliefs triggered her being an autonomous language learner. It is clear that people with high self-efficacy are more prone to be autonomous learners. Zhang is a good example for both self-efficacious and autonomous learners. She was aware of her capacity and believed in her capacity. She explored her potential power of learning a language. Then, she set clear goals and planned her activities from the beginning of her learning English process (Gao, 2010). She likens the learning of a language to building a skyscraper requiring a solid foundation (Gao, 2010: 6). Taking this into consideration, she realized that rote memorization was not a good way to learn a language. She reflected on her learning process critically and tried to find the best way of learning English according to her weaknesses and strengths. Then, she explored new ways to memorize and learn English. During this process, she always supported her idea that "where there is a will, there is a way". At the end of the process, she managed her own learning and became a successful autonomous language learner. The paper by Gao (2010) brought out the fact that Zhang's success in learning English in an autonomous way was a result of her willingness and beliefs in her capacity. It can be said that self-efficacy affects learner autonomy in a positive way.

As Wenden (1991) points out, some learners are lack of willingness and self-confidence, taking their responsibility in the language learning process into the consideration. In accordance with Wenden (1991), Schoenfield (1982) points out that most of the learners attend the lessons without being unaware of the fact that they can observe, evaluate and change their own cognitive behavior. Their minds are seen as independent entities and they are likened to passive spectators of its activities. Therefore, they are not involved in their learning process; and so, they cannot be aware of their intellectual potential and believe in it. As a result, they may think that they are unsuccessful learners and this feeling leads them to engage in negative

thoughts about their ability. This can lead to a deterioration in cognitive performance and so further confirm a learner's view of him/herself as incapable of learning (Diener and Dweck, 1980). Thus, psychological preparation helps learners become willing to take responsibility for their learning. Before starting their learning process, they should answer the questions related to their attitudes towards capability and roles in the table.

Table 2.1. Learner Attitudes Towards Autonomy (Wenden, 1991:58)

| <b>Learner Attitudes Towards Autonomy</b> |                                 |
|---|---------------------------------|
| <b>Attitude toward Capability</b>         | <b>Attitude toward Role</b>     |
| Can I learn?                              | Should I learn independently?   |
| Can I learn autonomously?                 | Should I take initiative?       |
|   | Should I assume responsibility? |

Answering these questions plays a significant role in building self-confidence in learners' capability to work independently of the teacher (Sinclair and Ellis, 1985; Dickinson, 1987). Holec (1981) agrees with the idea mentioned above as followed:

"..... break away... from a priori judgments and prejudice of all kinds that encumber his ideas about learning languages and the role he can play in it. .... to free himself from the notion that there is one ideal method, that teachers possess that method, that his knowledge of his mother is of no use to him for learning a second language, that his experience as a learner of other subjects, other know-how cannot be transferred even partially, that he is capable of making a valid assessment of his performance and so on."

(Holec, 1981:22)

Learners' attitudes toward their roles in the learning process and their capability help them to become more autonomous (Wenden, 1991). If learners remain trapped in their old patterns of beliefs and behaviors without being aware of their own learning process, they will never have the chance to be a fully autonomous learner. Learners need to ask themselves to what kind of knowledge is necessary to complete a task and to what extent they can achieve it (Wenden, 1991). According to Lefebvre Pinard (1983), learners must become aware of 'taking control of their learning' in these situations "when they are learning something new", "when they have behaviors that are automatized but performed inefficiently", and "when they are

doing tasks involving novel elements". Also, they put forth that learners should be aware of their learning process under five different situations: "when they encounter with a new task", "when the nature of the task is such that it requires conscious thinking, e.g. writing", "when the task requires accuracy", "when the task has not been learned correctly or efficiently", and "when they encounter a difficulty in their learning process". However, Oxford and Shearin (1994) put emphasis on the fact that most of L2 learners do not have initial beliefs in their own self-efficacy and feel lost in language classrooms (Oxford and Shearin, 1994: 21). They should have a robust sense of self in order to be autonomous learners. According to Breen and Mann (1997), autonomous learners are likely to have "a robust sense of self" (Breen and Mann, 1997:134). No real progress towards autonomy can be made without attending to learner beliefs because of the important influence they have on learner reflection and metacognition (Pemberton et al., 2009:54).

Briefly, it is very important to become aware of the knowledge and skills in the language learning process since we can manage our language learning process effectively. All the questions related to the language learning process such as "where am I?", "what are my goals?", "which strategies should I use to achieve my goals?" and "to what extent have I achieved my goals?" will be answered when a learner is aware of their capability and his/her responsibility in the learning process. As Wenden (1991) points out, without devoting time to raising learners' awareness of ways of identifying goals, specifying objectives, identifying resources and strategies needed to achieve goals and measuring progress, true autonomy is not achieved. Otherwise, learners will use their strategies somewhat mechanically and not become aware of when and why they need to adapt or change them. They can only be autonomous if they are aware of a range of learning options and understand the choices they make; otherwise, they will be the consumers of language courses (Cotterall, 2000).

In the light of the facts mentioned above it can be concluded that individuals must develop skills and efficacy beliefs that enable them to control changes in their roles as learners to manage their academic lives successfully. The burden of the change is falling on the shoulders of learners that should take more responsibility to take charge of their academic lives. A high sense of efficacy is very vital for being successful in the academic life of the future. In short, the more potential learners have for being autonomous learners, the more learning awareness they have

(Cotterall, 2000). Development of learning awareness is a key objective of autonomous language learning (Dam and Legenhausen, 1996). Awareness is a key concept in learner autonomy (Cotterall and Crabbe, 1999: 161).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. PRESENTATION**

The aim of the study was to investigate the relationship between self-efficacy and academic success, learner autonomy and academic success, self-efficacy and learner autonomy, and these concepts and academic success. In order to find out these relationships, a descriptive study has been conducted.

This chapter consists of research design, research population and sampling, data collection instrument, procedures and data analyses.

#### **3.2. RESEARCH DESIGN**

In this study, a descriptive analysis was used to unveil the relationship between self-efficacy and academic success, learner autonomy and academic success, self-efficacy and learner autonomy, and these two concepts (self-efficacy and learner autonomy) and academic success at Gaziantep University, Zirve University, İnönü University, Selçuk University and Karatay University. What is descriptive analysis? Descriptive analysis is a kind of analysis helping researchers to summarize findings by describing general tendencies in the data and the overall spread of the scores (Black, 1999; Ekmekçi, 1997; Dörnyei, 2007). The data were collected through questionnaires (Self-Efficacy Questionnaire (SEQ) and the Autonomous Learner Questionnaire (ALQ)) that are measurable instruments and the data were analyzed quantitatively. Data analyses supply information on the relationship between self-efficacy and learner autonomy, self-efficacy and academic success, learner autonomy and academic success, and these two concepts (self-efficacy and learner autonomy) and academic success.



### **3.3. RESEARCH POPULATION AND SAMPLING**

The data were collected from 50 preparatory level students out of 250 participants from each of the following universities: Gaziantep University, Zirve University, İnönü University, Selçuk University and Karatay University. 144 students of these participants were male students while 106 of them were female students (32 male and 18 female students from Gaziantep University, 27 male and 23 female students from İnönü University, 32 male and 18 female students from Karatay University, 30 male and 20 female students from Selçuk University, and 23 male and 27 female students from Zirve University). According to information obtained from the instructors, their ages vary from 17 to 25 years. Participants were from faculty of engineering including civil engineering, mechanical engineering, physic engineering, food engineering, textile engineering, electronic and electrical engineering, faculty of education and faculty of medicine. They come from different cities. Therefore, their language background, socio-economic status and standard of living are different. However, their English level is almost same.

Gaziantep University and Zirve University are located in the southeastern region of Turkey, İnönü University is in the eastern part of Turkey and Selçuk University and Karatay University are in the central Anatolia region of Turkey. Gaziantep University, İnönü University, and Selçuk University are state universities while Zirve University and Karatay University are private universities. All of these universities have English Preparatory Programs.

### **3.4. DATA COLLECTION INSTRUMENT**

To collect data two different questionnaires were used. The questionnaires are scored according to a five-point Likert-type scale. The Likert-type scale ranges from 1 (Never) to 5 (Always). The reliability of the questionnaires was analyzed by SPSS (Statistical Package for the Social Sciences). The Cronbach Alpha coefficient of the Self-Efficacy Questionnaire (SEQ) was .91 while the Cronbach Alpha coefficient of the Autonomous Learner Questionnaire (ALQ) was .76. These values show that SEQ and ALQ are reliable instruments. The first questionnaire (Self-Efficacy Questionnaire) has 40 items focusing on questions related to students' self-efficacy. While 26 of these items were adapted from Bandura's Foreign Language Self-Efficacy Questionnaire, the rest of them were adapted from one of Ferla et al.'s (2009) study related to whether there is a theoretical or empirical difference between

academic math self-concept and academic math self-efficacy. Also, the second questionnaire has 40 items related to learner autonomy. These items were adapted from different resources. While 30 of the items were adapted from Egel's questionnaire (2003), the rest of them were developed by examining different sources (Sancar, 2001; Koçak, 2003). In short, the questionnaires were developed by making use of different sources to investigate whether there is a relationship between self-efficacy and learner autonomy, self-efficacy and academic success, learner autonomy and academic success and these two concepts (self-efficacy and learner autonomy) and academic success.

### **3.5. PROCEDURE, DATA COLLECTION AND ANALYSES**

In this part, we explain the procedure of the developed instruments, data collection, and data analysis in detail.

#### **3.5.1. Piloting Procedure**

Piloting has a very important place in quantitative studies since quantitative studies rely on the psychometric properties of the research instruments (Dörnyei, 2007). Just like theatre performances, a research study also needs a dress rehearsal to ensure the high quality (in the terms of reliability and validity) of the outcomes in the specific context (Dörnyei, 2007:75). Thus, the pilot of this study was carried out to get feedback about how well the questionnaires were organized and how much time the participants of the study needed to fill out each questionnaire. The pilot study was conducted at Gaziantep University School of Foreign Language. Before piloting the study, the researcher asked for permission to research a given group of learners. Then, the pilot study was organized for the questionnaire. After this, the researcher visited each class and gave information about the study, and SEQ and ALQ. The participants were assured that the information they would give will be kept confidentially. At the same time, the instructors were given information about the study, and ten randomly chosen classes were asked to answer the questionnaires. Before handing out the questionnaires, the researcher gave a number to each questionnaire in such way that students did not become aware of the presence of the numbers on their questionnaires. Then, the first of the questionnaires were delivered to the students at the beginning of the week. At the end of the week, the researcher followed a similar process for the second questionnaire (ALQ). All of the

questionnaires were filled out by the participants and they did not have to write their names on the questionnaires. The instructors matched the questionnaires with their students' names. After collecting all of the questionnaires, the researcher analyzed the data obtained by the questionnaires by using SPSS 19.0 that is a computer programme used for statistical procedure for social sciences. The result of the data obtained from the pilot study indicated that both of the questionnaires were reliable with Cronbach's Alpha figures of .89 for SLQ and .85 for ALQ.

### **3.5.2. Data Collection**

The administrations of each university (Gaziantep University, Zirve University, İnönü University, Selçuk University and Karatay University) were given information about the study and the permissions were taken to conduct the study, as in the pilot study. The questionnaires were applied to 250 preparatory level students at Gaziantep, Zirve, İnönü, Selçuk and Karatay Universities in 2010-2011 education year. The researcher visited five universities and administered the questionnaires to the students during regular class hours in their classrooms. The participants were informed about the aim of the study. They were told that it was very important for the reliability of the questionnaires to answer the questions sincerely and the questionnaires did not include any questions disturbing their personality. However, the researcher also said that if they felt disturbed by the questions or any other reasons while answering the questions in the questionnaire, they had the right to give up answering the questions. Then, the first of the questionnaires (SEQ) were handed out and the students filled out them at the beginning of the week. Each questionnaire had a number, and so the instructor was asked to match his/her students' names with the numbers in order to match SEQ with ALQ. The second questionnaire (ALQ) was applied to the students at the end of the week in order to avoid the negative effects of the first questionnaire on the second questionnaire through a similar process. Some of the students were not present in both questionnaires. Thus, they were excluded from the study.

### **3.5.3. Data Analysis**

The data collected through the questionnaires were analyzed by means of the quantitative method involving calculating descriptive statistics. All of the statistical computations were carried out by using SPSS for windows, version 19.00. First,

Cronbach's Alpha was used for the scales in order to calculate their reliability. Then, the Pearson Product Moment Correlation was calculated to find out if there was any significant correlation between self-efficacy and academic success, learner autonomy and academic success, self-efficacy and learner autonomy. The Pearson Product Moment Correlation is the standard type of correlation that examines the relationship between two variables. Later, the researcher used linear regression to show the impacts of self-efficacy on academic success and the impacts of learner autonomy on academic success. The score on one variable (self-efficacy or learner autonomy) is used to predict a second (academic success) in simple regression. Lastly, multiple regression was conducted to find out the effects of self-efficacy and learner autonomy on academic success. Multiple regression is a type of regression in which more than one independent variable is used to improve prediction of performance on the dependent variable (Hatch and Lazaraton, 1991: 481).

## **CHAPTER FOUR**

### **4. RESULTS AND DISCUSSION**

#### **4.1. PRESENTATION**

This chapter presents the results of statistical analyses of the data collected through two different questionnaires (Self-efficacy Questionnaire (SEQ) and Autonomous Learner Questionnaire (ALQ)). The questionnaires were applied to 250 preparatory level students from five universities (Gaziantep, Zirve, İnönü, Karatay and Selçuk Universities) and participants filled out the first questionnaire (SEQ) at the beginning of the week and the second questionnaire (ALQ) at the end of the week. Filling out each questionnaire lasted about twenty minutes. In this chapter, results of the questionnaires were analyzed by means of descriptive analyses. At first, the Pearson Product Moment Correlation was used in order to show the relationship between self-efficacy and academic success, learner autonomy and academic success, and self-efficacy and learner autonomy. Secondly, simple linear regression was applied to reveal the impact of self-efficacy on academic success and the effect of learner autonomy on academic success. Lastly, multiple regression was conducted to unveil the effect of self-efficacy and learner autonomy on academic success.

#### **4.2. DESCRIPTIVE ANALYSES**

This research was conducted by two questionnaires (SEQ and ALQ). The first questionnaire has 40 items related to self-efficacy while the second questionnaire consists of 40 items related to learner autonomy. The analysis of the results obtained through SEQ and ALQ unveil that there is a positive relationship between self-efficacy and academic success, learner autonomy and academic success, self-efficacy and learner autonomy, and two concepts (self-efficacy and learner autonomy) and academic success. According to the analysis of the data, it can be said that self-efficacy affects academic success in a positive way. At the same time, learner

autonomy has a positive impact on academic success. Furthermore, self-efficacy and learner autonomy influence academic success in a positive way.

***Results for Research Question # 1: Is there a relationship between self-efficacy and learner autonomy?***

This research question aims to find out the relationship between self-efficacy and learner autonomy. In order to find out an answer to this question, the Pearson Product Moment Correlation was used. The results are shown in table 4.1.:

Table 4.1. Correlation between self-efficacy and learner autonomy

|                     |                     | <b>Learner<br/>Autonomy</b> | <b>Self-efficacy</b> |
|---------------------|---------------------|-----------------------------|----------------------|
| Learner<br>Autonomy | Pearson Correlation | 1                           | .667**               |
|                     | Sig. (2-tailed)     |                             | .000                 |
|                     | N                   | 250                         | 250                  |
| Self-efficacy       | Pearson Correlation | .667**                      | 1                    |
|                     | Sig. (2-tailed)     | .000                        |                      |
|                     | N                   | 250                         | 250                  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

According to table 4.1., the Pearson Product Moment Correlation unveils a significant positive relationship between learner autonomy and self-efficacy among 250 preparatory level students from Gaziantep, Zirve, Selçuk, Karatay University and İnönü Universities ( $r = .667$   $p > .01$ ). It can be said that when participants' sense of self-efficacy increases, their potential to be autonomous learners also increases. There is almost no such a study to investigate the relationship between learner autonomy and self-efficacy in the field of language learning and teaching. However, some linguistics and educators have implied that there is a relationship between learner autonomy and self-efficacy in their studies (Williams and Burden, 1999; Thanasoulas, 2000; Benson, 2006; Cotterall 1995, 1999; Schmenk, 2005). Cotterall (1995) conducted a study on students' beliefs and the effects of those beliefs on learner autonomy. A 90-item questionnaire was administered to the learners of English in order to explore learner beliefs related to the role of teacher, the role of feedback, the learners' sense of self-efficacy, important strategies, dimensions of strategies-related behavior and the nature of language learning. The findings of the study reveal that learners' beliefs have a very important place in their being ready to

autonomous learning, which shows that there is a relationship between learner autonomy and self-efficacy indirectly. In a similar vein, Thanasoulas (2000) claims in his study that 'in order to help learners to assume greater control over their own learning it is important to help them to become aware of their capabilities and identify the strategies that they already use or could potentially use' (Holmes and Ramos, 1991, cited in James and Garrett, 1991: 198). According to him, without being aware of one's own abilities or capabilities, individuals cannot become autonomous learners since learner autonomy consists in becoming aware of, and identifying one's strategies, needs, and goals as a learner, and having the opportunity to reconsider and refashion approaches and procedures for optimal learning (Thanasoulas, 2000:12). In accordance with Thanasoulas (2000), Schmenk (2005) puts forth that the concept of autonomy has value; nevertheless, provided that language educators admit that autonomy is not a universal and neutral concept and that encompasses a critical awareness of one's own abilities, possibilities and limitations within particular concepts (Schmenk, 2005:115). As Schmenk (2005) claims, self-efficacy is a prerequisite for learner autonomy due to the fact that unless individuals become aware of their capabilities, they cannot manage their own learning and take responsibility of their own learning process. It can be said that the results of the studies mentioned above are parallel with the findings of this research confirming a strong link between learner autonomy and self-efficacy.

***Results for Research Question # 2: Do self-efficacy and learner autonomy affect academic success in a positive way?***

This question was formed in order to show whether self-efficacy and learner autonomy affect academic success in a positive way or not. So as to reach this aim, the multiple regression was used.

4.2. Regression model summary of self-efficacy, learner autonomy and academic success

| <b>Model</b> | <b>R</b>          | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1            | .614 <sup>a</sup> | .377            | .372                     | 9.70293                           |

a. Predictors: (Constant) Self-efficacy, Learner Autonomy

| Model           | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-----------------|----------------|-----|-------------|--------|-------------------|
| 1<br>Regression | 14072.581      | 2   | 7036.291    | 74.737 | .000 <sup>a</sup> |
| Residual        | 23254.255      | 247 | 94.147      |        |                   |
| Total           | 37326.836      | 249 |             |        |                   |

a. Predictors: (Constant), Self-efficacy, Learner Autonomy

b. Dependent Variable: Academic Success

| Model            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|------------------|-----------------------------|------------|---------------------------|-------|------|
|                  | B                           | Std. Error | Beta                      |       |      |
| Constant         | 27.136                      | 4.478      |                           | 6.060 | .000 |
| Learner Autonomy | .138                        | .048       | .195                      | 2.889 | .004 |
| Self-efficacy    | .241                        | .035       | .467                      | 6.930 | .000 |

a. Dependent Variable: Academic Success

According to table 4.2., R value (.614  $p > .01$ ) shows the multiple correlation coefficient between two concepts (self-efficacy and learner autonomy) and academic success, and reveals that there is a positive significant relationship between learner autonomy and self-efficacy and academic success. The value of F (74.737) indicates that self-efficacy and learner autonomy significantly predict academic success among other variables. According to this model, self-efficacy ( $\beta = .467$   $p < .05$ ) and learner autonomy ( $\beta = .195$   $p < .05$ ) are significant predictors of academic success among other variables that affect academic success. As mentioned in '*Literature Review*' part, there are some variables such as age, language aptitude, intelligence, motivation, personality, socio-cultural factors, cognitive style, gender, native language, input, educational background and learning style that have an effect on academic success (Eliis, 1986; Suphat, 1993; Wilhelm, 1997). Self-efficacy and learner autonomy account for %37.7 the variation in academic success among the other variables mentioned above. In short, self-efficacy and learner autonomy make a significant contribution to predicting academic success among other variables in language learning and teaching. This means that the more self-efficacious and autonomous learners at Zirve, Gaziantep, İnönü, Selçuk and Karatay Universities are, the more successful they become in the process of learning a language. As mentioned



in 'Literature Review' part, Lazslo, Ilse and Zhang Haidi are very good examples for self-efficacious, autonomous and successful learners in language learning (Wenden, 1991; Gao, 2010). Their being self-efficacious and autonomous learners affect their academic success in the process of learning language. There is no such study on the relationship between two concepts (self-efficacy and learner autonomy), and academic success and the effects of these two concepts (self-efficacy and learner autonomy) on academic success. This study is the first one to explain the relationship between two concepts (self-efficacy and learner autonomy), and academic success and the effects of these two concepts on academic success in the field of language learning and teaching. Figure 4.1. below also confirms the positive relationship between two concepts (self-efficacy and learner autonomy) and academic success.

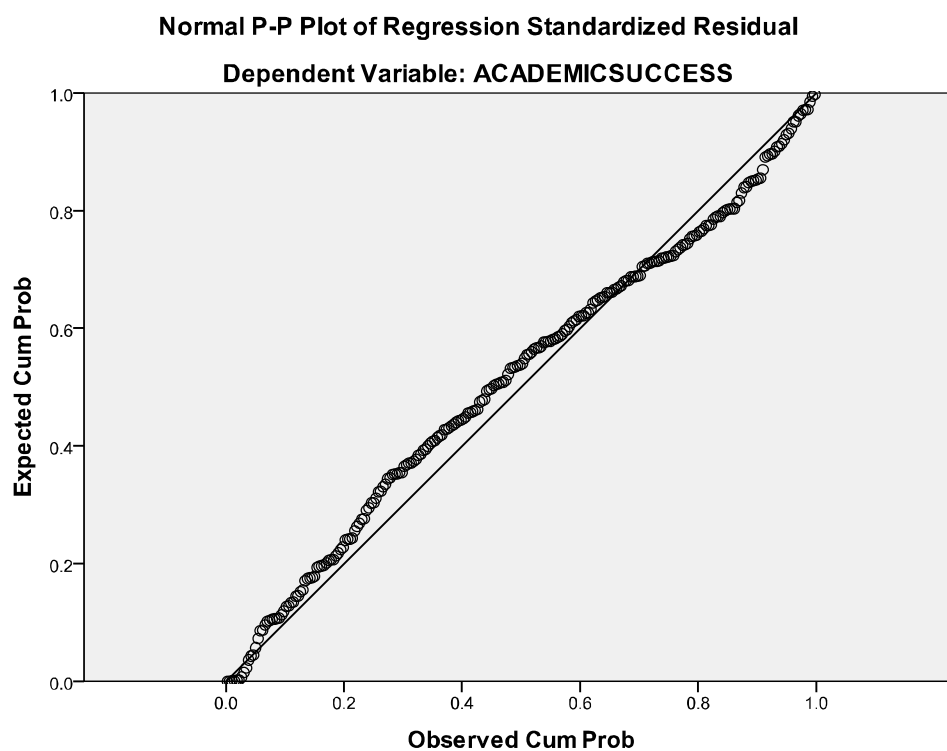


Figure 4.1. Normal P-P Plot of Self-efficacy, Learner Autonomy and Academic Success

***Results for Research Question # 3: Is there a relationship between self-efficacy and academic success?***

This research question was formed so as to investigate the relationship between self-efficacy and academic success. For this research question, the Pearson Product Moment Correlation was applied.

Table 4.3. Correlation between self-efficacy and academic success

|                  |                     | <b>Self-efficacy</b> | <b>Academic Success</b> |
|------------------|---------------------|----------------------|-------------------------|
| Self-efficacy    | Pearson Correlation | 1                    | .597**                  |
|                  | Sig. (2-tailed)     |                      | .000                    |
|                  | N                   | 250                  | 250                     |
| Academic Success | Pearson Correlation | .597**               | 1                       |
|                  | Sig. (2-tailed)     | .000                 |                         |
|                  | N                   | 250                  | 250                     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As indicated in table 4.3., the obtained correlation ( $r=.597$ ,  $p> .01$ ) shows that there is a significant relationship between self-efficacy and academic success. It can be said that learners with higher self-efficacy can accomplish more than the ones with lower self-efficacy. There have been a lot of studies on self-efficacy. However, there is a limited number of studies on the relationship between self-efficacy and academic success. The studies on the relationship between self-efficacy and academic success confirm the results of this study (Pajares and Schunk, 2001; Magogwe and Oliver, 2007; Bandura, 1984; Ching, 2002). Bandura (1984) puts forth that self-efficacy beliefs are the predictor of academic success. In a similar vein, the results of the study done by Ching (2002) bring out the fact that highly efficacious students are more prone to being more successful in their academic life. In the parallel with the studies mentioned above, Magogwe and Oliver (2007) conducted a study to investigate the relationship between language strategies, age, proficiency, and self-efficacy beliefs in Botswana from 2002 to 2005. There were 480 students from primary schools, middle schools and a tertiary institution. The data were collected through a questionnaire. According to the results of the data obtained through the questionnaire, the higher proficiency level the participants have, the higher self-efficacy beliefs they have. Also, Iskender (2009) did a research on the relationship between self-compassion, self-efficacy and control belief for learning at Sakarya University Educational Faculty in 2007-2008 education year. The sample population consisted of 390 university students (176 male and 214 female students). The study was conducted by three questionnaires: the Self- Compassion Scale, the Self-Efficacy Scale and the Control Belief for learning. The findings of the study support that self-efficacy is related to adaptive variables such as general academic success, locus of control, homework practices, ability and effort, self-regulation and self-concept and emotional support in a positive way (İskender, 2009: 717). It is clear

from İskender's study that there is positive relationship between self-efficacy and academic success. In short, it can be said that the findings of this research are consistent with the findings of previous researches done on the relationship between self-efficacy and academic success (Pajares and Schunk, 2001; Magogwe and Oliver, 2007; Bandura, 1984; Ching, 2002). Moreover, researches done on the relationship between self-efficacy and academic success show that self-efficacy is related to academic success in a positive way (Pitirich and De Groot, 1990; Ferla, Valcke and Schuyten, 2008; Jackson, 2002; Lane and Lane, 2001).

**Results for Research Question # 4: Does self-efficacy affect academic success in a positive way?**

This research question intends to explain the effects of self-efficacy on academic success. To achieve this, simple linear regression was conducted.

4.4. Regression model summary of self-efficacy and academic success

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .597 <sup>a</sup> | .356     | .353              | 9.84553                    |

a. Predictors: (Constant) Self-efficacy

| Model           | Sum of Squares | df  | Mean Square | F       | Sig.              |
|-----------------|----------------|-----|-------------|---------|-------------------|
| 1<br>Regression | 13287.073      | 1   | 13287.073   | 137.073 | .000 <sup>a</sup> |
| Residual        | 24039.763      | 248 | 96.935      |         |                   |
| Total           | 37326.836      | 249 |             |         |                   |

a. Predictors: (Constant) Self-efficacy

b. Dependent Variable: Academic Success

| Model         | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|---------------|-----------------------------|------------|---------------------------|--------|------|
|               | B                           | Std. Error | Beta                      |        |      |
| Constant      | 36.112                      | 3.272      |                           | 11.038 | .000 |
| Self-efficacy | .308                        | .026       | .597                      | 11.708 | .000 |

a. Dependent Variable: Academic Success

As shown in table 4.4. the regression analysis suggests a significant regression model in which self-efficacy explains % 35 of variance in academic success among other variables such as age, gender, socio-economic factors, personality, learning style, language aptitude, intelligence, motivation, educational

background, native language and input (R Square = .356  $p < .05$ ). The value of F (137.073) indicates that self-efficacy predicts academic success. Self-efficacy ( $\beta = .597$   $p < .05$ ) is a significant predictor of academic success among other variables. This means that as Bandura (1986) claimed, the higher the sense of efficacy, the greater the effort, with greater likelihood of success (Bandura, 1986:394). Self-efficacy beliefs affect which action a person will choose, the amount of effort expended, endurance in the face of obstacles, thought patterns, stress level, and level of accomplishment achieved (Baldwin, Baldwin and Ewald, 2006; Bandura, 1997 cited in İskender, 2009:713). In accordance with the findings of this study, the researches done on self-efficacy reveal that self-efficacy beliefs are sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement (Pintrich, 1999; Zimmerman, 2000 cited in İskender 2009:713). In a similar vein, Rahemi (2007) did a study on the humanities' students' English self-efficacy beliefs and the contributions of their self-efficacy beliefs to their EFL success. In the study, there were 80 senior high school students and 20 high school English teachers. The data of the study were obtained by both qualitative methods including teacher interviews, classroom observations and student diaries, and quantitative methods consisting of questionnaires. According to the analyses of the data obtained in the study, participants' self-efficacy beliefs affect their EFL achievements. The study unveils the fact that students who have negative feelings towards learning English such as "it can't be done", "I will never get this", "I know that I'm not good at learning English so why should I spend so much energy and time to learn something for which I do not have any talent" get low marks from their exams while students who have confidence in their ability get high marks from English exams and become more successful. Bandura (1986) also explains this issue by saying that many students have difficulty in school not because they are incapable of performing successfully, but because they are incapable of believing that they can perform successfully, that they have learned to see themselves as incapable of handling academic skills (Bandura, 1986: 390). Students who have the belief in their academic capability make success scenarios before the exams while students with low self-efficacy make failure scenarios before the exams. It can be said that previous studies done on the relationship between self-efficacy and academic success confirm the results of this study.

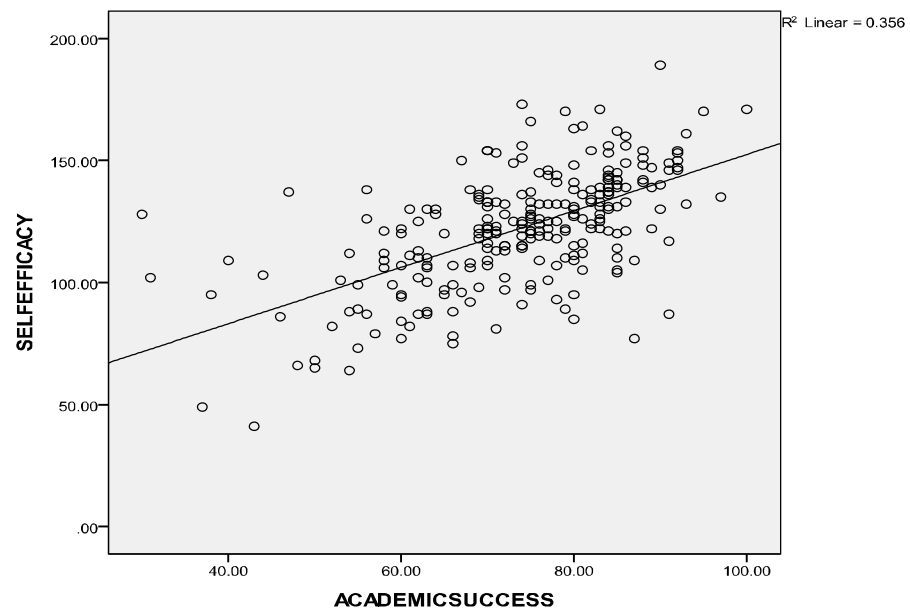


Figure 4.2. Scatter Plot of Self-efficacy and Academic Success

Figure 4.2. above also shows that self-efficacy and academic success are interrelated. As it is clear in figure 4.2. , there is a positive relationship between self-efficacy and academic success. In brief, individuals' self-efficacy beliefs predict their academic success (Zimmerman et al., 1992; Pajares and Schunk, 2002).

***Results for Research Question # 5: Is there a relationship between learner autonomy and academic success?***

This research question intends to explore the relationship between learner autonomy and academic success. The Pearson Moment Product correlation was applied to find the answer of this question.

Table 4.5. Correlation between learner autonomy and academic success

|                     |                        | <b>Learner<br/>Autonomy</b> | <b>Academic Success</b> |
|---------------------|------------------------|-----------------------------|-------------------------|
| Learner<br>Autonomy | Pearson<br>Correlation | 1                           | .506**                  |
|                     | Sig. (2-tailed)        |                             | .000                    |
|                     | N                      | 250                         | 250                     |
| Academic<br>Success | Pearson<br>Correlation | .506**                      | 1                       |
|                     | Sig. (2-tailed)        | .000                        |                         |
|                     | N                      | 250                         | 250                     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table 4.5. presents that the correlation obtained through the Pearson Product Moment Correlation unveils a significant positive relationship between learner autonomy and academic success ( $r=.506$   $p>0.01$ ). This means the more

autonomous learners are, the more successful they are. The learner autonomy has gained its momentum for the past years due to the changes in social and political lives. Therefore, since then there have been numerous studies on the relationship between learner autonomy and academic success (Zhou, Ma and Deci, 2009; Little, 1999, Cotterall, 1995 and Black and Deci, 2000). Lowe (1997) conducted a study on the relationship between learner autonomy and academic success at a university in the Washington D.C. metropolitan area. The sample population of the study consisted of 135 participants (53 male and 76 female students). Their age varied from 17 to 67. An empirical approach was used to investigate the relationship between learner autonomy and academic success. The participants' level of learner autonomy was determined by means of the Learner Autonomy Profile constructs whereas their academic success was determined by cumulative GPA. The data obtained were analyzed by SPSS 11.5. According to the result of this study, there is a positive correlation between learner autonomy and academic success. In other words, autonomous learners are more successful than learners that are lack of autonomy. In a similar vein, Mineishi (2010) did a research to investigate differences between successful learners and less successful learners in the aspect of learner autonomy. There were 290 Japanese first year university students from four different departments as participants in the study. A program consisting of vocabulary and grammar instruction, portfolio development, reading strategy training, speed reading, writing process explanations and instructions, summary writing, and writing sessions such as quick writing, jigsaw reading/writing activities, and peer editing tasks was applied to the participants, and a questionnaire related to learner autonomy was administered to them in the last class of the program. Then, at the end of the one academic year, participants of the study did a comprehension test related to the program. The data obtained through this test were analyzed by quantitatively and qualitatively. According to the findings of the study, successful learners are more prone to being autonomous learners. In the line with Mineishi's (2010) research, Zhang and Li (2004) put forth that learner autonomy was closely related with the language levels considering its Pearson coefficient value ( $r = .608$ ) (Zhang and Li, 2004: 21). These studies mentioned above have a consensus on the view that learner autonomy and academic success are interrelated. The findings of this study are also consistent with the studies mentioned above on the point that there is a positive correlation between learner autonomy and academic success.

**Results for Research Question # 6: Does learner autonomy affect academic success in a positive way?**

This research was formed in order to find out the effects of learner autonomy on academic success. The researcher made use of simple linear regression so as to give an answer to this question. The results of simple linear regression analysis are shown in table 4.6:

4.6.. Regression model summary of learner autonomy and academic success

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1     | .506 | .256     | .253              | 10.58304                   |

a. Predictors: (Constant) Learner Autonomy

| Model           | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-----------------|----------------|-----|-------------|--------|-------------------|
| 1<br>Regression | 9550.661       | 1   | 9550.661    | 85.273 | .000 <sup>a</sup> |
| Residual        | 27776.175      | 248 | 112.001     |        |                   |
| Total           | 37326.836      | 249 |             |        |                   |

a. Predictors: ( Constant) Learner Autonomy

b. Dependent Variable: Academic Success

| Model            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|------------------|-----------------------------|------------|---------------------------|-------|------|
|                  | B                           | Std. Error | Beta                      |       |      |
| Constant         | 29.134                      | 4.874      |                           | 5.977 | .000 |
| Learner Autonomy | .358                        | .039       | .506                      | 9.234 | .000 |

a. Dependent Variable: Academic Success

As indicated in table 4.6., R-value (.506  $p > .01$ ) shows the correlation coefficient between learner autonomy and academic success, and reveals that there is a positive significant relationship between learner autonomy and academic success. This means that the more autonomous learners are, the more successful they become. As it is clear in table 4.6., the regression analysis suggests a significant regression model in which learner autonomy explains % 25,6 of variance in academic success among other variables such as age, gender, motivation, cognitive style, learning style, language aptitude, socio-economic factors, educational background, native language, and input (R Square = .256  $p < .05$ ). The value of F (85.273) indicates that learner autonomy predicts academic success. Learner autonomy ( $\beta = .506$   $p < .05$ ) is

a significant predictor of academic success among the other variables. In accordance with this study, Dafei (2007) conducted a study to investigate the relationship between learner autonomy and English proficiency. The sample population of the study consisted of 129 non-English majors whose average ages were 19 in a teacher college in China. While 42 of them were male, 87 of them were female. The data were obtained through a questionnaire and an interview, and analyzed by means of SPSS 11.00. The results of the study show that participants' English proficiency was significantly and positively related to their learner autonomy. Also, the findings of the study suggest that to foster the students' learner autonomy in the classroom or in the relevant training programs in second or foreign language teaching and learning might help improve the students' English proficiency (Dafei, 2007:13). In a similar vein, Yen and Lui (2009) did a research to examine the predictive relationships between learner autonomy and course success, and learner autonomy and final grades. According to the results of their study, learner autonomy predicted course success and final grades in community online courses. In the line with previous studies, Corno and Mandinanch (1983), Ablard and Lipschultz (1998) and Risenberg and Zimmerman (1992) put forth that learner autonomy could help to improve the language proficiency of learners (cited in Dafei, 2007:8). In accordance with the studies mentioned above, Littlewood (1996) claims that learners cannot be effective language users unless some degree of autonomy is developed and adds that genuinely successful learners have always been autonomous. The findings of this study also confirm that learner autonomy plays a significant role in academic success in the field of language learning. Knowles (1975) also supports this view by saying that there is convincing evidence that people who take the initiative in learning learn more things and learn better than do people who sit at the feet of teachers, passively waiting to be taught (Knowles, 1975:34).



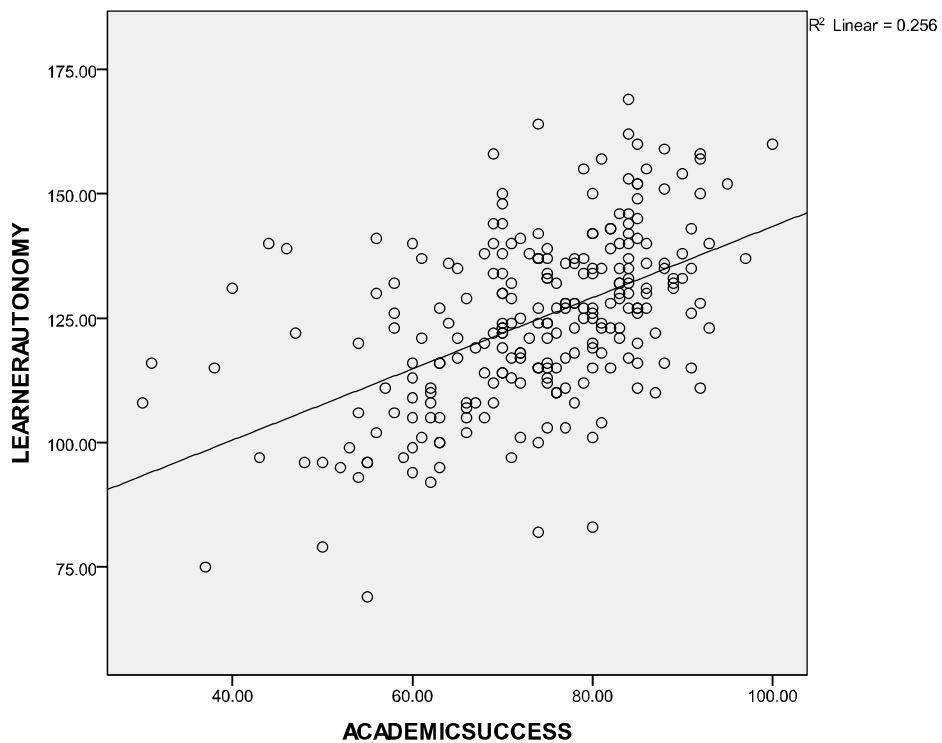


Figure 4.3. Scatter Plot of Learner Autonomy and Academic Success

Figure 4.3. also supports the findings of this study visually. The scatter plot of learner autonomy and academic success shows that there is a positive relationship between learner autonomy and academic success.

## **CHAPTER FIVE**

### **5. CONCLUSION**

#### **5.1. PRESENTATION**

This chapter presents the summary of the research. Then, conclusions are presented. In the conclusion part of this chapter, the findings in *Discussion and Results* section are discussed. Finally, some recommendations for further research are presented.

#### **5.2. SUMMARY OF THE RESEARCH**

This research was conducted at Gaziantep, Zirve, Karatay, Selçuk and İnönü Universities in 2010-2011 education year. The total sample population of the research consisted of 250 preparatory level students (144 male students and 106 female students). There were 50 participants out of 250 participants chosen by cluster random sampling from each of the following universities: Gaziantep University, Zirve University, Karatay University, Selçuk University and İnönü University. The data were collected through two different questionnaires: Self-efficacy Questionnaire (SEQ) and Autonomous Learner Questionnaire (ALQ). The data obtained by questionnaires were analyzed by means of using SPSS 19.0 that is a statistical program used for calculations in social sciences. First, the Pearson Product Moment Correlation that is the standard type of correlation that examines the relationship between two variables was used to find out the relationship between self-efficacy and academic success, learner autonomy and academic success, self-efficacy and learner autonomy. Then, linear regression was conducted to predict the effects of self-efficacy on academic success and the effects of learner autonomy on academic success. Finally, multiple regression was used to show the impacts of self-efficacy and learner autonomy on academic success.

According to the results of the study, there is a positive relationship between self-efficacy and learner autonomy ( $r = .667, p > .01$ ) self-efficacy and academic success ( $r = .597, p > .01$ ), and learner autonomy and academic success ( $r = .506, p > .01$ ). Also, the findings of the study reveal the fact that self-efficacy and learner autonomy affect academic success in a positive way. Moreover, the results of the study support that self-efficacy has a positive impact on academic success and learner autonomy influences academic success positively.

### 5.3. CONCLUSIONS

In the present study, there were six hypotheses. These six hypotheses examined were all supported. The most important finding of the present study is the relationship between learners' beliefs related to their language potential and their responsibility for their roles as language learners. The findings for the first research question have unveiled the fact that there is a significant positive relationship between self-efficacy and learner autonomy ( $r = .667, p > .01$ ). In accordance with the first research question, the findings for the second research question have revealed that self-efficacy and learner autonomy affect academic success in a positive way according to the result of multiple regression analysis. There are a lot of researches on the relationship between self-efficacy and language learning, and learner autonomy and other student-focused constructs such as self-motivation, self-regulation, agency and identity (Benson, 2006). When comparing the present study with existing literature, it can be said that in most of these researches, learner autonomy and self-efficacy have been studied separately or compared or contrasted with other variables such as age, language aptitude, academic success, educational background, gender and motivation. To illustrate this, many researchers have conducted studies on the relationship between self-efficacy and academic success (Yılmaz, 2010; Cinkara, 2009; Duman, 2007; Shang, 2010; Kim, 2000; Liew, McTigue, Barrois and Hughes, 2008; Ayatola and Adedeji, 2009; Hampton and Mason, 2003; Pajares and Johnson, 1996; Thomas, Turpin and Meyer, 2002) while some researches have been studied on learner autonomy and academic success (Dama and Legenhausen, 1996; Little, 1991; Assinder, 1991; Nunan, 1995; Yen and Liu, 2009). Nonetheless, they have not integrated self-efficacy with learner autonomy and investigated their effect on learners' language performance in their studies. Thus, it is clear that there is no such a study on the relationship between self-

efficacy and learner autonomy, these two concepts (self-efficacy and learner autonomy) and academic success in the field of ELT. This study is the first one in the field. The main point of departure for the present study has been the missing pieces related to ELT in Turkey. In Turkey, most of language learners complain that they cannot achieve their full potential although they have been exposed to English for at least 9 years until they become university students. The problem behind this may be that both the relationship between self-efficacy and learner autonomy and these two concepts and academic success may be ignored. The present study establishes students' sense of efficacy to guide their autonomous learning as a key factor affecting their performance outcomes related to language learning. Despite the fact that these two concepts have been studied separately, they cannot be considered separately in ELT. As indicated in *"Maintaining Control: Autonomy and Language Learning"*, no real progress towards autonomy can be made without attending to learner beliefs because of the important influence they have on learner reflection and metacognition (Pemberton, R., Toogood, S. and Barfield, A, 2009:54). The findings of the present study are consistent with some points reported in earlier studies. Carter (1999) implies the importance of learners' beliefs in the process of being autonomous learners during language learning process according to the findings of his study that was conducted to investigate the impact of students' beliefs on learner autonomy by using the Beliefs about Language Learning Inventory (BALLI). Wenden (1991) also declared that autonomous learners are self-confident learners who believe in their ability to learn and to self-direct or manage their learning (Wenden, 1991:53). Furthermore, Dickinson and Carver (1980) define autonomy as the development of self-confidence and awareness by the learners of their own progress. Moreover, Bandura (1986) puts forth that individuals' beliefs in their potentials seem to be crucial for them to learn autonomously. Although the findings of the present study support existing literature to some extent (Cotterall, 1995: Broady 1996), they show some differences. The results of the present study extend previous findings on the relationship between self-efficacy and learner autonomy and the effect of the integration of these two concepts on academic success in the process of language learning and teaching. The previous studies did not show the effect of these two concepts on academic success together in ELT. According to the result of the present study, students with high self-efficacy at Gaziantep, Zirve, İnönü, Selçuk and Karatay Universities are more prone to becoming autonomous in the process of

language learning because learners' beliefs related to their capacity in their language learning process affect to what extent they are autonomous. It is clear that learners at these universities are aware of their capacity in English and they believe in themselves. These students with high self-efficacy can control their own learning since they know that they have the capacity. In addition to this, both self-efficacious and autonomous learners at these universities mentioned above have been observed that they have become more successful in the process of language learning. It can be said that self-efficacy and learner autonomy are two most important predictors of academic success in the field of language learning. Cotterall and Crabbe (1999) explain the importance of these two concepts on learners' performance related to language learning by following sentences:

"In order to improve individual performance, whether it is teaching or learning, we need a sense of ownership, and power driven by an exploratory attitude and working within a curricular framework that is flexible and dynamic to allow for individual explorations."  
(Cotterall and Crabbe, 1999:141)

As they claim, learners should explore their individual capacity and then they should take the responsibility of their language learning. In short, it is desirable for language learners to become more self-efficacious and autonomous since this will affect their academic success in a positive way, as supported in the present study.

The third research question was formed to find out whether there was a relationship between students' self-efficacy and academic success in the process of language learning. In order to achieve this aim, the correlation between students' self-efficacy scores that were obtained from the self-efficacy questionnaire and their grades in English that they got at the end of the semester was examined. According to the findings of the study, there is a positive relationship between self-efficacy and academic success ( $r = .597, p > .01$ ). The findings of Li and Wang (2010)'s empirical study that was conducted to explore the relationship between reading self-efficacy and reading instruction are in the same line with the findings of the present study. According to the findings of the study, there is a positive relationship between reading self-efficacy and the use of reading strategies ( $r = .36, p > .01$ ). Readers with high self-efficacy make use of more reading strategies effectively and more successful than readers with low self-efficacy (Barkley, 2006; Shell, Murphy and Bruning, 1989; Song and Song, 2000 cited in Li & Wang, 2010). In a similar vein, Shell and Murphy (1989) did a research on the relationship between students'

perceived competence and their English learning outcomes. The findings of the study support that students' sense of self-efficacy and their reading achievement are highly interrelated (cited in Shang, 2010). Also, Shang (2010) investigated the relationship between students' self-reported reading strategy uses and self-efficacy beliefs on their English reading performance. The results of the analysis of the data indicate that there is a positive relationship between students' self-efficacy beliefs and their reading achievement ( $r=.53$ ,  $p>.01$ ). In the same token, Collins (1984) did a research on the relationship between perception of self-efficacy and performance. The participants of the study were 5th grade students who got low, average and high scores on a math test. According to the results of the study, students with high self-efficacy became more successful than low self-efficacious ones in the aspect of solving math problems. In accordance with previous studies, Bouffrad-Bouchard (2001) investigated the relationship between self-efficacy judgments and cognitive performance by means of a procedure including four parts (induction of perceived self-efficacy level, measurement of perceived self-efficacy level, execution of remaining problems and retrospective report) in his study. It is derived from the study that there is a strong positive relationship between students' sense of self-efficacy and their cognitive performance ( $r=.63$ ,  $p<.001$ ). Ching (2002), Pajares and Schunk (2001), Bandura (1997), and Magogwe and Oliver (2007) have a consensus on the issue that high self-efficacy beliefs are associated with high achievement. In addition, the findings of the present study are consistent with general findings of studies on the relationship between self-efficacy and academic success ( $r=.597$ ,  $p>.01$ ). According to the findings of this study, students with higher self-efficacy at Gaziantep, Zirve, İnönü, Selçuk and Karatay Universities are more successful in the process of language learning than the ones with low self-efficacy. It shows that students' beliefs related to their capacity at these universities lead their performance success in the process of language learning. If learners have positive beliefs in their learning process, their beliefs will facilitate their learning process. On the other hand, if they have negative beliefs related to their capacity in language learning, their beliefs will be an obstacle for learning English. This finding confirms the strong link between self-efficacy and academic success as stated by different researchers (Ching, 2002; Pajares and Schunk, 2001; Bandura, 1997; Magogwe and Oliver, 2007). In accordance with the third research question, the fourth research question was designed to investigate the impact of self-efficacy on academic success. The findings

of the present study support that self-efficacy impacts academic success positively according to the results of linear simple regression. Zajacova, Lynch and Espenshade (2005) conducted a study to explore the joint effects of academic self-efficacy and stress on the academic performance. The findings of the study unveil the fact that self-efficacy is a stronger and more consistent predictor of academic success (Bong, 2001; Brown, Lent and Larkin, 1989, Multon, Brown and Lent, 1991 cited in Zajacova, Lynch and Espenshade, 2005: 679). Consistent with the studies mentioned above, Bandura et al. (1996) conducted a research to analyze the effects of efficacy beliefs on academic achievement. The findings of the study support that children's beliefs in their efficacy to regulate their own learning and academic attainments, in turn, contributed to scholastic achievement both independently and by promoting high academic aspirations and prosocial behavior and reducing vulnerability to feelings of futility and depression (Bandura et al, 1996:1206). In the line with the studies mentioned above, the results of the present study support existing literature. It can be said that language learners with high self-efficacy at Gaziantep, Zirve, İnönü, Karatay and Selçuk Universities are more prone to becoming more successful learners than the ones with low self-efficacy. Students with high self-efficacy beliefs at these universities endured more than the ones with low self-efficacy when encountered with difficulties and obstacles and were more successful in academic achievement as supported by various researchers (Schunk, 1990; Wang and Pape, 2007, Multon, Brown and Lent, 1991 cited in Li & Wang, 2010). In short, the present study confirms the fact that students' sense of efficacy beliefs is a key determinant of their academic success (Pintrich and De Groot, 1990; Zimmerman, 1995; Hattie, 1992; Yang 2004: Wong, 2005; Pajares and Miller, 1994; Taylor and Popma, 1990; Wollman and Stouder, 1991).

The fifth research question investigated the relationship between learner autonomy and academic success. The Pearson Product Moment Correlation between learner autonomy and academic success yielded a significant correlation ( $r=.506$ ,  $p<.001$ ). This means that the more students at Gaziantep, Zirve, İnönü, Selçuk and Karatay Universities become autonomous, the more successful they are. Clifford (2007) puts forth that freedom gives a person the desire to explore, expand and create (Clifford, 2007:220 cited in Sanacore). These findings echo Clifford (2007) in that giving students' freedom to act responsibly increase their autonomous behavior, which in turn affects their interest in task, creativity and persistence. The findings of

the present study confirm the strong link between learner autonomy and academic success as stated by various researches (Zhou, Ma and Deci, 2009; Little, 1999; Cotterall, 1995; Black and Deci, 2000, Lowe, 1997; Zhang and Li, 2004). In accordance with the fifth research question, the last research question explored the effect of learner autonomy on academic success. Yen and Liu (2009) conducted a study to explore the impact of learner autonomy on academic success in 2006. The findings of the study show learner autonomy is a predictor of students' course success and final grades in community college online courses. The study implies that students need to play a more active role in their online courses to become successful (Yen and Liu, 2009:348). The results of the present study are consistent with general findings of studies done on the effect of learner autonomy on academic success (Littlewood, 1996; Corno and Mandinanch, 1983; Ablard and Lipschultz, 1998). According to the findings of the present study, students who are more autonomous at Gaziantep, Zirve, İnönü, Karatay and Selçuk Universities have been observed that they have become more successful in the process of language learning. It is clear that students participating in a classroom at these universities where they are given more opportunities to become autonomous are more likely to perform better in learning a language.

Namely, in the modern world everyone knows that the importance of learning English has been increasing day by day. Although people are aware of this fact, they cannot learn English effectively, especially in Turkey because most of the teachers reflect traditional teachers' features. They do not have a positive attitude towards students to acquire autonomy. Most of the classroom activities do not include activities students can do without teachers' help or team activities. In addition, they do not provide such a classroom environment that students realize the importance of critical reflection towards their own learning process. As a result, students have a passive role in the classrooms, and they are more prone to being lack of motivation and dependent on teachers in a traditional teaching environment. In this kind of classrooms, knowledge is static, the learner is a passive consumer of knowledge and the teacher is as transmitter of knowledge (Cotterall and Crabbe, 1999:150). Teachers are responsible for analyzing tasks, formulating appropriate goals for such tasks, deciding on appropriate strategies, examining adherence to strategy during its execution and success. At the same time, they examine to what extent they have reached their aims during this process (Cotterall and Crabbe, 1999). Under these



circumstances, learners do not have opportunities to discover their own learning strategies and control their own learning process. In brief, in the twenty first century, teachers in Turkey are still the main authorities who talk more, act more, and command more in the classrooms. On the other hand, in an autonomous teaching and learning environment, knowledge is dynamic, the learner is a critical consumer and a creative constructor of knowledge and the teacher is a facilitator of learning (Cotterall and Crabbe, 1999:150). Learners should make more of an effort to fit in autonomous learning environment. Brown (1987) clarifies the situation by saying that "The burden on the learner is to invoke appropriate style for the context in this atmosphere ... The burden on the teacher is to understand preferred styles of each learner and to sow the seeds of flexibility in the learner." (Brown, 1987:88). Autonomous learning does not necessary mean that it is teacherless learning. As Sheerin (1997) points out, teachers play a crucial role in launching learners into self-access and in lending them a regular helping hand to stay afloat (Sheerin, 1997 cited in Benson and Voller, 1997:63). Learners are stimulated to evolve an awareness of aims and processes of learning (Cotterall and Crabbe, 1999:91). At the same time, they are open to both positive and negative criticism. Moreover, they need to determine their own objectives that are appropriate for the curricular guidelines, and choose their materials and activities. At the end, they are required to make an evaluation about their learning process. It is clear that under these circumstances learners have opportunities to explore their own needs and organize their learning according to their needs and interests. As Bandura (1994) points out, classroom structure affects the development of students' self-efficacy and this has an indirect effect on students' being autonomous. To illustrate this situation, in an autonomous classroom structure, students have different tasks by means of which they can believe in their capability and make use of their creative skills. When students perform a task successfully, their self-efficacy increases because they see the result of their effort and spend much more effort to be more successful. By doing this, students take their own learning responsibility. Pajares and Graham (1999) explain the situation by this sentence "self-efficacy friendly tasks could provide students with a cognitively rich environment that is high in both motivation and real-world tasks that prepare them to perform outside the classroom. Pajares and Schunk (2002) also support the view that students' learning environments have a positive or negative effect on self-efficacy. In

addition to this, Bandura (1994) emphasizes the importance of learning environments in students' promoting their self-efficacy.

Taking all the features of autonomous classrooms into consideration, it can be said that in autonomous classrooms, students have the opportunity to promote their self-efficacy by different tasks and activities. Students are more prone to being successful in learning a language in an autonomous classroom where they have the chance to enhance their self-efficacy. The findings of this study also support this. High self-efficacious students at Gaziantep, Zirve, İnönü, Karatay and Selçuk prefer activities tailored to their knowledge, spend more effort on these activities and persist until they complete the activities successfully. It is clear that they are aware of their capacity and choose activities according to it. In other words, they determine their own learning path. By following this, these students climb up to being autonomous learners. It can be said that students with high self-efficacy at these universities are more prone to being autonomous learners. As Candy (1991) puts forth, teachers and learners can work towards autonomy by creating a friendly atmosphere characterized by low threat, unconditional positive regard, honest and open feedback, respect for ideas and opinions of others, approved of self-improvement as a goal collaboration rather than competition (Candy, 1991:337). In the light of the facts mentioned above it can be concluded that physical or social environments can improve or impede what people can do in the process of language learning and teaching. To illustrate this, self-efficacious artisans and athletes cannot perform well with fault equipment and self-efficacious executives cannot put their talents to best use if they lack financial and material source to do so (Bandura, 1997: 68). This situation is also the same for a self-efficacious student. In traditional teaching and learning environment, students with high self-efficacy do not have the chance to set goals for themselves, make choices related to their learning process, and sustain their motivation despite setbacks. They cannot perform their capacity well under these impeding conditions even though they are aware of what they can do. Unfortunately, this situation is also the same in Turkey. This research brought the problem into light and indirectly contributed the idea that students in an autonomous environment are more prone to becoming aware of their capacity and being successful in the process of language learning than students in a traditional classroom. In addition, it revealed the disregarded importance of the relationship between two concepts (self-efficacy and learner autonomy) and language learning in the field of ELT. As Schmenk pointed

out, autonomy is not universal and neutral concept and that it encompasses a critical awareness of one's own possibilities and limitations particular concept (Schmenk, 2005: 115). It can be said that learner autonomy and self-efficacy go hand in hand in the process of language learning, and this study may be a new road to the development of individual potential in language learning.

In conclusion, the present research implies that the relationship between self-efficacy and learner autonomy should be emphasized simultaneously in the process of language teaching and learning. This integration will contribute to successful outcomes related to language learning and the present study will be a step in the new direction of language teaching and learning in Turkey.

#### **5.4. RECOMMENDATIONS FOR FURTHER RESEARCH**

The promotion of an effective learning and teaching environment depends on the education system. Turkish education system can be defined as a traditional, teacher-dominated, and authority-oriented system since it is still directed and evaluated by the instructors. Most instructors are not autonomous in Turkey. As Little (2005) claims that teachers who themselves are not autonomous may have negative influence on the development of self-efficacious and autonomous learners. Therefore, in Turkey, there is no significant step to promote these in educational settings.

According to different studies on learner autonomy in Turkey, the only activity to promote learner autonomy is 'group work' in the lesson plans and the curriculum. As Harmer (2001) claims, group work promotes learner autonomy. However, there should be more activities that make students be aware of their own capacity and control their own learning in the curriculum.

Turkish learners need to develop a critical awareness of language learning. One possible solution for this situation can be to make students become aware of their capacity and promote their autonomy through curriculum (Cotterall, 2000). As teachers and administrators, the principles of autonomy and self-efficacy should be integrated into:

- The learning goal
- The learning process
- Tasks

- Learner strategies
- Reflection on learning (Cotterall, 2000)

The study reveals that self-efficacy, learner autonomy and the relationship between these two concepts (self-efficacy and learner autonomy) and academic success have an important place in language learning and teaching. However, in Turkey, there is no such study to investigate the importance of the relationship between self-efficacy and learner autonomy, and these two concepts (self-efficacy and learner autonomy) and academic success. This study is the first one in the field. First, in future researches, the relationship between self-efficacy and learner autonomy, and these two concepts (self-efficacy and learner autonomy) and academic success might be studied in detail. Moreover, researchers and educators should pay more attention to the importance of the relationship between self-efficacy and learner autonomy, and these two concepts and academic success in language learning and teaching in the process of developing the curriculum because the results of the present study indicate that the integration of self-efficacy and learner autonomy in the process of language teaching and learning exerts some influences on the effectiveness of practicing what students have learnt related to foreign languages. Thus, it is recommended that EFL teachers should be aware of the importance of these two concepts (self-efficacy and learner autonomy) during the process of language teaching and learning. Secondly, the present study was conducted by using quantitative methods. Further research may include both quantitative and qualitative methods such as classroom observations and interviews due to the fact that this might help the researchers to understand students' sense of self and their attitudes towards being autonomous learners better while learning a language. Thirdly, there were 250 participants from five universities (Gaziantep, Zirve, İnönü, Selçuk and Karatay Universities) in the study. Because of this, the generalizability of findings may be limited. Therefore, further research may consist of a wider range of samples from more universities in Turkey. Lastly, further research may be conducted on the relationship between these two concepts (learner autonomy and self-efficacy) and other variables such as age, language aptitude, intelligence, personality, socio-cultural factors, cognitive style, age, motivation, educational background and learning style that affect learners' academic success in the process of language learning in Turkish EFL context in detail.

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## **APPENDICES**

**APP.A QUESTIONNAIRES (IN TURKISH AND ENGLISH)**

## Appendix A.1. Self-efficacy Questionnaire in Turkish

Değerli Öğrenci,

Bu anket "Öğrenen Özerkliği ve Öz-yeterliliği ile Akademik Başarı Arasındaki İlişkinin Desteklenmesi" konulu bir tez çalışması için hazırlanmıştır. Elde edilecek veriler bilimsel bir çalışma için kullanılacaktır. Aşağıda belirtilen önermelerden (cümlelerden) size en uygun olan seçeneği lütfen işaretleyiniz.

**Örneğin;** İngilizce düzeyinde hala iyi değilim.

Her zaman ( ) Genellikle ( ) Bazen ( ) **Nadiren (X)** Hiç ( )

Teşekkür ederim.

Saygılarımla,  
Fatma Şeyma Çiftçi  
T.C.Gaziantep Üniversitesi  
İngiliz Dili Eğitimi Anabilim Dalı  
Yüksek Lisans Öğrencisi

1. İngilizce düzeyimde hala iyi değilim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

2. Bölüm derslerimde iyi notlar alırım.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

3. İngilizcede bilmediklerimi çok kısa sürede öğrenirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

4. İngilizce derslerimin üniversite öncesinde de en iyi derslerimden birisi olduğu kanısındayım.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

5. İngilizce derslerinde en zor konuları bile anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

6. Derslerim hakkında araştırma yapmak hoşuma gider.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

7. Derslerimi sabırsızlıkla beklerim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

8. İngilizceyi sevdiğim için bölüm derslerimde başarılı olduğumu düşünüyorum.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

9. Derslerimde öğrendiğim konulara ilgim var.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )



- 10.** İngilizce hava durumu ile ilgili bir telefon konuşmasını dinleyip detaylarıyla yorumlarım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 11.** İngilizce konuşulan bir ülkede, düzenlenen çeşitli aktiviteleri anlatan, bir turist broşürünü okuyup tüm detaylarını anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 12.** İngilizce bir yiyecek reklamını radyodan dinleyince ana fikrini anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 13.** TV'de yayınlanan İngilizce bir yiyecek reklamını dinleyip ana fikrini çıkarırım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 14.** Bir ailenin yaşamının anlatıldığı İngilizce bir romanı okuyup detaylarıyla anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 15.** İngilizce iki kişinin kısa konuşmasını dinleyip ana fikrini anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 16.** Arkadaşa yazılan İngilizce kısa mektubu okuyup ana fikrini anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 17.** İngilizce bir tiyatro oyununu okuyup detaylarını anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 18.** Bir gezi rehberinin gezilecek yerler hakkında İngilizce söylediklerini dinleyip ana fikrini anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 19.** Bir süpermarkette alışverişle ilgili bir İngilizce konuşmayı dinleyip detaylarıyla anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 20.** Bir ebeveynin genç çocuğuna İngilizce öğütlerini dinleyip ana fikrini anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 21.** Bir mektup arkadaşının İngilizce mektubundan bir paragraf okuyup detaylarıyla anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 22.** Bir tren istasyonunda İngilizce bir anonsu dinleyip ana fikirleriyle anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 23.** Ana dili İngilizce olan iki kişinin hafta sonu planları hakkındaki konuşmalarını dinleyip ana fikirleriyle anlayabilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**24.** İngilizce bir seyahat dergisi editörünün yazdığı bir cevap mektubunu okuyup detaylarıyla anlayabilirim

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**25.** İngilizce konuşan bir gazeteci ile yapılan kısa bir röportajı dinleyip ana fikirleriyle anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**26.** İngilizce konuşan bir gazetecinin hayatı hakkında kısa bir röportajı dinleyip detaylarıyla anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**27.** İngilizce konuşulan bir ülkede düzenlenen çeşitli aktiviteleri anlatan bir turist broşürünün okuyup ana fikirleriyle anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**28.** Kişisel konular hakkında İngilizce konuşan iki kişinin kısa konuşmasını dinleyip detaylarıyla anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**29.** İngilizce yazılmış bir emlak ilanını okuyup ana fikrini anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**30.** Hava durumu hakkında İngilizce konuşan iki kişinin konuşmasını dinleyip detaylarıyla anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**31.** İngilizce kısa televizyon haberlerini izleyip ana fikrini anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**32.** İngilizce hava durumunu izleyip ana fikrini anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**33.** İngilizce bir hikâyeyi okuyup detaylarını anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**34.** Bir ebeveynin çocuğuna verdiği İngilizce öğüdünü dinleyip detaylarını anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**35.** Televizyonda İngilizce yayınlanan bir duyuruyu dinleyip ana fikrini anlayabilirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**36.** İngilizce bölüm derslerinin benim için zor olacağını düşünerek kaygılanırım.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**37.** İngilizce ödev/proje /sunum yapmak zorunda olduğum zaman kendimi çok gergin hissederim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**38.** İngilizce konuşurken kaygılanırım.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**39.** İngilizceyi anlamadığım zaman kendimi çok çaresiz hissedirim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**40.** Bölüm derslerimden düşük not aldığım zaman çok üzülürüm.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

## Appendix A.2. Learner Autonomy Questionnaire in Turkish

Değerli Öğrenci,

Bu anket "Öğrenen Özerkliği ve Öz-yeterliliği ile Akademik Başarı Arasındaki İlişkinin Desteklenmesi" konulu bir tez çalışması için hazırlanmıştır. Elde edilecek veriler bilimsel bir çalışma için kullanılacaktır. Aşağıda belirtilen önermelerden (cümlelerden) size en uygun olan seçeneği lütfen işaretleyiniz.

**Örneğin;** İngilizce öğrenirken kendi öğrenme hedeflerimi koyarım.

Her zaman ( ) **Genellikle ( X )** Bazen ( ) Nadiren ( ) Hiç ( )

Teşekkür ederim.

Saygılarımla,  
Fatma Şeyma Çiftçi  
T.C.Gaziantep Üniversitesi  
İngiliz Dili Eğitimi Anabilim Dalı  
Yüksek Lisans Öğrencisi

1. İngilizce öğrenirken kendi öğrenme hedeflerimi koyarım.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

2. İngilizce ile ilgili zayıf ve güçlü yönlerimi tespit ederim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

3. Nasıl daha iyi bir İngilizce öğrencisi olacağımı bulmaya çalışırım.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

4. Zaman planlamamı İngilizce öğrenmeye yeterli zaman bırakacak şekilde yaparım.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

5. Dil öğrenme sürecinde kaydettiğim genel ilerlemeyi değerlendiririm.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

6. İngilizce öğrenirken kendi kendime öğrenebileceğim alıştırmaları severim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

7. İngilizce öğrenirken kendi kendime yeni şeyler denemeyi severim.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

8. İngilizce bir konuyu öğretmen anlatmazsa onu öğrenemeyeceğim diye korkarım.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

9. İngilizceyi kendi kendime öğrenmek zorunda kalmayı sevmem.

Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

- 10.** İngilizce dersinde öğrenemediğim konuyu tek başıma çalışarak öğrenirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 11.** İngilizce öğrenirken öğretmenin yanımda olması beni rahatlatır.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 12.** İngilizceyi sadece öğretmenimin yardımıyla öğrenebilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 13.** İngilizce öğrenmem için öğretmenim her zaman bana yol göstermelidir.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 14.** Öğretmenimin bize İngilizcedeki her ayrıntıyı anlatınca sevinirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 15.** İngilizce öğrenirken zorlansam bile pes etmem.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 16.** İngilizcenin dil bilgisini kendi kendime öğrenebilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 17.** İngilizcedeki sözcükleri öğrenmek için kendi yöntemlerimi kullanırım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 18.** İngilizcedeki sözcükleri sözlük karıştırarak öğrenmeyi severim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 19.** Öğreneceğimiz sözcükleri öğretmenin vermesini isterim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 20.** Ödevlerim dışında İngilizce çalışırım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 21.** İngilizce okumayı ve dinlemeyi aslında sınıf dışında yapmayı tercih ederim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 22.** İngilizce dersleri öncesi hazırlık yaparım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 23.** Sadece öğretmenin not vereceği ödevleri tamamlarım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 24.** İngilizce dersindeki bir konuyu öğrenmemişsem sorumlusu benimdir.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 25.** İngilizce sınavları sonrasında ortalama olarak hangi notu alacağımı bilirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )
- 26.** Yazılıdan iyi bir not alınca bir daha o ders konularına çalışmam.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**27.** Öğretmenimin yazılı sınavlardan daha farklı sınav türleri yapması hoşuma gider.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**28.** Öğretmenimin İngilizce dersi için çok sınav yapması hoşuma gider.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**29.** İngilizce derslerimle ilgili eksiklikleri nasıl telafi edeceğim konusunda endişelenirim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**30.** İngilizceye yalnız çalışmaktansa arkadaşlarımla çalışmanın bana daha faydalı olduğu düşüncesindeyim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**31.** İngilizce öğrenirken bildiklerimle yeni öğrendiklerim arasında ilişkiler kurmaya çalışırım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**32.** Diğer öğrencilerle çalışabileceğim İngilizce proje ödevlerinden hoşlanırım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**33.** Öğrendiğim yabancı dilin kültürünü de araştırırım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**34.** Öğrendiğim yabancı dildeki fıkraları anlamaya çalışırım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**35.** Öğrendiğim yabancı dilin atasözlerini ve deyimlerini de araştırırım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**36.** Çalışmalarımı, günlük yazarak veya o günün değerlendirmesiniz yazarak o günün kaydını tutarım.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**37.** Yabancı dil derslerimle ilgili CD'leri, kasetleri ve videoları sınıfta kullanmak isterim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**38.** Yabancı dil dersleri için malzemeleri kendim seçmek isterim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**39.** İngilizce dersinde öğretilecek konuları kendim belirlemek isterim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

**40.** İngilizce derslerinde neler yapılacağı konusunda sorumluluk paylaşmak isterim.  
Her zaman ( ) Genellikle ( ) Bazen ( ) Nadiren ( ) Hiç ( )

### Appendix A.3. Self-efficacy Questionnaire in English

Dear Student,

This questionnaire was prepared for a research aiming the thesis "Supporting Learner Autonomy and Self-efficacy in relation to Academic Success in EFL Classrooms". The data to be obtained by this questionnaire will be used for a scientific research. Please, choose the best alternative that suits you.

**Example;** I am still not good at English.

Always ( ) Usually ( ) Sometimes ( ) **Rarely (X)** Never ( )

Thank you.

Faithfully  
Fatma Şeyma Çiftçi  
T.C.Gaziantep University  
English Language Teaching Department  
Master of Arts Students

1. I am still not good at English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

2. I get good marks from my main courses.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

3. I learn what I do not know in English in a short time.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

4. I think that English was one of my best lessons before my university years.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

5. I can understand the most difficult subjects in English lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

6. I like researching about my lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

7. I look forward to my lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

8. I think that I am successful at my main courses because I like English lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

9. I am interested in subjects taught in my lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

10. I can listen to a telephone call related to weather situation in English and interpret about it in details.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**11.** I can understand all the details of a tourist brochure in which there are different organizations in the country where people speak English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**12.** I can get the main gist of a food advertisement while I listen to it on the radio.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**13.** I can get the main gist of a food advertisement while I watch in on TV.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**14.** I can understand a novel in English that is related to family life.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**15.** I can get the main gist of a conversation between two individuals in English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**16.** I can understand the main idea of a letter written to my friend in English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**17.** I can understand the details of an English play.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**18.** I can get the main idea of places that a tourist guide gives information about in English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**19.** I can understand a conversation in English related to shopping at a supermarket in detail.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**20.** I can understand the main gist of parents' advices in English for their children.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**21.** I can understand a pen friend's letter in English in a detailed way.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**22.** I can understand an English announcement in a train station.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**23.** I can understand two native speakers' weekend plans and activities.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**24.** I can read and understand a travel magazine editor's response letter in English in detail.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**25.** I can understand the main idea of a reporter's interview in English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**26.** I can understand a short interview about an English reporter's life in a detailed way.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )



**27.** I can get the main idea of places that a tourist guide gives information about in English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**28.** I can understand a short personal conversation between two people speaking English with its details.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**29.** I can get the main idea of a property classified written in English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**30.** I can understand a conversation related to weather situation between two people speaking in English in a detailed way.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**31.** I can understand short English news on TV.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**32.** I can understand weather forecast in English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**33.** I can read an English story and understand it in a detailed way.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**34.** I can understand the main gist of parents' advices in English for their children.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**35.** I can understand the main idea of an announcement made in English on TV.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**36.** I feel anxious when I think that English lessons will be very difficult for me.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**37.** I feel stressful when I have to do English homework/ presentation and carry out an English project.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**38.** I feel anxious while speaking English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**39.** I feel helpless when I cannot understand English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**40.** I feel very sad when I get low marks from my main courses.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

## Appendix A.4. Learner Autonomy Questionnaire in English

Dear Student,

*This questionnaire was prepared for a research aiming the thesis "Supporting Learner Autonomy and Self-efficacy in relation to Academic Success in EFL Classrooms". The data to be obtained by this questionnaire will be used for a scientific research. Please, choose the best alternative that suits you.*

**Example;** *I set learning goals while learning English on my own.*

Always ( ) **Usually ( X )** Sometimes ( ) Rarely ( ) Never ( )

Thank you.

Faithfully

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T.C.Gaziantep University  
English Language Teaching Department  
Master of Arts Students

1. I set learning goals while learning English on my own.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

2. I determine my weaknesses and strengths related to my English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

3. I try to find how I will be a better students in English lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

4. I spare enough time to learn English and plan my time according to it.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

5. I evaluate my general process of language learning.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

6. I like exercises that I can do on my own while learning English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

7. I try new ways while learning English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

8. I feel afraid when the teacher does not teach a subject since I think that I cannot learn it.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

9. I do not like the situation in which I have to learn English on my own.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**10.** I try to learn the subjects I have not learnt during English lessons on my own.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**11.** The teacher's being together with me makes me relaxed.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**12.** I can learn English only by teachers' help.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**13.** My English teacher should always help me to make me learn English.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**14.** I become happy when my English Language teacher teach every detail in English.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**15.** I never give up while learning English.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**16.** I can learn English grammar on my own.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**17.** I use my own techniques while learning vocabulary in English.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**18.** I like looking up a word in a dictionary to learn vocabulary in English.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**19.** I want the teacher to give the meanings of words that we will learn in English lessons.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**20.** I study English apart from my English homework.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**21.** Actually, I prefer doing reading and listening activities out of the classroom.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**22.** I make preparations before English lessons.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**23.** I complete only the homework for which the teacher will give mark.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**24.** I am the responsible person for not learning a subject in English lesson.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**25.** I guess more or less my mark after English exams.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**26.** I do not study the same subjects again when I get good mark from the exam.  
Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**27.** I like different exams apart from written exams.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**28.** I like being exposed to a lot of English exams.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**29.** I feel anxious about compensating for my deficiencies related to my English lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**30.** I think that group work is more beneficial for me than individual work in English lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**31.** I try to make a connection between what I have known before and what I have learnt while learning English.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**32.** I like projects by means of which we can study with other students.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**33.** I do research on the culture of the foreign language I learn.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**34.** I try to understand anecdotes in the target language.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**35.** I do research on the proverbs and idioms in the target language.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**36.** I make record of my study on English or the evaluation of that day.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**37.** I want to make use of CD, cassettes and videos related to foreign language lessons outside the classroom.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**38.** I want to choose materials for foreign language lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**39.** I want to determine subjects taught in English lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**40.** I want to share responsibilities related to what will be done in English lessons.

Always ( ) Usually ( ) Sometimes ( ) Rarely( ) Never ( )

**APP.B. PERMISSIONS TO CONDUCT QUESTIONNAIRES**

T.C. GAZİANTEP ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEK OKULU MÜDÜRLÜĞÜNE,  
GAZİANTEP

Yürütmekte olduğum "Öğrenen Özerkliği ve Öz-yeterliği ile Akademik Başarı Arasındaki İlişkinin Desteklenmesi (Supporting Learner Autonomy and Self-efficacy in Relation to Academic Success in EFL Classrooms) konulu yüksek lisans tezinin veri toplanması aşamasında 60 (altmış) tane hazırlık öğrencisine ekte sunduğum anketin uygulanabilmesi için gereğinin yapılmasını arz ederim.

06.12/2010  
Fatma Şeyma Çiftçi

Ek: Öğrenci Anketi

Dygunlar  
D. Çiftçi

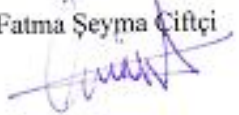
T.C. ZİRVE ÜNİVERSİTESİ  
HAZIRLIK BÖLÜMÜ BAŞKANLIĞI'NA

GAZİANTEP

Yürütmekte olduğum "Öğrenen Özerkliği ve Öz-yeterliği ile Akademik Başarı Arasındaki İlişkinin Desteklenmesi (Supporting Learner Autonomy and Self-efficacy in Relation to Academic Success in EFL Classrooms)" konulu yüksek lisans tezinin veri toplanması aşamasında 60 (altmış) tane hazırlık öğrencisine ekte sunduğum anketin uygulanabilmesi için gereğinin yapılmasını arz ederim.

Böl. Bşk. Yrd. Mustafa TOPRAK  
Uygundur.  
M. Z. Çiftçi

07.03.2011

Fatma Şeyma Çiftçi  


Ek: Öğrenci Anketi

T.C. İNÖNÜ ÜNİVERSİTESİ  
YABANCI DİLLER BÖLÜM BAŞKANLIĞINA

MALATYA

Yürütmekte olduğum "Öğrenen Özerkliği ve Öz-yeterliği ile Akademik Başarı Arasındaki İlişkinin Desteklenmesi (Supporting Learner Autonomy and Self-efficacy in relation to Academic Success in EFL Classrooms)" konulu yüksek lisans tezinin veri toplanması aşamasında öğrencilerine ekte sunduğum anketin uygulanabilmesi için gereğinin yapılmasını arz ederim.

İzin verilmiştir.  
Yükseköğretim Müdür Yardımcısı  
Ferit SAHİN  
feritsahin

03.12/2010

Fatma Şeyma Çiftçi



Ek: Öğrenci Anketi



## **CURRICULUM VITAE**

Fatma Şeyma Çiftçi was born in ŞANLIURFA in 1988. She graduated from the Foreign Language Education Department English Language Teaching Program at Middle East Technical University in 2009. She started working as an instructor at Adıyaman University within the same year. She speaks English fluently, and she has survival French and German skills.

## **ÖZCEÇMİŞ**

Fatma Şeyma Çiftçi 1988 yılında Şanlıurfa'da doğdu. Ortadoğu Teknik Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Programı'ndan 2009 yılında mezun olmuştur. Aynı yıl Adıyaman Üniversitesi'nde okutman olarak göreve başlamıştır. İyi derecede İngilizce konuşmaktadır. Aynı zamanda temel düzeyde Fransızca ve Almanca bilgisine sahiptir.

