LEARNER AUTONOMY, SELF-EFFICACY AND ACADEMIC ACHIEVEMENT: A CASE STUDY OF EFL LEARNERS IN HIGHER EDUCATION

ÖĞRENEN ÖZERKLİĞİ, ÖZ-YETERLİK VE AKADEMİK BAŞARI: YÜKSEKÖĞRETİMDE YABANCI DİL ÖĞRENCİLERİNİN BİR ÖRNEK OLAY İNCELEMESİ

Fatma KAYA

Submitted to the Graduate School of Educational Sciences of Hacettepe University as a Partial Fulfillment to the Requirements for the Award of Master's Degree in English Language Teaching Program.

2016

This study entitled "Learner Autonomy, Self-efficacy and Academic Achievement: A Case Study of EFL Learners in Higher Education" by Fatma KAYA has been approved as a thesis for Master's Degree in the program of English Language Teaching, Department of Foreign Language Education by the below mentioned Examining Committee members.
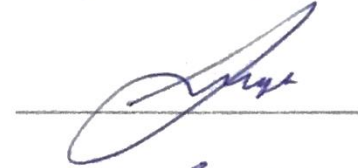
Head	Prof. Dr, İsmail Hakkı MİRİCİ	
Supervisor	Assoc. Prof. Dr., Nuray ALAGÖZLÜ	
Member	Asst. Prof. Dr., Hüseyin ÖZ	
Member	Asst. Prof. Dr., Senem ÜSTÜN KAYA	
Member	Asst. Prof. Dr., Didem KOBAN KOÇ	

APPROVAL

This thesis has been approved as a thesis for Master's Degree in the department of English Language Teaching by board of directors of the Graduate School of Educational Sciences.

Prof. Dr. Berrin AKMAN
Director of Institute of Educational Sciences

ii

ÖĞRENEN ÖZERKLİĞİ, ÖZ-YETERLİK VE AKADEMİK BAŞARI: YÜKSEKÖĞRETİMDE YABANCI DİL ÖĞRENCİLERİNİN BİR ÖRNEK OLAY İNCELEMESİ

Fatma KAYA

ÖZ

İngilizce öğretiminde son yıllardaki gelişmeler ve daha öğrenci-odaklı bir eğitime geçiş, her akademik seviyede başarı getirdiğine inanılan öğrenen özerkliği ve öz-yeterlik gibi İngilizce öğretiminde kişisel faktörlere odaklanmayı da beraberinde getirmiştir. Bu nedenle, bu çalışmanın amacı, öğrencilerin öğrenen özerkliği ve öz-yeterlik düşüncelerini Türkiye'de yükseköğretim bağlamında incelemektir. Bu çalışma ayrıca bu iki kavramın ve aralarındaki ilişkinin akademik başarıyla nasıl ilgili olduğunu bulmayı amaçlamaktadır.

Bu çalışma, deneysel olmayan, nicel bir örnek olay çalışmasıdır. 280 birinci sınıf, İngilizceyi yabancı dil olarak öğrenen üniversite öğrencisiyle bir Türk devlet üniversitesinde yapılmıştır. Çalışmaya ait veriler iki anket aracılığı ile toplanmıştır. Üçüncü değişken olarak öğrencilerin İngilizce akademik başarısını temsil eden İngilizce notları kullanılmıştır. Öğrenen Özerkliği Öğrenci Anketi olan çalışmada kullanılan ilk anket, odak noktası öz-yönlendirme için hazır olma, dil öğreniminde bağımsız çalışma, sınıf ortamı ve eğitmenin rolü, dil öğrenim aktiviteleri, içerik seçimi, amaçlar, değerlendirme, ve kültürün yeri olan sekiz öğrenen özerkliği boyutunda 33 adet maddeden oluşan beşli likert ölçeğidir. İngilizce Öz-yeterlik Anketi olan çalışmada kullanılan ikinci anket, odak noktası motivasyon ve beklentiler, dinleme, konuşma, okuma ve yazma becerileri olan 5 bölümde toplam 25 maddeden oluşan beşli likert ölçeğidir.

Sonuçlar yükseköğretimde İngilizce öğreniminde öğrencilerin orta bir düzeyde öğrenen özerkliği ve öz-yeterlik inançlarına sahip olduklarını ortaya çıkarmıştır. Öğrenen özerkliği ve öz-yeterlik inançlarının öğrencilerin akademik başarısını olumlu bir şekilde etkilediği ve İngilizce öğrenme sürecinde daha başarılı olabilmeleri için önemli olduğu bulunmuştur. Araştırma sonuçları yabancı dil öğrencilerinin İngilizce öğrenmede öz-yeterlik algılarının ve öğrenen özerkliğinin arasında anlamlı yakın bir ilişki olduğunu ve bu iki kavram arasındaki ilişkinin

dikkatli bir şekilde incelenmesi ve İngiliz Dili Eğitiminde öğrencilerin başarı seviyesinin artması için gözardı edilmemesi gerekliliğini ortaya koymuştur.

Anahtar sözcükler: Öğrenen özerkliği, öz-yeterlik, akademik başarı

Danışman: Doç. Dr. Nuray ALAGÖZLÜ, Hacettepe Üniversitesi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

LEARNER AUTONOMY, SELF-EFFICACY AND ACADEMIC ACHIEVEMENT: A CASE STUDY OF EFL LEARNERS IN HIGHER EDUCATION

Fatma KAYA

ABSTRACT

Developments in recent years and the shift to more learner-centered education in foreign language education have shifted the focus on individual factors such as autonomy and individuals' self-efficacy beliefs, which are regarded as bringing more achievement at any academic level in language teaching. Therefore, the aim of this study is to investigate learners' autonomy and self-efficacy beliefs in higher education context in Turkey. It also aims to find out how these two notions and the relation of them relate to academic achievement.

The study is planned as a non-experimental, quantitative case study. It was conducted with 280 first year university EFL learners in the context of teaching an EFL class at a Turkish state university. The data were collected through two questionnaires. As the third variable in the study, student grades were used representing their English academic achievement. The first questionnaire, the Autonomy Learner Questionnaire used in this study is composed of 33 five point Likert-scale items in eight autonomy dimensions whose focuses are readiness for self-direction, independent work in language learning, the role of instructor and classroom setting, language learning activities, selection of content, objectives, assessment, and the place of culture. The second questionnaire, the English Self-Efficacy Scale, is composed of 25 five point Likert-scale items in five dimensions whose focuses are motivation and expectation, listening, speaking, reading, and writing.

The findings revealed that learners have modest autonomy and self-efficacy beliefs in learning English at higher education. It was found that learner autonomy and leaners' self-efficacy beliefs affect academic achievement positively and are prominent for students to become more successful in language learning process. The research results made it clear that there is a meaningful close relation between foreign language learners' self-efficacy perceptions and their autonomy in learning English and the relation between these concepts needs to be carefully

examined and not to be ignored so as to raise the level of learners' success in English Language Education.

ETHICS

In this thesis study that I prepared in accordance with the thesis spelling rules of Graduate School of Educational Sciences, Hacettepe University,

I declare that

- all the information and documents in this thesis were obtained within the terms of academic rules,

- all audio-visual and written information and results were presented in accordance with the rules of scientific standards,

- in case of using other studies, related studies were cited in accordance with the scientific standards,

- all the cited studies were fully referenced,

- I did not do any distortion in the data set,

- and any part of the thesis was not presented as a thesis study at this or any other universities.

Fatma KAYA

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHS

LIST OF ABBREVIATIONS

ALQ: Autonomy Learner Questionnaire

CoHE: Council of Higher Education

E-SES: English Self-efficacy Scale

ESL: English as a Second Language

EFL: English as a Foreign Language

FLE: Foreign Language Education

1. INTRODUCTION

Nowadays, since learning is perceived as something which can be achieved on one's own terms and pace, the notion of learner autonomy is a matter of importance being an indispensable requirement of a successful language learning. After developments in industrialization, and especially the changes in world politics, economics, and technology in recent years bringing about a social progress, the changing roles of people in society have shifted the focus on individuals, which makes autonomous learning an essential matter in education. Learner autonomy is often cited as "the ability to take charge of one's own learning … and the responsibility for all the decisions concerning all aspects of this learning" (Holec, 1981, p. 3).

During the last two decades, because of the great shift in language learning approaches which is parallel to the changes taking place in social, technological, and economic systems, more learner-centered educational policies have gained the attention of many scholars (Finch, 2002; Benson, 2013; Kirovska-Simjanoska, 2015, Yagcioglu, 2015). The need for autonomous learning at all levels of language education has taken place at the same time as standards of education and positive changes in language education policies do. Education is now seen as a life-long learning process as Finch (2002) amplified:

> *It is imperative now that education focus on the whole person as a thinking, feeling, creative individual - a responsible member of society. If we are to address the myriad problems facing us, we need citizens with problem-solving skills, critical thinking skills; people who ask questions, who set goals, reflect on achievement, re-assess the situation, and proceed in an informed manner. … The autonomous learner is therefore no longer a matter of conjecture, but of necessity" (p. 20).*

Therefore, learner autonomy is seen as a crucial element for language learners to keep up with the changing roles of learners in educational system. General agreement in the literature posits the view that learning is a life-long process and that it never stops outside of educational contexts. Moreover, autonomous learners are thought to be more successful in language learning process. In the related literature, there have been several studies that show the importance of learner autonomy in assuring for language learners' success (Dafei, 2007; Hashemian & Soureshjani, 2011).

As defined by Oxford (2003), learners who have autonomy possess characteristics such as high self-efficacy. Therefore, learners' self-efficacy beliefs are included in the

scope of the study. The role of self-efficacy beliefs that are thought to play an important role in learners' success in the language learning process has been also discussed by many scholars (Rahimi & Abedini, 2009; Mills, Pajares & Herron, 2006; Rahimpour & Nariman-Jahan, 2010). Bandura (1999) asserts that perceived self-efficacy is an indispensible constituent of learner autonomy. Self-efficacy beliefs are the "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations" (Bandura, 1997, p. 2). Self-efficacy Theory (Bandura, 1997) postulates the view that individuals' self-efficacy beliefs have an impact on their objectives, selections, the extent of their exertion and their performance which may result in more success or achievement. Bandura (1982) explains the influence and the power that self-efficacy has in coping behaviour "produced by different modes of influence, … achievement strivings, growth of intrinsic interest, and career pursuits" (p. 122). Pajares (1997) exemplifies that self-efficacy perceptions are important in the educational context as follows:

> *In school for example, the beliefs that students develop about their academic capabilities help determine what they do with the knowledge and skills they have learned. Consequently, their academic performances are in part the result of what they come to believe that they have accomplished and can accomplish. This helps explain why students' academic performances may differ markedly when they have similar ability (p. 2).*

A number of scholars (Rahimi & Abedini, 2009; Moghari et al., 2011; Hetthong & Teo, 2013; Doordinejad & Afshar, 2014) discuss that perceived self-efficacy is a crucial determinant in predicting learners' achievements. In order to have a clear understanding of how perceived self-efficacy has an effect on learners' performance, Moghari et. al. (2011) in their study conclude that learners' perceived self-efficacy in English has a strong influence on their achievement in English language course. Although there are some theoretical discussions about the relationship of learner autonomy and self-efficacy constructs, there has been nearly no attempt to examine the association between learner autonomy and self-efficacy beliefs in English and how they relate to academic achievement worldwide and especially in Turkey. Therefore, the present study investigates the relationship of learner autonomy and self-efficacy constructs and their correlation with academic achievement.

1.1. Statement of the Problem

The studies in the field of language teaching and learning emphasized the shift to learner-centered education and the changing roles of language learners (Finch,

2002; Yagcioglu, 2015). This shift in language education has been parallel to the change in three dominant approaches in human learning. It changed from a Behaviorist and Constructivist Approach to a Critical Theory Approach (Thanasoulas, 2000). The Theory of Constructivism encourages and supports that autonomous learning is an essential requirement for successful learning as learners individualize and build up on their experience and structure their own acquisition of knowledge rather than been taught in this theory (Thanasoulas, 2000). According to this view, learners' past experiences and the role of sociocultural context play important roles in learning and learning is seen as a process that includes interaction with the social environment. The emphasis is on collaborative work in the learning process and on problem solving in real world situations (Woo & Reeves, 2007).

In the Turkish educational system, English as a foreign language has still a dominance as being the most preferred and prestigious among other foreign languages (Kırkgoz, 2009). Kırkgoz (2009) emphasized the importance of English by describing it as the lingua franca of technology, science, and business as well as of many other fields. In today's world, English is seen as a vehicle and mediating tool for accessing professional knowledge, international research, technological and scientific information which makes learning it a strong and essential need for the students from various fields of study. Moreover, in Turkey, the mastery of the English language is considered as one of the major pre-requisites to find a prestigious and a well-paid job. These reasons make the learning of English as EFL in all levels of education a fundamental need. However, there are some problems such as "teacher-centered education", students' time spent for language learning, and the environment for language learning (Oktay, 2015) which may result in students' inefficient language proficiency and less academic success for first year students.

The students' insufficient academic readiness for English courses is another challenging problem (British Council, 2015). In regard to university level education, only two hours of basic English instruction in the first year of Turkish-medium universities is not sufficient enough to generate productive results or to meet first year students' academic needs in the following years of their education. Therefore, students will need more autonomous skills to improve their English proficiency and language skills in addition inclass instruction. This situation renders their self-efficacy

beliefs along with learner autonomy very important for their success and academic achievement in English courses.

Among the numerous problems surrounding language education in Turkish universities, limited number of the weekly course hours and crowded classrooms (Alagozlu, 2012) can be considered some of the most predominant causes of inefficient language teaching. Others include students' insufficient participation during language classes, their lack of motivation, and the fact that a foreign language section is not included in the university entrance exam (Oktay, 2015). These problems may result in the students' inefficient language proficiency at the higher education context. Given this situation, it is very important to explore this through the first year university students' perspective in order to improve their achievement in English courses for their future needs. Since the notions of self-efficacy and learner autonomy can be considered very important for students' achievement, investigation of the students' self-efficacy and autonomy beliefs has become more of an issue with such students, which may help their success and overcome some impediments in language learning process arising from the occurrence of above mentioned problems.

So far, in Turkey few efforts have been made to investigate the relationship between learners' autonomy and self-efficacy beliefs and the impact of these constructs on learners' academic achievement. Therefore, the impact that this relationship has on Turkish students learning English as a foreign language still remains as an unstudied concept. Thus, our study will report a case that will probably strengthen the depiction of the overall situation in Turkey.

1.2. Purpose and Significance of the Study:

In recent years, as Mojoudi & Tabatabaei (2014) asserted "providing learners with better opportunities" attracted the attention of many scholars. Thus, autonomous learning and learners' perceived self-efficacy have become two concepts of great importance that have a strong positive effect on foreign language achievement (p. 23). Learners' beliefs on their capacities are believed to have an influence on their objectives, selections, and endurance in learning the foreign language. Moreover, students who take the responsibility of their own learning and are more aware of their abilities in language learning process are most likely the ones who get better learning

outcomes. Consequently, these concepts are believed to help a more effective learning.

Perceived self-efficacy is considered as a motivating factor for autonomy in the cognitive, affective, and decision making processes because it is one of the most influential elements of autonomy (Mojoudi & Tabatabaei, 2014). Learners' self-efficacy beliefs play a crucial role in their autonomy and affect the level of language learning. In the literature, there have been various separate studies on the concepts of self-efficacy and autonomy. However, the relation between these terms has been pretty much ignored in Turkish academic circles. Besides, since autonomy is context and culture specific (Ustunoglu, 2009), it is important to examine this relation in a specific context and among participants at a different academic level in Turkey.

Almost no attempt has been made to research this relationship between these concepts which brings about achievement at different academic levels in Turkey. Therefore, the aim of this case study is to investigate the autonomy and self-efficacy beliefs of first year university students and how these two notions relate to their academic achievement in English courses in the Turkish context. In the related literature, no study was found to focus on this gap and examine the relation in terms of skill levels such as speaking, listening, reading, writing, and motivation/expectations of perceived self-efficacy and sublevels of learners' autonomy which are readiness for self-direction, independent work in language, teacher/class importance, language learning activities, content selection, objectives, assessment, and the place of culture. In addition, it will be possible to reach deeper understanding of what autonomy and self-efficacy mean to the learners in the context for successful learning to arise at higher education academic level in Turkey. In this way, the study will contribute to our knowledge of how learners' autonomy and perceived self-efficacy have an influence on their language learning achievement.

1.3. Research Questions:

In the study, the following research questions were studied:

1. How do freshman EFL students perceive their autonomy in English classes at higher education level?

2. What are freshman EFL students' self-efficacy perceptions in learning English at higher education level?

3. Is there a significant relationship between freshman EFL learners' levels of autonomy and self-efficacy perceptions in English classes at higher education level?

4. Is there a statistically significant relation between freshman EFL learners' autonomy levels in English classes and their academic achievement?

5. Is there a statistically significant relation between freshman EFL learners' self-efficacy levels and their academic achievement in English language learning?

1.4. Limitations:

The present study investigates the relationship of learner autonomy and self-efficacy constructs and their correlation with academic achievement. However, the study has some limitations. There are two main limitations of the present study. Firstly, this case study is limited to the data obtained from the participants (N=280) studying at the same context which is a state university in central Turkey. Since the studied concepts were discussed to be context specific above, it can be concluded that it is hard to generalize the findings of the case study for different groups of students at different contexts or academic levels in different educational settings in Turkey. It created difficulties with the extent to which the findings can be generalized beyond this study.

Another limitation is that the study was designed as a quantitative case study. Thus, it lacks the qualitative data which may provide a deeper meaning and context for the research in greater depth. Such studies may be improved by adding observations or interviews with the students.

1.5. Definitions of Terms:

Autonomous learner: Any learner who develops "their own purposes for learning and to see learning as a lifelong process" (Jacobs & Farrell, 2003, p. 11).

Learner autonomy: "The ability to take charge of one's own learning … and the responsibility for all the decisions concerning all aspects of this learning" (Holec, 1981, p. 3).

Self-efficacy beliefs: Beliefs in one's capability to organize and execute the courses of action required to manage prospective situations" (Bandura, 1997, p. 2).

1.6. Conclusion:

This chapter summarizes the background of the study where the related terms and the studies briefly introduced, the statement of the problem, the purpose and significance of the study, and the research questions. In addition, some limitations of the study are discussed. A review of the related literature on learner autonomy and self-efficacy in addition to some aspects with regard to academic achievement will be presented in the next chapter.

2. REVIEW OF THE RELATED LITERATURE

In this chapter, the review of literature in relation to this case study will be presented in three main sections in this thesis. The goal was to shed light into the literature on learner autonomy and self-efficacy perceptions with regard to academic success in foreign language education. Three titles were determined for this purpose and the relevant literature was presented first in Learner Autonomy in Education and then Self-efficacy in Bandura's Social Cognitive Theory. Finally, previous research related to the interrelation between these three variables is discussed in Learner Autonomy and Self-effiacy with Regard to Academic Achievement.

2.1. Learner Autonomy in Education

Galileo (1564-1642) once stated "you cannot teach a man anything; you can only help him to find it within himself". As it can be understood from the quotation, the concept of autonomy is much more rooted in history than being a language learning concept. It emerged as to be a developing aspect in a number of fields in the world history beginning from politics and economics. As Holec (1981) put it the developments in industrialization bringing about "social progress" in Western countries shifted the focus on increasing the standards of living and led to the emergence of individualization (as cited in Gokgoz, 2008, p. 5). Since the changes particularly in world politics and economics seem to be the major decision-making mechanisms in individuals' lives, they have considerable impact on education as well (Gokgoz, 2008). Therefore, the concept of autonomy is also not new to the study of education.

The concept of learner autonomy may be regarded as to have come to known as a result of studies about adult self-directed learning (Knowles, 1975). However, as it was signified by Dickinson (1987) autonomy is inconsiderably different from self-directed learning since learners are not merely required to accept responsibility of their own learning; they also need to be entirely responsible for all decisions and for the implementation of their decisions related to their learning. During 1970's and 1980's the concept of autonomy gained a great attention from researchers. With the Council of Europe's Modern Languages Project (1971) whose main goal was more related to lifelong learning, learner-centeredness was emphasized in the field of language education and the notion of learner autonomy received great attention.

Learner autonomy is a subjective concept to which a clear definition is rather difficult to provide with. Therefore, even though there have been various definitions by scholars the concept remains subtle in the literature. To start with definitional matters, the concept of autonomy was first introduced by Henry Holec (1981). In the field of language education, a considerable amount of literature on autonomy has emerged since Holec's (1981) definition of autonomy which was "the ability to take charge of one's own learning ... and the responsibility for all the decisions concerning all aspects of this learning" (p. 3). Since then, there have been many definitions introduced into the literature such as "autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions" (Dickinson, 1987, p. 11); "autonomy is essentially a matter of the learner's psychological relation to the process and content of learning" (Little, 1991, p. 2); and autonomy is "a recognition of the rights of learners within educational systems" (Benson, 1997, p. 29).

The broad definition of "learner autonomy" by Holec (1981) identified "capacity" and "responsibility" as key features of autonomy. Its four main characteristics are defined as follows:

> *First, autonomy is an "ability to take charge of one's own learning" (Holec, 1981, p. 3) which means learner autonomy is an attribute of learner, not the process. Second, this attribute is not innate or in-born but necessarily is acquired through systematic and purposeful learning process. Third, it describes a potential capacity to act in a learning situation. The fourth feature is related to learners' ability to take control of their learning by becoming responsible for the decisions made in all the aspects of the learning process (Nga, 2014, p.16).*

Hereby, having a control over one's own destiny (Dogan, 2015) by accepting the responsibility of one's own learning is one of the major elements in learner autonomy (Littlewood, 1999). According to Dickinson (1987), autonomy is "the situation in which learners are totally responsible for all of the decisions concerned with learning and the implementation of those decisions" (p. 11). As the first and the most important component of learner autonomy, improving students' responsibility in their own learning is very advantageous for learners resulting in more effective learning process which possibly guides them to become more aware of their abilities. Kohonen (2012) bases learner autonomy development on whole person approach and sees learners actively being involved in the language learning process, as responsible for, and capable of managing their own learning outside the classroom.

Such learners are expected to be aware that learning is a life-long process while it's taking place not only in but also outside of the classroom.

From this point of view, Zou (2011) advocates autonomy's process-oriented nature by underlining the importance to help students gain insight into their autonomy in the language learning process, reflect upon their experiences and share these which leads them understand the actual process. It is widely accepted that autonomy is not a product and it is counted as a process (Dogan, 2015). Autonomy is defined as a process involving acquisition of knowledge and taking the responsibility for one's own learning. This process is not steady and consists of taking the responsibility of learning concerning with all of its aspects put by Holec (1980) such as i) determining objectives, ii) defining contents and progressions, iii) selecting methods and techniques to be used, iv) monitoring the procedure of acquisition and v) evaluating what has been acquired (p. 4). Dickinson (1995) added attitude to learning in this process as a part of it.

As Benson (1996) acknowledged Holec (1981) pinpointed three key significant concepts to be explained in his definition. The "dual emphasis on the ability to carry out autonomous learning and on the learning structures that allow the possibility of developing and exercising that ability" is the first component of learner autonomy (Gokgoz, 2008, p. 6). The second element is on how to develop autonomy and the third element Holec (1985) put forward is that there is "a principle of full control by learners over decisions relating to their own learning" as it was cited in Gokgoz (2008, p. 7).

With the psychological perspective, "ability" or "capacity" is discussed by some scholars (Benson, 2007; Holec, 1981; Little, 1991). Little's (1991) definition includes "a capacity for detachment, critical reflection, decision making and independent action" putting emphasis on the psychological approach (p. 4). In psychological research, autonomous learners are defined (Benson, 2007; as cited in Nga, 2014) as having factors as high self-efficacy and a combination of both intrinsic and extrinsic motivation, positive attitudes and first and foremost "a need for achievement" (p. 18).

In other words, the concept of learner autonomy is not a specified style of teaching or learning but it indicates learners' expansive approach to learning process (Benson, 2013, p. 1). Furthermore, Hedge (2000) redefined autonomy as "the ability of the learner to take responsibility for his or her own learning and to plan, organize, and

monitor the learning process independently of the teacher" (p. 410). Benson and Voller (2013) stated that there have been five ways in which the concept of autonomy is used in the field of language learning:

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

Due to the fact that the term holds its relations with various notions of language learning, as it is addressed by Gokgoz (2008), it is important to state Little's (1990) arguments about some misinterpretations as what autonomy is not to have a better understanding of the nature of the concept as follows:

- *Autonomy is not a synonym for self-instruction,*
- *Autonomy is not limited to learning without a teacher,*
- *In the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can,*
- *Autonomy is not something that teachers do to learners, that is, it is not another teaching method,*
- *Autonomy is not a single, easily described behavior,*
- *Autonomy is not a steady state achieved by learners. (p. 7)*

Sinclair (2000) suggested 13 aspects of learner autonomy which seems to be accepted in the language teaching field. These definitions which are listed below show that autonomy is a socially facilitated concept which entails leaners' awareness of their responsibilities in the language learning process in various cultures.

1. Autonomy is a construct of capacity;

2. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning;

3. The capacity and willingness of learners to take such responsibility is not necessarily innate;

4. Complete autonomy is an idealistic goal;

5. There are degrees of autonomy;

6. The degrees of autonomy are unstable and variable;

7. Autonomy is not simply a matter of placing learners in situations where they have to be independent;

8. Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making;

9. Promoting autonomy is not simply a matter of teaching strategies;

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

11. Autonomy has a social as well as an individual dimension;

12. The promotion of autonomy has a political as well as psychological dimension,

13. Autonomy is interpreted differently by different cultures. (p. 7-12)

2.1.1. The Concept of Learner Autonomy in Language Learning

Over the last few decades, as the theory and practice moves in a new era in the field of language learning and teaching, learner autonomy has become a significant topic of interest, as Benson (2013) asserted, "the importance of helping students become more autonomous in their learning has become a more prominent theme" (p. 1). A modern education needs to focus on the student as a whole person who thinks, feels, and is a creative individual, and a responsible member of society which is the underlying opinion of the autonomous learning (Kirovska-Simjanoska, 2015). Over the past few decades, there has been a change in the view of language learning to a more learner-centered educational approach putting the learner at the center of this process and in this process, language learning is seen as a process to help learners learn. Egel (2003) defines this independent learning as a process in which learners find out how to learn. This independent learning process requires students take the responsibility for their own learning, enhancing their awareness and improving their learning strategies.

It's noteworthy to state that mainly three theories in learning are connected with the concept of learner autonomy. The first one, *Positivism* which is based on the premise that knowledge is something which reflects objective reality and learning is the transmission of knowledge. This concept supports the assumption that when knowledge discovered, it is better and efficiently acquired (Thanasoulas, 2000).

In contrast to *Positivism*, in *Constructivism* learners individualize, build up on their experience and structure knowledge rather than discovering it or be taught. It is a truism that, the constructivist approach encourages and supports autonomous learning as the essential requirement for the learner autonomy by means of a gradual development through autonomy. After all, *Critical Theory* not only posits the opinion that knowledge is constructed instead of being discovered or learned but learning is also seen as a process that includes an interactive relation with the social environment (Thanasoulas, 2000). Apparently, this theory has a more social character for the learner autonomy.

In the twentieth century, the changes in social, educational sciences, psychology, philosophy, and technology led to many improvements in language learning. With the humanistic trend, many developments appeared in second language education resulting in a pragmatic view of language in which language is seen as a tool for communication. This movement was also part of changing educational realities in Europe in the 1960s and 1970s. These developments in socio-linguistic research and communication language teaching were among the results of this movement. Such developments ascertained the view that in order to promote autonomous learning in language classrooms should be among the main responsibilities of every language teacher.

Nowadays, there is a growing need for interaction among different nations and this results in the need for a common language for communication. In language education, the construct of autonomy first appeared through the Council of Europe's Modern Languages Project, established in 1971 (Smith, 2015).

With the Council of Europe's Modern Languages Project (1971) whose main goal was more related to lifelong learning, learner-centeredness was emphasized in this field and the term learner autonomy received great attention. With the introduction of European Language Portfolio (ELP) –a result of this project-, learner autonomy has its implementation from organization of lessons in collaboration with learners to self-assessment to language learning gaining more responsibility in learning. Implementing learner autonomy in language classrooms, the focus shifts from teachers to learners thus giving learners more power in their learning (Țurloiu & Stefánsdóttir, 2011). Following these developments, since the 1980s and 1990s many other learner-centered approaches such as the Content-Based Instruction, Content and Language Integrated Learning, Whole Language Competency Based Language Teaching, the Common Europe Framework of Reference, Task Based Language Teaching, Cooperative Language Learning came out which incorporated learner autonomy as one of the most principal building blocks of their purposes (Richards & Rodgers, 2014). The work of the Council of Europe resulted in the development of the Common European Framework of Reference (CEFR) - a framework for language teaching and assessment. One of its aims is to promote autonomous learning inside and outside of the classroom for life-long learning purposes.

It is not accidental that the concept gained great attention in the Council of Europe's policy with regard to foreign language education. The Common European Framework, which is a consequential outcome of the policy, has its purpose to overwhelm the barriers in communication that arise from the different educational systems in Europe in language learning process which is also one of the standards of the Turkish educational system (Mirici, 2015). One of the uses of the Framework is the planning of autonomous learning which includes enhancing learners' awareness of their present states of knowledge, self-setting of executable and rewarding purposes, selection of materials and self-assessment (Council of Europe, 2001). The Common European Framework of Reference for Languages, Learning, Teaching, and Assessment is an outline describing achievements of foreign language students across Europe (Council of Europe, 2001). It is a descriptive scheme and validated proficiency scales for language teaching and learning in five skills (i.e. listening, reading, spoken interaction, spoken production, and writing) and 6 levels (i.e. Breakthrough, Waystage, Threshold, Vantage, Effective Operational Proficiency, and Mastery). It defines an autonomous second language learner–user and is based on an Action Oriented Approach in which language learners and users are considered primarily as 'social agents' as independent language learners who use language outside the classroom for their communication needs.

In today's world, education is seen as a life-long learning process, as Finch (2002) amplified:

> *It is imperative now that education focus on the whole person as a thinking, feeling, creative individual - a responsible member of society. If we are to address the myriad problems facing us, we need citizens with problem-solving skills, critical thinking skills; people who ask questions, who set goals, reflect on achievement, re-assess the situation, and proceed in an informed manner. … The autonomous learner is therefore no longer a matter of conjecture, but of necessity" (p. 20).*

The pedagogical concerns about learner-centered approaches and methods helped autonomous learning to become a popular focus in foreign or second language learning. Scholars needed to define learner autonomy or autonomous learning as one of the most significant components of modern language education. Therefore, leading students to be autonomous in language learning process has become one of the most significant topics in this field. It has been underlined that every language teacher's responsibility should be to promote learner autonomy in language classrooms for a more successful learning. Learner autonomy has gained a great

importance among language researchers also because the current approaches to second language learning or teaching are learner-centered, more communicative , and thus, favor autonomous learning. A teacher-centered account in a language education system, like that of Turkey, makes it hard for many L2 learners to understand the concept of learner autonomy and apply it in their learning process successfully. Benson (2007) underlined the role of the society in developing an autonomous learning environment since learner autonomy "permit individuals to play active, participatory roles in a democratic society" (p. 31). By developing a sense of responsibility, being aware of the language learning process, and building self-reflection, it is a fact that learner autonomy has a positive impact on students' achievement in language learning and it's one of the crucial components for effective language learning in ELT classes. (Karatas et. al., 2015).

As it was already discussed, there have been many assumptions that learner autonomy, as Scharle and Szabo (2000) concluded, is necessary for effective language learning and there is always a lot more to be learned by students' individual practice other than just learning in their lessons. In recent times, there has been a revived interest in how autonomy affects the language learning process. Therefore, the relations of autonomy with various constructs have been under investigation. For instance, anxiety, motivation, and language proficiency are considered by many scholars as lying at the core of such associations (Dafei, 2007; Arkoc, 2008; Hashemian & Soureshjani, 2011; Liu, 2012; Liu, 2015; Safari & Tabatabaei, 2016). Since one of the focuses of this study is the relationship between learners' academic achievement and learner autonomy, achievement or performance related studies are exemplified below.

In order to understand the relation between autonomy and performance, or academic achievement in language learning, the previous research for the last two decades has begun to examine this relationship in various contexts and a positive correlation was indicated by many scholars such as Liu (2012) who claimed that autonomy is the best predictor of language proficiency although motivation is highly associated with it.

To give an example, Dafei (2007) surveyed the relationship between language learners' autonomy and their English proficiency. The research findings showed that the learners' English proficiency and their autonomy were closely and positively linked in the language learning process. However, the research does not always

provide consistent findings. According to the findings of Arkoc's (2008) research on the relation between learner autonomy and listening comprehension, no significant relationship was found between learners' autonomy and their listening comprehension. In another context, Hashemian and Soureshjani (2011) conducted a study on the interrelationship between motivation, autonomy, and academic performance of Persian L2 learners. An important relationship was found between autonomy and academic performance (GPA) of learners as well as their motivation and academic performance. Recently, Safari and Tabatabaei (2016) also studied the relation between autonomy and listening comprehension ability and the impact of gender and proficiency level on comprehension. According to the research results, a weak relation was found between EFL learners' autonomy and listening comprehension. Based on these results, the need to study the association between autonomy and language proficiency or academic achievement appeared especially as the concept of autonomy seems to be context- and culture-specific.

Although in such studies somehow the positive impact of learner autonomy was underlined, the degree of this relation has been not consistent as the research has suggested. There are also some assumptions about how learner autonomy differently affects performance. Ohno et. al. (2008) asserted that ideal autonomous learning environment from teachers' perspective and students' perspective is different. Autonomy is helpful when students know the proper methods to become an autonomous student in language learning process which may improve their achievement in English course. Therefore, students may consider themselves having autonomy but this sense may not improve their achievement and future progress. Thus, the concept of autonomy needs to be carefully studied and the relation with the academic achievement needs to be put rigorously.

In the Turkish context, in an experimental study with preparatory class students Balcıkanlı (2008) indicated that the learners who were in the experimental group and took the autonomy implementation instruction scored higher than the students in the control group. Some research results indicated that autonomy affected language performance or learners' achievement indirectly. To give an example, Merc (2015) conducted research on how learner autonomy training affected freshmen ELT students' study habits. The findings revealed that learner autonomy has a positive impact on ELT students such studying skills as managing school, stress, or

assignments, note-taking, and reading. From the findings of this study, learners' improvement in such skills can be assumed to have helped them become more successful in the language learning process. In line with the aforementioned importance of autonomy, it can be concluded that improvement of autonomy or students being highly autonomous in language learning can result in more achievement.

2.1.2. Autonomous Learners

As it is seen, it is difficult for scholars to supply a definition for the term "autonomy". In the field of language learning and teaching, there is no consensus on the definition of the term. Therefore, a definition of "autonomous learner" needs to be clarified as well. In this regard, Jacobs and Farell (2003), for instance, asserted the key elements of the concept of learner autonomy as "the concept of learner autonomy … emphasizes the role of the learner... and encourages learners to develop their own purposes for learning and to see learning as a lifelong process" (Jacobs & Farrell, 2003, p. 11).

Looking at all the definitions, one can easily understand learners in an autonomous learning environment are not passive receivers of information. Learners need to have all the responsibility of their own learning by being active in every facet of the language learning process from designing, implementation to assessment as active builders of knowledge. Emphasizing the responsibilities of autonomous learners in such a leaning environment, Little (2003) proposed that they are capable of understanding the reason why they learn specific topics; they accept responsibility of their own learning, take the initiative in designing parts and conducting activities in language classroom and, lastly display voluntary attitude to assess their learning as a part of self-assessment procedures.

In an autonomous learning environment, "learners are makers of their own fortune as valued members of a learning community …, have the ability and willingness to learn on their own…, and become successful if they take responsibility for their own learning" (Bajrami, 2015, p. 426). To put it on simpler terms, Omaggio (1978; as cited in Wenden, 1998) put forward seven characteristics of autonomous language learners as:

1. having an understanding into their own language learning styles or strategies,

2. taking an active perspective to learning tasks like selecting learning objectives and deliberately involve themselves in the language learning process,

3. being volunteer to take risks in order to communicate in the target language using any means to convey meaning,

4. being good guessers,

5. being prepared to attend to both form and language content,

6. actively attempting to improve the target language,

7. having an outgoing and tolerant perspective to the target language.

Wondering about learners' own view of the notion of learner autonomy, Chan (2001) interviewed language learners. The participants of the study described "autonomous learner" in almost the same words with the scholars as being "highly motivated, goal-oriented, having an inquisitive mind, well-organized, hardworking, curious about language, interested and enthusiastic about what is learnt, active, having initiative, making use of every opportunity to improve one's standard and flexible" (p. 513).

As it is demonstrated, it has been difficult for scholars to provide a definition for the terms "autonomy" and "autonomous learner" and there is no consensus on how to describe these terms in the field. However, promoting learners' capability to develop autonomy in the language learning process provides them with a life-long experience of autonomy both in a formal education setting and in their everyday lives. It should be kept in mind that, autonomy does not only imply the responsibility learners have in their learning process. As it was already discussed rather than being a product of language education, autonomy is a progressing process. As a result of being an ongoing process, language learners should work towards autonomy as it is not a product (Gokgoz, 2008). Council of Europe (2001) extended the idea of an autonomous learner as by learning how to learn, students ensure life-long learning, which allows them to learn independently from formal education context. Nowadays, learner autonomy is not only an educational priority but more importantly it is also a social one. In that sense, learners who do not stop learning and continue learning by relying on themselves are not only autonomous learners but also autonomous responsible citizens, which is one of the main reasons behind autonomy.

Learner roles are also important. Learners' roles can be affected from the educational environment. For example, in the Asian context, a learner is commonly seen as "an individual who is conditioned by a pattern of cultural forces that are not harmonious to learner autonomy, independence or self-direction" (Pierson 1996, p. 52). In such contexts, learning is generally regarded as something led by teachers. Moreover, learner autonomy in the classroom heavily depends on the teachers' abilities to redefine roles in language classroom (Hill, 1994) because development of learners' autonomy requires that learners take on responsibilities which have been previously belonged to the teacher, and views teachers as "helpers", "counselors", "learning advisors", and "learning resources" (Finch, 2002, p. 13).

Development of learner autonomy seems to be similar to what has been reported about some eastern countries. Turkish educational system is often regarded as teacher-centered (Yıldırım, 2013). The reasons may be listed as generally traditional teaching methods are used (Balcikanli, 2010), Turkish learners do not seem to have the relevant skills such as taking responsibility for their own learning and evaluating themselves (Yumuk, 2002; Karabiyik, 2008; Karagozoglu, 2008), and learning is mainly directed and evaluated by the teachers (Sert, 2006) at all levels of education in Turkey. Since according to Ustunoglu (2009) learner autonomy is context and culture-specific and Turkey is a country more like those of other eastern countries, learners may be relatively passive and not responsible for conducting their own learning compared to those students of western countries. Such learners may encounter various problems in language learning process because of the lack of sufficient autonomous skills. Therefore, in students' achievement it is very crucial to consider the role of autonomous learning skills of language learners. Nowadays, the changing modern society no longer needs passive learners as passive recipients of knowledge and higher education institutions put considerable importance on learner autonomy in and outside of the language classroom to promote learners' achievement. In Turkish context, since the education system can be described as "traditional, teacher-dominated, and authority-oriented" (Tılfarlıoglu & Ciftci, 2011, p. 1292), even the university students are mostly depend on their instructors and the language materials such as course books in language classes. They are barely willing to conduct their own learning by taking initiatives, develop strategies, participate in different activities, and assess their own work in the language learning

process. Therefore, their being autonomous in language classes may be very significant for their learning.

2.2. Self-efficacy in Bandura's Social Cognitive Theory

Self-efficacy was defined as individuals' beliefs in their capabilities to execute or succeed in an objective sought after or a certain task (Bandura, 1997; Bandura, 2006). In Bandura's (1997) terms self-efficacy beliefs are "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations" (p. 2). Theoretical framework of the self-efficacy construct of this study is based on Bandura's Social Cognitive Theory that postulates the idea that individuals' self-efficacy beliefs have an impact on their objectives, selections, endurance in difficulty, resilience to depression and stress, the extent of their exertion, and their performance (Bandura, 1977, Bandura, 1997). In self-efficacy related studies the words "perception" and "belief" have been used interchangeably. Therefore, the term has shown up in the literature as "self-efficacy beliefs", or "self-efficacy perceptions". Besides, an alternative term to be used is "perceived self-efficacy" to these terms.

In Social Cognitive Theory, Bandura (1986) reported that individuals have a self-system which allows them govern their thoughts, actions and feelings. This system plays a role as a mediator between the self and the environment enabling individuals to have a capability to influence and change their actions, environment, their own cognitive processes, and self- beliefs, as well. In this model, individuals, their actions and environment are seen to interact with each other perpetually. According to Bandura's (1999) view of behavior, individuals' self-beliefs about themselves are major components in the personal agency and exercise control. In accordance with this view, in this process individuals are regarded both "products and producers of their environment" (Bandura, 1989, p. 4). The beliefs individuals have about their capabilities strongly affect how the individuals' behave in their environment and social system. Thus, people's behaviour is both governed by individuals' beliefs about their capabilities and their interactions with their environment and their social system. Consequently, self-perceptions of capability enable individuals to decide what to do with the skills and knowledge they possess. Therefore, learners' self-efficacy perceptions are "critical determinants" of how satisfactorily knowledge and skills are acquired as Pajares (1997) exemplified how self-efficacy perceptions are important in educational concept as follows:

In school for example, the beliefs that students develop about their academic capabilities help determine what they do with the knowledge and skills they have learned. Consequently, their academic performances are in part the result of what they come to believe that they have accomplished and can accomplish. This helps explain why students' academic performances may differ markedly when they have similar ability (p. 2).

Researchers have suggested self-efficacy beliefs can play a crucial role in learning which result in more success or achievement. In the social learning view, there are four primary sources of information from which self-efficacy beliefs are developed; enactive attainments or mastery experience, vicarious experience, verbal/social persuasion, and physical/emotional states (Bandura, 1982; Pajares, 1997; Bandura, 1999; Pajares, 2002). *Enactive attainments* or *mastery experience*, the most influential one, can be interpreted as the result of the effects and interpretations of individuals' actions and their outcomes. It can be interpreted from this assertion that in school context, improving learners' achievement has close ties with changing their self-percepts. *Vicarious experience,* the second source, involves the effects produced by others' performances, actions, failures or successes. The third source is *verbal persuasion* or *social persuasion* others provide whose influence can make people try hard to succeed and can contribute to successful performance also by influencing promotion of development of skills. Positive persuasion can convey faith in individuals in their capabilities. *Physical and emotional states* that people have also play an important role in individuals' judging their capabilities. Psychological constructs such as stress and anxiety can be counted in this last source.

Individuals' self-efficacy beliefs play an important role in human actions in many different ways. Self-efficacy beliefs enable individuals to create beneficial environments. Therefore, individuals' personal self-efficacy beliefs are of prime importance in shaping peoples' lives (Bandura, 1999). On how self-efficacy beliefs affect individuals' lives Pajares (2002) identified the roles of self-efficacy beliefs pointing out their influences on the individuals' *choices*, *behavior* they pursue, the amount of *stress and anxiety* they experience, *effort* they spend on an activity, *perseverance* when encountering with difficulty, their resilience in front of negative conditions when people prosecute certain tasks. Therefore, such influences of self-efficacy beliefs are considered as very strong determinants of individuals' performances and accomplishments. Bandura (1982) made the powerful claim that

self-efficacy perceptions influence people's thought patterns, actions, and emotions pointing out the fundamental role of self-efficacy mechanism in human agency. To illustrate, he underlined "the higher the level of induced self-efficacy, the higher the performance accomplishments" (Bandura, 1982, p. 122). Moreover, he explained the influences of self-efficacy mechanism having a wider and important power in coping behavior as follows:

> *Perceived self-efficacy helps to account for such diverse phenomena as changes in coping behavior produced by different modes of influence, level of psychological stress reactions, self-regulation of refractory behavior, resignation and despondency to failure experiences, self-debilitating effects of proxy control and illusory inefficaciousness, achievement strivings, growth of intrinsic interest and career pursuits (Bandura, 1982, p. 122).*

According to Bandura (1982), self-efficacy beliefs influence individuals' choosing alternative activities and surrounding environmental settings. Individuals perform activities which they believe they are able to manage but they avoid the activities they believe their capabilities are not enough to manage. Self-efficacy beliefs are also important because they determine how much energy or effort individuals will expend in pursuit of actions and how long they will sustain in spite of difficulties and obstacles. Therefore, individuals' self-efficacy beliefs can partially identify their choice of activities and their performance in these activities. In addition, self-efficacy beliefs influence people's "thought patterns and emotional reactions during anticipatory and actual transactions with the environment" (Bandura, 1982, p.123). Bandura's findings (1982) showed that self-efficay perceptions can function as cognitive mediators of action, as well.

2.2.1. Self-efficacy Perceptions in Cognitive Development and Functioning

In accordance with Bandura's views (1993) people contribute to their own functioning through personal agency mechanisms. Individuals' self-efficacy beliefs about their abilities and competencies to have control over their own functioning and incidents in their own environment are the most influential of these mechanisms since self-efficacy perceptions of people powerfully affect how they think, feel, behave, and motivate themselves. Self-efficacy perceptions produce their influence mainly by means of four major processes which are cognitive, motivational, affective, and selection processes (Bandura, 1993).

To better understand the influences of self-efficacy perceptions, Bandura (1993) emphasized that cognitive processes have influence over people's personal goal setting, kinds of anticipatory scenarios individuals build, skill utilization, and learning predictive and regulative rules. Belief systems that affect cognitive functioning include conception of ability (how people view conception of ability), social comparison influences (how people form and estimate of their with respect to evaluation of others), framing of feedback (the way in which people's progress is socially assessed), perceived controllability (individuals' considerations or opinions about the extent to which their environment is manageable and modifiable), casual structure (effects of personal goal setting and analytic thinking and analytic strategies affect performance).

As Bandura (1994) acknowledged self-efficacy beliefs are influential in motivation most of which is cognitively generated. Cognitive motivators include casual attributions, outcome expectancies, and cognized goals (Bandura, 1994). Cognized goals play a fundamental role in guiding and motivating people thus enhancing and sustaining behavior. As Bandura (1997) concluded "self-efficacy beliefs contribute to motivation in several ways: they determine the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and their resilience to failures" (p. 8).

Self-efficacy beliefs have also influence on affective processes. They influence how much stress and depression will be experienced when people are faced with a threatening and difficult situation. In coping with stress, threats, dangers, anxiety, disturbing thoughts, and achievement self-efficacy perceptions of people play a very crucial role.

Self-efficacy beliefs are also important for selective processes in which they influence people's choice of activities and environments. Individuals take on activities or situations that they believe capable of handling and they abstain from activities and actions that they think go beyond their competencies or abilities. In other words, their self-efficacy beliefs shape their lives by choice of activities and environments.

Bandura (1982) listed task-contingent incentives, competence-contingent incentives, proximal self-motivation, and self-efficacy determinants of career interests and pursuits as vehicles for ensuring sustained involvement in activities by contributing to

enhancement in them and cultivating interest through the development of self-efficacy. The definition of these elements are as follows:

Task-contingent incentives: Rewards given simply for undertaking a task are important in developing self-efficacy.

Competence-contingent incentives: Incentives for task mastery can contribute to build self-efficacy.

Proximal self-motivation: Where contingent incentives are lacking, self-motivation involving internal comparison processes and requiring personal standards to assess performance is a significant means in self-efficacy development.

Self-efficacy determinants of career interests and pursuits: Self-percepts of efficacy can influence especially students' career choices. Thus, self-efficacy can contribute to what types of courses students choose and their career options.

2.2.2. Self-efficacy Studies in Foreign Language Education in Relation to Academic Performance

After Bandura (1977) first introduced 'self-efficacy', the term has been widely examined in a variety of disciplines including educational research. In educational research area, researchers have focused on relations between self-efficacy and goal setting, anxiety, motivation, self-regulation, and problem solving (Mills, Pajares & Herron, 2006; Rahimpour & Nariman-Jahan, 2010; Moghari et al., 2011; Erkan & Saban, 2011; Kim et al., 2015; Raoofi, Tan & Chan, 2012). Great efforts have been made to study the relation between self-efficacy and academic achievement in educational research such as in the field of math education or early child education (Ayotola & Adedeji, 2009; Liew et al, 2008). However, there are only a limited number of studies in the field of language education.

Recently, there has been a significant focus on research on individual differences including self-efficacy in the field of foreign language education. A great many of researchers have proved that self-efficacy is a crucial determinant in predicting learners' achievements, their use of strategies, language anxiety and such affective variables in learning a foreign language. In the context of foreign language learning, research so far has revealed a relationship between language learners' self-efficacy perceptions and different factors such as language learning strategies and performance which may bring about more learning outcomes (Kim et al., 2015;

Yılmaz, 2010; Kırmızı & Kırmızı, 2015; Heidari et. al., 2012; Doordinejad & Afshar, 2014; Mills, Pajares & Herron, 2006; Magogwe & Oliver, 2007; Çubukçu, 2008).

Considering the significant and influential status of learners' beliefs in language learning, it is very crucial to review the recent research on their self-efficacy beliefs in language learning especially for the last two decades. In this part, various self-efficacy studies in language literature are exemplified considering the effects of perceived self-efficacy on learners' overall academic achievement in foreign language teaching. Thus, first in order to be aware of why certain language students are more successful than others with almost the same capabilities and background in the same context of education, the literature focused on the influence of self-efficacy on various elements which can influence learners' overall achievement in foreign language learning.

In a great number of studies researchers revealed that students' high self-efficacy perceptions strongly improve their strategy use in language learning (Wong, 2005; Magogwe & Oliver, 2007; Wang and Li, 2010). Self-efficacy perceptions' effect on learners' strategy use in foreign language education is significant to review since it has close relation with students' overall achievement. One of the recent studies, Wong's (2005) study with Malaysian participants showed that high self-efficacious learners employed more strategies in language learning. In another context, Magogwe and Oliver's (2007) longitudinal study with 480 ESL (English as a Second Language) students in Botswana revealed a significant positive relationship between ESL learners' self-efficacy perceptions and their language learning strategy use. The results also indicated that an improvement in primary school learners' self-efficacy perceptions has close ties with an increase in their use of strategies although this relationship is not strong. In other words, the higher the learners perceived self-efficacy is, the higher their use of strategies will be. In addition, Wang and Li (2010) found a significant positive relation between self-efficacy perceptions and reading strategies such as metacognitive, social/affective and cognitive. The research results unveiled that high self-efficacious students used more reading strategies. In another study, Zare and Mobarakeh (2011) looked into the relationship between self-efficacy and reading strategy use in Iranian context. According to the results, the students' perceived self-efficacy in reading skill, their overall use of reading strategies and subcategories of reading strategies had a positive and significant correlation. As the

results suggested, it can be concluded that learners' self-efficacy in reading skill has a direct impact on their performance on reading strategies use. In other words, the more competent students feel and the more self-efficacious they are, the more they put to use reading strategies. Besides, Heidari, Izadi and Ahmadian's (2012) study explored the relationship between 50 Iranian EFL (English as a Foreign Language) juniors' self-efficacy beliefs and their vocabulary learning strategies. The students were studying at English Translation department. The findings of the study showed that EFL students' self-efficacy beliefs had a significant positive affect on their use of vocabulary learning strategies of the four subcategories and especially in the use of memory strategies. Students who had high perceived self-efficacy were observed that they used more strategies compared to those low self-efficacious learners. Based upon the findings of this study, the positive effect of learners' self-efficacy beliefs can be clearly seen.

In addition, Kim et al. (2015) investigated 167 undergraduate ESL students' perceived self-efficacy in learning English in Korea. The low self-efficacious learners were markedly distinctive from the medium and high self-efficacious ones with reference to their self-regulated learning and language interpretation strategies. In that, more efficacious learners were reported to use SRL strategies more frequently. All these research results prove that students' high self-efficacy perceptions strongly improve their strategy use in language learning in many different context. If it is assumed that there must be a positive relation with students' strategy use and their academic achievement in language courses as the studies suggest, then this relation must be valid for learners' self-efficacy perceptions and their academic performance or achievement in the language learning process too. To put it clearly, the more the learners self-efficacious are and the more they feel confident, the more likely they can become more successful based on the literature.

In language learning studies, many researchers found out that self-efficacy beliefs are strongly related to learners' performance in language learning process. Research suggests a powerful correlation between learners' self-efficacy perceptions and their performance on different skills and their achievement in language learning. To illustrate, Mills, Pajares and Herron (2006) reported a significant positive correlation between college students' reading self-efficacy beliefs and their performance in reading skill. The research findings also indicated a strong positive relationship

between female students' listening self-efficacy beliefs and their listening proficiency. In line with these results, Rahimi and Abedini (2009) investigated the effect of EFL learner's self-efficacy on listening comprehension in their listening test performance. A group of 61 freshman learners of English participated in the study and the research results revealed that high self-efficacy had strong influence on students' listening test performance positively and significantly, while low self-efficacy influenced listening test performance negatively and significantly, thereby suggesting that students' perceived self-efficacy were significantly related to their listening test performance.

In order to have a clear understanding of how perceived self-efficacy has an effect on students' overall success, performance or achievement, some studies in foreign language literature can be exemplified in different educational contexts. For instance, Rahimpour and Nariman-Jahan's (2010) study among 144 EFL learners of English between ages 18-25, identified that self-efficacy beliefs of learners were powerfully related to the students' performance in narrative and personal tasks in terms of concept load in learning English. Doordinejad and Afshar (2014) focused on the relationship between self-efficacy and achievement in English among 400 third grade high school students in Tehran. The findings of the study revealed that respondents with higher self-efficacy in foreign language tended to have higher scores in English.

Mills, Pajares and Herron (2006) investigated the interrelation between anxiety, self-efficacy, and French proficiency in listening and reading skills. According to the findings of the research, students' self-efficacy in reading skill has a positive impact on their reading proficiency in French. There was also a positive correlation between students' self-efficacy in listening skill and listening proficiency only for the female students. Moghari et al. (2011) conducted a study with 741 high school EFL students. The findings of the study revealed that learners' perceived self-efficacy in English has a strong influence on achievement in English. Hsieh and Kang (2010) examined EFL learners' attributions and self-efficacy in learning English in a study among 192 ninth-grade English learners. In their study, high self- efficacious learners linked their test results to more personal and internal control factors compared to low self- efficacious ones. Among unsuccessful learners, those high self-efficacious ones made stronger personal control attributions than low self- efficacious students. These findings of the study revealed that self-efficacy is an important determinant of academic achievement in learning a foreign language and high self-efficacious Korean students

made more personal control attributions such as effort than the low self-efficacious learners.

Anyadubalu (2010)'s research investigating the relationship between students' performance, their general self-efficacy beliefs and classroom anxiety in learning English language at a high school in Thailand has valuable findings on this relation. The results indicated general self-efficacy as a predictor of students' performance. There have been various studies at micro-skill level revealing a positive correlation between perceived self-efficacy's effects on language learning, as well. The results of Hetthong and Teo (2013)'s research on relation between leaners' self-efficacy and their performance in writing skill revealed a significant positive relationship at micro-skill level which posits that self-efficacy is an essential contributor to learners' success or achievement in the language learning process. Ghonsooly and Elahi (2011) focused on the relation between EFL students' self-efficacy beliefs and their comprehension ability in reading skill. The findings indicated that high self-efficacious students succeeded higher scores in reading comprehension. To sum up, research so far has revealed that students' self-efficacy beliefs are powerful predictors of performance in different language skills and play a crucial role in determining their academic achievement.

Hovewer, few efforts in Turkey have been put to examine the impacts of self-efficacy beliefs in relation to a limited number of factors such as apprehension and anxiety in English language teaching literature (Erkan & Saban, 2011; Kırmızı & Kırmızı, 2015). One example of self-efficacy studies in EFL research in Turkey is that of Erkan and Saban (2011) which investigated the relation between self-efficacy and writing apprehension. They conducted their study among tertiary-level 188 EFL students at a state university in Turkey. The research results revealed that students' self-efficacy perceptions in writing skill and writing apprehension were significantly negatively correlated. In other words, the participants with higher self-efficacy perceptions had relatively low-level apprehension.

Kırmızı and Kırmızı (2015) aimed at examining the relation between writing self-efficacy and anxiety among L2 learners in a Turkish context. The participants were 172 language students studying English Language and Literature at a state university in Turkey. The results of the study confirmed a strong negative correlation between writing anxiety and self-efficacy. The research results also suggested that male

students had higher levels of self-efficacy beliefs in writing and suffered less from anxiety in writing skill. According to the research findings, it can be concluded that students writing self- efficacy increases as their anxiety decrease.

Furthermore, in Turkish context Yılmaz (2010) conducted a study with 160 Turkish students aiming at investigating the relation between preferred language strategies, gender, proficiency, and students' self-efficacy perceptions. Research results revealed that students' self-efficacy perceptions had a considerable impact on their use of all types of learning strategies. With regard to self-efficacy beliefs, the learners with high proficiency were reported to use more frequent use of Cognitive, Compensation and Metacognitive strategies than those of less proficient learners. Based upon these findings, it can be concluded that high self-efficacious learners used more different types of learning strategies as memory, compensation, cognitive, metacognitive, affective, and social. Therefore, in Turkey for Turkish students learning a foreign language, this relationship still remains as an unstudied concept and few studies have focused on this gap. Although there have been some attempts to study self-efficacy in the field of language education, the subject still needs a substantial amount of research.

2.3. Learner Autonomy and Self-efficacy with Regard to Academic Achievement

As it was already discussed, self-efficacy beliefs and learner autonomy have had important roles in many complex processes involving language learning. The relations of these two constructs' with different variables were studied in language learning research. Although, there has been some theoretical discussion about the association between both variables and their relationship with academic achievement or performance, there has been almost no attempt in literature fulfilling the gap on the relationship between these constructs.

Bandura (1993) addressed the centrality of self-efficacy as part of self-regulated cognitive development by defining the main objective of formal education as equipping learners with "the intellectual tools, self-beliefs, and self-regulatory capabilities to educate themselves throughout their lifetime" (p. 136). Moreover, as defined by Oxford (2003) autonomous learners possess characteristics such as high self-efficacy. Based on these views, self-efficacy beliefs and autonomy connections have been emphasized due to the fact that these personal sources allow people or

learners in the educational context to attain new knowledge to better their lives. Similarly, Tabrizi and Saeidi (2015) avowed that building autonomy and self-efficacy is one of the essential conditions in EFL students' achievement.

Bandura (1993) also drew attention to the fact that the rapidly changing technological developments and day by day growing knowledge make the need for capability very critical for self-directed learning. Therefore, he points out that the self-efficacy beliefs can be considered as important personal resources that enable students to have capability for self-directed learning and learner autonomy for lifelong learning. He argued that the higher students' perceived self-efficacy was and the better they would perform their cognitive capabilities. Bandura (1993) also discussed that self-regulated learning requires motivational aspects which includes self-referent processes such as self-monitoring, personal goal setting, outcome expectations as well as affective self-incentives which aid academic learning. Perceived efficacy is believed to promote academic achievement both by improving students' beliefs in their capabilities and their personal goals to become successful in various academic subjects, which predicts their subsequent academic achievement (Bandura, 1993). Since perceived self-efficacy influences students' motivation, behavior, stress and anxiety levels and thoughts, as Bandura asserted (1999) perceived self-efficacy is indivisible constituent of learner autonomy. In Turkey, many people such as instructors, managers, learners themselves or their families frequently complain that students are not be able to reach the desired proficiency level. As Tılfarlıoğlu and Çiftçi (2011) asserted the reason that they cannot reach this level in English in spite of at least nine years until language learners become university students may be that generally the relation between self-efficacy, learner autonomy and academic success in learning English is not taken into consideration. They also put forward that if learners do not have the opportunity to take the responsibility of and control their own learning, they may not be conscious of their self-efficacy beliefs, which reveals the importance of investigating this relation.

In recent years, the relationship between self-efficacy beliefs and autonomy has been a matter of importance for many scholars. The research on self-efficacy and learner autonomy in relation to language achievement is still a new concept to be investigated in language learning process and there has been little research on it. As Ohno et. al. (2008) remarked that in EFL countries, it is not easy for students to have

sufficient self-efficacy on the target language because it's not spoken outside. The students try to get self-efficacy mostly in language classroom and trying to study for the certain entrance exams which makes the importance of learner autonomy to take the responsibility of their own learning very crucial. Turkey can be included in a group of such countries because the situation is also valid in language education. Therefore, the connection between self-efficacy perceptions and learner autonomy in foreign language education research has been under investigation especially for the last five years.

An example in recent literature is that Mousapour Negari and Donyadary (2013) conducted a study investigating the relation between self-efficacy, autonomy and medical learners' language performance. The findings of the study indicated a strong association between learners' self-efficacy beliefs and their language performances. Tabrizi and Saeidi (2015) findings are also in line with the results of this study. They found that listening self-efficacy and listening autonomy are significantly correlated among Iranian EFL learners. Besides, research results indicated a positive correlation between the students' self-efficacy and comprehension ability in listening putting the possible relation between these three variables. Based on the findings of the studies mentioned above, it can be concluded that the research results are also in line with Bandura's (1977) Social Cognitive Theory.

Ohno et. al. (2008) conducted a study in Japan examining the relation between these three variables. Self-efficacy scores and learner autonomy scores of students have a positive correlation of ,344 which indicate that highly self-efficacious students had also higher autonomy showing that the more perceived self-efficacy learners have, the more autonomous they get. When the students' performance relation with these two variables analyzed, the research results suggested that foreign language learners who had good performance showed higher self-efficacy than students with good performance indicating that high self-efficacy has a positive influence on EFL learners performance. On the other hand, no autonomy difference was found between good performance and good performance groups. The research results showed that learners who had higher achievement do not always have autonomy but they have self-efficacy perceptions in learning the target language.

Mojoudi and Tabatabaei (2014) linked EFL learners' perceived self-efficacy to their autonomy among Iranian upper intermediate and intermediate EFL learners.

However, there was a very weak association between self-efficacy and autonomy in the group of intermediate EFL learners while there was relatively a high correlation between upper intermediate learners' self-efficacy beliefs and their autonomy in foreign language learning. They indicated that EFL students' self-efficacy perceptions are one of the inseparable components of their autonomy.

In the Turkish EFL context, there has apparently been a little attempt by scholars to research relation between these variables. To be specific about the Turkish context, one example study in Turkey investigating the interrelation among these variables has been in line with some studies like that of Ohno et. al. (2008). As being the first in the field in Turkey, recently Tılfarlıoğlu and Çiftçi (2011) carried out a research study with 250 preparatory level university students at five universities in Turkey. They examined the interrelationship among the preparatory level students' self-efficacy perceptions, their learner autonomy and academic achievement. The result revealed a positive relationship between learners' autonomy and self-efficacy beliefs. The findings of this study revealed a positive relationship between students' perceived self-efficacy and academic success, and autonomy and academic success. Futhermore, the results are in line with the study administered by Mojoudi and Tabatabaei (2014) which also reveal a positive correlation although the magnitude of the correlation is somehow different. As it was stated before, this study will investigate the realtion in depth between the two variables since it also focuses on sublevels which will fill the gap in Tılfarlıoğlu and Çiftçi's (2011) study.

2.4. Conclusion

The review of the literature on learner autonomy and self-efficacy beliefs and how they relate to academic achievement in language learning was presented in this chapter. The concept of learner autonomy in language learning was discussed and autonomous learners was described in the first part. In order to link the notion of autonomy with academic achievement, the relevant studies were presented. Then, in the second part, the role of self-efficacy beliefs in Social Cognitive Theory and in cognitive development and functioning were discussed. Self-efficacy studies in foreign language education in relation to academic achievement were also summarized. The last part included theoretical discussion and some studies on self-efficacy and autonomy beliefs with regard to academic achievement in language learning. The next chapter will present the methodology of the present study.

3. METHODOLOGY

This part deals with the overall design of the case study and concisely includes research design, participants, research context, research questions, and data collection instruments along with the pilot study.

3.1. The Overall Design of the Study

This study was conducted firstly to describe first-year Turkish university students' autonomy and self-efficacy perceptions in learning English as a foreign language and also to examine the relationship between their autonomy and self-efficacy perceptions. The present study also explored the relationship between students' learner autonomy and their perceived self-efficacy, and learners' academic achievement in EFL classes. Quantitative instruments were used to collect data in order to give answers to the research questions.

This study is a non-experimental, quantitative case study. A 'case study' is the study of "particularity and complexity of a single case" (Stake, 1995, p. xi). As Dörnyei (2007) highlighted, a "case study is an excellent method for obtaining a thick description of a complex issue embedded in a social context" (p. 155). Most definitions of case study have emphasized the importance of context. Duff and Anderson (2016) describe the term case study research as an in-depth characterization of individual phenomena in its natural context that allows researchers gain insight of the issues from the participants' perspectives. It can be described as holistic, in-depth description and analysis of a phenomenon within its natural context. In language teaching/learning literature, case studies take a momentous place since they provide detailed information about issues and include more contextual aspects to look beyond linguistic details. In EFL research literature, social, cultural or psychological trends put emphasis on the benefits of case studies because of the great significance of understanding the case in real life environment. The knowledge gained through such studies can also be compared with other research findings which may have different cases. In EFL literature, although case studies have generally been associated with qualitative research, an individual group can also be analyzed quantitatively (Duff, 2008) as in this study.

Taking the above for granted, this is a case study that aims to describe freshman students' autonomy and self-efficacy perceptions in learning English as well as to

examine the relation between learner autonomy, perceived self-efficacy, and learners' academic achievement in EFL classes in a particular context. The study was administered to the freshman students at a state university at the Faculty of Science and Letters. 280 EFL learners from six departments were participated in the study. During the study, two questionnaires were used as the data collection tools and the students' English exam results were obtained with the approval of the university to determine the students' overall proficiency in language classes in order to provide answers to the research questions.

3.2. Participants

Since the major purpose of this case study is not to provide generalizations, a purposive sampling strategy is adopted in the present study. 280 freshman EFL students (from Philosophy, Sociology, Turkish Language Education, History, Mathematics and Statistics departments) enrolled in ENG 1 and ENG 2 classes at the Faculty of Science and Letters at a state university in middle-Anatolia were taken as convenience sample. The participants of the present study included 280 first-year Turkish university students (F: 215, M: 65) learning English as a foreign language at a state university in Middle Anatolia. Female students comprised 76,79 per cent of the population while male students comprised 23,21 % as it is seen in Figure 3.1.The number of the participants which was relatively a large sample allowed the researcher to gain quantitative data through the data collection instruments and gain a deeper understanding as to the participants' self-efficacy beliefs and autonomy perceptions and their degree of their autonomy and the extent of their self-efficacy in language learning and these concepts' relation to academic achievement.
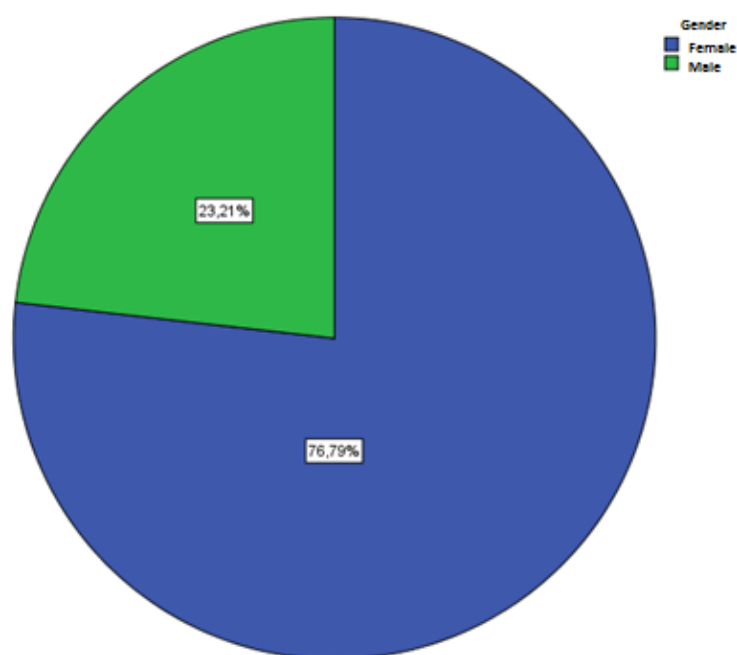
Graph 3.1. Percentage of Participants According to Gender

The students who participated in this case study were at their first year of the university and they did not attend a preparatory program because it is not a prerequisite for their undergraduate study. In their first year, they have to take two compulsory English courses which are English 1 during the first semester and English 2 during the second semester of the first year. It is noteworthy to state that they do not have to take any other English courses in their subject area in their departments apart from elective and departmental English courses. Their departments are Philosophy (N:49), Sociology (N:39), Turkish Language Education (N:81), History (N:70), Mathematics (N:29) and Statistics (N:12) as it is seen in Figure 3.2. The students have to be involved actively in the classes and attend classes regularly during a semester. Their ages vary between 18 and 21. 21,42 % of the participants were 18; 32,50 % of them were 19; 33,93 % were 20; and 12,14 % of the students were 21 years old. (Figure 3.3.).
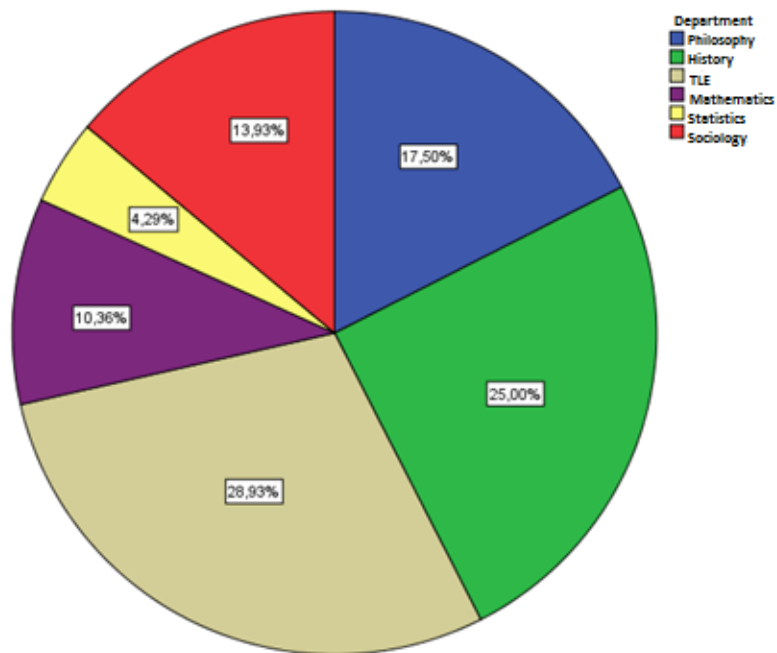
Graph 3.2. Percentage of Participants According to Their Departments
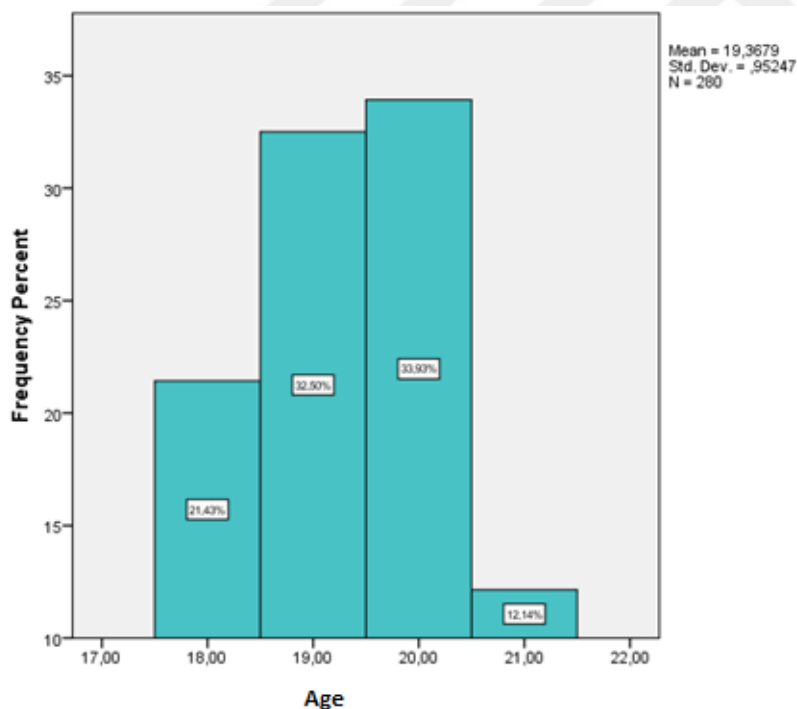
Graph 3.3. Percentage of Participants According to Their Ages

In their first year, the students must take English courses as Basic English courses as a requirement of non-English majors, as well. At the time of the implementation of the questionnaires, the students were a combination of A1 and A2 levels of proficiency.

It goes without saying that proficiency level of the participants was not taken into consideration as a variable in the study. On the other hand, the students' final course scores were counted as their academic achievement in English course.

Apart from these, the assessment procedure in the English courses in detail consists of a midterm and a final exam. Forty percent of their midterm grades and sixty percent of the final exam were added up to form their overall achievement score in English classes.

3.3. Research Context

The present study was conducted in the context of teaching an EFL class in a Turkish state university. The university is located in a small city in Middle Anatolia. The medium of instruction in the faculty is Turkish.

In Turkish educational system, English has always been the most preferred foreign language (Kırkgoz, 2009). Now, English has a dominant status as being still popular and a prestigious foreign language. English is seen as the major language of international communication as being the language of technology, science as well as business. The importance of English language teaching has come to the light for Turkey since it is very noteworthy to sustain communication with the outside world for social, economic, scientific, technological and business connections to expedite Turkey's modernization and Westernization for the Turkish citizens as well as being a means of achieving a better education and more prestigious job with more advantages (Kırkgoz, 2009). English is also the language of international research and publication as being the dominant language in science and technology fields. Now, English is seen as a vehicle and mediating tool for accessing professional knowledge, technological and scientific information leading to advancement in many fields. With the improvement of ELT instruction in Turkey and the dominant status of English as a popular and frequently preferred foreign language put it a favored place in job market in Turkey which brings higher salaries, better job opportunities, or job prospects. When students begin job hunting, most companies require English test results. Alptekin and Tatar (2011) underlined that both private and public sectors in Turkey are after employees with a sufficient command of English as well as professional expertise. Likewise, people at public sector get monthly paid with a modest extra payment to their salary for each foreign language they proved their competence. For example, although 217.256 people attended the National Foreign

Language Exam on 27th 3, 2016, only 4605 of them achieved A level of English proficiency according to the exam results obtained from Measuring, Selection and Placement Center (2016). These realities make language education very important especially at university level to meet the university students' needs through and after university mentioned above. Since their proficiency or achievement in English is of a significant importance to improve their life during or following university education for such students, to investigate their autonomous behaviours and their perceived efficacy beliefs that may have a positive impact on their success needs to be investigated.

However, there are several problems in language education regarding university level which may be seen as barriers to their success leading to prevent enhancing their self-efficacy and autonomy in language classes. Nowadays, English courses are an essential part of the educational system in Turkey, and as the current status of ELT has been much improved, more importance is put on foreign language education. First-year students have to take two hours of Basic English instruction per week as part of university-level foreign language instruction at so called not "English-medium" universities as in the research context. At non English-medium universities, students need to be exposed to two hours of English classes per week throughout their four-year education. Therefore, as recommended by Council of Higher Education (CoHE), students studying at the Turkish-medium universities receive a minimum of 60 hours of ELT instruction in the first year of undergraduate education. At the universities which are not English medium, students have to take only 2 hours of Basic English instruction per week which is not very sufficient to generate productive results for students having adequate academic skills in English. Students' having only two hours of English course per week both in the first and second semester during their first-year makes learner autonomy very important for their success and academic achievement. As Alagozlu (2012) reported limited number of weekly course hours and crowded classes are among important causes of inefficient language teaching problems. Thus, being autonomous and self-efficacious in EFL classes is very important especially for such students because apart from two hours per week, they strongly need to rely on themselves, their perceptions about their capabilities, and their autonomous skills to be more successful in English classes and for their future academic skills, as well.

There is also some problems and issues in the context of study as being valid for many Turkish universities as in the study context. Among the numerous problems surrounding Turkish universities, the issue of students' academic readiness in English for the university is closely discussed since it's related to teaching context under the study. As Okazaki (2011) discussed the same problems in Japanese context, in Turkey, unfortunately some metropolitan universities which have relatively long histories and tradition tend to attract more academically oriented students whereas universities in small cities and relatively short history are less likely to be preferred by students with higher academic readiness. As the number of universities increased as well as the increase in the number of the students enrolling these universities, academic readiness has become one of the most challenging and prominent issues or problems at the university level. Focusing on English language instruction, insufficient academic readiness among first year university students is an evident problem in such universities as instructors have to deal with students with lower levels of academic readiness. The students nearly have an English proficiency equivalent to a high school graduate level which indicates the difficulty of achieving the EFL proficiency as set by the Ministry of National Education. What's more, the students in Turkey enter universities without taking a language exam which indicates that they may not develop the necessary skills and study habits to be successful in language classes at the higher education level.

Mainly, Grammar Translation Method which was generally based on rote learning of grammar rules namely with practice through controlled activities and translation tasks is used as a method in language classes although there is a general feeling of discontent with it. The techniques used in classroom are mainly based on instructors' skillfulness. The classrooms are mainly competitive classrooms with Borich's (1996) term as cited in Ward (2004). They are usually teacher led with little autonomy with students. The students are encouraged to compete with each other in doing tasks. What's more, the emphasis is on individual work. The language learning is relatively traditional since the instructor is the dominant figure in the language classroom. The goals are usually set by the English instructor. As for the materials, ELT textbook is the main contact that students have with the target language. It provides learners with opportunities to study target language. Workbook, supplementary materials, self-access materials can sometimes be supplied by the instructors if needed. As for this

study concerned, learners were asked to do plenty of activities outside the classroom such as translation exercises, other exercises which needs the use of bilingual dictionaries, and writing tasks. Although such activities are not graded as part of the total English course score, they have a role in guiding students to work outside of the classroom setting. Therefore, autonomy is not fully absent from the learning context. On the contrary, students need to heavily depend on their autonomy in order to be successful in language courses because of the lack of the classroom hours per week.

Looking at the situation above, it is crucial to understand and explore the teaching and learning reality in the context for first year university students. The importance of learning English as a vehicle for them to meet their needs not only during their educational life but also throughout their life has made the roles of autonomy and self-efficacy beliefs very significant in such contexts. In order to overcome problems mentioned above such as limited number of English course hours, students' insufficient academic readiness, and relatively traditional teaching context, the notions of perceived self-efficacy and autonomy which is thought to have an effect on their English proficiency needs to be carefully investigated. To improve their self-efficacy beliefs in learning English and autonomous skills may decrease the problems mentioned above as well as making such students get more achievement in English courses, which can contribute to the lives of our students both in the academic context and outside the classroom to achieve a life-long success. Thus, the study was planned as a case study to look beyond and include more contextual aspects of the research participants and the context.

3.4. Data Collection Instruments

In order to obtain reliable data, a quantitative research approach was employed in the study. Two questionnaires were used as major data collection instruments to collect data. The first questionnaire was the Autonomy Learner Questionnaire (ALQ) and the other was the English Self-efficacy Scale (E-SES), two of which were described in detail below.

3.4.1. Autonomy Learner Questionnaire

In this study, Autonomy Learner Questionnaire was administered to describe how the learners' perceive their autonomy. The ALQ was developed by Egel in 2003. Piloting the ALQ among 4 and 5 grade students, Egel measured the reliability of the

questionnaire as 0,80 which can be considered acceptable. Yalçın-Tırfarlıoğlu and Çiftçi (2011) used Autonomy Learner Questionnaire (ALQ) with preparatory level university students whose ages vary between 17-25. The Cronbach Alpha Coefficient of ALQ was calculated as 0.76 by them which can be considered that the instrument is a reliable questionnaire for university students namely that age level, as well. Gholami and Biria (2013) used ALQ as the measure of adult Iranian intermediate EFL learners' autonomy. Thus, ALQ can be considered as a reliable instrument to be used with university students. The original questionnaire is composed of 44 items in nine dimensions regarding language learning. The statements in these nine dimensions display the students' autonomy in specific aspects of language learning. Autonomy Learner Questionnaire was given to 30 students in the pilot trial of the questionnaire in order to find out whether it is also a reliable instrument to be used with first year university students. After piloting Autonomy Learner Questionnaire with 30 students, Item-Total Statistics were run and as a result, 11 items (D1.I6, D3.I2, D3.I3, D3.I4, D3.I5, D4.I1, D4.I2, D4.I3, D7.I1, D8.I1, and D8.I2) were excluded from ALQ by the researcher (Table 3.3) to improve the reliability of the scale for the target academic level. In addition, 7 items (D2.I6, D3.I1, D3.I8, D4.I4, D4.I5, D5.I4, D8.I3) were improved for better results because of the same reason. Finally, with the combination of two dimensions, the Autonomy Learner Questionnaire (ALQ) used in this study is composed of 33 items in eight dimensions which Table 3.1 displays below.

Table 3.1: Dimensions of ALQ

Sections	Number of Items	Focus	Questions
Dimension 1	5 items	Readiness for Self-direction	What are the participants' beliefs regarding self-directed learning in general?
Dimension 2	7 items	Independent Work in Language Learning	What are the participants' beliefs regarding independent work in language learning?
Dimension 3	6 items	The Role of Class/ Teacher	What are the participants' attitudes regarding the importance of the class and the instructor in the language learning?
Dimension 4	4 items	Language Learning Activities	What are the participants' attitudes regarding particular language learning activities?
Dimension 5	3 items	Selection of Content	What are the participants' attitudes regarding the selection of content for language learning?
Dimension 6	1 items	Objectives	What are the participants' attitudes regarding definition of objectives?
Dimension 7	3 items	Assessment	What are the participants' attitudes regarding assessment?
Dimension 8	4 items	The Place of Culture	What are the learners' attitudes regarding the culture of other countries?

Sources: Karagöl, D. (2008). *Promoting learner autonomy to increase the intrinsic motivation of the young language learners*. Unpublished master's thesis. Cukurova University.

Egel, İ. P. (2003). *The impact of the European Language Portfolio on the learner autonomy of the Turkish primary school students*. Unpublished doctoral dissertation. Anadolu University.

Egel (2003) stated that the ALQ is a structured questionnaire which reveals data in the form of rankings. Autonomy Learner Questionnaire used in this study is a Likert Scale and participants were asked to reply to 33 items by stating whether each assumption is; "always true", "mostly true", "sometimes true", "rarely true", and "never true" for themselves. The weight of each point assigned to each statement is coded as: 1="Never true", 2="Rarely true", 3="Sometimes true", 4="Mostly true", and 5="Always true".

The ALQ statements were based on dependency and independency. Thus, a reverse scoring system was used for the dependent items in the scale (the last two items in the third dimension and the last item of the seventh dimension).

3.4.2. The English Self-efficacy Scale

The English Self-Efficacy Scale (E-SES) was used to investigate students' self-efficacy beliefs in learning English as a foreign language. The E-SES was developed by Başaran (2010). Asserted to have high reliability, Başaran (2010) designed the scale to gain insight about students' self-efficacy perceptions in four main skills that are listening, speaking, reading and writing as well as their expectations. Table 3.2 displays these dimensions. The Self-Efficacy Scale which is a Likert Scale was administered to 30 students as a part of the pilot study, as well. Participants responded to a total of 25 statements by indicating whether they; "strongly agree", "agree" "neither agree nor disagree", "disagree", and "strongly disagree" with each assumption. The weight of each point assigned to each statement is coded as: 1="Strongly disagree", 2="Disagree", 3="Neither agree nor disagree", 4="Agree", 5="Strongly agree".

Table 3.2: Dimensions of Başaran's Self-efficacy Scale

Sections	Number of Items	Focus	Questions
Dimension 1	5 items	Motivation and expectation	What are the participants' beliefs regarding their motivation and expectation in learning English as a whole?
Dimension 2	5 items	Listening	What are the participants' beliefs regarding their listening skills?
Dimension 3	6 items	Speaking	What are the participants' beliefs regarding their speaking skills?
Dimension 4	4 items	Reading	What are the participants' beliefs regarding their reading skills?
Dimension 5	5 items	Writing	What are the participants' beliefs regarding their writing skills?

Source: Başaran, S. (2010). *Effects of podcasts on language learning beliefs and self-efficacy perceptions of first-year Turkish university students.* Unpublished doctoral dissertation. Cukurova University.

3.5. Pilot Study and Credibility of the Instruments

According to Dörnyei (2007) in survey research literature, a range of between one to ten per cent of population can be considered as a good sampling fraction. In addition, for correlational research, sample size has been agreed on as at least 30 participants by mainly some scholars. Therefore, 30 first-year students taking the same classes at the Faculty of Science and Letters at the same university during the same time– from

the same population – took part in the pilot trial of the questionnaires in order for checking the reliability of the scales.

Pallant (2010) stated that The Corrected Item-Total Correlation values shows the degree to which each item of a scale correlates with the total score of the scale as a whole and low values (less than .30) point out that the item is measuring something different from the scale and may need to be considered removing these items. Büyüköztürk (2015) also highlighted the values which are more than .30 have high item-total correlations and the items whose item-total correlations are between .20-.30 need revision. Besides, Pallant (2010) asserted that the Inter-Item Correlation Matrix for negative values should be checked in order to be sure that the items are measuring the same underlying characteristic. Therefore, in order to improve the reliability of the scales to be used in the study, Item Total Statistics analysis was computed. Analyzing these results, the ALQ was developed to be more reliable in the study as it was already explained while no changes were made in E-SES because the pilot study proved it as a reliable instrument to be used in the present study.

Table 3.3: Item-Total Statistics Results of ALQ and E-SES

	ALQ					The English Self Efficacy Scale			
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
D1-I 1	145,5667	538,944	,481	,875	D1-I 1	90,0000	278,000	,368	,945
D1-I 2	145,4667	528,878	,665	,872	D1-I 2	89,4667	284,189	,409	,943
D1-I 3	145,7333	539,375	,405	,876	D1-I 3	90,8000	271,476	,436	,945
D1-I 4	145,4000	533,352	,475	,875	D1-I 4	89,0000	282,759	,566	,942
D1-I 5	146,2667	524,064	,635	,872	D1-I 5	89,4333	275,220	,549	,942
D1-I 6	146,5667	552,323	,118	,881	D2-I 1	90,3667	269,895	,769	,940
D2-I 1	145,8333	514,420	,769	,869	D2-I 2	90,6000	267,421	,648	,941
D2-I 2	145,8333	521,523	,559	,873	D2-I 3	89,9667	266,585	,810	,939
D2-I 3	145,4667	540,189	,406	,876	D2-I 4	90,6000	265,352	,723	,940

D2-14	145,5333	526,533	,605	,873	D2-15	90,9000	274,576	,621	,941
D2-15	145,7000	532,838	,546	,874	D3-11	89,3667	284,516	,312	,944
D2-16	146,1333	544,326	,251	,878	D3-12	89,5333	279,568	,409	,944
D2-17	146,3667	527,826	,555	,873	D3-13	90,2333	265,357	,723	,940
D3-11	146,0667	544,064	,271	,878	D3-14	89,8333	264,420	,699	,940
D3-12	146,7333	567,444	-,097	,884	D3-15	90,3333	261,885	,801	,939
D3-13	145,6000	559,214	,035	,882	D3-16	89,3667	278,102	,608	,942
D3-14	146,8333	560,075	,014	,882	D4-11	90,9333	273,168	,566	,942
D3-15	146,1667	562,489	-,020	,883	D4-12	89,3667	272,309	,687	,940
D3-16	145,8000	532,166	,546	,874	D4-13	90,4000	265,697	,650	,941
D3-17	146,1000	530,990	,589	,873	D4-14	89,3667	275,689	,600	,941
D3-18	145,8000	541,476	,298	,877	D5-11	90,3000	258,769	,863	,938
D4-11	146,3667	561,137	-,008	,884	D5-12	90,6333	260,240	,739	,940
D4-12	146,8000	542,924	,250	,879	D5-13	89,5000	275,500	,665	,941
D4-13	147,7000	571,390	-,183	,884	D5-14	89,7000	268,493	,728	,940
D4-14	145,9667	543,068	,287	,878	D5-15	89,6000	275,214	,582	,942
D4-15	146,7000	543,734	,294	,877					
D5-11	146,5000	521,983	,524	,873					
D5-12	145,7333	531,444	,469	,875					
D5-13	146,3000	523,803	,659	,872					
D5-14	146,5667	540,254	,280	,878					
D6-11	146,4000	525,421	,698	,872					
D6-12	146,0333	536,654	,588	,874					
D6-13	146,7000	540,907	,360	,876					
D7-11	146,9667	554,378	,094	,881					
D7-	144,90	542,438	,563	,875					

I 2	00			
D8-I 1	146,06 67	575,168	-,193	,887
D8-I 2	146,53 33	552,257	,115	,881
D8-I 3	145,90 00	543,817	,290	,878
D8-I 4	146,13 33	539,706	,321	,877
D8-I 5	146,80 00	538,028	,309	,877
D9-I 1	146,20 00	510,717	,697	,870
D9-I 2	145,96 67	517,620	,707	,870
D9-I 3	146,13 33	523,292	,567	,873
D9-I 4	145,60 00	526,317	,536	,873

After piloting Autonomy Learner Questionnaire and the English Self-Efficacy Scale with 30 students from the same context, Item-Total Statistics were run and as a result 11 items were excluded from ALQ and 7 items were improved for better results by the researcher as it was already clarified in the data collection instruments part. At the end of the pilot study, reliability of ALQ (Autonomy Learner Questionnaire) was measured and for the final version of the questionnaire Cronbach's alpha coefficient was measured as 0.88 which showed very high reliability when the excluded items weren't counted. It can be said that item reduction and the improvements on the items that show modest reliability after the pilot study enhanced the instrument's reliability for the actual study.

According to the analysis of reliability of the other scale, Cronbach's alpha coefficient was measured as 0.933 for the English Self-Efficacy Scale which points to very high reliability. Therefore, as results of analysis gained from Item-Total and Reliability Statistics suggested, the scales were found to be reliable questionnaires to be used in the study and context.

3.6. Data Collection and Analysis Procedures

The purpose of this part is to explain the data collection and analysis procedure and to describe the reliability of the data in detail. In other words, since research questions required collection and analysis of the quantitative data, it elaborates the

analysis procedure of quantitative data gathered through the Autonomy Learner Questionnaire, the English Self-Efficacy Scale and participants' English scores.

The participants were informed about the purpose of the study before the questionnaires were administered and the participation of the study was voluntary. They were also informed that all the data will be used only for the research purposes not for any other purposes and the results would be confidential. The study was conducted during 2015-2016 academic year. The questionnaires were administered one after another almost in 20 minutes.

Since the main purpose is to collect quantitative data, the Autonomy Learner Questionnaire (ALQ) and the English Self-Efficacy Scale were administered to the participants in class in twenty-minute allotted time by the researcher with the purpose of analyzing their self-efficacy perceptions and autonomy in English and thereby giving answers to the first, second and third research questions of this case study. Students' achievement scores in English courses were also obtained to find the relations between EFL learners' self-efficacy beliefs and achievement; and their autonomy and academic success in the English course in order to provide answers to the fourth and fifth research questions.

For the analysis of the ALQ, the E-SES and the data collected as the participants' achievement scores, the Statistical Package for Social Sciences (SPSS Version 22) was used to find answers to the present research questions. To examine the data collected through both questionnaires, descriptive statistics were used to answer the first two research questions that require the description and degree of the participants' perceived self-efficacy and of their autonomy. The aim is also to examine the degree of participants' autonomy in learning English and to what extent they were self-efficacious in the process of language learning. Thus, the total scores gained from each questionnaire for each student were calculated and displayed in the tables. The total score for each dimension in both scales was also calculated to find out the participants' self-efficacy and autonomy beliefs under sub-dimensions. The dimensions which constituted the ALQ and the English Self-Efficacy Scale were examined respectively. Also, mean scores, percentile, and standard deviation were computed for each item.

For the analysis of the third, fourth and the fifth research questions, correlational statistics were computed to find the relation between the case group's degree of

learner autonomy and self-efficacy beliefs in language learning, learner autonomy and the students' achievement and lastly self-efficacy and learner's achievement in English based on the total scores of the participants.

3.6.1. Data Analysis of ALQ

The Autonomy Learner Questionnaire (ALQ) was developed by Egel (2003) to assess the participants' autonomy levels which provide information about to which extent they are autonomous. In this study, The ALQ was adapted for university students who are at their first year at higher education in Turkey to examine their autonomy in foreign language courses and the final version of it after the pilot study is composed of 33 items in eight dimensions. The inventory was already in Turkish, therefore translation was not needed but few words concerning the language and the level of the students were changed in the final version.

In the present research, the Cronbach's alpha coefficient was 0.88 for Autonomy Learner Questionnaire. To answer the first research question, findings gained from ALQ were analyzed descriptively. Mean scores, frequencies and percentages for each item were calculated with the purpose of determining the extent to which the students remained autonomous in the process of language learning. Research questions 3 and 4 required the correlational analysis of relations between two values since they aimed to find out relations. Pearson product-moment correlation coefficient statistics test is frequently used in such studies. However, one assumption to use Pearson product-moment correlation coefficient test is that data must indicate normality, so Kolmogorov-Smirnov normality test was conducted to check normality (Büyüköztürk, 2015). Kolmogorov-Smirnov normality test results revealed that as it is seen in Table 3.4, ALQ items did not indicate a normal distribution. Kolmogorov-Smirnov normality test was also used to determine whether the data gained from each dimensions in the ALQ were normally distributed. The results revealed that ALQ dimensions did not indicate a normal distribution, as well as Table 3.5 illustrates. Thus, Spearman's rank correlation coefficient test was used in this study in order to answer these two research questions.

Table 3.4: Kolmogorov-Smirnov Normality Test Results for ALQ and The English Self Efficacy Scale

	ALQ				E-SES			
Items	N	M	SD	P	Items	N	M	SD	p
D1-I 1	280	3,05	1,14	,000	D1-I 1	280	2,55	1,26	,000
D1-I 2	280	2,79	1,10	,000	D1-I 2	280	3,08	1,12	,000
D1-I 3	280	2,60	1,46	,000	D1-I 3	280	2,01	1,21	,000
D1-I 4	280	3,22	1,44	,000	D1-I 4	280	3,72	1,15	,000
D1-I 5	280	3,48	1,33	,000	D1-I 5	280	4,01	1,11	,000
D2-I 1	280	2,51	1,24	,000	D2-I 1	280	2,14	1,05	,000
D2-I 2	280	2,46	1,34	,000	D2-I 2	280	2,20	1,02	,000
D2-I 3	280	3,07	1,30	,000	D2-I 3	280	2,34	1,08	,000
D2-I 4	280	2,75	1,25	,000	D2-I 4	280	2,20	1,08	,000
D2-I 5	280	2,65	1,26	,000	D2-I 5	280	1,92	,98	,000
D2-I 6	280	3,08	1,32	,000	D3-I 1	280	3,15	1,29	,000
D2-I 7	280	2,61	1,27	,000	D3-I 2	280	2,77	1,34	,000
D3-I 1	280	2,43	1,27	,000	D3-I 3	280	2,11	,97	,000
D3-I 2	280	2,92	1,19	,000	D3-I 4	280	3,10	1,34	,000
D3-I 3	280	2,58	1,25	,000	D3-I 5	280	2,20	1,01	,000
D3-I 4	280	2,19	1,18	,000	D3-I 6	280	3,28	1,24	,000
D3-I 5	280	3,08	1,36	,000	D4-I 1	280	1,81	,95	,000
D3-I 6	280	2,38	1,25	,000	D4-I 2	280	2,81	1,17	,000
D4-I 1	280	2,19	1,23	,000	D4-I 3	280	1,93	,98	,000
D4-I 2	280	2,60	1,32	,000	D4-I 4	280	3,04	1,19	,000
D4-I 3	280	2,86	1,39	,000	D5-I 1	280	2,14	1,03	,000
D4-I 4	280	2,94	1,30	,000	D5-I 2	280	1,76	,86	,000
D5-I 1	280	2,70	1,28	,000	D5-I 3	280	2,86	1,31	,000
D5-I 2	280	2,70	1,20	,000	D5-I 4	280	2,55	1,31	,000
D5-I 3	280	2,51	1,38	,000	D5-I 5	280	3,00	1,23	,000
D6-I 1	280	3,08	2,28	,000					
D7-I 1	280	2,43	1,26	,000					
D7-I 2	280	2,38	1,36	,000					
D7-I 3	280	4,17	1,21	,000					

D8-I 2	280	2,09	1,21	,000
D8-I 3	280	2,14	1,21	,000
D8-I 4	280	1,91	1,12	,000
D8-I 2	280	2,93	1,47	,000

Spearman's rank correlation coefficient test which is a non-parametric statistical test measuring the relationship between two variables was used since the data does not indicate normality in the present study.

Table 3.5: Kolmogorov-Smirnov Normality Test Results of The Dimensions in ALQ

ALQ Dimensions	Statistic	df	Sig.
Readiness for Self-direction	,074	280	,001
Independent work in language	,057	280	,029
Teacher/Class importance	,060	280	,018
Language learning activities	,082	280	,000
Content Selection	,104	280	,000
Objectives	,168	280	,000
Assessment	,139	280	,000
The place of culture	,108	280	,000

In order to examine the extent of autonomy of the participants, the minimum and maximum scores were computed as Karagöl (2008) did by calculating the learner independency (autonomy) in ALQ. As Karagöl (2008) calculated the dependency or independency levels in her study, the minimum score for the scale was calculated by multiplying the minimum scores, which was 1 in the Likert scale, given for each statement. Because the number of all items is 33 in the present study, the minimum score is 33 whereas the calculation of the maximum score for ALQ was calculated by the multiplying all the maximum points, which was 5 in the Likert scale, given to each statement on the Likert scale. The independency or autonomy level of the participants was determined according to a dependency-independency chart as they were displayed in Table 3.6 below. Thus, a total score was given for the entire tool regarding the ALQ for each participant since it also aims to discover the extent of participants' autonomy in the language learning process.

Table 3.6: Independency Calculation

Score Levels	Calculation	Interval	Mean Interval	Degree
Minimum Score				
-Lower Limit	33 . 1 = 33	0 – 33	0 – 1	More Dependent
-Upper Limit	33 . 2 = 66	34 – 66	1 – 2	Dependent
Average Score	33 . 3 = 99	67 – 99	2 - 3	Neutral
-Upper Limit				
Maximum Score	33 . 4 = 132	100 – 132	3 – 4	Independent
-Lower Limit	33 . 5 = 165	133 – 165	4 - 5	More Independent
-Upper Limit				

3.6.2. Data Analysis of E-SES

The Self-efficacy Scale was developed by Başaran (2010) to assess the extent to which learners are self-efficacious. Cronbach's alpha coefficient of the scale was calculated as 0.95 by Başaran (2010) which points to very high reliability. Since the pilot study proved that it is strongly reliable to be used in the present case study nothing was changed regarding the dimensions and the language. Therefore, the final version of it after the pilot study is composed of 25 items in 5 dimensions. The inventory was already in Turkish, thus no translation was needed.

In the present research, the Cronbach's alpha coefficient was ,93 for the English Self-Efficacy Scale. Results gained from the E-SES were descriptively analyzed in order to give an answer to the second research question which is about freshman EFL students' self-efficacy perceptions in learning English at higher education level. For each item, mean scores, frequencies and percentages were calculated. Besides, in order to determine the extent to which the students remained self-efficacious in the language learning process, participants' total scores were calculated. Since research questions 3 and 5 required the correlational analysis of relations between two values and they aimed to find out relations, Kolmogorov-Smirnov normality test was performed in order to find out whether the data gained from each item and dimensions in the scale reflect a normal distribution. Kolmogorov-Smirnov normality test results (Table 3.5, Table 3.7) showed that data gathered from the E-SES did not reflect a normal distribution. Therefore, Spearman's Correlation Coefficient test was used to answer these two research questions.

Table 3.7: Kolmogorov-Smirnov Normality Test Results of Dimensions in E-SES

E-SES Dimensions	Statistic	df	Sig.
Motivation and expectations	,071	280	,002
Listening	,090	280	,000
Speaking	,079	280	,000
Reading	,084	280	,000
Writing	,082	280	,000

The calculation of learners' self-efficacy in the E-SES was performed in order to determine the degree of participants' self-efficacy perceptions. Thus, a total score was given each student for the entire scale because its purpose is to discover the participants' degree of self-efficacy in the language learning process by calculating minimum and maximum scores gained through the English Self-efficacy Scale. The self-efficacy level of the participants was determined using the same method with ALQ by which the minimum score for the scale was calculated by multiplying the minimum scores, which was 1 in the Likert scale, given for each statement. Because the number of all items is 25 in the present study, it is 25 while the calculation of the maximum score for the English Self-efficacy Scale was calculated by the multiplying all the maximum points, which was 5 in the Likert scale, given to each statement on the Likert scale as they were displayed in Table 3.8 below.

Table 3.8: Calculation of Self-efficacy Levels

Score Levels	Calculation	Interval	Mean Interval	Degree
Minimum Score				
-Lower Limit	25 . 1 = 25	0 – 25	0 – 1	Not Self-efficacious
-Upper Limit	25 . 2 = 50	26 – 50	1 – 2	Poor Self-efficacious
Average Score			2 - 3	
-Upper Limit	25 . 3 = 75	51 – 75		Neutral
Maximum Score	25 . 4 = 100	76 – 100	3 – 4	Self-efficacious
-Lower Limit	25 . 5 = 125	101 – 125	4 - 5	High self-efficacious
-Upper Limit				

The last source of data in this case study was the participants' English achievement scores. In the evaluation process of the English course, the students are assessed in two ways. In a semester, they have to take a midterm and a final exam throughout the semester. As for the grading, forty percent of their midterm scores and sixty percent of the final exam scores were counted for their overall achievement in English class as a course grade. More specifically, the aggregated score was counted as their achievement scores in the English course. As Piechurska-Kuciel

(2013, p. 52) asserted "the quality of the final grades serves as a primary source of information about the students' language progress because these are an accountability measure incorporating summative assessment" reporting students' success in the foreign language learning process. Thus, students' final scores as end-of-term assessment can represent their academic achievement in English course which is a result of students' continuous and cumulative efforts during the term (Sadler, 2009). Therefore, the participants' final scores were taken as a reliable source of information due to the fact that they were the consequence of the participants' performance throughout the whole semester. Besides, the students whose scores were below 60 were considered unsuccessful while the students whose scores were above 60 were considered successful in the English course.

3.7. Conclusion

In this chapter, overall design of the study, participants, research context, data collection instruments and procedures were presented. The data collected through instruments and the findings related to each research question will be presented and discussed in the next chapter.

4. RESULTS

The general aim of this case study is to describe EFL students' self-efficacy and autonomy beliefs and their levels of learner autonomy and perceived self-efficacy in language learning in a Turkish university and investigate the relationship of these variables with the participants' academic achievement levels. This chapter displays the research findings of the data gathered through Autonomy Learner Questionnaire (ALQ), the English Self-Efficacy Scale (E-SES) and students' grades of their English course. With this purpose in mind, first descriptive statistics are presented to find answers to the research questions, which are;

    (i)   *How do freshman EFL students perceive their autonomy in English classes at higher education level?,*

    (ii)   *What are freshman EFL students' self-efficacy perceptions in learning English at higher education level?*

Correlational analyses of the collected data are reported for the research questions which are:

    (iii)   *Is there a significant relationship between freshman EFL learners' levels of autonomy and self-efficacy perceptions in English classes at higher education level?*

    (iv)   *Is there a statistically significant relation between freshman EFL learners' autonomy levels in English classes and their academic achievement?* And,

    (v)   *Is there a statistically significant relation between freshman EFL learners' self-efficacy levels and their academic achievement in English language learning?*

Research findings are presented in the following sections for which research questions are used as a framework.

4.1. EFL Students' Autonomy Levels in English Classes at Higher Education Level

The Autonomy Learner Questionnaire (ALQ) which was adapted from Egel (2003) was given to the participants to collect quantitative data about their perceptions of their autonomy in the language learning process. Data collected were analyzed descriptively and students' responses were examined based on eight dimensions in

the ALQ. Participants' autonomy in the eight dimensions in the ALQ was examined respectively in order to find out their autonomy perceptions. Each dimension is defined as readiness for self-direction, independent work, teacher/class importance, language learning activities, content selection, objectives, assessment and the place of culture in language learning. As regards the analysis of the first research question, first a total score was given for all the items in the scale for each student and their dependency levels were analyzed. Then, descriptive statistics were run to analyze the scores given to each question of the case group. Thirty statements in the questionnaire were based on learner independency whereas in accordance with the results of the Pilot study only three items were based on learner dependency. While analyzing the data, a reverse scoring system was used for the dependent statements. Mean score values, standard deviations and the frequencies were computed for the participants' responses for all of the items in the questionnaire. Results are presented in each dimension defined.

In general, considering all the dimensions of the ALQ, participants' autonomy levels were calculated as by considering their total scores gained through the ALQ in order to find out to what degree they have their autonomy in English courses. The analysis of these scores indicated that a great majority of participants' had neutral autonomy perceptions in the language learning process (N: 156). The frequencies also showed that a total of 85 students were independent and thus had relatively more autonomy in learning English as can be seen in Table 4.1. Finally, a total of 13,2 % of the participants were dependent showing less autonomy can be observed in their perceptions. What's more, only 2 students had the highest autonomy level which means they were more independent while nobody was more dependent.

Table 4.1: Frequency and Percentage of the Participants in Terms of Independency Levels

Dependency Levels	Frequency	Percent
More Dependent	0	0
Dependent	37	13,2
Neutral	156	55,7
Independent	85	30,4
More Independent	2	,7
Total	280	100,0

The participants' neutral autonomous attitudes could be observed in learning English in different dimensions as mean scores of dimensions and the ALQ indicate as it is seen in Table 4.2.

Table 4.2: Mean Scores of ALQ Dimensions and ALQ

ALQ Dimensions	Mean Score
Readiness for Self Direction	3,03
Independent work in Language Learning	2,73
Teacher/Class Importance	2,60
Language Learning Activities	2,65
Content Selection	2,64
Objectives	3,08
Assessment	2,99
The Place of Culture	2,29
ALQ	2,75

When the dimensions in the ALQ are taken into account, the students' autonomy according to the eight dimensions are as follows:

4.1.1. Readiness for Self Direction

In the first dimension, participants' general attitudes with regard to readiness in self-directed learning were included. This dimension is constituted of the following five items in order to find out the beliefs of the participants about their being ready to participate in self-directed language learning activities. All the statements in the first dimension are based on learner independency. As seen in Table 4.3, the descriptive analysis concerning the participants' readiness for self-direction showed that participants were ready to engage in self-directed activities. The mean values for two items were under 3 while three of the items had mean values just above 3, which meant that most of the participants were sometimes autonomous in participating in self-directed activities generally. In addition to these, the items which had mean values under 3 were based on their readiness in listening and speaking activities (Item 2, M: 2,80; Item 3, M: 2,60). Compared to these items, an increase was observed about students' autonomy on relating new things to former knowledge (Item 1, M: 3,05), continuing to learn English (Item 4, M: 3,22), and being responsible of what was not learnt (Item 5, M: 3,48), their autonomy for these items could be observed. However, it's clear that a total of 31,1 % of the students had a strong independence in their responsibility in learning English. Based on these results, one can conclude that a great number of students of the case group accepted their

responsibility in learning English (Item 5, Mostly True: 20,4 %, Always True: 31,1 %) and asserted that they wanted to continue learning English in the future (Item 4, Mostly True: 20,4 %, Always True: 26,8 %) while many of them were relatively less ready for listening and speaking activities (Item 2, Never True: 12,9 %, Rarely True: 27,5 % and Item 3, Never True: 32,5 %, Rarely True: 21,1 %) which frequently do not take place in language classroom. A great number of them were moderately autonomous in relating the newly-learnt things to their former knowledge in English (Item 1, Sometimes True: 35,7 %). All in all, for this dimension, participants were independent in being ready for self-directed learning (Dimension 1, M: 3,03).

Table 4.3: Descriptive Statistics with Regard to Readiness for Self-Direction

		1 NT	2	3	4	5 AT	Mean	Std. Dev.
I1: When I am learning English, I try to relate the new things I have learned to my former knowledge.	%	10,4	20,0	35,7	21,8	12,1	3,05	1,15
I2: When I hear someone talking in English, I listen to him/her very carefully.	%	12,9	27,5	33,6	19,3	6,8	2,80	1,10
I3: I want to talk in English with my family or friends.	%	32,5	21,1	16,8	13,2	16,4	2,60	1,46
I4: In the future, I would like to continue learning English on my own/without a teacher.	%	17,1	16,8	18,9	20,4	26,8	3,22	1,44
I5: If I haven't learnt something in my English lesson, I am responsible for it.	%	10,7	12,9	25,0	20,4	31,1	3,48	1,33
Total Mean Score							3,03	

* 1=Never True. 2=Rarely True. 3=Sometimes True. 4=Mostly True. 5=Always True

4.1.2. Independent Work

The second dimension in the questionnaire aims to investigate to what extent the participants can learn English as a foreign language without an instructor's presence. It has seven items all of which are based upon learner independency covering the participants' general attitudes to independent learning which take place without the presence of a more proficient person. Table 4.4 below illustrates the learners' autonomy in independent work. As it is seen in the table, learners' moderate autonomy could be observed for all the items in this dimension (Dimension 2, M: 2,73) in performing independent language work in English classes. The only two items which have mean values above 3 are about students' autonomy in activities in which they can learn on their own (Item 3, M: 3,07) and in dictionary use in language learning tasks (Item 6, M: 3,08). However, all other items in this dimension have

mean values between 2 and 3. As it is seen in the table, only a total of 9,3 % of the participants asserted their autonomy in the use of other materials such as books on their own will which meant that a very limited number of the students had independence using other resources (Item 1). Besides, a great number of the students stated that they were not autonomous enough in their preference to read English books (Item 2, Never True: 30,7 %, Rarely True: 27,5 %). In other words, 30,7 % of the students agreed that they never preferred to read English books written in basic English on their own. Only a total of 10,4 % asserted that they always could learn English working on their own (Item 5, Always True: 10,4 %), and likewise only 17,5 % of the participants thought that they always wanted activities that they can learn English on their own (Item 3, Always True: 17,5 %). Participants also reported that they had neutral autonomy in using dictionaries (Item 6, M: 3,08) and trying new things (Item 4, M: 2,75). To sum up, the students had a moderate autonomy level in performing independent studying habits in this dimension (Dimension 2, M: 2,73) as it is clear that most of them were not autonomous in learning English (Item 7, Never True: 25,4 %, Rarely True: 22,5 %).

Table 4.4: Descriptive Statistics with Regard to Independent Work

		1 NT	2	3	4	5 AT	Mean	Std. Dev.
I1: I use other books and resources written in English on my own will.	%	25,4	28,2	25,4	11,8	9,3	2,51	1,25
I2: It is my own preference to read English books written in basic English.	%	30,7	27,5	18,9	10,7	12,1	2,46	1,35
I3: While learning English, I like activities in which I can learn on my own.	%	15,4	18,2	27,5	21,4	17,5	3,07	1,30
I4: I like trying new things on my own while I am learning English.	%	19,6	24,3	28,9	15,7	11,4	2,75	1,26
I5: If I cannot learn English in the classroom, I can learn it working on my own.	%	22,5	25,0	27,1	15,0	10,4	2,66	1,26
I6: I like learning English words by looking them up in a dictionary.	%	15,4	19,3	25,4	21,8	18,2	3,08	1,32
I7: I think that I learn English better when I work on my own.	%	25,4	22,5	27,9	14,3	10,0	2,61	1,28
Total Mean Score							2,73	

* 1=Never True. 2=Rarely True. 3=Sometimes True. 4=Mostly True. 5=Always True

4.1.3. The Role of Instructor and Classroom Setting

The third dimension is about the participants' evaluation of the significance of the instructor's and the classroom setting's role in language learning. It consists of four items which are based on learner independency and two items based on learner dependency about autonomous learners' beliefs and attitudes to what extent the instructor and the classroom play a prominent role in their language learning. In this section, reverse scoring was conducted for those two items based on learner dependency which are the last two items in this dimension. As seen in Table 4.5, descriptive analysis of ALQ results showed that nearly all mean values are between 2 and 3 in this section. It is observed that the students have a limited autonomy in this dimension (Dimension 3, M: 2,60). Neutral autonomy level can also be observed in students' learning English grammar without the presence of a teacher (Item 5, M: 3,08). The mean value indicates that students have a modest autonomy since the reverse scoring was conducted for the item. Although, this result illustrated a more autonomous student perspective, most of the participants reported a lower degree of autonomy in learning English grammar without needing a teacher (Item 4, M: 2,19), and learning a topic without the teacher's explanation (Item 1, M: 2,43). The students were not autonomous enough since they expressed their will from their teacher to give them the vocabulary to be learnt (Item 6, M: 2,39). Analysis of participants' autonomy in using their own methods to learn new vocabulary (Item 2, M: 2,93) showed that students were not autonomous as well which also can be related to the item 3 concerning their beliefs that they do not know how to learn English the best (Item 3, M: 2,58). Responses to the third statement reveal that only 10,7 % participants believe that they know how to learn English best. The results also indicate that most of the students believed that they were not autonomous enough in learning English grammar without the presence of a teacher's help (Item 4, Never True: 35,0 %, Rarely True: 31,8 %). All in all, they were moderately independent in performing language learning activities on their own and their dependence on the instructor and the classroom setting can be clearly observed as the results indicated (Dimension 3, M: 2,60).

Table 4.5: Descriptive Statistics with Regard to The Role of Instructor and Classroom Setting

		1 NT	2	3	4	5 AT	Mean	Std. Dev.
I1: I can learn a topic even if the teacher doesn't explain it in the English class.	%	31,1	24,3	23,6	12,5	8,6	2,43	1,28
I2: I use my own methods to learn vocabulary in English.	%	13,6	23,2	32,1	19,3	11,8	2,93	1,20
I3: I know how I can learn English the best.	%	22,1	31,1	23,9	12,1	10,7	2,58	1,26
I4: I can learn the English grammar rules on my own/ without needing a teacher.	%	35,0	31,8	18,6	8,2	6,4	2,19	1,19
I5: Only my teacher can teach me the English grammar rules. I cannot learn on my own.	%	18,9	15,0	22,1	26,4	17,5	3,08	1,37
I6: I want my teacher to give me the words that we are going to learn.	%	32,1	23,9	23,9	12,9	7,1	2,39	1,25
Total Mean Score							2,60	

* 1=Never True. 2=Rarely True. 3=Sometimes True. 4=Mostly True. 5=Always True

4.1.4. Language Learning Activities

The items in the fourth dimension of the questionnaire aim to discover participants' beliefs on working collaboratively and outside of the classroom which are based on learner independency. It consists of four items. Among these items, working co-operatively as in group works and working outside of the classroom as being some of the determinants of autonomous learners reflect participants' beliefs on autonomous language learning. The analysis of this section showed that the participants tended not to be autonomous enough when collaborative work was concerned in learning English (Table 4.6, Dimension 4, M: 2,65). Especially, in collaboration with other students on projects more than half of the participants were not independent (Item 1, Never True: 38,6 %, Rarely True: 25,7 %). However, a total of 15,4 % of the students also believed that they always find it useful to work with their friends for the English lesson while another total of 19,3 % mostly believe that collaboration is useful (Item 4, Mostly True: 19,3 %, Always True: 15,4 %). Concerning the material use, few participants would like to use materials such as videos or CDs in language learning (Item 2, Mostly True: 12,1 %, Always True: 12,9 %) and listen and read English (Item 3, Mostly True: 13,9 %, Always True: 18,2 %) outside the classroom. It can be concluded from these findings that a great number of the participants of the case group were not either autonomous or dependent to work collaboratively with other

students and to work outside the classroom. On the other hand, only a small percentage of the participants had autonomy to work in collaboration and outside the classroom context.

Table 4.6: Descriptive Statistics with Regard to Language Learning Activities

		1 NT	2	3	4	5 AT	Mean	Std. Dev.
I1: In the English lesson, I like projects where I can work with other students.	%	38,6	25,7	20,4	8,2	7,1	2,20	1,23
I2: I would like to use cassettes /video /CD's in the foreign language, outside the classroom.	%	25,0	27,1	22,9	12,1	12,9	2,60	1,33
I3: In fact I like to listen and read in English outside the classroom.	%	22,5	18,6	26,8	13,9	18,2	2,87	1,40
I4: I find it more useful to work with my friends than working on my own for the English lesson.	%	17.5	20.4	27.5	19.3	15.4	2,95	1,31
Total Mean Score							2,65	

* 1=Never True. 2=Rarely True. 3=Sometimes True. 4=Mostly True. 5=Always True

4.1.5. Content Selection

This dimension is constituted of three items which intend to examine participants' beliefs about their willingness to share the responsibility of the selection of materials and content in language classes. As it can be seen in Table 4.7, mean values for all items in this dimension are between 2 and 3 which shows most of the participants seem to be not autonomous enough concerning language content selection (Dimension 5, M: 2,64). The frequencies in this section also indicate that a great majority of participants do not have enough willingness to select the materials for the English class. Only a total of 25,8 % of participants mostly or always believed to have willingness for material selection (Item 1) and a total of 24,7 % of participants mostly or always believed to have willingness for content selection to be taught (Item 3). Besides, the frequencies also prove that most of the students had neutral autonomy in sharing the responsibility to decide what to do in language courses (Item 2, M: 2,71, Sometimes True: 31,4 %). It's clear that most of the participants had neutral autonomy in selection of the content, materials and sharing the responsibility in decision making processes in this dimension.

Table 4.7: Descriptive Statistics with Regard to Content Selection

		1 NT	2	3	4	5 AT	Mean	Std. Dev.
I1: I would like to select the materials for my foreign language lessons on my own.	%	20,7	27,1	26,4	12,9	12,9	2,70	1,29
I2: I would like to share the responsibility of deciding what to do in the English lesson.	%	18,9	25,4	31,4	14,6	9,6	2,71	1,21
I3: I would like to choose the content of what is to be taught in the English lesson.	%	31,4	23,9	20,0	11,1	13,6	2,51	1,39
Total Mean Score							2,64	

* 1=Never True. 2=Rarely True. 3=Sometimes True. 4=Mostly True. 5=Always True

4.1.6. Objectives

This dimension "objective" has only an item based on learner independency which aims to discover participants' beliefs about their language learning objectives. The analysis of this item shows that 18,6 % of the participants' asserted that they always have beliefs to achieve a good degree in the English language (Item 1, M: 3,08). However, there is still a total of 32,8 % of the students who do not or rarely believe to achieve a satisfying degree in the foreign language which shows the students' overall approach to autonomy (Dimension 6, M: 3.08).

Table 4.8: Descriptive Statistics with Regard to Objectives

		1 NT	2	3	4	5 AT	Mean	Std. Dev.
I1: I believe that I will reach a good level in the English language.	%	13,2	19,6	31,4	17,1	18,6	3,08	1,28
Total Mean Score							3,08	

* 1=Never True. 2=Rarely True. 3=Sometimes True. 4=Mostly True. 5=Always True

4.1.7. Assessment

This dimension of the questionnaire aims to discover participants' attitudes towards the assessment and the role of assessment in the English lessons. It has two items based on learner independency and an item based on learner dependency. The analysis of the participants' autonomy concerning assessment showed that more than half of the participants study English only when the instructor grades them (Item 1, Never True: 28,9 %, Rarely True: 27,9 %) and they do not like the instructor's doing many tests, which shows their independence (Item 3, M: 4,17). Responses to Item 2 show that the total ratio of those who mostly or always agree with the proposition that they like it when the teacher gives different tests is only 21,0 % (Item

2, Mostly True: 8,9 %, Always True: 12,1 %). Therefore, looking into the participants' responses regarding the assessment in foreign language education, a great ratio of the students do not seem to be independent in language learning process which means the level of autonomy is not sufficient enough (Dimesion 7, M: 2, 99).

Table 4.9: Descriptive Statistics with Regard to Assessment

		1 NT	2	3	4	5 AT	Mean	Std. Dev.
I1: I study English not only when my teacher is going to grade me but also at times.	%	28,9	27,9	22,5	11,8	8,9	2,44	1,27
I2: I like it when my teacher gives us different test types, other than written tests.	%	36,1	22,9	20,0	8,9	12,1	2,38	1,37
I3: I like it when my teacher does a lot of tests in our English lesson.	%	6,1	6,4	10,7	17,1	59,6	4,17	1,21
Total Mean Score							2,99	

* 1=Never True. 2=Rarely True. 3=Sometimes True. 4=Mostly True. 5=Always True

4.1.8. The Place of Culture

The dimension has four items which are based on learner independency attempting to find out the participants' attitudes to the target culture. The analysis of this section showed that the mean values of all items are under 3 which means that the participants were relatively not autonomous in language learning regarding the place of culture (Dimension 8, M: 2,29). For instance, very few students were of the opinion that they tried to comprehend the riddles and jokes of the target language (Item 1, Always True: 6,4 % and Mostly True 7,5 %) which makes it clear that more than half of the participants do not even try to understand these as the frequencies show (Never True: 42,1 % and Rarely True: 26,8 %). The students' responses to Item 3 are important in that only a small ratio of 3,9 % of them always investigate the sayings and idioms in English while more than 75 % of them never or rarely do (Item 3, Never True: 47,9 % and Rarely True: 28,2 %). They have parallel ideas with regard to the investigation of the target culture as can be seen in Table 4.10. More than 50 % of them never or rarely investigate the foreign language culture that they are learning (Item 2, Never True: 41,8 % and Rarely True: 22,1 %) which also proves the participants' poor autonomy in learning the target culture. Students' autonomy in willingness to learn the lifestyles of people who lived or living abroad was average. They tended to have modest autonomy in asking those about their lifestyles (Item 4, Always True: 22,1 % and Mostly True: 13,9 %). All in all, these results showed that in

this dimension (Dimension 8, M: 2,29) the students seem to have poor autonomous skills in their attitudes about the culture of the foreign language.

Table 4.10: Descriptive Statistics with Regard to the Place of Culture

		1 NT	2	3	4	5 AT	Mean	Std. Dev.
I1: I try to understand the jokes and riddles of the foreign language.	%	42,1	26,8	17,1	7,5	6,4	2,13	1,32
I2: I also investigate the culture of the foreign language I am learning.	%	41,8	22,1	21,4	8,9	5,7	2,15	1,22
I3: I also investigate the idioms and sayings of the foreign language I am learning.	%	47,9	28,2	12,1	7,9	3,9	1,92	1,12
I4: I ask people who have lived abroad about the lifestyles of the people living there.	%	25,0	15,0	23,9	13,9	22,1	2,93	1,48
Total Mean Score							2,29	

* 1=Never True. 2=Rarely True. 3=Sometimes True. 4=Mostly True. 5=Always True
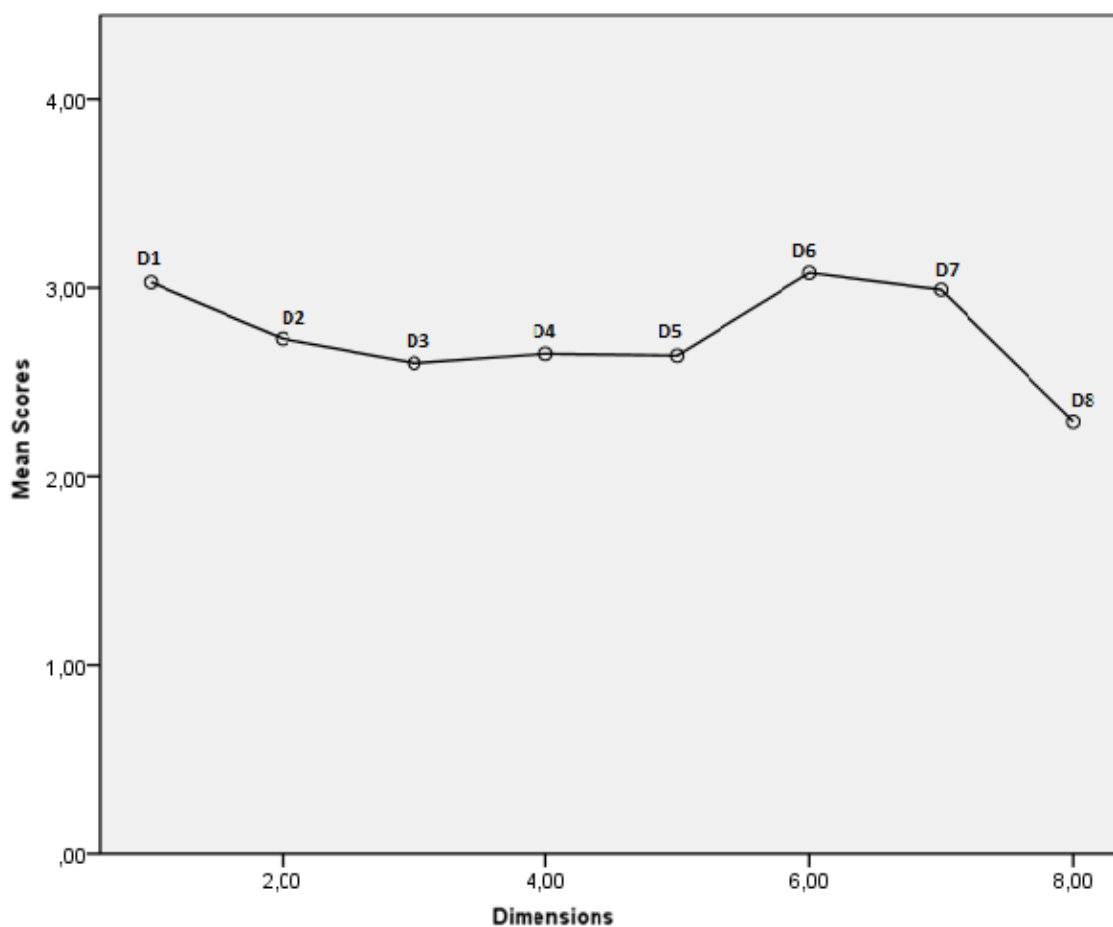
Graph 4.1. Mean Scores of the Items in Each Dimension in ALQ

Finally, a post analysis of mean scores of each dimension in the ALQ indicates that as seen in Figure 4.1, the participants' autonomy level in the process of language

learning do not significantly differ among the eight dimensions (D1: Readiness for Self-direction, M: 3,03; D2: Independent work in language, M: 2,73; D3: Teacher/Class importance, M: 2,60; D4: Language learning activities, M: 2,65; D5: Content Selection, M: 2,64; D6: Objectives, M: 3,08; D7: Assessment, M: 2,99; D8: The place of culture, M: 2,29). The level of autonomy in participants' attitudes about the target culture is lower compared to other dimensions. However, the students' autonomous skills can be observed in such dimensions as in their general attitudes to readiness in self-directed language learning and their beliefs about their language learning objectives (Dimension 1 and Dimension 6).

4.2. Self-efficacy Perceptions in Learning English at Higher Education Level

The English Self-Efficacy Scale (Basaran, 2010) was given to the participants to collect quantitative data about the participants' self-efficacy perceptions in learning English. Collected data were analyzed descriptively and students' responses were examined based on five dimensions in the English Self-Efficacy Scale respectively in order to investigate their self-efficacy beliefs. The dimensions in the questionnaire are motivation and expectations, and the four language skills; listening, speaking, reading and writing. The students' self-efficacy perception levels were first calculated by considering the students' total scores they gained through the English Self-efficacy Scale in order to determine the degree of their self-efficacy perceptions in general in the language learning process. Frequencies, the mean score values, and standard deviations were presented in the tables for the participants' responses for twenty-five items in the questionnaire. The results were presented in each category as defined by Basaran (2010). Then, students' self-efficacy level in each dimension was presented.

The analysis of the participants' scores showed that a great majority of the students' had neutral self-efficacy perceptions (N: 121, 43,2 %) as Table 4.11 shows. The frequencies also showed that a total number of 80 participants were self-efficacious in that they had relatively higher self-efficacy perceptions in learning English. Finally, a total of 72 participants had poor self-efficacy perceptions. In addition, only 1 student was not found to be self-efficacious in the process of language learning.

Table 4.11: Frequency and Percentage of The Participants Regarding Their Self-efficacy Levels

Self-efficacy Levels	Frequency	Percent
Not Self-efficacious	1	,4
Poor Self-efficacious	72	25,7
Neutral	121	43,2
Self-efficacious	80	28,6
High self-efficacious	6	2,1
Total	280	100,0

It is also found that the participants' neutral perceived self-efficacy in language learning process could be observed when the mean values of E-SES dimensions and E-SES are considered as Table 4.12 illustrates.

Table 4.12: Mean Scores of E-SES Dimensions and E-SES

E-SES Dimensions	Mean Score
Motivation/Expectations	3,07
Listening	2,16
Speaking	2,76
Reading	2,39
Writing	2,46
E-SES	2,56

4.2.1. Motivation and Expectations in Learning English

The first dimension in the scale has five items aiming to find out the participants' self-efficacy perceptions on their motivation and expectations in learning English. As Table 4.13 illustrates, the students were self-efficacious in their motivation and expectations to learn English when the mean values in the dimension is considered (Dimension 1, M: 3,07). However, the mean value of Item 5 is above 4, which meant that the participants' expectations to do well in the lesson with effort were higher and more than half of them either agree or strongly agree to do well in English courses if they exert enough effort (Item 5, Agree: 28,6 % and Strongly Agree: 43,6). Besides, the frequency of the participants who agree or strongly agree that they are able to improve their language proficiency by trying more (Item 4, Agree: 40,4 % and Strongly Agree: 27,5 %) illustrates their self-confidence in learning English. On the other hand, a total of 33,2 % of the students neither agree nor disagree with the idea that they were able to solve the problems that they face when learning the foreign language (Item 2, M: 3,08). It is also found out that only a small number of the students strongly believe to possess a special ability to learn English (Item 1, M: 2,55, Strongly Agree: 7,9 %). Furthermore, most of the participants seem to be not

satisfied with their current English proficiency level (Item 3, Strongly Disagree: 44,6 % and Disagree: 29,3 %).

Table 4.13: Descriptive Statistics with Regard to Motivation and Expectation

		1 SD	2	3	4	5 SA	Mean	Std. Dev.
I1: I have got a special ability for learning English.	%	28,2	20,0	28,2	15,7	7,9	2,55	1,26
I2: I am able to solve any problems I face in learning English.	%	11,4	16,4	33,2	30,0	8,9	3,08	1,12
I3: I'm satisfied with my current level of English proficiency.	%	44,6	29,3	12,9	6,1	7,1	2,01	1,21
I4: I'm able to improve my English by trying more.	%	6,4	9,6	16,1	40,4	27,5	3,72	1,15
I5: If I do not do well in this lesson, it is only because I do not exert enough effort.	%	4,3	6,1	17,5	28,6	43,6	4,01	1,11
Total Mean Score							3,07	

* 1=Strongly disagree. 2=Disagree. 3=Neither agree nor disagree. 4=Agree. 5=Strongly Agree

4.2.2. Listening

In this dimension, there are five items about students' self-efficacy perceptions in listening skill. As it is seen in Table 4.14, the descriptive analysis of the following items showed that the participants' had relatively poor self-efficacy perceptions in listening skill (Dimension 2, M: 2,16) in language learning. All the mean values in this dimension regarding students' listening self-efficacy perceptions were under 3, which shows that a great many of the participants either strongly disagreed or disagreed with the propositions about their understanding what they hear in the target language. For instance, about more than half of them believe that they are not able to comprehend movies and TV series easily in English (Item 4, Strongly Disagree: 32,5 %, Disagree: 29,3 %), when an American or British speaks to them (Item 1, Strongly Disagree: 33,6 %, Disagree: 31,4 %), when they listen to English songs (Item 2, Strongly Disagree: 31,1 %, Disagree: 29,6 %), and when the instructor speaks English during the courses (Item 3, Strongly Disagree: 25,0 %, Disagree: 35,4 %). More than a total of 70 % of them also believed that they were not be able to understand English news programs on TV (Item 5, Strongly Disagree: 42,5 % and Disagree: 30,4 %).

Table 4.14: Descriptive Statistics with Regard to Listening

		1 SD	2	3	4	5 SA	Mean	Std. Dev.
I1: If an American or British person speaks to me, I can understand him/her easily.	%	33,6	31,4	25,4	6,4	3,2	2,14	1,05
I2: When I listen to English songs, I can understand them easily.	%	31,1	29,6	28,6	9,6	1,1	2,20	1,02
I3: When the teacher speaks English in the class, I can understand him/her easily.	%	25,0	35,4	22,5	14,3	2,9	2,34	1,08
I4: I can understand English movies and TV series easily.	%	32,5	29,3	26,1	9,3	2,9	2,20	1,08
I5: I can understand English news programs easily.	%	42,5	30,4	21,4	3,6	2,1	1,92	,98
Total Mean Score							2,16	

* 1=Strongly disagree. 2=Disagree. 3=Neither agree nor disagree. 4=Agree. 5=Strongly Agree

4.2.3. Speaking

In this dimension, participants' self-efficacy perceptions concerning speaking skill in language learning were included. This dimension is constituted of the following six items (Table 4.15) in order to find out to what self-efficacy beliefs of the participants of the case group have in speaking English. Their self-efficacy perceptions in speaking English were modest as the mean score of the dimension shows (Dimension 3, M: 2,76). The participants' neutral self-efficacy perceptions were observed in tasks such as in introducing themselves and their families (Item 6, M: 3,28) and introducing themselves to a foreigner and talk to them (Item 4, M: 3,10). Besides, they were also moderately self-efficacious in their expectations that one day they will speak English fluently (Item 1, M: 3,15). However, nearly about half of them did not accredit the assertion that they will one day speak English with American or British accent (Item 2, Strongly Disagree: 23,6 % and Disagree: 20,0 %). Only a total number of 7,9 % of the students either agree or strongly agree the idea to speak English in classroom while most of them strongly disagree or disagree it (Item 3, Strongly Disagree: 32,1 % and Disagree: 33,6 %). Besides, most of the participants were not self-efficacious in replying to a foreigner (Item 5, Strongly Disagree: 28,9 % and Disagree: 33,2 %).

Table 4.15: Descriptive Statistics with Regard to Speaking

		1 SD	2	3	4	5 SA	*Mean*	*Std. Dev.*
I1: I think that someday I will speak English fluently.	%	15,4	14,6	26,1	27,1	16,8	3,15	1,29
I2: I believe that one day I will be able to speak English with American or British accent.	%	23,6	20,0	25,4	17,9	13,2	2,77	1,34
I3: If I want to say something in the class, I can say it in English.	%	32,1	33,6	26,4	6,8	1,1	2,11	,97
I4: I can talk to a foreigner and introduce myself.	%	16,8	18,6	18,6	30,0	16,1	3,10	1,34
I5: If a foreigner asks a question, I can reply in English.	%	28,9	33,2	28,9	6,1	2,9	2,20	1,01
I6: I can introduce me and my family in English.	%	11,8	16,4	18,9	37,5	15,4	3,28	1,24
Total Mean Score							2,76	

* 1=Strongly disagree. 2=Disagree. 3=Neither agree nor disagree. 4=Agree. 5=Strongly Agree

4.2.4. Reading

This dimension is constituted of four items which intend to examine participants' self-efficacy beliefs in reading skill in language learning process. It was found out that students didn't have adequate self-efficacy beliefs in reading skill when the mean score for the dimension was considered (Dimension 4, M: 2,39). Table 4.16 below shows that the only one item whose mean value is above 3 is Item 4, which is about the participants' reading and comprehending simple dialogues in English (Item 4, M: 3,04). The mean value of Item 2 is also close to 3 which means that the students had neutral self-efficacy beliefs in reading and understanding easy stories (Item 2, M: 2,81). On the other hand, nearly more than 70 % of the participants had very poor self-efficacy beliefs in reading and understanding unabridged English texts and newspaper columns (Item 3, Strongly Disagree: 42,5 % and Disagree: 30,0 %). Most of them also stated this poor efficacy for advanced level stories (Item 1, Strongly Disagree: 47,5 % and Disagree: 30,7 %).

Table 4.16: Descriptive Statistics with Regard to Reading

		1 SD	2	3	4	5 SA	Mean	Std. Dev.
I1: I can read and understand advanced level stories.	%	47,5	30,7	16,4	3,6	1,8	1,81	,95
I2: I can read and understand easy stories.	%	16,4	23,9	27,9	25,4	6,4	2,81	1,17
I3: I can read and understand unabridged English texts and newspaper columns.	%	42,5	30,0	20,4	6,1	1,1	1,93	,98
I4: I can read and understand simple English dialogues.	%	14,3	19,6	20,7	38,2	7,1	3,04	1,19
Total Mean Score							2,39	

* 1=Strongly disagree. 2=Disagree. 3=Neither agree nor disagree. 4=Agree. 5=Strongly Agree

4.2.5. Writing

The fifth dimension includes five items that are about the participants' self-efficacy perceptions in writing skill. As Table 4.17 illustrates, the only item whose value is 3 is Item 5 (M: 3,00) which means that most of the participants were not self-efficacious in writing skill in learning English as the mean score of the dimension shows (Dimension 5, M: 2,46). To illustrate, a great majority of the participants strongly disagree or disagree to the statement that they are very confident about writing in English and they are able to write long and detailed passages (Item 2, Strongly Disagree: 48,6 % and Disagree: 29,3 %). In addition, the mean scores of Item 1, Item 3 and Item 4 are between 2 and 3 which indicate that the participants tend to consider themselves not self-efficacious in explaining themselves when writing an incident which they have experienced (Item 1, M: 2,14), and doing online written chat with foreigners (Item 4, M: 2,55). They also asserted to have modest self-efficacy beliefs in introducing themselves when writing short letters (Item 3, M: 2,86).

Table 4.17: Descriptive Statistics with Regard to Writing

		1 SD	2	3	4	5 SA	Mean	Std. Dev.
I1: I can write about an event in English that I have experienced.	%	32,5	33,2	23,9	8,2	2,1	2,14	1,03
I2: I am very confident about writing in English; I can write long and detailed passages.	%	48,6	29,3	18,9	3,2	0	1,76	,86
I3: If I had a pen pal, I could write him/her a short letter and introduce myself.	%	20,0	22,5	19,3	27,1	11,1	2,86	1,31
I4: I can do online written chat with foreigners.	%	29,6	20,4	23,9	16,8	9,3	2,55	1,31
I5: What the teacher says in the classroom in English, I can write it correctly.	%	16,1	16,8	28,9	27,1	11,1	3,00	1,23
Total Mean Score							2,46	

* 1=Strongly disagree. 2=Disagree. 3=Neither agree nor disagree. 4=Agree. 5=Strongly Agree
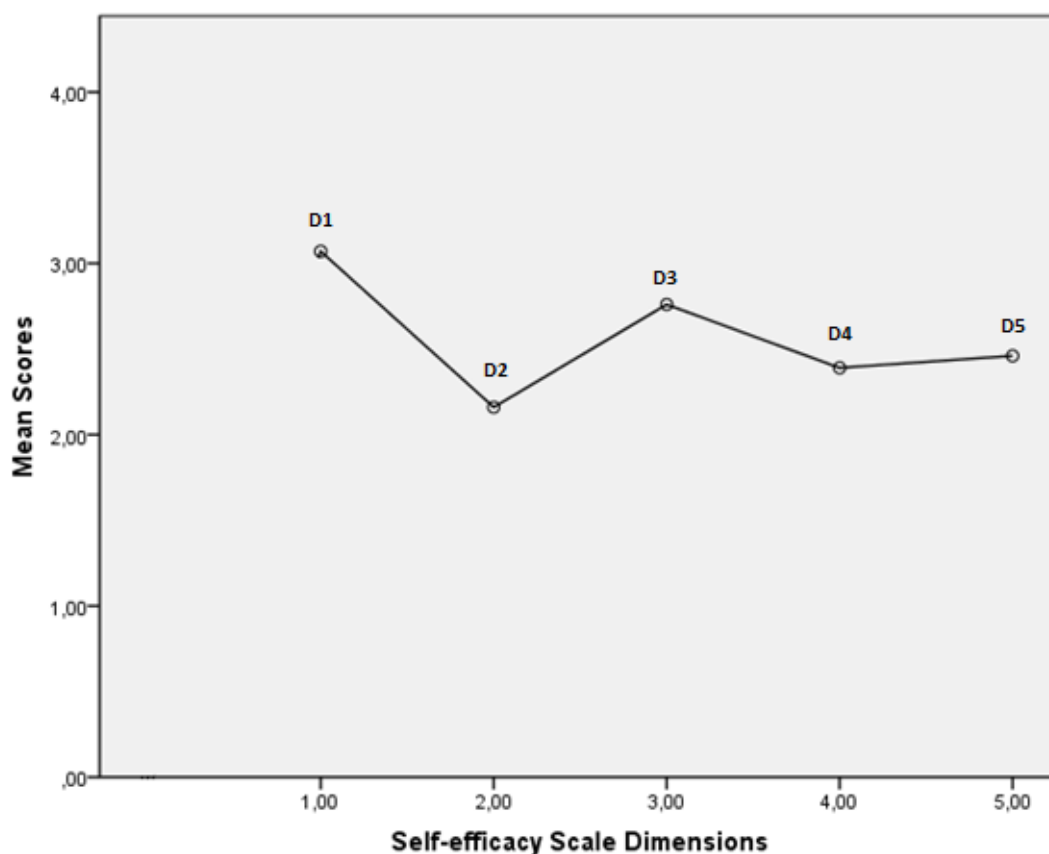
Graph 4.2. Mean Scores of The Items in Each Dimension in English Self-efficacy Scale

Finally, a post analysis of mean scores of the items in each dimension in the E-SES showed that participants' self-efficacy beliefs in language learning do not remarkably

84

differ among the five dimensions (D1: Motivation and expectations, M: 3,07; D2: Listening M: 2,16; D3: Speaking, M: 2, 76; D4: Reading, M: 2,39; D5: Writing, M: 2,46) as seen in Figure 4.2. It can be clearly seen that the students had moderate self-efficacy levels nearly in all dimensions. However, it is clear that the students had poorer self-efficacy beliefs in the listening skill among the four language skills. There is nearly no difference of their self-efficacy perceptions among speaking, writing, and reading skills. Although the participants' perceived self-efficacy in their motivation and expectations in language learning were higher compared to other dimensions, generally they had neutral perceived self-efficacy beliefs in all dimensions in learning English.

4.3. The Relationship between Freshman EFL Learners' Autonomy and Self-efficacy in English Classes at Higher Education Level

The relationship between the participants' self-efficacy (as measured by the English Self-efficacy Scale) and learner autonomy (as measured by the Autonomy Learner Scale) was examined using Spearman's correlation coefficients since the data was not normally distributed after preliminary analysis was performed on normality. The results of the Spearman's Correlation unveils a meaningful positive correlation between the participants' self-efficacy and learner autonomy scores among 280 freshman students (rho = .684 p> .01) as it can be seen in Table 4.18. This result makes it clear that the students' self-efficacy beliefs positively influence their autonomy in learning English. Thus, high levels of self-efficacy can be associated with higher autonomy in foreign language learning among the participants.

Table 4.18: Spearman's Correlation Coefficients between Learner Autonomy and Self-efficacy

			Self-efficacy	*Learner autonomy*
Spearman's rho	***Self-efficacy***	***Correlation Coefficient*** *Sig. (2-tailed)* *N*	1,000 280	,684** ,000 280
	Learner autonomy	***Correlation Coefficient*** *Sig. (2-tailed)* *N*	,684** ,000 280	1,000 280

**. Correlation is significant at the 0.01 level (2-tailed). N=280

Table 4.19: Spearman's Correlation Coefficients between Dimensions of ALQ and E-SES

Dimensions	E-SES Motivation and Expectations	E-SES Listening	E-SES Speaking	E-SES Reading	E-SES Writing
ALQ Readiness for Self Direction	,428**	,349**	,449**	,377**	,413**
ALQ Independent Work in Language Learning	**,569****	,491**	**,532****	**,540****	**,525****
ALQ Instructor/Class Importance	,496**	,410**	,461**	,364**	,432**
ALQ Language Learning Activities	,148**	,212**	,207**	,194**	,283**
ALQ Content Selection	,235**	,220**	,206**	,255**	,285**
ALQ Objectives	**,619****	,423**	**,592****	,459**	**,507****
ALQ Assessment	,332**	,272**	,335**	,346**	,282**
ALQ The Place of Culture	,274**	,422**	,446**	,355**	,423**

**. Correlation is significant at the 0.01 level (2-tailed). N=280

The relationship between the freshman students' self-efficacy and autonomy was investigated between all dimensions (subcategories) in the English Self-efficacy Scale (E-SES) and the Autonomy Learner Scale (ALQ) as a post examination using Spearman's correlation coefficients, as well. These results indicated that all dimensions (subscales in the ALQ and Self-efficacy Scale) are positively correlated with each other with Spearman's correlation Coefficient ranging from ,148 to ,619 (rho = ,148 and ,619 p> ,01) as Table 4.19 and Table 4.20 illustrate. These results unveiled that the participants' autonomy, in other words independence, in language learning process has a very prominent and positive relationship with their self-efficacy beliefs in all sub-categories.

Table 4.20: Spearman's Correlation Coefficients between Dimensions of ALQ and the E-SES

	ALQ Readiness for Self-direction	ALQ Independent work	ALQ Teacher/Class importance	ALQ Language learning activities	ALQ Content Selection	ALQ Objectives	ALQ Assessment	ALQ The place of culture	E-SES Motivation and expectations	E-SES Listening	E-SES Speaking	E-SES Reading	E-SES Writing
ALQ Readiness for Self-direction	1,000	,543**	,316**	,333**	,208**	,497**	,324**	,370**	,428**	,349**	,449**	,377**	,413**
ALQ Independent Work		1,000	,511**	,320**	,322**	,520**	,307**	,446**	,569**	,491**	,532**	,540**	,525**
ALQ Instructor/Class Importance			1,000	,136**	,339**	,431**	,203**	,329**	,496**	,410**	,461**	,364**	,432**
ALQ Language Learning Activities				1,000	,463**	,293**	,286**	,389**	,148**	,212**	,207**	,194**	,283**
ALQ Content Selection					1,000	,306**	,171**	,368**	,235**	,220**	,206**	,255**	,285**
ALQ Objectives						1,000	,407**	,390**	,619**	,423**	,592**	,459**	,507**
ALQ Assessment							1,000	,292**	,332**	,272**	,335**	,346**	,282**
ALQ The Place of Culture								1,000	,274**	,422**	,446**	,355**	,423**
E-SES Motivation/Expectation									1,000	,506**	,652**	,556**	,570**
E-SES Listening										1,000	,636**	,613**	,659**
E-SES Speaking											1,000	,624**	,713**
E-SES Reading												1,000	,701**
E-SES Writing													1,000

**. Correlation is significant at the 0.01 level (2-tailed). N=280

Besides, a higher correlation exists between certain dimensions in the ALQ and E-SES. To illustrate, independent work in language learning dimension in the ALQ has a significant positive correlation with motivations/expectations, speaking, reading, and writing dimensions in the ESES (p> ,05). Another result obtained from this analysis is that the participants' autonomy to describe objectives in language learning process is also significantly correlated with their motivation, speaking, and writing abilities (p> ,05).

4.4. The Relation between Freshman EFL Learners' Autonomy in English Classes and Their Academic Achievement

To find out the relationship between learner autonomy and academic achievement, the Spearman's Correlation Coefficient was applied. The results of the Spearman's Correlation Coefficient indicate a positive relationship between participants' autonomy and their academic success among 280 freshman students (rho = ,373 p> .01). As it is shown in Table 4.21, the correlation points to a moderate positive relationship between students' autonomy and achievement in learning English which can mean that students with high learner autonomy are usually the ones who get better grades in English classes and are able to accomplish more than the others with low autonomy. It should be noted that the students' autonomy can have a moderate effect on their achievement in English classes.

Table 4.21: Spearman's Correlation Coefficients between Learner Autonomy and Academic Achievement

|			*Academic Achievement*	*Learner autonomy*
Spearman's rho	*Academic Achievement*	*Correlation Coefficient* *Sig. (2-tailed)* *N*	1,000 280	,373** ,000 280
	Learner autonomy	*Correlation Coefficient* *Sig. (2-tailed)* *N*	,373** ,000 280	1,000 280

**. Correlation is significant at the 0.01 level (2-tailed). N=280

Table 4.22: Spearman's Correlation Coefficients between Dimensions of ALQ and Learners' Achievement Scores

	1. Achievement Score	2. Readiness for Self Direction	3. Independent Work	4. Instructor/Class Importance	5. Language Learning Activities	6. Content Selection	7. Objectives	8. Assessment	9. The Place of Culture
1. Achievement Score	-	,243**	,391**	,385**	,047	,178**	,370**	,156**	,141**
2. Readiness for Self Direction		-	,543**	,316**	,333**	,208**	,497**	,324**	,370**
3. Independent Work			-	,511**	,320**	,322**	,520**	,307**	,446**
4. Instructor/Class Importance				-	,136**	,339**	,431**	,203**	,329**
5. Language Learning Activities					-	,463**	,293**	,286**	,389**
6. Content Selection						-	,306**	,171**	,368**
7. Objectives							-	,407**	,390**
8. Assessment								-	,292**
9. The Place of Culture									-

**. Correlation is significant at the 0.01 level (2-tailed). N=280

As a post analysis, the correlation between participants' achievement and all the dimensions in the ALQ was examined using the Spearman's Correlation Coefficient in order to find out the relation of each dimension with the participants' achievement scores. The results suggested a positive correlation ranging from ,047 to ,391 between the students' achievement and all the dimensions in the Autonomy Learner Scale which are Readiness for Self Direction, Independent Work in Language, Teacher/Class Importance, Language Learning Activities, Content Selection, Objectives, Assessment, and the Place of Culture respectively as it is indicated in Table 4.22. The highest correlations exist between the students' achievement and the dimensions of independent work in language learning (rho = ,391 p> .01), instructor/class importance (rho = ,385 p> .01), and objectives (rho = ,370 p> .01) as it is seen in Table 4.22. It can be concluded from these findings that students' defining objectives, being independent from the teacher and the classroom and being able to work independently affect their performance in learning English and in English courses the most among other dimensions. This analysis revealed that all the sub-dimensions of learners' autonomy have a positive correlation with the academic success as well which can reinforce the idea that students with high learner autonomy are prone to get better grades in English classes and succeed more than the less autonomous.
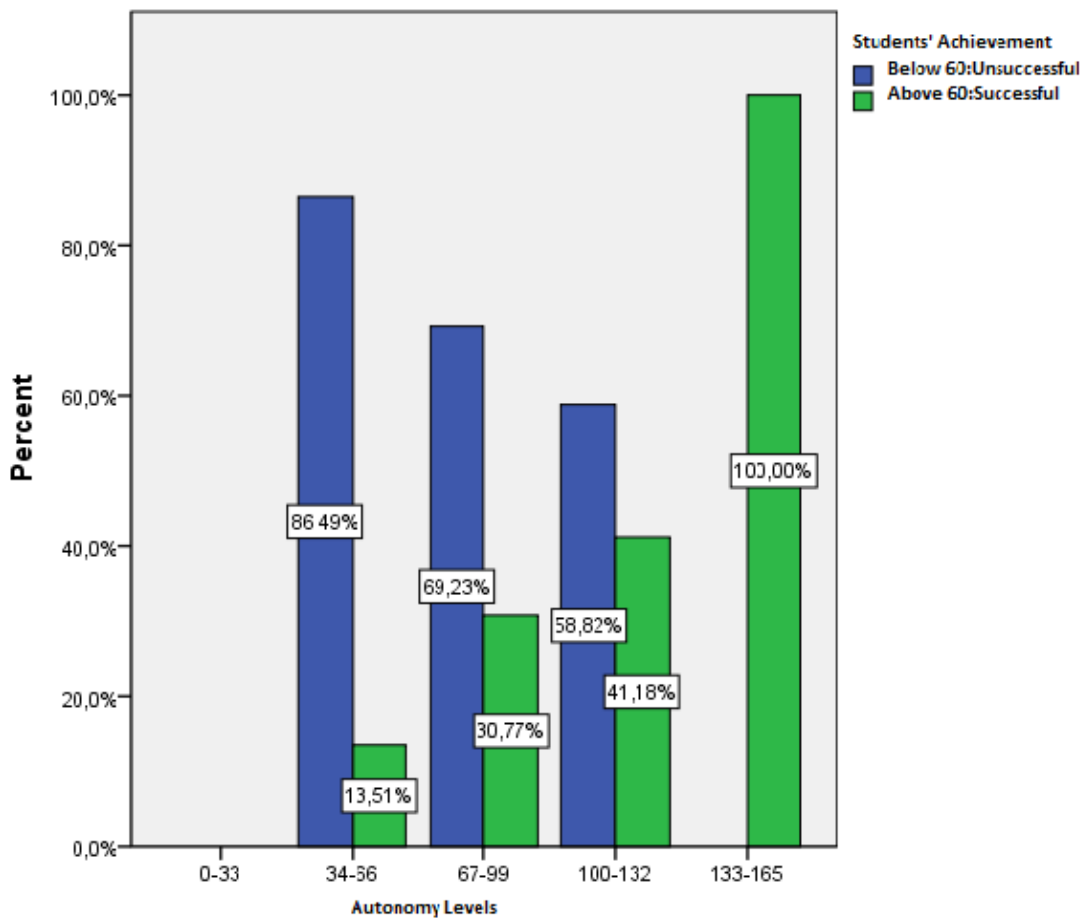
Graph 4.3. Participants' Percentages According to Their Achievement Scores in Different Autonomy Levels

The participants' percentages according to their achievement in different autonomy levels in the ALQ show how their academic performance significantly changes among different autonomy levels.

As it is seen in Figure 4.3,

- There were no "more dependent" students according to the ALQ,

- Among dependent students whose scores were between 34-66, % 86,49 were unsuccessful and 13,51 % were successful,

- Among neutral students whose scores were between 67-99, % 69,23 were unsuccessful and 30,77 % were successful,

- Among independent students whose scores were between 100-132, 58,82 % were unsuccessful and 41,18 % were successful,

- Among more independent students whose scores were between 133-165, 100,00 % were successful.

These results also indicated that high learner autonomy result in better achievement in learning English. As it is clearly seen in Figure 4.3, learner autonomy certainly affects students' success in learning English in a positive way. Students with higher autonomy levels were more successful and had better achievement level in English and this difference is very significant since there were only 13,51 % of the dependent students were successful while all of the more independent students were successful in English courses.

4.5. The Relation between EFL Learners' Academic Success and Their Self-efficacy in English Language Learning

The final aim in the present case study was to explore the relationship between EFL learners' self-efficacy and their academic achievement in the process of language learning at higher education level. Spearman's Correlation Coefficient was used to examine this relationship. The results of the Spearman's Correlation Coefficient as displayed in Table 4.23 revealed an important positive relationship between participants' self-efficacy perceptions and their academic success among 280 freshman students (rho = ,512 p> ,01) suggesting that students with high self-efficacy perceptions in learning English are the ones getting better scores in English courses and they are inclined to be more successful than other students with low self-efficacy beliefs.

Table 4.23: Spearman's Correlation Coefficients between Academic Achievement and Perceived Self-efficacy

			Academic Achievement	Perceived Self-efficacy
Spearman's rho	*Academic Achievement*	*Correlation Coefficient*	1,000	,512**
		Sig. (2-tailed)		,000
		N	280	280
	Perceived Self-efficacy	*Correlation Coefficient*	,512**	1,000
		Sig. (2-tailed)	,000	
		N	280	280

**. Correlation is significant at the 0.01 level (2-tailed). N=280

The correlation between participants' achievement and all the dimensions in the Self-Efficacy Scale was examined using the Spearman's Correlation Coefficient in order find out the relation of each dimension (motivation/expectations, and four

skills namely listening, speaking, reading, and writing) with the participants' achievement scores.

Table 4.24: Spearman's Correlation Coefficients between Dimensions of E-SES and Learners' Achievement Scores

	1. Achievement Score	2. Motivation and Expectations	3. Listening	4. Speaking	5. Reading	6. Writing
1. **Achievement Score**	-	,437**	,459**	,414**	,464**	,398**
2. **Motivation and Expectations**		-	,506**	,652**	,556**	,570**
3. **Listening**			-	,636**	,613**	,659**
4. **Speaking**				-	,624**	,713**
5. **Reading**					-	,701
6. **Writing**						-

**. Correlation is significant at the 0.01 level (2-tailed). N=280

The results indicated a significant positive correlation ranging from rho = ,398 to rho = ,464 (p> .01) between students' achievement and the sub-dimensions in the Self-efficacy Scale among 280 freshman students as it is shown in Table 4.24. It was apparent from these results that learners' self-efficacy beliefs in their motivation/expectations (rho = ,437 p> .01), listening (rho = ,459 p> .01), speaking (rho = ,414 p> .01), reading (rho = ,464 p> .01), and writing (rho = ,398 p> .01) skills have a very significant positive relationship with their success demonstrating that students' relatively high and positive self-efficacy perceptions in each dimension can contribute to the participants' total accomplishment in English classes more than the low self-efficacious ones.

How the students' percentages according to their achievement change among different self-efficacy levels in the E-SES is another result of this case study showing how their academic achievement significantly differ among different self-efficacy levels as it was shown in Figure 3.6. below.
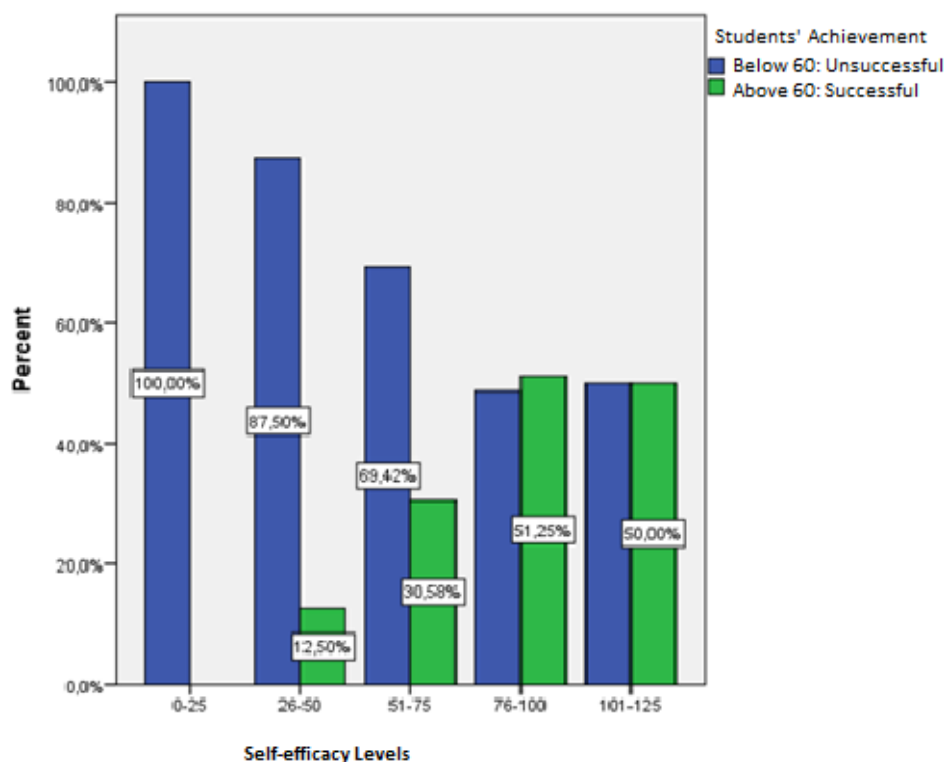
Graph 4.4. Participants' Percentages According to Their Achievement Scores in Different Self-efficacy Levels

As it is seen in Figure 4.4,

- Among not self-efficacious students whose scores were between 0-25 in the English Self-Efficacy Scale, 100,00 % were unsuccessful,

- Among poor self-efficacious students whose scores were between 26-50 in the English Self-Efficacy Scale, 87,50 % were unsuccessful and 12,50 % were successful,

- Among neutral students whose scores were between 51-75 in the English Self-Efficacy Scale, 69,42 % were unsuccessful and 30,58 % were successful,

- Among self-efficacious students whose scores were between 76-100 in the English Self-Efficacy Scale, 48,75 % were unsuccessful and 51,25 % were successful,

- Among high self-efficacious students whose scores were between 101-125 in the English Self-Efficacy Scale, 50,00 % were unsuccessful and 50,00 % were successful,

Based on these results, it can be concluded that learners with high self-efficacy perceptions were more successful and had better achievement level in learning English. Students' achievement scores significantly differ at different self-efficacy levels. One of the major findings obtained is that none of the participants at the lowest self-efficacy level were successful. Besides, the percentage of successful students increases significantly as their level of self-efficacy improves. However, the level of learners' achievement in learning English does not differ significantly between self-efficacious and highly self-efficacious students.

4.6. Conclusion

In this chapter, the research results obtained from quantitative data were presented under the framework of research questions. Findings regarding EFL students' autonomy and self-efficacy beliefs in Turkish context are presented under subheadings of learner autonomy and of self-efficacy. Afterwards, the relationship between learners' autonomy and self-efficacy beliefs are analysed and displayed. Then, findings on how learners' autonomy and self-efficacy beliefs affect academic achievement in foreign language courses were presented

considering the sub-levels of each concept. In chapter 5, the discussion, conclusion of the study and suggestions for further studies will be presented.

5. CONCLUSION

The aim of the present study is to explore EFL learners' self-efficacy and autonomy perceptions at higher education level in Turkey. The study also aimed at examining the interrelationship between the concepts of self-efficacy, learners' autonomy and the academic achievement of the learners in the process of EFL learning. The research findings of the study were reported in the previous chapter, and these findings will be elaborated and discussed for further research in this chapter.

In this part, a summary and discussion of the findings is presented under five subtitles; (a) autonomy perceptions and levels of the EFL students, (b) self-efficacy perceptions and levels of the EFL students, (c) the place of learners' autonomy in learners' academic achievement in the language learning process, (d) the place of perceived self-efficacy in learners' academic achievement in the language learning process, and (e) the relation between learners' autonomy and self-efficacy perceptions.

5.1. Autonomy Perceptions and Levels of the EFL Students

This study was aimed to reveal first year university students' autonomy perceptions since the notion of autonomy was considered a source of their academic achievement in English language courses. In the current study, it was found that a great majority of the students were modestly autonomous in the language learning process while dependent or independent students were rare in the case context. The students' modest autonomous attitudes to language learning process may be regarded as one of the difficulties faced by both instructors and first year university students themselves as the research findings highlight. It can be said that since the concept of learner autonomy is context and culture-specific and because Turkey is a country more like those of other eastern countries, learners may be relatively passive and not responsible for conducting their own learning compared to those students of western countries (Ustunoglu, 2009). The lack of sufficient autonomous skills may form a basis for various problems for their success in language learning process. Based on research findings, it can be concluded that the lack of students' autonomous skills in the language learning process may appear to be one of the factor causing problems in their academic

achievement mentioned in the study. In order to define the autonomy perceptions of the case group in detail, the research results unveiled students' perceptions on their autonomous language learning skills in different subtitles which were their readiness for self-direction, independent work in language learning, use of materials, the role of classroom and the instructor, collaborative work, and language content selection.

This study revealed that nearly all the students were seem to be autonomous to engage in self-directed activities at higher education level, but they did not have sufficient autonomy in participating in these activities. Their relatively higher autonomy could be observed in such activities as relating the newly-learnt things to their former knowledge in English and being responsible of what was not learnt. However, the level of their being ready in listening and speaking activities were relatively lower. In this regard, even though a great number of students accepted their responsibility in learning English and asserted their will to go on to learn the target language in the future, less autonomy were observed in listening and speaking activities that frequently do not take place in the language classroom in the context. Hence, it seems that the type of classroom activities may have an influence on learners' autonomy on such activities.

It was also found out that most of the students had a modest autonomy level in working independently. Their neutral attitudes to independent learning which take place without the presence of a more proficient person can be another reason of problems in language learning process. To illustrate, a very limited number of students asserted their independency in the use of other materials such as dictionaries or other books on their own will. Their poor autonomy can be observed on their preference on trying new things, in using other resources, working on their own which proves their dependence on performing independent study habits by using different resources and trying new things on their own will to learn the foreign language. This may be a reason of some problems in language education arising in the context. The reason of the students' being passive may be because of the educational system (Tanyeli & Kuter, 2013). In Turkey, the language education is generally teacher-centered which makes it hard for many L2 learners to apply autonomous learning in language learning process successfully (Yıldırım, 2013; Karatas et. al., 2015). As Karatas et. al. (2015) asserted by developing a

sense of responsibility, being aware of the language learning process, and building self-reflection, it is a fact that learner autonomy has a positive impact on students' achievement in language learning and it's one of the crucial components for effective language learning in ELT classes.

When the extent to which the instructor and classroom setting play an important role in language learning process was explored, the results illustrated a modest autonomous perspective in learning the target language without needing an instructor and considering the role of the classroom setting. In this regard, their dependence on these constructs can be observed in different aspects of language learning. They seem to be not autonomous in learning lesson topics without an instructor's explanation and using their own methods. In addition, many of them want the instructor to provide them with the language materials or even the language content which shows their dependence on the instructor and the classroom setting. These findings revealed that the students do not know how to learn a language on their own which may be one of the main barriers to a successful language learning. Regarding the instructors' role in language education at university level, the balanced relation between language instructors and students has a crucial significance to provide an autonomous environment in Turkish educational system (Tanyeli & Kuter, 2013).

When students' autonomy beliefs on working collaboratively and material use outside the classroom were focused, a small number of the students proved to be independent. Many of them tended not to be autonomous concerning collaborative work and do not mostly believe that it is useful to work with others on such activities like projects. They were not willing to select language materials or content for the English courses as well as to share the responsibility and to decide what to do in these courses, or to take part in the decision making process. This may be because they are not used to be responsible for their own learning until this level of education (Tanyeli & Kuter, 2013).

Students' relatively higher autonomy in their expectations to achieve a satisfying degree in the English language was observed although the students were not independent with regard to the role of assessment in language courses. In this regard, they asserted that they did not like different types of examinations. Regarding the place of the culture in language learning process only a small

number of the students were autonomous in exploring the idioms and sayings in the target language, investigating the target culture, and trying to comprehend riddles and jokes, which is above their proficiency level in the foreign language. As proving this assumption, they proved to be more autonomous in being willing to ask people living in the target culture about their culture and lifestyles, which could be considered a more manageable task for the case group.

All in all, the students' autonomy levels in the language learning process do not significantly differ among all sub-dimensions. However, relatively lower autonomy was observed in students' attitudes towards target culture while they tended to be more independent in their general attitudes to being ready in self-directed language learning and their beliefs on the language learning objectives.

5.2. Self-efficacy Perceptions and Levels of the EFL Students

With regard to the participants' self-efficacy beliefs, in the case study context, the great majority of the students seemed to have neutral self-efficacy perceptions in the language learning process. This was observed in all sub-scales beginning from their motivations and expectations in learning English. The students' expectations to succeed well in language courses and to improve their proficiency illustrate their confidence in the language learning process, thus a moderate level of perceived self-efficacy can affect the success of language learners from the very beginning of the language learning process. The students also had a moderate level of confidence to solve problems that they face while learning the foreign language and only a small number of them were satisfied with their current English proficiency level. Their self-efficacy beliefs on expectations appear to be of a great importance for language proficiency, which could function as a triggering factor to motivate them to improve their skills.

Regarding the students' self-efficacy perceptions in four skills, it can be clearly seen that they were not self-efficacious in learning English. For instance, they were moderately self-efficacious in the listening skill. Many of the first-year students asserted that they were not able to understand what they hear in the target language in situations such as comprehending English movies, songs, TV series or news programs. The students' self-efficacy perceptions concerning speaking skill were modest. Their higher self-efficacy perceptions were observed

in relatively easy tasks such as introducing themselves and their families. However, they were not self-efficacious in tasks which might be a little above their proficiency level such as speaking English with either British or American accent. This case is also true for their self-efficacy perceptions in reading skill for which they had relatively higher self-efficacy perceptions in activities as comprehending simple dialogues and easy stories while most of the students were not self-efficacious in reading and comprehending unabridged texts, newspaper columns, or advanced stories. Hence, it can be concluded that the difficulty of the language content could be an indication whether the students had high perceived self-efficacy or not. This result unveils that the language content and students' proficiency may have a considerable impact on their self-efficacy perceptions in the language learning process. Students were not self-efficacious in writing skill either, which is clear from the fact that they were not confident about writing in English. Students' poorer perceived self-efficacy was observed in tasks such as especially writing long and detailed passages and writing an incident which they have experienced. Overall results indicated that students had mostly neutral self-efficacy perceptions in four skills, which means they were neither self-efficacious nor had poor self-efficacy perceptions in the language learning process. Besides, participants' self-efficacy beliefs in language learning do not remarkably differ among the five dimensions although self-efficacy is regarded as a task specific notion (Bandura, 1986). Nevertheless, since the level of learners' self-efficacy is different under the dimensions, the fact that self-efficacy perceptions differ from a specific domain to another in language should be noted (Raoofi, Tan, & Chan, 2012). Considering that self-efficacy is a major psychological factor in students' performance, unconfident learners about their capabilities to perform well in various skills may be hindered which may result in less achievement in learning the target language (Mousapour Negari & Donyadary, 2013). Thus, related to the findings of the present study, it is suggested that language learners' perceived efficacy needs to be improved since their confidence in the language learning process has an undeniable impact on their choices and actions.

5.3. The Place of Learners' Autonomy in Learners' Academic Achievement in the Language Learning Process

In theory, a great number of scholars in the field of language education and many teachers are of the opinion that learner autonomy should be one of the main goals of language education and it enhances the quality of learning process enormously. The results of the study provided empirical support of the idea that learner autonomy is a prerequisite for students to become more successful in language learning process which has been discussed by many researchers recently such as Benson (2013) and Thanasoulas (2000).

As the one of the most important findings of the study, a positive moderate relation was found between students' autonomy levels and their achievement in learning English. The findings of the study are in accord with the study of Tılfarlıoglu and Ciftci (2011) in Turkish context. Although the results of correlational analysis showed a moderate relation, post analysis of students' achievement according to their levels of autonomy revealed that the success rate of students increases as their level of autonomy increases, which means learners with higher autonomy are usually the ones who get better scores in English courses. Those are also able to accomplish more than the others with low autonomous skills. As it is clear from the findings, students with higher autonomy levels were more successful and had a better achievement level in English. Thus, developing learner autonomy appears to be one of the most important factors for students' success in the language learning process as well as being a need for the whole person as a responsible individual in the society in today's world (Finch, 2002). The findings showed that the positive effect of learner autonomy on academic achievement can be observed in all subheadings in this process. Especially by defining the objectives clearly, achieving working independently from the instructor, and decreasing the role of classroom instruction to a minimum level, language learners are more likely to be successful in English courses as the results suggest. These findings of the present study unveiled that learner autonomy can be considered one of the most influential predictors of academic success in the foreign language learning process among the first year Turkish university students as Tılfarlıoglu and Cıftcı (2011) concluded as well although the magnitude of correlation differs. The research results are in line with some other previous studies in different contexts (Dafei, 2007;

Hashemian & Soureshjani, 2011; Safari & Tabatabaei, 2016) whose results indicated that learner autonomy predicts students' achievement positively in the process of foreign language learning. In addition, this positive meaningful effect was observed in all dimensions of autonomy, which none of the earlier studies mentioned. This study underlines the role of autonomous learning for effective language learning to arise in higher education level in Turkey. The positive impact of learner autonomy on students' achievement in language learning should not be underestimated in different levels of education. Developing a sense of responsibility, making language learners aware of the language learning process, and building self-reflection (Karatas et. al., 2015) should be the goal of language teaching at the university level as well for successful learning. Moreover, it is important to find ways how to improve learners' autonomy. The role of cognitive and metacognitive learning strategies that learners adopt to obtain knowledge and acquire language learning skills should be given importance to enhance learners' autonomy in language education (Thanasoulas, 2000). Learner autonomy training (Merç, 2015) could also be included in language classrooms as a part of the curriculum by instructors for students to conduct their own learning. A supportive environment for language learners to improve their confidence and help them develop positive attitudes in learning the language is very important in the development of students' autonomy beliefs in order to involve them in the language learning process.

5.4. The Place of Perceived Self-efficacy in Learners' Academic Achievement in the Language Learning Process

Until recently, research has focused on the definition of self-efficacy beliefs. Hence, its relation with achievement has been an interesting issue among scholars which needs more empirical findings. From everyday experience, it is crucial that students need to be self-efficacious for a better learning. Theoretically, the role of self-efficacy was discussed as an important factor determining learners' success (Pajares, 1997). The research findings revealed what self-efficacy meant to the first year EFL students at higher education level in Turkey, which can have a prominent influence on their academic achievement in learning English as a foreign language. The results of the study support the role of perceived self-efficacy as being one of the prominent predictors of learners' academic

achievement in language learning, which has a positive effect (Rahimpour & Nariman-Jahan, 2010; Doordinejah & Afshar, 2014) although the magnitude of the correlation was moderate. As the research findings suggest, the rate of the students' success increases as their level of self-efficacy increases. Therefore, it can be said that self-efficacious learners were observed to be more successful than the students with lower self-efficacy levels in the case context. Such learners with high self-efficacy perceptions in learning English generally get better scores in English courses and they are inclined to be more successful than other students with low self-efficacy beliefs as it was discussed. The findings of the study support the results of Tılfarlıoglu and Cıftcı's (2011) study done in Turkish context with preparatory students, which also shows a moderate correlation between learners' self-efficacy beliefs and academic success. The relation between self-efficacy perceptions and learners' success has been largely explored in four skills and students' expectations in the learning process contributing to learners' total achievement in language courses which is considered as a missing part in previous research in the field of English Language Teaching. Apart from theoretical assumptions, the idea that learners' self-efficacy perceptions result in better performance and achievement yields an insight into ways to examine the role of perceived self-efficacy in language teaching and how to improve learners' English self-efficacy perceptions for a better learning. As the research results suggest, with respect to the influential status of perceived self-efficacy on achievement, it is very critical for instructors to help students and enhance the level of their self-efficacy beliefs for better performance in second language education (Raoofi, Tan, & Chan, 2012).

5.5. The Relation between Learners' Autonomy and Self-efficacy Perceptions

One of the main purposes of this study is to define the relation between learners' autonomy and their self-efficacy beliefs in the foreign language learning process. The research results made it clear that foreign language learners' self-efficacy perceptions and their autonomy in learning English has a close connection to one another, which reveals that the relation between these concepts needs to be carefully examined and not to be ignored so as to raise the level of success in English language education as the most important finding in the field of English

Language Teaching. Students' self-efficacy beliefs were discussed to have an influence on their psychological status and thoughts, which is considered an indispensible component of learners' autonomy in language learning (Mojoudi & Tabatabaei, 2014). Furthermore, autonomous learners are defined as having characteristics such as high self-efficacy (Oxford, 2003). The present study showed the disregarded significance of the strong relation between these concepts in the field of English Language Learning. The research results indicated that learners' autonomy and self-efficacy beliefs need to be underlined simultaneously in the language learning process. The ignorance of this relation may be the cause of students' lack of achievement in language courses. Many language learners' complaints about not achieving the desired proficiency in English in spite of almost nine year of language teaching as first year university students may be because of the ignorance of the relation between these two notions and language learners' academic success (Tılfarlıoğlu & Çiftçi, 2011). The present study's result is consistent with the recent studies conducted by MousapourNegari and Donyadary (2013) and Tabrizi and Saeidi (2015) which posit the view that learners' autonomy and self-efficacy beliefs in their capacities in the language learning process affect learning outcomes in a positive way as academic success. The research findings are in line with the assertion that learners' self-efficacy beliefs can be regarded a prerequisite for learner autonomy (Schmenk, 2005). These results are regarded as evidence for perceived self-efficacy as being an indivisible constituent of learner autonomy (Bandura, 1999). Therefore, for the promotion of effective language learning, the role and relation of these constructs are to be given a great importance in the field of English Language Teaching.

As being one example in Turkish context, Tılfarlıoglu and Ciftci's (2011) study identified the integrated role of learners' self-efficacy beliefs and their autonomy as key factors which have an enormous impact on their achievement. The present study also proves that high self-efficacious learners have the responsibility for their own language learning process since they are more aware of their capacities. Hence, these autonomous and self-efficacious language learners have the opportunity to show more improvement and achievement in language courses making these two personal sources major requirements of academic achievement

in the educational context. Language learners need to believe in their capabilities and act autonomously to overcome some problems especially faced at university level such as limited number of weekly course hours and crowded classes for a better performance in English courses. Since academic readiness of first year students is considered one of the prominent issues in language education, achieving the desired EFL proficiency may be very hard without promoting students' self-efficacy and autonomy beliefs. Thus, as the study clearly points out building autonomy and self-efficacy needs to be one the most essential conditions in EFL students' achievement.

High perceived self-efficacy appeared to be in association with higher autonomy in the language learning process. This close relationship was clearly observed between all subcategories of perceived self-efficacy and learner autonomy, which unveils that all dimensions in participants' self-efficacy perceptions have a prominent role and effect on all dimensions of their autonomy. Besides, especially between certain dimensions such as learners' autonomy in independent work in language learning and their perceived self-efficacy regarding their motivation in language learning has a close relationship with each other, whose integration could contribute to learners' achievement considerably. Students with higher levels of self-efficacy that believe in their capabilities generally are confident, which brings a more autonomous approach to language learning along. Consequently, the two factors which are considered as two influential constructs in language learning (Mojoudi & Tabatabaei, 2014), and their connection to one another shed light on great significance of autonomy and self-efficacy perceptions in language learning as requirement of a successful language education policy. Learners' autonomy and self-efficacy beliefs are definitely found to play a fundamental role in language learners' achievement especially in countries such as Turkey in which it is not easy for students to have sufficient autonomy and self-efficacy on the target language. The role of self-efficacy on learners' goal setting, motivation, skill utilization, learning regulative rules (Bandura, 1993; Bandura, 1994) should be emphasized as part of building autonomy in language education. In order to enhance language learners' self-efficacy and autonomy beliefs, influential elements contributing to the promotion of these beliefs should be taken into consideration since improving learners' achievement has close ties with

developing their beliefs. Based on the findings of the study, in-class activities promoting first year university students' autonomy and perceived self-efficacy beliefs should be given a place in language classrooms. Especially the university students also need to be given some responsibilities such as the definition of learning objectives, selection of content and materials, developing strategies, and planning of the assessment procedure so that an autonomous approach to arise in the language learning process for more achievement. Language learners should no longer depend on the language materials, the classroom context and the instructor at this level. Due to the fact that learners' self-efficacy beliefs holds its close relation with autonomy, it is also important to enhance their perceived self-efficacy that play a crucial role in more success.

5.6. Recommendations for Further Research

To gain a deeper insight into the influence of the integration of learner autonomy and self-efficacy beliefs on academic success, further studies need to be conducted in different contexts and at various academic levels. Since the present study was conducted in a special context, the generalizability of the findings is limited. Thus, further studies may include wider samples from different contexts in Turkey in order to address the needs and demands of different language learners and instructors. Besides, more research is needed to investigate the casual relation under different skills and sub-dimensions. Secondly, different variables such as age, how long the participants are learning the target language, learners' language learning background, socio-cultural elements, or personality that may have an influence on academic success can be taken into account in relation to the two personal sources and their achievement in detail in the language learning process.

Since this study was designed as a quantitative research, to gain more insights in self-efficacy and autonomy beliefs' role in students' success, further studies may use mixed methods and include qualitative methods such as interviews with students, classroom observations, or students' self-reflective reports. Further studies can also focus on the changes of students' autonomy and self-efficacy perceptions over a long period of time which needs an in-depth investigation of the relation between these concepts. Moreover, it appears to be very important to examine sources of and learners' autonomy self-efficacy perceptions to show how

these concepts improve learners' performance. Finally, instructors' views or attitudes that may affect autonomous language learning environment and students' beliefs in their capabilities could be investigated in future research looking at the issue from a different perspective. In this way, the opinions of language learners and instructors can be compared in order to better integrate the results of this study into areas such as curriculum, lesson planning, or assessment since it is significant to address the growing needs and demands of both instructors and students.

5.7. Conclusion

In this chapter, a summary of the findings is presented under five subtitles; (a) autonomy perceptions and levels of the EFL students, (b) self-efficacy perceptions and levels of the EFL students, (c) the place of learners' autonomy in learners' academic achievement in the language learning process, (d) the place of perceived self-efficacy in learners' academic achievement in the language learning process, and (e) the relation between learners' autonomy and self-efficacy perceptions. Furthermore, in recommendations for further research, some suggestions for further studies were provided.

REFERENCES

Acar, K. (2004). Globalization and language: English in Turkey. *Sosyal Bilimler, 2*(1), 1-10.

Alagozlu, N. (2012). English as a foreign language cul-de-sac in Turkey. *Procedia - Social and Behavioral Sciences*, *47*, 1757–1761.

Alptekin, C., & Tatar, S. (2011). Research on foreign language teaching and learning in Turkey (2005–2009). *Language Teaching, 44,* 328-353.

Alvarado Rico, L. J. (2014). Identifying factors causing difficulties to productive skills among foreign languages learners. *Open Writing Doors Journal*, *11*(1), 65-86.

Anyadubalu, C. C. (2010). Self-efficacy, anxiety, and performance in the English language among middle-school students in English language program in Satri Si Suriyothai School, Bangkok. *International Journal of Human and Social Sciences*, *5*(3), 193-198.

Arkoc, E. (2008). *The impact of learner autonomy on the success of listening comprehension*. Unpublished Master's Thesis. Trakya University, Edirne.

Ayotola, A., & Adedeji, T. (2009). The relationship between mathematics self-efficacy and achievement in mathematics. *Procedia - Social and Behavioral Sciences. 1*(1), 953-957.

Bajrami, L. (2015). Teacher's new role in language learning and in promoting learner autonomy. *Procedia - Social and Behavioral Sciences, 199*, 423–427.

Balcikanli, C. (2008). Fostering learner autonomy in EFL classrooms. *Kastamonu Eğitim Dergisi, 16*(1), 277-284.

Balcikanli, C. (2010). Learner autonomy in language learning: Student teachers' beliefs. *Australian Journal of Teacher Education, 35*, 90-103.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*, 191-215.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, *37*, 122-147.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.). *Annals of child development: Six theories of child development, 1-60*. Greenwich, CT: JAI Press. [Retrieved on July 13, 2016 from: https://www.uky.edu/~eushe2/Bandura/Bandura1989ACD.pdf]

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*(2), 117-148.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.). *Encyclopedia of human behavior, 71-81.* New York: Academic Press. (Reprinted in H. Friedman (Ed.). *Encyclopedia of mental health*. San Diego: Academic Press).

Bandura, A. (1997). *Self-efficacy in changing societies*. Cambridge: Cambridge University Press.

Bandura, A. (1999). A social cognitive theory of personality. In L. Pervin & O. John (Ed.). *Handbook of personality*, *154-196*. New York: Guilford Publications. (Reprinted in D. Cervone & Y. Shoda (Eds.). *The coherence of personality.* New York: Guilford Press.)

Bandura A. (2006). Guide for constructing self-efficacy scales. In T. Urdan, F. Pajares. *Self-efficacy Beliefs of Adolescents, 307-337.* New York, NY: Information Age Publishing.

Başaran, S. (2010). *Effects of podcasts on language learning beliefs and self-efficacy perceptions of first-year Turkish university students.* Unpublished Doctoral Dissertation. Cukurova University, Adana.

Benson, P. (1996). Concepts of autonomy in language learning. In R. Pemberton, et al. (Eds.). *Taking control: Autonomy in language learning*, *27-34.* Hong Kong: Hong Kong University Press.

Benson, P. (1997). The philosophy and politics of learner autonomy. In P. Benson & P. Voller (Eds.). *Autonomy and Independence in Language Learning*, *29-30.* London: Longman.

Benson, P. (2007). Autonomy in language teaching and learning. *State of the Art Article. Language Teaching, 40*(1), 21-40.

Benson, P. (2013). *Teaching and researching autonomy in language learning.* Newyork: Routledge.

Benson, P. & Voller, P. (2013). *Autonomy and independence in language learning.* Newyork: Routledge.

British Council. (2015). *Türkiye'de yükseköğretim kurumlarindaki ingilizce eğitimi.* [Retrieved on July 13, 2016 from: http://www.yok.gov.tr/documents/10279/20071587/British_Council_Turkiye_Yuksekogretimde_%C4%B0ngilizce_E%C4%9Fitimi_Raporu_Tum.pdf]

Büyüköztürk, Ş. (2015). *Sosyal bilimler için veri analizi el kitabı istatistik, araştırma deseni SPSS uygulamaları ve yorum.* Ankara: Pegem Akademi.

Chan, V. (2001). Readiness for learner autonomy: What do our learners tell us? *Teaching in Higher Education*, *6*(4), 505-519.

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment.* Cambridge: Cambridge University Press.

Cubukçu, F. (2008). A study on the correlation between self-efficacy and foreign language learning anxiety. *Journal of Theory and Practice in Education*, *4*(1), 148-158.

Dafei, D. (2007). An exploration of the relationship between learner autonomy and English proficiency. *Asian EFL Journal, 4*(24), 1-23.

Dickinson, L. (1987). *Self-instruction in language learning.* Cambridge: Cambridge University Press.

Dickinson, L. (1995). Autonomy and motivation: A literature review. *System, 23*(2), 165-174.

Dogan, G. (2015). *EFL instructors' perception and practices on learner autonomy in some Turkish universities*. Unpublished Master's Thesis. Hacettepe University, Ankara.

Doordinejad, F. G., & Afshar, H. (2014). On the relationship between self-efficacy and English achievement among Iranian third grade high school students. *International Journal of Language Learning and Applied Linguistics World*, *6*(4), 461-470.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.

Duff, P. A., & Anderson, T. (2016). *Case study research.* [Retrieved on June 24, 2016 from: http://www.academia.edu/9682074/Case_study_research_-_2016]

Duff, P. A. (2008). *Case study research in applied linguistics.* NY: Taylor & Francis.

Egel, İ. P. (2003). *The impact of the European Language Portfolio on the learner autonomy of the Turkish primary school students*. Unpublished Doctoral Dissertation. Anadolu University, Eskişehir.

Erkan, Y. D., & Saban, A. I. (2011). Writing performance relative to writing apprehension, self-efficacy in writing and attitudes towards writing: A correlational study in Turkish tertiary-level EFL. *The Asian EFL Journal Quarterly, 13*(1), 163-191.

Finch, A. (2002). Autonomy - where are we, and where are we going*? JALT CUE-SIG Proceedings*, 15-42. [Retrieved on June 24, 2016 from: http://www.finchpark.com/arts/Autonomy.pdf]

Gholami, H., & Biria, R. (2013). Explicit strategy training and learner autonomy. *Journal of Basic and Applied Scientific Research, 3*(5), 1048-1052.

Ghonsooly, B., & Elahi, M. (2011). Learners' self-efficacy in reading and its relation to Foreign Language reading anxiety and reading achievement. *Journal of English Language Teaching and Learning, 53*(217), 45-67.

Gokgoz, B. (2008). *An investigation of learner autonomy and strategies for coping with speaking problems in relation to success in English speaking classes*. Unpublished Master's Thesis, Middle East Technical University, Ankara.

Hashemian, M., & Soureshjani, K. H. (2011). The interrelationship of autonomy, motivation, and academic performance of Persian L2 learners in distance education contexts. *Theory and Practice in Language Studies, 1*(4), 319-326.

Hedge, T. (2000). *Teaching and learning in the language classroom.* Oxford: OUP.

Heidari, F., Izadi, M., & Ahmadian, M. V. (2012). The relationship between Iranian EFL learners' self-efficacy beliefs and use of vocabulary learning strategies. *English Language Teaching, 5*(2), 174-182.

Hetthong, R., & Teo, A. (2013). Does writing self-efficacy correlate with and predict writing performance? *International Journal of Applied Linguistics & English Literature, 2*(1), 157-167.

Hill, B. (1994). Self-managed learning: State of the art. *Language Teaching, 27*, 213-223.

Holec, H. (1980). *Autonomy and foreign language learning.* Nancy: Centre de Recherches et d'Applications Pedagogiques en Langues. Council of Europe.

Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe.)

Hsieh, P. P., & Kang, H. S. (2010). Attribution and self-efficacy and their interrelationship in the Korean EFL context. *Language Learning, 60*(3), 606–627.

Jacobs, G. M., & Farrell, T. S. C. (2003). Understanding and implementing the CLT (Communicative language teaching) paradigm. *RELC Journal, 34*(5), 5-30.

Karabiyik, A. (2008). *The relationship between culture of learning and Turkish university preparatory students' readiness for learner autonomy*. Unpublished Master's Thesis. Bilkent University, Ankara.

Karagöl, D. (2008). *Promoting learner autonomy to increase the intrinsic motivation of the young language learners*. Unpublished Master's Thesis. Cukurova University, Adana.

Karagozoglu, S. (2008). Level of autonomy of Turkish students in the final year of university baccalaureate degree in health related fields. *Nursing Outlook, 56*(2), 70-77.

Karatas, H., Alci, B., Yurtseven, N., & Yuksel, H. G. (2015). Prediction of ELT students' academic (language) achievement: Language learning orientation and autonomous learning. *International Online Journal of Educational Sciences*, *7*(1), 160-171.

Kırmızı, Ö., & Kırmızı, G. D. (2015). An investigation of L2 learners' writing self-efficacy, writing anxiety and its causes at higher education in Turkey. *International Journal of Higher Education, 4*(2), 57-66.

Kırkgoz, Y. (2009) Globalization and English language policy in Turkey. Educational Policy, *23*(5), 663-684.

Kim, D., Wang, C., Ahn, H. S., & Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and Individual Difference, 38*, 136-142.

Kirovska-Simjanoska, D. (2015). The role of the teacher in fostering learner autonomy. In B. Xhaferri, M. Waldispühl, B. Eriksson-Hotz, G. Xhaferri. (Eds.). *Promoting learner autonomy in higher education*, *51-62*. Tetovo: PH Zug.

Knowles, M. (1975). *Self-directed Learning: A guide for learners and teachers*. New York: Cambridge, The Adult Education Company.

Kohonen, V. (2012). Developing autonomy through ELP-oriented pedagogy: Exploring the interplay of the shallow and deep structures in a major change within language education. In B. Kühn and M. L. Pérez Cavana (Eds.). *Perspectives from the European Language Portfolio: Learner autonomy and self-assessment*, 22-42. New York, NY: Routledge.

Liew, J., Mctigue, E., Barrois, L., & Hughes, J. (2008). Adaptive and effortful control and academic self-efficacy beliefs on achievement: A longitudinal sample of 1st through 3rd graders. *Early Childhood Research Quarterly*. *23*(4), 515–526.

Little, D. (1990). Autonomy in Language Learning. In I. Gathercole (Ed.), *Autonomy in Language Learning, 7-15*. London: CILT.

Little, D. (1991). *Learner autonomy: Definitions, issues and problems.* Dublin: Authentik.

Little, D. (2003). *Learner autonomy and second/foreign language learning*. [Retrieved on June 27, 2016 from: https://www.llas.ac.uk/resources/gpg/1409]

Littlewood, W. (1997). Self-access: Why do we want it and what can it do? In P. Benson and P. Voller (Eds.). *Autonomy and independence in language learning*, *79- 92*. London: Longman.

Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. *Applied Linguistics, 20*(1), 71-94.

Liu, H. J. (2012). Understanding EFL undergraduate anxiety in relation to motivation, autonomy, and language proficiency. *Electronic Journal of Foreign Language Teaching*, *9*(1), 123-139.

Liu, H. J. (2015). Learner Autonomy: The role of motivation in foreign language learning. *Journal of Language Teaching and Research*, *6*(6), 1165-1174.

Magogwe, J. M., & Oliver, R. (2007). The relationship between language learning strategies, proficiency, age and self-efficacy beliefs: A study of language learners in Botswana. *System, 35*, 338–352.

Measuring, Selection and Placement Center. (2016). *2016-YDS İlkbahar dönemi sonuçları*. [Retrieved on June 27, 2016 from http://sonuc.osym.gov.tr/]

Merc, A. (2015). The effect of a learner autonomy training on the study habits of the first-year ELT students. *Educational Research and Reviews, 10*(4), 378-387.

Mills, N., Pajares, F., & Herron, C. (2006). A reevaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign Language Annals, 39*(2), 276-294.

Mirici, İ. H. (2015). European policy and practices in training foreign language teachers. *Hacettepe University Journal of Education*, *30*(4), 42-51.

Moghari, E. H., Lavasani, M. G., Bagherian, V., & Afshari, J. (2011). Relationship between perceived teacher's academic optimism and English achievement: Role of self-efficacy. *Procedia Social and Behavioral Sciences, 15,* 2329–2333.

Mojoudi, A., & Tabatabaei, O. (2014). The relationship between self-efficacy beliefs and autonomy among Iranian intermediate and upper intermediate EFL learners. *International Journal of Applied Linguistics & English Literature, 3*(6), 22-28.

Mousapour Negari, G., & Donyadary, M. (2013). The relationship between self-efficacy, autonomy and learners' English achievement: A study of Iranian students of medicine. *Journal of Academic and Applied Studies, 3*(12), 14-22.

Nga, N. T. (2014). *Learner autonomy in language learning: Teachers' beliefs*. Unpublished Doctoral Dissertation. Queensland University of Technology, Australia.

Ohno, M., Nakamura, A., Sagara, Y., & Sakai, S. (2008). A study on the relationship between learner autonomy and academic grades, *The Journal of Chiba University of Commerce, 45*(4), 1-23.

Okazaki, M. (2011). *An investigation into the relationship between learner autonomy support and students motivation in the Japanese university setti*ng. Unpublished Doctoral Dissertation. University of Birmingham.

Oktay, A. (2015). Foreign language teaching: a problem in Turkish education. *Procedia - Social and Behavioral Sciences, 175*, 584-593.

Oxford, R. (2003). Toward a more systematic model of L2 learner autonomy. In D. Palfreyman, and R. Smith (Eds.). *Learner autonomy across cultures: Language education perspectives, 75-91*. Basingstoke: Palgrave Macmillan.

Pajares, F. (2002). *Overview of social cognitive theory and of self-efficacy.* [Retrieved on June 27, 2016 from: *www.emory.edu/EDUCATION/mfp/eff.htm*l]

Pajares, F. (1997). Current directions in self-efficacy research. In M. Maehr & P. R. Pintrich (Eds.). *Advances in motivation and achievement, 1-49.* Greenwich, CT:JAI Press.

Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS* (4th ed.). Maidenhead: Open University Press/McGraw-Hill.

Piechurska-Kuciel, E. (2013). Self-efficacy beliefs and FL achievement in the Polish school context. In D. Gabrys-Barker, J. Bielska (Eds.).*The affective dimension in second language acquisition, 48-59.* UK: Multilingual Matters

Pierson, H. D. (1996). Learner culture and learner autonomy in the Hong Kong Chinese context. In R. Pemberton, S.L. Edward, W.W.F. Or, and H.D. Pierson (Eds.). *Taking control: Autonomy in language learning, 49-58.* Hong Kong: Hong Kong University Press.

Rahimi, A., & Abedini, A. (2009). The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. *Novitas-ROYAL, 3*(1), 14-28.

Rahimpour, M., & Nariman-Jahan, R. (2010). The influence of self-efficacy and proficiency on Efl learners' writing. *Journal of Instructional Technology and Distance Learning, 7*(11), 19-32.

Raoofi, S., Tan, B. H., & Chan, S. H. (2012). Self-efficacy in second/foreign language learning contexts. *English Language Teaching, 5*(11), 60-73.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching.*(3rd ed.) Cambridge: Cambridge University Press.

Riley, P. (2009). Discursive dissonance in approaches to autonomy. In R. Pemberton, S. Toogood, & A. Barfield (Eds.). *Maintaining control: Autonomy and language learning, 45–64.* Hong Kong: Hong Kong University Press.

Sadler, D. R. (2009). Grade integrity and the representation of academic achievement. *Studies in Higher Education, 34*(7), 807–826.

Safari, S. & Tabatabaei, O. (2016). Relationship between autonomy and listening comprehension ability among Iranian EFL learners. *International Journal of Foreign Language Teaching and Research, 4*(13), 33-46.

Scharle, Á. & Szabó, A. (2000). Learner autonomy: A guide to developing learner responsibility. Cambridge: Cambridge University Press.

Schmenk, B. (2005). Globalizing learner autonomy. *TESOL Quarterly, 39*(1), 107-118.

Sert, N. (2006). EFL student teachers' learning autonomy. *The Asian EFL Journal, 8*(2), 180-201.

Sinclair, B. (2000). Learner autonomy: The next phase? In B. Sinclair, I. McGrath & T. Lamb (Eds.). *Learner autonomy, teacher autonomy: Future directions, 4-14.* Harlow: Longman.

Smith, S. (2015). Learner autonomy: Origins, approaches, and practical implementation. *International Journal of Educational Investigations, 2*(4), 82-91.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.

Tabrizi, H. M., & Saeidi, M. (2015). The relationship among Iranian EFL learners' self-efficacy, autonomy and listening comprehension ability. *English Language Teaching, 8*(12), 158-169.

Tanyeli, N. & Kuter, S. (2013). Examining learner autonomy in foreign language learning and instruction. *Euroasian Journal of Educational Research, 53,* 19-36.

Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered? *Internet TESL Journal, 6*, 1-11.

Tilfarlioğlu, F. T., & Ciftci, F. S. (2011). Supporting self-efficacy and learner autonomy in relation to academic success in EFL classrooms (a case study). *Theory and Practice in Language Studies*, *1*(10),1284-1294.

Țurloiu, A. & Stefánsdóttir, İ. S. (2011). *Learner autonomy theoretical and practical information for language teachers.* [Retrieved on July 17, 2016 from: http://skemman.is/stream/get/1946/7668/19634/1/B.Ed._loka%C3%BAtg%C3%A1fa.pdf]

Ustunoglu, E. (2009). Autonomy in language learning: Do students take responsibility for their learning? *Journal of Theory and Practice in Education*, *5*(2), 148-169.

Wang, C., & Li, Y. (2010). An empirical study of reading self-efficacy and the use of reading strategies in the Chinese EFL context. *The Asian EFL Journal Quarterly, 12*(2), 144-162.

Ward, S. (2004). *Education studies: A student's guide.* New York: Routledge.

Wenden, A. (1998). *Learner strategies for learner autonomy.* Hemel Hempstead: Prentice Hall.

Wong, M. S. (2005). Language learning strategies and language self-efficacy. *Regional Language Centre Journal, 36*(3), 245-269.

Woo, Y., & Reeves, T. C. (2007). Meaningful interaction in web-based learning: A social constructivist interpretation, *Internet and Higher Education, 10*(1), 15–25.

Yagcioglu, O. (2015). New approaches on learner autonomy in language Learning. *Procedia - Social and Behavioral Sciences*, *199,* 428-435.

Yıldırım, R. (2013). The portfolio effect: Enhancing Turkish ELT student-teachers' autonomy. *Australian Journal of Teacher Education, 38(8),* 92-110.

Yilmaz, C. (2010). The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners in Turkey. *Procedia Social and Behavioural, 2,* 682–687.

Yumuk, A. (2002). Letting go of control to the learners: The role of the internet in promoting a more autonomous view of learning in an academic translation course. *Educational Research, 44*(2), 141-56.

Zare, M., & Mobarakeh, S. D. (2011). The relationship between self-efficacy and use of reading strategies: The case of Iranian senior high school students. *Studies in Literature and Language, 3*(3), 98-105.

Zou, X. (2011). What happens in different contexts and how to do learner autonomy better? *Teacher Development: An International Journal of Teachers' Professional Development, 15*(4), 421-433.

APPENDICES

APPENDIX 1. APPROVAL OF THE ETHICS COMMITTEE

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/433-912

28 Mart 2016

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 11.03.2016 tarih ve 655 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitim Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Fatma KAYA**'nın **Doç. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü **"Öğrenen Özerkliği ve Öz Yeterliğin Akademik Başarıya İlişkin Olarak İncelenmesi: Yükseköğretimde Yabancı Dil Öğrencilerinin Bir Örnek Olay İncelemesi"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **22 Mart 2016** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX 2. AUTONOMY LEARNER QUESTIONNAIRE

Aşağıdaki maddeler ile ilgili gerçek duygularınıza ilişkin yanıtlarınızı beş seçenekten birini seçerek işaretleyiniz.

1 Hiçbir Zaman Doğru Değil	2 Nadiren Doğru	3 Bazen Doğru	4 Çoğu Zaman Doğru	5 Her Zaman Doğru

A.	1	2	3	4	5
İngilizce öğrenirken bildiklerimle yeni öğrendiklerim arasında ilişkiler kurmaya çalışırım.					
İngilizce konuşan bir insan duyduğumda onu çok dikkatlice dinlemeye çalışırım.					
Arkadaşlarımla veya ailemle İngilizce konuşmak istiyorum.					
Gelecekte İngilizce'yi tek başıma/öğretmenim olmadan öğrenmeye devam etmek isterim.					
İngilizce dersindeki bir konuyu öğrenmemişsem, sorumlusu benim.					

B.	1	2	3	4	5
İngilizce yazılmış olan diğer kitaplardan ve kaynaklardan kendi isteğimle faydalanırım.					
Basit İngilizce ile yazılmış olan kitapları kendi isteğimle okurum.					
İngilizce öğrenirken kendi kendime öğrenebileceğim alıştırmaları severim.					
İngilizce öğrenirken kendi kendime yeni şeyler denemeyi severim.					
İngilizce dersinde öğrenemediğim konuyu tek başıma çalışarak öğrenebilirim.					
İngilizce'deki sözcükleri sözlük karıştırarak öğrenmeyi severim.					
İngilizce'yi kendi kendime çalışınca daha iyi öğrendiğimi düşünüyorum.					

C.	1	2	3	4	5
İngilizce bir konuyu öğretmen anlatmazsa da, onu öğrenebilirim.					
İngilizce'deki sözcükleri öğrenmek için kendi yöntemlerimi kullanırım.					
Ben İngilizce'yi nasıl en iyi şekilde öğrenebilceğimi bilirim.					
İngilizce'nin dilbilgisi kurallarını kendi kendime/öğretmene gerek duymadan öğrenebilirim.					
Sadece öğretmenim İngilizce dil bilgisi kurallarını bana öğretebilir. Tek başıma bu kurallarıöğrenemem					
Öğreneceğimiz sözcükleri öğretmenimin bana vermesini isterim.					

D .	1	2	3	4	5
Diğer öğrencilerle çalışabileceğim İngilizce proje ödevlerinden hoşlanırım.					
Yabancı dil derslerimle ilgili kaset/video/CD'leri sınıf dışında kullanmak isterim.					
İngilizce okumayı ve dinlemeyi aslında sınıf dışında yapmayı tercih ederim.					
İngilizce'yi yalnız/tek başıma çalışmaktansa arkadaşlarımla çalışmak bana daha faydalı olur.					

E.		1	2	3	4	5
	Yabancı dil derslerim için malzemeleri kendim seçmek isterim.					
	İngilizce dersinde neler yapılacağı konusunda sorumluluk paylaşmak isterim.					
	İngilizce dersinde öğretilecek konuları kendim belirlemek isterim.					
F.		1	2	3	4	5
	İngilizce'de iyi bir seviyeye geleceğime inanıyorum.					
G.		1	2	3	4	5
	İngilizce'yi sadece öğretmenim not vereceği zaman değil diğer zamanlarda da çalışırım.					
	Öğretmenimin yazılı sınavlardan daha farklı sınav türleri yapması hoşuma gider.					
	Öğretmenimin İngilizce dersi için çok sınav yapması hoşuma gider.					
H.		1	2	3	4	5
	Öğrendiğim yabancı dildeki fıkraları anlamaya çalışırım.					
	Öğrendiğim yabancı dilin kültürünü de araştırırım.					
	Öğrendiğim yabancı dilin atasözlerini ve deyimlerini de araştırırım.					
	Yurtdışında yaşamış olan insanlara, oradaki insanların yaşam biçimleriyle ilgili sorular sorarım.					

APPENDIX 3. ENGLISH SELF-EFFICACY SCALE

Aşağıdaki maddeler ile ilgili gerçek duygularınıza ilişkin yanıtlarınızı beş seçenekten birini seçerek işaretleyiniz.

1 Kesinlikle katılmıyorum	2 Katılmıyorum	3 Fikrim yok	4 Katılıyorum	5 KesinlikleKatılıyorum

A.	1	2	3	4	5
İngilizce öğrenme konusunda özel bir yeteneğim var.					
İngilizce öğrenirken karşılaşabileceğim sorunları aşabilirim.					
Şu andaki İngilizce düzeyimden memnunum.					
Biraz daha çabalarsam, İngilizce'mi geliştirebilirim.					
İngilizce öğrenme konusunda başarısız olursam, nedeni yeterince çaba göstermememdir.					

B.	1	2	3	4	5
Bir İngiliz yada Amerikalı benimle İngilizce konuşursa onu kolayca anlayabilirim.					
İngilizce şarkıları dinlediğimde onları rahatlıkla anlayabilirim.					
Öğretmen derste İngilizce konuştuğunda, onu rahatlıkla anlayabilirim.					
İngilizce film ya da dizileri rahatlıkla anlayabilirim.					
İngilizce haber programlarını kolayca anlayabilirim.					

C.	1	2	3	4	5
İngilizce'yi akıcı bir şekilde konuşabilecek kadar öğrenebileceğime inanıyorum.					
Bir gün İngilizce'yi İngiliz yada Amerikan aksanıyla konuşabileceğime inanıyorum.					
Derste söylemek istediklerimi İngilizce konuşarak söyleyebilirim.					
Bir yabancı ile İngilizce tanışabilirim.					
Bir yabancının sorabileceği her soruya İngilizce yanıtlar verebilirim.					
İngilizce konuşarak kendimi ve ailemi tanıtabilirim.					

D.	1	2	3	4	5
İleri seviyedeki İngilizce hikayeleri okuyup anlayabilirim.					
Basit İngilizce hikayeleri okuyup anlayabilirim.					
Orijinal (basitleştirilmemiş) İngilizce metinleri ve gazete yazılarını okuyup anlayabilirim.					
Basit İngilizce diyalogları okuyup anlayabilirim.					

E.	1	2	3	4	5
Başımdan geçen bir olayı İngilizce yazarak anlatabilirim.					

	İngilizce yazma konusunda kendime çok güveniyorum; uzun ve ayrıntılı yazılar yazabilirim.
	Yabancı bir mektup arkadaşım olursa, ona kısa bir mektup yazıp kendimi tanıtabilirim.
	İnternette yabancılarla yazılı chat yapabilirim.
	Öğretmenin derste söylediği İngilizce cümleleri doğru şekilde yazabilirim.

APPENDIX 4. ORIGINALITY REPORT

Danışmanlığını yürüttüğüm Fatma Kaya'ya ait "LEARNER AUTONOMY, SELF-EFFICACY AND ACADEMIC ACHIEVEMENT: A CASE STUDY OF EFL LEARNERS IN HIGHER EDUCATION" başlıklı yüksek lisans tezinde intihal bulunmamaktadır.

İmza

[signature]

Danışman

Doç.Dr. Nuray Alagözlü

CURRICULUM VITAE

Name Surname	Fatma Kaya
Birth Place	Aydın
Birth Year	1990

Education

High School	Ortaklar Anatolian Teachers' Training High School	2008
Undergraduate	Middle East Technical University	2012
Foreign Language	English (Proficient), German (Independent), Spanish (Basic)	

Work Experience

Work Experience	Kırıkkale University	2013 -

Contact

E-mail	ftmkymetu@gmail.com

Date of Jury	27.09.2016