

**AWARENESS OF HIGH SCHOOL LEARNERS
OF LEARNER AUTONOMY**

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**Master's Thesis
Department of Foreign Languages Teaching
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AWARENESS OF HIGH SCHOOL LEARNERS OF LEARNER
AUTONOMY
(Lise Öğrencilerinin Öğrenen Özerkliđi Konusundaki Farkındalıkları)

MASTER'S THESIS

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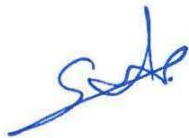
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FARKINDALIKLARI

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Öğrenen özerkliği, dil öğreniminde son zamanların en çok tartışılan ve üzerinde çalışılan konularından biridir. Bu çalışma, herhangi bir müdahale ya da rehberlik edilmeden sınıf ve cinsiyet faktörleri göz önünde bulundurularak Türkiye'deki dil öğrenen lise öğrencilerinin özerklik konusundaki farkındalıklarına dair düşünceleri konusunda bilgi toplamayı amaçlamıştır. Çalışma, liselerdeki mevcut dil öğrenme durumları konusunda öğrenen özerkliği açısından fikir sahibi olmada, müfredat düzenleyicilere ve öğretmenlere öğrenenlerin öğrenmedeki durumlarını göz önünde bulundurarak programları ve dersleri şekillendirmede yardımcı olabilir ya da dil öğrenmede öğrenen özerkliğini desteklemeyi amaçlayan çalışmalara rehberlik edebilir.

Çalışma, Afyonkarahisar Anadolu Öğretmen Lisesinde öğrenim gören 98 dil öğrenen lise öğrencisinin katılımıyla gerçekleştirilmiştir. Veri toplama işlemi beşli Likert ölçeğine göre düzenlenmiş bir anket ve açık uçlu bir bölüm aracılığıyla tamamlanmıştır. Anket, öğrenen rolleri, özerk öğrenen anketi (ALQ), sorumluluklar ve dil öğrenme nedenleri üzerine yoğunlaşmıştır.

Veri analizleri sonuçları, genel olarak katılımcıların özerkliği kabul ettiğini göstermiştir. Dil sınıfları ve diğer sınıflar karşılaştırıldığında, diğer sınıf öğrencileri bazen özerk olmayı düşünürken, dil sınıfı öğrencilerinin çoğunlukla özerk olmayı düşündükleri görülmüştür. Cinsiyet değişkeni ele alındığında cinsiyetin dil öğrenme nedenleri dışında etkili bir faktör olmadığı görülmüştür; dil öğrenme nedenleri boyutunda kız öğrenciler erkek öğrencilerden daha istekli bulunmuştur. Son olarak sınıf değişkeni sonuçları, dil öğrencilerinin diğer öğrencilerden daha özerk olmayı düşündüklerini ortaya çıkarmıştır. Kısaca, öğrencilerin bir rehber eşliğinde özerk olmaya açık oldukları sonucuna varılmıştır.

Anahtar Sözcükler: Öğrenen Özerkliği, Özerklik, Özyönetimli Öğrenme

ABSTRACT
MASTER'S THESIS
AWARENESS OF HIGH SCHOOL LEARNERS OF LEARNER AUTONOMY

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Learner autonomy is one of the most disputed and studied recent concepts in language learning. The study aims to gather information about Turkish high school language learners' thoughts of their awareness level of autonomy considering their classes and genders without any intervention or guidance. To have an idea about the recent language learning situations in high schools from the learner autonomy perspective may help curriculum planners and teachers shape the programmes and courses considering learners' position in learning or it may guide any study which aims to promote learner autonomy in language learning.

The study was conducted with the participation of 98 high school language learners studying at Afyonkarahisar Anatolian High School. Data collection procedure was completed through a questionnaire arranged with a five point Likert- scale and an open ended part. The questionnaire is composed of *learner roles*, *autonomy learner*, *responsibilities* and *language learning reasons* sections.

The results of the data analysis revealed that participants accept being autonomous in general. When the language classes and other classes were compared, it was concluded that while learners who are not language class students think they are sometimes autonomous, language class students think that they are often autonomous. When the gender variable examined, it was seen that it did not create an appreciable difference in any of the dimensions apart from language learning reasons; female students are more willing to be autonomous than male students. Finally, class variable results indicated that language class students think to be more autonomous than others. Shortly, it was seen that the learners are open to be autonomous under a guidance.

Key Words: Learner Autonomy, Autonomy, Self-Directed Learning

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ABBREVIATIONS

ALQ : Autonomy Learner Questionnaire

CLT: Communicative Language Teaching

LC: Language Class

SC: Science Class

ESL: English as a Second Language

RIAS-L: The Racial Identity Attitude Scale

LAP: Learner Autonomy Profile

EFL: English as a Foreign Language

ELT: English Language Teaching

CHAPTER ONE

1. INTRODUCTION

1.1. Presentation

In this chapter, background to the study, statement of the problem, aim of the study, research questions and significance of the study will be presented.

1.2. Background to the Study

It is certain that learner and teacher are the main factors in learning process. Though the teacher has been the only determiner of learning process through the education history, that situation has recently changed and learners have become the starting point of deciding on the process. That is, the determiners have started to determine how to teach considering their learners. Accordingly, new teaching methods and approaches were derived to teach a second or foreign language. In language learning, Grammar Translation Method, which had been derived from the classical method of teaching Greek and Latin and based on word by word translation and memorization, provoked Direct Method which aimed the direct use of the target language without translation for learning a language. Then Audiolingual Method which fosters dependence on mimicry, memorization of phrases or overlearning was formed as a reaction to the lack of speaking skills. A new method, Silent Way, which used a set of colored rods, verbal commands, music and figures to provide the support of perception and action to the intellectual guess of what the words mean (Gattegno, 1972). Additionally, Communicative Approach was formed by some educators and linguists, who were dissatisfied with the audiolingual and grammar-translation methods, in order to make use of real-life situations that necessitate communication. Another method, Total Physical Response was defined by James J. Asher as “one that combines information and skills through the use of the kinesthetic sensory system”; understanding the spoken language before developing the skills of speaking is the basic tenet in the method. All these approaches, methods and more are derived or combined in order to reach to the main aim; to teach best or to provide the best language learning. However,

each of the new methods' derivations shows that there is no best for second language learning, however, as each method emphasizes different processes or skills. On the other hand, it is certain that the methods are gradually improved by considering the learners' learning situations.

The concepts, communicative language teaching (CLT) and learner centeredness which focus on the notion of learners' being at the centre of teaching and learning process have started to become an accepted part of language teaching. Thus, traditional roles of teachers and learners have been reformed in terms of power and authority (Little, 1991, cited in Benson & Voller, 1997; Thanasoulas, 2000; Chan, 2003; and Benson, 2001), and new concepts such as *learner autonomy* and *independence*, which entered language teaching methodology as a result of CLT and learner-centered approach, gained importance. The importance and desirability of the concept 'autonomy' come from its content that makes the learners take responsibility for their own learning (Thanasoulas, 2000). Accordingly, Camilleri (1999) suggests that learner autonomy should be the central point in language learning and teaching because learner autonomy, as a part of a wider development in education, aims to prepare learners for a lifelong learning through the ability to organise and direct their own learning both inside and outside the school context. However, the term is among the most debated and examined topics of recent years about clarifying its exact definition and promoting it. Holec (1981) defines this term as "the ability to take charge of one's learning".

Many studies have been made on learner autonomy with various views and perspectives in different countries and also in Turkey. Some studies in Turkey can be presented as; "The Effects of Direct Formative Testing on Learner Performance and Development of Learner Autonomy" (Kucuroğlu, 1997), "Learner Autonomy: A profile of teacher trainees in pre-service teacher education" (Sancar, 2001), "A Study on Learners' Readiness for Autonomous Learning of English as a Foreign Language" (Koçak, 2003), "The Impact of European Language Portfolio on the Learner Autonomy of Turkish Primary School Students" (Egel, 2003), "Promoting Learner Autonomy Through Activities at Gazi University Preparatory School" (Balçıkanlı, 2006), "State-supported Provincial University English Language Instructors' Attitudes towards Learner Autonomy" (Özdere, 2005), and "Promoting Learner Autonomy to Increase the

Intrinsic Motivation of the Young Language Learners” (Karagöl, 2008). Accordingly, this study handles awareness of high school learners’ on autonomy.

1.3. Statement of the Problem

The topic of the study comes from the teachers’ complaints on students’ unwilling attitudes towards the language courses and unawareness about the goals of the courses. For many of the students, doing homework or any extra work about courses or attending classroom activities are useless so they can avoid taking responsibility in these points. So, the teachers believe that to have success in their courses with those negative factors is an impossible dream. On the other hand, they are made to take various seminars and programmes to increase their students’ success. However, they find all these seminars and programmes inadequate unless students want to learn their courses or to take responsibility of their own learning. This situation shows that there has been a gap between the problem and the solution. So this study aims to examine the teachers’ opinions about their students’ learning problem with respect to autonomy. Little (1991) defines autonomous learners as the ones who explicitly accept responsibility for their own learning.

1.4. Purpose of the Study

The importance of autonomy in language learning is emphasized by many researchers. Accordingly, autonomy is examined through the present study. The study aims to gather information about Turkish high school language learners’ thoughts of their awareness of autonomy considering their classes, genders and their reasons for second language learning without any intervention or guidance. This aim may help curriculum planners and teachers shape the programmes and courses considering learners’ position in learning.

Turkish Ministry of National Education has especially recently been making changes in Turkish education system to increase the success in second language learning. The teachers’ opinions about learners’ unwillingness to learn English and also being unaware of why they learn a second language will be investigated to contribute to the process and to lessen the prohibitive factors of success. Aims of the study may be expressed shortly as:

1. To learn about learners' ideas about their attendance and their own roles in the learning process (their readiness for learner autonomy).
2. To learn about how they consider their teachers' and their responsibilities in their own learning.
3. To learn if language is an important attempt for students. If so, why?

These aims are defined according to the teachers' common notions on learners' situations.

1.5. Research Questions

The research questions guiding the present study are:

1. On autonomous learning awareness;
 - a) What are the thoughts of language learners about the roles of language learners in learning process?
 - b) What are the thoughts of language learners about learner autonomy?
 - c) What are the thoughts of language learners about responsibilities in language learning?
 - d) What are the thoughts of language learners about the reasons of language learning?

2. On autonomous learning awareness of learners who study at language classes and who are from other classes;
 - a) What are the thoughts of language learners about the roles of language learners in learning process?
 - b) What are the thoughts of language learners about learner autonomy?
 - c) What are the thoughts of language learners about the responsibilities in language learning?
 - d) What are the thoughts of language learners about the reasons of language learning?
 - e) Is there an appreciable difference among the thoughts?

3. On personal variables (gender and class);
 - a) Is there an appreciable difference among the thoughts of language learners about the roles of language learners in learning process?
 - b) Is there an appreciable difference among the thoughts of language learners about learner autonomy?
 - c) Is there an appreciable difference among the thoughts of language learners about responsibilities in language learning?
 - d) Is there an appreciable difference among the thoughts of language learners about the reasons of language learning?

1.6. Significance of the Study

Education in Turkey is still predominantly teacher-centered despite the attempts to change it into learner-centered as the learner-centered education has gained importance in contemporary teaching methods. Yumuk (2002) describes the Turkish educational system as follows:

In Turkey recitation is a common mode of teaching in both the primary and secondary educational systems. The majority of learners undergo the process of learning through traditional educational methods in which the teacher is the 'authority' rather than the 'facilitator'. The teacher-student relationship is mainly limited to one-way channels of communication in which teachers transfer information to learners. The assessment of learner performance is generally product-oriented rather than process-oriented, mainly a summative evaluation in the form of exams that are based upon learners' memorization of information they have learned in the course. (p.143)

However, there are some attempts towards learner-centered teaching and the topic 'learner autonomy' has gained a significant place in literature with many studies on it in Turkey.

As we examine the existing educational system, it can be clearly seen that school children start learning English at much earlier ages than they did in the past and this

longer learning period does not provide a better learning. This situation shows that not only to make changes on the numbers of course hours but also to make changes on their qualities may help the quest of success. Recent studies condense mostly on promoting learner autonomy, however present study searches for only students' current awareness of autonomy to understand if they are autonomous or ready for autonomous learning or if they are dependent learners to clarify the problem's details. Chan (2001) explains that situation as: "Before taking necessary steps to promote learner autonomy in specific contexts, students' readiness for learner autonomy should be investigated first to match demands in curriculum to learning...". Additionally, as Chan stresses using existing ways of promoting learner autonomy or motivating exercises may not provide a full success as cultural factors are significant determiners in learning (Chan, 2001). So this study can be seen as a kind of 'sphygmograph' of the educational situation before defining the focus points of solution ways in teaching or promoting autonomy.

The term of responsibility is of a great importance in the problem statement of the study and in the definition of 'autonomy'. Dickinson (1989, p.9) says that 'the main key for autonomous learning is the concept of responsibility for learning'. Holec (1981) states that the capacity and willingness to take responsibility in one's learning is something that must be stimulated and supported by formal learning. Accordingly, Little (2001, p.34) says that 'the pursuit of autonomy in formal learning environments must entail explicit conscious processes; otherwise we leave its development to chance'. Not to leave the learning development processes to chance, from the very beginning the borders of responsibility from the learners' perspective should be tried to be found out in order to make an explicit description of 'responsibility' in the learning process. According to the study results, seminars or programmes may be renewed considering learner autonomy or teachers may be informed about the hindrances for success at their courses.

To examine an existing problem through one of the recent and closely related topics will help have a better perspective about the problem and its solutions. On the other hand, many studies on the topic 'autonomy' from different cultures and perspectives will be promotive for the study.

CHAPTER TWO

2. REVIEW OF LITERATURE

In this chapter, the concept of learner autonomy will be defined through its historical development. Terms, misconceptions of learner autonomy in second and foreign language learning, studies related to learner autonomy in the literature and approaches to learner autonomy will be reviewed.

2.1. Definition of Learner Autonomy and Related Terms

“The beginning of wisdom is the definition of terms”

Socrates

From that point of view, autonomy was firstly given with its definitions. However, as the term is recently used with education –though it is an old term in many other disciplines-, there is a vagueness with its exact definition and borders. However, researchers try to give the proper definition of autonomy in learning or teaching. So, that section will present a harmony of definitions of autonomy.

To understand ‘autonomy’ from a neutral perspective, the lexical meaning of the term is given first:

- Freedom to determine one's own actions, behaviour, etc (Collins English Dictionary),

Word Origin C17: from Greek *autonomia* freedom to live by one's own laws

- Freedom from external control or influence; independence (Oxford Dictionary),

Holec who is an important name in the field of language learner autonomy defines autonomy as ‘the ability to take charge of one’s learning’ (cited in Thanasoulas, 2000; Benson & Voller, 1997). To take charge of one’s learning includes responsibility for all the decisions concerning all aspects of this learning,

i.e.:

- determining the objectives;
- defining the contents and progressions;
- selecting methods and techniques to be used;
- monitoring the procedure of acquisition of a proper speaking (rhythm, time, place, etc.);
- evaluating what has been acquired.

The autonomous learner is himself capable of making all these decisions concerning the learning which s/he is or wishes to be involved (Holec 1981, 3; cited from Little 2004).

Then he details the definition with the words “it is not inborn but must be acquired either by ‘natural’ means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way”.

On the other hand, Benson prefers to define autonomy with the word of “control” which presents three dimensions: learning management, cognitive process and learning content instead of “charge”. These dimensions were given with figure 1 (2001, p.61);

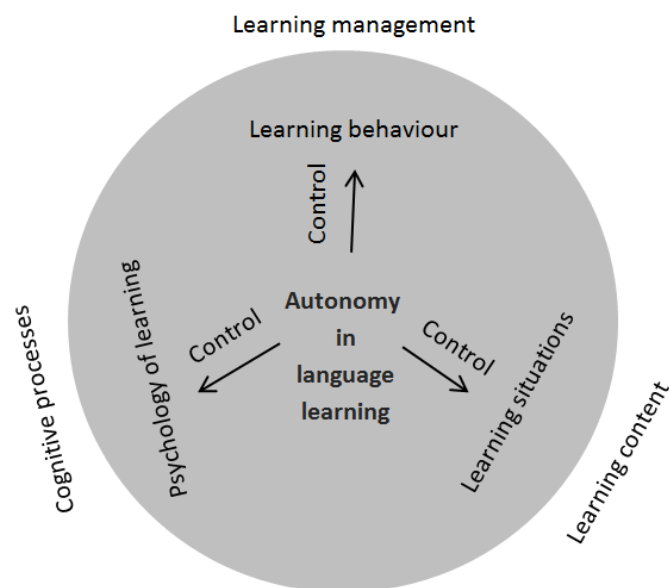


Figure 1.1. Defining Autonomy: The Capacity to Take Control Over Learning

Besides Holec and Benson, other researchers also present autonomy to their point of view or studies. To know about the definitions of different perspectives on the topic will help apprehend the term better.

Table 2.1.

Definitions of Autonomy

RESEARCHERS	DEFINITIONS
Benson (2001, p.47)	The capacity to take control of one's own learning, largely because the construct of "control" appears to be more open to investigation than the construct of "charge" or "responsibility".
Boud (1988, p.23)	"The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction."
Broady and Kenning (1996)	The components of the model of learner autonomy in language learning are: 1. awareness (metacognitive and metalinguistic), 2. learning management skills (defining objectives, selecting materials and activities, monitoring learning, evaluating the process and the product) and 3. attitudes towards roles and abilities in learning.
Cotterall (2000)	Autonomy is an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life.
Dickinson (1987, p.11)	Total responsibility for all of the decisions concerned with one's learning, carried out without the involvement of a teacher or pedagogic materials.
Little (1991, p.4)	A capacity for detachment, critical reflection, decision-making and independent action.

Table 2.1 (*continued*)

Littlewood (1996, p.428) (1999)	An autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness.”
	<p>Proactive autonomy: Learners take charge of their own learning by setting their own targets, methods, techniques and evaluate themselves, by which they set the directions to take part in creating their own worlds.</p> <p>Reactive autonomy: Students do not create their own directions, but once the goals are set by somebody, they organize their resources in order to achieve these goals.</p>
Nunan (1997)	<p>Five levels of implementing autonomy:</p> <ol style="list-style-type: none"> 1. awareness (of pedagogical goals and content of the materials) 2. involvement (selecting learners’ own goals, contents and tasks) 3. intervention (modifying and adapting learning goals and the content) 4. creation (create learners’ own goals and tasks) 5. transcendence (applying their autonomous behaviour beyond the classroom)
Wenden, A. (1991, p.15)	“In effect, successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes to enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore they are autonomous”
Young (1986)	“The fundamental idea in autonomy is that of authoring one’s own world without being subject to the will of others.”

As can be seen in the table, the words ‘capacity, ability, skill’ are generally used with the words ‘independence, control and responsibility’ to define the term autonomy. So it can be said that in some ways it is an inner factor for learning or taking responsibility for learning and also a factor which should be encouraged. The key

element in definitions of the term is that ‘autonomy is an attribute of learners, rather than learning situations’ (Dickinson 1987, p. 11). Correspondingly, Littlewood (1999, p.71) explains two main features of learner autonomy considering the definition proposed by previous researchers: one is; students should take responsibility for their own learning; this arises from both that all learning can only be carried out by the students themselves and that they need to develop the ability to sustain learning after their formal education, the other is; ‘taking responsibility’ includes learners’ taking ownership (partial or total) of many processes which have traditionally been expected from the teacher, such as deciding on learning objectives, selecting learning methods, and evaluating process.

On the other hand, Benson & Voller (1997) examine the definitions’ tendencies in five categories.

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

These categories show the researchers’ point of views in defining ‘autonomy’. In addition to various tendencies in defining *autonomy*, there are some closely related terms such as independent learning, self-instruction, self direction, self regulation and self-access learning that make the process of defining ‘autonomy’ difficult.

2.2. Misconceptions on Learner Autonomy

The terms which have been confused with autonomy are given in the following part.

2.2.1. Independent Learning

Independent learning is among the terms which is used by some authors to explain autonomous learning. It refers to students’ learning that “takes place independently of teacher control, to a great or lesser degree” (Lamb and Reinders, 2006). On the other hand, Broady and Kenning see independent learning as equivalent to open learning and self access learning, terms which focus on the physical "resources

and contexts for learning, from which learners can choose according to their needs" (1996).

2.2.2. Self-Instruction

Dickinson (1987), describes self-instruction as "situations in which a learner, with others, or alone, is working without the direct control of a teacher". According to Jones (1998) it is "a deliberate long-term learning project instigated, planned and carried out by the learner alone, without teacher intervention." Autonomy and self-instruction differ in that point self instruction is limited to learning without a teacher. Self-instruction can sometimes help learners to achieve a certain degree of autonomy, but not every learner who learns without a teacher can become autonomous (Chiu, 2006).

2.2.3. Self- Directed Learning

Self-direction or self-directed learning is one of the terms associated with autonomy (Benson, 2006). In a narrow sense, Benson (2006) states that self-direction refers to the use of printed or broadcast self-study materials. However, in a broader sense, it refers to learning in which learners undertake language study largely or entirely without the help of a teacher. Yet, the difference is that autonomy is "a capacity that learners possess to various degrees" but self-directed learning is "something that learners can do more or less effectively according to the degree of this capacity they possess" (Benson, 2001, p.37). And this fine line may summarize the reasons of ambiguity. Reinders (2006) denotes that "self-directed learning is the learning in which the learners have control over the learning process" (p. 221). Besides, self-directed learners are the ones who "know their objectives, know how to use resources in an independent way, learn both inside and outside the classroom", who "needs and works productively with teachers towards the achievement", or who "do not think the teacher is god who can give them the ability to master language" (Hedge, 2000, p.76).

2.2.4. Self-Regulated Learning

Self-regulation or self-regulated learning is a term used among North American educational psychologists (Schunk and Zimmerman, 1994, Zimmerman and Schunk, 1989; cited from Benson; 2001, p.43). These researchers who are particularly interested in the social, psychological and behavioral characteristics that contribute to academic

success define self regulation as “learning that occurs largely from the influence of students’ self generated thoughts, feelings, strategies, and behaviors, which are oriented toward the attainment of goals” (Benson, 2001; Schunk and Zimmerman, 1998, p. viii cited from Anthony Artino & Andri Ioannou). Additionally, Kollar and Fischer (2006) define self-regulated learning as that the learners are capable of self-regulating their learning, they quickly understand an existing problem, set realistic but challenging learning goals, create adequate plans to fulfill those goals, develop appropriate learning strategies, regulate their motivation and continuously monitor their learning process. On the other hand, Benson (2001) claims that self-regulation is somewhat narrower than autonomy and it has stronger influence on learner strategies than autonomy.

2.2.5. Self-Access Language Learning (SALL)

The term self-access can be defined as the organization of learning materials and equipments to make them available and accessible to students without teacher intervention. Sturtridge denotes it as the “system which makes materials available to language learners so that they can choose to work as they wish, usually without a teacher or with very limited teacher support” (1992: 4 cited from Díaz). Gardner and Miller explain SALL as “an approach to learning language” (1999:8), and “learning in which students take more responsibility for their learning than in teacher directed settings” (1997:xvii, cited from Cotterall and Reinders). In self-access language learning approach, language learners’ interactions with learning devices in the learning environment is of great importance unlike self directed learning which separates independent learning from classroom learning.

After these confusingly related terms, Esch’s (1996, p.37) explanation on what autonomy does not mean will help understand autonomy.

1. autonomy is not self-instruction/learning without a teacher;
2. it does not mean that intervention or initiative on the part of a teacher is banned.
3. it is not something teachers do to learners;
4. it is not a single easily identifiable behaviour;
5. it is not a steady state achieved by learners once and for all.

On the other hand, Little (1990, p.7, cited from Benson, 2001, p. 59) explains what autonomy is not with these statements.

1. Autonomy is **not** a synonym for self instruction; in other words, autonomy is not limited to learning without a teacher.
2. 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.
3. On the other hand, autonomy is **not** something that teachers do to learners; that is it is **not** another teaching method.
4. Autonomy is **not** a single, easily described behaviour.
5. Autonomy is **not** a steady state achieved by learners.

Both researchers mentioned the similar or same dimensions which emphasize what autonomy is not; a learning without a teacher or intervention or something teachers do to learners and easy to identify maybe because of its being an unsteady state.

2.3. Historical Development of Autonomous Learning

Autonomy is one of the most disputed recent concepts especially in language learning which is tried to be clarified among the researchers. However, even if the concept is new for the field of ELT, the implied statements show that its origins go back to the earlier periods under different disciplines.

Aristotle (384 BC- 322 BC)'s common saying "Give someone a fish and you feed them for a day. Teach them to fish, and you feed them for a life" can be accepted as the first step towards the autonomy (Reinders, 2000). On the other hand, Socrates (469 BC – 399 BC)'s dictum "Know thyself" is the first known saying which emphasizes the individual importance and capacity in philosophy (Sediva and Koslova, 1999). On the other hand, Galileo's (1564 – 1642) statement, "You cannot teach a man anything; you can only help him find it within himself," can be regarded as the first critical implication for learner autonomy (Benson, 2001, p.27). Subsequently, Pestalozzi (1746 – 1827), Herbart (1776–1841), Rousseau and Froebel (1782-1852) investigated "to create a better man through self-directed education" (Hills, 1979,12 cited from McDevitt, 1997). Rousseau in his 'natural education theory' emphasizes the

significance of inner factors on learning. His emphasis on the learner responsibility has referred to the recently examined topic, autonomy:

Make your pupil attend to the phenomena of nature, and you will soon arouse his curiosity. But to nourish this curiosity, be in no hurry to satisfy it. Suggest problems but leave the solving of them to him. Whatever he knows, he should know not because you have told him, but because he has grasped it himself. Do not teach him science; let him discover it. If ever you substitute authority for reason in his mind, he will stop reasoning, and become the victim of other people's opinions. If he goes wrong, do not correct his errors. Say nothing till he sees them and corrects them himself; or at most, arrange some practical situation which will make him realise things personally. If he ever made mistakes he would never learn properly. In any case, the important thing is not that he should know the topography of the country, but that he should be able to get this information for himself. (Benson, 2001; p: 28).

Kilpatrick (1871-1965)'s project method is also among the triggering progresses. That project is the expanded version of an existing architecture and engineering application into philosophy of education. The method provides the learners the opportunity of planning and executing their own learning projects. Even if it is not a clear attribution to autonomy, Benson (2001) interprets it as an applicable practical project with some changes. Additionally, Kilpatrick's conclusions from Dewey's *theory of experience* and Thorndike's *laws of learning* were that "psychology of the child was the crucial element in the learning process. Children had to be able to decide *freely* what they wanted to do; the belief was that their motivation and learning success would increase to the extent to which they pursued *their own purposes*" (Knoll; 1997). Those conclusions share similarities with autonomy.

These expressions or studies show that philosophers or educators have encouraged and explained the concept of autonomy firstly just as a concept not giving a name to the situation and then made similar explanations which feed the idea of autonomy with different names.

Autonomy and independence have appeared in the fields of Philosophy, Psychology, Politics and Education as the keywords of the twentieth-century liberal western thought, as Benson and Voller (1997) asserted. As a political concept, autonomy gained importance with the minority rights movements after World War II, defining various ethnic, religious and linguistic minority groups' right to freedom of choice (Gremmo & Riley, 1995). Education was used to introduce autonomy to these minority groups. Adult education became a way of increasing sense of awareness and liberation in people, in some cases, of changing the environment itself. That is, if an individual is thought as 'a product of his/her society', he/she can also be thought as 'producer of his/her society' (Holec, 1981, p.3). According to Pemberton (Pemberton *et al.*, 1996, p.1 cited from Finch, 2002), learning how to learn is of more prominence than knowledge, and opportunities provided by technological developments to expand educational provision at the same time cut the costs. Different reasons also feed the concept of autonomy in education such as rising internationalism since the Second World War; adult learners and different learning needs, resulting in flexible learning programmes with varying degrees of learner-centredness and self-direction; increase in school and university populations, encouraging the development of new educational structures for dealing with large numbers of learners. Some forms of self-directed learning, with institutional support in the shape of counselling and resource centres, have been found helpful (Gremmo, 1995).

Eventually, the concept of 'autonomy' in language learning or teaching is firstly used with the Council of Europe's Modern Languages Project which was founded in 1971. The establishment of the *Centre de Recherches et d'Applications en Langues* (CRAPEL) at the University of Nancy, France became a main point for research and practice in the field. One of the purposes of the centre was to serve the adult language learners with access to second language materials. The goal was to encourage learners to have self-directed learning (Benson, 2001).

Autonomy started to become popular in language teaching and learning with the pedagogical concerns and approaches such as communicative language teaching (CLT) and learner-centered approach. The answer of why this new concept is so important and popular in language learning is that learners take responsibility for their own learning (Thanasoulas, 2000). Gremmo and Riley (1995) explain that popularity of autonomy in

language learning is associated with an ideological change away from consumerism and materialism towards an emphasis on the meaning and value of personal experience, quality of life, personal freedom and minority rights. Additionally, many other researchers have expressed the growing popularity of autonomous learning on the basis of ideological, psychological and economic reasons (Crabbe, 1993; Benson, 2001). The ideological reason implies the individual's right to construct his/her preferences. The psychological reason is that learners learn much better when they are responsible for their own learning because of cognitive, social and affective aspects involved in the learning process (memorization, significance, motivation etc.) (Dickinson, 1987; Broady and Kenning, 1996). The economic reason is that society cannot reach the high level of instruction required by industrial and commercial development via educational institutions especially in the aspect of technological changes because of their costs (Carré, 2005). Hence, individuals must be able to supply their own learning needs individually or cooperatively.

Popularity of autonomy comes from its important attribution to the learning and Little (2000) states the reasons of the importance of autonomy as;

1. If learners are themselves reflectively included in planning, monitoring and evaluating their learning, it is most likely that their learning will be more successful than otherwise as it is more sharply focused;
2. The same reflective inclusion should help make what they learn a fully integrated part of what they are, so that they can use the knowledge and skills acquired in the classroom in the world beyond.

As it is known and Benson expressed, the concept of autonomy is not originally and primarily a language learning concept (2001, p. 22). This situation may support the idea of existing relationship between popularity of autonomy and ideological changes in the world. However, it is certain that autonomy concept is indispensably under the influence of other fields as every single thing in the world has interaction with each other. Benson expresses that there are many involved factors such as political philosophy, educational reform, adult education, psychology of learning which have been used in connection with each other in the twentieth century (2001). Benson shows the main influences on autonomy with a figure (p.26).

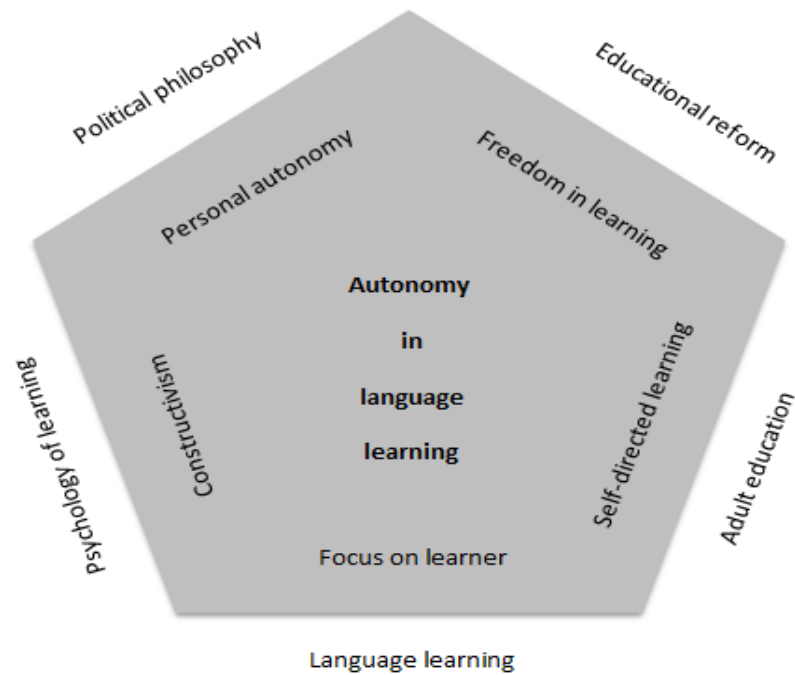


Figure 2.1. Major Influences on the Theory of Autonomy in Language Learning

This figure summarizes the previous paragraphs; the relationship between autonomy and the factors which influence the term autonomy in language learning.

2.4. Approaches to the Development of Autonomy

A continuous effort is necessary for the development of learner autonomy to help students process information in meaningful ways and become independent learners by developing effective strategies, transferring skills, as well as a greater sense of responsibility (Raya and Fernandez, 2002). In this respect, Benson (2001) classifies development of autonomy under six titles with various approaches:

2.4.1. Resource-based Approaches

Resource-based approaches emphasize independent interaction with learning materials. It includes self-access, self-instruction and distance learning. In the resource-based approach, various learning materials and freedom of choice are the basic elements. Learners analyze their needs, set objectives, plan a program of study, choose materials and activities, work without being supervised, and evaluate their own progress

(Sheerin,1997). In this way, learners are provided with various opportunities to direct their own learning.

2.4.2. Technology-based Approaches

Technology-based approaches emphasize independent interaction with educational technologies. Computer assisted language learning (CALL) and the Internet are the main instruments and student-produced video, computer-enhanced interactive video, electronic writing environments, concordance, informal CD-ROMs, e-mail language advising, and computer simulations may be the parts of these approaches. Technology-based approaches are effective in terms of the development of learner autonomy because of various opportunities for learners and the freedom to develop control and direct their own learning (Robbins, 2002; Raya and Fernandez, 2002; Benson, 2001; Schwienhorst, 1997; Schwienhorst, 2003 cited from Ozdere).

2.4.3. Learner-based Approaches

Learner-based approaches emphasize the direct production of behavioral and psychological changes in the learner. The production of behavioral and psychological changes which help learners to take greater control over their learning are of the main point. Learner-based approaches give importance to strategy training as direct and explicit training. Learners who acquire the ability to use strategies flexibly, appropriately, and independently are estimated as effectively autonomous.

2.4.4. Classroom-based Approaches

Classroom-based approaches emphasize learner control over the planning and evaluation of classroom learning. It provides learners to make decisions regarding their learning within a collaborative and supportive environment by planning of classroom activities and evaluation of their outcomes.

2.4.5. Curriculum-based Approaches

Curriculum-based approaches extend the idea of learner control to the curriculum as a whole. Curriculum-based approaches are effective in autonomous learning because learners may develop the capacity for control over their learning by exercising their autonomy at a number of levels. That freedom of choice makes learners accept more

responsibility automatically at an early stage of a course (Finch, 2000; Benson, 2001; Littlejohn, 1985).

2.4.6. Teacher-based Approaches

Teacher-based approaches emphasize the role of the teacher and teacher education in the practice of fostering autonomy among learners. Teacher-based approaches to learner autonomy focus on teachers' professional development. Teachers become facilitators, helpers, coordinators, counselors, consultants, advisers, knowers and resource people unlike a traditional teacher. Teachers help learners to be planners of their own independent language learning by means of needs analysis (both learning and language needs), objective setting (short and long), work planning, selecting materials and organizing interactions. Additionally, teachers guide learners to evaluate themselves (by assessing initial proficiency, monitoring progress, and peer-and self-assessment). Besides, teachers help learners acquire the skills and knowledge which is necessary for providing an autonomous atmosphere in the classroom by raising learners' awareness of language and learning, and by providing learner training to help them identify learning styles and appropriate learning strategies (Wright, 1987 as cited in Benson, 2001; Little; 2004). As learner autonomy starts with teacher autonomy in formal teaching environments through the teacher's attitudes and behaviours, teacher-based approaches are of great importance for effective autonomous learning. Little (2004) explains that the promotion of learner autonomy demands continuous awareness and discourse skills from teachers.

2.5. Characteristics of Autonomous Learner

The features of or expectations from an autonomous learner should be known to understand the recent situation on the topic. The characteristics of an autonomous learner will be given through the researchers' studies or perspectives.

Dickinson (2004) explains that autonomous learners are the ones who are aware of what is going on in their classes. Deciding on their own learning objectives and employing appropriate learning strategies consciously are their characteristics. For this reason, they collaborate with their teacher in the process. They also define their own use of learning strategies and the learning strategies which are not effective for their

learning. Cotterall (1995) agrees with Dickinson on the self assessment skills of autonomous learners and says “autonomous learners not only monitor their language learning, but also assess their efforts” (p. 199). Additionally, they can overcome problems caused by educational background, cultural norms and prior experience. Autonomous learners are of high level of motivation, confidence, adequate knowledge and skills (Littlewood, 1996).

Chan (2001) emphasized the common features of autonomous learners through a research in the Hong Kong Polytechnic University. According to the results of this study, autonomous learners are supposed to be “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” (Chan, 2001, p. 513).

Breen and Mann (1997, p 134 – 136) explain that autonomous learners;

- see their relationship to what is to be learned, to how they will learn and to the resources available as one in which they are in charge or in control;
- are in an authentic relationship to the language they are learning and have a genuine desire to learn that particular language;
- have a robust sense of self that is unlikely to be undermined by any actual or assumed negative assessments on themselves or their work;
- are able to step back from what they are doing and reflect upon it in order to make decisions about what they next need to do and experience;
- are alert to change and able to change in adaptable, resourceful and opportunistic ways;
- have a capacity to learn independently of the educational processes in which they are engaged;
- are able to make use of the environment they find themselves in strategically;
- are able to negotiate between the strategic meeting of their own needs and responding to the needs and desires of other group members.

Holec (1981) describes an autonomous learner with various aspects. An autonomous learner is capable of;

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition of proper speaking (rhythm, time, place, etc)
- evaluating what has been acquired

Rubin and Thompson (1982) describes good language learners through fourteen characteristics. Good language learners:

1. *find their own way and take charge of their learning.* They can decide on the method which is the most convenient for them.

2. *organize their study* of the language. They can regulate the information about the language they study.

3. are *creative*. They play with grammar, words, and sounds.

4. make their own *opportunities for practicing* the language. They can create an atmosphere for practising the language.

5. learn to *live with uncertainty*. They can keep going communication without obsessing meaning of every word.

6. use *mnemonics* and other memory strategies. They revive their memory with memory strategies to stop forgetting.

7. make *errors work for them*. They are not perfectionist about the language use.

8. *use linguistic knowledge*. They transfer knowledge of their first language to learn a second language.

9. use *contextual clues*. They support their comprehension of the language by contextualization.

10. learn to make *intelligent guesses*.

11. learn *chunks of language as wholes* and *formalized routines* to support their performance beyond their competence.

12. learn certain *tricks that keep conversations going*.

13. learn certain production techniques that also fill in the gaps in their own competence.

14. *learn different styles* of speech or writing to learn to vary their language according to the formality of the situation.

If we compare the expected characteristics of an autonomous learner and good learner, it can be easily seen that there are many common characteristics so in some ways it can be said that an autonomous learner is also a good learner.

The relationship between autonomy, independence and dependence can be summarized with the explanation “a number of researchers, in United Kingdom and Australia especially have preferred the term independence to autonomy, creating two terms for what is essentially the same concept. When independence is used as the synonym of autonomy, its opposite is dependence, which implies excessive reliance on the direction of teachers or teaching materials” (Benson, 2001, p.15). Hence, it seems that comparing the characteristics of dependent and autonomous learner can ease the comprehension of the autonomous learners’ characteristics (Mynard and Sorflaten, 2003; cited from Piñon, Alvarenga and Pinto, 2012).

Table 2.2.

Dependent and Autonomous Learners

<i>Dependent learners</i>	<i>Autonomous learners</i>
<ul style="list-style-type: none"> • Rely heavily on the teacher • Cannot make decisions about their learning • Do not know their own strengths and weaknesses • Do not connect classroom learning with the real World • Think that the teacher is wholly responsible for their learning 	<ul style="list-style-type: none"> • Are self-reliant • Can make informed decisions about their learning • Are aware of their strengths and weaknesses • Are able to transfer classroom learning to the real World • Take responsibility for their own learning

Table 2.2 (*continued*)

<ul style="list-style-type: none"> • Do not possess metacognitive and metalinguistic awareness • Are not able to plan their learning • Need extrinsic motivators such as grades or rewards • Do not reflect on how well they are learning and the reasons 	<ul style="list-style-type: none"> • Possess metacognitive and metalinguistic awareness • Plan their learning and set goals • Are intrinsically motivated by making progress • Often reflect on the learning process and their own progress
<ul style="list-style-type: none"> • Are not able to assess their learning 	<ul style="list-style-type: none"> • Possess the ability to self-access

2.6. Studies Related to Learner Autonomy in Literature

The concept ‘autonomy’ is very popular in literature and this popularity provides many related studies. So, presenting all the studies on it will not be possible in this paper. However, studies of different perspectives or aspects will be tried to be presented.

Chan (2001) studied on the readiness of learners for learner autonomy in Hong Kong Polytechnic University. Chan investigated the applicability of learner autonomy in the tertiary classroom. The study investigated learners’ readiness for learner autonomy by exploring their attitudes and expectations of language learning, in addition to their learning preferences and perceptions of learner autonomy. The study results revealed that students gained an initial awareness of different roles of the teacher and themselves, existence of various learning preferences and approaches, and the choice over different learning practices and procedures. The study revealed also two guiding principles for the design of any autonomy-oriented classroom activities; a lot of rooms for student involvement and a wide range of learning conditions and group activities to stimulate motivation and interest. As a conclusion, it is reported that learner autonomy was applicable at tertiary level classrooms in the study field, and the students were more responsive to autonomy as an important goal.

Cotterall (1995) studied on learner beliefs and effects of these beliefs on readiness for autonomy. A questionnaire on learner beliefs about language learning was used to gather data. Six factors were reported as a result of factor analysis. These were

(1) role of the teacher, (2) role of feedback, (3) learner independence, (4) learner confidence in study ability, (5) experience of language learning, and (6) approach to studying. Results of the study revealed that beliefs of learners in terms of the stated factors have an important role in promoting learner autonomy. The results of the study which present an essential awareness for developing learner autonomy also suggested that learners and teachers can hope to construct a sharing understanding of the language learning process, and of their roles in it.

Usuki (2000) investigated the difficulties of Japanese EFL learners. The difficulties in language learning are rated as; complexity, combination, pronunciation, making proper shapes, negative feelings such as poor confidence and self-evaluation and helplessness, worries and lastly difficulties with the teacher. It is suggested that the most important point is the learners' trust in their potential for development of autonomy and awareness of their capacity to be able to make a positive learning process. On the other hand, teachers need to improve their own quality of teaching and share ideas with their learners for autonomous learning and teaching.

Reinders (2000) investigated learners' perspective of learner autonomy and also Self-Access Language Learning in an English Proficiency Programme through both qualitative and quantitative instruments. It provided an evaluation of the success of these course elements as well as an interpretation of students' understanding of the related concepts. According to the research results, consciousness, consciousness of making choices about what to learn, how to learn it, consciousness of progress etc. have great importance for the process. It is concluded that the problem lies in the words 'informed' and 'appropriate'. One cannot make informed choices about what to learn or selecting appropriate strategies without being conscious of it. Language learner should be completely conscious of his or her learning, and of all aspects related to this.

Sakai, Takagi and Chu (2010) made a study to discover what students in Japan and Taiwan think about learner autonomy with regard to their responsibility in learning English, to discover what aspects would separate female students from male students in their attitudes toward English learning, and to discover how students would like to be involved in class management. The results showed that students would like to get involved in various aspects of decision-making in class such as "setting goals and evaluating the lesson," and "making choices", and take responsibility of their own

learning. However, the study also revealed that they had not been taught how to do them well.

Yang (1998) investigated the contribution of a program which was designed to promote autonomy of students at a Taiwanese University for 4 years. Combination of learner strategy instruction with the content course of L2 acquisition was used. It is reported that the program raised students' awareness of language learning strategies, developed the use of strategies by the students, led students to assess their own language proficiency, set their goals and evaluate the progress, and helped students to experience greater autonomy in learning.

Oh (2002) investigated the changes of four Korean learners' beliefs throughout the introduction of learner autonomy in consultation sessions and also questioned the process how learner beliefs influenced learners' learning actions, which mean learners' general approach to learning. The study was made in an ESL adult class at a community education center. Semi-structured interviews, classroom observations, open consultations, researcher's reflective journal and e-mail correspondence were used to collect data. There were 3 key concepts throughout the consultation model: consultant's listening, consultant's and learners' negotiation, and reflection. According to the study results, there are three important findings: 1) all four learners' ESL learning beliefs interacted with their autonomy productively or less productively; 2) the four learners' ESL learning beliefs influenced their varying degrees of openness to utilize a new learning mode (one-to-one consultation); 3) whereas three informants clearly developed their autonomy, one informant's initially low autonomy was promoted at an extremely slow pace in this study.

Wilson (2004), investigated the correlation between racial identity development and learner autonomy. Participants were 202 African-American college students of a 4-year university in Virginia. The Racial Identity Attitude Scale (RIAS-L) and the Learner Autonomy Profile (LAP) were used in data collection. While RIAS-L was used for measuring students' social and political attitudes toward the Black race, the LAP was used for assessing learner autonomy. The results showed that the levels of learner autonomy which is dependent on the stage of racial identity development differentiate significantly. Another result was that the participants' *desire to learn* scores were at

different levels in each stage of racial identity development. Eventually, it is reported that there is a correlation between racial identity development attitudes and learner autonomy components.

Yumuk (2002) investigated how an Internet information search-based programme in an academic course can promote learners of a traditional view of learning to become more autonomous learners. The study was conducted with third –year English-speaking translation students at a university in Turkey. The aim of the study was designing and evaluating a programme to promote a change in students' attitudes from traditional learning to more autonomous learning. The results of the study revealed that the promotion of learner autonomy was possible through this programme. The program had students develop an understanding of their own learning process and become more self-confident in questioning their teacher-dependent learning habits.

Sancar (2001) studied on identifying the learner attitudes of EFL student teachers in terms of learner autonomy in a formal language learning context and investigated whether university teaching is contributing to learner autonomy. The participants of the study were 113 first-year and 96 third-year student teachers and 11 teachers in the English Language Teaching Department of Uludağ University, Turkey. Questionnaires and interviews were used as instruments while collecting data. The results revealed that the student teachers tended to be autonomous in their language learning because of their contact with the foreign culture via their course books, cassettes and videos and the student teachers need guidance to feel more responsible for their language learning, and for awareness-raising about learner autonomy.

Yildirim (2005), investigated ELT students' perceptions and behaviors related to learner autonomy both as learners of English and as future teachers of English. First year and fourth year students attended the study. Fourth year students were considered to be future teachers of English in this study and it was aimed to explore whether the teacher education program they received in the ELT department had made any difference in their perceptions. The results of the study revealed that both 1st year and 4th year students gave more responsibility to their teachers for the methodological aspects of their learning such as deciding on what to learn, and materials and activities to be used in class. The results also showed that in spite of the teacher education program they received, fourth year students' perceptions of responsibility did not

change and they still see the teacher as the one who should take most of the decisions about students' learning.

Özdere (2005) investigated state-supported provincial university instructors' attitudes towards learner autonomy and towards sharing instructional responsibilities with learners regarding the aspects of students' own learning. The study was conducted with 72 English language instructors working at 6 different universities (Afyonkarahisar Kocatepe University, Akdeniz University, Balıkesir University, Muğla University, Niğde University, and Zonguldak Karaelmas University) in Turkey. The results of the data analysis revealed that participating instructors had attitudes varying from neutral to slightly positive towards learner autonomy in their formal teaching environments. They considered some areas of teaching and learning as more suitable than others for the implementation of learner autonomy. The outcomes also showed that the participating instructors' attitudes towards learner autonomy changed depending upon the facilities they were provided by their universities and the opportunities for authentic language use in their environments. Moreover, the findings revealed that an in-service training for the instructors, and systematic and planned adjustments in the curricula might contribute to the promotion of learner autonomy in these universities.

Kocak (2003) conducted a study with 186 preparatory students at Baskent University. The aim of this study was to investigate if the students attending English Language Preparatory School at Baskent University were ready to be involved in autonomous language learning. The questionnaire in the study aimed to examine students' perceptions related to their motivational level in learning English, their metacognitive strategies, their perceptions of their own and their teachers' responsibilities in learning English and their autonomous practices outside the class. The study results showed that the students considered the teacher more responsible than themselves for their learning process, especially in the methodological aspects of learning. The researcher concludes that participants' unwillingness to take responsibility in these areas of their learning might result from their teacher-dependent learning characteristics. This result implies that the participants are not ready for the responsibility transfer from the teacher to themselves especially for the formal aspects of their learning.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This study was designed to investigate Turkish high school language learners' thoughts on their awareness level of autonomy considering their classes and genders. The following questions were aimed to answer;

1. On autonomous learning awareness;
 - a) What are the thoughts of language learners about the roles of language learners in learning process?
 - b) What are the thoughts of language learners about learner autonomy?
 - c) What are the thoughts of language learners about responsibilities in language learning?
 - d) What are the thoughts of language learners about the reasons of language learning?

2. On autonomous learning awareness of learners who study at language classes and who are from other classes;
 - a) What are the thoughts of language learners about the roles of language learners in learning process?
 - b) What are the thoughts of language learners about learner autonomy?
 - c) What are the thoughts of language learners about the responsibilities in language learning?
 - d) What are the thoughts of language learners about the reasons of language learning?
 - e) Is there an appreciable difference among the thoughts?

3. On personal variables (gender and class);
 - a) Is there an appreciable difference among the thoughts of language learners about the roles of language learners in learning process?
 - b) Is there an appreciable difference among the thoughts of language learners about learner autonomy?
 - c) Is there an appreciable difference among the thoughts of language learners about responsibilities in language learning?
 - d) Is there an appreciable difference among the thoughts of language learners about the reasons of language learning?

This chapter is composed of four sections. The first section includes the participants in the study and their profiles. The second section describes the materials and instruments used. The third section presents the data collection procedures. The last section gives information about how the data were analyzed.

3.2. Participants

The study was conducted at Afyonkarahisar Anatolian Teacher High School. At first, it was planned to conduct the study with 125 participants but because of some factors such as absent students, problems on weekly schedules, the number of students declined. At the end, 98 high school students from ninth grades, language classes and science classes completed the learner autonomy questionnaire.

Afyonkarahisar was preferred to conduct the study because the researcher reside in that city and conducting the study in the borders of her residence helped me during the process. On the other hand, Anatolian Teacher High School which has 79.83% success rate among all the other teacher high schools in Turkey in the year of 2010 was preferred because it is believed and known that teacher high schools have a significant success rate and it was aimed in the study to examine if autonomous learning is a part of these success rates.

The participants' responses are examined according to their classes and also their genders. Table 1 shows the distribution of the personal information about the participants.

Table 3.1.

Distribution of Participants

GENDER	CLASS			Total	
	9th Grade	Language Classes	Other Classes (Science)		
Female	f	33	8	20	61
	%	54,1	13,1	32,8	100,0
Male	f	22	3	12	37
	%	59,5	8,1	32,4	100,0
Total	f	55	11	32	98
	%	56,1	11,2	32,7	100,0

As can be seen in Table 3.1, the great proportion of the participants were female or 9th grade students related to the general range of the features in the school.

3.3. Instruments

In this study, questionnaires were used as instruments in data collection. As Cohen and Manion (1994) mentioned, questionnaires are the most practical instruments to gather information from larger groups. Accordingly, many other researchers such as Cotterall (1995), Camilleri (1999), Chan (2001 and 2003), Özdere (2005), Durmus (2006), Karabiyik (2008) preferred questionnaires for data collection in their studies.

The questionnaire of the present study is of five sections and these sections are presented in the following paragraphs.

In section I, participants' background information was asked including their gender, grade and class. These questions were asked to see if there is an appreciable relationship between gender or class and learner autonomy.

In section II, roles of students which were adapted from Holden&Usuki (1999) were asked to the participants. This section is of five questions which include implications for autonomous learners' roles in learning process.

'Autonomy Learner Questionnaire' which was formed by Egel in 2003 composed Section III. The questionnaire was adapted from Karagol's study. Statistica program was used to measure the Cronbach Alpha reliability of the questionnaire. The questionnaire consists of 44 items including nine dimensions on language learning (Section III). Table 3.2 indicates nine points of the questionnaire.

Table 3.2.

Nine Dimensions in Autonomy Learner Questionnaire

Section	Number of items	Focus	Questions
Dimension 1	6 items	Readiness for Self-direction	What are the learners' beliefs relating to self-directed learning in general?
Dimension 2	7 items	Independent Work in Language Learning	What are the learners' beliefs relating to independent work in language learning?
Dimension 3	8 items	Importance of Class/ Teacher	How important do learners see the class/the teacher in their language learning?
Dimension 4	5 items	Role of Teacher:Explanation/ Supervision	What importance do learners give to teacher explanation and supervision?
Dimension 5	4 items	Language Learning Activities	In relation to particular language learning activities, what are the learners' attitudes?
Dimension 6	3 items	Selection of Content	What are the learners' attitudes relating to selection of content for language learning?
Dimension 7	2 items	Objectives/ Evaluation	How confident do learners feel about defining objectives?
Dimension 8	5 items	Assessment/ Motivation	How important is external assessment in motivating the learners' work?
Dimension 9	4 items	Other Cultures	What are the learners' attitudes relating to the culture of other countries?

(Egel, 2003)

The Autonomy Learner Questionnaire constitutes the important part of the present study both with the number of questions and with its various dimensions.

Section IV included the responsibility dimension of autonomy which is of important focus point on learners' readiness for learner autonomy. That section was adapted from a questionnaire of Chan (2002) developed for the purpose of investigating the learner autonomy readiness of tertiary students in Hong Kong.

Holec's definition of autonomy "the ability to take charge of one's learning" (1981, p.3) and explanation of responsibility aspects as defining objectives, contents, materials and techniques, the place and pace of learning and evaluating what has been learned in the language learning process made that section significant for the purpose of the present study. Accordingly, that section of the questionnaire focused on learners'

perceptions of their own and their teachers' responsibilities. It is of 13 items answers of which were arranged with the five-point Likert scale ranged from '1' (not at all) to '5' (completely).

Section V was formed to define the language learning reasons to see if there is a relationship between the language learning reasons and learner autonomy. It includes 10 questions which were also arranged with the Likert scale that ranged from '1' (Certainly Disagree) to '5' (Certainly Agree) and an open ended part to add learners' own reasons for language learning.

3.4. Pilot Study

The questionnaire was piloted with 38 participants in order to see the problems that could arise during the administration and take precautions for these problems. Participants' ideas were also asked about the questionnaire whether there were any incomprehensible parts or any problematic statements in the questionnaire.

The responses were highly positive and every item in the questionnaire was found clear to understand. On the other hand, Turkish translations of every item were appreciated as it prevented the misunderstandings.

3.5. Data Collection Procedure

In the study, data collection procedure was completed through mostly quantitative and also qualitative instruments. Quantitative data collection was made through the Likert-type scales and qualitative data collection was made through the open ended section where the participants could add their extra language learning reasons. The questionnaire was conducted in English and also Turkish to avoid the confusion or misunderstanding that could arise from unknown words or structures of the second language. Accordingly, in the open ended part participants were left free to express their language learning reasons in English or Turkish in order to provide comfortable conditions to express themselves easily and clearly.

Before applying the questionnaire, the participants were informed about the questionnaire, its importance for the study and it was guaranteed that the results would be used just for academic purposes and have no effect on course grades. Additionally, it

was emphasized that the participants' names or school numbers would not be asked so they could answer how they think or feel actually.

3.6. Data Analysis

The data for the present study is of quantitative data gathered via questionnaires and also qualitative data gathered via an open ended part of responses on language learning reasons of participants. For the data analysis of the questionnaire, the Statistical Package for Social Sciences (SPSS 15.00) was used. Quantitative data were analysed by calculating percentages, frequencies, means and standard deviations. As the number of participants was not high, non-parametric techniques were used. Thus, for the comparison of gender, one of the non-parametric techniques Mann Whitney U Test was used and for the comparison of class variable, Kruskal Wallis Test was used. Besides, after Kruskal Wallis Test was used for the comparison of class variable, since an appreciable difference was seen, Mann Whitney U Test was also used to describe the reason of the difference. In all comparisons significance level was used as 0.05. On the other hand, for the data analysis of the qualitative data gathered from the open ended part, content analysis was used. The responses gathered from the open-ended part were grouped and interpreted according to the classes.

Cronbach Alpha coefficient was calculated for reliability to measure the internal consistency of the instruments and Cronbach Alpha of questionnaire items was 0,782 which can be accepted as a high internal consistency.

In the present study, a five point Likert-scale ranging from "1" representing *Not at all/ Certainly disagree* to "5" representing *All the time/Certainly agree* was used. The point intervals of the scale for grading participants' thoughts are presented in Table 3.3.

Table 3.3.

Point Limits Used in Interpreting the Choices in the Scale

Choices	Points	Point Intervals
Certainly Disagree/Not at all	1	1.00-1.79
Disagree/Seldom	2	1.80-2.59
Neutral/Sometimes	3	2.60-3.39
Agree/Often	4	3.40-4.19
Certainly Agree/All the time	5	4.20-5.00

In the responsibility section of the questionnaire, a five point Likert-scale ranged from “1” representing *Completely the teachers’* to “5” representing *completely mine* was used. The point intervals of the responsibility section are presented in Table 3.4.

Table 3.4

Point Limits Used in Interpreting the Choices on Teacher and Student Responsibilities

Choices	Points	Point Intervals
Completely the teacher’s	1	1.00-1.79
Mosly the teacher’s	2	1.80-2.59
Half mine, half the teacher’s	3	2.60-3.39
Mostly mine partly the teacher’s	4	3.40-4.19
Completely mine	5	4.20-5.00

As the items of *responsibility* section investigate the distribution of responsibility between the learner and the teacher, range of scale of this section is formed differently from the previous sections’ range.

CHAPTER FOUR

4. RESULTS

4.1. Introduction

The present chapter of this study includes presentation of the results. The results will be presented respectively to the research questions. Then the responses to the open ended part and dimensions of Autonomy Learner Questionnaire will be presented.

4.2. Results of the First Research Question: on Autonomous Learning Awareness

The first research question of the study was examined through the four dimensions of the questionnaire. The mean value and standard deviation of the answers were calculated.

Table 4.1.

Thoughts of High School Learners on Their Learner Autonomy Awareness

Dimensions	N	Mean	Std. Dev.
Student Roles	98	3,93	0,64
Autonomy Learner	98	3,14	0,38
Responsibility	98	2,87	0,47
Reasons for Language Learning	98	3,92	0,60
General Total	98	3,25	0,31

As can be seen in Table 4.1, of all the dimensions *student roles* has a significant mean value representing “often”, *reasons for language learning* follows that dimension with a very close value representing “often”, the next dimension coming after those is *learner autonomy* representing “sometimes” and the lowest mean value is *responsibility* dimension representing “half mine half the teacher’s”. General total of the mean value represents “sometimes”.

According to the results, the thoughts of learners on their learner awareness, student roles and language learning reasons represent “often/agree”, learner autonomy is of “sometimes”, responsibility is finally “half mine half the teacher’s”. Thus, it can be concluded that learners have the idea that they should be mostly autonomous or

independent on the dimensions of student roles and language learning reasons. Learner Autonomy dimension shows that students accept being autonomous with its all inner dimensions. In general, students seem to be open to be autonomous not fully but partly.

4.3. Results of the Second Research Question: Thoughts of Learners on Learner Autonomy to Their Class Choices- Language Classes versus Other Classes

In the present subtitle, the second research question was examined through the four dimensions of the questionnaire. Firstly, the learners who are not language class students and then the language class students were examined. Mean and standard deviations of the groups' answers were calculated.

4.3.1. Thoughts of Learners who are not Language Class Students on Learner Autonomy

The learners who are from science classes and at the first year of their high school education period were examined in that part.

Table 4.2.

Thoughts on Learner Autonomy of High School Learners who are not Language Class Students

Dimensions	N	Mean	Std. Dev.
Student Roles	87	3,88	0,64
Autonomy Learner	87	3,11	0,39
Responsibility	87	2,84	0,49
Reasons for Language Learning	87	3,92	0,62
General Total	87	3,22	0,31

As it is seen in Table 4.2, of all the dimensions, *reasons for language learning* has a significant mean value representing “often”, *student roles* follows that dimension with a very close value representing “often”, the next dimension coming after those is *autonomy learner* representing “sometimes” and the lowest mean value is *responsibility* dimension representing “half mine half the teacher’s”. General total of the mean value represents “sometimes” also as in the mean of all participants’ scores.

In short, considering the general mean value of the group answers, learners who are not language class students think that they are sometimes autonomous.

4.3.2. Thoughts of Learners who are Language Class Students on Learner Autonomy

Language class students are examined through mean and standard deviation calculations.

Table 4.3.

Thoughts of Learners who are Language and Science Class Students on Learner Autonomy

Dimensions	N	Mean	Std. Dev.
Student Roles	11	4,29	0,55
Autonomy Learner	11	3,41	0,22
Responsibility	11	3,11	0,21
Reasons for Language Learning	11	3,90	0,42
General Total	11	3,48	0,18

Table 4.3 shows that *student roles* dimension has a quite high mean value representing “certainly agree/all the time”, the next dimensions are *reasons for language learning* and *autonomy learner* representing “agree/often” and the lowest mean value is *responsibility* dimension representing “half mine half the teacher’s”. General total of the mean value represents “agree/often” as in the general mean of all participant scores.

According to the results, it can be said that language class learners think that they are often autonomous in learning process.

4.3.3. Thoughts of Learners who are Language Class and Other Class Students on Learner Autonomy

In that part, the results of Mann U Witney Test which was applied to define whether there is an appreciable difference between the language class students and others are presented.

Table 4.4.

Mann U Witney Test Results of Learner Autonomy Awareness of High School Students to the Class Differentiation- Language Classes versus Other Classes

Dimensions	Classes	N	Sequence	Sum of ranks	U	P
Student Roles	Other Classes	87	47,33	4117,50	289,500	,03*
	Language Classes	11	66,68	733,50		
Autonomy Learner	Other Classes	87	46,80	4072,00	244,000	,00*
	Language Classes	11	70,82	779,00		
Responsibility	Other Classes	87	47,24	4109,50	281,500	,03*
	Language Classes	11	67,41	741,50		
Reasons for Language Learning	Other Classes	87	49,80	4332,50	452,500	,76
	Language Classes	11	47,14	518,50		
General Total	Other Classes	87	46,79	4071,00	243,000	,00*
	Language Classes	11	70,91	780,00		

*p<.05

Table 4.4 indicates that when the class differentiation is considered, of all the dimensions, *student roles* ($p<.05$, $U=289,500$), *autonomy learner* ($p<.05$, $U=244,500$) and *responsibility* ($p<.05$, $U=281,500$) present an appreciable difference with the significance level of .05 ($p<.05$, $U=902,500$). However, *reasons for language learning* does not present an appreciable difference between language class students and other class students ($p>.05$, $U=452,500$). As the table is interpreted as total, it can be clearly seen that class differentiation creates an appreciable difference on the thoughts of learner awareness scale ($p<.05$, $U=243,000$).

As we examine the mean value of language class and other class students' scores in the dimensions which were found to be appreciably different, it can be seen that the mean value of language classes is higher than the mean value of other class students in the *students roles*, *autonomy learner* and *responsibility* dimensions.

In that case, it can be concluded that language class students think to be more autonomous than other class students in the dimensions explained in the previous paragraph. Hence, it can be said that class differentiation is an effective variable for *student roles*, *autonomy learner*, *responsibility* but just not for *language learning reasons*.

4.4. Results on the Third Research Question: Thoughts of Learners on Learner Autonomy to the Gender and Class Variables

In the present subtitle, the third research question was examined through the four dimensions of the questionnaire. Firstly, the learners were examined according to their genders and then their classes. Mann U Witney Test and Kruskal Wallis H test were used in the analysis of the data.

4.4.1. Thoughts of Learners on Learner Autonomy to the Gender Variable

In that part, the results of Mann Witney U Test which was applied to define whether gender variable creates an appreciable difference on learner autonomy awareness are presented.

Table 4.5.

Mann Witney U Test Results of Learner Autonomy Awareness of High Shool Students to the Gender Variable

Dimensions	Gender	N	Mean Rank	Sum of Rank	U	p
Student Roles	Female	61	49,53	3021,50	1126,500	,99
	Male	37	49,45	1829,50		
Autonomy Learner	Female	61	53,48	3262,00	886,000	,08
	Male	37	42,95	1589,00		
Responsibility	Female	61	48,43	2954,50	1063,500	,63
	Male	37	51,26	1896,50		
Language Learning Reasons	Female	61	54,74	3339,00	809,000	,02*
	Male	37	40,86	1512,00		
General Total	Female	61	53,70	3276,00	872,000	,06
	Male	37	42,57	1575,00		

*p<.05

As can be seen in Table 4.5, while gender variable does not present an appreciable difference in *student roles*, *autonomy learner*, *responsibility*, it only presents an appreciable difference in *language learning reasons* with 0.05 significance level ($p<.05$, $U=809,000$). Accordingly, gender variable does not create an appreciable difference throughout the learner autonomy scale.

In that case, it can be concluded that gender variable is not effective throughout the *learner roles*, *autonomy learner* and *responsibility* dimensions but only effective throughout the *language learning reasons*. As the mean values of male and female

students in language learning reasons, the female students' mean value indicates 54,74 and male students' mean value is 40,86. This situation can be interpreted as that the difference is caused by the female students' thoughts. That is to say, female students are more willing to be autonomus than male students in the language learning reasons dimension.

4.4.2. Thoughts of Learners on Learner Autonomy to the Class Variable

In this part, the results of Kruskal-Wallis H Test which was applied to define whether class variable creates an appreciable difference on learner autonomy awareness are presented.

Table 4.6.

Kruskal-Wallis H Test Results of Learner Autonomy Awareness of High Shool Students to the Class Variable

Dimensions	Class	N	Mean Rank	sd	X ²	p	Source of Difference
Student Roles	9th Grade	55	48,29	2	4,746	,09	--
	Language Classes	11	66,68				
	Science Classes	32	45,67				
Autonomy Learner	9th Grade	55	44,41	2	8,033	,02*	1-2 2-3
	Language Classes	11	70,82				
	Science Classes	32	50,92				
Responsibility	9th Grade	55	48,86	2	5,427	,07	---
	Language Classes	11	67,41				
	Science Classes	32	44,44				
Language Learning Reasons	9th Grade	55	48,30	2	,503	,78	----
	Language Classes	11	47,14				
	Science Classes	32	52,38				
General Total	9th Grade	55	45,28	2	7,451	,02*	1-2 2-3
	Language Classes	11	70,91				
	Science Classes	32	49,39				

*p<.05 (1=9th Grade, 2=Language Classes, 3=Science Classes)

Table 4.6 indicates that class variable presents a clear appreciable difference in *autonomy learner* dimension [$X^2_{(2)}=8,033$, $p<0.05$] and throughout all the dimensions of the scale [$X^2_{(2)}=7,451$, $p<0.05$].05. Mann Whitney U Test was used in order to define where the differences originate in autonomy learner dimension and throughout all the dimensions of the scale. The test results show that the differences arise both between 9th grade and language classes and between science classes and language classes.

According to the results of the test which was applied to describe the reasons of the difference, language class students think to be more autonomous than both 9th grade students and science class students. Similarly, when the table is interpreted as total, it can be seen that language class students think to be more autonomous than both 9th grade students and science class students. In that case, Mann-Whitney U test results present that *autonomy learner* and the total scale create an appreciable difference for language class students.

4.5. Responses to the Uncompleted Statement

An uncompleted statement was given to students to complete in order to define the reasons which learners learn English as a second language. The responses were grouped considering the classes.

Table 4.7.

Categorization of the Responses from 9th Grade Students to the Uncompleted Statement “ I learn English because...”

Categories	Participant Responses
Social factors	It will widen my world knowledge.(5) I want to understand English talking people. (3) I want to meet more people. (2)
Interests	I love English. (12) I want to talk in English fluently.(4) I believe I will improve myself through English. (2) I feel good when I talk in English.(3) When I watch an English film, I want to know what they mean.(3) It is funny.(1) I love watching foreign tv series. (3) I want to understand songs, movies without subtitles. (8)
Obligatory factors	We have English exams.(1) Four-hour English courses influence our diploma grade. (2) I have to. It is a lesson. (10)
Professional factors	It will be beneficial for my future job. (30) There will be no need to take prep class at university. (2) I want to be a game producer and English is necessary for programmes. (1) It will be easy to get a job. (2) I want to go abroad and work. (4)

Firstly it should be known that in the categorization, the expressions which are the same with the items in the questionnaire were not represented. However, some of them which are repeated with a significant number were presented with their coefficients. While some of the participants mentioned that they didn't understand why they had to learn English, a significant number of the participants added that they want to learn English in order to understand the movies and song lyrics, which was an item used in the questionnaire. The first attracting feature of the responses is that the participants see English as a matter of the future not of today or their daily life. Accordingly, the expressions focus on the benefits and necessity of learning language in addition to uncertainty about the obligation of learning it. However, as given in the 'interests' categorization, some of the participants found the ways to benefit from and use it.

Table 4.8.

Categorization of the Responses from LC Students to the Uncompleted Statement “ I learn English because...”

Categories	Participant Responses
Social factors	English is the most common language.(2) When I go to abroad, I want to talk fluently to other people.(3) My teacher in my primary school stimulated me to learn English well.(1) My point of view about world will be different.(4) I want to meet and talk to foreign peoples. (3)
Interests	I love English and its culture.(5) I want to go abroad.(4) I enjoy understanding what foreigners say to me.(3)
Obligatory factors	X
Professional factors	I want to make my living by using English.(4) I want to be an English Translator.(2) I decided to be an English teacher.(2) My purposes in my life are living in the USA, teaching English at university and speaking English fluently.(1) When I graduate from a university, I will find a good job easily thanks to English. (2)

It can be clearly seen that LC students are more aware of the advantages of knowing a second language and they use more specific and clear expressions to tell their second language learning reasons. These clear expressions are mostly used in the ‘professional factors’. LC students also didn’t use a word meaning English is an obligation for them to learn.

Table 4.9.

Categorization of the Responses from SC Students to the Uncompleted Statement “ I learn English because...”

Categories	Participant Responses
Social factors	<p>It will ease my life at all points. (3)</p> <p>I want to learn English, because I want to understand other people in other countries, English films and musics. (3)</p> <p>I want to be more knowlegeable and cultured.(4)</p> <p>When I was in England, it helped me a lot. (1)</p> <p>It is necessary as it is a world language. (2)</p> <p>I can meet new people during my overseas trips.(4)</p> <p>I want to talk and communicate in English easily. (7)</p>
Interests	<p>Computer games are in English and I like to understand them.(1)</p> <p>Knowing a second language feels better. (2)</p> <p>I love English and I am skillful in English. (9)</p> <p>I want to go abroad. (9)</p>
Obligatory factors	<p>It is a must to have a better life. (3)</p> <p>It is a four-hour lesson so I want to take good grades. (1)</p>
Professional factors	<p>It will help me in my future job and academic career. (8)</p> <p>I want to be an arthitect/doctor abroad.(2)</p>

SC students’ expressions are especially on the social factors. Their words can be interpreted as they see language as a supportive factor in their professional and especially social lives and they give importance to second language. On the other hand, an uncategorized expression of this group was noteworthy; “the anxiety caused by the university exam makes our interests towards English diminish.”

4.6. Findings of Autonomy Learner Questionnaire Dimensions

ALQ (Autonomy Learner Questionnaire) is of nine dimensions and the dimensions are examined respectively. Firstly, statistical scores of each dimension are represented in one table and then each dimension is examined separately with histograms.

Table 4.10.

Statistics of ALQ Dimensions

Dimensions	N	Mean	Std. Dev.
1. Readiness for Self-Direction	98	3,28	0,73
2. Independent Work in Language Learning	98	3,09	0,79
3. Importance of Class/ Teacher	98	3,06	0,44
4. Role of Teacher: Explanation/ Supervision	98	3,21	0,83
5. Language Learning Activities	98	3,04	0,88
6. Selection of Content	98	3,12	0,73
7. Objectives	98	3,93	0,97
8. Assessment	98	2,90	0,61
9. Other Cultures	98	3,14	1,05
General Total	98	3,14	0,38

4.6.1. ALQ Dimension 1- Readiness for Self- Direction

Six items referring to readiness for self-directed learning construct that dimension. These items which are given below quest to what extent the participants are ready to contribute to the activities of self-directed learning in second language learning. Each of the items in this dimension is related to learner independency. The items used in this dimension are:

Item 1: When I am learning English I try to relate the new things I have learned to my former knowledge.

Item 3: When I hear someone talking in English, I listen very carefully.

Item 4: I want to talk in English with my family or friends.

Item 16: In the future, I would like to continue learning English on my own/without a teacher

Item 28: If I haven't learnt something in my English lesson, I am responsible for it.

Item 32: I hesitate on the matter of compensating what I have missed in English lessons.

The following figure represents the mean value and standard deviation of the first subdimension of *autonomy learner* questionnaire.

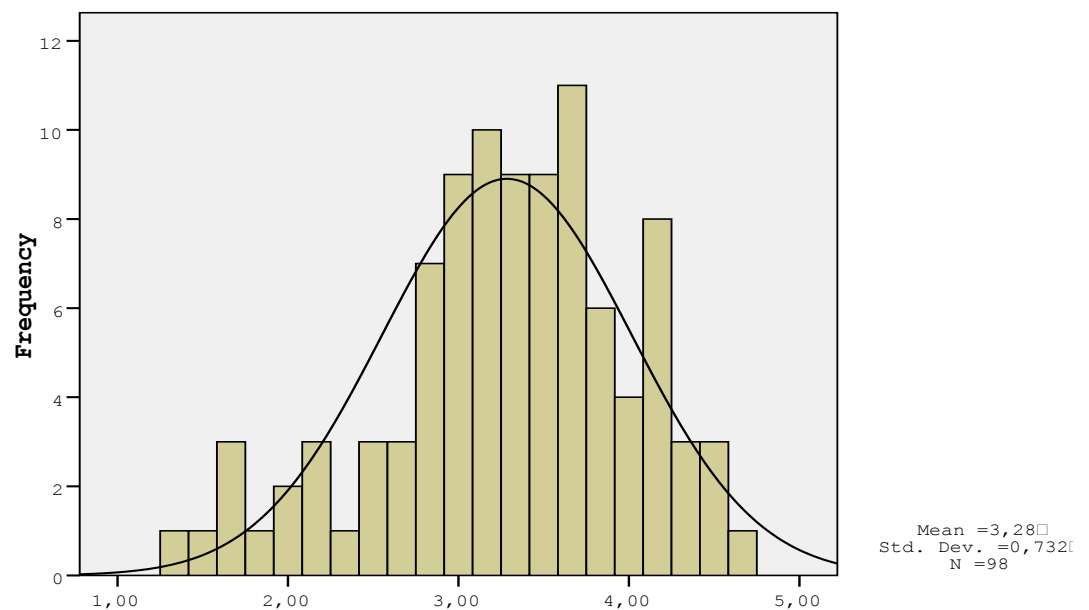


Figure 4.1. ALQ Dimension 1- Readiness for Self- Direction

As can be seen in Table 4.10 or Figure 4.1, the mean value of items of this dimension represents “sometimes” which is closer to “often”. It means the participants are not totally but moderately ready to participate in self-directed learning activities of second language learning. It can be concluded from this score the participants are not totally dependent and closed for self-directed learning.

4.6.2. ALQ Dimension 2- Independent Work in Language Learning

This dimension is of seven items which imply independent learning in learning process. That is, items of this dimension quest whether the participants can work

independently of teacher control. Items given in this sub-dimension are presented in following.

Item 2: I use other English books and resources on my own will.

Item 5: It is my own preference to read English books written in basic English.

Item 6: While learning English, I like activities in which I can learn on my own.

Item 7: I like trying new things while I am learning English.

Item 10: If I cannot learn English in the classroom, I can learn working on my own.

Item 20: I like learning English words by looking them up in a dictionary.

Item 35: I think that I learn English better when I work on my own.

The following figure represents the distribution of the mean value and standard deviation of these items.

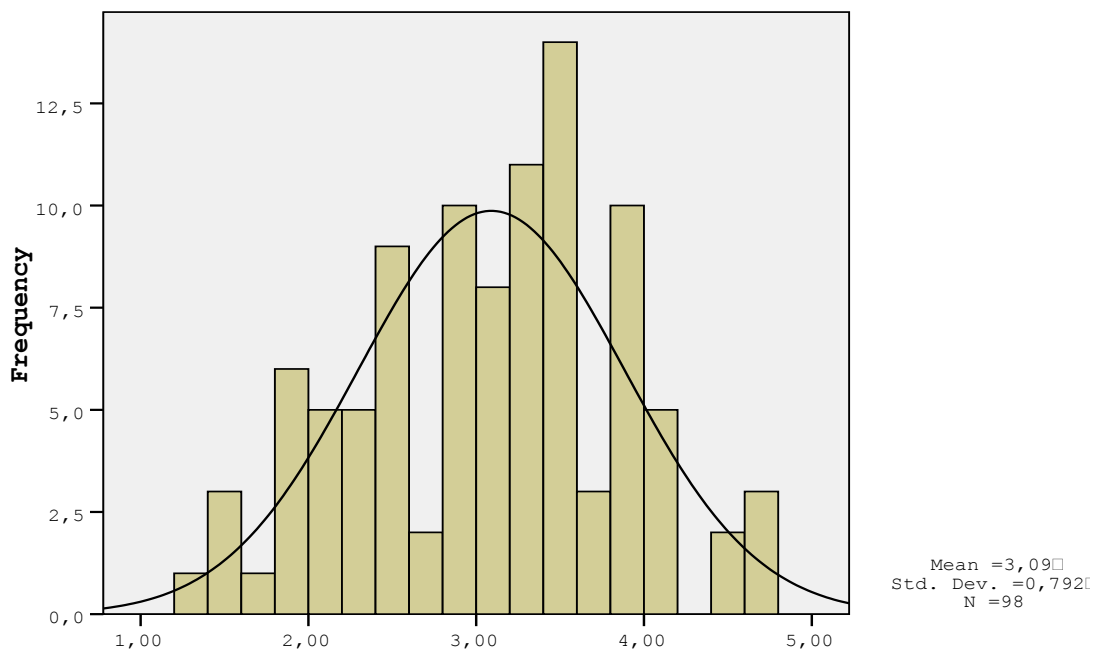


Figure 4.2. ALQ Dimension 2- Independent Work in Language Learning

As presented in Table 4.10 and also Figure 4.2, the mean value of this dimension represents “sometimes” which indicates that the participants are partly independent. It

can be concluded that participants accept working independently to an extent without their teachers' control.

4.6.3. ALQ. Dimension 3- Importance of Class/ Teacher

This dimension is constructed with eight items, five of which are based on non-autonomous learners' feelings and three of which are based on learner independency. The information which states dependency and independency are noted at the end of the items. In this dimension, the higher mean values represent less considering teacher and class important. The items of this dimension are:

Item 8: I am afraid that I won't learn a topic if the teacher doesn't explain it in the English class. **Dependent**

Item 11: feel confident when the teacher is beside me while I am learning English. **Dependent**

Item 12: I can learn English only with the help of my teacher. **Dependent**

Item 13: My teacher always has to guide me in learning English. **Dependent**

Item 18: I can learn the English grammar on my own/ without needing a teacher. **Independent**

Item 19: I use my own methods to learn vocabulary in English. **Independent**

Item 27: I know how I can learn English the best. **Independent**

Item 36: I only study for the English lesson when the teacher gives homework. **Dependent**

The figure given below represents the *importance of class/teacher* subdimension of ALQ.

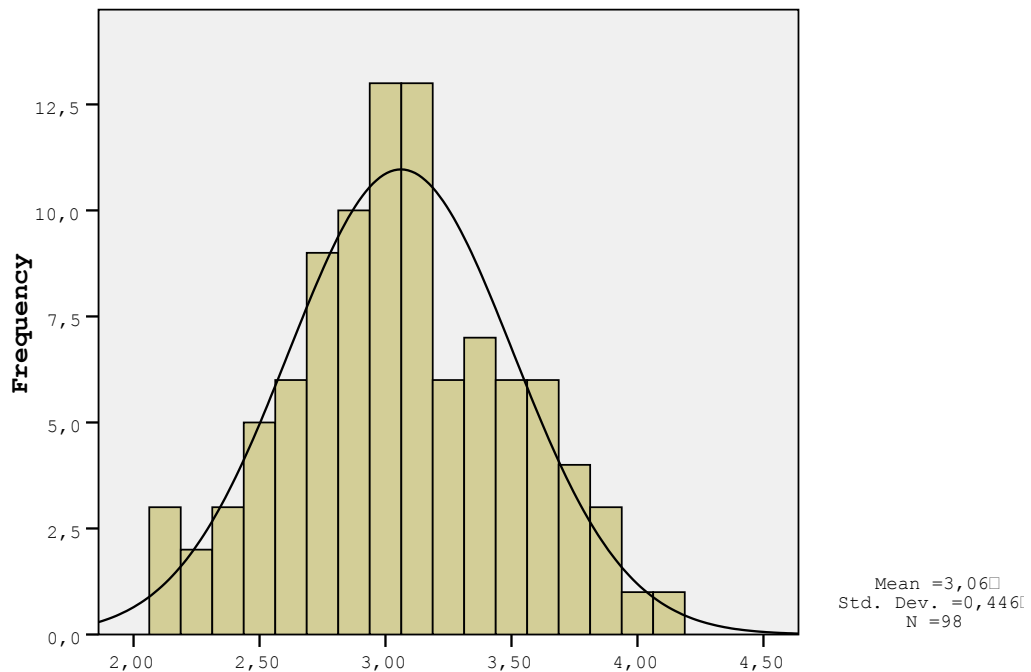


Figure 4.3.ALQ. Dimension 3- Importance of Class/ Teacher

The mean value of this dimension also represents “sometimes” as it is given in Table 4.10. According to the results, it can be said that the participants both accept the importance of teacher in class and see the teacher as a factor which has little importance in learning English.

4.6.4. ALQ Dimension 4- Role of Teacher: Explanation/ Supervision

This dimension includes five statements which reveal importance of teacher as in the previous dimension. Roles of the teacher in the class are stated through the items which are based on dependency on the teacher. So the higher mean value represents more dependency on the teacher. The items of this dimension are:

Item 9: I don't like learning English on my own.

Item 14: While learning English I would like my teacher to repeat grammatical rules.

Item 15: I feel happy when my teacher explains very detail of English.

Item 21: Only my teacher can teach me the English grammar. I cannot learn on my own.

Item 22: I want the teacher to give us the words that we are to learn.

The following figure indicates the mean value and standard deviation of *role of teacher* subdimension.

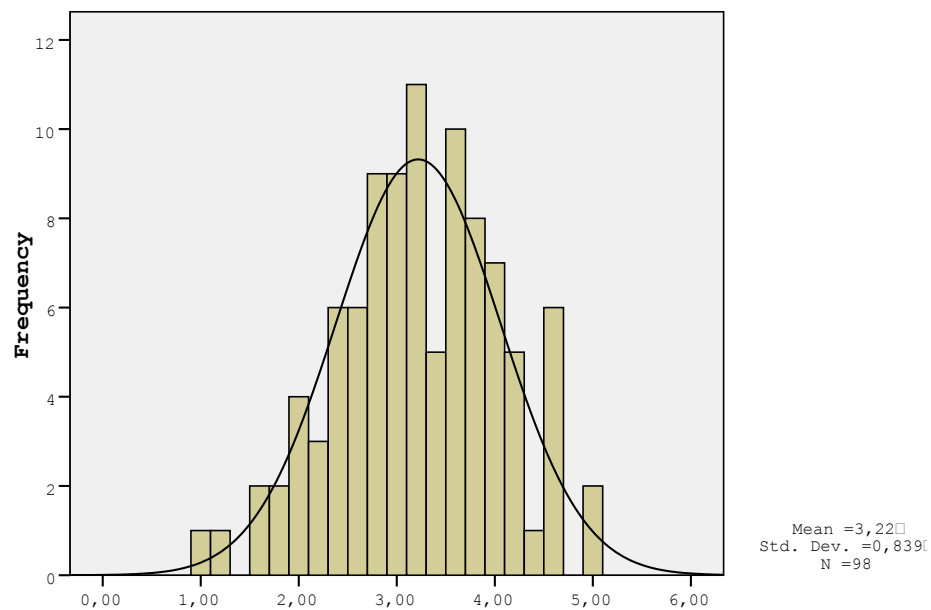


Figure 4.4. ALQ Dimension 4- Role of Teacher: Explanation/ Supervision

As indicated in Figure 4.4, this dimension represents “sometimes” which has higher score than previous dimension. According to the mean value, roles of teacher are perceived as something less important than “importance of teacher”

4.6.5. ALQ. Dimension 5- Language Learning Activities

This dimension all the items of which are based on independency consists of four items. Language learning activities are defined with group work and studies which are conducted outside the classroom. The items of this dimension are presented below.

Item 17: In the English lesson I like projects where I can work with other students.

Item 23: I use cassettes/ video/ CD's in the foreign language, outside of the classroom.

Item 24: In fact I like to listen and read in English outside of the classroom.

Item 37: I find it more useful to work with my friends than working on my own for the English lesson.

The figure below indicates the mean value and standard deviation of *language learning activities* subdimension.

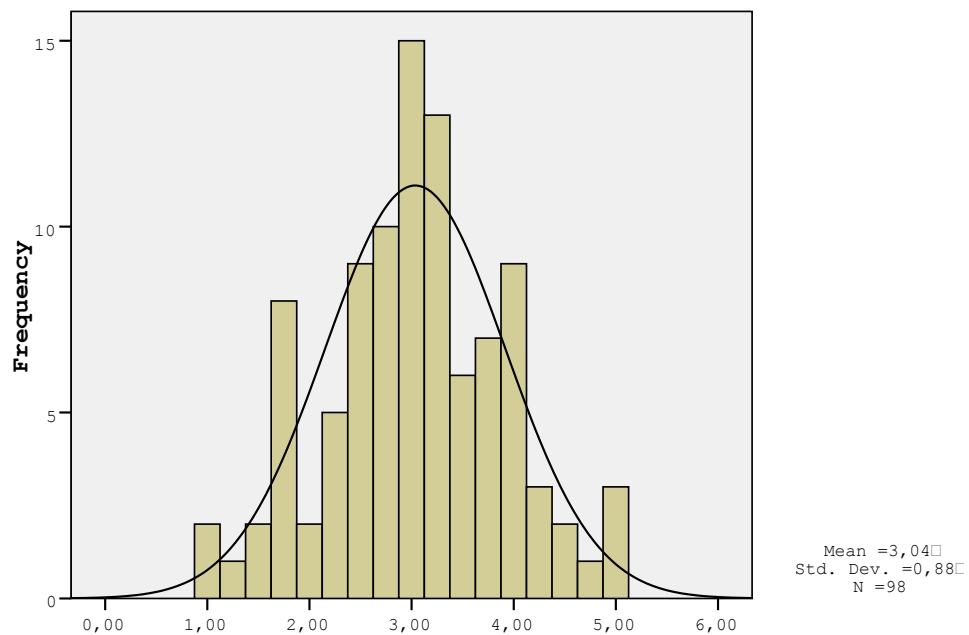


Figure 4.5.ALQ. Dimension 5- Language Learning Activities

Figure 4.5 indicates that the mean score of this dimension represents “sometimes” which can be accepted as a good result. It can be concluded that the participants are open to participate in group works and they are not away from studying outside the classroom.

4.6.6. ALQ. Dimension 6- Selection of Content

“To take charge of one’s learning” includes responsibility for all the decisions concerning all aspects of learning and ‘defining the contents’ is one of them (Holec, 1981). Accordingly, this dimension includes the items which state content aspect of

learning and materials used in English lessons. The three items including implications about selection of content are presented below.

Item 25: I would like to select the materials for my foreign language lessons.

Item 26: I would like to share the responsibility of deciding what to do in the English lesson.

Item 29: I would like to choose the content of what is to be taught in the English lesson.

The following figure indicates the results of *selection of content* subdimension. The mean value and standard deviation of the results are represented through the figure.

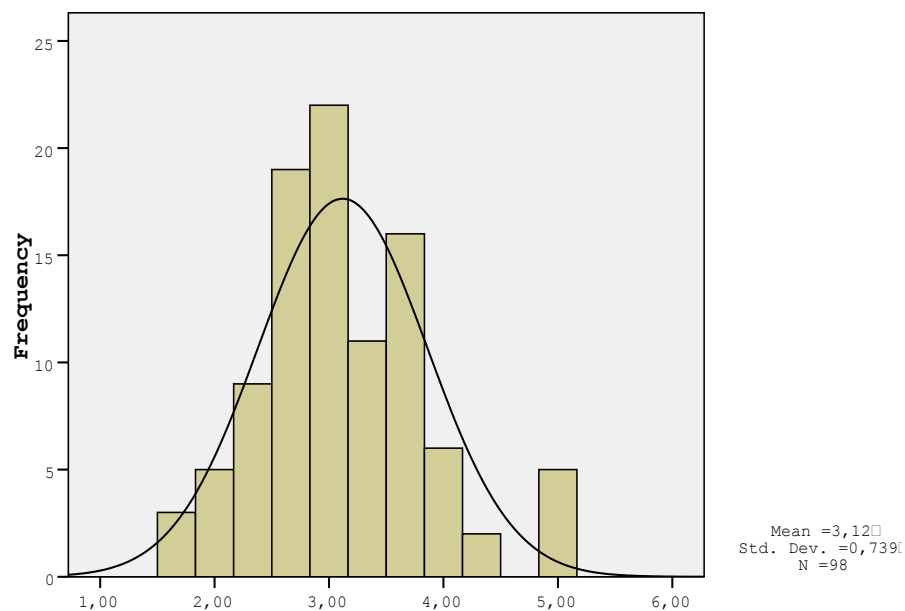


Figure 4.6. ALQ. Dimension 6- Selection of Content

As seen in Figure 4.6, the mean value of *selection of content* dimension represents “sometimes” with 3.12. Yumuk (2002) states that learners in Turkey have education through traditional methods. As we consider this situation, it can be said that these traditional methods are not adapted completely by the participants. That is, they do not see themselves detached from content aspect of autonomous learning or they are not closed to be part of their own learning.

4.6.7. ALQ. Dimension 7- Objectives

Two items representing independency compose this dimension. Both items have the purpose to find out *intrinsic motivation* of participants for language learning. The two items of this dimension are presented below.

Item 31: I think my friends are better than me in the foreign language. I want to reach their level of English.

Item 33: I believe that I will reach a good level in the English language.

The following figure indicates the mean value and standard deviation of *objectives* dimension's results.

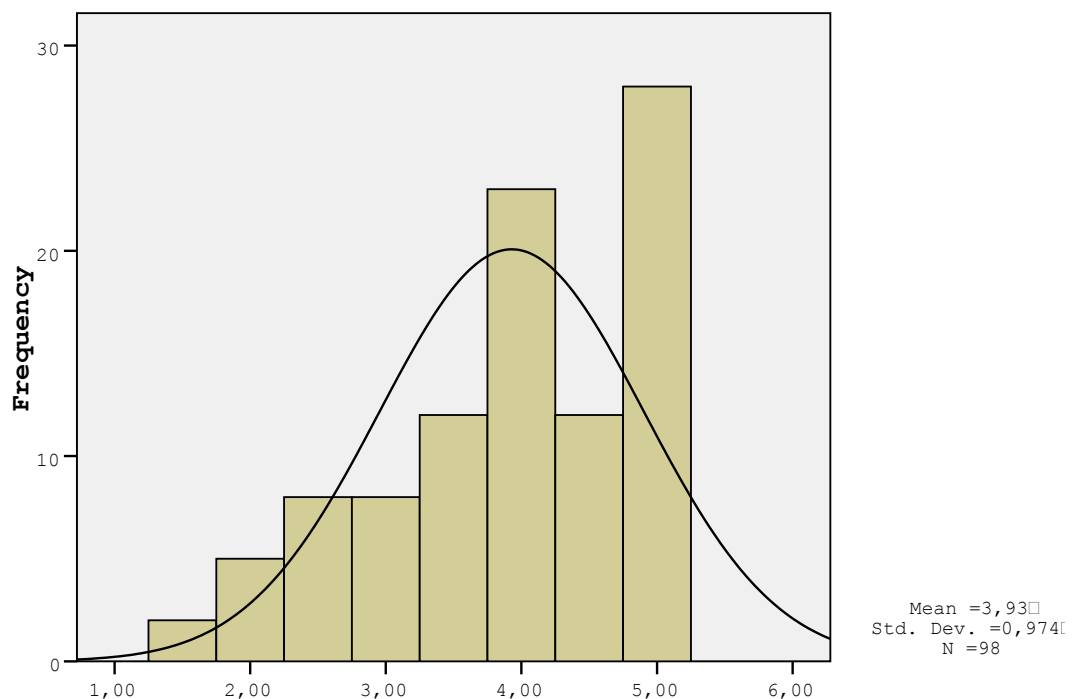


Figure 4.7. ALQ. Dimension 7- Objectives

Of all the dimensions of ALQ, this dimension has the highest mean value representing “often”. The score indicates that participants agree to be better in English and they have the intrinsic motivation for learning language.

4.6.8. ALQ. Dimension 8- Assessment

The items of this dimension focus on participants' attitudes towards assessment. While one of the five items -thirty-ninth- is based on independency, the others are based on dependency. So higher mean value shows less independency in this dimension.

Item 30: I don't study the topics after I get a good grade from my test.

Dependent

Item 34: I study English when we are going to have a test. **Dependent**

Item 38: I do the English lesson activities only when my teacher is going to grade me. **Dependent**

Item 39: I like it when my teacher gives us different test types, other than written tests **Independent**

Item 40: I like it when my teacher does a lot of tests in our English lesson. **Dependent**

The following figure indicates the *assessment* dimension's mean value and standard deviation.

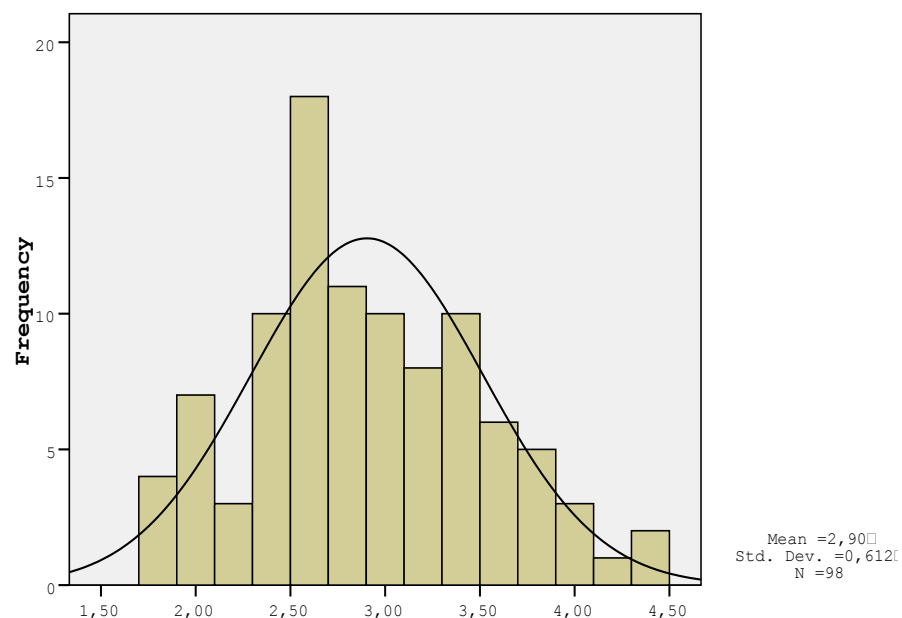


Figure 4.8. ALQ. Dimension 8- Assessment

Table 4.10 shows that the mean value of this dimension is of the lowest score but at the same time represents “sometimes”. As stated before, the lower mean value indicates higher independency. So, even if the participants’ responses present “sometimes”, it is a score which is closer to independency that could be regarded as a good score to talk about autonomy.

4.6.9. ALQ. Dimension 9- Other Cultures

The last dimension attempts to investigate the participants’ perceptions about other cultures through four independent statements. The items of this dimension are presented in the following.

Item 41: I try to understand the jokes and riddles of the foreign language.

Item 42: I also investigate the culture of the foreign language I am learning.

Item 43: I also investigate the idioms and sayings of the foreign language I am learning.

Item 44: I ask people who have lived abroad about the life styles of the people living there.

The figure below indicates the mean value and standard deviation of *other cultures* dimension.

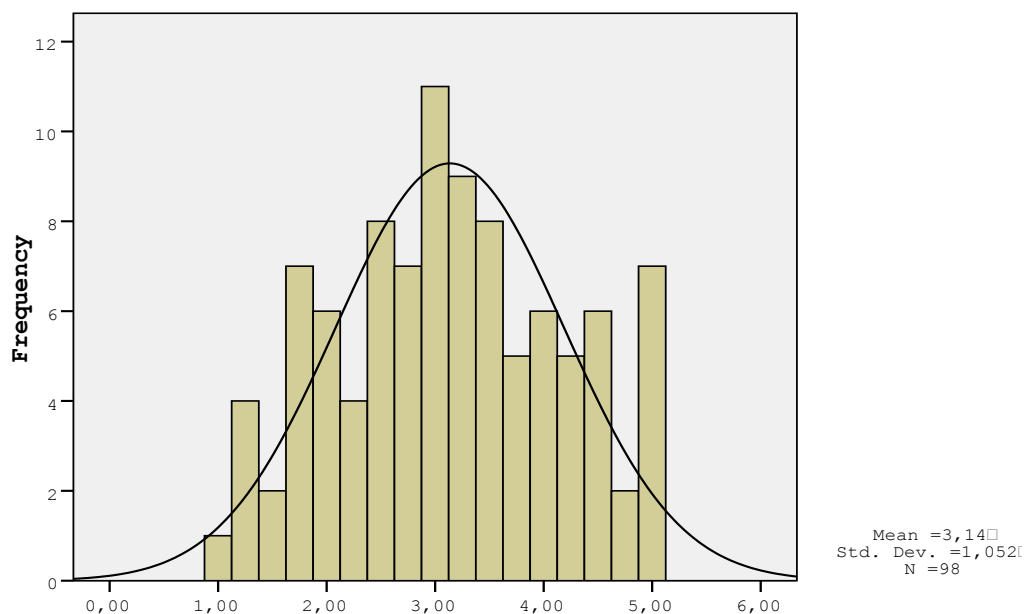


Figure 4.9. ALQ. Dimension 9- Other Cultures

Figure 4.9 indicates that the mean score of this dimension is 3,14 which represents “sometimes”. Based on the mean value, it can be concluded that participants are willing to learn about the other cultures that could be considered as a motivative factors to be autonomous.

These results will be discussed and concluded in the next chapter.

CHAPTER FIVE

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In the previous chapters, the data analysis and the results of the present study were presented. In this chapter, discussion of the study and conclusion in addition to limitations and suggestions to the further studies will be provided.

5.2. Discussions and Conclusions

Growing interest in autonomous learning has been explained by the researchers through ideological, psychological and economic reasons (Crabbe, 1993; Benson, 2001). The ideological reason is based on individual rights to exercise one's own choices. Psychological reason is related to the learning process which we are in charge of our own learning, that is, we learn better if we are responsible for our own learning as we cognitively, socially and affectively involved in the process (Dickinson, 1987; Broady and Kenning, 1996). Economic reason is that providing the high level of instruction of rapidly changing industrial and commercial development cannot be possible (Carre', 2005 cf. Ciekanski). Hence, all these factors feed the idea that individuals must provide their own learning and this kind of learning, that is, autonomous learning is seen as lifelong learning (Ciekanski, 2007). Considering these factors and more, it can be said that autonomous learning is a necessity for our age. Accordingly, education policy in many European countries has been reformed supporting the development of autonomous learners (Lamb, 2011). There have been many changes in Turkey education policy too, as European Language Portfolio has been adapted to high school language teaching and the number of language courses has increased. There have also been many studies on autonomy and autonomous learning in literature and the term is also a debated one in Turkey. This study is one of them which searches for the perception of autonomous learning by the learners.

According to the data analysis of the present study, the participants accept being autonomous in general. As we summarize the results, the language classes (LC) and other classes were compared to see whether there was a relationship between the class choice and perception of learner autonomy. It was concluded that while learners who are not LC students think they are sometimes autonomous, LC students think that they are often autonomous. The gender variable was also examined in order to find out if gender is an effective factor; and apart from language learning reasons, it was seen that gender does not create an appreciable difference, that is, female students are more willing to be autonomous than male students only about language learning reasons dimension. Finally, class variable was examined and results indicated that LC students think to be more autonomous than others.

It can shortly be said that the participants are open to be autonomous but under a guidance. The participants generally accept to study actively and independently but the responsibility section shows that they mostly expect to be directed or controlled by their teachers. Koçak's study (2003) has parallel implications which refer participants' unwillingness to take responsibility as a result of their teacher-dependent learning characteristics. Correspondingly, teacher-based approach will be more efficient while promoting autonomy. Hence, responsibility dimension has also become a key point for the study as anticipated; participants see 'responsibility' as a term related to their teacher even if their own learning is of concern. It can be said that participants are mentally ready to be autonomous but unconscious about how to be autonomous. Holec's words "autonomy is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way" can be accepted as a guide. That is, being autonomous certainly should be stimulated and placed in the learning process as Little (2001, p.34) asserted with the words 'the pursuit of autonomy in formal learning environments must entail explicit conscious processes; otherwise we leave its development to chance'. On the other hand, when the gender and class factors are examined, unlike the expectations, female students represent appreciable difference only in language learning reasons. Additionally, when the open ended part is examined, a conspicuous response to the reason for language learning is that it is considered as a thing mostly related to the future not daily life. However,

language class students' responses show that language classes are more open to be autonomous as anticipated related to their future job expectations.

The aim of the study was to investigate learners' willingness to learn English and also awareness of why they learn a second language through the term 'autonomy' in order to contribute to the changing education system process and to lessen the prohibitive factors of success. It is concluded that learners' autonomy can effectively be promoted with a good guidance and also if the learners are motivated about the language learning and using it in daily life, the studies which will be conducted to promote learner autonomy can be successfully completed or the changing education system can be directed considering autonomous learning.

5.3. Limitations of the Study

First of all, this research was completed through a questionnaire which has an open-ended part. To promote the data gathered from the questionnaire, observations and interviews could also be used. On the other hand, even though the different classes were examined through the study to make comparisons and see the differences among the classes, this study was conducted only in Anatolian Teacher High School. So, the results are limited to that school's students and to make broader generalizations, students who are from other school types also can be examined.

5.4. Suggestions for Further Studies

The present study was conducted only at Anatolian Teacher High School. A further study can be conducted at other school types to make wider generalizations. This may help to compare the learners of different schools and whether there is a relationship between the school and perception of autonomous learning.

As the 'responsibility' section findings indicated that learners tend to be dependent, the term responsibility can be emphasized in further studies to understand the thought of responsibility from the students' view.

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APPENDICES

APPENDIX 1.

QUESTIONNAIRE

Dear Student,

My name is Hilal Olur. I am doing my Master's Degree at Institute of Educational Sciences, English Language Teaching Master Program of Atatürk University. I will try to find answers to research questions of my study through your responses.

Your responses are of great importance for me and my study. All the data to be collected through the questionnaire will be used just for the academic research purposes in the study. Respondents' names will not be asked. Just gender and grade will be asked. Your neutral and real responses will help the study.

Thanks for your cooperation and attendance.

Hilal OLUR

Merhaba Arkadaşlar,

Ben Hilal Olur. Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsünde İngiliz Dili Eğitimi yüksek lisans programında mastırımı yapmaktayım. Araştırma sorularıma sizin cevaplarınız doğrultusunda cevaplar bulmaya çalışacağım.

Cevaplarınız benim ve çalışmam için ciddi bir öneme sahiptir. Anket yoluyla toplanacak olan tüm veriler sadece akademik amaçlar için kullanılacaktır. Katılımcıların ismi sorulmayacaktır. Sadece yaşları, cinsiyetleri ve sınıfları sorulacaktır. Tarafsız ve gerçek cevaplarınız çalışmaya yardımcı olacaktır.

İşbirliğiniz ve katılımınız için teşekkürler.

Hilal OLUR

SECTION I**BACKGROUND INFORMATION**

Gender: Male ___ Female ___

Grade: 9th ___ 10th ___ 11th ___ 12th ___

Class: Turkish-Math ___ Language ___ Science ___

SECTION II

What is the role of students in learning process?

(Öğrenme sürecinde öğrencinin görevi nedir?)

1 2 3 4 5

Not at all Seldom Sometimes Often All the time

(Asla) (Nadiren) (Bazen) (Çoğunlukla) (Her zaman)

(Please put a cross (X) in the appropriate box)

(Sizin için uygun olan kutucuğa X işaretini koyunuz)

		1	2	3	4	5
1	To have a purpose for studying. (Ders çalışmak için bir amaç edinmek)					
2	To work for themselves. (Kendileri için çalışmak)					
3	To become more independent. (Daha bağımsız olmak)					
4	To study actively. (Etkin olarak çalışmak)					
5	To show ways in which students wish to learn. (Öğrencilerin öğrenmek istediği yöntemleri göstermek)					

SECTION III

Autonomy Learner Questionnaire

1 **2** **3** **4** **5**
Not at all **Seldom** **Sometimes** **Often** **All** **the** **time**
(Asla) **(Nadiren)** **(Bazen)** **(Çoğunlukla)** **(Her zaman)**

		1	2	3	4	5
1	When I am learning English I try to relate new things I have learned to my former knowledge. (İngilizce öğrenirken yeni öğrendiklerimle önceki bilgileri ilişkilendirmeye çalışırım)					
2	I use other English books and resources on my own will. (Başka İngilizce kitapları ve kaynakları kendi isteğimle kullanırım)					
3	When I hear someone talking in English, I listen very carefully. (İngilizce konuşan birini duyduğumda çok dikkatli bir şekilde dinlerim)					
4	I want to talk in English with my family and friends. (Ailem ve arkadaşlarımla İngilizce konuşmak isterim)					
5	It is my own preference to read English books, stories written in basic English. (Basit İngilizce ile yazılmış kitaplar, hikayeleri okumak kendi tercihimdir)					
6	While learning English, I like activities in which I can learn on my own. (İngilizce öğrenirken kendi kendime öğrenebileceğim alıştırmaları severim)					
7	I like trying new things while I am learning English. (İngilizce öğrenirken yeni şeyler denemeyi severim)					
8	I am afraid that I won't learn a topic if the teacher does not explain it in English classes. (İngilizce derslerinde öğretmen açıklamazsa bir konuyu öğrenememekten korkarım)					

		1	2	3	4	5
9	I do not like learning English on my own. (Kendi kendime İngilizce öğrenmekten hoşlanmam)					
10	If I cannot learn English in the classroom, I can learn working on my own. (Sınıf ortamında İngilizce öğrenemezsem kendi kendime çalışarak öğrenebilirim)					
11	I feel confident when the teacher is beside me while I am learning English. (İngilizce öğrenirken öğretmenimin yanımda olması beni güvende hissettirir)					
12	I can learn English only with the help of my teacher. (İngilizceyi sadece öğretmenimin yardımıyla öğrenebilirim)					
13	My teacher always has to guide me in learning English. (İngilizceyi öğrenirken öğretmenim her zaman bana yol göstermelidir)					
14	While learning English I would like my teacher to repeat grammatical rules. (İngilizce öğrenirken öğretmenimin dil bilgisi kurallarını tekrar etmesini tercih ederim)					
15	I feel better when my teacher explains very detail of English. (Öğretmenim çok detaylı bir açıklama yaptığında daha iyi hissederim)					
16	In the future, I would like to continue learning English on my own/without a teacher. (Gelecekte kendi kendime öğretmenim olmadan İngilizce öğrenmeye devam etmeyi isterim)					
17	In the English lesson I like projects where I can work with other students. (İngilizce derslerinde diğer öğrencilerle çalışabildiğim projeleri severim)					

		1	2	3	4	5
18	I can learn English grammar on my own/ without needing teacher. (İngilizce dil bilgisini öğretmene ihtiyaç duymadan kendi kendime öğrenebilirim)					
19	I use my own methods to learn English vocabulary. (İngilizce kelimeleri öğrenmek için kendi yöntemlerimi kullanırım)					
20	I like learning English words by looking them up in a dictionary. (İngilizce kelimeleri sözlüğe bakarak öğrenmeyi severim)					
21	Only my teacher can teach me the English grammar. I cannot learn on my own. (Sadece öğretmenim bana İngilizce dil bilgisini öğretebilir, kendi kendime öğrenemem)					
22	I want the teacher to give us the words that we are to learn. (Öğrenmek zorunda olduğumuz kelimeleri öğretmenin bize vermesini isterim)					
23	I use cassettes/ video/ CD's in the foreign language, outside of the classroom. (Sınıf dışında kaset, video, Cd kullanırım/faydalanırım)					
24	In fact I like to listen and read in English outside of the classroom. (Sınıf dışında dinleme yapmak ve okumak benim için çok daha faydalıdır)					
25	I would like to select the materials for my foreign language lessons. (Yabancı dil ders gereçlerini seçmek isterim)					
26	I would like to share the responsibility of deciding what to do in the English lesson. (İngilizce derslerinde ne yapılacağına dair karar vermede sorumluluk paylaşmayı isterim)					

		1	2	3	4	5
27	I know how I can learn English the best. (İngilizceyi en iyi nasıl öğreneceğimi biliyorum)					
28	If I have not learned something in my English lesson, I feel myself responsible for it. (İngilizce dersinde birşeyi öğrenemezsem kendimi sorumlu hissedirim)					
29	I would like to choose the content of what is to be taught in the English lesson. (İngilizce dersinde öğretilecek konuları kendim belirlemek isterim)					
30	I don't study the topics after I get a good grade from my test. (Sınavlardan yüksek not aldıktan sonra konulara çalışmam)					
31	If my friends become better than me in English, I want to reach their level. (Arkadaşlarım İngilizcede benden daha iyi olurlarsa onların seviyesine ulaşmayı isterim)					
32	I hesitate on the matter of compensating what I have missed in English lesson. (İngilizce derslerinde kaçırdığım yerleri telafi etmede endişe yaşıyorum)					
33	I believe that I will reach a good level in the English language. (İngilizcede iyi bir seviyeye ulaşacağıma inanıyorum)					
34	I study English when we are going to have a test. (Sınav olacağımız zaman İngilizceye çalışırım)					
35	I think that I learn English better when I work on my own. (Kendi kendime çalıştığım zaman İngilizceyi daha iyi öğrendiğimi düşünüyorum)					
36	I only study for English lesson when the teacher gives homework.					

	(İngilizceye sadece öğretmen ödev verdiği zaman çalışırım)					
		1	2	3	4	5
37	I find it more useful to work with my friends than working on my own for the English lesson. (Arkadaşlarımla çalışmayı kendi kendime çalışmaktan daha faydalı buluyorum)					
38	I do the English lesson activities only when my teacher is going to grade me. (İngilizce dersi etkinliklerini sadece öğretmenim not vereceği zaman yaparım)					
39	I like it when my teacher gives us different types of tests, other than written tests. (Öğretmenimin yazılı sınavların dışında farklı türde sınavlar uygulaması hoşuma gider)					
40	I like it when my teacher does a lot of tests in our English lesson. (İngilizce derslerinde öğretmenimin birçok sınav yapmasını severim)					
41	I try to understand the fun corners of the books and jokes or riddles of the foreign language. (Kitaplardaki eğlence köşelerini ve şakaları ya da bilmeceleri anlamaya çalışırım)					
42	I also investigate the culture of foreign language I am learning. (Öğrenmekte olduğum yabancı dilin kültürünü de araştırırım)					
43	I also investigate the idioms and sayings of English. (İngilizce deyimleri ve söylemleri de araştırırım)					
44	I ask people who have lived abroad about the life styles of the people living there. (Yurt dışında yaşamış insanlara orada yaşayanların hayat tarzlarıyla ilgili sorular sorarım)					

SECTION IV

Responsibility

(Please put a cross(X) in the appropriate box)

	In English lessons whose responsibility should it be to ... (İngilizce derslerinde kimin sorumluluğuolmalıdır?)	Completely the teacher's (tamamen öğretmenin)	Mostly the teacher's (çoğunlukla öğretmenin)	Half mine, half the teacher's (yarı yarıya)	Mostly mine, partly teacher's (çoğunlukla benim kısmen öğretmenin)	Completely mine (tamamen benim)
1	make sure you make progress during lessons? (ders esnasında ilerleme katettiğinizden emin olmak)					
2	make sure you make progress outside class? (sınıfın dışındaki ilerleme katettiğinizden emin olmak)					
3	Stimulate your interest in learning English? (İngilizce öğrenmedeki ilginizi teşvik etmek)					

4	identify your weaknesses in English? (İngilizcedeki zayıf noktalarınızı belirlemek)					
5	make you work harder? (daha sıkı çalışmanızı sağlamak)					
6	decide the objectives of the English course? (İngilizce dersindeki amaçlara karar vermek)					
7	choose what activities to use in your English lessons? (İngilizce derslerinizde uygulanacak etkinlikleri seçmek)					
8	decide how long to spend on each activity? (her alıştırmada ne kadar süre harcanacağına karar vermek)					
9	choose what materials to use in your English lessons? (İngilizce derslerinizde kullanılacak gereçleri seçmek)					

10	evaluate your learning? (öğrenmelerinizi değerlendirmek)					
11	evaluate your course? (dersinizi değerlendirmek)					
12	decide what you learn outside the class? (sınıf dışında ne öğreneceğinize karar vermek)					
13	decide what and how you learn? (neyi nasıl öğreneceğinize karar vermek)					

SECTION V**(Please put a cross (X) in the appropriate box)****I learn English because ...****(İngilizce öğreniyorum çünkü)****1****2****3****4****5****CertainlyDisagree****Disagree****Neutral****Agree****CertainlyAgree****(Kesinlikle****(Katılmıyorum)(Tarafsızım) (Katılıyorum)****(Kesinlikle****Katılmıyorum)****Katılıyorum)**

		1	2	3	4	5
1	it is a compulsory lesson in our schools (okullarımızda verilen zorunlu bir derstir)					
2	My family thinks it should be learnt. (ailem öğrenilmesi gerektiğini düşünüyor)					
3	I love English. (İngilizceyi seviyorum)					
4	I like learning new words. (yeni kelimeler öğrenmeyi seviyorum)					
5	I want to understand English song lyrics and movies. (İngilizce şarkı sözlerini ve filmleri anlamak istiyorum.)					
6	I believe knowing a second language will help me in my future job. (ikinci bir dil bilmenin ilerde işimde bana katkı sağlayacağına inanıyorum)					
7	I want to use it during my touristic travels. (turistik gezilerimde kullanmak istiyorum)					
8	I love my English teacher (İngilizce öğretmenimi seviyorum)					
9	I want to be the best among my classmates. (sınıf arkadaşlarım arasında en iyi olmak istiyorum)					

10	<p>Everybody says learning it now is easier than later periods.</p> <p>(herkes şimdi İngilizce öğrenmenin sonraya göre daha kolay olduğunu söylüyor)</p>					
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Please add your own ideas about reasons for learning English.

(Lütfen İngilizce öğrenme nedenleriniz konusundaki düşüncelerinizi ekleyiniz)

I learn English

because.....

Sabrınız ve katılımınız için teşekkürler...

Thanks for your patience and attendance...

APPENDIX 2.

RESPONSES TO THE UNCOMPLETED STATEMENT

9th Grade

M1: I want to use it during my touristic travels and my family thinks it should be learned. I want to understand English song lyrics and movies.

M2: Öğretmenlerim ve ailem öyle istiyor ve sınavlarda İngilizce soruyorlar ve dil seçiminde de öyle.

(My teachers and family want it and English is asked in exams.)

M3: Çünkü okullarda zorunlu ve 4 saat olduğu için ortalamaya etkisi yüksek. Zorunlu olarak çalışmak zorunda kalıyorum. Ama ben bu derse girmeyi sevmiyorum. Ailem de öğrenmemi istiyor ilerde işime yarayacağı için ben de istiyorum ama bu derse hiçbir zaman isteyerek girmedim.

(Because it is compulsory and as it is four hour, it affects grade point averages. I have to study compulsorily. I don't like this course. My family wants me to learn it but I have never joined that course intentionally.)

M4: It is a compulsory lesson in our schools. My family thinks it should be learnt. I believe knowing a second language will help me in my future job.

M5: I am preparing university and I want to speak English so I study everyday.

M6: Okullarda verilen zorunlu bir ders. Ailem öğrenmemi istiyor ve gelecekte işime yardımcı olacağını düşündüğü için.

(It is a compulsory lesson. My family wants me to learn as it will be beneficial in my future job.)

M6: İngilizcenin ilerde işe yarayacağını düşünüyorum. İngilizceyi seviyorum. İkinci dil her zaman işe yarar. İngilizcenin zorunlu olması öğrenmemde bir etken.

(I think it will work in the future. I love English. Second language always works. Its being compulsory is a determinant in my learning.)

M7: Geleceğim için önemli olduğunu düşünüyorum. (I think it is important for my future.)

M8: Okulumuzda zorunlu bir ders olmakla beraber ileride işime yarayacağını düşünüyorum. Üniversiteye gidince eğer hazırlık okursam şimdiki İngilizce derslerim daha çok işime yarar.

(It is a compulsory lesson and also I think it will work in the future. If I took prep class, these courses help me mostly.)

M9: İlerde hem sınav hem de iş hayatımda gerçekten işe yarayacak. Ayrıca dersimi ve öğretmenimi seviyorum. Özellikle de öğretmenimi.

(It will work both in exam and in business life. Additionally I love this course and my teacher; especially my teacher.)

M10: İngilizceyi seviyorum ve bunun için kursa gidiyorum. İngilizcenin ileride işime yarayacağını düşünüyorum. Ayrıca üniversitede bir yıl hazırlık okumama gerek kalmayacak.

(I love English and I take course for this reason. I think it will work in my future job. There will be no need to take prep class at university.)

M11: İngilizce okullarımızda zorunlu öğrenilmesi gereken bir dil. Öyle bir şey olmasa asla İngilizce öğrenmeyi istemem. İngilizceyi de İngilizleri de sevmiyorum.

(English is a compulsory lesson in our schools. I would never want to learn it if it wasn't compulsory. I don't love English and English people.)

M12: Plajda kız tavlama, İngilizce şarkı öğrenmek ilerideki meslek hayatım için lazım.

(It is necessary to hang up with girls on beaches and to learn English songs and for my future job.)

M13: İlerideki mesleğimde kullanmak ve daha kültürlü bir insan olmak için İngilizce öğreniyorum.

(I learn it to use it in my future job and to be a more sophisticated person.)

M14: Her meslek için gerekli ve haftada 6 saat koymuşlar. Bu da ortalamayı çok etkiliyor ve ben de ortalamamı yüksek tutmak istiyorum.

(It is necessary for every job and we have six hours in a week. This influence our grades and I want to have higher grades.)

M15: İngilizce bir dünya dilidir. Hem İngilizceyi tamamen öğrenmeyi hem de hayatımda kullanmayı istiyorum. Okuldaki öğretmenlerimi beğenmiyorum. İngilizceyi yavaş yavaş kendim öğreniyorum.

(English is a world language. I want to learn it perfectly and use it in my life. I don't like my English teachers at our school. I learn it on my own.)

M16: Oyun yapımcısı olacağım için kodları İngilizce yazmam lazım. Başka dil kullanma imkanı yok. Aynı zamanda bir dil daha bilmenin önemini ve nerelerde kullanmam gerektiğini biliyorum.

(I will be game editor so I must write codes in English. There is no way to use another language. I also know how important knowing a second language and where to use it.)

M17: İleride akademik kariyerimde İngilizcenin lazım olacağını düşünüyorum.

(I think English is necessary for my future academic life.)

M18: İngilizcenin bana ileride yarayacağına inanıyorum. İngilizceyi bazen gereksiz bazen de gerekli görüyorum.

(I believe knowing English will be beneficial in the future. I sometimes find English necessary and sometimes unnecessary.)

M19: I love learning English and I learn English very easily. But I think that the education at our school is boring and unnecessary. I am C1 student so I really don't wanna listen the teacher at school. But it can't stop me, I do my best.

M20: İlerde bir işe girdiğim zaman işime yarar ve daha iyi bir hayat sürmeme yardımcı olur ve daha kültürlü olmamı sağlar.

(It will work when I get a job in the future and it helps to lead a better life and to be a more sophisticated person.)

M21: It is going to be useful in my future. I like to learn speak English. It feels good when I talk in English. When I watch an English film, I want to know what people mean.

F1: İngilizceyi gerçekten çok seviyorum. İkinci bir dil daha öğrendiğimde daha kültürlü olacağıma inanıyorum. Akıcı bir şekilde İngilizce konuşmak istiyorum.

(I really love English. I believe I will be more sophisticated when I learn a second language. I want to talk it fluently.)

F2: Daha iyi bir mesleğe sahip olmak, genel kültürümü artırmak, daha çok insanla tanışıp iletişim kurabilmek, onları daha iyi anlayabilmek ve toplumda daha çok söz sahibi olmak için İngilizce öğreniyoruz.

(We learn it to have a better job, improve our world knowledge, meet more people and communicate with them, understand better and have the right to talk in public.)

F3: I love English and I want to understand English movies, I want to talk very well.

F4: We will always need it in the future. It will be easy to get a job. I love English.

F5: I want to go abroad and work. I love English.

F6: İngilizce şarkıları, filmleri seviyorum ve anlamak istiyorum. İlerde iş hayatımda ve gezilerde işime yarayacağına inanıyorum.

(I love English songs, movies and I want to understand them. I believe it will work in my future job and travels.)

F7: İngilizce uluslararası bir dil. Sadece İngilizce bilsek bile birçok yerde iletişim kurarız. Yabancı film ve şarkıları anlarız.

(English is an international language. If we just know English, we can communicate in different places. We can understand foreign movies and songs.)

F8: I love English and listening English songs and watching movies. I want to use it during my touristic travels. My parents think learning it now is easier than later periods.

F9: Sevdiğim bir dil ve yapabildiğimi düşünüyorum. Ayrıca yabancılarla konuşmak, tanışmak, yabancı filmleri, müzikleri anlayabilmek iyi bir şey ileride, büyük bir ihtimalle işime yarayacak.

(It is a language which I love and I think I am good at it. Also to meet and talk to foreigners, to understand foreign movies and songs are good things. It will work in my future job.)

F10: İngilizce zorunlu bir ders ve hayatımızın geri kalanında çok işe yarayacak. Ama eğer daha sonraki hayatımda işe yaramasaydı kesinlikle İngilizce öğrenmeye çabalamazdım.

(English is a compulsory lesson and it will work in rest of our lives. But if it would not work in our future lives, I would never try to learn English.)

F11: İngilizcenin ileride çok işime yarayacağına inanıyorum. Aslında İngilizce öğrenmeyi çok istiyorum aynı zamanda seviyorum da ama öğrenmede biraz zorlanıyorum.

(I believe it will work in the future. In fact, I really want to learn English and I love it at the same time. However, I have some difficulties in learning it.)

F12: Meslek hayatında başarılı olmalıyım. Filmleri altyazıya bakmadan da kısmen anlamalıyım. Şarkı sözlerini anlamalıyım. Kültür seviyemi artırmalıyım. Üniversitede ve yurt dışına çıkarsam orada işime yarar.

(I must be succesful in work life. I must understand the movies without following subtitles. I must understand song lyrics. I must improve my culture level. It will work in university and if I go abroad.)

F13: Eminim ileride bana faydası dokunacaktır. Bundan eminim. Ailem de benimle aynı fikirde. Bazen gereksizmiş gibi geliyor ama aksine gerekli sanırım.

(I am sure it will help me in the future. My family shares the same idea. It sometimes seems useless but I think it is necessary.)

F14: İngilizcenin ilerideki hayatımda kolaylık sağlayacağını düşünüyorum. İngilizcenin dünyada en çok konuşulan dil olması İngilizceye çok ihtiyacım olacağını gösterir. Bu yüzden İngilizce öğreniyorum. İngilizce sayesinde kendimi geliştireceğime inanıyorum.

(I think it will ease my future life. That it is the mostly used language shows that I will need it. So I learn English. I believe I will improve myself thanks to English.)

F15: İleride seçeceğim mesleğe yardımcı olacağını biliyorum. Bunun sonucunda da hayatıma katacağı değerleri fark edebiliyorum. Çünkü İngilizce neredeyse dünyanın yarısında konuşulan bir dil. Bu yüzden ne kadar öğrenmek istemesem de kendimi İngilizce öğrenmeye zorunlu hissediyorum.

(I know it will help me in my future job. As a result of this fact, I realize the value which it will contribute to my life. Because it is a language used in the half of the world. So I feel I have to learn it no matter how I don't want to learn it.)

F16: Bana katkı sağlayacak başka dilleri de öğrenmek isterim. Üniversitede hazırlık okumak istemiyorum.

(I want to learn more languages which will improve me. I don't want to take prep-class at university.)

F17: İngilizce zorunlu bir derstir ve gelecekte hayatımda birçok yerde faydası olacak. Ayrıca her zaman anadilimiz dışında bir dil öğrenmek bize fayda sağlar. Mesleğim gereği İngilizce konuşulan bir yerde çalışırsam İngilizcenin orada da bana çok büyük faydası olacaktır.

(English is a compulsory course and it will help me in many points in my future job. It will be also beneficial to know a second language apart from our mother language. If I work in a place where English is spoken, English will be more useful for me there)

F18: Öğrenmek bazen zor gelse de hayatıma büyük katkılar sağlayacağını biliyorum. Bazen neden biz İngilizce öğreniyoruz onlar Türkçe öğrensin diyorum. Ama artık mesleklerin çoğunda iyi bir yere gelmek için İngilizcenin şart olduğunu biliyorum. Çok severek öğrendiğimi söyleyemem çünkü ortaokuldaki öğretmenimin bana İngilizceyi sevdirdiğini düşünmüyorum.

(Although it is sometimes hard to learn, I know it will contribute to my life. Sometimes I think why we learn English and they should learn Turkish. But I know that knowing English is a must to have a good place in most jobs. I can't say I love learning it because my secondary school teacher didn't make me love it.)

F19: İlerdeki hayatımda İngilizceyi kullanacağımı biliyorum. Yabancı dizi izlemeyi çok seviyorum. Türkçe altyazısız izlemek istiyorum.

(I know I will use it in my future life. I love watching foreign series very much. I want to watch them without subtitles.)

F20: Gelecekte işime yarayacağını ve alınması zorunlu bir ders olduğu için. Ders çalışmayı sevmediğim için İngilizceden pek hoşlanmıyorum. Bu her ders için geçerli. İngilizceyi sevmememin temel nedenini çalışmadığıma bağlıyorum.

(It will work in the future and it is compulsory course. As I don't love to study, I don't like English. It is the same for each course. The main reason of why I don't love English is that I don't study.)

F21: Yeni kelimeler ve bilgiler öğrenmeyi seviyorum. Ayrıca İngilizcenin dünya dili olmasından gelecekte işime yarayacağını düşünüyorum.

(I love to learn new words and new things. Also as English is a world language, I think it will work in my future job.)

F22: Yabancı dillere çok ilgim var. Bu yüzden seçeceğim mesleği de yabancı dilde okumak istiyorum. Ne kadar çok dil bilirim benim için o kadar iyi olur. Kendimi yabancı dil derslerinde ve İngilizcede iyi hissediyorum. Kendime bu konuda çok güveniyorum.

(I am interested in foreign languages. So, I want to study the field in English during my university education. The more languages I know, the better it will be for me. I feel better in foreign language courses and I trust myself about it.)

F23: Bence İngilizce öğrenmek çok işimize yarayabilir. Fakat ben niçin İngilizce öğrenmek zorunda olduğumuzu anlamıyorum.

(I think learning English can be beneficial. However, I don't understand why we have to learn it.)

F24: It is very fantastic and I have to learn English. I believe knowing a second language will help me in my future. I want to understand English song lyrics. If I know English, I will be happy. I want to speak English very well.

F25: İngilizce öğrenmenin ilerde, öğrenim hayatımda ve işimde işe yarayacağını düşünüyorum ve çok istemesem de öğreniyorum. Ne zaman akıcı bir İngilizce konuşacağımı gerçekten merak ediyorum.

(Learning English will help me in my future education life and job life and I learn it even if I don't want. I really wonder when I will talk in English fluently.)

F26: İstediğim bölümde terimler genellikle İngilizce eğer lisede öğrenmezsem ilerde zorlanabilirim. Bu yüzden zorunlu olarak öğreniyorum. Fakat İngilizceyi hiçbir zaman sevmedim.

(The terms in the field I want to study are generally in English. If I don't learn it in high school, I will have difficulties in the future. But I have never loved English.)

F27: İngilizce şarkı sözlerini ve filmleri anlamak istiyorum. İkinci dil bilmenin ilerdeki hayatımı kolaylaştıracağına inanıyorum. Yabancılarla takılmadan İngilizce konuşmak istiyorum. Bunları yapmasam da olur ama Milli Eğitim Bakanlığı zorluyor. İkinci bir dilimiz olmazsa ilerde iyi bir işimiz olmaz.

(I want to understand English songs and movies. I believe knowing a second language will ease my future life. I want to talk to foreigners fluently. I don't have to do that but National Education Ministry forces us. If we don't know a second language, we can't get a good job in the future.)

F28: İngilizce zorunlu bir ders ayrıca dilimize kültürümüze yerleşti. İngilizce hayatımızın her alanında var. Aslında çok severek yaptığım bir şey değil ama gelecekte işimizde seyahatlerimizde her yerde karşılaşacağız. Yine de İngilizce öğrenmemiz çok saçma ama maalesef öğreniyoruz.

(English is a compulsory lesson and also the signs of it are clear in our language and culture, too. In fact, I don't love it but we will need it in our future jobs and travels. Though, to learn it is nonsense, unfortunately we learn it.)

F29: Çünkü okulda bir ders ve gelecekte ihtiyacımız olacak. Evrensel bir dil, ortak anlaşma aracı ve dilin önemi anlattıklarıyla mümkündür.

(Because it is a course and we will need it in the future. It is a universal language, common communication mean and the importance of a language is related to what it means.)

F30:İngilizce hayatımızda gerekli bir dil. Ayrıca birden çok dil bilmek iyi bir şey. Bence İngilizce öğrenmek eğlenceli. Özellikle İngilizce ya da başka bir dilde bir yazıyı okuyunca anlamak çok hoşuma gidiyor.

(English is a necessary language for our lives. It is good to know more than mother language. I think learning English is funny. When I read something in English or other languages, I love understanding them.)

F31:İngilizceyi çok seviyorum. İngilizce öğrenmek ve konuşmak beni mutlu ediyor. Ailem de beni destekliyor. Şu ana kadar İngilizceyi sevmemem için bir neden olmadı. Bütün İngilizce öğretmenlerimle anlaştım ve İngilizceyi daha çok sevmemi sağladılar.

(I love English very much. Learning or talking in English makes me happy. My family supports me, too. There has been no reason not to love it. I got on well with all of my teachers and they made me love it more.)

F32:İngilizce şarkı dinlemeyi çok seviyorum ve sözlerini anlayabilmek için İngilizce öğrenmem gerek. İngilizce dünya dili ve yurt dışında insanlarla iletişim kurmak istiyorum. İleride iş sahibi olduğumda da işime yarayacağını düşünüyorum.

(I love listening English songs and I need to learn English to understand them. It is a world language and I want to communicate with people abroad. I think it will work when I get a job.)

F34: Mesleğimde bana faydalı olacağını düşünüyorum. Yeni bir dil öğrenmek ilginç olabilir. Bazen sıkıcı... İngilizce güzel bir dil ama bazen Almancayla karışıyor. Derslerde karşıma çıkıyor. Üniversitede kesin karşıma daha fazla gelecek.

(I think it will be beneficial in my job life. To learn a new language can be interesting. Sometimes boring... English is a good language but German and English can mingle. It will be a part of my university education.)

Language classes

M1: I want to/need to learn a foreign language for my purposes and English is the most common one. Or, I don't know I just want to learn since I am good at it. Purposes, which I should have said before, are like researches on other cultures, I mean self development.

M2: I want to be a well known English teacher. I want to make my living by using English and other languages. I also want to translate documents. I hope I will go to Antalya and live there. I need language to gain money in Antalya. So I learn English and I think the more we learn, the better life waits us.

M3: I will have a university exam in English. English is necessary today as a foreign language. I love Turkish and I love learning another language. I love English and its culture.

F1: I love English and I want to be an English Translator. I want to meet and speak foreign people. I want to live in foreign countries. Concisely, I want all of them about language.

F2: When I watch an English film or listen an English music, I want to understand all of them. When I go abroad, I want to speak fluently with other people. I want to be a successful student in my English lesson. When I graduate from a university, I will find a good job easily thanks to English.

F3: I believe knowing a second language moreover a third language will help me in my future job and private life. And I love English. I want to travel some countries.

F4: İlgi alanım, seviyorum ve kafamın bastığını düşünüyorum☺ Türkiye'de dil bilinmeden iş bulunacağını düşünmüyorum ve kariyer yapmak istesem bu daldan yapmayı tercih ederim. Ayrıca yurt dışına çıktığım zaman zorluk çekmeden rahatça gezmek isterim. Bence okullarda speaking dersine ağırlık verilmeli.

(It is my field of interest, I love it and I think I am good at it. I do not think we could have a good job without knowing English. I want to study it in my career. I also want to travel without any difficulty. I think hours of speaking courses should be increased)

F5: İngilizceyi seviyorum en iyisi olmasam da olabilmek için çabalıyorum. İlerde İngilizceyle uğraşmak yurt dışına çıkmak istiyorum Hayatımın geri kalanında bu dille ilgili işler yapmak istiyorum.

(I love English courses. Even if I am not the best in the class, I am trying. I want to deal with English and go abroad. I want to work in the fields related to English)

F6: I have loved English for years. My teacher in my primary school was brilliant. She stimulated me to learn English well. My love of English started then. I was studying English a lot thanks to her. As I studied I learned more. And consequently I decided to be an English teacher.

F7: My purposes in my life are living in the USA, teaching English at university and speaking English fluently. I think English is the best language in the world so I must learn this language. If I learn English now, my future will be very great. My world culture will improve thanks to English. My point of view at world will be different.

F8: I love English very much, so I want to earn money with it. I love learning new words and different cultures. Actually, my love towards languages isn't limited to English. I want to learn as possible as different languages. I enjoy understanding what foreigners say to me. These are reasons for my learning English.

Science Classes

M1: Hayatımı her yönüyle değiştirip kolaylaştıracağımı düşünüyorum. Diğer dünya ülkelerinde de hayatımı kolay bir şekilde devam ettirmek istiyorum.

(I think it will change and ease my life in all aspects. I want to lead my life easily in other countries.)

M2: Hayatımda lazım olacağını düşünüyorum. Fakat şu an İngilizce öğrenemiyoruz. Bunun sebebi önümüzdeki üniversite sınavında bize herhangi bir puan getirisinin olmamasıdır.

(I think it will be necessary in my life. But we can't learn English now. The reason of this is that it will not influence our scores in university exam.)

M3: I want to learn English. It is not a compulsory lesson for me. Most people in our school think that English is just a lesson. But, for me it is not. I want to learn English, because I want to understand other people in other country, English films and musics.

M4: Bu ders Türkçemizin yozlaşmasına sebep oluyor. Bu dersi çalışmak için ayrılan zaman pozitif bilimlere aktarılsaydı şimdiye kadar okullarımızda her yıl yeni yeni icatlar-buluşlar olurdu. Bunun için bu dersin ders saati azaltılmalı.

(This course causes corruption of Turkish. If the time devoted to take this course was spent for positive sciences, there would be new inventions in our schools. For this reason, the number of this course hours should be lessened.)

M5: Bilgisayar oyunlarının geneli İngilizce. Bunları anlamak benim daha çok hoşuma gidiyor. Temel sebeplerimden birisi budur.

(Most of the computer games are in English. I like to understand them. One of the main reasons is that.)

M5: İyi bir meslek edinmek istediğimden İngilizce öğrenmenin şart olduğunu düşünüyorum. İngilizceyi de zaten seviyorum. Daha bilgili, kültürlü olmak için İngilizce öğrenmeliyim.

(As I want to have a good job, I think knowing English is a must. Also, I love English, too. I must learn it to be a more cultured and knowledgeable person.)

M6: Knowing a new language makes me better. And I think English will help a lot in my academical life. Also if I go to a foreign country I can communicate with people.

M7: I would love to speak English. I can speak English so easily. It is the same as Turkish for me. When I was in England, it helped me a lot. I want to use my English as a business. So I will keep learning.

M8: Gelişen teknoloji dünyayı birbirine iyice yaklaştırmakta. Yani dünyaya artık büyük bir köy demek doğru olur. Birbirine toplumsal, kültürel, sosyal vs. açıdan yaklaşan bu dünyada İngilizce yükselmekte olan bir dil. Yani birçok ülke ana dilinin yanında İngilizce eğitim vermeye başladı. Bütün dünya ortak dil olarak İngilizceyi görüyor. Böyle bir dünyada yaşamak için İngilizce artık gerekli hale gelmiştir.

(Growing technology makes the world closer. That is, it could be right to call the world as a big town. In the world getting closer socially, culturally, English is a spreading language. Many countries started to give education in English in addition to other tongues. The whole world accept this language as a common language. It has become necessary to learn English.)

M9: Since I want to be a successful doctor, man, I need English. I should learn English so I should love and learn English.

M10: İleride daha iyi bir yaşam için İngilizce bilmek lazım. O yüzden İngilizce öğrenmeye çalışıyorum. Ailem de istiyor. Aşçı olmak için gerekli. Bir dil bir insan iki dil iki insan.

(It is necessary to have a better life. So I try to learn English. My family wants, too. It is necessary to be a cook.)

M11: Gelecekte işimde ve eğitim hayatımda faydası olacağını düşünüyorum.

(I think it will help my future job and academic life.)

F1: Bir dil bir insan iki dil iki insan. Yurt dışına çıktığımda insanlarla iyi bir iletişim kurmak istiyorum. Filmleri alt yazısız izlemek, şarkı sözlerini anlamak istiyorum. İngilizce dersi 4 saat onun için 5 düşürmek istiyorum.

(I want to communicate with people when I go abroad. I want to watch movies without subtitles and understand songs. English course is 4 hours in weekly schedule and I want to take the high grade.)

F2: Dil öğrenmek her zaman hoşuma gider ve ileride önemli ölçüde faydalı olacağını düşünüyorum. İngilizce filmleri ve dizileri daha iyi anlamak istiyorum.

(I like learning languages all the time and I think it will be dramatically beneficial in the future and I want to understand the movies better.)

F3: Okullarda zorunlu ders olduğu için öğrenmek zorundayım. Yoksa hiç öğrenmeye çalışmam.

(I have to learn as it is compulsory. I would never learn if it wasn't compulsory.)

F4: İleride yurt dışına çıkmak istiyorum, insanlarla anlaşabileceğim genel dilin İngilizce olduğunu düşünüyorum. Dil öğrenmenin insanın kişisel gelişimine olan katkısının çok büyük olduğunu düşünüyorum ve dinlediğim İngilizce şarkıların anlamlarının dinlerken farkında olmak istiyorum.

(I want to go abroad in the future. I think the common language which I can communicate with other people is English. I think the contribution of learning a language to the personal development is great and I want to understand the song lyrics while listening.)

F5: Çünkü yeni dilleri öğrenmeyi seviyorum. Not için İngilizce öğrenilebileceğini düşünmüyorum.

(Because I love learning new languages. I don't think learning language is possible just for good grades.)

F6: İlerde iş bulmak için kesinlikle ihtiyacım olacak. Yurt dışı gezilerimde rahat olmamı sağlayacak. İyi bir seviyede olmayı çok istiyorum ama küçüklüğümden beri çekici gelmiyor sanırım ilk İngilizce öğretmenimden kaynaklanıyor sanıyorum. Alt yazılı film izlemeye başladım İngilizceye ısınmak için kendime eğlenceli yollar arıyorum.

(I will certainly need it to get a job in the future. It will help me during my travels. I would like to be at a good level but it has not attracted me since my childhood. Perhaps

my first English teacher caused that. I have started watching movies with subtitle; I have been looking for new ways to enjoy it.)

F7: Her ne kadar öğreniyorum desem de hiç birşey bilmiyorum.

(Even if I say I learn it, I know nothing about it.)

F8: İngilizceyi seviyorum. İlerdeki iş ve sosyal hayatımda bana katkı sağlayacağını düşünüyorum. Turistik gezilerimde farklı kültürlerdeki insanlarla daha iyi anlaşabilirim.

(I love English. I think it will help me in my future job and social life. I can communicate with people from other cultures during my touristic travels.)

F9: Yurtdışında her ırktan insanla konuşabilmek istiyorum. Çünkü çoğu millet İngilizce biliyor. Filmlerimi ve dizilerimi alt yazıya ihtiyaç duymadan İngilizce olarak izleyebilmek istiyorum.

(I want to talk to people from every nationality. Because most nations know English. I want to watch movies and series without needing subtitles.)

F10: İngilizce biraz zorlansam da eğlenceli ve öğrenmek istediğim bir dil. İngilizcenin ana dilimizden sonra önemli bir dil olduğuna inanıyorum. İlerdeki yaşantımda ikinci bir dile her zaman ihtiyacımızın olduğunu düşünüyorum.

(English is an enjoyable language which I want to learn. I believe it is the second most important language after our mother language. I think we will need a second language in our future lives.)

F11: I and my family love English. I believe knowing a second language will help me in my future job. I want to improve my English. I want to go abroad for university and everybody says learning it now easier than later periods.

F12: Gelecekte mimar olmak istiyorum. Bu benim için çok önemli. Mimarlığımda yurtdışı işlerinde görev almak işimi anlatmak ve kendimi geliştirmek için İngilizceye ihtiyacım var. İhtiyacımdan da öte İngilizceyi seviyorum. Yurt dışında yaşamak, çok iyi düzeyde İngilizce konuşmak orada şirket kurmak isterdim. Çünkü yurt dışında teknolojinin daha ileri olduğuna inanıyorum.

(I want to be an architect. It is very important for me. I need English to work abroad and improve myself. Furthermore, I love it. I would like to live abroad, talk English perfectly and have a firm there. Because I believe that technology is more improved there.)

F13: İleride de işimde kullanacağım için öğreniyorum. Okulda zorunlu olduğu için öğreniyorum. İngilizceyi sevmiyorum, sıkıcı geliyor.

(I learn as I will use it in the future, too and as it is compulsory at school. I don't love English, it is boring.)

F14: İlerde doktor olmak istediğim için işimde bana çok yarar sağlayacağını düşünüyorum. İngilizce konuşmak, normal hayatta da çok hoşuma gidiyor. Farklı dil bilince kendimi daha iyi hissediyorum. İngilizce zaten çok yaygın bir dil. Bu dili bilmeyen kendini eksik hissetmeli ana dili gibi bilmelidir.

(As I want to be a doctor, I think it will help me. I like talking in English in daily life. I feel better to know another language. English is a common language. Anyone who does not know this language must feel himself/herself inadequate.)

F15: İyi bir meslek edinmem için İngilizce öğrenmem şart. Dinlediğim şarkıları ya da izlediğim filmleri anlamak istiyorum. İlerde yurtdışına çıkarsam zorlanmadan oradaki insanlarla anlaşmak konuşmak istiyorum.

(Knowing English is a must to have a job. I want to understand the movies I watch and the songs I listen. If I go abroad, I want to talk to other people without difficulty.)

F16: Öğrendiğim yabancı diller ilerde işimde bana katkı sağlayacak. Yabancı dil bilmek istiyorum. İngilizceyi seviyorum. İngilizce konuşmak istiyorum.

(The foreign languages which I learn will help me in the future. I want to learn foreign languages and talk in English.)

F17: I love English and I am skillful in English. And English is important. If a person learns English, he/she can improve himself/herself. I believe English is the easiest language. And I want to go abroad. Everybody knows English so I can communicate with other people easily.

F18: I love English. When I learn English, I feel good. I believe knowing a second language will help me in my future job. I think it is a funny language. I want to understand English song lyrics. I love watching film. I want to understand movies. If I meet a tourist, I want to talk easily. I like reading English books.

F19: İngilizce şart. İlerde yurt dışına gitmek istiyorum. Eğitim amaçlı olabilir. İngilizceyi seviyorum, iyi konuşup, konuşulanları anlamak istiyorum.

(English is a must. I want to go abroad in the future perhaps for my education. I love English. I want to talk and understand the speeches.)

F20: I like English and I want to speak English very well. I think everybody should learn English. İngilizce sayesinde mutlu oluyorum. Anlamak ve akıcı bir şekilde konuşmak istiyorum. Yurtdışına çıktığımda kendimi ifade etmek ve etrafımdakileri anlamak istiyorum. Türkçe gibi İngilizce konuşmak istiyorum.

(I am happy thanks to English. I want to understand it and talk fluently. When I go abroad, I want to express myself and understand what is going on around me. I want to talk in English as in Turkish.)

APPENDIX 3. STUDY PERMIT DOCUMENT

T.C.
AFYONKARAHİSAR VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.0.03.20.03-605.99/
Konu : Araştırma İzinleri

04.12.12 35794

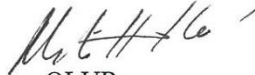
VALİLİK MAKAMINA

İlgi: 27/11/2012 tarihli ve B.08.6.YÖK.2.AU.0.72.0.00-3161 sayılı Hilal OLUR'un araştırma izin talebi yazısı.

Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Öğrencisi Hilal OLUR'un 21/12/2012-28/12/2012 tarihleri arasında "Lise Öğrencilerinin Öğrenen Özerkliği Konusundaki Farkındahkları" konulu tez çalışması kapsamında Afyonkarahisar İli Merkez Anadolu Öğretmen Lisesi 9-10-11-12 inci sınıf öğrencilerine yönelik anket çalışmaları yapmaları, anket çalışmaları tamamlandıktan sonra sonuçlarının birer örneğinin İl Milli Eğitim Müdürlüğü'ne teslim edilmesi şartıyla, Müdürlüğümüz Ar-Ge birimi teklifi doğrultusunda, müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde tensiplerinize arz ederim.


Metin YALÇIN
İl Milli Eğitim Müdürü


OLUR
.04./12/2012

A.Muhiddin VAROL
Vali a.
Vali yardımcısı

EKLER:

1- Anket(7 sayfa)

 EĞİTİMDE REFORM Daha aydınlık gelecek!	EĞİTİMDE %100 DESTEK	DANIŞMA 444 0 632 HATTI		İl Milli Eğitim Müdürlüğü	Ar-Ge Şubesi
				Tel : 0 272 213 76 03/160	E-posta : afyonmem@mel
				Ar-Ge : 0 272 214 24 28	arge03@meb.gov.tr
				Fax : 0 272 213 76 05	Web : http://afyon.meb
Yazılarımıza verilecek cevaplarda yazımızın ilgisinin mutlaka l					

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