

**LEARNERS' PERCEPTIONS OF THEIR ENGLISH TEACHERS'
AUTONOMY IN THE TURKISH HIGH SCHOOL CONTEXT**

Semih ÜSTÜN

JANUARY 2020

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**A THESIS SUBMITTED TO THE
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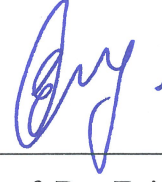
BY

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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
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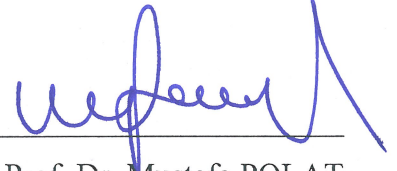
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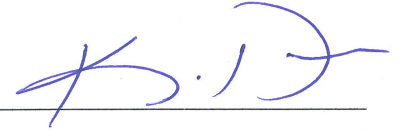
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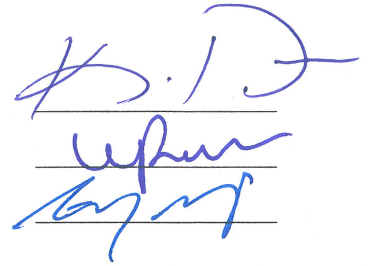
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ABSTRACT

LEARNERS' PERCEPTIONS OF THEIR ENGLISH TEACHERS' AUTONOMY IN THE TURKISH HIGH SCHOOL CONTEXT

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The purpose of this study is to investigate high school learners' perceptions of their English teachers' autonomy in the Turkish high school context. The study aims at exploring whether gender, school type, grade level, the length of prior language learning experience and hours spent in learning English outside the school on weekly basis have any effects on learner's perception of their English teachers' autonomy. In addition, the study seeks to explore whether there is a correlation between teachers' roles from the learners' perspective. Also, English teachers' specific ways of supporting autonomy outside the school in relation to the school context were investigated in the study. The present study was carried out in both private and public high schools in the western part of the Aegean region in Turkey. The participants consisted of 632 high school students, 345 of whom were from public and 287 were from private schools. The findings indicate that while gender and the length of prior language learning experience have no effects on learners' perceptions of their English teachers' autonomy, the school type, grade level and time spent in learning English outside the school influence learners' perception. Moreover, it was found that there is a positive correlation between teachers' autonomous roles and English teachers' specific ways of supporting autonomy outside the school differ in accordance with the school type.

Keywords: Teacher Autonomy, Learners' Perception of Teacher Autonomy, Teacher Autonomy in the Turkish High School Context

ÖZ

TÜRK LİSE BAĞLAMINDAKİ ÖĞRENCİLERİN İNGİLİZCE ÖĞRETMENLERİNİN ÖZERKLİĞİNE İLİŞKİN ALGISI

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Bu çalışmanın amacı Türk lise bağlamındaki öğrencilerin İngilizce öğretmenlerinin özerkliğini nasıl algıladığını araştırmaktır. Araştırma, cinsiyet, okul türü, sınıf seviyesi, İngilizce öğrenilen yıl ve okul dışında haftada İngilizce öğrenmeye ayrılan vakit gibi faktörlerin öğrencilerin İngilizce öğretmenlerinin özerkliği algısını etkileyip etkilemediğini incelemektedir. Ek olarak, araştırma öğrencilerin algısı açısından öğretmen rollerinde karşılıklı bir ilişki olup olmadığını araştırmaktadır. Aynı zamanda, bu çalışmada öğretmenlerin okul dışında özerkliği artırmaya yönelik tavsiyeleri okul türü bağlamında incelenmektedir. Bu çalışma Ege Bölgesi'nin batı bölümünde hem özel hem de devlet olmak üzere lise düzeyinde eğitim veren okullarda yürütülmüştür. Çalışmaya toplamda 632 öğrenci katılım göstermiştir. Bunların 345'i devlet 287'si devlet okullarındaki öğrencilerden oluşmaktadır. Bulgular şunu göstermektedir ki cinsiyet ve İngilizce öğrenilen yıl öğrencilerin İngilizce öğretmenlerinin özerkliğini algılamada bir etkiye sahip değilken, okul türü, sınıf düzeyi ve okul dışında haftada İngilizce öğrenmeye ayrılan süre öğrencilerin İngilizce öğretmenlerinin özerkliği algısını etkilemektedir. Ek olarak, öğretmenlerin rolleri arasında olumlu bir ilişki bulunmuştur ve öğretmenlerin okul dışında özerkliği artırmaya yönelik tavsiyeleri arasında okul türüne bağlı farklılıklar olduğu tespit edilmiştir.

Anahtar Kelimeler: Öğretmen Özerkliği, Öğrencilerin Öğretmen Özerkliği Algısı, Türk Lise Bağlamında Öğretmen Özerkliği



To My Parents

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LIST OF ABBREVIATIONS

EFA	Exploratory Factor Analysis
KMO	Kaiser-Meyer-Olkin
SLA	Second Language Acquisition



Chapter 1

Introduction

Learner autonomy is one of the crucial factors affecting language acquisition and with regard to student-centered approaches, fostering learner autonomy has been of utmost importance in the language learning process. There have been many definitions attributed to learner autonomy as it is not possible to explain it by a single definition. Considering the variety of those definitions, autonomous learners cannot be fit in one definition since autonomy can occur in various forms (Benson, 2013). However, one of the most common and earliest definitions of learner autonomy was made by Holec (1981) and he defined autonomy as “to take charge of one’s own learning” (p. 3). Based on this definition, learners should be encouraged to take control of their own learning process and be free from the control of others. By doing so, they can decrease teacher dependency and become responsible for their own learning process in language acquisition.

Learner autonomy development requires several factors to be met and one of them is willingness on the part of the learners. To support this, Dam (1995) notes that for learners taking the responsibility of oneself calls for capability and desire to act free from the control of others. From this perspective, it can be claimed that learners should be motivated during the process since without motivation we cannot discuss the effectiveness of any strategies in fostering learner autonomy and language development. In addition, as Dickinson (1995) suggests learner autonomy increases motivation; therefore, it is central that learners should be left free in the process and included in the decision-making process so that they can realize that they have the capability to control and succeed.

Since learner autonomy depends on teachers’ roles to a great extent, it essential to place importance on teachers’ language teaching in terms of fostering learner autonomy. Especially in a teacher-centered educational context, students show heavy dependence on their teachers since they lack confidence (Tran & Duong, 2018) and this can be overcome by promoting learner autonomy (Kesten, 1987). In such environments, fostering learner autonomy is more challenging as students do not feel

safe with their own choices and they are mostly in search of teacher guidance. Thus, providing learners with necessary learning strategies and including learners in the decision-making process step by step can pave the way for autonomy development (Alonazi, 2017; Begum & Chowdhury, 2016; Çakıcı, 2015; Weaver & Cohen, 1994).

Teacher autonomy plays a critical role in fostering learner autonomy and there is a strong relationship between the two terms (Lamb, 2008). Teachers' support and guidance are the key factors in enhancing autonomy and in accordance with that statement Lamb (2011) claims that teachers need to support learners on the way they can develop a sense of self-management skills considering their learning process. Similarly, Benson (2013) notes that developing learner autonomy does not mean withdrawing from the learning process completely; on the other hand, he emphasizes the importance of effective guidance in the process. Therefore, teachers' role with respect to their own autonomy is crucial in promoting learner autonomy since the development of the former is considered necessary in order to promote learner autonomy. (Little, 1995).

Since fostering learner autonomy is one of the main aims in language learning, teachers' roles, practices and the factors affecting learner autonomy should be closely studied. In addition, these should be studied from the learners' perspective as they are at the center of this process. Although teachers carry out their roles to enhance learner autonomy, it is important to understand how learners perceive their teachers' autonomy. In order to comprehend a better understanding of the process in fostering learner autonomy in relation to teachers' autonomy, more studies should be conducted from the perspective of learners. By doing so, we can understand how teachers' autonomous practices, roles and language teaching methods are understood by learners.

1.1 Statement of the Problem

Learner autonomy is essential in the language learning process and it is closely related to teachers' autonomy and their practices. That's why practitioners should embrace the importance of learner autonomy and regulate their roles accordingly to create more fulfilling learning environments. However, although teachers have positive attitudes towards the effectiveness of learner autonomy and apply their

language teaching in relation to enhancing learner autonomy, it is important to understand how learners perceive their English teachers' autonomy.

Although there are many studies conducted on both learner and teacher autonomy, none of these studies investigate how learners perceive their English teachers' autonomy. In this study, teachers' autonomy is investigated from learners' perspectives in both private and public schools in the Turkish context as there is a need for study in the literature. The study might contribute to the literature by exploring how gender, grade level, years spent in learning English and the time spent in learning English outside the school affect learners' perceptions. Also, the correlation between teachers' roles and their out of classroom suggestions are investigated in the study which might be helpful for practitioners. Moreover, understanding learners' perceptions of their English teachers' autonomy might be beneficial as there is lack of studies in the literature that seek to explore teacher autonomy.

1.2 Purpose of the Study

To understand learners' perspective of their English teachers' autonomy is essential in promoting learner autonomy and language acquisition. Therefore, in this study, the main aim is to focus on how English teachers' autonomy is perceived and to what extent those practices are applied to language teaching from learners' perspectives. The study explores learners' perceptions of their English teachers' autonomy in accordance with their gender, school type, grade level, time spent in learning English outside the school and the length of prior experience in language learning. The study aims at exploring how teachers working at public and private schools are perceived by high school learners in the Turkish context. Additionally, the correlation between teachers' roles is investigated in the study and English teachers' specific ways of supporting autonomy outside the school in relation to the school context are examined.

1.3 Research Questions

The present study aims at investigating the following questions:

1. What are learners' perceptions of their English teachers' autonomy in accordance with their roles?

2. Is there a difference in learners' perceptions of their English teachers' autonomy in accordance with
 - (a) learners' gender?
 - (b) school type?
 - (c) grade level?
 - (d) the years spent in learning English?
 - (e) the time spent in learning English outside the school on weekly basis?
3. Is there a correlation in learners' perceptions of their English teachers' autonomy in accordance with their roles?
4. What are the English teachers' specific ways of supporting autonomy outside the school in accordance with the school context?

1.4 Significance of the Study

Although there have been many studies on learner autonomy, those studies approach learner autonomy from learners' or teachers' perspectives. Also, they are mostly related to the importance of learner autonomy or the ways to promote it. Additionally, most of the studies focus on whether English teachers regard themselves or their students as autonomous. However, the significance of this study lies in the fact that there are not any studies conducted on how English teachers' autonomy is perceived from the perspective of learners in private and public high school context. Also, the study does not only investigate how learners perceive their English teachers' autonomy but it also explores the difference between how private and public-school teachers' autonomy is understood in two different contexts. Motivated by this gap in the literature, the study fills the gap as these have not been investigated in other studies. Furthermore, practitioners might benefit from the results of this study and it suggests several implications.

In addition, there are few questionnaires designed to analyze learners' perceptions of their English teachers' practices in relation to autonomy development. In this study, the questionnaire was developed by the researcher through adapting several questionnaires in the existing studies (Alonazi, 2017; Borg & Al-Busaidi, 2011; Çakıcı, 2015; Harmandaoğlu-Baz, Balçıkanlı & Cephe, 2018; Koçak, 2003; Xu, 2015).

1.5 Definitions

Learner Autonomy: The term is defined as learners' taking charge of their own learning (Holec, 1981).

Teacher Autonomy: The term is described as teachers' self-directed and independent professional action (McGrath, 2000).



Chapter 2

Literature Review

2.1 Definitions of Teacher Autonomy

The concept of teacher autonomy has been of utmost importance in English language education and it is closely related to fostering learner autonomy which is crucial in language learning. Since the development of learner autonomy is highly connected with teacher autonomy, the roles of language teachers have been reshaped and addressed several definitions by scholars.

To start with, Graves (2009) describes autonomy as “the capacity to take charge of and direct one’s own learning and control over the content and processes of one’s learning” (p.159). Additionally, McGrath (2000) describes the teacher autonomy as “self-directed professional action”, and “freedom from control by others” (p. 101). Teacher autonomy is also explained as independence teachers carry out in the classroom to make decisions (Street, 1988). Correspondingly, Benson (2000) describes teacher autonomy as the right to freedom from control. Similar to this definition, freedom is regarded as the distinctive feature of autonomous teachers (Short, 1994).

Apart from these definitions, Barfield et al. (2002) claim that teacher autonomy requires revealing and figuring out the constraints that can be confronted by teachers in order to be able to deal with them and turn them into moments for a change. Short (1994) notices that autonomy is related to teachers’ beliefs and the management of some elements of their profession such as curriculum, coursebooks and the planning of the time. Likewise, Tort-Moloney (1997) describes the autonomous teacher as the one “who is aware of why, when, where and how pedagogical skills can be acquired and used in the self-conscious awareness of teaching practice itself” (p. 52). As it is understood, teacher autonomy requires the continuous questioning of the various factors in order to make the best of a learning environment. Teachers’ knowledge of the institution and the challenges to be faced accordingly are crucial in that they help

teachers to find solutions to the problems that might hinder the development of learner autonomy.

In addition, DeVries and Kohlberg (1987) express the autonomous teachers as the constructivists who do not only know what to do but they also know the rationale behind their actions. They claim that autonomous teachers have practical and theoretical principles and they do not accept what is offered by the curriculum without questioning. They reflect upon the curriculum to see if they agree or not and they know that they have the responsibility of the education they provide. According to Dikilitaş and Griffiths (2017), teacher autonomy includes being free from impositions, establishing a connection between theory and practice, specifying the needs, taking actions and capacities into account and changing the beliefs and practices to find solutions for circumstantial restraints. Additionally, Lamb (2008) describes the teacher autonomy as follows:

It was already envisaged that the teacher needed to be autonomous, either in the sense of being 'free' to organise learning in new ways, or in the sense of having experience of the demands of learning autonomously, (be it the learning of other languages, the learning of how to teach, or the self-management of one's own classroom practice), if s/he were to be in a position to facilitate the development of learner autonomy. (p. 4)

Additionally, Lamb and Simpson (2003) suggest that to be able to break away from the treadmill and develop as autonomous learners, teachers should become aware of the pleasure of learning with the aim of inspiring the learners. Also, Smith (2003) states that it can be suitable if teacher educators give importance to willingness and capacity for self-managing the teaching and learning which are directly connected to pedagogical aspects of learner autonomy. He also states that these might enable teachers to be aware of the constraints that can be faced during the process.

As it is understood, autonomous teachers are attributed to several definitions and the existence of only one of those cannot be enough to define autonomy. The most common definitions of autonomous teachers are their being free from the control of others and taking responsibility for their practices. Autonomous teachers do not simply

accept whatever suggested to them but they question whether it is in accordance with their beliefs with the purpose of increasing the quality of the learning environment. Apart from these, autonomous teachers are characterized by several definitions and these should be promoted in order to increase autonomy from both teachers' and students' perspectives.

2.2 Characteristics of Autonomous Teachers

In order to describe the characteristics of autonomous teachers, Littlewood (1996) explained autonomy as “who has an independent capacity to make and carry out the choices which govern his or her actions” (p. 428). One of the most detailed definitions of the characteristics of autonomous teachers was stated by Candy (as cited in Benson, 2013) and he expresses the characteristics of autonomous teachers as “methodical/disciplined, logical/analytical, reflective/self-aware, curious/open/motivated, flexible, interdependent/interpersonally competent, persistent/responsible, venturesome/creative, confident/have a positive self-concept, independent/self-sufficient, skilled in seeking/retrieving information, knowledgeable about/skilled in learning, able to develop/use evaluation criteria” (p. 117). As it is understood from Candy's categorization, the characteristic of teacher autonomy is a broad term and focusing on only one of them might not be enough to address teacher autonomy. They are all related to each other and the main aim should be to develop all these mentioned characteristics with respect to teaching practices.

From another perspective, Cotterall (1995) notes that autonomous teachers are the ones who have come through the challenges aroused from their previous learning experiences, academic history and cultural patterns. Cotterall's (1995) claim requires a process of reshaping the previous attitudes and in accordance with this claim Thavenius (1999) defines the autonomous teacher as the one “who reflects on her teacher role and who can change it, who can help her learners become autonomous, and who is independent enough to let her learners become independent” (p. 160). He also adds that teacher autonomy is about teachers' capability and eagerness in the process of making the learners autonomous. Additionally, Mackenzie (2002) claims that autonomous teachers have the willingness to change the environment and it is

similarly stated that autonomous teachers have the capability to take actions/decisions and maintain a concrete attitude considering their professional identities (Vahasantanen, 2015).

Likewise, teacher autonomy is explained as a continuous study of teaching practices with respect to developing learner autonomy (Barfield et al., 2002). As it is mentioned, teacher autonomy is not only about making a change in self-practice and reshaping one's own role, but it is also about interrelatedly shaping the learners to foster their learning process and this shapes the characters of the autonomous teachers. In addition, Little (1995) expresses another aspect of teacher autonomy as follows:

Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers. (p. 179)

According to Ramos (2006), teacher autonomy involves some features such as negotiation skills, the ability for reflection, the teaching environment, readiness to the lifelong learning process, embracing learner autonomy and engagement in promoting it. He also claims that teachers ought to have knowledge of the institution in order to state the challenges restricting the teaching and learning process along with eagerness to face those challenges to be able to see them as a chance for change.

In addition, Smith (2003) characterizes teacher autonomy as the capability to cultivate relevant skills, expertise and mindsets collectively with others. Similarly, Dikilitaş (in press) claims that autonomy is one of the characteristics of successful language teachers considering their practices and professional development. He also states that being an autonomous teacher calls for reflection and self-management in order to promote freedom both for their learners and themselves. In his study, he describes the autonomous learner as self-confident, curious, resilient, dedicated and willing to change and to collaborate with others. Accordingly, Graves (2009) mentions some characteristics of autonomous teachers as “the desire to learn, a robust sense of self, a capacity to reflect on one's practice in order to understand it and improve it, a

capacity to collaborate/negotiate - with students, with colleagues, with others, and a capacity to act strategically” (p. 160).

Autonomous teachers are described as the one who has the ability to manage both the teaching process and their professional development as well (Benson & Huang, 2008). In addition, Dörnyei and Ushioda (2011) state that autonomy is one of the crucial elements in promoting teacher motivation and similarly Pearson and Moomaw (2005) claim that teachers having the charge of their own practices have less job stress. Furthermore, when teachers regard autonomy as a chance to change their practices in accordance with their values, specific situations and student’s needs, they engage more in the process and this might lead to job fulfillment (Skaalvik & Skaalvik, 2014). Therefore, it can be claimed that teacher autonomy does not only affect the learning environment physically in connection with classroom practices but it also affects the learning environment psychologically.

To sum up, there are several suggestions on the definitions of the characteristics of autonomous teachers. To embrace and develop these characteristics are crucial in language teaching as they directly affect the learning environment and promote learner autonomy at the same time. Becoming an autonomous teacher is a life-long process and it does not occur at once. In relation to these definitions, one should not define himself autonomous by only adopting one of these characters. In order to obtain those characteristics necessary actions should be taken since, as it is suggested, teacher education plays an important role in fostering autonomy.

2.3 Teacher Education in Autonomy Development

With respect to fostering autonomy, Benson and Huang (2008) state that teacher autonomy is not merely managing the teaching stages, but it is about teachers’ capacity to self-direct their professional development as well. Similarly, autonomy is the competence of teachers improving their own teaching practices independently (Javadi, 2014). Correspondingly, Benson (2013) notes that teacher autonomy is related to one's professional competence about the control of the teaching process and their capacity in developing themselves as teachers. He also suggests that considering teacher autonomy, teacher education is a critical area as teachers follow the same procedures

that are likewise expected from the learners. In addition, Little (1995) notes that teacher education ought to be placed importance as it is essential in developing learner autonomy in the learning environment and suggests that course objectives, the way the course is conducted and the assessment process should be discussed. He also claims that “the basis of this negotiation must be a recognition that in the pedagogical process, teachers, as well as students, can learn, and students as well as teachers can teach” (p. 180).

Furthermore, the development of learner autonomy is significantly related to the learning environment created by the teacher; therefore, teachers without any training on autonomy can face difficulties while creating the optimal environment considering autonomy development (Harmandaoğlu-Baz et al., 2018). They state that during their teacher training, teachers should practice autonomous skills so that they can develop positive attitudes towards learner autonomy during their own teaching, and consequently by acting in accordance with the exemplary of their teachers they can take the responsibility of their learning. Correspondingly, Smith (2000) states that;

One leitmotiv of recent work in the field of teacher education is that learning constitutes an important part not only of becoming but also of continuing to be a teacher. If this is the case, then learner autonomy is likely to be as necessary for ourselves (as teacher trainees, teachers or teacher trainers) as we consider it to be for language students. As teacher trainees, after all, we are students. (p. 90)

Furthermore, Little (1995) emphasizes the relationship between the teacher autonomy and their educational background and states that if teachers have been supported to be autonomous during their education, it is highly possible for them to improve learner autonomy during their teaching practices. Training student-teachers to become autonomous learners might help those teachers to embrace autonomy in their future classroom practices and promote learner autonomy (Little, 1995).

Smith (2003) similarly mentions the term teacher-learner autonomy by addressing professional development and describes the term as “ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with

others” (p. 9). It is also suggested that if the aim is to develop teacher autonomy, it might be required to question the constraints considering our own autonomy (Smith, 2003). Accordingly, he states that we should expand our ability for independent teacher education. These are parallel with the results of a study conducted by O'Hara (2006) who claimed that when teacher autonomy is not checked, it can have negative effects on the success of the learners. From that point of view, to develop the appropriate skills teachers should be provided with guidance in order to prevent adverse tendencies.

Considering the definitions and roles addressed to autonomous teachers, the importance of teacher autonomy can be perceived as improving the teaching practices, reshaping the behavior and freeing the learners. The importance of teacher education is seen as an essential factor in promoting autonomy and it should be placed emphasis. As it is mentioned by scholars, developing and becoming a more autonomous teacher are not seen as the ultimate goal in language education but transferring this autonomy to learners should be regarded as the main aim of the autonomous teachers. Hence, the concept of learner autonomy should be clearly understood by language teachers with the aim of promoting the intended behavior during the learning process.

2.4 Definitions of Learner Autonomy

Learner autonomy is one of the most crucial topics in language education referring to the shift from teacher-centered learning environments to learner-centered ones. The concept has gained importance especially in language learning and to be able to understand learner autonomy and promote it further, scholars have attributed several definitions to autonomous learners and their autonomous behaviors have been investigated. There are many definitions of learner autonomy but the most common and earliest definition of learner autonomy was described as “to take charge of one's own learning” and the term was explained as learners’ taking the responsibility of decisions in the learning process such as “learning objectives, defining the contents and progressions, selecting methods and techniques to be used and etc.” (Holec, 1981, p. 3). Rivers and Golonka (2009) define the learner autonomy as “the active, independent management of learning by the learner (rather than independent study

outside the classroom), where the learner sets or attempts to control the goals, curriculum, pedagogical method, or content of the learning program” (p. 255). In terms of language education, learner autonomy is characterized as students’ self-directing the studies by themselves, as a skill that can be trained, a capacity that we have by birth but restrained by institutions, learner responsibility and the freedom to decide what and how learners want to learn (Benson & Voller, 1997). Furthermore, Thomson (1996) attributes natural aspect to autonomy and emphasizes that we are autonomous learners by birth and while learning our native language we hold the control of the learning process but when it comes to more complicated steps of learning and with the mediums of institutions, we abdicate our autonomy.

Additionally, Joshi (2011) defines learner autonomy as “one who has the capacity to make and carry out the choices which govern his or her actions independently” (p.14). According to Hedge (2000), learner autonomy is the capability of the learner’s taking the responsibility of his/her learning in the process of planning, regulating and observing the learning process free from the control of the teacher. Similarly, Cotterall (1995) defines autonomy as “the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning” (p. 195). Autonomous learners are considered as people who play an active role in establishing the circumstances of the learning process (Lantolf & Pavlenko, 2001). With respect to all those definitions, learner autonomy is mainly about taking the responsibility of the learning process and controlling it by playing an active role in accordance with the needs and the aims of learners on their own.

In addition, Dickinson (1987) describes learner autonomy as the case in which learners completely take the responsibility of the choices they make corresponding with their learning and the practices they apply regarding these choices. He also claims that in complete autonomy, teacher or an institution engagement is not observed and the learners are also free from the readily prepared materials. On the other hand, Lamb and Reinders (2005) regard learner autonomy as “learning that takes place independently from (usually) the teacher, though not necessarily independent from the control of the teacher” (p. 225). They also suggest that learners are required to be autonomous to be able to learn on their own and independent from other factors. From this point of view, it can be perceived that although autonomy requires the self-

government of the process, the control of a teacher is regarded as an essential factor in developing this independence.

In order to emphasize the importance of learner autonomy, Dörnyei and Csizer (1998) account for the learner autonomy in the ten commandments for increasing learner motivation. Additionally, Little (1996) claims that autonomy promotes the use of target language beyond the language learning environment and it benefits learners to take advantage of the opportunities that continuously occur during the learning process. Similarly, it is suggested that autonomy has benefits in developing self-management and creativity in the learning process (Alonazi, 2017). Another benefit was put forward by Harmer (2007) who claimed that in order to overcome the constraints faced in the classroom environment such as time, learners should be given support to develop learning strategies of their own and carry the learning process out of the classroom.

Learner autonomy basically refers to taking the responsibility of all the processes in learning. According to what scholars mentioned, it can be concluded that learners should be left free from institutional or teacher control so that they can discover what and how they want to learn as they are the ones who know what their needs are in terms of their learning objectives. Apart from all these, autonomous learners can emerge in various situations by showing several behaviors different from one another; in this respect, the characteristics of autonomous learners should be negotiated in order to understand the attitudes of those learners as there is no one single form.

2.5 Autonomous Learner

As it is suggested by definitions, learner autonomy can be described in many aspects and there is not only one true definition of it. There are many definitions attributed to autonomous learners and each learner can show different features of these attitudes from the others. Accordingly, comprehending the behaviors learners reveal might be helpful for practitioners to understand the autonomous learner more comprehensively.

Krashen (2006) associates his input theory with autonomy and claims that autonomous learners are the ones that comprehend the ways a language is acquired

and obtain the input essential for language acquisition regardless of the formal programs. Similarly, Macaro (2008) claims that by giving learners choices and making them responsible for their choices, they hold the control of the language learning process and also, they decide the goal and scope of that learning. Ramadevi (1992) notes that autonomy is not only about learners' choosing the linguistic items from the syllabus, but it is also about actively determining what they would like to investigate and study among the choices. From these perspectives, autonomous learners can be characterized as active participants in the learning process.

Since all the learners are different from each other in many aspects, Little (1991) suggests that autonomous learners can be noticed by their attitudes and these can exist in various forms. He states that learners' age, how long they have been taking education and the things they consider as their learning needs are some of them and learners cannot be regarded as autonomous by considering only one of the variables. In respect to what Little (1991) suggests here, those variables should be taken into consideration by the practitioners as they might be mistaken by regarding embracing learner autonomy without acknowledging the different parameters. Accordingly, Benson (2013) states that:

At the risk of over-simplification, one learner may be good at drawing up and following study plans using self-access materials, while another may be good at creating opportunities for interaction with target language speakers. Learners may also call upon different aspects of autonomy as different situations demand them. We might want to say that these learners are 'equally' autonomous, although they are, in fact, autonomous in different, and possibly non-comparable, ways. (p. 66)

In addition to Benson's (2013) claims, Little (1991) argues that: "Essentially, autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails that the learner will develop a particular kind of psychological relation to the process and content of his learning" (p. 3). Similarly, there are degrees of autonomy which are unsteadily changing and he adds that conscious awareness during the process is essential (Sinclair, 2000). As it is

mentioned, while analyzing the autonomous behavior of learners, various factors should be taken into consideration as it is a continuous process and can be observed in various forms in every learner.

Chan (2001) states that autonomous learners ought to display active participation in the process of determining the goals, identifying the content and formulating the ways for assessment. In addition, he similarly claims that autonomous learners are required to take control of every stage of their own learning process involving; “setting learning goals, identifying and developing learning strategies, developing study plans, reflecting on learning, identifying and selecting relevant resources and support, assessing one’s own process” (p. 506). Correspondingly, Harmandaoğlu-Baz et al. (2018) suggest that learners ought to be included in the decision-making process in order to promote learner autonomy.

In addition, claims learner autonomy means realizing and recognizing strategies, needs and aims and re-examining the methods and actions in order to be able to get the maximum benefit from the learning process (Thanasoulas, 2000). To this respect, training in learning strategy and methods can be considered fundamental in promoting learner autonomy and scholars emphasize the development of learning strategies in their claims as well (Harmer, 2007; Thanasoulas, 2000). Likewise, Karababa, Eker and Arık (2010) claim that autonomous learners are aware of which strategies they need to use related to the context they study and they are also competent in using these strategies in other disciplines.

In the learning environment, the learner autonomy can be regarded as learners’ having the charge of the learning process (Lamb, 2008). It can be explained as independent learning and he also defines the process as “autonomous learning involves a capacity for taking control, a knowledge of *how* to learn as well as the motivation to learn” (Lamb, 2006, p. 6). Additionally, autonomy is described as the subject of not simply taking control of the learning but he regards it as an adaptation in the language learning process where the autonomous learner considers the use of language in each opportunity as language learning (Little, 1997).

In terms of motivation and willingness, they are the other two factors that promote language acquisition and developing learner autonomy has also benefits with respect to motivation. Dickinson (1995) states that learner autonomy increases

motivation in the language learning process, in addition to this, Breen and Mann (1997) suggest some characteristics of the autonomous learners and state that autonomous learners have willing to learn the language and they can strategically utilize the existing environment. Also, they claim that they adapt themselves in practical and resourceful ways. Interrelatedly, Deci, Vallerand, Pelletier and Ryan (1991) claim that students with higher motivation and autonomy get more autonomous support while students with less motivation are shown more controlling roles by their teachers. Accordingly, Littlewood (1996) also notes that willingness plays a vital role in expanding learner autonomy. Sinclair (2000) states the aspects of autonomy by mentioning several items and similarly claims that willingness and capacity are the factors affecting the promotion of learner autonomy and he sets complete autonomy as the main goal. In addition, he explains that autonomy does not only take place in the classroom but it can also take outside the classroom as well. According to this claim, autonomy development should not be restricted to the classroom environment but teachers also encourage learners to go beyond the classroom and make them realize that learning cannot be defined within the limits of a place.

Since learner autonomy calls for various aspects to be met from the learners' perspective, it should be understood that it is not a destination but it is a long and continuous process that requires steady improvement. The concept of learner autonomy should be encouraged by language teachers and learners should be trained accordingly. Teacher and learner autonomy are interrelatedly increase the quality of the language learning environment; therefore, the absence of one can negatively affect the development of the other. Hence, the relationship between the two plays a crucial role in the learning environment.

2.6 Teacher and Learner Autonomy Relationship

As teacher autonomy is related to the development of learner autonomy, the close relationship between the two has been given importance in literature and its essential role in promoting learner autonomy has been emphasized by scholars. As for teachers' roles, Joshi (2011) describes the role of the teacher in the language process as "a facilitator, an organizer, a resource person providing learners with feedback and

encouragement, and a creator of learning atmosphere and space” and in other words, a teacher works as a “guide, a co-operative and an initiator rather than an authority” (p.16). In addition, Breen and Mann (1997) describe the role of the teacher as the counselor and facilitator to assist the learners in practicing essential language skills. The relation between the two terms is described as “If learner autonomy is the capacity, freedom, and/or responsibility to make choices concerning one’s own learning . . . teacher autonomy, by analogy, can be defined as the capacity, freedom, and/or responsibility to make choices concerning one’s own teaching” (Aoki, 2002, p. 111).

Moreover, Alonazi (2017) notes that teachers’ beliefs on their roles play a crucial role in fostering autonomy; therefore, while teachers with traditional beliefs embrace a more teacher-centered approach, teachers that embody modern methods have more tendency to develop learner autonomy through student-centered approaches. In this regard, the significance of teachers’ attitudes towards autonomy in the learning process is clearly understood with respect to their roles in increasing learner autonomy. Little (2004) suggests that teachers sometimes change their roles to the observer, adviser or manager of learning resources and claims that teachers are not expected to leave themselves out of those lines. Also, it is stated that teachers must continue their ‘decisive role’ to create learning opportunities for students so that students can explore and develop their autonomy by themselves (Little, 2004).

Additionally, as it is suggested, teachers should ask learners about their beliefs and assumptions on language learning and it is also stated that through these conversations, teachers can pave the way for the development of learner autonomy (Yang, 1998). In that direction, creating a space for negotiation can be regarded as another essential element in promoting learner autonomy. Similarly, Lamb (2008) states that teachers might shape their teaching in order to be able to assist the learners in developing autonomy by considering their individual needs and beliefs. It is also claimed that teachers should reconsider their roles in order to assist their learners in developing autonomy (Crabbe, 1999). Based on these, autonomy does not mean complete separation from the teacher as teachers are the ones who create the appropriate learning environment for their learners to help them to become more autonomous by reshaping their teacher roles. Correspondingly, Weaver and Cohen (1994) note that learners should not be left on their own while learning and using a

foreign language as they suggest that they should be trained in terms of strategies to be used while learning a language.

Çakıcı (2015) states that teaching the learning strategies are essential in developing learner autonomy and claims that in order to enhance and strengthen their autonomy, learners are required to be trained in learning strategies. She also suggests that teachers should model the use of these strategies in the classroom. Thus, training the students is another responsibility of the teachers and the teachers' actions as the counselor in this direction is crucial. On the other hand, Sinclair (2000) draws attention to the fact that autonomy should not only be regarded as teaching the relevant strategies since this is just one of the factors. They are all related to each other in fostering autonomy and one factor cannot be regarded as superior to another one.

With respect to the relationship between the two concepts, Lamb (2008) states that there is an interconnection between the teacher and learner autonomy and the latter depends on teachers' assumptions on autonomy and their learning and teaching backgrounds as well as learner's own beliefs and experiences. Similarly, Lamb (2008) explains the relationship between teacher and learner autonomy by mentioning three key factors along these lines:

- i. The teacher learns how (and has, or claims, the freedom) to develop autonomously as a professional, through critical reflection
- ii. The teacher has a commitment to empowering his/her learners by creating appropriate learning spaces and developing their capacity for autonomy
- iii. The teacher introduces interventions which support the principles and values which underpin their own and their learners' autonomy. (p. 279)

Additionally, Lamb (2008) claims that creating a connection between these three elements requires reflection on teachers' autonomous learning attitudes and consideration of this behavior's implications on the learners' side. He also states that teachers' autonomous behavior can be shaped by the way they learned a language or their prior education in teaching; thus, this might be related to the development of their learners' autonomy.

The cyclical connection between teacher autonomy and learner autonomy is made by regarding the teachers as “language or teaching-learner, critical reflective, practitioner and innovator-learner in developing learner autonomy” (Lamb, 2008, p. 280). He explains that the ultimate aim in language acquisition should be to form learning environments where learners develop into autonomous language users in addition to autonomous language learners. Additionally, teachers are expected to promote learner autonomy by forming an efficient classroom environment, figuring out different learning styles, managing a good rapport with students and being flexible in the language learning process (Nguyen, 2012).

More claims have been put forward by different scholars with respects to the relationship between teachers’ experiences as learners and their practices to promote learner autonomy. In that connection, Harmandaoğlu-Baz et al. (2018) claim that we need to understand teachers’ stories and understanding of learner autonomy while they were taking training to become teachers and their current practices to promote learner autonomy. Understanding teachers’ past experiences might shed light on their classroom practices as well and this also reveals the crucial importance of training student teachers as autonomous learners.

Besides, Little (1991) claims that personal constructs help learners improve in terms of the psychological process and it underlines the challenges faced while promoting autonomy. Harmandaoğlu-Baz et al. (2018) state that according to constructivist approaches, self-directed learning is a key element in promoting learner autonomy; hence, teachers should regard the personal constructs and values of learners. According to these claims, understanding learners and their norms might assist practitioners in enhancing learner autonomy. Supportively, Dam (2001) explains that teachers’ efforts in fostering autonomy might be in vain if they ignore and do not try to understand the reasons behind students’ behaviors and assumptions. Breen and Mann (1997) claim that learners’ having competency in their own autonomy and the outcomes occurring as a result of their own system must be accepted by teachers. Additionally, one of the teacher roles in increasing learner autonomy is to assist learners in designing and conducting their own language learning process in terms of learning needs (Voller, 1997).

Furthermore, Benson (2013) suggests that promoting autonomy does not necessarily mean leaving the learners on their own, but it requires an effective procedure of assistance to benefit learners to improve the capacities that are already possessed by them. Similarly, Lamb and Reinders (2005) suggest that teachers can be considered as assistance suppliers in the process of developing learner autonomy. Correspondingly, teachers should guide learners to assess their own learning process and help them increase their awareness of the different learning styles and methods (Voller, 1997). In addition, Xu (2015) claims that autonomy does not mean refusing the role of the teacher in the learning process; on the other hand, it requires teachers to establish better learning environments that autonomy can be effectively facilitated. According to Alonazi (2017), autonomy is sometimes misinterpreted and thought to be enhanced without the presence of a teacher, yet teachers play a crucial role in developing learner autonomy by means of their roles and classroom practices. She suggests that the role of the teacher should not be disregarded in that sense and it should be given importance.

In terms of increasing the learner autonomy, Benson (2013) explains the role of teachers in this framework as “facilitator, helper, coordinator, counsellor, consultant, adviser, knower and resource” (p. 185). These roles specifically require many practices under each title and they help us understand that teacher autonomy should be attached vital importance in the process of enhancing autonomy. Furthermore, the teacher-learner relationship is central in developing learner autonomy since the trust and collaboration help learners feel comfortable and safe while they are learning. It is also claimed that teachers play a significant role in designing an engaging and supportive learning environment that interrelatedly increases motivation and self-confidence (Kesten, 1987).

Little (1995) claims that learner autonomy is not an unknown term and our purpose is not to advocate new methods in learning, yet teachers should embrace learner autonomy explicitly to be able to assist learners in achieving their goals. Little (2000) argues that the development of learner autonomy depends on the development of teacher autonomy and claims that if teachers lack the capability of being autonomous learners themselves, they cannot be anticipated to promote autonomy in learners. Furthermore, Little (2000) claims that “in determining the initiatives they

take in the classroom, teachers must be able to exploit their professional skills autonomously, applying to their teaching those same reflective and self-managing processes that they apply to their learning” (p. 27). To further support the relationship between teacher and learner autonomy, Benson (2013) claims that change in the learner begins with changing the teachers’ professional expertise and engagement in autonomy is central in promoting learner autonomy. Little (1995) states that “since learning arises from interaction and interaction is characterized by interdependence, the development of autonomy in learners presupposes the development of autonomy in teachers” (p. 175). It is noted that while promoting the learner autonomy in language classrooms, teachers have considerable liability in the process as learner autonomy particularly related to the environment created by the teacher and language teacher with lack of autonomy can face challenges while creating environments where autonomy is fostered (Harmandaoğlu-Baz et al., 2018)

The strong relationship between teacher and learner autonomy is clearly understood from those statements; therefore, teachers should be trained to become more autonomous so that they can embrace the significance of promoting autonomy in the classroom. The practices of the autonomous teacher play a key role in developing learner autonomy and the close relationship between the two affects the learning process to a great extent. It is important to evaluate autonomy both from teachers’ and learners’ perspectives as they might have both common and different expectations. There have been many studies in order to comprehend the understandings of both teachers and learners in terms of autonomy. These studies shed light on what should be done to increase learner autonomy in the classroom while learning a language.

2.7 Recent Studies on Learner Autonomy from Teachers’ Perspective

There have been many studies on learner autonomy and in this section, studies conducted from teachers’ perspectives are presented in relation to the literature. The first section is about teachers’ roles in fostering autonomy and in those studies teachers identify their roles and some reasons behind their perspectives. The second section consists of studies that report teachers’ language teaching with the aim of fostering

learner autonomy and their views on including learners in the decision-making process.

2.7.1 Teacher roles in fostering autonomy. Feryok (2013) carried out a case study by observing a classroom for nine months in the Japanese context to identify the roles of an English teacher in promoting learner autonomy. Throughout the observations, it was concluded that the students developed autonomy with the guidance of their teachers' shaping the setting by giving control to the students in time. It is stated that the teacher changed his role from the controller of the classroom to the organizer of the setting with the aim of fostering learner autonomy. Modeling was observed to be another role of the teacher and students began to take over their teachers' role in the process, which increased their autonomy.

Elmahjoub's (2014) study revealed that teachers have different perceptions with respect to their roles in developing learner autonomy. According to the results, teachers who believe the importance of learner autonomy considered their roles as the facilitator of independence. In addition, helping students when they need and involving them in the learning process are also regarded as their roles in fostering autonomy. On the other hand, other teachers noted that they preferred controlling the classroom and did not support giving responsibility to the students. Some of the teachers said that they preferred dominating the classroom and did not leave space for developing autonomy.

Arshiyani and Pishkar (2015) administered a questionnaire to 22 teachers at a university in Iran to analyze their perceptions of learner autonomy. The results of the study indicated that teachers' role in fostering learner autonomy is undeniable and critical. The participants also stated that without the guidance of the teacher, it is not possible to enhance learner autonomy. They claimed that teachers should embrace student-centered classrooms since learner autonomy cannot develop in teacher-centered classrooms. It was stated that learners should be provided with opportunities to share their ideas on the decision of materials, activities and assessment.

Yunus and Arshad (2014) conducted a study with English teachers at a secondary school in Malaysia to examine the views of teachers' role in promoting learner autonomy. The results indicated that the participants had positive views on fostering learner autonomy. They favored sharing responsibility in the classroom and

claimed that learners should be given opportunities to make decisions on what and how to learn. The participants of the study listed their roles in fostering autonomy as the facilitator, counsellor and resource. They also added that learner training is also one of the crucial duties of teachers if they want to promote learner autonomy.

In her study with nine high school English language teachers, Szocs (2017) found out that teachers highlighted the importance of guidance of the teacher and their role in increasing and sustaining motivation. Moreover, they placed importance on their roles in recognizing and meeting student needs. The results of the study indicated that teachers regarded student motivation as the most crucial factor in enhancing learner autonomy. The participants claimed that their roles and practices are shaped by their previous learning experiences as well.

Alonazi (2017) focused on the perceptions of teachers' role in promoting learner autonomy in a study with 60 female teachers at a secondary school in Saudi Arabia. The data were collected through questionnaires and the findings revealed four main roles for teachers ranked from the highest to the lowest as the resource, classroom manager, counselor and facilitator. The participants also mentioned constraints encountered by the teacher such as learners' lack of self-management skills, institutional regulations, and teachers' lack of knowledge in strategies to develop autonomy.

Juan and Yajie (2018) undertook research in order to reveal EFL teachers' beliefs and practices concerning the learner autonomy with four teachers from two different universities. The study revealed that the participants showed positive attitudes towards learner autonomy and suggested that teachers should increase students' awareness of autonomous learning. The findings of the study stated teachers' roles in increasing learner autonomy as a facilitator, counselor and resource. As for practices with respects to increasing learner autonomy, presentations on freely-chosen topics, discussions, out of class tasks, the cooperative group works and integration of technology were stated to be effective in promoting learner autonomy.

2.7.2 Teachers' language teaching for developing learner autonomy. In addition, Çoban (2002) administered a questionnaire to 35 teachers working at a university in Turkey. The participants from Gazi University and Yıldız Technical

University reported that they both supported learners to take active parts in the process. On the other hand, participants were not very supportive of involving students in the decision-making process of some areas such as deciding the content and methods to be used in the lessons.

The study conducted with 72 English instructors working at universities in the Turkish context by Özdere (2005) with the aim of analyzing their views on learner autonomy revealed that students should be encouraged to find their own learning strategies, express their ideas considering the classroom tasks and evaluate their own learning. However, participants stated that since material selection requires expertise, learners should not be involved in the selection of materials. In addition, participants were neutral in terms of sharing responsibility in the decision of course objectives, tasks, methods, course content, and the focus of teaching.

In order to reveal the beliefs of language teachers, Borg and Al-Busaidi (2011) administered a questionnaire to 61 English teachers at a language center in Oman and 20 teachers were interviewed. The findings of the study revealed that the majority of teachers agreed on the effectiveness of learner autonomy in language learning. Moreover, teachers showed positive attitudes towards including learners in the course decisions in terms of materials, topics and activities, yet they were not willing about including learners in the course objective and assessment process. The findings also shed light on some restrictions on learners' autonomy such as institutional (curriculum and lack of resources) and teacher factors (teachers' not being autonomous themselves and their beliefs in what their learners can succeed).

Nakata (2011) aimed at investigating teachers' perspectives on learner autonomy in a study with 80 English teachers at a high school in Japan. The results of the study showed that although teachers were aware of the importance of fostering autonomy, their practices did not coincide with what they supported. Helping learners to discover, learn from their peers, evaluate their own learning, ask learners' opinions and strategy training were the items with the lowest mean scores. The interviews with the teachers reveal that institutional constraints, lack of co-operation among teachers, teacher-centered methods' being dominant in the Japanese context and teachers' readiness are the reasons why they do not employ the strategies to increase learner autonomy.

Another study to explore teachers' beliefs on learner autonomy was conducted by Shahsavari (2014) and the study revealed that almost all of the teachers agreed on the effectiveness of learner autonomy. As for the practices, while teachers favored student involvement in the decision-making process considering the lesson topics, the results revealed that classroom management and teaching methods were considered to be the least feasible ones in terms of involving students. The teachers also stated that because of the educational system in the country, they could not foster autonomy completely as teachers are seen as the main authority in the classroom. They are worried that if they make students responsible for the learning process, they might be regarded as inexperienced teachers by the students.

Ürün, Demir and Akar (2014) conducted a study with 118 high school teachers in İzmir to investigate their practices for fostering autonomy. The teachers of the study expressed that they support autonomy development through activity-based practices via including students in the decision-making process, using interesting activities, project-based tasks and technology. As for constraints, teachers stated the lack of motivation, technological equipment and materials as the factors hindering autonomy development.

Another study conducted by Yasmin and Sohail (2017) with 16 English teachers teaching at universities in Pakistan, attributed three main roles as facilitator, counsellor and resource to the teachers in promoting learner autonomy. The participants of the study were observed to perform the role of facilitator more than a counsellor and resource. Encouraging creativity, motivating learners, supporting peer work, providing learners with learning choices and opportunities were found to be some of the classroom practices performed by teachers with the aim of enhancing learner autonomy.

Harmandaoğlu-Baz et al. (2018) carried out a study with five English teachers in order to examine the relationship between teachers' past experiences as language learners and their practices in the classroom in order to increase learner autonomy. The findings of the study revealed that there is a strong connection between teachers' stories and their classroom practices. Teachers' negative experiences during their educational life shape the practices which they favor in the classroom. In addition, the findings showed that personal preferences of the teachers, students' readiness, capacity

and institutional constraints were addressed as some of the restrictions of increasing learner autonomy.

2.8 Recent Studies on Learner Autonomy from the Learners' Perspective

In this section, studies conducted to elicit students' views of autonomous teachers are presented below. This part is divided into two subsections which include teachers' roles as well as factors affecting autonomy in classroom practices from learners' perspectives.

2.8.1 Teacher roles from the learners' perspective. Cotterall's (1999) study with 131 learners at Victoria University of Wellington on the teacher's role in fostering autonomy attributed several roles to the teacher such as helping the learners, discussing their process, creating opportunities, telling them what to do while learning, recognizing learner difficulties, testing and explaining the purpose of the activities. More than half of the participants stated that teachers' competence in directing students how to learn is a key element in learning a language and more significant than their teaching ability. Additionally, students were aware of the importance of sharing responsibility in the classroom and they placed their own efforts ahead of the teachers' considering their language learning process.

In order to investigate the roles of teachers from the learners' perspective, Chan (2001) conducted a study with 20 university students. The findings revealed an equivocal attitude regarding the roles of teachers. Most of the students reported that they expected the teacher to explain their progress. On the other hand, a significant number of students said that they favor it when their teachers give them opportunities to discover by themselves. In general, the results showed that students showed high dependency on their teachers in the language classroom and the teachers were considered as the resource, the instructor and the facilitator in terms of roles attributed to them.

Koçak (2003) carried out a study with 186 students studying at English Language Preparatory School at Başkent University in Turkey in order to analyze learners' perceptions of their own responsibility during the language learning process.

The results of the study showed that students regarded their teachers as more responsible in the learning process. Participants showed higher dependence on their teachers in terms of content, tasks, activities, materials and objectives of the course. However, students seemed to take more responsibility in out-of-class activities as they regard themselves as the decision-makers.

Another research investigating learners' perceptions of their teachers' responsibilities is Yıldırım's (2008) study with 103 university students. According to the findings, although students want to take more responsibility for the activities outside the classroom, they show a heavy reliance on their teachers. The study revealed that students expect their teachers to have the highest responsibility on what to learn next, choosing the classroom activities and deciding how much time to spend on activities.

The teachers' role was investigated from the learners' perspective in a study by Chan, Sprat and Humphreys (2010). The study found out that students showed reliance on their teachers especially in areas such as choosing the materials, assessment, course objectives, activities and decision of what to learn. The students also stated that since they do not have the expertise in making the right choices, they showed dependency on their teachers considering those areas. They were also unsure of deciding the right materials or making the right decisions for their learning. However, students argued that they should be taking more responsibility in terms of the activities outside the classroom.

Yıldırım's (2012) study with 20 Indian students studying at university revealed that students showed high dependency on their teachers in the classroom. The participants stated that teachers should have the greatest responsibility considering the language lessons. They also noted that the teacher is the one who knows everything, never makes mistakes and controls every action taken in the classroom. They expected their teachers to correct their mistakes and course planning, defining the course objectives, deciding the content and classroom activities were regarded as teachers' responsibility.

In a study with 300 sophomore students at a university in China, Xu (2015) aimed at investigating English teachers' role in promoting autonomy from students' perspectives. The findings revealed that students regard teachers' roles in fostering

autonomy as the monitor, evaluator of the process, guide, cooperater, instructor of the learning strategies, atmosphere creator and facilitator. The study also showed that while learners with high proficiency levels state that they can learn English autonomously without too much dependence on the teacher, learners with low proficiency showed more dependence on their teachers and expected their teachers to encourage them to participate in classroom activities. According to the results of the study, the role of the teachers in developing learner autonomy is regarded as fundamental and crucial.

One of the studies in order to understand the perceptions held by students towards their teachers in the language learning process was made by Bekleyen and Selimoğlu (2016). The study was conducted with 171 undergraduate university students at a university in Turkey. The results revealed that students show high reliance on their teachers and they believe that teachers should be responsible for course planning, choosing the materials, deciding what should be learned, how much time to spend on activities. On the other hand, the results revealed that while students expect their teachers to be responsible for their progress considering the in-class activities, they regard themselves as responsible for the activities outside the class.

Tran and Duong (2018) carried out a study with 35 second-year English learners at the Faculty of Foreign Languages in Vietnam in order to understand the factors affecting Vietnamese EFL learners' autonomy. Participants placed emphasis on the teachers' roles as a facilitator, a mentor and a resource. On the other hand, some of the students showed a heavy reliance on the teacher by stating that too much freedom in choosing the topics and materials aroused the feeling of lack of confidence as they were not sure about the suitability of their choices. Also, students favor the assessments to be done by the teacher since they think it is more reliable than the peer or self-assessment.

The study by Lai, Yeung and Hu (2018) was conducted with 10 language teachers and 15 language learners at a university in Hong Kong in order to analyze the teachers' roles in promoting learner autonomy with technology use outside the classroom from both learners' and teachers' perspective. The data revealed that while teachers regard themselves having a minimal role considering their involvement in the process, learners expected their teachers to play an active part in guiding them with

technology use, metacognitive training and relevant strategies. Since students were not sure of the accuracy of information online, they needed more support from their teachers. Regarding this, the teacher participants stated that they should take the role of gatekeeper to provide learners with controlled, structured and appropriate learning resources.

In addition, Tuyen and An (2019) aimed at investigating learners' perceptions of their English teachers' practices in relation to promoting learner autonomy with 150 students studying at a university in Vietnam. The results revealed that teachers mostly carried out practices in terms of informing learners about their responsibility in developing autonomy. It was stated that teachers' role in helping learners to set long- and short-term goals and encouraging learners to make study plans were ranked highest from the learners' perspective. The study also revealed findings regarding teachers' role in organizing in-class activities to promote learner autonomy. Learners' responses to the questionnaire revealed that teachers create opportunities in order to help students to use their capacity. Furthermore, teachers' role in encouraging group work and providing clear instructions were ranked high according to the results of the study. The study also investigated constraints affecting learner autonomy from the perspective of 12 EFL teachers working at the university and lack of student motivation, high dependence on the teacher and low proficiency level in English were stated to be student-related constraints. In addition, teacher-related challenges such as lack of professional knowledge in fostering learner autonomy, teacher autonomy and pedagogical knowledge were claimed to be barriers fostering learner autonomy. Also, inadequate teacher training, insufficient course materials, lack of technological equipment and administrative issues such as curricula and the faculty rules were regarded as context-related challenges in promoting learner autonomy.

2.8.2 Factors affecting learner autonomy. In one of the studies with high school teachers and learners in China, the main obstacles to develop learner autonomy were expressed by the content decided primarily by the coursebook and the teacher. The study revealed that students were not given any options regarding the choice of the content and topics. In addition, a teacher-centered classroom was observed to be another factor preventing learner autonomy. On the other hand, although the teachers

are aware of fostering learner autonomy to some extent, because of expectations by University Entrance Examination, they cannot completely embrace practices considering learner autonomy (Halstead & Zhu, 2009).

Kaur and Sidhu (2010) carried out a questionnaire with 30 university students taking education in Selangor, Malaysia. The study aimed at investigating the factors affecting learner autonomy in online education. The results indicated that factors such as lack of ability in planning the learning objectives, organizing the tasks, deciding on the learning techniques and monitoring have an effect on learners' language learning process. Also, the findings revealed that learners found it difficult to correct their mistakes and confirm the accuracy of their learning progress. The results also showed that not being able to get immediate feedback from their teachers and lack of confidence to control their own learning process were the other factors affecting their autonomy development.

In a study with 66 secondary school students at a high school in Ethiopia, Juta (2013) tried to examine the factors hindering learner autonomy from the learners' perspective. The findings of the study revealed that students did not get enough encouragement and technical support from their teachers on how to plan their learning. In addition, it was claimed that teachers were not competent in their field and they were incapable of playing the role of counselor. The institution was also claimed not to encourage student-centered methods and there was a lack of opportunities such as language lab, internet, listening and reading materials. The participants also argued that not being able to set goals and monitor their own progress, being unable to recognize their strengths and weaknesses and not being aware of their roles in the learning process were listed as the factors preventing their autonomy development.

In order to reveal the practices and constraints affecting learner autonomy, Nasri, Rasekh, Dastjerdy and Amirian (2015) conducted a study with 42 teachers and 17 students at a high school in Iran. From the students' perspective, it was stated that lack of time was considered one of the factors hindering learner autonomy due to lesson hours. Students claimed that teachers do not have the time to spend on other activities and this is also demotivating for them. They also stated their proficiency level as another factor since while students with low proficiency levels needed more guidance, the others with high proficiency levels found it boring to study with low proficiency

levels. Moreover, students noted that they were not satisfied with their teachers' expertise in the area as they were using traditional teaching methods and their teachers were not competent in using technology. Lastly, students argued that memory-based and traditional education systems also hinder autonomy development as students consider their teachers as the main source of information.

Kemala (2016) aimed at investigating the factors influencing learner autonomy with 63 high school students. According to findings, Kemala (2016) claimed that motivation, social environment, task, teacher and material are the factors that influenced learner autonomy. The examples of the students reveal that motivation plays a significant role in learner autonomy and it affects classroom performance. Learners also state that interesting and challenging tasks and materials also increase their autonomy as they participate more in accordance with their desire to complete the task. Social interaction was regarded as another important factor influencing learner autonomy through the findings and this shows the necessity of interaction with others. The role of the teacher was also considered to be playing one of the most important factors in promoting learner autonomy.

Begum and Chowdhury (2016) administered a questionnaire to 50 undergraduate university students in Bangladesh. The study presented enlightening results considering the factors affecting learner autonomy. Most of the students showed great dependency on their teachers in organizing what to learn in the process. Lack of self-confidence was stated to be one of the factors affecting autonomy and they believe that school is the only place to learn a language. The study suggests that learners should be motivated and trained in learning strategies so that they can develop their own methods. It is also stated that teacher-centered classrooms should be discouraged as it is a negative factor that hinders autonomy development.

Kırtık (2017) conducted a study with 50 students from three different universities to analyze the factors affecting learner autonomy in the Turkish context. Although the students regarded themselves as autonomous and were aware of the importance of promoting learner autonomy, the participants stated five factors that hinder learner autonomy in the Turkish education system. The participants argued that school curriculums, course materials, teaching methods, classroom activities and the setting of the classroom are not appropriate for promoting learner autonomy and they

all need to be changed in order to foster autonomy. The learners also stated that embracing the teacher-dominant system and using materials ignoring the learner differences and autonomy in the classroom prevent the development of learner autonomy.

2.9 Summary

As it has been understood from the studies, the teachers' roles in fostering learner autonomy can be listed as a facilitator, counselor and resource. Although there are some studies revealing that teachers are hesitant in including learners in some of the decision procedures such as classroom management and teaching methods, most of the teachers state the importance of learner autonomy. From the teachers' perspective, the results revealed that most of the teacher participants support learner autonomy by including them in the decision-making process although there are some institutional constraints. As to learners' perspective considering the teacher roles, the results are parallel with how teachers identify their roles. The studies show that learners regard their teachers as the key element in fostering learner autonomy and they show reliance on their teachers. The learners noted that teacher-centered classrooms, learners' lack of ability in planning their learning and objectives, institutions' attitude towards student-centeredness and lack of opportunities in the institution such as language labs, internet and materials are some of the constraints hindering learner autonomy. In addition, the studies emphasized the importance of the role of motivation in enhancing learner autonomy and students stated lack of confidence as one of the factors affecting autonomy development. Moreover, teachers' not being competent in their fields, lack of encouragement and support from the teachers, school curriculums, course materials and teaching methods are listed as the additional elements that are crucial in fostering learner autonomy.

Chapter 3

Methodology

This chapter presents the methods used in conducting this study by introducing the research design, setting and participants, data collection instruments and procedures, data analysis, pilot study and limitations of the study. This study utilizes a quantitative approach and aims at investigating learners' perceptions of their teachers' autonomy in the Turkish high school context. This chapter presents the main and the pilot study in two different parts. The first part introduces the main study and the second part represents the procedures followed in the pilot study.

3.1 Part I: Main Study

This part presents the methods used in conducting the main study by introducing the research design, setting and participants, procedures, data collection instruments, data analysis procedure and the reliability of the study.

3.1.1 Research design. In order to explore Turkish high school learners' perspectives of their teachers' autonomy in the direction of increasing learner autonomy, quantitative survey research was administered in the current study. According to Creswell (2002), "Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population" (p. 376). As there are few questionnaires analyzing learners' perspectives of their teachers' autonomy, there was a need to develop a new questionnaire that fulfills the purpose of the study in the Turkish high school context. Therefore, after examining the literature in detail and considering the suggestions of the advisor, the questionnaire in the current study was adapted and developed from the existing studies in the literature by the researcher (Alonazi, 2017; Borg & Al-Busaidi, 2011; Çakıcı, 2015; Harmandaoğlu-Baz, Balçıkanlı & Cephe, 2018; Koçak, 2003; Xu,

2015). The questionnaire was administered to students from different high schools studying at both private and public in order to obtain data in the western part of the Aegean region in Turkey. To be able to reach out to more learners, an online questionnaire was also sent out to both participants and English teachers so that they could share it with their students.

3.1.2 Setting and participants. A total of 632 learners studying at private and public schools participated in the study in the western part of the Aegean region, Turkey. The high school education in Turkey lasts four years from 9th to 12th grades and all students have mandatory English courses. At public schools, 9th, 10th, 11th and 12th graders have 4 hours of mandatory English classes each week, yet the number of teaching hours is generally higher in private schools since they have their own curriculum developed for their own context. In the Turkish educational system, there is a University Entrance Exam which students need to take in order to study at university. Therefore, it is a must to graduate from high school to be able to succeed in this exam.

Table 1

Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	269	42.6	42.6	42.6
Female	363	57.4	57.4	100
Total	632	100	100	

As Table 1 shows, the study was carried out with 632 students at high schools which are either private or public in the western part of the Aegean region in Turkey. As for gender, 363 female (57.4%) and 269 male (42.6%) students participated in the study and answered the questionnaire.

In addition, the distribution of students' grade levels was similar. Out of 632 participants, 131 (20.7%) of them were 9th graders, 169 (26.7%) of them were 10th graders, 173 (27.4%) of them were 11th graders and 159 (25.2%) of them were 12th

graders. Also, 345 (54.6%) of the participants were from public schools and 287 (45.4%) of them were from private schools (see Table 2).

Table 2

School Type and Grade

		Grade				
		9 th	10 th	11 th	12 th	Total
School Type	Public School	78	93	86	88	345
	Private School	53	76	87	71	287
Total		131	169	173	159	632
Percentage (%)		20.7	26.7	27.4	25.2	100

As Table 3 shows, it was stated that students had been learning English approximately for 7.53 ± 1.94 years. Out of total, 506 (80%) of the students stated that they had been learning English for 6-10 years, 79 (12.5%) of the students had been learning for 1-5 years and 47 (7.4%) of the students had been learning for 11 and more years. Moreover, the hours spent in learning English out of school on weekly basis were analyzed and it was revealed that students approximately spend 2.09 ± 5.98 hours each week on learning English. It was noted that 290 (45.9%) of the students do not allocate any time for studying English, 286 (45.2%) of the students spare 1-5 hours, and 56 (8.9%) of the students study English for 6 hours or more.

Table 3

Hours Spent in Learning English Weekly and Years Spent in Learning English

		Time	N.	%
		0 hours	290	45.9
Hours spent in learning English weekly		1-5 hours	286	45.2
		6+ hours	56	8.9
	Years spent in learning English		1-5 years	79
		6-10 years	506	80.1
		11 + years	47	7.4

3.1.3 Procedures. This section includes detailed information about sampling types, data collection instruments, data collection procedures, data analysis procedure and reliability.

3.1.3.1 Sampling. The target population of the study consisted of students studying at private and public schools in the western part of the Aegean region in Turkey. In order to decide the participants of the study, cluster sampling was used as Ary, Jacobs and Sorensen (2010) suggest “If it is difficult to list all the members of a target population and select the sample from them, it would be more convenient to study subjects in naturally occurring groups, or clusters” (p. 154). Since it was difficult for researcher to conduct the study in all public and private schools in the western part of the Aegean region in Turkey, cluster sampling was the most suitable for this study because in cluster sampling “these individuals constitute a cluster insofar as they are alike with respect to characteristics relevant to the variables of the study” (Ary et al., 2010, p. 154).

3.1.3.2 Data collection instruments. The data were collected through the questionnaire adapted and developed from the existing studies in the literature by the researcher in the current study (Alonazi, 2017; Borg & Al-Busaidi, 2011; Çakıcı, 2015; Harmandaoğlu-Baz, Balçıkanlı & Cephe, 2018; Koçak, 2003; Xu, 2015).

3.1.3.2.1 Questionnaire. The questionnaire consists of two parts. Part I consists of eight questions with regard to the personal and educational information of the participants. There is also an open-ended question in order to explore English teachers’ specific ways of supporting autonomy outside the school in relation to the school context. Part II consists of 30 questions and explores Turkish high school learners’ perceptions of their English teachers’ autonomy in relation to increasing learner autonomy. A five-point Likert scale from never to always was used in Part II for the questions from 1 to 30. As the point increases, this means that English teachers encourage their students’ autonomy in accordance with their roles.

3.1.3.3 Data collection procedures. In order to help students to understand the questionnaire clearly, it was translated into Turkish. The translation was checked by two other researchers who have experience in preparing surveys. It was administered to students in late September 2019 and the study lasted until the end of October 2019. Before it was administered, institutional permission was taken. Students were informed about the purpose of the research and the voluntary participation in the study was made clear. In addition, ethics committee approval was taken from Bahçeşehir University and the questionnaire was stated to be applicable to high school students. It was administered as hard copies to some of the schools and students were explained that their answers would be kept confidential and used only for research purposes. Students were informed to read the instructions carefully and choose the best option and not to let any third parties affect their answers respecting the accuracy of the study. In addition, an online questionnaire was administered in order to reach out to more participants and a link was sent to both participants and English teachers. It took approximately 15 minutes to complete the questionnaire and the researcher's e-mail address was shared in order to answer further questions. The researcher collected the data through an online instrument at his own school as it was time-saving. The school administration gave permission to students to use their cell phones so that they could complete the questionnaire. The researcher was present in most of the data collection procedure, which made it easier for students to understand the purpose of the study. Also, the teachers were informed about the procedure and the purpose of the study so that they could carry out the questionnaire at their own institutions.

3.1.3.4 Data analysis procedures. First, the normality test was applied in order to see whether the data were normally distributed or not. According to the results of the Kolmogorov-Smirnov^a, the normality score was stated to be .000 which tells us that the data were not normally distributed. In line with the results of the Kolmogorov-Smirnov tests, the following tests were administered in order to analyze the data (see Table 4).

Table 4

The Normality Tests Types and Analysis Types of the Variables

Variables	Analysis Type
Gender	Mann-Whitney U
School Type	Mann-Whitney U
Grade Levels	Kruskal-Wallis
The Difference Between the Groups	Bonferroni Test
Years Spent in Learning English	Kruskal-Wallis
Time Spent in Learning English Weekly	Kruskal-Wallis

3.1.3.5 Reliability. According to the results of the main study, the reliability of the questionnaire was analyzed and Cronbach's Alpha was stated to be .956.

Table 5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on	
	Standardized Items	N of Items
.956	.956	30

Table 5 shows the reliability score of the questionnaire and Cronbach's Alpha measured the value of .956. This score is regarded as highly reliable with reference to Özdamar (2011).

3.2 Part II: Pilot Study

According to Creswell (2002), "A pilot test of a questionnaire or interview survey is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who complete and evaluate the instrument." (p. 390). Since the questionnaire was adapted and developed by the researcher from the existing literature, in order to test its reliability and have an anticipation of the factor groups to see how students perceive their English teachers'

autonomy, a pilot study was conducted prior to the main research. In addition, another purpose of carrying out a pilot study was to extract items that caused confusion and make sure the items were understood clearly by the participants in order to make necessary alterations.

3.2.1 Setting and participants. The study consisted of 102 students that take education at high schools in the western part of the Aegean region. In the Turkish high school context, learners need to study for four years starting from 9th grade to 12th grade. In both private and public schools, learners have mandatory English lessons although the number of hours is less in public schools compared to private schools. Learners have to graduate from high school if they want to succeed in the University Entrance Exam. Mandatory English lessons are four hours for 9th, 10th, 11th and 12th graders at public high schools. These numbers generally increase in private high schools as they place more importance on English teaching.

Table 6
Gender (Pilot Study)

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	35	34.3	34.3	34.3
Female	64	62.7	62.7	97.1
Other	3	2.9	2.9	100
Total	102	100	100,0	

The online questionnaire was administered in order to collect data from the learners in the Turkish high school context. In total 102 participants (62.7% Female, 34.3% Male and 2.9% Other) studying at the Turkish high school context participated in the pilot study (see Table 6).

Table 7

Years Spent in Learning English (Pilot Study)

Years	Frequency	Percent	Valid Percent	Cumulative Percent
0-2	1	1	1	1
3-5	18	17.6	17.6	18.6
6-8	35	34.3	34.3	52.9
9+	48	47.1	47.1	100
Total	102	100	100	

In order to research how long the participants had been learning English, the data were analyzed. As Table 7 shows, it was revealed that 48 (47.1%) of the students had been learning English for 9 and more years, 35 (34.3%) of the students had been learning for 6-8 years, 18 (17.6%) of the students had been learning for 3-5 years and 1 (1%) of the learner had been learning for 0-2 years.

Table 8

Time Spent in Learning English Outside the School (Pilot Study)

Hours	Frequency	Percent	Valid Percent	Cumulative Percent
0-2	69	67.6	67.6	67.6
3-5	20	19.6	19.6	87.3
6-8	7	6.9	6.9	94.1
9+	6	5.9	5.9	100
Total	102	100	100	

Students were asked how much time they spend learning English outside the school and as Table 8 shows it is noted that 69 (67.6%) of the students allocate 0-2

hours, 20 (19.6%) spare 3-5 hours, 7 (6.9%) spare 6-8 hours and 6 (5.9%) spare 9 or more hours for learning English outside the school.

3.2.2 Procedures. This section includes information about sampling, data collection instruments, data analysis, and the reliability of the pilot study.

3.2.2.1 Sampling. The target population of the pilot study consisted of students studying at private and public high schools in the western part of the Aegean region in Turkey. Since it was difficult for the researcher to conduct the study at more schools, an online questionnaire was sent to participants studying at private and high schools. The study was also administered at the researcher's own institution which is a private school as well. Also, since it was the last week before the summer holiday, the sampling could only consist of a limited number of participants.

3.2.2.2 Data collection instruments. In order to collect data for the pilot and main study, a questionnaire was adapted and developed from the existing studies in the literature (Alonazi, 2017; Borg & Al-Busaidi, 2011; Çakıcı, 2015; Harmandaoğlu-Baz, Balçıkanlı & Cephe, 2018; Koçak, 2003; Xu, 2015).

3.2.2.2.1 Questionnaire. The questionnaire consisted of 45 questions and explored the Turkish high school learners' perceptions of their teachers' autonomy concerning their roles in promoting learner autonomy. The first three questions aimed at learning about the years, hours spent in learning English and activities students carried out in order to improve their English. A five-point Likert scale from never to always was used for the questions from 4 to 45. The last question was open-ended and investigated students' further ideas.

3.2.2.3 Data collection procedures. In order to help students to understand the questionnaire clearly, it was translated into Turkish. The translation was checked by two other researchers who have experience in translation and preparing questionnaires. It was administered to students in the first week of June 2019 before the summer holiday in the Turkish high school context. An online questionnaire was administered

in order to reach out to more participants and a link was sent to both teachers and participants. The researcher collected the data through an online questionnaire at his own school as well since it was time-saving considering the time period of the study.

3.2.2.4 Data analysis procedures. In order to see whether the data were normally distributed or not, the Kolmogorov-Smirnov^a was administered and the normality score was stated to be .000, which tells us that the data were not normally distributed. After that, the reliability of the data was checked and it was found to have high reliability (Özdamar, 2011) with a value of .982 according to Cronbach’s Alpha test result. Since the pilot study was only carried out to improve the questionnaire and have an insight into the main study, apart from factor analysis, Kolmogorov-Smirnov^a and Cronbach’s Alpha, no other tests were applied to analyze the data.

3.2.2.5 Reliability. According to the results of the reliability test, the reliability of the questionnaire was analyzed and Cronbach’s Alpha was stated to be 0.982 (see Table 9).

Table 9
Reliability Statistics (Pilot Study)

Cronbach’s Alpha	Cronbach’s Alpha Based on	
	Standardized Items	N of Items
.982	.982	41

Table 9 shows the reliability score of the questionnaire and Cronbach’s Alpha measured the value of .982. This score is regarded as highly reliable with reference to Özdamar (2011).

3.2.3 Factor analysis of the pilot study. First of all, the number of participants was checked and the sample size was considered adequate to conduct a pilot study (Hair, Anderson, Tatham & Black, 1995). The overall reliability of the pilot questionnaire was measured .982 by Cronbach’s alpha, which is regarded as highly

reliable with reference to Özdamar (2011). 11 items that had a value of below 0.4 (Pett, Lackey & Sullivan 2003) considering the factor loadings were removed as it is suggested that items with low factor loadings should be extracted in Exploratory Factor Analysis (Guadagnoli & Velicer, 1988). In addition, the Turkish translation of item 24 was revised to make it clearer because the first version was a bit vague regarding the suggestions from the advisor.

The first step was to check the factorability of the data through Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity (Loewen & Gönülal, 2015). The KMO value was stated to be .917, which is regarded as perfect value by Field (2009), and Bartlett's test of Sphericity measured the value of .000. Bartlett's test indicated that variables in the study are correlated and it is appropriate to conduct Exploratory Factor Analysis (EFA) (Loewen & Gönülal, 2015).

Maximum-likelihood was used as an extraction method in the pilot study as it allows generalization of the variables (Loewen & Gönülal, 2015). The value of 25 for Maximum Iterations for Convergence was not adequate and it was increased to 50 which was adequate to run the factor analysis. According to suggestions of Dörnyei (2007), the researcher identified five factors that have an eigenvalue of at least 1.0. The researcher employed the oblique rotation (Direct oblimin) during the rotation as this method is claimed to be the most convenient in SLA (Loewen & Gönülal, 2015). The analysis of the loadings of the items on the factors, pattern matrix was embodied since Pett et al., (2003) suggest that pattern matrix lays emphasis on the distinction considering the factors and thus it is regarded as more relevant and interpretable.

The pilot study revealed five different factor groups and these were labeled as '*Supportive Role of the teacher*', '*Teacher Practices Addressing Learner Voices*', '*Teachers Enabling Learners to Do Self-assessment*', '*Teachers' Encouraging Learners to Develop in Various Ways*' and '*Empowering the Learners*' (see Table 10). With reference to the suggestions from the advisor, the final draft of the questionnaire was prepared and its clarity was checked by asking the opinions of experts and colleagues who successfully completed their Master's Degrees in English Language Education.

Table 10

Factor Analysis: Learners' Perceptions of Their English Teachers' Language Teaching (Pilot Study)

Pattern Matrix ^a		
Factors	Item no	Loading
Factor 1: Supportive role of the teacher		
... supports me to set some learning goals	11	.678
...encourages me to go beyond my limits	7	.648
... is positive and supportive while giving feedback.	12	.546
...encourages me to use authentic materials outside the classroom (TV shows/series, online newspapers, magazines, listening to music).	36	.535
... helps me to understand the learning styles.	17	.448
... provides me with the necessary training in learning strategies.	18	.401
Factor 2: Teacher practices addressing learners' voices		
... gives me opportunities to tell my opinion in classroom management.	41	.908
... gives me opportunities to tell my opinion on the learning activities.	42	.755
... presents activities that are suitable for my interests	29	.561
... presents activities that are suitable for my needs	30	.470
Factor 3: Teachers' enabling learners to do self-assessment		
... helps me understand my weaknesses in English learning.	27	-.690
... helps me understand my strengths in English learning.	26	-.591
... gives regular feedback.	23	-.526
... encourages me to correct my own mistakes.	14	-.414
... assists me in overcoming negative affections	24	-.412
Factor 4: Teachers' encouraging learners to develop in various ways		
...encourages me to participate in group discussions.	20	.825

Table 10 (cont.d)

Factors	Item no	Loading
...gives me lots of choices to complete tasks (for example, the topics of the writing tasks).	9	.615
...sets activities and tasks out of school.	4	.503
...uses computer-based learning materials.	38	.427
...creates a self-access facility in the classroom like a library or an educational corner.	16	.412
...encourages me to participate in collaborative learning.	19	.401
Factor 5: Empowering the learners		
...encourages me to make study plans.	35	.568
...suggests tools and techniques for self-assessment.	37	.564
...helps me to evaluate my learning process.	32	.551
...helps me identify psychological problems that inhibit the learning process.	34	.537
...asks my opinion on how much time to spend on activities	44	.529
...involves me in the decision of topics.	6	.527
...involves me in deciding the pace of the lesson.	43	.470
...selects and evaluates resources according to my needs.	39	.449
...involves me in the decision of classroom materials.	5	.418

Extraction Method: Maximum-Likelihood Analysis

Rotation Method: Direct Oblimin with Kaiser Normalization

^aRotation converged in 50 iterations

As Table 10 highlights, the items in the questionnaire clearly loaded on five factors. Although items 17, 18 and 24 loaded on two factors, based upon the suggestions from the advisors they were listed in the most relevant factor groups in terms of their integrity.

3.2.3.1 Factor analysis of ‘Supportive Role of the Teacher’. According to EFA results, Factor 1 can be labeled as ‘Supportive Role of the Teacher’ with regard to the internal consistency of the items loaded on this factor. The teachers’ supporting and encouraging role to become prominent in terms of setting learning goals, pushing students beyond their limits, giving feedback and providing necessary training in the matter of learning strategies loaded on this factor group. In addition, teachers’ being positive while giving feedback makes the supportive role of the teacher clear. Also, Cronbach’s alpha for this factor group measured the value of .936, which indicates that the factor group has very high reliability (Özdamar, 2011).

3.2.3.2 Factor analysis of ‘Teacher Practices Addressing Learner Voices’. Factor 2 can be labeled as ‘Teacher Practices Addressing Learner Voices’ since the items such as ‘giving students opportunities to tell their opinion in the classroom management’ with a high value of .908 and ‘giving them opportunities to tell their opinion in the learning activities’ with a value of .755 loaded on this factor group. In addition, the items presenting activities suitable for both students’ interests and needs also strengthen that this factor is highly relevant to addressing learners’ voices. Cronbach’s alpha for this factor group measured the value of .922, which shows high reliability (Özdamar, 2011).

3.2.3.3 Factor analysis of ‘Teachers’ Enabling Learners to Do Self-assessment’. When the items in Factor 3 are considered, this factor can be labeled as ‘Teachers’ Enabling Learners to Do Self-assessment’. The items related to helping learners understand their weaknesses and strengths are the top items with the highest load on the factor. Furthermore, the item ‘My teachers encourage me to correct my own mistakes’ directly states that the main aim here is to promote self-assessment. The items in connection with giving regular feedback, which is closely related to ‘helping students correct their mistakes’, and ‘helping learners to overcome negative affection’ can be interpreted as assisting learners in the way they can assess themselves. Cronbach’s alpha for this factor group measured the value of .930, which shows high reliability (Özdamar, 2011).

3.2.3.4 Factor analysis of ‘Teachers’ Encouraging Learners to Develop in Various Ways’. Considering the loading of the items in Factor 4, the researcher could not label it by only mentioning a specific role as the items in this factor group vary in their main purposes; therefore, Factor 4 could be labeled as ‘Teachers’ Encouraging Learners to Develop in Various Ways’. It can be claimed that the loading factors mainly seek to encourage learners to participate in collaborative learning. Also, it is clear that varying the use of materials in and out of school can be interpreted as teachers’ role in differentiating the activities and providing resources for learners. Cronbach’s alpha for this factor group measured the value of .834, which shows the factor group has high reliability (Özdamar, 2011).

3.2.3.5 Factor analysis of ‘Empowering the Learners’. Factor 5 can be labeled as ‘Empowering the Learners’ as the items related to decision making of some steps such as the topics, the time to spend on activities, the pace of the lesson and classroom management are clearly loaded on this factor. It can be concluded that suggesting tools, techniques and providing assistance in evaluation of their learning process help learners to strengthen, and by doing so they free themselves from the control of other factors. Cronbach’s alpha for this factor group measured the value of .942, which also shows the factor group has high reliability. (Özdamar, 2011).

Table 11

Reliability Scores of Teacher Roles by Cronbach Alpha (Pilot Study)

Teacher Roles	Reliability Scores
Empowering the Learners	.942
Supportive Role of the Teacher	.936
Teachers’ Enabling Learners to Do Self-assessment	.930
Teacher Practices Addressing Learners’ Voice	.922
Teachers Encouraging Learners to Develop in Various Ways	.842

According to Table 11, ‘Empowering the Learners’ was measured to have the highest reliability (.942). The factor group which has the second-highest reliability is

‘Supportive Role of the Teacher’ (.936). The next highest reliability score belongs to the ‘Teachers’ Enabling Learners to Do Self-assessment’ (.930) and the ‘Teacher Practices Addressing Learners’ Voice’ has the fourth-highest reliability (.922). The last and the fifth-highest reliability pertain to ‘Teachers’ Encouraging Learners to Develop in Various Ways’ (.842). All these scores show high reliability and they are regarded as highly reliable according to Özdamar (2011).

3.3 Limitations

The study was carried out only with some of the high school students studying at private and public schools in the western part of the Aegean region in Turkey regarding the convenience of the sampling; therefore, the results cannot be generalized to all contexts. Due to the time constraints and administrative issues, only a limited number of students could participate in the study. For further study, the study might be applied to more private and high schools in the area. The study might also be carried out in different contexts in order to collect more comprehensive results. Also, the study was only carried out through quantitative methods. In order to gain more insight, an interview might have been conducted with both students and teachers at private and public schools.

Chapter 4

Findings

This chapter analyzes the results of the questionnaire on learners' perceptions of their English teachers' autonomy in relation to three different factors analyzed in the study. The research questions were developed for the study and the data were analyzed accordingly.

4.1 Data Analysis

The data collected through the student questionnaire were analyzed quantitatively in the study. Social Package for Social Sciences (SPSS) version 25 was used to analyze the data. First of all, the data were entered into the program. The results of the data were compared to see whether there is a difference in learners' perceptions of their English teachers in accordance with their gender, school type, grade levels, the hours spent in learning English outside the school on weekly basis and the years spent in learning English. After that, the correlation between teachers' roles in respect to three-factor groups was analyzed. The participants' responses in accordance with teachers' specific ways of supporting autonomy outside the school were also analyzed.

First, the Kolmogorov-Smirnov normality test was used to see whether the data were normally distributed. The results revealed that the data were not normally distributed, so Mann-Whitney U and Kruskal-Wallis non-parametric tests were utilized when comparing the differences in the study (Larson-Hall, 2009). Mann-Whitney U test was administered to see the differences between students' genders and school type as there were only two variables. However, the Kruskal-Wallis test was used to determine whether there were any differences in students' perspectives of their English teachers' autonomy with regard to their grade levels, the years spent in learning English and the hours spent in learning English outside the school on weekly basis since there were more than two variables. As for the variables that showed significant differences, the Bonferroni test was administered to see the difference

among the groups because when there are more than two groups, it enables us to analyze the differences within these groups.

4.2 Normality Tests

In order to analyze the difference between the perceptions of students considering their teachers who work at either private or public schools, normality tests were conducted in order to understand whether their scores are normally distributed or not.

Table 12

Normality Tests Scores of the Factors

	Mean	Std.	Kolmogorov-Smirnov			Kurtosis	Skewness
		Dev.	Statistics	Sd	P		
Factor 1	3.458	.9354	.068	632	.000	-.676	-.361
Factor 2	2.800	.9585	.056	632	.000	-.865	.131
Factor 3	3.265	.9435	.089	632	.000	-.672	-.264

*Factor 1: Supporting Role, Factor2: Embedding the Learner Voice, Factor 3: Empowering the Learner

As Table 12 shows, the kurtosis and skewness values of the three factors were analyzed and their kurtosis values were stated to be higher than normal. Furthermore, the Kolmogorov-Smirnov normality test was administered and it was revealed that the scores were not normally distributed. As it is seen in the table, none of the three factors showed normal distribution. The differences among the items that teachers apply in order to increase learner autonomy were investigated by using non-parametric methods.

4.3 The Distribution of Students' Answers

The means and the percentages of the answers that students gave in the survey were measured in order to see how the distribution of the practices varies in respect to learners' perceptions of their English teachers' autonomy.

Table 13
Means and Percentages of the Answers

Item No.	Never		Rarely		Sometimes		Usually		Always		Mean
	n	%	n	%	n	%	n	%	n	%	
Q12	31	4.9	57	9	124	19.6	204	32.3	216	34.2	3.82
Q11	24	3.8	72	11.4	129	20.4	215	34	192	30.4	3.76
Q1	44	7	70	11.1	153	24.2	178	28.2	187	29.6	3.62
Q15	67	10.6	78	12.3	119	18.8	156	24.7	212	33.5	3.58
Q4	52	8.2	90	14.2	134	21.2	167	26.4	189	29.9	3.56
Q23	56	8.9	83	13.1	151	23.9	166	26.3	176	27.8	3.51
Q7	61	9.7	91	14.4	122	19.3	187	29.6	171	27.1	3.5
Q6	66	10.4	84	13.3	158	25	176	27.8	148	23.4	3.41
Q22	65	10.3	97	15.3	156	24.7	175	27.7	139	22	3.36
Q21	102	16.1	66	10.4	134	21.2	190	30.1	140	22.2	3.32
Q24	68	10.8	106	16.8	156	24.7	163	25.8	139	22	3.31
Q28	81	12.8	105	16.6	136	21.5	160	25.3	150	23.7	3.31
Q18	73	11.6	106	16.8	155	24.5	165	26.1	133	21	3.28
Q2	81	12.8	88	13.9	167	26.4	172	27.2	124	19.6	3.27
Q27	93	14.7	79	12.5	159	25.2	172	27.2	129	20.4	3.26
Q3	82	13	111	17.6	158	25	159	25.2	122	19.3	3.2
Q14	109	17.2	114	18	126	19.9	148	23.4	135	21.4	3.14
Q25	96	15.2	118	18.7	164	25.9	141	22.3	113	17.9	3.09

Table 13 (cont.d)

Item No.	Never		Rarely		Sometimes		Usually		Always		Mean
	n	%	n	%	n	%	n	%	n	%	
Q30	132	20.9	107	16.9	152	24.1	137	21.7	104	16.5	2.96
Q31	129	20.4	112	17.7	167	26.4	127	20.1	97	15.3	2.92
Q17	140	22.2	124	19.6	156	24.7	111	17.6	101	16	2.86
Q29	134	21.2	130	20.6	164	25.9	117	18.5	87	13.8	2.83
Q19	158	25	111	17.6	167	26.4	100	15.8	96	15.2	2.79
Q9	189	29.9	124	19.6	126	19.9	101	16	92	14.6	2.66
Q26	170	26.9	118	18.7	163	25.8	119	18.8	62	9.8	2.66
Q10	195	30.9	134	21.2	152	24.1	74	11.7	77	12.2	2.53
Q13	299	47.3	97	15.3	105	16.6	72	11.4	59	9.3	2.2

As it is seen in Table 13, Q12 (The English teacher is positive and supportive while giving feedback.) (M= 3.82), Q11 (The English teacher encourages me to correct my own mistakes.) (M= 3.76), Q1 (The English teacher supports me to set some learning goals.) (M=3.62), Q15 (The English teacher encourages me to use authentic materials outside the classroom (TV shows/series, online newspapers, magazines) (M= 3.58) and Q4 (The English teacher helps me understand my weaknesses in English learning (M= 3.56) are the items that have the highest mean scores which mean that English teachers' autonomous practices regarding these items are the ones that they mostly apply according to the perceptions of the students.

As for the items that have the least mean scores are stated to be Q13 (The English teacher creates a self-access facility in the classroom like a library or an educational corner.) (M= 2.2), Q10 (The English teacher involves me in the decision of topics.) (M= 2.53), Q26 (The English teacher asks my opinion on how much time to spend on activities.) (M= 2.66), Q9 (The English teacher involves me in the decision of classroom materials.) (M= 2.66), Q5 (The English teacher presents activities that are suitable for my interests). According to the learners' perceptions, the results mean that

English teachers' autonomous practices regarding these items are perceived weak by the students.

4.4 Factor Analysis

Exploratory Factor Analysis (EFA) was administered in the study in order to obtain conceptually meaningful new variables by gathering a wide range of variables in the questionnaire on learners' perceptions of their English teachers' practices in terms of learner autonomy. EFA was used in the main study as it was stated by Conway and Huffcutt (2003): "If a researcher's purpose is to understand the [underlying] structure of a set of variables (which will usually be the case), then use of a common factor model [EFA] such as principal axis or maximum likelihood factoring represents a high-quality decision." (p. 150-151).

According to the results of the EFA, three different factor groups, which are homogenous inside and heterogeneous from each other, were identified. Principal Component Analysis was used as an extraction method in order to be able to get quality results (Conway & Huffcutt, 2003) and the researcher employed the oblique rotation (Promax) during the rotation in order to see the EFA results since it is regarded as the most convenient rotation type in SLA (Loewen & Gönülal, 2015). The results of the analysis revealed three different factor groups, eigenvalues of which are higher than 1.00 (Dörnyei, 2007) and these factor groups represent the 53.804% of the variance. It is measured that the first factor represents 44.738%, the second represents 5.141% and the third represents 3.924% of the total variance.

In order to check the factorability of the data, Kaiser-Mayer-Olkin (KMO) was checked and it showed the value of .971 which is considered to have high value according to Field (2009). Also, Bartlett's test of Sphericity was conducted to see whether the statistics are meaningful and the test result was found to be meaningful with a score of 10230.277 ($p=.0001$) which means that the correlation matrix is not a unit matrix. This indicates that the variables in the study are correlated and EFA can be conducted (Loewen & Gönülal, 2015). Pattern matrix was embodied during the analysis of the loadings on the factors since it is suggested that the pattern matrix puts emphasis on the distinction and gives more relevant results to interpret the data (Pett

et al., 2003). The factors were named as ‘*Supporting Role*’, ‘*Embedding the Learner Voice*’ and ‘*Empowering the Learners*’. None of the items had a loading value of below .30 (Pett et al., 2003) and there was no need for any extraction (Guadagnoli & Velicer, 1988). The EFA results can be seen in Table 14 below.

Table 14

Factor Analysis: Learners’ Perceptions of Their English Teachers’ Language Teaching

Pattern Matrix ^a		
Factors	Item no	Loadings
Factor 1: Supportive Role of the Teacher		
... helps me understand my weaknesses in English learning.	4	.874
... supports me to set some learning goals.	1	.825
... encourages me to correct my own mistakes.	11	.796
... helps me to understand the learning styles.	6	.792
... encourages me to go beyond my limits	23	.764
... assists me in overcoming negative affections.	22	.760
... helps me to evaluate my learning process.	24	.718
... helps me understand my strengths in English learning.	28	.680
... encourages me to make study plans.	2	.680
... is positive and supportive while giving feedback.	12	.650
... gives regular feedback.	18	.625
... provides me with necessary training in learning strategies.	27	.463
... gives me opportunities to tell my opinion on the learning activities.	7	.414
Factor 2: Embedding the Learner Voice		

Table 14 (cont.d)

Factors	Item no	Load ings
... creates a self-access facility in the classroom like a library or an educational corner.	13	.921
... involves me in the decision of topics.	10	.804
... involves me in the decision of classroom materials.	9	.776
... asks my opinion on how much time to spend on activities.	26	.769
... involves me in deciding the pace of the lesson.	19	.722
... gives me opportunities to tell my opinion in classroom management.	16	.641
... gives me lots of choices to complete tasks. (for example, the topics of the writing tasks)	8	.523
... helps me identify psychological problems that inhibit the learning process.	17	.476
... presents activities that are suitable for my needs.	29	.448
... suggests tools and techniques for self-assessment.	31	.448
... selects resources according to my needs.	14	.445
... encourages me to participate in collaborative learning.	25	.426
... presents activities that are suitable for my interests.	5	.426
Factor 3: Empowering the Learner		
... uses computer-based learning materials.	21	.825
... sets activities and tasks out of school.	30	.689
... encourages me to use authentic materials outside the classroom (TV shows/series, online newspapers, magazines).	15	.641
... encourages me to participate in group discussions.	3	.513

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

4.5 Research Question 1: What Are Learners' Perceptions of Their English Teachers' Autonomy in Accordance with Their Roles?

As Table 14 highlights, the items in the questionnaire loaded on three factors with the highest loading at .921 on Factor 2 and the lowest loading at .412 on Factor 1. The emergence of factors was anticipated by the researcher as the same procedure had been followed in the pilot study as well. The factors were named by approaching the internal consistency of the items in each factor group in relation to English teachers' autonomous practices.

4.5.1 Factor 1: 'Supporting Role'. The first factor, 'Supporting Role of the Teacher', was stated to have the reliability of .933 according to Cronbach's Alpha. This factor group was measured to have high reliability and it was stated that this factor can be trustfully used to form scientific conclusions at high levels of validity and reliability (Özdamar, 2011, p. 605). The average scores of the items in this factor were measured to have a value of 3.459. Hotelling T^2 was stated to be 320.848 and statistically meaningful ($F=26.271$, $p=0.0001$). Accordingly, that means all the items in this factor group are necessary and they test different features of the learners.

4.5.2 Factor 2: 'Embedding the Learner Voice'. The second factor, 'Embedding the Learner Voice', was stated to have the reliability of .917 according to Cronbach's Alpha. This factor group was also measured to have high reliability and it was stated that this factor can be trustfully used to form scientific conclusions at high levels of validity and reliability (Özdamar, 2011, p. 605). The average scores of the items in this factor were measured to have a value of 2.80. Hotelling T^2 was stated to be 445.059 and noted to be statistically meaningful ($F=36.442$, $p=0.0001$). Thereby, that means all the items in this factor group are necessary and they test the different features of the learners.

4.5.3 Factor 3: ‘Empowering the Learner’. The third factor, ‘Empowering the Learner’, was stated to have a reliability of .659 according to Cronbach’s Alpha. This factor group was measured to have enough reliability and it was stated that this factor can be used for scientific purposes (Özdamar, 2011, p. 605). The average scores of the items in this factor were measured to have a value of 3.265. Hotelling T² was stated to be 101.268 and noted to be statistically significant (F=33.649, p=0.0001). Consequently, that means all the items in this factor group are necessary and they test the different features of the learners.

Table 15

Reliability Scores of Teacher Roles by Cronbach Alpha

Teacher Roles	Reliability Scores
Supporting Role	.933
Embedding the Learner Voice	.917
Empowering the Learner	.659

According to Table 15, Factor 1 (Supporting Role) was measured to have the highest reliability with a value of .933. The next highest reliability score belongs to Factor 2 (Embedding the Learner Voice) with a value of .917 and Factor 3 (Empowering the Learner) has the third-highest reliability with a value of 659. According to Özdamar (2011), Factor 1 and Factor 2 scores show high reliability and Factor 3 shows enough reliability to conduct research.

4.6 Confirmatory Factor Analysis

In order to test whether the items in the factor groups represent the factor groups they load on, confirmatory factor analysis was administered as it was suggested by Özdamar (2018, p. 214-218). The accuracy of the model which was obtained by EFA was tested by Confirmatory Factor Analysis. By doing so, it was evaluated whether the factor model complies with the data or not. The results of the Confirmatory Factor Analysis were presented in Table 16.

Table 16

Confirmatory Factor Analysis Excellence Scores

Goodness of fit			
Index	Excellent	Acceptable Compliance	Measurement Model
$\chi^2/sd.$	$0 \leq \chi^2/sd. \leq 2$	$2 < \chi^2/sd. \leq 3$	2.702
SRMR	$0 \leq SRMR \leq 0,05$	$0.05 < SRMR \leq 0,1$	0.040
GFI	$0.95 \leq GFI \leq 1$	$0.90 \leq GFI < 0,95$	0.899
NFI	$0.95 \leq NFI \leq 1$	$0.90 \leq NFI < 0,95$	0.986
CFI	$0.97 \leq CFI \leq 1$	$0.95 \leq CFI < 0,97$	0.988
RMSEA	$0 \leq RMSEA \leq 0,05$	$0.05 < RMSEA \leq 0,08$	0.052

According to the goodness of fit index, the factors that were obtained through EFA were confirmed. The results were presented in Figure 1 and the methods applied were found to be statistically meaningful.

Furthermore, the covariances and correlations that were among the latent variables were analyzed and it was stated that they had meaningful statistical value. Confirmatory factor analysis was carried out by using AMOS 24.0. According to AMOS 24.0, confirmatory factor analysis was tested through Z statistic. Furthermore, if the value of the Z statistic is higher than 1.96, that means the correlation is statistically meaningful. In this study, according to the results of the confirmatory factor analysis, the lowest Z value was measured 9.007.

In order to test the reliability of the factor groups, Cronbach's Alpha was administered. During the validity and reliability analysis, negative correlations were checked and negative correlations were not encountered in any of the factor groups. In addition, Hotelling T² value was measured to see whether the items are perceived with the same approach, the difficulty level of the items is equal and the items were prepared considering the normal distribution or not.

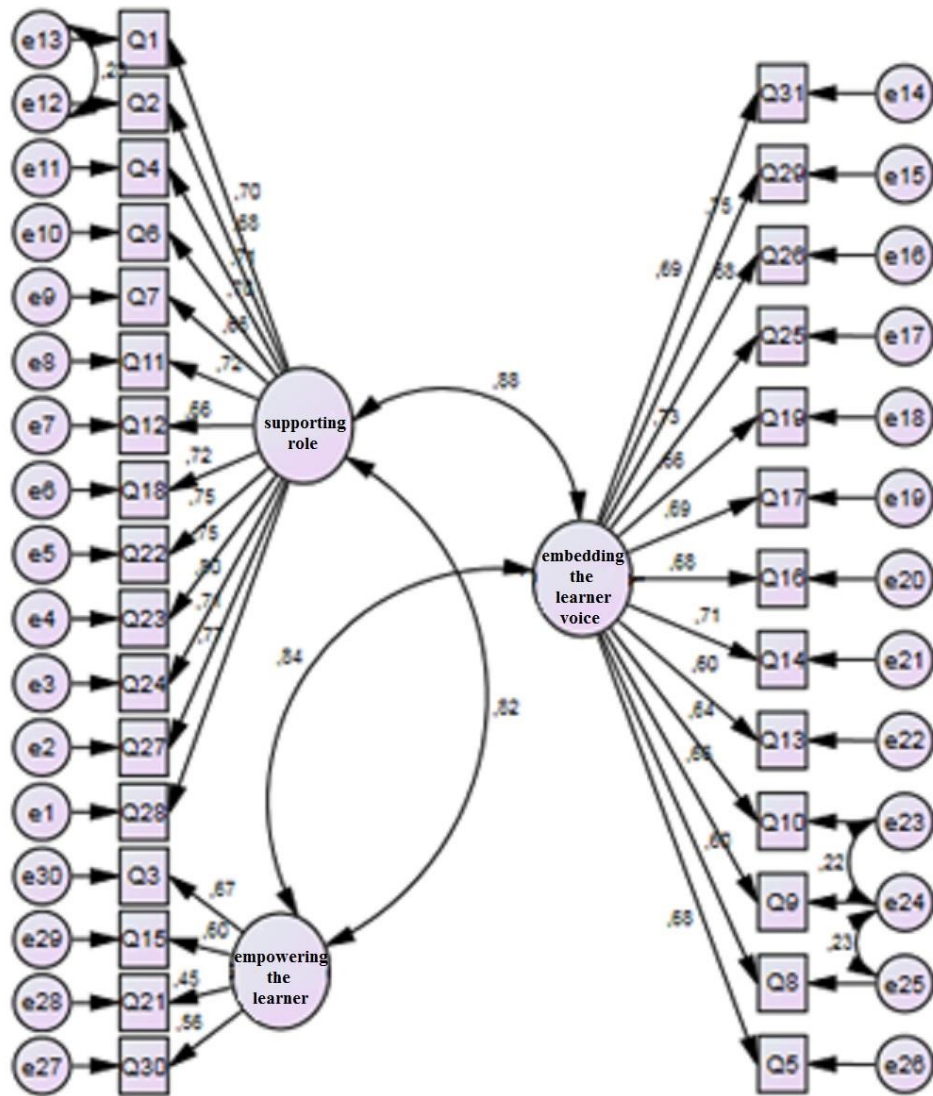


Figure 1. Confirmatory factor analysis.

4.7 Research Question 2: Is There a Difference in Learners’ Perceptions of Their English Teachers’ Autonomy in Relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) in Accordance with Learners’ Gender, School Type, Grade Level, the Years Spent in Learning English and the Time Spent in Learning English Outside the School?

4.7.1 Learners’ gender. Whether there is a difference in learners’ perceptions of their English teachers’ autonomy in relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) in accordance with learners’ gender, Mann-Whitney U test was administered to see the results.

Table 17

The Difference in Learners' Perceptions of Their English Teachers' Autonomy in Accordance with Their Gender

Factors	Gender	N	Mean	Std. Dev.	Z	P
Factor 1	Female	269	3.4421	.88927	-.577	.564
	Male	363	3.4709	.96934		
Factor 2	Female	269	2.8299	.92397	-.757	.449
	Male	363	2.7783	.98412		
Factor 3	Female	269	3.2546	.90744	-.358	.720
	Male	363	3.2727	.97056		

*Factor 1: Supporting Role, Factor2: Embedding the Learner Voice, Factor 3: Empowering the Learner

Table 17 shows that there is no significant difference in learners' perception of their English teachers' autonomy with respect to Factor 1 (Supporting Role) ($Z=-.577$ $p=.564$), Factor 2 (Embedding the Learner Voice) ($Z=-.757$ $p=.449$), and Factor 3 (Empowering the Learners) ($Z=.358$ $p=.720$) according to the analysis conducted with the Mann-Whitney U test. The results showed small effect sizes regarding Factor 1 ($d=.03$), Factor 2 ($d=.05$) and Factor 3 ($d=.01$).

4.7.2 School type. Whether there is a significant difference in learners' perceptions of their English teachers' autonomy in relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) according to their school type, the data were analyzed with Mann-Whitney U test to see the results.

According to Table 18, there is a significant statistical difference in learners' perceptions of their English teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3.

Table 18

The Difference in Learners' Perceptions of Their English Teachers' Autonomy in Accordance with Their School Type

	School Type	N	Mean	Std. Dev.	Z	P
Factor 1	Public	345	3.3369	.97739	-3.348	.001
	Private	287	3.6049	.86163		
Factor 2	Public	345	2.6522	.97573	-4.518	.000
	Private	287	2.9783	.90769		
Factor 3	Public	345	3.0029	.94160	-7.555	.000
	Private	287	3.5801	.84566		

*Factor 1: Supporting Role, Factor2: Embedding the Learner Voice, Factor 3: Empowering the Learner

According to this difference, teachers working at private schools have higher scores than teachers working at public schools considering their autonomy in relation to Factor 1 (Supporting Role) ($p=-3.348$ $p=.001$), Factor 2 (Embedding the Learner Voice) ($Z=-4.518$ $p=.0001$) and Factor 3 (Empowering the Learner) ($Z=-7.555$ $p=.0001$). The results showed small effect sizes regarding Factor 1 ($d=.02$), Factor 2 ($d=.03$) and medium effect size considering Factor 3 ($d=.6$)

4.7.3 Grade level. In order to see whether there is a significant difference in learners' perceptions of their English teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3 in accordance with their grade levels, the data were analyzed with the Kruskal-Wallis test. Table 19 highlights that there is a significant difference in learners' perceptions of their teachers' autonomy with respect to Factor 1 (Supporting Role) ($H=30.524$, $p=.0001$) in accordance with their grade levels. In order to identify the difference among the groups, the Bonferroni test was administered. According to test results, 9th graders' perceptions of Factor 1 have higher scores compared to 11th ($p=.0001$) and 12th graders ($p=.0001$). Also, the 10th graders' score considering Factor 1 was found to be higher compared to the 12th graders ($p=.007$).

Table 19

The Difference in Learners' Perceptions of Their English Teachers' Autonomy in Accordance with Their Grade Levels

	Grade	N	Mean	Std. Dev.	Test	
					Statistics	P
Factor 1	9	131	3.7757	.90781	30.524	.0001
	10	169	3.5776	.77743		
	11	173	3.3704	.85935		
	12	159	3.1669	1.08521		
	Total	632	3.4586	.93548		
Factor 2	9	131	3.1174	.93446	18.269	.0001
	10	169	2.6818	.85394		
	11	173	2.7261	.93949		
	12	159	2.7455	1.05237		
	Total	632	2.8003	.95857		
Factor 3	9	131	3.3760	.98076	8.734	.033
	10	169	3.2988	.84704		
	11	173	3.3410	.87064		
	12	159	3,0550	1.05529		
	Total	632	3.2650	.94352		

*Factor 1: Supporting Role, Factor2: Embedding the Learner Voice, Factor 3: Empowering the Learner

In line with this difference, it was revealed that there is a meaningful difference in learners' perceptions of their teachers' autonomy in relation to Factor 2 (Embedding the Learner Voice) ($H=18.269$, $p=.0001$). In order to identify the difference among the groups, the Bonferroni test was administered. According to test results, 9th graders' perceptions of Factor 2 (Embedding the Learner Voice) to increase the learner autonomy have higher scores compared to 10th ($p=.001$), 11th ($p=.003$) and 12th graders ($p=.005$).

Furthermore, a significant difference was found in learners' perceptions of their teachers' autonomy in relation to Factor 3 (Empowering the Learner) ($H=8.734$, $p=.03$). To identify the difference between the groups, the Bonferroni test was

administered. According to test results, 9th graders' perceptions of Factor 3 (Empowering the Learner) have higher scores compared to 12th graders ($p=.040$). The results showed small effect sizes regarding Factor 1 ($\eta^2=.04$), Factor 2 ($\eta^2=.02$) and Factor 3 ($\eta^2=.005$).

After analyzing learners' perceptions according to their grade levels, a more detailed analysis was conducted to see whether there is a difference in their perceptions of their autonomy in accordance with their school type and grade levels separately. In this part of the study, public schools and private schools were analyzed separately in relation to learners' grade levels.

4.7.3.1 Learners' perceptions of their teachers' autonomy in relation to Factor 1 (Supporting Role) in accordance with their school type and grade levels. In order to see whether there is a significant difference in learners' perceptions of their teachers' autonomy in connection with Factor 1 (Supporting Role) according to their school type and level together, the data were analyzed with the Kruskal-Wallis test.

Table 20

The Difference in Learners' Perceptions of Factor 1 (Supporting Role) in Accordance with Their School Type and Grade Levels

School Type	Grade	N	Mean	Std. Dev.	Test	
					Statistics	P
Public	9	78	3.5809	.90828	20.018	.0001
	10	93	3.5773	.81500		
	11	86	3.2030	.88401		
	12	88	2.9974	1.15402		
	Total	345	3.3369	.97739		
Private	9	53	4.0624	.83547	21.625	.0001
	10	76	3.5779	.73423		
	11	87	3.5358	.80553		
	12	71	3.3770	.96025		
	Total	287	3.6049	.86163		

According to test results, Table 20 shows that there is a significant difference was found in learners' perceptions of Factor 1 according to their grade levels at public schools ($H=20.018$, $p=.0001$). In order to investigate the difference between the groups, the Bonferroni test was administered. According to this difference, 9th-grade students studying at public schools revealed higher scores regarding Factor 1 (Supporting Role) compared to 12th grades ($p=.003$). In addition, 10th-grade students studying at public schools showed higher scores considering Factor 1 compared to 11th grades ($p=.048$) and 12th grades ($p=.002$).

According to the Kruskal-Wallis test results, a significant difference was found in learners' perceptions of Factor 1 in line with their grade levels at private schools ($H=21.625$, $p=.0001$). The Bonferroni test was administered in order to investigate the difference among the groups. According to this difference, 9th-grade students studying at public schools showed higher scores in relation to Factor 1 compared to 10th ($p=.003$), 11th ($p=.001$) and 12th grades ($p=.0001$). The results showed small effect sizes regarding public ($\eta^2=.04$) and private ($\eta^2=.05$) schools as to Factor 1.

4.7.3.2 Learners' perceptions of their teachers' autonomy in relation to Factor 2 (Embedding the Learner Voice) in accordance with their school type and grade levels. In order to understand whether there is a significant difference in learners' perceptions of their teachers' autonomy with regard to Factor 2 (Embedding the Learner Voice) in accordance with their school type and grade levels together, the data were analyzed with the Kruskal-Wallis test.

Table 21

The difference in Learners' Perceptions of Factor 2 (Embedding the Learner Voice) in Accordance with Their School Type and Grade Levels

School Type	Grade	N	Mean	Std. Dev.	Test	
					Statistics	P
Public	9	78	2.9053	.90048	9.700	.021
	10	93	2.6567	.90375		
	11	86	2.4982	.90976		
	12	88	2.5734	1.13455		
	Total	345	2.6522	.97573		

Table 21 (cont.d)

School Type	Grade	N	Mean	Std. Dev.	Test	
					Statistics	P
Private	9	53	3.4296	.90307	20.976	.0001
	10	76	2.7126	.79360		
	11	87	2.9514	.91868		
	12	71	2,9588	.90363		
	Total	287	2,9783	.90769		

Table 21 shows that there is a significant difference in learners' perceptions of Factor 2 according to their grade levels at the public schools ($H=9.700$, $p=.021$). The Bonferroni test was administered in order to investigate the difference among the groups. According to this difference, 9th-grade students studying at public schools revealed higher scores in relation to Factor 2 compared to 11th grades ($p=.031$).

In addition, a significant difference was found in learners' perceptions of their teachers' autonomy in relation to Factor 2 (Embedding the Learner Voice) regarding their grade levels at the private schools ($H=20.976$, $p=.0001$) according to the Kruskal-Wallis test results. The Bonferroni test was administered in order to investigate the difference among the groups. According to this difference, 9th-grade students studying at private schools showed higher scores in regard to Factor 2 compared to 10th ($p=.0001$), 11th ($p=.031$) and 12th grades ($p=.016$). The results showed small effect sizes regarding public ($\eta^2=.01$) and private ($\eta^2=.05$) schools as to Factor 2.

4.7.3.3 Learners' perceptions of their teachers' autonomy in relation to Factor 3 (Empowering the Learner) in accordance with their school type and grade levels.

To analyze whether there is a significant difference in learners' perceptions of their teachers' autonomy in relation to Factor 3 (Empowering the Learner) according to their grade levels at the public schools, the Kruskal-Wallis test was administered and no significant difference was found ($H=3.974$, $p=.264$).

As Table 22 shows, as for private schools, a significant difference was found in learners' perceptions of their teachers' teachers' autonomy in relation to Factor 3

(Empowering the Learner) in accordance with their grade levels ($H=10.542, p=.014$) according to the Kruskal-Wallis test results.

Table 22

The Difference in Learners' Perceptions of Factor 3 (Empowering the Learner) in Accordance with Their School Type and Grade Levels

School Type	Grade	N	Mean	Std. Dev.	Test	
					Statistics	P
Public	9	78	3.0545	.94718	3.974	.264
	10	93	3.0618	.87590		
	11	86	3.0872	.84781		
	12	88	2.8125	1.07161		
	Total	345	3.0029	.94160		
Private	9	53	3.8491	.83254	10.542	.014
	10	76	3.5888	.71496		
	11	87	3.5920	.82310		
	12	71	3.3556	.95960		
	Total	287	3.5801	.84566		

The Bonferroni test was administered in order to investigate the difference among the groups. According to this difference, 9th-grade students studying at private schools had higher scores with regard to Factor 3 (Empowering the Learner) compared to 12th grades ($p=.008$). The results showed small effect sizes regarding public ($\eta^2=.003$) and private ($\eta^2=.001$) schools considering Factor 3.

4.7.4 The years spent in learning English. In order to understand whether there is a significant difference in learners' perceptions of their teachers' autonomy with reference to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) according to years spent in learning English, the Kruskal-Wallis test was administered.

Table 23

The Difference in Learners' Perceptions Their English Teachers' Autonomy in Accordance with the Years Spent in Learning English

	Years	N	Mean	Std. Dev.	Test	
					Statistics	P
Factor 1	1-5	79	3.5005	1.03099	.508	.776
	6-10	506	3.4559	.92139		
	11 +	47	3.4173	.93660		
	Total	632	3.4586	.93548		
Factor 2	1-5	79	2.9474	.98560	2.345	.310
	6-10	506	2.7744	.95474		
	11 +	47	2.8314	.95117		
	Total	632	2.8003	.95857		
Factor 3	1-5	79	3.1297	.96481	6.589	.037
	6-10	506	3.2530	.94095		
	11 +	47	3.6223	.86583		
	Total	632	3.2650	.94352		

*Factor 1: Supporting Role, Factor2: Embedding the Learner Voice, Factor 3: Empowering the Learner

According to Table 23, learners' perceptions of their teachers' autonomy with regard to Factor 1 ($H=.508$, $p=.776$) and Factor 2 ($H=2.345$, $p=.310$) were analyzed with the Kruskal-Wallis test and no significant difference was found. According to the results of the Kruskal-Wallis test, there was a significant difference in learners' perceptions of their teachers' autonomy in relation to Factor 3 ($H=6.589$, $p=.037$). The difference among the groups was analyzed with the Bonferroni test and it was revealed that students who had been learning English for 11 or more years perceived their teachers' autonomy in relation to Factor 3 higher compared to learners who had been learning English for between 6-10 years ($p=.040$).

The results showed small effect sizes regarding Factor 1 ($\eta^2=.005$), Factor 2 ($\eta^2=.002$) and Factor 3 ($\eta^2=.004$). Furthermore, learners' perceptions in accordance with the years spent in learning English and school type were also investigated to see whether there is a difference in their perceptions of their teachers' autonomy. Based

on this, public schools and private schools were analyzed separately in relation to years spent in learning English.

4.7.4.1 Learners’ perceptions of their teachers’ autonomy in relation to Factor 1 (Supporting Role) in accordance with the years spent in learning English and school type. Whether there is a significant difference in learners’ perceptions of their teachers’ autonomy in regard to Factor 1 (Supporting Role) in accordance with the years spent in learning English and school type together, the Kruskal-Wallis test was administered to see the results.

Table 24

The Difference in Learners’ Perceptions of Factor 1 (Supporting Role) in Accordance with Their School Type and Years Spent in Learning English

School Type	Years	N	Mean	Std. Dev.	Test	
					Statistics	P
Public	1-5	50	3.4523	1.01178	1.022	.600
	6-10	289	3.3199	.97077		
	11 +	6	3.1923	1.11127		
	Total	345	3.3369	.97739		
Private	1-5	29	3.5836	1.07624	1.495	.474
	6-10	217	3.6370	.81891		
	11 +	41	3.4503	.91963		
	Total	287	3.6049	.86163		

As Table 24 highlights, no significant difference was found in learners’ perceptions of their teachers’ autonomy in relation to Factor 1 for teachers working at public ($H=1.022$, $p=.600$) and private schools ($H=1.495$, $p=.474$) according to the results of the Kruskal-Wallis test. The results showed small effect sizes regarding public ($\eta^2=-.008$) and private ($\eta^2=-.008$) schools considering Factor 1.

4.7.4.2 Learners’ perceptions of their teachers’ autonomy in relation to Factor 2 (Embedding the Learner Voice) in accordance with the years spent in learning English and school type. Whether there is a significant difference in learners’ perceptions of their teachers’ autonomy with regard to Factor 2 (Embedding the

Learner Voice) according to years spent in learning English and school type together, the Kruskal-Wallis test was administered to see the results.

Table 25

The Difference in Learners' Perceptions of Factor 2 (Embedding the Learner Voice) in Accordance with Their School Type and Years Spent in Learning English

School Type	Years	N	Mean	Std. Dev.	Test	
					Statistics	P
Public	1-5	50	2.8769	.95256	3.782	.151
	6-10	289	2.6175	.97448		
	11 +	6	2.4487	1.13410		
	Total	345	2.6522	.97573		
Private	1-5	29	3.0690	1.04593	1.119	.572
	6-10	217	2.9833	.88778		
	11 +	41	2.8874	.92437		
	Total	287	2.9783	.90769		

According to Table 25, no significant difference was found in learners' perceptions of Factor 2 for teachers working at public ($H=3.782$, $p=.151$) and private schools ($H=1.119$, $p=.572$). The results showed small effect sizes regarding public ($\eta^2=-.0006$) and private ($\eta^2=-.01$) schools considering Factor 2.

4.7.4.3 Learners' perceptions of their teachers' autonomy in relation to Factor 3 (Empowering the Learner) in accordance with the years spent in learning English and school type. Whether there is a significant difference in learners' perceptions of their teachers' autonomy in relation to Factor 3 (Empowering the Learner) in accordance with the years spent in learning English and school type together, the Kruskal-Wallis test was conducted to see the results.

Table 26

The Difference in Learners' Perceptions of Factor 3 (Empowering the Learner) in Accordance with Their School Type and Years Spent in Learning English

School Type	Years	N	Mean	Std. Dev.	Test	
					Statistics	P
Public	1-5	50	3.0050	.88855	2.693	.260
	6-10	289	2.9896	.95283		
	11 +	6	3.6250	.70267		
	Total	345	3.0029	.94160		
Private	1-5	29	3.3448	1.06573	.694	.707
	6-10	217	3.6037	.80196		
	11 +	41	3.6220	.89464		
	Total	287	3.5801	.84566		

As Table 26 shows, learners' perceptions of Factor 3 for teachers working at public ($H=2.693$, $p=.260$) and private schools ($H=.694$, $p=.707$) were tested with the Kruskal-Wallis test and no significant difference was found. The results showed small effect sizes regarding public ($\eta^2=-.003$) and private ($\eta^2=-.01$) schools considering Factor 3.

4.7.5 The time spent in learning English outside the school on weekly basis.

In order to understand whether there is a significant difference in learners' perceptions of their teachers' autonomy in relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) in accordance with the time spent in learning English outside the school on weekly basis, the Kruskal-Wallis test was administered.

According to the results of the Kruskal-Wallis test, there was a significant difference in learners' perceptions of Factor 1 ($H=42.269$, $p=.0001$). The difference among the groups was analyzed with the Bonferroni test and it was revealed that students who spent 1-5 hours on learning English on weekly basis perceived their teacher's autonomy in relation to Factor 1 higher than students who did not spare any time learning English outside the school ($p=.0001$). In addition, students who spent

time learning English for 6 or more hours on weekly basis perceived their teachers' autonomy with regard to Factor 1 higher compared to students who did not spare any time on learning English outside the school. ($p=.0001$).

Table 27

The Difference in Learners' Perceptions of Their English Teachers' Autonomy in Accordance with the Time Spent in Learning English Outside the School on Weekly Basis

	Hours	N	Mean	Std. Dev.	Test Statistic	P
Factor 1	0	290	3.1971	.98638	42.269	.0001
	1-5	286	3.6425	.82234		
	6+	56	3.8736	.84360		
	Total	632	3.4586	.93548		
Factor 2	0	290	2.6019	.99490	26.933	.0001
	1-5	286	2.9242	.88199		
	6+	56	3.1951	.92935		
	Total	632	2,8003	.95857		
Factor 3	0	290	3.0474	.99746	30.907	.0001
	1-5	286	3.4065	.83416		
	6+	56	3.6696	.92700		
	Total	632	3.2650	.94352		

*Factor 1: Supporting Role, Factor2: Embedding the Learner Voice, Factor 3: Empowering the Learner

In line with the results of the Kruskal-Wallis test, a meaningful difference in learners' perceptions of their teachers' autonomy in relation to Factor 2 (Embedding the Learner Voice) was found ($H=26.933, p=.0001$). The difference among the groups was analyzed with the Bonferroni test. According to this difference, it was revealed that students who spent 1-5 hours learning English outside the school perceived their teachers' autonomy with regard to Factor 2 higher than students who did not spare any time on learning English outside the school on weekly basis ($p=.0001$). Moreover, students who spent time learning English for 6 or more hours perceived their teachers' autonomy considering Factor 2 higher compared to students who did not spare any time on learning English outside the school on weekly basis ($p=.0001$).

Learners' perceptions of their teachers' autonomy with reference to Factor 3 (Empowering the Learner) was analyzed with the Kruskal-Wallis test and a meaningful significance difference was noted ($H=30.907$, $p=.0001$). To decide how the difference varies among the groups, the Bonferroni test was administered and it was found that students who spent 1-5 hours on learning English outside the school perceived their teachers' autonomy in relation to Factor 3 higher than students who did not spare any time on learning English outside the school on weekly basis ($p=.0001$). In addition, students who spent time learning English outside the school for 6 or more hours perceived their teachers' autonomy with regard to Factor 3 higher than students who did not spare time learning English outside the school on weekly basis ($p=.0001$). The results showed small effect sizes regarding Factor 1 ($\eta^2=.06$), Factor 2 ($\eta^2=.03$) and Factor 3 ($\eta^2=.04$).

4.8 Research Question 3: Is There a Correlation in Learners' Perceptions of Their English Teachers' Autonomy in Relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner)?

The relationship between the learners' perceptions of their English teachers' autonomy in relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) was analyzed with Spearman Rank Correlation and the relationship between all the three factors was found meaningful as it is shown on Table 28.

Table 28
Spearman Rank Correlation Among the Factors

		Factor 1	Factor 2	Factor 3
Factor 1	Correlation Coefficient		.809	.626
	Sig. (2-tailed)	1.000	.000	.000
Factor 2	Correlation Coefficient	.809		.630
	Sig. (2-tailed)	.000	1.000	.000
Factor 3	Correlation Coefficient	.626	.630	
	Sig. (2-tailed)	.000	.000	1.000

*Factor 1: Supporting Role, Factor2: Embedding the Learner Voice, Factor 3: Empowering the Learner

4.8.1 Spearman Rank Correlation between Factor 1 and Factor 2. According to test results, there is a meaningful statistical difference in the same direction between the learners' perceptions of their teachers' autonomy in relation to Factor 1 (Supporting Role) and Factor 2 (Embedding the Learner Voice) with a value of .809 ($p=.0001$). Accordingly, when learners' perception of their teachers' autonomy considering Factor 1 increases so does their perception of Factor 2.

4.8.2 Spearman Rank Correlation between Factor 1 and Factor 3. In accordance with the test results, there is also a meaningful statistical difference in the same direction between the learners' perceptions of their teachers' autonomy with reference to Factor 1 (Supporting Role) and Factor 3 (Empowering the Learner) with a value of .626 ($p=.0001$). Correspondingly, when learners' perception of their teachers' autonomy in relation to Factor 1 increases so does their perception of their teachers' autonomy with reference to Factor 3.

4.8.3 Spearman Rank Correlation between Factor 2 and Factor 3. In line with the test results, there is also a meaningful statistical difference in the same direction between the learners' perceptions of their teachers' autonomy pertaining to Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) with a value of .630 ($p=.0001$). Accordingly, when learners' perception of their teachers' autonomy in relation to Factor 2 increases so does their perception of Factor 3.

4.9 Research Question 4: What Are the English Teachers' Specific Ways of Supporting Autonomy Outside the School in Relation to the School Context?

In addition to the quantitative methods, the findings were supported through a semi-structured question to obtain results via qualitative methods. In order to understand English teachers' specific ways of supporting autonomy outside the school, the results of the open-ended question were analyzed and the findings revealed three themes in relation to teachers' suggestions. According to the results of the semi-structured question, differences were found in line with the suggestions of private and public-school teachers.

Table 29

English Teachers' Specific Ways of Supporting Autonomy Outside the School

Suggestions	Frequency	% in	N	n	Frequency	% in	N	n	Total	%
	in public schools	public schools			pub. schools	pub. schools				
Language exposure	116	52.5%			139	75.7%			256	63.1%
Self-engagement in language practice	80	36.2%			26	14%			106	26.1%
Language socialization	25	11.3%			19	10.3%			44	10.8%
Total	221	100%	345	139	185	100%	287	128	406	100%

N= the number of students in total

n = the number of students answered the question

According to Table 29, the findings demonstrated that private school teachers scored higher on 'Language Exposure Activities' (75.7%) compared to public school teachers (52.5%). On the other hand, it was found out that public school teachers' suggestions were ranked higher (36.2%) compared to teachers working at private schools (14%) in relation to 'Self-engagement Activities in Language Practice'. Additionally, public (11.3%) and private school (10.3%) teachers showed similar results in terms of suggesting activities with regard to 'Language Socialization'.

Chapter 5

Discussion and Conclusions

In the study, research questions are investigated and the findings are discussed in relation to learners' perception of their teachers' autonomy regarding the 'Supporting Role', 'Embedding the Learner Voice' and 'Empowering the Learner' with reference to the relevant studies in the literature. Since there are many factors affecting learners' perception, the study tried to explore learners' perceptions in accordance with their gender, school type, grade level, time spent in learning English outside the school on weekly basis and years spent in learning English. These factors are related to each other as they reveal distinct aspects of the high school context in Turkey. Also, the correlation between teachers' roles and teachers' specific ways of supporting autonomy outside the school in relation to the school context is analyzed in the study. In addition, the implications of the findings are discussed in order to shed light on further studies.

5.1 Research Question 1: What Are Learners' Perceptions of Their English Teachers' Autonomy in Accordance with Their Roles?

The data collected through the student questionnaire were analyzed and according to the results of the factor analysis, three different factor groups emerged with respect to learners' perceptions of their English teachers' autonomy.

5.1.1 Supporting role. The items loaded on Factor 1 (Supporting Role of the Teachers) represent English teachers' role in increasing the learner autonomy in terms of encouraging, guiding, helping and supporting the learners to help them become more autonomous. The findings revealed that this factor group was ranked as the highest in relation to English teachers' autonomy. This group represents one of the most important roles of English teachers with regard to guiding learners to become

autonomous in their learning process in accordance with what Lamb (2011) suggests. When learners' responses considering the 'Supporting Role' of their teachers in accordance with giving feedback was analyzed, it is clear that teachers mostly carry out this practice and this is stated to be one of the roles of English teachers in relation to promoting learner autonomy (Joshi, 2011). Since autonomy is about taking control of one's own learning process, in traditional educational systems students expect their teachers to direct the procedure and they see their teachers as the main source of information because they are regarded as more reliable compared to their own or peers' assessments (Tran & Duong, 2018). As supported by Kirtik (2017), considering the role of the teacher and the teacher-centeredness in the Turkish education system students are mostly spoon-fed and they are not given opportunities in order to make them free from the control of external factors. However, according to the findings of this factor group, teachers embrace their 'Supporting Role' in order to create a more student-centered learning atmosphere by supporting their learners to correct their own mistakes to some extent.

In addition, setting learning goals is considered as one of the factors that learners should fulfill (Chan, 2001) as learners should be left free in the process of what and how they want to learn (Benson & Voller, 1997). In accordance with these claims, teachers are aware of the importance of helping students to set their own learning goals and they provide the necessary support to enhance learner autonomy in the context of this study. It is claimed that helping learners be aware of their strengths and weaknesses in the learning process is one of the elements in fostering learner autonomy so that they can become more conscious of their individual traits (Juta, 2013), and the findings of this study reveal that this is carried out by English teachers. This autonomous practice followed by the teachers also helps learners to become more independent as they can take necessary precautions and set learning goals in accordance with their strengths and weaknesses. Furthermore, as Voller (1997) claims, teachers should support learners so that they can assess their own learning process, which also highlights 'Supporting Role' of the teacher in relation to learner autonomy and the significance of this role are also supported by other studies in the field (Lai et al., 2008; Xu, 2015). Additionally, the results of this study regarding the teachers' role

in relation to the significance of metacognitive training and relevant strategies are in line with the claims in the literature (Harmer, 2007).

5.1.2 Embedding the learner voice. The items in Factor 2 (Embedding the Learner Voice) address the role of teachers with regard to including the learners in the decision-making process and their needs. The findings revealed that this factor group was ranked as the lowest considering English teachers' autonomy. Apparently, the results indicated that teachers do not pay attention to their learners' voice in order to increase autonomy and these findings contradict that of Szocs' (2007) who claims that identifying and addressing the learners' voice is considered crucial in fostering learner autonomy.

This factor group highlights one of the fundamental factors in fostering learner autonomy, which can be stated as addressing the needs of the learners. Based on this claim, the role of teachers in 'Embedding the Learner Voice' in accordance with the items loaded on this factor group is not effectively carried out by English teachers in contrast to what is argued in the field (Lamb, 2008). Interrelatedly, involving learners in the learning process is one of the teachers' roles in fostering learner autonomy (Elmahjoub, 2014) but as for this role, the findings showed that teachers seem like they fall short in embedding their learners' voices. As it is understood from those statements, teachers' significant role in understanding their learners' behaviors and beliefs is clear but ignoring these aspects might hinder the development of learner autonomy (Dam, 2001). Accordingly, the findings showed that this role of the teachers is perceived weak by the learners. However, institutional constraints and little space for change in the prescribed curriculums might be the reasons why teachers cannot carry out their autonomous role in regard to 'Embedding the Learner Voice' in the Turkish high school context (Öztürk, 2011).

Teachers' role in 'Embedding the Learner Voice' in terms of presenting activities suitable for their learners' interests is not embraced by the teachers according to learners' perception although this aspect of learner autonomy is claimed to be efficient in increasing learner autonomy (Kemala, 2016). The findings also revealed that teachers are not responsive in including learners in the decision-making process and these results seem to be consistent with other studies conducted in the Turkish

context (Çakıcı, 2017; Çoban, 2002; Özdere, 2005). The findings of this study revealed similar findings to the previous studies in the Turkish educational context and it can be inferred that the teacher-centered educational system might be one of the reasons preventing the embracement of ‘Embedding the Learner Voice’ (Balçıklı, 2008; Yumuk, 2002). On the other hand, including learners in the decision making process in relation to ‘Embedding the Learner Voice’ is a key factor in fostering learner autonomy (Dickinson, 1995) and the importance of this practice was also suggested in a study conducted by Arshiyani and Pishkar (2015); however, it is obvious that English teachers indicated a weak inclination to include their learners in the decision-making process. The reason why ‘Embedding the Learner Voice’ has the lowest rank might lie under the Turkish educational system which regards teachers as the main authority in the classroom and similar results were revealed by another study in a different context (Shahsavari, 2014).

5.1.3 Empowering the learner. The items in Factor 3 (Empowering the Learner) are related to teachers’ role in fostering learner autonomy in various ways such as using authentic material, integrating technology, carrying learning beyond school and participation in group discussions. The findings revealed that this factor group was ranked as the second-highest in relation to English teachers’ autonomy. In accordance with the results of the findings, students agree that teachers fulfill their autonomous role in ‘Empowering the Learner’ to some extent.

The teachers’ responsibility in empowering their learners by shaping the learning environment and enhancing learners’ competence for autonomy is discussed by Lamb (2008) and the findings of this study concur with those claims. Obviously, although it is not at high levels, teachers take their empowering role into account according to learners’ responses. Teachers’ empowering role with regard to integrating technology into the learning environment seems to be carried out by the teachers and the finding is parallel with Juan and Yajie’s claim (2018) that supports the effectiveness of the use of technology in promoting learner autonomy. The learners in the high school context can be considered as digital natives considering the students’ ages and the integration of technology might increase their interest in the learning process. As technology carries the learning process away from the traditional teaching atmosphere and allows

student interaction on an individual level, it might be very effective in fostering learner autonomy and the findings of this study resonate with other studies in the field (Lai et al., 2018; Ürün et al., 2014).

Furthermore, carrying the learning out of the school environment is also considered as one of the roles of English teachers and this also empowers learners by assisting them to become free from the control of others in an atmosphere where they are on their own (Harmer, 2007). Teachers' empowering role with regard to setting tasks out of the classroom to make them take more responsibility and become the decision-makers is also supported by Koçak's (2003) study in the Turkish context. In order to overcome the institutional constraints, time limitations and strict curriculums in the Turkish context, teachers might have embraced this practice in order to empower their learners to become more autonomous and the participants' answers conform with the claims (Harmer, 2007). Additionally, learner empowerment can also be supported by teachers' role in encouraging the learner to participate in group discussions and the findings of this factor group are compatible with the results of a previous study in the field in relation to teachers' roles in fostering learner autonomy (Juan & Yajie, 2018). Furthermore, in order to empower learners, the use of authentic materials is regarded as an effective way of enabling them to be independent of the teachers in terms of enhancing autonomy (McGarry, 1995) and the findings of this factor group indicate that teachers carry out their role in 'Empowering the Learners' in Turkish high school context.

5.2 Research Question 2: Is There a Difference in Learners' Perceptions of Their English Teachers' Autonomy in Relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) in Accordance with Learners' Gender, School Type, Grade Level, the Years Spent in Learning English and the Time Spent in Learning English Outside the School?

5.2.1 Learners' gender. Although there are some studies aiming at analyzing whether there is a relation in learners' autonomy and their gender (Mardjuki, 2018; Varol & Yılmaz, 2010; Yiğit & Yıldırım, 2018), there are not many studies investigating the difference between learners' perception of their English teachers'

autonomy and learners' gender in the Turkish high school context. To that end, this study might shed light on further studies in the literature. The difference in learners' perceptions of their English teachers' autonomy in relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) were investigated in the study and no significant difference was found in male and female participants' perceptions of their English teachers' autonomy. The findings can be interpreted as the learners' gender does not play a role on their perceptions of English teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3 although gender plays a role in learner' autonomous practices according to some studies (Abdel Razeq, 2014; Al-Khawlani, 2018; Genç, 2015) which claim that the female learners are considered more autonomous compared to male learners. In order to analyze whether English teachers are autonomous or not in relation to their practices, learners' gender was found to have no effect on learners' perceptions in the Turkish high school context.

5.2.2 School type. The findings revealed that there was a significant statistical difference in learners' perceptions of their English teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3. In accordance with the results of this difference, teachers working at private schools were regarded as more autonomous than teachers working at public schools in relation to three-factor groups. This difference can be explained by considering the distinctive practices applied in both private and public schools in the Turkish high school context. As for public schools, the reasons why teachers working there are regarded as less autonomous regarding Factor 1, Factor 2 and Factor 3 can be explained through the institutional constraints. Teachers working at public schools and private schools have different curriculums and this might not enable public school teachers to increase learner autonomy more effectively especially in terms of 'Embedding the Learner Voice' as it requires including the learners in many aspects of the learning process. These findings resonate with the findings of Borg and Al-Busaidi (2011) who pointed out that the curriculum was claimed to be one of the barriers in promoting learner autonomy from the perspective of English teachers. Moreover, making alterations in the curriculums might not be feasible as they have strict administrative rules in the Turkish educational context (Öztürk, 2011).

Therefore, teachers' moving beyond the suggested curriculum with respect to increasing learner autonomy might not be applicable for public school teachers as they are required to follow the given schedule strictly and they are also inspected accordingly (Öztürk, 2011). These findings regarding the constraints of the curriculum are also supported by other studies in a different context in terms of teachers' strict responsibility in following the curriculum goals (Nakata, 2011) and their little impact on the decision making in respect to the curriculum (Strong & Yoshida, 2014). Also, the results considering the situation of the teachers working at public schools with regard to their autonomy on the curriculum are consistent with Uğurlu and Qahramanova's (2016) study at public schools in Turkey and Azerbaijan. On the other hand, teachers working at private schools mostly have their own curriculums specifically developed for promoting learners' English proficiency and autonomy. It might be more feasible for private school teachers to make alterations in the curriculum by 'Embedding the Learner Voice' as the school administration is more flexible in relation to the necessity of making changes for the good of their learners.

Furthermore, the difference might be explained through the English lesson hours at public and private schools. Teachers working at public schools have fewer English classes per week and in the Turkish high school context, 9th, 10th, 11th and 12th graders have four hours of English classes per week. These findings imply that teaching hours might be considered not enough to conduct effective teaching in terms of increasing learner autonomy in public schools. Teachers might find it difficult to combine autonomous practices into their curriculums in the matter of time constraints and these findings concur with Alibakhshi's belief (2015) that notes limited space considering the curriculum and its being prescribed as institute-related constraints in developing learner autonomy. As to private schools, the main reason why most parents prefer private schools in Turkey can be explained as private schools' placing emphasis on English lessons and they are known for their effectiveness in teaching English in the Turkish high school context. Also, most private schools have more English teaching hours per week compared to public schools. This might enable private school teachers to spend more time practicing English and these lesson hours might make it possible to integrate extracurricular activities that might support learner autonomy. These findings resonate with that of Işık's (2008) who revealed that teachers had difficulty

in implementing activities with regard to fostering learner autonomy because they had to meet the objectives of the curriculum in addition to the time restriction they face.

Also, the number of learners in each classroom at public schools can play a vital role in their perceptions of their teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3. When combining classrooms' being crowded in numbers and their interactions with their teachers within the given teaching hours, it can be concluded that English teachers working at public schools do not have the same opportunities compared to teachers working at private schools. The participants from public schools regarded their teachers less autonomous compared to private schools and these findings are also supported by Işık (2018) who found out that the crowded classes were the most recurring problem in the process of fostering learner autonomy in her study as teachers could not support enough guidance for each student due to excessive number of students. On the other hand, private schools have a smaller number of students compared to public schools and this might enable English teachers to spare more time for each student considering the lesson hours as well. Consequently, this might have affected learners' perceptions of their English teachers' autonomy especially in terms of their 'Supporting Role' because classes with a small number of students promote teacher encouragement and provide teachers with time to analyze and solve problems (Miller-Whitehead, 2003). Similarly, as it was also suggested in Nakata's (2011) study, the small number of students allows school teachers to identify the ways of increasing learner autonomy by supporting them more easily on an individual basis. In consequence, teachers working at private schools might have been regarded as more approachable in relation to the mentioned conditions. As Işık's (2008) study reveals, it can be concluded that even if teachers working at public schools want to promote learner autonomy in different ways, the number of students in the classroom might hinder their efforts in doing so; thus, public school teachers might have fallen short in their 'Supporting Role' in the matter of increasing learner autonomy and these results also concur with Alibakshi' (2015) findings.

Additionally, the difference between the two school teachers' autonomous practices in relation to Factor 1, Factor 2 and Factor 3 can be explained by teacher development opportunities whose effectiveness in fostering learner autonomy is discussed by many scholars (Benson, 2013; Huang, 2008; Javadi, 2014; Smith, 2000).

As to private and public schools, the difference can be explained through the professional development activities offered by private schools. However, this circumstance is not the same as for public schools regarding their funds as well. The results are parallel with that of Uğurlu and Qahramanova (2016) who claimed that limited opportunities for professional development were stated to be the factors affecting teacher autonomy in the Turkish and Azerbaijani public schools. It is mostly left to the public teachers' own choice to develop themselves professionally by attending these seminars and they might not be supported by their school authority considering the budget spared for teacher training activities. On the other hand, private schools organize regular in-house seminars for their English teachers on various subjects or they encourage their teachers to attend the seminars out of school. They also financially support their teachers to attend some seminars in other countries or cities. Based on these, English teachers working at private schools can develop themselves more and this development might also provide benefits for their learners in relation to their roles in fostering learner autonomy. Concerning this matter, the significance of teacher developments' central role in promoting learner autonomy is also supported in the field (Alrabai, 2017, Little, 1995).

Lastly, in the Turkish context, teachers are not included in the decision-making process of the lesson materials and their practices regarding this factor are restricted by the authorities, which prevents teachers to apply their own decisions and preferences (Öztürk, 2011). Moreover, the teaching materials are provided to public schools by the authorities without charge and students are not provided with extra teaching materials apart from these books. This is a barrier in front of teachers as the variety and quality of the lesson materials highly affect their autonomous practices (Mustafa & Cullinford, 2008). The difference in learners' perception of their English teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3 could be linked to the choice of lesson materials which are determined according to students' need at private schools and teachers are mostly included in the decision-making process. Also, private schools also provide their teachers with extra teaching resources to enrich the use of materials. Therefore, teachers at private schools might have shown higher scores compared to their colleagues at public schools who are offered with limited materials and the lack of materials as a hindering factor to foster learner autonomy was also

indicated by other studies of different contexts (Juta, 2013; Kemala, 2016). The findings of this study resonate with other studies in the literature that reveal the hindering effects of the materials used at schools and the need for a change in materials to enable teachers to promote learner autonomy in the Turkish education system (Kırtık, 2017). Additionally, the need for supplementary materials to foster learner autonomy in the classroom was suggested by the participant teachers in a study conducted with high school students in the Turkish context in the same area (Ürün et al., 2014).

5.2.3 Grade level. The findings of the study revealed that there is a significant difference in learners' perceptions of their English teachers' autonomy in relation to Factor 1 Factor 2 and Factor 3 in accordance with their grade levels. As for Factor 1, the findings state that 9th-grade learners perceive their teachers more autonomous compared to 11th and 12th graders. Moreover, 10th-grade learners also regard their English teachers more autonomous compared to 12th graders in relation to Factor 1. According to test results, 9th graders also showed higher scores compared to 10th, 11th and 12th graders with reference to Factor 2 and as for Factor 3, 9th-grade students considered their English teachers more autonomous.

These differences in learners' perceptions of their teachers' autonomy with regard to the factor groups can be explained by considering the Turkish education system at high schools. In the Turkish education system, in order to attend university, students need to show success in university entrance exams conducted by the Assessment, Selection and Placement Center. Since 11th and 12th graders mostly spend time on getting prepared for university entrance exams, they might lack the importance of learning English as they are not tested for their English but for other school subjects such as Maths, Chemistry, Physics and etc. For this reason, the findings imply that teachers might have reduced embracing autonomous practices with upper-grade levels and these findings are parallel with the findings of other studies in the field that revealed the negative effects of exam-oriented systems on learner autonomy (Halstead & Zhu, 2009; Wills & Sandholtz, 2009). Supportively, the exam-based educational system is stated to cause a restricting environment on teacher autonomy (Bogler, 2001) and the decrease in the perception of upper-grade students' teacher autonomy might

be linked to the exam-oriented atmosphere in the Turkish high school context. In accordance with the results, teachers might have felt under pressure and focused on increasing the test results of the learners by giving less space on activities to increase learner autonomy (Abrams, Pedulla & Madaus, 2003).

Additionally, compared to 9th, 10th and 11th graders, the stressful period that especially 12th graders experience might have negative effects on their perceptions of their teachers' autonomy due to the priority of other subjects. The higher importance on other subjects due to the University Exam might have reduced the interaction between the upper grades and their English teachers. Accordingly, the lack of time might have influenced their teachers' autonomous practices, which was also supported in a study by Nasri et al. (2015). Similarly, as Swatevacharkul (2014) states in her study, exam-oriented school systems that have formal testing procedures are constraints in promoting learner autonomy and teachers should change their agents to become more autonomy oriented. She also claims that spoon-feeding and not encouraging independence from the early stages cause students to hold back from looking for new information by themselves but expecting it from their teachers. In addition, since students have limited time to get prepared for the university entrance exams, teachers might have changed their agent to a controller and the main source of information considering the expectations of upper-grade students. Nakata (2011) also mentioned the negative effects of the exam-oriented system on promoting learner autonomy and Turkish high education system's being based on university exams might have decreased the importance of English lessons from the point of upper-grade students and this interrelatedly might have affected learners' perceptions of their teachers' autonomy.

In addition, grade levels were analyzed in each school context separately to see the difference in learner's perceptions of their teachers' autonomy in relation to the factor groups and it was found that private school teachers showed higher scores compared to public school teachers in relation to factor groups in accordance with students' grade levels. Although there have been significant differences in learners' perception of their teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3 at private schools, the findings revealed no significant difference in relation to Factor 3 although there are significant differences in respect to Factor 2 and Factor 3 in

accordance with their grade levels at public schools, which means that teachers' autonomy in relation to Factor 3 is perceived the same by every grade level at public schools. Since Factor 3 (Empowering the Learners) requires setting activities and the use of authentic materials outside the classroom teachers might have fallen short in differentiating their suggestions in accordance with the grade levels and this contradicts with what is suggested by Little (1991) who claims that different parameters such as learners' age, how long they have been taking education and their learning needs should be taken into consideration and these should be acknowledged by the practitioners with regard to promoting learner autonomy. This can be linked to the results of the open-ended questions which revealed that teachers do not perform full autonomy but they leave learners on their own out of classroom activities through traditional methods that also hinder learner autonomy (Nasri et al., 2015). In addition, teachers might have had difficulties in making a difference with respect to learners' grade levels as public schools lack technological equipment and they might have carried out their practices with less integration of technology at all grade levels. On the other hand, 'Empowering the Learner' calls for the use of computer-based learning materials which is regarded effective in promoting learner autonomy (Juan & Yajie, 2018; Lai et al., 2018; Nasri et al., 2015; Ürün et al., 2014),

5.2.4 The years spent in learning English. The findings indicated that there was no significant difference in learners' perceptions of their English teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3. Although learners who had been learning English for 11 and more years perceived their English teachers' autonomy higher compared to those who had been learning English for 6-10 years in relation to Factor 3 when the data were analyzed in public and private schools separately no significant difference was found in relation to three-factor groups in the school contexts.

The data were analyzed in terms of years spent in learning English and school type independently and no significant difference was found in learners' perceptions of their English teachers' autonomy in relation to Factor 1, Factor 2 and Factor 3. The purpose is to analyze whether prior experience has any effect on learners' perceptions of their English teachers' autonomy as Sanz (2005) claims that prior experience is one

of the components that cause differences among the learners. The result of this research question implies that quantitative aspect of the prior experience is not enough to analyze learners' perspective of their teachers' autonomy and this is supported by Nicolaides (2008) who notes that quality of the learning experience should be taken into consideration in addition to the quantity of this experience. Supportively, Barcelos (as cited in Lamb & Reinders, 2008) claims that "learners' experiences, their interpretations of these experiences and the social context and how they adapt their experiences" (p. 153) should be investigated in order to understand the beliefs of students. With respect to the results of the study, it can be inferred that participants' quality of prior experience might have affected their perspective in their teachers' autonomy within the Turkish context and only considering the quantity of the previous experiences is not enough to make conclusions about learners' perceptions of their teachers' autonomy.

5.2.5 The time spent in learning English outside the school on weekly basis.

The findings indicate that there is a significant difference in learners' perceptions of their English teachers' autonomy in relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner) in accordance with the time they spend learning English outside the school on weekly basis. Learners who spend 1-5 hours and 6 or more hours learning English outside the school regarded their teachers' autonomy higher than those who do not spare any time on learning English outside the school on weekly basis.

This difference can be explained by learners' motivation in learning English as it is argued that there is a significant connection between motivation and learner autonomy (Lamb, 2006; Ushioda, 2011). Since students have the motivation to learn, this can be interpreted as they place more emphasis on their teachers' practices in relation to Factor 1, Factor 2 and Factor 3. These learners might have shown more interest in the lesson and since they have the motivation to learn, they might have paid more attention to the suggestions of their English teachers, which accordingly makes them become more aware of their teachers' autonomy. The results are consistent with Szocs' (2017) study that revealed the importance of motivation in enhancing learner autonomy in the field. On the other hand, students who do not spare any time learning

English might have ignored what their teachers suggest in relation to increasing learner autonomy as they have no motivation to learn English. The findings of the study are parallel with the claims of Deci et al. (1991) who state that whilst learners with higher motivation get more autonomous support, learners with less motivation display more controlling roles. As for students who do not spare any time on learning English out of school, it can be concluded that even if their teachers attach importance to Factor 1, Factor 2 and Factor 3 they might be unaware of those practices as they do not show any interest in the lessons and that's why they might have seen their English teachers' practices weak compared to those who spare extra time on learning English. The importance of learner motivation with regard to increasing learner autonomy was indicated in the field from the perspective of English teachers (Ürün et al., 2014) and these findings support the results of this study.

5.3 Research Question 3: Is There a Correlation in Learners' Perceptions of Their English Teachers' Autonomy in Relation to Factor 1 (Supporting Role), Factor 2 (Embedding the Learner Voice) and Factor 3 (Empowering the Learner)?

According to the results of the Spearman Rank Correlation, the relationship between the learners' perceptions of their teachers' autonomy was found meaningful. These findings state that as learners' perception of their teachers' autonomy regarding Factor 1 increases so does their perception of Factor 2 and Factor 3. Furthermore, when learners' perception of their teachers' autonomy in relation to Factor 2 increases so does their perception of Factor 3.

These results imply the significance of the relationship between teachers' different roles as they are all equally important in fostering learner autonomy and the absence of one can negatively affect the other factors with reference to increasing learner autonomy. These results concur with Sinclair's claims (2000) that suggest autonomy should not be understood as focusing on only one factor as they are all connected in relation to enhancing learner autonomy and one factor cannot precede the others. It can be concluded that factors are related to each other and considering one factor superior to another might negatively influence teachers' other roles in fostering autonomy from the perspective of learners. Teachers do not have only one role in

accordance with the results of this study and the distinctive roles of the teachers as to increasing learner autonomy were also investigated in many studies in the literature from the learners' perspectives as these roles are regarded essential in fostering learner autonomy (Alonazi, 2017; Bekleyen & Selimoğlu, 2016; Chan, 2001; Chan et al., 2010; Cotterall, 1999; Koçak, 2003; Lei et al., 2018; Tran & Tuong, 2018; Xu, 2015; Yasmin & Sohail, 2017; Yıldırım, 2008). Furthermore, in order to emphasize the importance of each different role of the teachers in promoting learner autonomy, Dam (2001) claims that ignoring the rationales affecting learners' actions and beliefs might hinder the development of learner autonomy and these claims resonate with the findings of this study in the Turkish high school context.

5.4 Research Question 4: What Are the English Teachers' Specific Ways of Supporting Autonomy Outside the School in Relation to the School Context?

The findings were supported through qualitative findings that was acquired through the answers given to the semi-structured question. The results indicate that while teachers working at private schools encourage students in the way they can participate in activities towards language exposure, the suggestions of the teachers working at public schools mostly focus on self-engagement in language practice out of school. Additionally, the results reveal that teachers working at public schools suggest activities in accordance with the traditional teaching methods that hinder the promotion of learner autonomy (Nasri et al., 2015) whereas teachers working at public schools suggest activities in the direction of modern teaching approaches where students can practice English in more practical ways. The effects of the teachers' attitudes towards the traditional beliefs and its negative effects on fostering learner autonomy are also indicated in other studies in the field (Alonazi, 2017). Although practices regarding 'Self-engagement in Language Practice' seek to increase the learner autonomy by leaving the learners on their own, teacher guidance stays low as students are not informed about how to practice the language but they are only suggested what to do. The findings might imply that the reason why the frequency of the suggestions towards 'Self-engagement in Language Practice' is higher in public schools can be explained by the exam-oriented educational system, which is a constraint in fostering learner autonomy (Swatevacharkul, 2014) as the pressure of

the exams might have affected the practices of English teachers (Abrams et al., 2003) and diverted the public-school teachers towards more self-engagement practices.

Furthermore, it can be concluded that public-school teachers' autonomy can be described as *unsubstantiated* autonomy, which is also supported by the students' answers as teachers' suggestions embody unstructured and unresponsive actions. However, teachers are supposed to have self-conscious awareness in their teaching practices (Tort-Moloney, 1997). It can be claimed that learners are not fully supported at public schools though they are guided to some extent. In addition, although learners regard their teachers autonomous according to the results of the questionnaire, their teachers' autonomy can be considered as unprincipled autonomy at public schools according to the results of the semi-structured question.

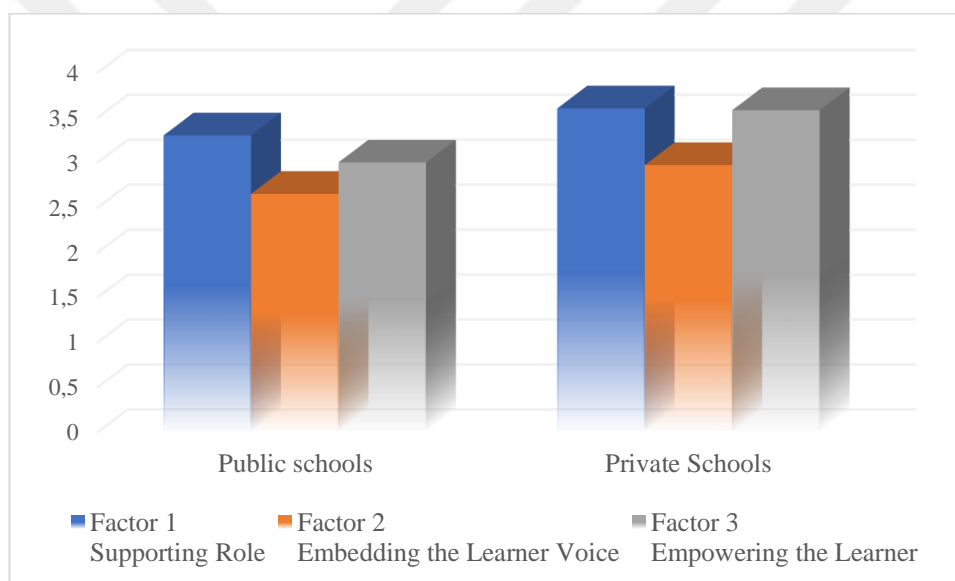


Figure 2. Learners' perception of their English teachers' autonomy in relation to the school context.

5.5 Implications

The current study investigated high school learners' perceptions of their English teachers' autonomy in the Turkish context. The study revealed that teachers working at private schools are perceived as more autonomous by learners compared to teachers working at public schools. Furthermore, learners' grade levels, the time spent in learning English outside the school were stated to have an effect on their perceptions

of their English teachers. Also, a positive correlation was found in teachers' roles and it was revealed that English teachers' specific ways of supporting autonomy outside the school indicate differences in relation to the school context. According to the results of this study, it is possible to consider several implications.

The findings of the study point out that public school teachers are considered less autonomous compared to teachers working at private schools. Therefore, in order to change this perception in relation to increasing both teacher and accordingly the learner autonomy, professional development programs could be conducted at public schools because the lack of these activities are regarded as constraints in promoting autonomy (Alrabai, 2017; Little, 1995; Uğurlu & Qahramanova, 2016). Also, providing teachers with professional development opportunities might further improve their teaching practices. In addition, school administrators should also embrace the importance of professional development and teachers working at public schools should be encouraged to attend teacher training programs.

Furthermore, the inclusion of the teachers in the decision-making process should be given importance since prescribed curriculums might restrict teachers' autonomy in the Turkish context (Öztürk, 2011). While developing the school curriculum, teachers' opinions might be taken into consideration and curriculums can be designed in relation to increasing autonomy by giving more space to practices increasing the learner autonomy. Including teachers in the decision-making process of the curriculums might increase the enhancement of both teacher and learner autonomy at public schools as teachers are more familiar with the students' needs and the classroom atmosphere. Furthermore, language teaching can be shifted towards a more student-centered process by integrating the autonomous practices into the curriculums. Including the teachers in the decision-making process with regard to curriculums might help teachers to overcome the barriers in promoting learner autonomy as the curriculum is considered to be one of the barriers in fostering learner autonomy in many studies. (Borg & Al-Busaidi, 2011; Nakata, 2011; Strong & Yoshida, 2014; Uğurlu & Qahramanova, 2016). In addition to the curriculums, teachers should be also involved in the decision making of the teaching materials at public schools as this is one of the factors that restrict teachers fulfilling their own preferences (Öztürk, 2011). Since it is the teachers who spend more time with the learners and have the

responsibility of implementing the teaching materials, their opinions regarding the choice of these materials are of great importance in terms of increasing learner autonomy. Also, instead of providing teachers with a limited number of materials at public schools, they might be supported with extra teaching materials since the diversity and the quality of the teaching materials are regarded as the factors influencing their autonomy (Mustafa & Cullinford, 2008). Teachers should be given support to express their opinions on the choice of classroom materials by the administrations as the significant effects of the teaching materials with reference to promoting learner autonomy were also indicated in several studies (Juta, 2013; Kemala, 2016; Kırtık, 2017; Ürün et al., 2014). Furthermore, the quality of the education might be increased through these implementations for the purpose of supporting learner autonomy as the findings revealed the quantity of education does not affect learners' perceptions of their teachers' autonomy only by itself (Nicolaidis, 2008). The increase in the quality of education by taking the necessary precautions might influence teachers' autonomy in favorable ways and this might accordingly affect learners' perceptions of their English teachers' autonomy.

Additionally, the teaching hours at public schools can be revised and more English lessons might be set in the school schedule. Since the limited time is considered one of the constraints in carrying out autonomous activities (Alibahshi, 2015; Işık, 2008; Nasri et al., 2015), increasing the lesson hours might enable public school teachers to promote learner autonomy without time restrictions. When teachers spend more time with their students, they might have the chance of realizing the weaknesses and strengths of the learners, which is crucial in enhancing learner autonomy (Juta, 2013). Allocating more time on teaching might change learners' perceptions of their teachers as they might expose to more autonomous practices in the classroom. Also, this might enable teachers to spend extra time in understanding the learners' behaviors, which is considered necessary in enlarging learner autonomy (Dam, 2001). The increase in the number of lesson hours might enhance the interaction between students and English teachers, which is regarded as an important element in promoting learner autonomy (Alibahshi, 2015; Işık, 2008).

Similarly, the number of students in a classroom might be decreased to ideal numbers at public schools in order to allow teachers to allocate more time on each

student in relation to fostering learner autonomy as this is considered as one of the restrictions in embracing autonomous practices (Akbarpour-Tehrani & Mansor, 2012; Alibakshi, 2015; Işık, 2018). The Turkish Ministry of Education should take actions considering the crowded classes at public high schools and necessary precautions should be taken to overcome the barriers in promoting learner autonomy because the small number of students in the classroom increases teacher encouragement and allows teachers to focus on the problems occurring in the learning environment (Miller-Whitehead, 2003). Furthermore, as the number of students decreases, this might give English teachers more opportunities to embrace autonomous practices as it becomes easier for them to focus more on each student in the classroom (Nakata, 2011).

In addition, the findings of the study in accordance with the grade levels of the students imply that upper-grade students consider their teachers less autonomous compared to the lower grades at both public and private schools. This might be caused because of the exam-oriented educational system as students get prepared for the university entrance exam which is a stressful period for both teachers and students. Since the negative effects of exam-oriented systems considering the autonomous practices of the teachers are discussed in several studies in the literature (Abrams et al., 2003; Bogler, 2001; Halstead & Zhu, 2009; Nakata, 2011; Wills & Sandholtz, 2009), necessary reformations in the educational system should be made by the authorities in order to overcome the barriers in front of increasing learner autonomy. The pressure on teachers regarding the exams should be reduced and their autonomous actions should not be valued less significant by placing more emphasis on the exam results. Moreover, university entrance exams can be revised in a way that would not restrict teachers' roles in promoting learner autonomy. Instead of testing students' memorizations, university entrance exams can be modified to test students' comprehension skills. By doing so, the importance of fostering learner autonomy can be embraced by school administrations and the barriers might be overcome considering the upper-grade students.

In the study, the participants who spared time learning English outside the school on weekly basis considered their teachers more autonomous compared to those who did not allocate any time to learning. Thus, school administrations and teachers can carry out studies in order to increase learner motivation as it is an important element

in fostering autonomy (Lamb, 2006; Szocs, 2017; Ushioda, 2011). Through implementing learner training programs, student motivation might be increased as it was supported in a study carried out in the Turkish educational context (Koçak, 2003). Furthermore, students can be interviewed at schools in order to understand their beliefs towards learning English and the reasons that increase or decrease the learner motivation can be thoroughly investigated. This might help English teachers to understand their learners better and can pave the way for increasing learner motivation which might benefit learners in and outside the school. Additionally, increased learner motivation can affect their perceptions of English teachers' autonomy as learners with higher motivation are stated to get more autonomous support from their English teachers (Deci et al., 1991). Moreover, teachers should not only direct their learners about what to do but they should also inform their learners about how to practice the language in relation to their specific ways of supporting autonomy outside the school. Teachers should consider their students' needs and interests to advance learner autonomy (Kemala, 2016) and enrich their suggestions accordingly. Considering these suggestions, teachers should also embrace the recent approaches as traditional beliefs prevent the development of learner autonomy (Alonazi, 2017) and this can be succeeded through teacher training programs.

In relation to the findings related to the positive correlation in learners' perceptions of their English teachers' autonomy, language teachers should be informed about the significance of each role as increasing learner autonomy should not be restricted to carrying out only one factor (Sinclair, 2000). The importance of teachers' different roles in fostering learner autonomy should be embraced by language teachers and necessary steps should be taken in order to educate the teachers on how to integrate all these roles into their teaching.

5.6 Conclusions

The aim of this study was to investigate high school learners' perceptions of their English teachers' autonomy in the Turkish context in relation to 'Supporting Role', 'Embedding the Learner Voice' and 'Empowering the Learner'. The study also examined learners' perceptions with reference to gender, school type, grade level,

hours spent in learning English outside the school on weekly basis and years spent in learning English. In addition, the correlation between teachers' autonomous roles and the suggestions of English teachers in both contexts were also explored from the perspective of learners.

The findings of the study revealed three factors groups in relation to English teachers' autonomy and these were named as 'Supporting Role', 'Embedding the Learner Voice' and 'Empowering the Learner'. The analysis of the data indicated that 'Supporting Role' was ranked as the highest factor in relation to English teachers' autonomy. It is clear from the students' perspective that English teachers mostly carry out practices in relation to 'Supporting Role'. As for the second-highest rank, English teachers are perceived autonomous to some extent in relation to their roles in 'Empowering the Learner', which can be considered promising in the Turkish context. On the other hand, teachers' role in 'Embedding the Learner Voice' was perceived weak by the learners and it was ranked as the lowest factor. The findings state that teachers fall short in carrying out their roles in involving the learners in the decision-making process compared to other factor groups.

In addition, the results of the questionnaire indicated that learners' gender had no significant effect on learners' perceptions of their English teachers' autonomy in accordance with three-factor groups. It can be concluded that male and female learners perceive their English teachers' autonomy in the same way and their gender does not play a role in their understanding of teacher autonomy.

Furthermore, the school type was seen to have a significant influence on learners' perceptions of their teachers' autonomy since teachers working at public schools were perceived as less autonomous compared to their counterparts working at private schools in the Turkish high school context in relation to 'Supporting the Role', 'Embedding the Learner Voice' and 'Empowering the Learner'. Although English teachers working at public schools fulfill their autonomous roles in relation to Factor 1, Factor 2 and Factor 3 to some extent, teachers working at private schools significantly showed higher scores with regard to their roles. The findings imply that the different contexts teachers working at have an effect on their autonomy from the perspective of learners and this difference might be linked to distinctive procedures in both contexts in terms of curriculum, working conditions, class size, lessons hours,

professional development opportunities and involvement in the decision-making process of the course materials.

In addition, the perception of learners in relation to their teachers' autonomy was analyzed in accordance with their grade levels and it was found that grade level is one of the factors affecting their perceptions. The results pointed out that 9th-grade students perceived their teachers more autonomous compared to upper-grade students. The reasons for this result might be linked to the university entrance exam that students need to take in the Turkish context. The exam-oriented educational system might have negatively affected the interaction between the learners and the teachers. Based on these, it can be concluded that university entrance exams considering the upper grades can negatively affect teachers' autonomous practices and accordingly the perceptions of the learners in relation to their English teachers' autonomy. Also, although public school teachers showed a significant difference in relation to Factor 1 and Factor 2, no significant difference was found as to Factor 3 in accordance with their grade levels. This might be linked to setting activities and encouraging the use of authentic materials out of school with lack of adaptation in their practices regarding various parameters such as age, needs and prior experience. The finding is supported through the suggestions of public-school teachers in accordance with the results of the open-ended questionnaire. In addition, since 'Empowering the Learner' requires the use of technology, public school teachers might have left with no other opportunity but to continue their teaching without less integration of technology considering the lack of technological equipment at public schools.

The results of the questionnaire were also investigated to see whether the years spent in learning English has an effect on learners' perception of their English teachers' autonomy and the results demonstrated that the quantity of the prior experience does not have any effects on learners' perspective of their English teachers' autonomy in relation to three-factor groups by itself; therefore, the quality of education might be taken into consideration in addition to the quantity of the prior learning experience.

The study investigated whether there is a difference in learners' perceptions of their English teachers' autonomy in accordance with the time spent in learning English outside the school on weekly basis and the results revealed that learners who spare

time studying English outside the school perceive their English teachers' autonomy higher compared to the ones who do not allocate any time on learning English outside the school. It can be concluded that learner motivation might be one of the factors affecting the time they spend learning English outside the school and those who have the motivation to do so perceive their English teachers' autonomy higher in the Turkish high school context.

Moreover, it was indicated that teachers' autonomous roles pertaining to three-factor groups had a strong relationship from the perspective of learners. The findings demonstrated that the increase in learners' perception of their English teachers' autonomy considering one of the factor groups affects their perspectives in the same direction in relation to other factor groups. It can be concluded that teachers' different roles in fostering the learner autonomy are highly connected to each other and they cannot be made superior to one another. The decrease in carrying out one of the roles might negatively influence learners' perception of their English teachers' autonomy with regard to their different roles.

Finally, the open-ended question in the questionnaire aimed to investigate English teachers' suggestions to improve learners' autonomy outside the school. The findings of the open-ended question revealed different results for private and public-school teachers. It was found out that while public school teachers' suggestions were in line with self-engagement in language practice, private school teachers suggested activities in relation to increasing language exposure. In addition, the results indicated that although teachers working at public schools inform learners what to do, they fall short in acknowledging learners how to study outside the school.

5.7 Recommendations for Further Study

The study explored teachers' autonomy only from the perspective of learners in two different school types in the Turkish context. In order to gain more insight, teachers' perceptions of their own autonomy might be investigated to see whether the findings concur with learners' perceptions of their English teachers' autonomy. In addition, the relationship between learner and teacher autonomy can be investigated in order to see the effects of teacher autonomy on learners' success.

Furthermore, learners can be interviewed in order to have a better understanding of learners' perceptions of their English teachers' autonomy in relation to 'Supporting Role', 'Embedding the Learner Voice' and 'Empowering the Learner'. Additionally, further studies might also interview English teachers working at private and public schools in order to explore factors that affect their autonomy in the Turkish high school context. Interviewing both teachers and learners in public and private schools might help researchers to have more ideas on the way teacher autonomy is perceived in the Turkish high school context and it might enable researchers to gain more understanding of the barriers affecting their autonomy.

As the study was only applied to some of the high schools in the western part of the Aegean region, further studies might be conducted in other areas by including more schools. This might be useful in understanding the learners' perception of their teachers' autonomy from a broader perspective as the inclusion of more schools might result in more comprehensive findings.

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APPENDICES

A. QUESTIONNAIRE IN TURKISH

ÖĞRENCİLERİN İNGİLİZCE ÖĞRETMENLERİNİN ÖZERKLİĞİ ALGISI

Bu çalışma Bahçeşehir Üniversitesi İngiliz Dili ve Eğitimi Yüksek Lisans Programı tarafından yapılmakta olan araştırma için yürütülmektedir. Araştırmaya katılmada gönüllülük esastır. Verdiğimiz bilgiler gizli tutulacaktır. Eğer istemezseniz anketi doldurmak zorunda değilsiniz. İsmimizi yazmak ya da kimliğimizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz. Cevaplarımız tamamen gizli tutulacak ve sadece araştırma amaçları için kullanılacaktır. Doğru veya yanlış cevap yoktur. Lütfen talimatları dikkatlice okuyarak size en uygun cevabı seçiniz. Lütfen üçüncü kişilerin cevaplarımızı etkilemesine izin vermeyiniz. Araştırmayla ilgili herhangi bir sorunuz olması durumunda belirtilen e-mail adresine sorularınızı yöneltebilirsiniz: semihustun01@gmail.com

I. BOLUM: KİŞİ VE EĞİTİM BİLGİLERİ

Bu ankete verdiğiniz cevapların Yüksek Lisans çalışmanız için kullanılmasına izin veriyorum. Evet / Hayır

1. Cinsiyet: Erkek / Kız
2. Eğitim aldığınız şehir:
3. Eğitim aldığınız okulun adı (İsteğe olarak belirtiniz):
4. Okul türünüzü belirtiniz: Devlet Okulu / Özel Okul
5. Eğitim almakta olduğunuz sınıfı belirtiniz: Hazırlık / 9 / 10 / 11 / 12
6. Kaç yıldır İngilizce öğreniyorsunuz?
7. Okul dışında İngilizce öğrenmeye haftada kaç saat ayırıyorsunuz?
8. İngilizce öğretmeniniz okul dışında İngilizcenizi geliştirmek için ne gibi tavsiyelerde bulunur? (Var ise belirtiniz)

II. BÖLÜM: İNGİLİZCE ÖĞRETMENLERİNİN DİL ÖĞRETİMLERİNE YÖNELİK ANKET ÇALIŞMASI

SORU NO	Aşağıdaki maddeleri, geçmiş ve şu anki yabancı dil eğitiminizi İngilizce Öğretmenlerinizin dil öğretimlerini göz önünde bulundurarak cevaplayınız.	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1	... öğrenme hedefleri belirlemem konusunda beni destekler.					
2	... çalışma planları yapmam konusunda beni teşvik eder.					
3	... grup tartışmalarına katılmam konusunda beni teşvik eder.					
4	... İngilizce öğreniminde zayıf yönlerimi anlamam için bana yardımcı olur.					
5	... ilgi alanlarıma uygun aktiviteler düzenler.					
6	... öğrenme stillerini anlamam konusunda bana yardımcı olur.					
7	... aktivitelerle ilgili fikrimi belirtmem için bana fırsat verir.					
8	... ödevleri tamamlamam için bana birçok seçenek verir (yazma ödevlerinde konu seçimi gibi).					
9	... beni ders materyallerine karar verilme aşamasına dahil eder.					
10	... beni ders konularının kararlaştırılma aşamasına dahil eder.					
11	... kendi hatalarımı düzeltmem konusunda beni teşvik eder.					
12	... bana geri bildirim verirken olumlu ve destekleyicidir.					
13	... sınıf içerisinde kütüphane ya da eğitsel köşe gibi kendi başıma erişim sağlayabileceğim öğrenme merkezi kurar.					
14	... kaynakları ihtiyaçlarımı göz önüne alarak seçer.					
15	... sınıf dışında özgün/gerçek hayattan materyaller kullanmam konusunda beni destekler (TV programları, diziler, online gazeteler, dergiler gibi).					

16	... sınıf yönetimi konusunda fikrimi belirtmem için bana fırsat verir.						
17	... öğrenme sürecimi engelleyen psikolojik problemleri tespit etmem konusunda bana yardımcı olur.						
18	... bana düzenli olarak geri bildirim sağlar.						
19	... dersin ilerleme hızına karar verme sürecine beni dahil eder.						
20	... öğrenme sürecimi desteklemek için bilgisayar tabanlı öğrenme materyalleri kullanır.						
21	... olumsuz eğilimlerimi gidermem konusunda bana destek olur.						
22	... beni öğrenme sınırlarımı aşmam konusunda destekler.						
23	... öğrenme sürecimi değerlendirmem konusunda bana yardımcı olur.						
24	... beni iş birliğime dayalı öğrenmeye teşvik eder.						
25	... aktiviteler üzerinde ne kadar vakit harcanması konusunda fikrimi alır.						
26	... öğrenme stratejileri konusunda bana gerekli eğitimi sağlar.						
27	... İngilizce öğreniminde güçlü yönlerimi anlamam için bana yardımcı olur.						
28	... ihtiyaçlarıma uygun aktiviteler düzenler.						
29	... bana okul dışında yapılacak görev ve etkinlikler verir.						
30	... öz değerlendirme için bana araç ve yöntemler önerir.						

31. Ekleme istediğimiz diğer noktalar var ise lütfen belirtiniz.



B. QUESTIONNAIRE IN ENGLISH

LEARNERS' PERCEPTIONS OF THEIR ENGLISH TEACHERS' AUTONOMY

This study is carried out for a research conducted by Bahçeşehir University English Language Education Master's Program. The participation in this study is voluntary. The information you provided will be kept confidential. If you don't want, you don't have to fill in the questionnaire. You don't have to write your name or provide any information that will reveal your identity. Your answers will completely be kept confidential and used only for research purposes. There is no correct or wrong answer. Please read the instructions carefully and choose the best option for you. Please do not let any third parties affect your answers. If you have any questions regarding this research, you can contact the provided e-mail address: semihustun01@gmail.com

PART I: PERSONAL AND EDUCATIONAL INFORMATION

I give permission that my answers can be used in your Master's Degree research. **Yes / No**

1. Gender: **Male / Female**
2. The city in which you are studying:
3. School name (Optional):
4. School type: **Public School / Private School**
5. Grade: **Preparatory Class / 9 / 10 / 11 / 12**
6. How long have you been learning English?
7. How many hours a week do you spend on learning English out of school?
8. What kind of suggestions does your English teacher provide in order for you to improve your English out of school? (Please state if there are any.)

PART II: QUESTIONNAIRE ON ENGLISH TEACHERS' LANGUAGE TEACHING

QUESTION NO	Please answer the items by considering your past and current foreign language education regarding the English teachers' language teaching. The English teacher...	Never	Rarely	Sometimes	Usually	Always
1	... supports me to set some learning goals.					
2	... encourages me to make study plans.					
3	... encourages me to participate in group discussions.					
4	... helps me understand my weaknesses in English learning.					
5	... presents activities that are suitable for my interests					
6	... helps me to understand the learning styles.					
7	... gives me opportunities to tell my opinion in the learning activities.					
8	... gives me lots of choices to complete tasks. (for example, the topics of the writing tasks)					
9	... involves me in the decision of classroom materials.					
10	... involves me in the decision of topics.					
11	... encourages me to correct my own mistakes.					
12	... is positive and supportive while giving feedback.					

13	... creates a self-access facility in the classroom like a library or an educational corner.					
14	... selects resources according to my needs.					
15	... encourages me to use authentic materials outside the classroom (TV shows/series, online newspapers, magazines).					
16	... gives me opportunities to tell my opinion in the classroom management.					
17	... helps me identify psychological problems that inhibit the learning process.					
18	... gives regular feedback.					
19	... involves me in deciding the pace of the lesson.					
20	... uses computer-based learning materials.					
21	... assists me in overcoming negative affections.					
22	... encourages me to go beyond my limits					
23	... helps me to evaluate my learning process.					
24	... encourages me to participate in collaborative learning.					
25	... asks my opinion on how much time to spend on activities.					
26	... provides me with necessary training in learning strategies.					
27	... helps me understand my strengths in English learning.					
28	... presents activities that are suitable for my needs					
39	... sets activities and tasks out of school.					
30	... suggests tools and techniques for self-assessment.					

31. Please state any other ideas that you would like to add.

C. ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayı: 02/10/2019-E.2233



HİZMETE ÖZEL

T.C.
BAHÇEŞEHİR ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : 20021704-604.01.01-

Konu : Proje Başvurusu

SAYIN DOÇ. DR. KENAN DİKİLİTAŞ
Eğitim Bilimleri Fakültesi
İngilizce Öğretmenliği Bölümü

Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu'nun 18.09.2019 tarihli ve 2019/08 sayılı toplantısında yürütmekte olduğunuz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans programı öğrencisi Semih ÜSTÜN'ün "İngilizce Öğretmenlerinin Öğrenci Otonomisi Bakımından Dil Öğretimlerinin Lise Öğrencileri Açısından Algılanması" başlıklı tez araştırmanız incelenmiş olup, Bilimsel Araştırma ve Yayın Etiği'ne aykırılık içermediği anlaşılmıştır.

Bilgilerinize rica ederim.

Prof.Dr. Faik Tunç BOZBURA
Rektör a.
Rektör Yardımcısı

BELGENİN ASLI	
ELEKTRONİK İMZALIDIR	
02/10/2019	
Adı Soyadı	Meltem AKKAYA
Unvanı	Yazı İşleri ve Arşiv Birim Yöneticisi
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D. CURRICULUM VITAE

PERSONAL INFORMATION

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EDUCATION

Degree	Institution	Year of Graduation
BS	Ege University	2013
High School	Yüreğir Halıcılar Anatolian High School	2009

WORK EXPERIENCE

Year	Place	Enrollment
2016-...	Oğuzhan Özkaya College	Teacher of English
2015-2016	Izmir University	Instructor of English
2014-2015	Ege University	Instructor of English

FOREIGN LANGUAGES

Advanced English, Basic Russian

CERTIFICATES

CELTA, 2017 Izmir/Turkey