AN INVESTIGATION INTO RELATIONSHIP BETWEEN DEGREE OF LEARNING AUTONOMY, ACADEMIC AND SOCIAL VARIABLES

Nuray İMRE

JUNE 2015

AN INVESTIGATION INTO RELATIONSHIP BETWEENDEGREE OF LEARNING AUTONOMY,ACADEMIC AND SOCIAL VARIABLES

A THESIS SUBMITTED TOTHE GRADUATE SCHOOL OF
EDUCATIONAL SCIENCES

OF
BAHÇEŞEHİR UNIVERSITY

BY

Nuray İMRE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS

IN THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

JUNE 2015

Approval of the Graduate School of Educational Sciences

_____

Assist. Prof. Sinem VATANARTIRAN
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

_____

Assist. Prof. Enisa MEDE
Coordinator

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

_____

Assist. Prof. Kenan DİKİLİTAŞ
Supervisor

Examining Committee Members

Assist. Prof. Kenan DİKİLİTAŞ (HKU, ELT))   _____

Assist. Prof. Enisa MEDE   (BAU,ELT) _____

Assist. Prof. Yeşim Keşli DOLLAR (BAU,ELT) _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name,Last Name: Nuray İMRE

Signature:

ABSTRACT

AN INVESTIGATION INTO RELATIONSHIP BETWEEN DEGREE OF
LEARNING AUTONOMY AND ACADEMIC AND SOCIAL VARIABLES

İmre,Nuray

Master's Thesis,Master's Program in English Language Education

Supervisor   : Assist. Prof. Dr. Kenan Dikilitaş

June 2015,98 pages

The aim of this study is to investigate the autonomous level of the students who study at English Language Preparatory School of two non-profit universities in İstanbul. In order to find out students' autonomy level,it is necessary to investigate the students' motivation level in learning English,students' responsibility perception of their own and their teachers' responsibilities in learning English and how much the students use English outside of the class. In addition, it is aimed to see whether there is a relationship between the students' motivation level, autonomy level, and perception of responsibility, and their performing out-of-class activities or not.The online questionnaire used in the research was administered to 171 students at the English Preparatory Program. Data were collected through the online questionnaire and the interviews held with fourteen students. Quantitative data wasanalyzed through T-test, ANOVA, frequencies, means and standard deviations .For the qualitative aspect, students were given four questions to get in-depth results. The findings of this study demonstrated that students have high level of motivation,their autonomy level is above the average,their responsibility level is low,and performing out-of-class activities in support of English is above the average.In terms of motivation,no differences were found between students'gender,proficiency level,and fields of major.Concerning gender,female students reported higher level of autonomy than that of male students. On the other hand, there were not any differences between students' proficiency level and

majors in terms of autonomy.Regarding the students' responsibility perception of their own and their teachers', and using English outside of the class, no differences were gathered with regard to students' gender, proficiency level, and majors.Finally,data revealed that there was a positive correlation between autonomy and motivation. A big increase in motivation can lead to a slight increase in autonomy. In addition, there was a positive correlation between motivation and out-of-class activities. A greater increase in students' motivation in learning English may lead to a slight increase in the students' performing out-of-class activities.

Keywords: Learner Autonomy, Motivation, Learner Responsibility

ÖZ

YABANCI DİL OLARAK İNGİLİZCE'Yİ ÖZERK ÖĞRENMENİN DERECESİ VE
DİĞER AKADEMİK VE SOSYAL DEĞİŞKENLERLE İLİŞKİSİ ÜZERİNE BİR
ÇALIŞMA

İmre, Nuray
Yüksek Lisans,İngiliz Dili Eğitimi Lisans Programı
Tez Yöneticisi: Yrd. Doç.Dr. Kenan Dikilitaş

Haziran 2015,98 sayfa

Bu çalışmanın amacı iki ayrı özel üniversitenin İngilizce Hazırlık bölümünde okuyan öğrencilerin,İngilizce öğrenimindeki özerklik dereceleri ve özerklik derecelerinin diğer akademik ve sosyal değişkenlerle ilişkisini araştırmaktadır.Bu çalışma,aynı zamanda,öğrencilerin İngilizce öğrenimlerinde özerklik derecelerini bulmak,aynı zamanda İngilizce öğrenimindeki motivasyon derecelerine,bu öğrenme sürecinde kendilerine ve öğretmenlerine ne derecede sorumluluk yüklediklerini ve İngilizceyisınıf dışında ne derece kullandıklarını araştırmayı hedeflemiştir.Bu çalışma aynı zamanda öğrencilerin motivasyon,özerklik derecelerinin,sorumluluk duygularının ve sınıf dışı aktivitelerinde İngilizce kullanımlarının birbirleri arasında bir ilişki olup olmadığını araştırmıştır.Bu araştırma için veri toplama aracı olarak İnternet üzerinden yapılan 59 soruluk bir anket kullanılmıştır. Bu anket İstanbul'da kar gütmeyen iki özel üniversitenin İngilizce hazırlık bölümünde okuyan 171 öğrenci tarafından yapılmıştır.Anket çalışmasıyla birlikte 14 öğrenciyle dört soruluk bir mülakat gerçekleştirilmiştir.Veri analizi nicel,frekans analizi,ortamalar,standart sapmalar ve analiz teknikleri uygulanarak gerçekleşmiştir.Sonuçlar öğrencilerin İngilizce öğreniminde motivasyon seviyelerinin yüksek olduğunu,özerklik seviyelerinin ortanın biraz üstünde olduğunu,sorumluluk duygularının düşük olduğunu,öğretmenlerine daha çok sorumluluk yükledikleri,sınıf dışı faaliyetlerinin ortalamanın biraz üstünde olduğunu göstermiştir. Sonuçlar aynı zamanda motivasyon ve özerklik arasında pozitif yönlü orta düzeyde bir ilişki göstermiştir. Öğrencilerin motivasyonlarında meydana gelebilecek yüksek düzeyde bir artış öğrencilerin İngilizce öğrenimindeki özerklik derecesinde orta düzeyde bir artışa yol açabilir.Bununla birlikte,motivasyon ve sınıf dışı

faaliyetler arasında pozitif yönlü düşük bir ilişki ortaya çıkmıştır. Motivasyonda meydana gelecek yüksek düzeyde bir artış İngilizce öğrenimindeki sınıf dışı faaliyetlerde düşük düzeyde bir artış meydana getirebilir.Özerklik ve sınıf dışı yapılan faaliyetler arasında pozitif yönlü orta düzey bir ilişki bulunmuştur.Diğer değişkenler arasında bir ilişki görülmemiştir.

Anahtar Kelime: Öğrenci Sorumluluğu,Öğrenci Özerkliği,Motivasyon

To My Parents and MyStudents

ACKNOWLEDGMENTS

TABLE OF CONTENS

LIST OF TABLES

Chapter 1: Introduction

"The value of a college education is not the learning of many facts but the training of the mind to think." Albert Einstein

1.1 Overview

Learner autonomy has been a key theme in the field of foreign language learning for over 30 years. Much has been written about the definition of learner autonomy, a rationale for promoting it and its implications for teaching and learning. In terms of the rationale, claims have been made that it improves the quality of language learning, promotes democratic societies and prepares individuals for life-long learning. In addition it is a human right and allows learners to make the best use of learning opportunities in and out of the classroom (Borg, 2014). It is noteworthy that autonomy can be thought of in terms of a departure from education as a social process as well as in terms of redistribution of power attending the construction of knowledge and the roles of the participants in the learning process (Thanasoulas, 2000). The basis of learner autonomy is that the learner accepts responsibility for his or her own learning. This acceptance of responsibility has both socio-affective and cognitive implications: it entails at once a positive attitude to learning and the development of a capacity to reflect on the content and process of learning, with a view to bringing them as far as possible under conscious control. In formal educational contexts, genuinely successful learners have always been autonomous (Little, 1995). According to Little (1991), it should be regarded as a capacity for taking control of learning which can be developed and deployed in a number of ways and situations including in the classroom. As a result, teacher and learner roles have been conducive to a radical change in the age-old distribution of power and authority that used to plague the traditional classroom. However, learner autonomy does not mean that the teacher becomes redundant; abdicating his control over what is transpiring in the language learning process (Thanasoulas, 2000). Besides these points, it is important to help them to become aware of and identify the strategies that they already use or potentially use (Holmes& Ramos, 1991). Instead of having teacher-centered teaching, it is more substantial to make students more active during the learning process and increasing their awareness of their

own skills, habits, and needs, and creating more self-directed teaching. As teachers have become aware of the importance of this, they have begun to put more emphasis on students' needs. According to Wenden (1998), there are seven main features of autonomous learners:

- autonomous learners are aware of learning styles and strategies;

- are active during learning;

- can make good guesses;

- attend to form as well as to content, that is, place importance on accuracy as well asappropriacy;

- develop the target language into a separate reference system and willing to revise and reject hypotheses and rules that do not apply;

- are risk takers, i.e., try to use the target language at all costs;

- have a tolerant and outgoing approach to the target language.

To give the definition of autonomy, according to Benson andVoller (1997) autonomy can be used in situations like;

- learners who study entirely on their own;

- some skills which can be learned and applied in self-directed learning;

- for an inborn capacity which is suppressed by institutional education;

- learners' responsibility for their own learning;

- learners to determine the direction of their own learning.

As recent technological changes have affected all aspects of life, English language learning has also been influenced with these recent changes. Students too have been affected and their views on language learning have changed. The trend of moving from a dependent to independent student model is gaining momentum. However, there are still many students who cannot find their own paths; this is perhaps true for students who study at private universities. They are unable to survive in a new environment without getting much help from their teachers. Based on my previous experiences, most

of the students are unable to take charge of their own learning, thus do not engage sufficiently with the learning process. They are not independent enough to find their own learning styles. In a conventional education setting, teachers are conveyors of knowledge and information to students. They are seen as the source of information, who must be the most active person during the lesson.

In order to make the students autonomous, it has been noted that teachers ought to be autonomous too. Teacher autonomy is the capacity, freedom, and/or responsibility to make choices concerning one's own teaching (Aoki, 2000). This is what most students perceive when they are asked the duties of teachers. In fact, I hold the idea of teachers being the facilitators during the learning process: they are the ones who facilitate the process and engender awareness regarding the students' learning strategies, needs, and learning habits and interests. It is betternot to take on the responsibility for their students' learning duties as Little (1993) put that autonomous learners are successful learners. Instead, the teacher helps the students find their own paths while studying. He/she is the director and monitor his/herstudents guiding them correctly. He/she is responsible for encouraging students to become independent learners, makingthem decision makers both for their own learning style and their own life. The more they become decision makers, autonomous problem solvers andsolution-oriented individuals, the more successful they will also be as language learners. Thus, this will create happier individuals who are aware of their needs, learning habits, interests and degrees of their independence. These might affect their future life too. These students can be called as self-directed learners. Unless teachers are autonomous, theymaynot have autonomous learners.

In light of the things mentioned above, teachers play an substantial role in promoting autonomous learning.

1.2 Theoretical Framework

Although the development of autonomous skills has usually been one of the implied aims of education, it has only rarely been a central and explicit concern of pedagogical practice (Little, 1998). In the 1990s, it started to attract more attention and gain importance in foreign language teaching. Now, at the end of the 1990s, it is one of

the terms that crops up most often in discussion of foreign language teaching (Little, 1999). The word "autonomous" has been widely used in the field of language teaching since the beginning of the 80s. The theory of autonomy in language learning has been originally persistent to the organization of formal education. In itself, it dates back to the 70s. Along with the 1970s and 1980s, it was closely related to "individualization". In terms of language teaching, the word "autonomy" was firstly used in the Council of Europe's Modern Languages Project in 1971. As a result of this project, CRAPEL (Centre de Rechercehs et d'Applications en Langues) was established at the University of France. The university was very well-known both for the research and practices on "autonomy". CRAPEL was created by Yves Chalon (1971) who was the most prominent person in learner autonomy. Swarbick (2010) put forward that in order to use the target language effectively, learners must be autonomous to the extent of having sufficient independence, self-reliance, self-confidence to fulfill the variety of social, psychological, and discourse roles in which they will be cast. So to speak, efficient communicators in the target language will gain the sense of achievement. This, therefore, might encouragethem to find their own path, work independently, and feel more secure. Besides,teachers have some responsibilities, too, such as creating a self-directed learning atmosphere and preparing activities which will raise learners' autonomy level.As Little (2000) suggests, truly effective learning entails the growth of autonomy in the learner regardingnot onlythe process and the content of learning, but also the growth economy demands the stimulus, insight, and guidance of a good teacher.

1.3 Statement of the Problem

Learning a foreign language is a long and tedious process. In order to shorten this process, learners, asit is acknowledged, need to know their skills, needs, and aims.It is well known that English is the most popular second language in Turkey. Hence, there are many language institutions which provide English courses,and in many universities medium of instruction is English.Yet, most of them follow a student-centered approach designing both their curriculum and the lessons. Although there is an increase in the communicative language teaching approach, teachers are still widely regarded as the protagonist of the learning process.

In the 1990s, the term "autonomous" started to attract teachers. It was accepted that students are morelikely to be more successful if they are independent and autonomous.On the other hand,from teachers' side, there are some limitations for teachers to be autonomous in lessons. They cannot do autonomous activities as they are given a fixed curriculum which limits both the teachers and the learners. Therefore, teachers should take initiatives in some cases when planning their lessons. Also, they need to know how to make students autonomous learners, in other wordsindependent, and individual learners.To achieve this,they shouldprepare activities in which students solve a problem or make a decision.This will lead to more self-confident learners. Self-confident is the key term to be a successful learners.

In addition to this, autonomous learners are accepted as responsible learners. To clarify, autonomous students accept and take on their own learning responsibility. According to Dam (1995), autonomous learners are ready to take charge of their own learning. Dickinson (1987) supported this view and believed that autonomous learners are totally responsible for all the decisions concerned with their learning and the implementation of those decisions.

The other component of autonomous learning is performing out-of-class activities. Students need to perform and use the target language outside the class. If learners are motivated enough, they will probably carry the learning out-of-class. It is known that language learning is mostly about practicing the language. Autonomous learners are the ones who try to use the language out-of-class. Out-of-class performance is one of the signs of an autonomous learner. As Rubin and Thompson (1982) defined the autonomous learners as who create their own opportunities for practices in using the language inside and outside the classroom. In that sense, they need to be opportunistic and benefit from every opportunity to use the target language outside the class without getting any order from an authority.

Apart from these points, teachers should know how to be autonomous. They should get autonomy-oriented training. Teachers cannot raise autonomous learners unless they know the concept, both practical and theoretical.

Taking the reasons mentioned above into consideration, this study aims to find out private university students' attitudes in EFL classrooms toward autonomy, their level of autonomy in learning English, and parallel to these, to investigate learners' motivation level, how much responsibility they take on during their learning, and how much they perform out-of-class activities.

1.4 Research Questions

The following research questions were addressed in this study:

1. What is the motivation degree of English Preparatory Program students in learning English of the two non-profit private universities?

2. Is the motivation degree of the students' related to their gender ,proficiency level, and majors?

3. What is the autonomy degree of the students?

4. Is the autonomy degree of the students' related to their gender, proficiency level and majors?

5. To what extent do the learners perform from the out-of-class activities in support of learning English?

   3a.Are there any differences in the use of out-of-class activities in support of their Englishconcerning their gender, proficiency level, and major?

6. To what extent are students responsible in learning English?

7. Is the students' responsibility perception related to their gender, proficiency level, and majors?

8. Are there any differences between the students' motivation degree, autonomy degree and responsibility perception, and their use of out-of-class activities in support of learning English?

Chapter 2: Literature Review

This chapter will deal with the definitions of concepts and terms related to learner autonomy and theoretical background of the termin foreign language teaching. It will also refer to the previous research studies conductedabroad and in Turkey on promoting learner autonomy in language classrooms.

2.1 Theoretical Background to Learner Autonomy

The concept of autonomy has not always been only the focus of linguists but also many societieswhich value individualism and freedom. Before it was used in the field of education and foreign language learning,it had dominated the European liberal-democratic and liberal humanist thought since the 18th century (Lindley,1986). Kant, who invented the word "human dignity", also tackled the word "autonomy". There were also some philosophers like Galileo, Rousseau, and Dewey, who emphasized the importance of autonomy. As Galileo stated in the early 1600's "you cannot teach a man anything; you can only help him find it within himself". Also, there is a Chinese proverb "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime." Rousseau was a great supporter of the view that a person can only be educated by three sources: from nature, from men, or from things. In his model of learning, learners are in charge of their own behaviors, and their learning depends on the consequences, they may enjoy or suffer it depending on the result of the action.

The roots of autonomy dates backto centuriesago and there are three hidden philosophies of learning which are tightly related to learner autonomy; humanism, constructivism, and experiential learning.Koçak (2003) stated that in the beginning of 1970s classroom teachers and language teaching methodologists were affected by insights from humanist psychology which emphasizes the importance of qualities such as self-concept, personal assumption of responsibility, and affective factors in adult learning.Humanistic movement and personalism have a significant impact on language learning and communicative activities. Those views gave rise to the word "autonomy".Tudor (1993) suggests that language learning should foster language learners' affective and intellectual resources, and it should be connected to learners' current experience of life. Hence, the humanistic movement played a substantial role in

language learning and it introduced communicative activities and drama in this field. The very second important philosophy underpinning this is constructivism in which people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

In the mid-20th century, some notions like "self-esteem", "self-concept", and "self-actualization" "creativity" free will appeared.Those views yielded the birth of the word autonomy. Humanistic movement and personalism had a significant impact on language learning and communicative activities. Benson and Voller (1997) put forward the idea that as process of learning is helping learners to construct their own version of target language; therefore, learners need to be responsible for their own learning. The fundamental concepts for constructivists are "creativity", "interaction", and "engagement with the target language". As learners construct their own learning, they conduct their own learning, which enhances self-directed learning. The third important philosophy is experiential learning. It simply means learning from experience. Learners make meanings during thelearning process.

Aristotle declared "for the things we have to learn before we can do them, we learn by doing them". (Broadie,1991).The key terms are "learning through action", "learning by doing" "learning through experience", and "learning through discovery". In experiential learning, learners take the responsibility and they are in charge of managing their learning.

Kohonen (1992) described the role of learners as producers rather than consumers of language teaching during which they are gaining a self-concept. Koçak (2003) arguesthat, as experiential learning promotes learners' freedom by activating their capacities for independent thought and judgment, learners can easily directtheir learning process and facilitate this capacity.

Because of these influences, over the past 30 years, autonomy has become more popular and has been the focus of many researchers in language learning and, teaching. Since the rise of autonomy, every researcher has tried to define the term "autonomy", and they described the notion from different perspectives. There is, therefore, no precise explanation but various definitions of learner autonomy.

Nonetheless, it is widely accepted by the researchers that learners proactively take over their learning process and accepts their roles in the process. (Boud, 1988; Kohonen, 1992; Knowles, 1975). The frequent definition of the term autonomy is defined by Holec (1981) "the capacity to take charge of one's own learning" (p.3). To take charge of one's own learning is to have and to hold the responsibility for all the decisions concerning all aspects of this learning;

1.deciding the objectives;

2.defining the contents and progressions;

3.choosing methods and techniques to be used;

4.monitoring the procedure of acquisition properly by speaking (rhythm,time,place,etc);

5.evaluating what has been acquired.

Holec (1981) suggests that autonomy is not inborn but must be acquired either by natural "means or by formal or learning systematic,deliberate way.Holec (1998)specifically points to adult learners as it is difficult for young learners to accomplish taking control of their own learning.Adult learners are more able to make decisionsabout their own learning.As capacity is one of the most common keywords in the definition of autonomy,it is better to define capacity first. Holec (1998) formulates the meaning of capacity for a language learner thus:

Justas the ability to drive a motor vehicle does not necessarily mean that whenever one gets into a car one is obliged to take the Wheel,similarly the autonomouslearner is not   automatically obliged to self-direct his learning either totally or even partially. The learner will make use of his ability to do this only if he so wishes and if he is permitted to do so by the material,social and psychological constraints to which he is subjected.(p.10)

Apart from capacity,the word autonomy has always been associated with "self-directed learning","being independent","decision making", "motivation","willingness", "taking initiatives", "student-centered-learning"(Koçak, 2003, p. 29). No matter how the term is used, all concepts stress the importance of teaching students how to think, how to learn and to take control of their own learning. Holec (1981) also uses "self-directed" in his definition and listed where autonomy can be used;

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

Little (2003) also tackles the word autonomy andsuggests that learner autonomy is a problematic term because it is widely confused with self-instruction. It is also a slippery concept because it is notoriously difficult to define precisely.The rapidly expanding literature has debated,for example, whether learner autonomy should be thought of as capacity or behavior,whether it is characterized by learner responsibility or learner control,whether it is a psychological phenomenon with political implications or a political right with psychological implications;and whether the development of learner autonomy depends on a complementary teacher autonomy.

As autonomy is considered a problematic term, there are different interpretations, so it is quite possible that it might be confused with some other notions like "self-instruction". To prevent the vagueness and misconceptions, Little asserted (1991) what autonomy is not;

1. autonomy is not a synonym for self- instruction; in other words, autonomy is not limited to learning without a teacher.
2. in the classroom context, autonomy does not entail giving up responsibility on the part of teacher; it is not a matter of letting the learners get on with things as best they can.

Benson (2001) described learner autonomy as the capacity to take control of one's own learning, largely because the construct of "control" appears to be more open to investigation than the constructs of "charge" or "responsibility".He stated that an adequate description of autonomy in language learning should at least recognize the importance of three levels at which learner control may be exercised: control over learning management, control over cognitive process and control over learning content. In this sense,learners fully accept theirown responsibilities in and outside of the class, and they are the protagonist of the learning and they also understand that being a successful language learner is all about accepting the responsibilities and taking on that task.

Despite all that,there are some common definitions for learner autonomy that most researchers used;

"... a capacity for detachment, critical reflection, decision making and independent action" (Little,1991, p.4).

"...a capacity and willingness to act independently and in cooperation with others, as a social, responsible person" (Dam et al.,1990, p.102).

"... an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning" (Dickinson,1993, p.167).

Autonomous learners are accepted as motivated learners by most of the researchers. There is a connection between success, motivation and autonomy.Chan(2001) claims that there is evidence in research studies to support the claim that increasing the level of learner control will increase the level of self-determination, thereby increasing overall motivation in the development of learner autonomy.

However,there are controversial ideas on motivation in foreign language teaching. According toEllis (1985),it is hard to say whether it is motivation that produces successful learning or successful learning that enhances motivation. Learners feel more motivated when they get what they aim for. Motivated students are the ones who can

run the learning process by themselves outside the classroom, go beyond the syllabus, control their learning process,and find their own path. They are also the ones who can criticize their learning process and outcomes.Wang and Palincsar (1986) think thatseveral areas of research into motivation in general education suggest that motivation to learn and learning effectiveness can be increased in learners who take responsibility for their own learning, who understand and accept that their learning success is a result of effort and that failure can be rectified with greater effort and better use of strategies.

The Carnegie Project (deCharms, 1984)asserted that motivation can be improved through incentivizing learners to strivefor personal control over their learning and to take responsibility for it. The means used by the Carnegie Project to promotemotivation are very similar to aspects of learner preparation for autonomy,and as such preparation may serve to enhance learners' motivation for learning.

There are two types of motivation: extrinsic motivation and intrinsic motivation. Intrinsically motivated people are doing an activity for their own benefit and sakewithout getting any reward and external pressure. However,extrinsic motivation refers to, as defined by Deci and Ryan (1985), learning situations where the reasons for doing a task is something rather than an interest in the task (or broader learning endeavor) itself. And learners who are intrinsically motivated are more successful learners. Deci and Ryan (1985)asserted that intrinsic motivation leads to more effective learning and that it is promoted in circumstances in which the learner has a measure of self-determination and where the locus of control is with the learner rather than the teacher; it is a matter of letting the learners get on with things as best they can.

Moreover,most of the researchers who dedicated themselves to learner autonomy have stated three reasons why autonomous learning should take place in language learning. First, autonomous learning is indispensable since education should aim athelping people how to think, act and learn independently in their lives. Second, therehas been a shift in focus from the teacher to the learner, from exclusive focus on how toimprove teaching to an inclusive concern for how individual learners go through their learning. Third, students who take on greater responsibility for their own learning

aremore likely to take a deep approach to learning, which in turn leads to greater achievement (Marton &Saljo, 1976, as cited in AdeOjo, 2005). In his model of learning,learners are in charge of their own behaviors,and their learning depends on the consequences, they may enjoy or suffer depending on the result of their action. Experiencing someone's own actions andtheir results is fundamental key terms in Rousseau's view. Dewey (1916) believed that the starting points of activities must be the learner's own felt needs so that educational aims must be those of the learners rather than those of the teachers. These ideas also had repercussions on language teaching and learning.

2.2Students' Attitudes toward Autonomy

Over the last decade, due to the importance of communicative language teaching,the roles in language learning setting had changed. The word "autonomy" and "independence" attracted most of the researchers in this field, and they have made several studies on autonomy studying whether learners direct their own learning process both inside and outside the classroom. In traditional classroomsettings teachers were the only purveyors of the information, they are the protagonist, the most active ones.

Yet, studies have revealed that students who are made aware of their responsibilities duringthe learning processcan manage it successfully and work autonomously.And they tend to be more successful language learners. In order to achieve this,students need to be ready for and aware of these responsibilities.ScharleandSzabo(2000)described responsible learners as the ones who accept the idea that their own efforts are crucial to the progress of learning and behave accordingly. Responsible learners monitor their own progress and voluntarily try to do their best to use available opportunities for their own benefit.Naiman (1978) in a study carried outin the 1970s and 1980s on identifying the characteristics of the "good language learner"indicated that successful language learners shared the characteristics such as being proactive in their learning and self-motivated.

To make students work autonomously, teachers should firstly explain clearly what autonomy means,ways to become autonomous,how to work autonomously, direct the learning process. Teachers take some points into consideration while setting their

objectives for training autonomous learners. Reinders (2010) described how learners differ in their capacity to process, store, and retrieve information; how they differ in terms of age, intelligence, beliefsabout language learning and how they differ in their approaches to learning.

Usuki (2001) conducted a study in Japan and the results of questionnaires showed that students in a Japanese English-as-a-Second-Language course are so eager to learn and motivated enough to learn. On the other hand, although they were so enthusiastic to learn the language, they did not feel ready enough for autonomous learning. It is estimated that the reasons behind this are that their past learning habit prevent themfrom working autonomously, as they were previously excessively "spoon-fed" by their teachers. They could not succeed indeveloping an autonomous attitude toward their learning. Their past learning tended to be teacher-oriented, grammar-based, and oriented toward competing with one another on examinations. It is concluded that high motivation does not automatically mean that learners are prepared to work and learn autonomously. As a result,it is highly important to increase their awareness both in their learning and toward autonomy. To achieve this,teachers need to consciously train them to make them more autonomous. In this training, researchers tried to do awareness-raising for autonomous learning through textbook reading, lectures on meta-learning, journal writing, and individual consultations. It was concluded that the training did make the learners in this study more autonomous, and also teachers was not only facilitators of learning, but also participants in learning.

Another study was done by Zdanyte and Rinkevičienė (2002) at Kaunas University of Technology to improve the learners' self-awareness and to discuss its effect upon language learning efficiency. The results divulged that meta-cognitive awareness in the learner, or knowledge about learning, is of vital importance in fostering language learning efficiency. Thus,it is concluded that teachers should view students' awareness of the learning processesas an integral part of the general language curriculum;they should include these points into their curriculum, thus increasing their ability to review their own progress, accomplishments and future learning directions.

Additionally, the study has also demonstrated that teachers should also pay attention to promote both cognitive and metacognitive aspects like personal awareness: self-concept, self-esteem and self-direction; awareness of the learning process: process management; task awareness: knowledge of language and communication. The students have responded positively to the questionnaire and the materials which were prepared to make the process of language learning easier and raise the learners' self-awareness about learning strategies give as part of the INSTAL project.

Machael (2013) also conducted a study in preparatory programin Saudi Arabia. He believed that students can develop autonomy and responsibility through meta-cognitive learning strategies. In order to achieve this,he claimed that students need to adopt metacognition training.His study indicated the importance of metacognitive training to develop autonomy and responsibility. He worked with 44 students and 14 EFL teachers. The results revealed that students attended the training undoubtedly, and they needed the training for meta-cognitive language learning strategies so as to improve both autonomy and responsibility. It was hoped that it would also affect their motivation towards learning and that this motivation would eventually enable them to enhance their autonomy level.

Another study was done in the U.S by Jacome (2012) to indicate to what extent a teacher-student partnership in writing assessment could promote high school students' autonomy. Results demonstrated that the students made progress with respect to autonomy reflected in three dimensions: ownership of their learning process, meta-cognition, and critical thinking. This positively influenced their writing skills in both English and Spanish. Also, the role of the teacher was found to be by far the most important factor with regard to setting appropriate conditions for the students' improvement of autonomy.Balçıkanlı (2010) investigated students' beliefs about learner autonomy in the Turkish educational context. In the study, a questionnaire prepared by Camilleri (1997) was administered to 112 student teachers in ELT department in Gazi University. The results showed that most student teachers do not like the idea of their future students taking part in the decision-making process including the time and place of the course and the textbook to be used in the lesson. Yet, they are positive in terms of the adoption of learner autonomy principles. Regarding the results, Balçıkanlı (2010)

recommends teacher educators to urge their student teachers to carry on the education with out-of class tasks; students should have stake in theformation of their learning process.

Üstünoğlu(2009) investigated autonomy to find out both students' and teachers' perceptions considering responsibilities and abilities connected to autonomous learning and autonomous activities both inside and outside the classroom. She also researched whether the motivation level and gender affect these responsibilities,abilities,and activities. The questionnaire was administered to 320 students and 24 teachers.The findings showed that students are not ready and do not take on their own responsibility,despite having the ability to do so.

Researchers from all countries are aware of the importance of learner autonomy. It can be said that all studies emphasize the importance of learner autonomy in EFL context. However, promoting learner autonomy and implementing activities seem to take time.

2.3 Teachers' Role and Teachers Autonomy in Language Learning

To successfully implement autonomous learning teaching, teachers should know thattheir role is crucial. Today, due to globalization,it is easy to reach information. However, learners still see the teacher as the purveyor of information and as the centre of the learning activity. Zhuang (2010) stated that "in the teacher-centered classroom, students are soldiers waiting for orders from their commander but actors and actresses taking part in everything under the instruction of their director.(p.592).

However, without originality, creativity, and diligence, no one can be a good actor. Yet, importance of a good director can never be neglected.As mentioned above, autonomous learners are the ones who are responsible for all their decisions, and monitoring and following their own learning process. Koçak (2003) puts forward the idea that traditionally, the teacher is in charge of learning and language learners have the role of doing what they are told. The transfer of responsibility for learning from the teacher to the learner will have many benefits not only in the school but also in everyday life.

Today the important aspect of education is to teach students how to acquire knowledge and how to maintain enthusiasmfor learning. However,most teachers believe and are afraid that if they give freedom and more choice to their students,they might lose their authorityand thus might face classroom management problems. NcCombs(2011) stated that studies indicated the opposite. If students understand their role and responsibility,and they are aware oftheir feelings, thinking, and learning behaviors, they are more likely to take responsibility for their learning.

In order to be autonomous learners, students should have to make some choices,and they should be the manager of their own learning. And teachers should guide them accordingly and they need to show them how to develop the ability to make appropriate choices and take control over their own learning.

Williams and Burden(1997) noted a reorientation in the teacher's roles. First, teachers need to become effective mediators. Second, they need to be able to take on roles such as advisors, facilitators, consultants, communicators, partners and jointproblemsolvers. Ehrman(1998) describedthe classroom as a stage in a theater, and students are actors, and asked the role of the teacher .According to Ehrman (1998), the teacher is many people in theater: director, prompter, coach, scriptwriter, audience, and above all, another actor, but they also emphasize different roles from the array.Wright(1991) listed the teacher's role as to create the conditions under which learning can take place-the social side of teaching- and to impact,by a variety of means, knowledge to their learners: the task-oriented side of teaching.

In traditional classroom settingsthe teacher is the center of teaching, the protagonist in the classroom,works harder than the students,controls students and is the real authority, is the assessor of the students' performance,decision maker, and lesson planner and the role model. The responsibility is mostly held by the teacher as it is teacher-centered learning. However, both teachers and learners have been trying to move away from this view with the help of current trends and approaches like communicative language teachingand learner-centered teaching.

Yan (2012) stated thatas opposed to the traditional role of teachers, in a learner-centered, communicative and autonomous class, the teacher should shift the role from

teacher-centered to the learner-centered mode, in which the learner is the center of the program.In autonomous language learning, teachers have various roles. In order to grasp these roles better, firstly both teachers and learners need to review their perceptions about their roles in the classroom. They need to understand their roles well, adjust their views according to autonomous language learning. In autonomous language learning,the teacher's role has two functions:

1. the management function that is related to the social aspect of teaching (motivation and control of learners).
2. the instructional function which is related to the task-oriented aspect.

In contrast to traditional language learning,the teacher is the facilitator of learning who supports the students in two ways: psycho-socially, which means dealing with students' personal qualities, motivation and ability to raise learner's awarenesstechnicallywhich means helping learners to evaluate themselves, planning and carrying out their independent language learning, thereby acquiring the needed skills and knowledge.Apart from being the facilitator, he is the counselor,too. As students deal with this learning process on their ownand control their own learning process, the teacher gives consultation and guidance in more individual situations to his students to facilitate and speed up this process.

Counselingrefersto one-to-one interaction. He is also in charge of delegating "group-centered", "project-centered", or "individualized" activities. According to Holec (1981),teachers are responsible for aiding students during their decision-making process about the objectives, in addition to defining the contents and progressions, choosing the methods and techniques to be used, controlling the procedure of acquisition, and evaluating what has been learnt.

Additionally, teachers should keep in my mind that teachers are researchers and learners,too. Learning is an interactive process and it is cooperation.They need to monitor,evaluate themselves, and set their goals and objectives clearly.

2.4 Autonomy in Language Learning

Autonomous learners vary from culture to culturebecause culture is an important variable in autonomous language learning, too. In Asian culture,the teacher is perceived as the real authority: they are the most highly respected. These non-Western cultures are mostly examination-oriented, so they are more competitive; it may be a challenge to set autonomous language learning targets in Asian culture.

According to Chan (2001),in the process off promoting learner autonomy, the cultural characteristics should be taken into account so as not to lead the learners in a wrong way. Cultural differences should be taken into account as learners mayneed different practices and their needs may differ from culture to culture and may lead to different outcomes. This notwithstanding, even when fostering learner autonomy in a formal learning environment characteristics of autonomous learners can easily be noticed;

"Autonomous learners understand the purpose of learning, accept responsibility for their learning, share in the setting of learning goals, take the initiative in planning and executing learning tasks, and regularly review their learning to evaluate its effectiveness".(Little, 2000, p.45)

Since the rise of "autonomy", many researchers defined the word "autonomy" differently. Here are the most common definitions of autonomy;

- "Autonomy is the ability to take charge of one's own learning" (Holec,1981, p.3).

- "Autonomy is a term describing a potential capacity to act in a given situation-in our case-learning ,and not the actual behaviour of an individual in that situation" (Holec,1981,p.3).

- "This term describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of a teacher or an institution.

And the learner is also independent of specially prepared materials."(Dickinson,1987, p.11).

- "Autonomy is a capacity-for detachment,critical reflection, decision-making, and independent action." (Little,1991).

- "Learner autonomy is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person." (Dam, 1995).

- "Autonomy is being responsible for one's own conduct in the social context:being able to cooperate with others and solve conflicts in constructive ways (Kohonen,1992).

- "We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness."(Littlewood,1996, p.428).

- "Autonomy is an adaptive ability, allowing learners to develop supportive structureswithin themselves rather than to have them erected around them" (Trim,1976).

In order to define autonomous learners,we,firstly,need to define good language learners.Rubin and Thompson (1982) listed some features of good language learners as who can find their own path, and are responsible for their own learning. Autonomous learners are also creative, can set up information about language. They are the ones who create situations to use the target language both inside and outside the classroom. They are not afraid of making mistakes while using the target language and put an effort on and against them. They can transfer their first language linguistic knowledge into target language. Moreover, they make reasonable guesses,learn various styles of speech and writing and learn to vary their language according to the formality of the situation. Besides these, they find out some certain tricks that help to continue conversation. Finally, they are the ones who try to learn certain production strategies to complete the gaps in their own competence and learn various styles of speech and writing and learn to vary their language according to the formality of the situation.

According to Holec's (1981) description,autonomous learners can determine the objectives and define the contents and progressions. They can select methods and techniques to be used, also they are able to monitor the procedure of acquisition properly speaking (rhythm, time, place, etc),and evaluate what has been acquired.

Dickinson (1993)described the five important characteristics of autonomous learners which is similar to Holec's statements. According to Dickinson (1993) autonomous learners understand what is being taught, i.e they have sufficient understanding of language learningto understand the purpose of pedagogical choices. Also, they can formulate their own learning objectives can choose and make use of appropriate learning strategies. They are able to evaluate their use of strategies and self-assess, or monitor their own learning.

Autonomous learners are decision-makers of their own learning and their personal life,too.They are aware of their weaknesses and strengths,and they set their goals accordingly.Moreover, Breen andMann (1997) also studied on autonomous learners and found out thatautonomous learners are the ones who can see their relationship to what is to be learned,to how they will learn and to the resources available as one in which they are in charge of control and they are in authentic relationship to the language they are learning and have a realdesire to learn that particular language. In addition Breen and Mann (1997) also realized that autonomous learners have a robust sense of self that is unlikely to be undermined by any actuality or assume negative evaluation of themselves or their work and can step back from what they are doing and reflect upon it in order to make decisions about what they next need to do and experience. Autonomous learners are always alert to change and able to change in an adaptable, resourceful and opportunistic way and have a capacity to learn that is independent of the educational processes in which they are engaged. Last but not least they can make use of the environment they find themselves in strategically and can negotiate between the strategic meeting of their own needs and responding to the needs and desires of other group members.

In order to train successful learners, both learners and teachers need to work collaboratively, know their responsibilities, and know how to manage the process successfully.

2.5 Benefits of Learner Autonomy

There are numerous benefits of learner autonomy that learners can gain when they attempt to learn another language autonomously. Jiao (2005), for example, gives four substantial reasons in support of learner autonomy for English learning. According to Jiao (2005), itpromotes the learner's motivation and leads to more effective learning, and it gives learners with more opportunities for English communication in a non-native environment. Also, it caters to the individual needs of learners at all levelsand has a lasting influence.

The disadvantage of autonomous learning is that you become responsible for not doing it. Recent research in American universities has shown that the largest group of failing students failed because they did not try to learn autonomously. They failed or got low marks because they do not take an active part in learning. If there are lectures, they do not attend; if there is reading, they do not read; if there are exercises, they do not do them; if they need to ask questions, they do not ask them. Then they get poor results (Brooks,1997).

2.6Ways to Promote Learners' Autonomy in EFL Settings

It is undoubtedly true that promoting learners' autonomy is one of the biggest challenges in EFL settings. Both teachers and learners have roles to play and they both have responsibilities to discharge and to meet the needs of one another. By achieving this, learners can study autonomously; teaching can occur easily and solidly. Once students get used to working autonomously,they consciously take part in their learning processand start to find out their learning strategies which is certainly an advantage for them (Opalka,2001).

Dickinson (1987) suggested that because of practical reasons, individual differences among learners, educational aims, motivation, learning how to learn foreign languages, it is beneficial to promote self-instruction.

Additionally, Benson and Voller (1997) described three related tendencies in languageeducationwith implications for advocates of learner autonomy which are, individualization, learner-centeredness andgrowing recognition of the political nature of language learning.

Beside these,there are also some other advocates of promoting learner autonomy as listedbelow:

1. resulting increase in enthusiasm for learning (Littlejohn,1985);

2. taking an active, independent attitude to learning and independently undertaking a learning task is beneficial to learning; personal involvement in decision making leads to more effective learning (Dickinson 1995, p.165);

3. when the learner sets the agenda, learning is more focused and purposeful, and thusmore effective both immediately and in the longer term (Little, 1991; Holec, 1981;Dickinson, 1987);

4. when responsibility for the learning process lies with the learner, the barriers to earning and living that are often found in traditional teacher-led educational structures need not arise (Littlei1991);

5. without such barriers, learners should have little difficulty in transferring their capacity for autonomous behavior to all other areas of their lives, and this should make them more useful members of society and "more effective participants in the democratic process."(Little,1991,p.8);

6. "...much of the significant language learning which individuals, for a variety of reasons, undertake at different stages in their lives, occurs outside classroom walls unassisted -some would state unencumbered -by a classroom teacher"(Dickinson, 1987, p.7)

As stated in 2.3, teachers play a prominent role in enhancing learners autonomy in theclassroom. Dickinson (1992) shows the way "in which teachers can promote greater learnerindependence":

1. legitimizing independence in learning by showing that we, as teachers, approve, and by   encouraging the students to be more independent;

2. convincing learners that they are capable of greater independence in learning - give them successful experiences of independent learning;

3. giving learners opportunities to exercise their independence;

4. helping learners to develop learning techniques (learning strategies) so that they can exercise their independence;

5. helping learners to become more aware of language as a system so that they can understand many of the learning techniques available and learn sufficient grammar to understand simple reference books;

6. sharing with learners something of what we know about language learning so that they have a greater awareness of what to expect from the language learning task and how they should react to problems that erect barriers to learning.

On the other hand,Littlewood (1997) explains how autonomy improves during languagelearning. He thinks that teachers should allow for three important points when developing learner autonomy. According to him, they should develop students' ability to operate independently with thelanguage and use the language to communicate in real, unpredictable situations and help their students to develop their ability to take responsibility for their own learning and to apply to achieve personally meaningful strategies to their work both inside and outside the classroom.And at last, helping their students to increase their ability to communicate and learnindependently, language teachers also try to reach the goal of helping their students to develop greater generalized autonomy as individuals.

Brajcich (2000) puts forward twelve ways to promote learner autonomy:

1. Encourage students to be interdependent and to work collectively. The less students depend on their teacher, the more autonomy is being developed.

2. Ask students to keep a diary of their learning experiences. Through practice, students may become more aware of their learning preferences and start to think of new ways of becoming more independent learners.

3. Explain teacher/student roles from the outset. Asking students to give their opinions on the issue of roles could be beneficial.

4. Progress gradually from interdependence to independence. Give the students time to adjust to new learning strategies and do not expect too much too soon.

5. Give the students projects to do outside the classroom. Such projects may increase motivation.

6. Give the students non-lesson classroom duties to perform (taking roll, writing instructions, notices, etc. on the board for the teacher)

7. Have the students design lessons or materials to be used in class.

8. Instruct students on how to use the school's resource centers: the school library, thelanguage lab, and the language lounge.

9. Emphasize the importance of peer-editing,corrections,and follow-up questioning in the classroom.

10. Encourage the students to use only English in class. Tell the students that this is a great chance for them to use only English, and few opportunities like this exist for them. Part of the role of the language teacher is to create an environment where students feel they should communicate in the target language and feel comfortable doing so.

11. Stress fluency rather than accuracy.

12. However, do allow the students to use reference book, including dictionaries (preferably English- English with Japanese annotations),in class.

To sum up, it would be right to claim that being autonomous is noteasy and takes much time. In order to have autonomous learners and create the sense of autonomy,teachers should be patient and be well-prepared.

2.7 Studies on Learner Autonomy

As learner autonomy has been the focus of many studies since the subject became a subject ofinquiry for many subjects. They have tried to generate a sense of what autonomy isand have delved into the topic and have conducted many studies all around the world.They have all analyzed the topic from different perspectives to bring different suggestions. They have come up with different solutions, both negative andpositive.

However, they all believe in the importance of learner autonomy in the foreign language classrooms. Here are some of the studies on learner autonomy.

Duon and Seepho (2014) carried out a study to investigate EFL teachers' perceptions of promoting learner autonomy and their teaching practices. They did the study with 30 EFLinstructors. They were from China (6), Thailand (15), Vietnam (6), and USA (3). In this study,the data was collected through an open-ended questionnaire,and semi-structured interviews. Qualitative data was analyzed through content analysis.It was concluded that instructors held a positive attitude toward the promotion of learner autonomy in language learning,and they understood the meaning of autonomy. The findings also showed that they viewed teachers as facilitators, counselors and a resource in promoting learner autonomy. However,there were some discrepancies in terms of teaching practices. They had difficulties in implementing an autonomous learning strategy in a real classroom. Researchers also recommended that teachers should be aware of the importance of learner autonomy; thus they can direct them to become autonomous learners and help them follow their learning process.

Mineishi (2010) performed two studies, in the first study he conducted his research with twohundred and ninety Japanese first year university students to find out their perception towardlearner autonomy, and its effect on their success. The research question was "Are there any differences found between successful and less successful learners, as regards their perceptionof learner autonomy, in accordance with the questionnaire developed by Littlewood (1999). Thedata was collected through a questionnaire by Littlewood (ibid.),the students were asked to circle a5-point answer scale from 'Strongly Agree' (5) to 'Strongly Disagree' (1) for each of ten statements derived from the ten predictions. The findings showed that there were not many differences between successful and less successful learners with regard to theirperception of learner autonomy. Less successful learners are more prone to work together in groups thanworking individually. They also see their teachers as responsible for evaluating their learning process. On the other hand, successful learnersalready are proactive autonomous learners in contrast to less successful learners, and are further along acquiring reactive autonomy or proactive autonomy. Thus, teachers should focus

on less successful learners, and find the right teaching method for them to improve their sense of autonomy.

Regarding the first study's results,another study was carried out by a researcher with 225first year university students. The research question was "Do Japanese university EFLlearners feel they learned English autonomously or not in their secondary EFL classrooms?".The data was gathered through an open-ended questionnaire. The findings were analyzed both quantitativelyand qualitatively, and indicated that not many students wanted to be autonomouslearners, and work autonomously. They wanted to learn a foreign language in a traditional setting.

Chan (2001) conducted a study at Hong Kong Polytechnic University with 20 learners toinvestigate learners' attitudes and expectations of language learning, teacher and learner roles,their learning preferences, and perceptions of learner autonomy. Data was collectedthrough a questionnaire. The results demonstrated that students gained an insight into different roles of the teacher and themselves. They also revealed various learning preferences and approaches.

Özdere (2005) carried out a study with seventy-two English instructors who work at statesupported provincial universities. He aimed to find out their attitudes toward learnerautonomy. The data were gathered through a questionnaire including Likert-scalequestionnaire and an interview with ten instructors.The questionnaire contained questionsabout their educational background, teaching experience,and how much instructional responsibilitylearners should share in accordance with learner autonomy. According to the findings instructors were neutral to slightly positive to learner autonomy. They thinkthat implementation of some parts of learning and teaching strategies are easier than others. Thefindings also showed instructors are in favor of in-service training or, and there should be systematic and planned adjustments in curricula which might help promoting learnerautonomy.

Tanyeli and Kuter (2013) carried out a study with two-hundred freshman Law students' inorder to discover their perceptions toward autonomy in writing classes, and they also workedwith six English language teachers to investigate their perceptions of the writing skill area of the curriculum in promoting learner autonomy in the Foreign

Language and EnglishPreparatory School. Their aim was to highlight the importance of autonomy in writing skillsand the themes to be reviewed in the curriculum. To collect data a mixed-method approachwas used and a questionnaire was given and researchers had interviews with the participants to gather data. It was observed that participants were likely to be autonomous learners, and theywere quite positive about being autonomous learners in language learning. It was also concluded that they did not see themselves as autonomous learners. Regarding teachers' views, instructional environment, materials and strategies hinder students to be autonomouslearners. Additionally, the findings also reveal that students being dependent on their teachers, and having problems with the use of the target language hampered them inbecoming autonomous learners.It is suggested that it would be beneficial to investigate learner autonomy in language learning, and the problems learners encounterduring the process through qualitative research methods.

Another important study was carried out by Yıldırım (2012) to find out the different standpoints about learner autonomy regarding cultural differences. Thus, he worked with four Indian English as second language learners to investigate their perceptions aboutteacher and learner responsibilities in the language learning process, and howESL students in the Indian educational context perceive ideas related to learner independence. The results were gathered in September-October 2006. It was a qualitative study, and interviewing was used to compile the data. Each participant had three different interview sessions.Each interview was held according to the previous interview's data, so a semi-structured interview was followed in the sessions. The first interview took about thirty minutes,and the questions were about their experience and opinions about the topic. The nextinterviews were longer than the previous ones; learners indicated their thoughts in depth on the topic. The results revealed that students are not ready to work autonomously as they perceive the teacher as the most responsible person for all learning processes including correcting grammar mistakes, ensuring accuracy in the language, planning the language course, setting the objectives, deciding on the content and the activities, evaluating the course. They viewed the teacher as an absolute authority.It is suggested that as students have different backgrounds, so they all have different ideas about responsibility, autonomy and the role ofteachers, the role of

the students. Thus, regarding this, to break the taboos, teachers should know where to start to generate the sense of autonomy and plan accordingly.

Chan (2003) conducted a study to explore teachers' ideas about learner autonomy. He workedwith forty-one English teachers, and to exhibit the teachers' perceptions on autonomy andlearners' responsibilities in the language learning process, related to their students' abilities of decision making in different aspects of learning. They were given a questionnaire to find theirviews, and the results demonstrated that teachers feel more responsible for the methodologyand motivating during the learning process and evaluating the students.

All the findings revealed that learner autonomy is a key concept in foreign language teaching,yet promoting learner autonomy is a challenge both for the teachers and learners. It is right to say it is difficult to put the learner autonomy into practice in foreign language setting. Implementing is more challenging than grasping the theory.Thus, it is vital to develop more practical strategies and do more research to find ways to promote learner autonomy through activities. In order to be autonomous learners, students should be motivated, take charge of their learning, and perform out-of-class activities.

Chapter3: Research Methodology

In this chapter, methodological information about the study is displayed.This chapterincludes research questions, the research design, setting, and participants, data collection Instrument and procedures, and data analysis.The first part presents the overall researchdesign of the study. The second section discusses the research questions of the study, whilethe third section presents the sample of the study. In the fourth section, the details regardingthe data collection instrument are addressed. The procedure followed in the study isdocumented in the fifth section. The sixth section documents the data analysis applied to the data. Finally, the seventh section displays the limitations of the study data.

3.1 Research Questions

In this study specifically, the questions mentioned below were addressed;

1. What is the motivation degree of English Preparatory Program students in learning English of the two non-profit private universities?
2. Is the motivation degree of the students' related to their gender ,proficiency level, and majors?
3. What is the autonomy degree of the students?
4. Is the autonomy degree of the students' related to their gender, proficiency level and majors?
5. To what extent do the learners perform from the out-of-class activities in support of learning English?
6. Are there any differences in the use of out-of-class activities in support of their English concerning their gender, proficiency level, and majors?
7. To what extent are students responsible in learning English?
8. Is perception of responsibility of the students' related to their gender, proficiency level, and majors?
9. Are there any differences between the students' motivation degree, autonomy degree and responsibility perception, and their use of out-of-class activities in support of learning English?

3.2 Research Design

The purpose of this study is to investigatethe level of autonomy, the participants'beliefs onautonomy, their level of motivation, their responsibility perception,and how much they usethe target language outside of the classroom during learning. This study also aimed to see therelation between their level of autonomy,motivation level,responsibility perception anduse of the target language outside the class regarding their gender,professional level,andfield of majors.The study was conducted with the English Preparatory Programstudents of two non-profit private universities in İstanbul. Of all the 171 participants,82 students were from one of thenon-profit private schooland 89 from the other non-profit private universities.

Qualitative and quantitative data were used to gather information.This study involved171students attending two non-profit private universities. Learners were given an onlinequestionnairewhich consisted of 59 questions and interviews were conducted with 13 students from different levels. To analyze the data SPSS software was used.

3.3 Philosophical Paradigm

Thomas Kuhn was the first philosopher to use the term paradigm for science. Guba and Lincoln (1994) defined a paradigm as the fundamental belief system or a world view that guides the investigation. The most common research paradigms are the quantitative and qualitative research paradigms. Creswell (1994) described qualitative study as an inquiry process which focuses on a social or human problem and takes place in a natural setting. It gives the   holistic picture of the problem in words. Quantitative studies which also handle social and human problem are evaluated problems with numbers, though. It gauges the problem with different variables, considers the statistical procedures while evaluating the theory. It certainly aims to find if the assumed theory is true or not. The third study is a mixed method research design which collects and analyses the data by combining the qualitative and quantitative research method. Therefore, in this research, the mixed method research design was applied to get the reliable and valid results.

3.4 Setting

The present study was administered to 171 EFL learners at two non-profit foundations in İstanbul. At one of the non-profit foundation schools, the school syllabus is arranged according to modular system in which every 7 weeks students have to finish one module.

Before they start studying at English Preparatory Program students have to take a placement test and according to the results of the test, they were placed in three different levels like A, B, C. A is the elementary level, B is pre-intermediate level, C is intermediate level. If students studied at preparatory program at high school, they are required to take the proficiency test to study at the faculty. In these preparatory program, students at all levels study 15 hours of main course and 9 hours of academic writing lessons. In writing lessons, students also do speaking activities. In main course lessons, teachers need to cover reading texts from the course book, and follow the weekly pack which consists of grammar, reading, and vocabulary activities. In writing classes, teachers begin with the descriptive paragraph, and get the students ready for an academic essay. For the assessment, every Monday students are given unit check exam which is mainly a vocabulary exam. Students are also evaluated for their writings every 4 weeks by taking a "timed writing exam". A speaking exam is also given every 4 week. They are supposed to complete their online speaking task every week .At each module, they have to take 2 mid-terms. At the end of the module, they have to pass the end of module test. The passing grade is 60.

On the other hand, at the other non-profit private university, students also have to sit a placement exam to see their level of proficiency. There are 3 levels which are A, B, C. A is the Elementary, B is Pre-Intermediate/Intermediate Level, C is Upper-Intermediate/Advance level. The English Preparatory Programbegins in the mid-September and finishes in the mid-May. At each level students have to take 3 mid-terms, and do 2 process writings. Also, every two weeks they have to take their quizzes. There is no speaking assessment. The English Prep Program consists of 2 main lessons which are main course and reading-writing. Listening and speaking skills are covered in grammar lessons. Main Course teachers do speaking activities like role-plays in

grammar lessons and put these speaking grades into the assessment; for listening they follow the grammar book. Mostly non-native teachers teach grammar and native teachers teach productive skills.For the assessment, 3 mid-terms, 2 process writings, and teacher assessment are in the assessment criteria.

Passing grade is 60. When we look at the profile of the students at the two universities, they all achieve similar scores from the student placement test. Most of them graduated from the same type of high schools. Most of them have similar backgrounds.

3.5 Participants

For the purpose of this study, the data was collected from 171 students. An online surveywas conducted to 171 students. Of all 171 students,79 of the participants were from A level,54 from B level, and 38 of them from C level. 85 femaleand 86male students did the survey.Their ages range from 18-25. The teachers were female, all were Turkish with an average of 6years of teaching experience, and they were about 30 years old. As the data gathered from twonon-profit universities, from the first non-profit foundation,42 male students and 40 femalestudents participated in the questionnaire. From the second non-profit foundation,45 male and44 female students did the survey as it is displayed in Table 3.1:

Table 3.1

Demographic Information of the Participants

	Number of participants	Percentage (%)
Sex		
Males	85	49.71
Females	86	50.29
Total	171	100.00
Proficiency Level		
A	79	46.20
B	54	31.58
C	38	22.22
Departments		
Other Departments	108	63.16
Social Sciences	63	36.84
Scholarship		
Yes	116	67.84
No	55	32.16
Father's level of education		
Graduate/Doctorate Degree	4	2.34
Undergraduate	45	26.32
High School	79	46.20
Secondary School	24	14.04
Primary School	18	10.53
Illiterate	1	0.58
Mother's level of education		
Graduate/Doctorate Degree	1	0.58
Graduate	23	13.45
High School	73	42.69
Secondary School	41	23.98
Primary School	30	17.54
Illiterate	3	1.75

3.6 Procedure

For this study, both qualitative and quantitative data were achieved. In order to get more in-dept results, qualitative data was applied.

As a result of survey, scores were summed up. The average of the answers was taken into consideration to generalize the results. For the qualitative aspect, most recurring answers were detected, and answers were translated into English.

3.6.1 Types of sampling. In sampling the researcher chooses the target individuals that s/he would like to gather information from. There are various methods of obtaining information to create a sampling; they can be grouped into two categories: probability and non-probability sampling (Doherty,1994).

Probability sampling means a random selection. It specifically refers to possibility of every unit in the population has a chance of being chosen under a given sampling scheme. It includes simple random sampling, systematic sampling, stratified sampling, stage sampling and cluster sampling. However, non-probability sampling is non-random, and each unit in the population does not have equal chances of being chosen. The types of non-probability sampling methods are: convenience sampling, sequential sampling, quota sampling, judgmental sampling and snowball sampling.

For the purposes of this study simple random sampling was used to get more in-depth results. The students from specific levels of preparatory school were chosen to participate in the study. They were chosen because it was easy for the researcher to access them in the context of working.

3.6.2 Data collection instruments. For the purposes of this study, data were collected through two different instruments. These were the questionnaire which is the quantitativeaspect of the research, interviews held with the studentsand for the qualitative aspects. The data were collected through an online questionnaire. The researcher tried to add in-depth perspective to the study by applying these.

For the statistical analyses SPSS software program was used. Beside this, descriptive statistics t-test for independent samples, ANOVA, Tukey test, Levene's test, Post-Hoc test were used in order to analyze the data collected.

*3.6.2.1 The questionnaire.*The online survey used in this study was directly taken fromKoçak (2003) who used it for her master's thesis. She administered the survey to privateuniversity students in English Preparatory Programin 2003.The questionnaire consisted of 57questions, and 5 different sections. The reason of choosing this questionnaire was that it wascomprised of questions that specifically measure the students' autonomy degree, motivationdegree,their responsibility perceptions, and their out-of-class activities in support of English.There are 4 different parts of the questionnaire. The first part of the questionnaire consists ofpersonal questions.The second part of the questionnaire which assesses the students' level ofmotivation was formed by Schmidt,Boraie and Kassabgy (1996). The third and fourth parts of the questionnaire were designed by Spratt,Humphreys and Chan (2002) to assess participants'readiness for autonomy.

To assess their motivation,171 students are asked 19 questions, and to find out their autonomy degree they are given 35 questions including their sense of responsibility,performing out-of-class activities .They are expectedto choose agreement or disagreement for different statements in the second part of thequestionnaire. Likert scale is used in which the answers range from 6 to 1. 6 indicates "stronglyagree", 5 "agree", 4 "slightly agree", 3 "slightly disagree", 2 "disagree", 1 "strongly disagree".In the second part of the questionnaire,the questions are designed to measure the level ofautonomy and the other components of autonomous learning like responsibility perception andperforming out-of-class activities of the students in learning English. For the responsibility assessment part, students are asked some questions related to the topic and are expected to show how much responsibility they take on, and how much they share the responsibility with their teachers, and how much responsibility they give to their teachers during learning English. The answers were range from 1 to 3. 1 reveals "totallythe teacher's responsibility", 2 shows " partially mine, partially the teacher's, 3 indicates "totally mine".

*3.6.2.2.The interviews.*The interviews were held with fourteen students in the English Preparatory Program. The students were chosen from all levels in order to get more solid results. The researcher could only reach to fourteen students for the interviews due to the students' busy schedule and their unwillingness to give some to

the interview. 5 students were from A level, 5 students were from B levels,and 4 students were from C levels.

They were asked 4 questions related to autonomy and some other components of autonomy like students' role in learning English, teachers' role in teaching English. They were also asked whether they had specific methods they use while learning English, and their views about fundamental points in language learning.

3.6.3 Data analysis procedures. The data collected for this study wasanalyzed bothquantitatively and qualitatively. For the quantitative aspect of this study, the data were collected from 171 students. In order to collect the quantitative data, the students' e-mail addresses werecollected, and the questionnaire, which consists of five sections, was sent to them, and thedata were gathered through an online questionnaire and it was analyzed by means of SPSS.

In order to have more in-depth results, for the qualitative aspect, the data were collectedthrough the interviews held with thirteenstudents, and their answers were recorded and transcribed. Their responses were categorized through content analysis. The learners' perspectives and their views about autonomy weredisplayed.

3.6.4Trustworthiness. Trustworthiness is a way of ensuring the reliability of the data and includes the following aspects:

- Credibility: confidence in the 'truth' of the findings.
- Transferability: showing that the findings have applicability in other contexts.
- Dependability: showing that the findings are consistent and could be repeated.
- Conformability: a degree of neutrality or the extent to which the findings of a study areshaped by the respondents and not researcher bias, motivation, or interest (Guba &Lincoln,1994).

To create credibility in the qualitative data set, the researcher tackled the subject meticulously and paid sufficient timeto it in order to grasp the context, and interpretations, results and to direct both the teacherandlearnersinthecorrectway.

3.6.5Limitations. For limitations, several points can be listed. The very first one is that somestudents showed no interest in the subject, so both the researcher and the teacher paid so muchattention and motivated   them to do the survey seriously so as to get sound results.Secondly,there wasa timeconstraint; both teachers and students had to rush in order not tolose thelesson time as they had to study for the mid-term exam. The survey was done in a short time.The results could have been more accurate if enough time was given.Also,this age groupgets bored easily, and they do not like filling out surveys.It was hard to collect the data. As itwas an online survey, the students had difficulties filling it out due tothe Internet connectionand their e-mail accounts availability. The results could have been more accurate if enoughtime was given.

Furthermore, some students had difficulties understanding the questions although thequestions were in Turkish. The teachers tried to explain them to the students. The researcher wasalso present in some classes to clear up the ambiguous parts in the questionnaire.Lastly, if the survey hadbeen administered to a massive number of students, it could have been much easier to generalize the results and have more valid results.

Chapter 4: Results

4.1 Overview

This chapter presents the results which are related to participants' autonomy, motivation, and sense of responsibility, and performing out-of-class activities in English. The study was carried out with both qualitative and quantitative data in order to exploit the motivation level of the participants in learning English, their level of autonomy in learning English, their views on responsibility regarding learning English, and their use of the target language outside the class. Data were gathered through an online survey, and interviews were held with some learners. For the quantitative aspect, the percentages, frequencies, means and standard deviations of the dependent and independent variables, included in the study, were indicated.

In addition to these, participants' answers were analyzed and compared regarding their gender, proficiency level of English, and their major fields. And for the qualitative aspect, interviews were held with 15 students from different levels. The participants were asked four questions which were about their roles and teachers' roles in learning English, the strategies they use during the learning process, and the most important points in learning the target language. The answers were analyzed and respondents' common points were presented.

In this study, the answers of the nine research questions were demonstrated regarding the students' readiness at two non-profit foundations English Preparatory Program for autonomous learning. Each research question results were analyzed in detail. The research findings are indicated on the basis of the following research questions:

1. What is the motivation degree of English Preparatory Program students in learning English of the two non-profit private universities?
2. Is the motivation degree of the students' related to their gender, proficiency level, and majors?

3. What is the autonomy degree of the students?

4. Is the autonomy degree of the students' related to their gender, proficiency level and majors?

5. To what extent do the learners perform from the out-of-class activities in support of learning English?

6. Are there any differences in the use of out-of-class activities in support of their English concerning their gender, proficiency level, and majors?

7. To what extent are students responsible in learning English?

8. Is the students' perception of responsibility related to their gender, proficiency level, and majors?

9. Are there any differences between the students' motivation degree, autonomy degree and responsibility perception, and their use of out-of-class activities in support of their English?

4.2Findings Concerning English PreparatoryClass Students' Motivation Level

In attempt to find the motivation level of students' in learning English, the data related to motivation were gathered by an online questionnaire administered to 171 students. The questionnaire consisted of 57 questions including four different parts. In Section 2, 19 questions were put on a six-point likert-scale (from strongly agree to strongly disagree) so as to find out their motivation level. In order to give percentages, means and standard deviations of the items, descriptive statistics were used. Percentages, means and standard deviations of students' answers to various questions about motivation in English are shown in Table 4.1.

Table 4.1

Descriptive Statistics for Motivation Level of the Participants

	Mean	Std. Dev.
11. Learning English is enjoyable for me.	4.25	1.292
12. I wish I could learn English in an easier way, without going to school.	4.73	1.459
13. I am trying to do my best in order to learn English.	3.98	1.324
14.My attendance would be high even if there is no attendance requirement in English course	3.91	1.552
15. I want to continue studying English for as long as possible.	4.64	1.318
16. I prefer individual work in the English class.	3.67	1.549
17. Group activities in the English class are not efficient.	3.99	1.487
18. I like working in pairs in the English class.	3.50	1.195
19. If I succeed in the English class, it will be because of my effort.	4.41	1.216
20. If I do not succeed in the English class, it will be because of the teacher.	2.67	1.342
21. I like activities which allow me to participate actively.	4.70	1.447
22. The teacher should be the one who talks more in the English class.	3.64	1.429
23. I believe that I will be successful in the English class.	4.46	1.407
24. I want to be the best in the English class.	4.46	1.436
25. If I learn English better, I will be able to find a better and well-paid job.	5.09	1.337
26. I feel uncomfortable when I have to speak English in the class.	3.40	1.555
27. I cannot concentrate easily on the English class	3.71	1.517
28. I am afraid I will not succeed in English class.	3.16	1.477
29. The teacher should encourage students to make contributions in the English lesson.	4.85	1.235

Students' motivation levels are compared regarding their gender, proficiency level and major. The questionnaire was administered to 85 female students and 86 male students from three different levels. 79 students from A level, 54 students from B level, and 38 students from C level participated in the questionnaire. 63 students studied at social sciences departments and 103 students studied at different faculties like engineering, architecture, and medicine.

Also, most of the students had scholarships (% 67.84) and the majority of the students' parents held a high school degree. Firstly, data were analyzed to find out students' motivation level, and investigate statistical differences between students' motivation level regarding their gender. An independent t-samples t test was applied to examine the differences. Based on the gathered data, the general average of motivation is 4.03 out of 5 which means that students' motivation level is high.

4.2.1 The findings concerning English preparatoryclass students' degree of motivation compared with their gender,level of proficiency and field of study. The second question was designed to compare the participants' motivation level with regardto their gender,proficiency level, and their field of study. The results indicated that in termsof gender, both male and female students are motivated. There is no significant differencebetween them when the data were examined with regard to their gender. In other words, bothhave the same level of motivation as it is shown Table 4.2.

Table 4.2

Independent Samples T- Test for Motivation Regarding Gender

	Gender	N	Mean	Std. Dev.	Std. Mean	E. F	Sig.	T	df	Sig. (2-tailed)
Motivation	Female	86	82.63	11.093	1.196	4.503	.035	1.864	160	.064
	Male	85	79.04	13.929	1.511					

Data wereanalyzed to find out whether there were statistical differences in students'motivation level in terms of their proficiency level. The questionnaire was administered tostudents who study at two different universities from different levels. ANOVA and post hoctest were carried out to find out the differences. Taking their levels into account, there was nosubstantial difference regarding their motivation levelas is clear from Table 4.3.

Table 4.3

Post Hoc Tests For Motivation Level Regarding Proficiency Level

Dependent Variable		(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Motivation	Tamhane	A	B	-1.499	1.942	.826	-6.211	3.212
			C	5.124	3.014	.259	-2.316	12.564
		B	A	1.499	1.942	.826	-3.212	6.211
			C	6.623	3.165	.117	-1.154	14.402
		C	A	-5.124	3.014	.259	-12.564	2.316
			B	-6.623	3.165	.117	-14.402	1.154

In order to evaluate students' motivation level in learning English with regard to their majors,an independent t-test was carried out. As mentioned before,108 students study at engineering and science departments whereas 63 study at social sciences departments. There were not important differences in their motivation related to their field of studyas it is displayed in Table 4.4($t=-0.167$; $F=3.413$; $p=.499>.05$).

Table 4.4

T-Test for Motivation Level RegardingField of Study

	Major Field	N	Mean	Std. Dev.	Std. Mean E	F	Sig.	T	df	Sig. (2-tailed)
Motivation	Other fields	108	80.35	13.482	1.297					
	Social Sciences	63	81.71	11.205	1.411	3.413	.066	.677	169	.499

It can be concluded from item 13 that the majority of the students are trying to do their best inorder to learn English, and also, great numbers of students want to continue learning Englishthroughout their lives (item 15). Students' determination in learning English can be easilyseen from these items. Parallel to these responses;item 14 displays that more than half of thestudents were positive about attending English classes even if there is no attendancepolicy. Yet, three fourth of students are afraid of not being able to succeed in English lessons.

Responses to item 28 showed that students are anxious about their success in English whichmight hamper their productive skills like speaking and writing. Concordantly, from item26,more than half of the students feel uncomfortable when they have to speak English inclass.Related to this, the great majority of the students expect that their teachers talk more inthe class. They want the teacher to be more active in the class. Nearly the same number ofstudents reported that they have difficulties in concentrating in English lesson. Although theyhave concentration problems and feel uncomfortable expressing themselves in English lesson,nearly all of the student want to be the best in the English class (item 24).

In terms of the activities, majority of the students find the group activities in the classunfruitful. Moreover, students prefer doing individual activities to pair-workactivities. Also, a great number of students choose activities which let them participateactively.In addition, all of the students are aware of the importance of English in the businessworld, thus, nearly all of them believe that they will get a better job and make good money ifthey can speak English, and these can be the external factors that raise their level of motivationand success.

In terms of success, less thanhalf of the students see the teacher as responsible fortheir failure. Furthermore, most of them think that if they do well in the English lesson, it willcertainly be thanks to their great effort. However, the majority of the students agreed that theteacher is responsible for encouraging students to make contributions in the English lesson.

4.2.2The findings about students' autonomy degree. This study also aimed to investigate the autonomy level of English Preparatory Programstudents. In line with this, descriptive statistics were conducted to see the students'autonomy level. Table 5 showed the general picture of the students' autonomy level, and the general average was 3.78 out of 5. The highest score being 5.00 based on the autonomy survey conducted. Their autonomy level was a bit above the average as it is displayed in Table 4.5

Table 4.5

Descriptive Statistics for Autonomous Level of the Respondents

ITEM	Mean	Std. Dev.
30. When I am learning a new grammar rule, I think about its relationship to the rules I have learned.	4.29	1.317
31. When I study for my English course, I pick out the most important points and make diagrams or tables for myself	3.84	1.544
32. I try to find the meaning of a word by dividing it into parts that I can understand.	3.53	1.394
33. I use new English words in a sentence in order to remember them easily	3.51	1.449
34. I always try to evaluate my progress in learning English.	3.85	1.314
35. When studying for my English exam, I try to find out which structures and terms I do not understand well.	4.13	1.406
36. I learn better when I try to understand the reasons of my mistakes I have done in English.	4.36	1.387
37.I spare some time to prepare before every English lesson.	2.72	1.432
General Average	3.78	1.405

4.2.3 The findings about students' autonomy level in terms of gender, proficiency level and field of study. In an attempt to find the difference between the participants autonomy levelwith regard totheir gender,findings showed that there was a difference between the means of male andfemale students (t=2.312; F=0.168 p=.022<,05). Female students tended to be moreautonomous learners in learning English than male students as it is displayed in Table 4. 6.

Table 4.6

Independent Samples Test Autonomy Level of the Participants' Gender

	Gender	N	Mean	Std. Dev.	Std. Error Mean	F	Sig.	T	df	Sig. (2-tailed)
Autonomy	Female	86	31.51	7.475	.806	.168	.683	2.312	169	.022
	Male	85	28.92	7.126	.773					

The other question was to seek whether there are any statistical differences or not in students' autonomy level with regard to their proficiency level. ANOVA was carried

out to find the differences. There was no difference between Level A, Level B, and Level C students as it is shown in Table 4.7.

Table 4.7

Post Hoc Tests for Autonomy Level of the Participants' with Regard to TheirProficiency Level

Dependent Variable		(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Autonomy	Tukey HSD	A	B	-1.195	1.306	.631	-4.284	1.892
			C	.958	1.460	.789	-2.495	4.411
		B	A	1.195	1.306	.631	-1.892	4.284
			C	2.154	1.566	.356	-1.549	5.857
		C	A	-.958	1.460	.789	-4.411	2.495
			B	-2.154	1.566	.356	-5.857	1.549

A t-test was conducted to find out the statistical differences between the students' autonomylevel in terms of their field of study. The students' departments were categorized in twogroups: social sciences,and engineering department. There were no differences between($t=-0.056$; $F=1.823$ $p=.955>.05$) the students' level of autonomywith regard to their field ofstudyas it can be seen in Table 4.8.

Table 4.8

T-Test for the Autonomy Level of the Respondents Regarding Their Field of Study

	Major	N	Mean	Std. Deviation	Std. Error	F	Sig.	T	Df Sig.(2-tailed)
Autonomy	Other fields	108	30.20	7.620	.733	1.823	.179	-.0569	169.955
	Social Sciences	63	30.26	7.055	.888				

4.2.4The findings about the out-of- class activities. The next question in the study was about students' out-of-class activities performances in learning English. In the 4th part of the questionnaire, the students were asked 7 questions to examine how

much they use English outside of the class. Descriptive statistics were used to give the means and standard deviations of the item.

Table 4.9 gives the general picture of the respondents' to the performance of outside class activities in learning English. The average time the students give to English outside the class is 3.29 out of 5.00.The highest score would be 5.00 based on the survey conducted. It can be said that students perform activities in English a bit above the average level.

Table 4.9

Out-of-Class Activities Performed by the Participants

	Mean	Std. Dev.
38. I do grammar exercises though it is not homework	2.67	.963
39.I do assignments which are not compulsory	2.77	1.063
40. I try to learn new words in English.	3.65	.930
41.I use English on the Internet.	3.36	1.021
42.I watch English movies or TV programmes.	3.91	1.007
43.I read English written materials (books, magazines, etc.).	2.96	.926
44.I talk to foreigners in English.	3.14	1.180
45.I listen to English songs.	3.86	1.150
General Average	3.29	1.030

4.2.5 The findings concerning the participants' out-of-class activities in terms oftheir gender, proficiency level and majors. The following question was whether or not there are any statistical differences in students' out-of-class activity performance with regard to their gender, proficiency level and field of study. In terms of revealing gender differences in performing out-of-class activities in learning English, an independent samples test was used whether or not there are any statistical differences. However, no difference was found regarding the use of English outs-of-class as it is presented in Table 4.10 (t=0.814; F=0.309; P=.417 >.05).

Table 4.10

Independent Samples Test Out-Of-Class Activities Performances of theParticipants Regarding Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	T	df	Sig. (2-tailed)
Outside Activities	Female	86	26.63	4.963	.535	.309	.579	.814	169.417	
	Male	85	26.00	5.309	.576					

ANOVA was carried out to investigate whether or not there were any statistical differencesbetween students' performing the out-of -class activities in learning English with regard totheir proficiency levels. No difference was encountered in terms of performing out-of-classactivities in English as it is displayed in Table 4.11.

Table 4.11

Post-Hoc Tests Out-of-Class Activities Performances of the ParticipantsWith Regard to their Proficiency Level

Dependent Variable		(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Outside	Tukey HSD	A	B	-1.560	.902	.197	-3.694	.572
			C	-1.336	1.008	.383	-3.722	1.048
		B	A	1.560	.902	.197	-.572	3.694
			C	.224	1.081	.977	-2.334	2.782
		C	A	1.336	1.008	.383	-1.048	3.722
			B	-.224	1.081	.977	-2.782	2.334

The responses were analyzed by an independent t-test in order to see whether there were any significant differences performing outside activities in English between the participants concerning their major. There were no important differences in terms of the field of study as it is shown in Table 4.12 (t=-0.547; F=0.158; P=.585 >.05).

Table 4.12

T-Test for Out-Of-Class Activities Performances of the Respondents Concerning theirField of Study

Group Statistics		N	Mean	Std. Dev.	Std. Error Of Mean	Levene'sTest forEqualityof Variances		t-test for Equality of Means		
Outside Performance	Other fields	108	26.15	5.314	.511	.158	.692	-0.547	169,	58
	Social Sciences	63	26.60	4.834	.609					

4.2.6The findings about participants'responsibility perception in learning English. The next question was designed to explore how much responsibility students taken on themselves and how much responsibility they give to their teachers. The data for this question were collected from Section 4 of the survey. The students were given twelve questions in order to see their perception. They were asked to choose to identify both the teachers' and their responsibilities by selecting "Teacher's responsibility", "Both Teacher's and my own responsibility", "My own responsibility). It can be easily drawn from the results that their responsibility perception is low. In other words, they did not take on responsibility while learning English. Findings indicated that students gave more responsibility to their teachers instead of taking it on themselves. Table 4. 13 presents the general picture of the students' responsibility perception. The general average is 1,88 out of 3,00 which is below the average.

Table 4.13

The Findings Regarding Participants' Responsibility Perception

	Mean	Std. Dev.
46. stimulating my interest in learning English	2.05	.507
47. identifying my weaknesses and strengths in learning English	2.02	.514
48. deciding the objectives of the English course	1.97	.723
49. deciding what will be learnt in the next English lesson	1.44	.595
50. choosing what activities to use in the English lesson	1.48	.546
51. deciding how long to spend on each activity	1.48	.567
52. choosing what materials to use in the English lesson	1.41	.528
53. evaluating my learning performance	1.72	.523
54. evaluating the English course	1.86	.597
55. deciding what I will learn outside the English lesson	2.43	.632
56. making sure I make progress during English lesson	2.13	.496
57. making sure I make progress outside the English lesson	2.54	.653

4.2.7 The findings about students' responsibility perception concerning their gender,proficiency level,and majors.In an attempt to find the statistical differences in perceptions of the students' own responsibilities with regard to their gender, proficiency level, and fields of study.Descriptive statistics means and standard deviations were conducted. Respondents' general average is 1.88 out of 3.00. The highest score would be 3.00.

In terms of their gender, findings revealed that there was not a significant difference between male and female students. They both had the same responsibility perception as it is seen in Table 4.14. (t=0.125; F=2.379; P=.479 >.05).

Table 4.14

Independent Samples Test for Responsibility Perception Concerning Gender Differences

	Gender	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	Df	Sig. (2-tailed)
Responsibility	Female	86	22.36	2.647	.286	2.379	.125	-.71	169	.479
	Male	85	22.68	3.248	.352					

Regarding their proficiency levels, post hoc test and ANOVA were carried out to explore the differences between the respondents. The findings revealed that there were not any differences in terms of the respondents' proficiency levels as it is displayed in Table 4.15.

Table 4.15

Post Hoc Tests for Responsibility Perception Concerning Proficiency Level

Dependent Variable		(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Responsibility	Tukey HSD	A	B	.591	.523	.496	-.645	1.828
			C	.063	.584	.993	-1.319	1.446
		B	A	-.591	.523	.496	-1.828	.645
			C	-.528	.627	.677	-2.011	.955
		C	A	-.063	.584	.993	-1.446	1.319
			B	.528	.627	.677	-.955	2.011

*. The mean difference is significant at the 0.05 level.

As for their fields of study, to find out whether or not there were any differences in responsibility perception in learning English, an independent t-test was used to seek the differences. Results indicated that there were not any vital differences regarding participants'field of study as it is shown in Table 4.16. (t=-0.172; F=0.006; P=.864 >.05)

Table 4.16

T-Test for Responsibility Perception Regarding Participants' Majors

Group Statistics		N	Mean	Std. Dev.	Std. Error Of Mean	Levene's Testfor Equalityof Variances		t-testfor Equalityof Means		
Responsibilities	Other fields	108	22.49	2.892	.278	.006	.937	-.172	169	.864
	Social Sciences	63	22.57	3.088	.389					

4.2.8 The findings about the relation betweenthe students' motivation degree, autonomy degree, performing out-of-class activities, and responsibility perception in learning English. In an attempt to find the relationship and measure the differences between the students' motivation level, their autonomy level, their responsibility perception, and involvement in out-of-class activities in learning English, the Pearson correlation test was conducted**.**

Table 4.17 shows that there was a positive correlation between motivation and autonomy (r=0.626; p=.000<.01).It can be said that aconsiderable increase in the motivation can lead to a slight increase in the students' autonomy level.

In addition to these, it was found that there was alow positive correlation between motivation and out-of-class activities.(r=0.332; p=.000<.001). A big increase in students' motivation in learning English may lead to a slight increase in the students' performing out-of-class activities. Similarly, it was found that there was a low positive correlation between autonomy and performing activities(r=0.434; p=.000<.01).No other correlations were found between the other variables.

Table 4.17

Correlations Among The Variables

		Motivation	Autonomy	Outside Act.	Responsibility
Motivation	Pearson Correlation	1	.626**	.332**	.033
	Sig. (2-tailed)		.000	.000	.672
	N	171	171	171	171
Autonomy	Pearson Correlation	.626**	1	.434**	.068
	Sig. (2-tailed)	.000		.000	.375
	N	171	171	171	171
Outside Act.	Pearson Correlation	.332**	.434**	1	.146
	Sig. (2-tailed)	.000	.000		.056
	N	171	171	171	171
Responsibility	Pearson Correlation	.033	.068	.146	1
	Sig. (2-tailed)	.672	.375	.056	
	N	171	171	171	171

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

4.3 Qualitative Aspect

To get a more complete understanding of the research problem,qualitative data are implemented apart from the quantitative data. The researcher first analyses the quantitative data and then as a follow-up to the qualitative result.Finally, the two phases are related by utilizing the quantitative results so as to shape the qualitative research question. In order to get more in-depth results, interviews were held with 13 students.In the interview, there were 4 questions related to autonomy.The first question was designed to learn the students' autonomy degree. By asking teachers'role in the classroom,students reflected their views on the teachers'role so that they implicitly showed how autonomous they are during learning. The second question was designed to get their views about their roles in learning English, and the answers indicated their responsibility perception too. That is to say, being a responsible student is one of the steps of being an autonomous learner. The third question was prepared to find out whether they have any specific strategies or not. The answers can be related to their

autonomy degree too.The last question wasasked   whether or not the students were aware of the key points in learning English. The questions are showed below:

1. What is the role of a teacher in learning English?

2. What is your role as a learner in learning English?

3. Do you have any strategies that you use while learning English? If yes, please tell them.

4. What are the most important points in learning a foreign language?

4.3.1 Findings about the role of a teacher in learning English. Based on the obtained data, English Preparatory Program students believed that lessons should be student-centered. They also thought that teachers should have enough information about their fields, able to answer their questions, and have a good rapport with the students. Also, they all agreed that teachers are the ones who are responsible for engaging students into English learning. They pointed out that teachers should not always follow the syllabus or curriculum. By using their management skills, they should take initiatives and make changes on the program, and find different activities specially speaking in order to have more enjoyable classes. They do not want to study grammar only, and get ready for the exam.The following quotations illustrate the point better:

'Teachers play an important role; however,lessons should be more enjoyable. We only get ready for the exams .Instead of studying grammar; I prefer having more speaking activities which make the lessons more enjoyable'(Aykut, personal communication, April 18,2015*).*

'Teachers have a very important role during the learning process.They should give   more activities, and pay more attention to us'(Tuba, personal communication April 19,2015*).*

'I am fond of student-centered education. Instead of studying grammar, they should focus on speaking, make us use the language'(Ali, personal communication April 19,2015*).*

54

The responses show a critical need of learners to develop their speaking skills through teachers' scaffolding. The learners' awareness about the role of teachers in developing autonomous learning skills need to be considered carefully.

4.3.2 Findings about the role of a learner in learning English. The second question aimed to exploit the students' awareness on their responsibilities as a learner. The answers revealed that they take on the learning responsibility: they are all aware of the responsibilities that they need to do while learning English. The quotations taken from the participants clarify the point:

*'If a student wants to learn English,he is the only responsible for its own learning. Unless we do want to learn anything, teacher cannot help us. Students should also incite teachers to teach' (*Altar, personal communication, April 16, 2015*).*

'Learning English needs so much patience so students should be enthusiastic about learning it, otherwise our teachers cannot help us. Therefore, we cannot learn(Sevim,personal communication, April 16, 2015).

According to them, listening to the teacher, studying regularly and doing their homework on time, and participating in the lesson are their basic responsibilities. To demonstrate the point,the below quotation is given:

'I think listening to the teacher and doing what she wants are our responsibilities. These will be enough to be successful'(Eren, personal communication,April 17,2015).

Some of them also expressed that getting a passing grade from the tests, practicing the language outside of the classroom like using English on social websites. To prove these points, the below quotations are given:

' Students should study hard to pass their exams'(Ayşe, personal communication April 17,2015).

'I think students should practice the language outside of the classroom, and also using English on Facebook is beneficial (Mert, personal communication, April 17,2015).

The answers revealed that students are quiet aware of their responsibilities. They believe that teachers cannot help them unless they have the will. However, it can be concluded that the students are still teacher-centered. Most of them supported this by saying 'doing what the teacher says' and they think that doing what their teachers ask them to do as their primary duty .These answers showed that they are not ready for autonomous learning.

4.2.3Findings about the use of specific strategies that y while learning English. This question aimed to see whether students use any specific strategies or not. The responses can be interpreted as an indicator of students' autonomy. Most of them stated watching movies with subtitles, and listening to music with English lyrics, and reading books in the target language. They added that they preferred writing while studying English. The following quotations from four participants explain this point:

*'I write the unknown words while I am studying, so I do not forget them easily'(*Buse,personal communication,April 17,2015).

*'I study by writing the things covered in the class. I read books, and write the unknown words' (*İlayda,personal communication,April 18,2015*).*

*'Watching movies, listening to English music, learning the words by writing, reading English books.' (*Asya, personal communication ,April 18,2015).

*'Watching English TV series and talking to foreigners'(*Emir,personal communication April 18,2015*).*

Some of them also highlighted the importance of going abroad, and practicing the language with native speakers, and using English on Facebook, Instagram, and someother social websites. One of the students also talked about using some electronic devices and applications in English.

4.3.4 Findings about the most important points in learning a foreign language. In an attempt to find the students' views on key points of learning English, students were asked the most important points of learning foreign language.Students' answers were quite the same with the third question. Most of them think that it is essential to practice the target language, and to use it in daily life. Moreover, one student mentioned spending some time in countries where the target language is spoken is a must.To explain the point,the following quotations derived from the students' answers are given:

*'Doing much practice, going to the country where the language is spoken and staying there at least 3 months.' (*Emin,personal communication, April 18,2015*).*

*'The most important point in learning foreign language is practicing the language.' (*Bersem,personal communication April 18,2015*).*

'Doing a lot of practicing'(Kemal,personal communication, April 18,2015*).*

'Practicing, speaking with someone at least 1 hour every day' (Cemil, personal communication, April 20,2015*).*

*'Practicing, especially face to face conversations are essential' (*Alperen,personal communication,April 20,2015*).*

Some of them also said that studying regularly, being enthusiastic about learning English, and seeing it as a hobby are the key factors of learning English. They think that unless they have the will to learn the language, they will not learn it. They also highlighted the significance of studying regularly, especially grammar, and learning new words, and improving the vocabulary. The following quotations are mentioned by the students:

'Focusing on the subject, studying regularly, vocabulary knowledge, practicing'(Cansu,personal communication,April 20,2015*).*

'Improving the vocabulary knowledge'(Gül,personal communication, April 21, 2015).

*'Learning the grammar subjects well, and developing the vocabulary, and understanding the pronunciations'(*Sena,personal communication, April 21,2015*).*

'The most important point in learning English is having the will'(Ceren,personal communication,April 21, 2015).

To sum up, taking the points into account,the obtained results indicated that the participants are motivated. However, as they self-report, their sense of responsibility is low. They do not seem to be taking responsibility for their own learning. Their being autonomous and their performance of out-of-class activities in learning English are in a moderate pace. In short, they do not fully see themselves as being in charge of their own learning. The self-reported views of learners are confirmed by the quantitative findings where they show low understanding and awareness towards learner autonomy.

Chapter 5: Discussion and Conclusion

5.1 Discussion of Findings for Research Questions

The purpose of the study was to investigate the level of motivation, level of autonomy, responsibility perception, and out-of-class performance of English prep students at two non-profit foundation universities in İstanbul with regard to students' gender, proficiency level, and fields of study. This study also aimed to find whether or not there is a correlation between their motivation level, autonomy level, out-of-class activity performance, and responsibility perception. This chapter shows the conclusion of the results and the implications for the further studies.

5.1.2 Discussion of findings of research question 1: The students' motivation degree in learning English at two non-profit private universities. The first research question attempted to explore the students' motivation level in learning English. The data for this question collected from Section 2 of the online questionnaire. In general terms, the participants are highly motivated in learning English. The findings are also parallel with Tayar (2003) and Koçak (2003) studies which revealed that students are motivated and ready for autonomous learning.

In this regard, in terms of motivation, the findings present that the participants seem to be ready for autonomous learning. Based on the students' answers, the results suggest that students seem to survive if they are guided directly for autonomous learning. Dickinson(1995) suggests that there is a substantial link between autonomy and motivation. Also, motivation is one of the components of autonomy and plays a key role in autonomous learning (Balçıkanlı,2006). Chan and Humphreys (2002) study also showed that motivation is a key factor in promoting learner autonomy in classes. Another study carried out by Chan (2001) indicates to what extent learners are ready to learn autonomously. It is, therefore, clear that teachers can try to motivate students before ensuring autonomous learning. To wrap up, these studies also highlighted the importance of motivation as a transition for autonomous learning.

However, in this study, almost every student strongly wishes to learn English easily without going to school. This answer reveals that participants want to learn English, but they do not want to go to school. This might be because of students' intensive study obliging them to go to school five days a week and most of them have to commute to their schools. They spend many hours to get to school. Due to these, they get bored and tired easily. The administrators, teachers, curriculum designers should take these points into consideration, and arrange their schedules, syllabi and activities accordingly.

Additionally, the majority of the students believe that if they speak English, they will get a good job and make good money. This answer presents that students are instrumentally motivated. They are aware of the importance of English in professional life.

Besides, students are willing to take part actively in English classes as most of them like activities which allow them to participate actively.

As discussed in the above overviews, motivation is one of the important components of learner autonomy. It can be concluded that motivation is a need for autonomous learning. It might be difficult to set up autonomous learning without motivated students.

5.1.3 Discussion of findings of research question 2: The differences between the students' motivation degree concerning their gender, proficiency level, and majors. The second research question aimed to assess whether or not there is any relationship between the participants' gender, level of proficiency, and field of study. The results revealed that there was no significant difference between the participants' level of motivation with regard to their gender. Both of them held the same level of motivation. The findings were similar to Bacon(2002) in that he also could not find any significant differences between the genders. It can be concluded that gender and motivation level cannot be correlated. It can be concluded that gender does not affect the motivation level.

Also, no other differences were found in terms of the participants' proficiency level and field of study. Although there were repeating students who were familiar with the proficiency test and C level students were relatively more experienced in learning English practices than the rest of the students, no significant results were obtained.

5.1.4 Discussion of findings of research question 3: The students' autonomy degree. The obtained data for the second question was to explore how autonomous the participants are when they are learning English. The questions in Section 3 in the questionnaire and all the interview questions measure the level of autonomy of the participants. Dafei (2007) claimed that autonomous learners learn more fruitfully than non-autonomous learners.

The obtained data shows how the participants organize learning, how they organize time while learning English. The findings also displayed their self-evaluation, self-monitoring during their learning process. The level of their autonomy is a bit above the average. The great majority of the participants are aware that they will learn better when they try to understand the reasons for their mistakes they have done in English. As Wenden (1991) stated that autonomous learners are the ones who develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply. The participants hold this feature. Yet, a great number of the students do not spare some time to prepare before every English lesson. This might be because of the loaded programme they are registered to. This might be also related to their unwillingness to come to school as mentioned in the former question. It can be concluded that students are motivated, at some degree they are autonomous, but they are not willing to take actions. The level of autonomy was also researched by Gültekin and Karababa (2010) with Ankara University students, and their autonomy level was not high, too. Culture plays an important role in autonomous learning. It can be said that Western societies are more independent than non-Western societies. Chan (2001) stated that in China, Japan, Turkey, the education systems are   examination-oriented and highly competitive. Teacher should consider these especially students' background while promoting learner autonomy.

It can be said that based on the gathered data teachers need to train students for autonomous learning but taking some cultural factors into consideration in the process of promoting learner autonomy.

5.1.5 Discussion of findings of research question 4: The relationship between the students' autonomy degree with regard to their gender, proficiency level, and majors. The findings displayed that there was a difference between the female and male students interms of their autonomy level. Female students are more autonomous than male students. Astudy conducted by Koçak (2003) revealed that female students were more autonomous thanmale students. Zhao and Chen (2014) conducted a study on learner autonomy, and they alsocame up with differences in terms of gender. Female students were more autonomous thanmale students. However, Nematipour (2012) could not find an important relationshipbetween learning autonomy and gender.

It can be concluded that the autonomy level of the students might differ with regard to theirgender. It might arise from the way that females are raised in Turkish context. Parentsespecially overprotect their sons, and direct them a lot. However, female students are notdirected as much by their parents as culturally sons are more important than daughtersespecially in the east. Jones (1995) believed that cultural values are important in autonomouslearning. Therefore, females can study more purposely than males which leads them to bemore autonomous. They also have stronger competence in language, so they can find theirown path while learning English.

To conclude, teachers should take gender differences into account when designingautonomous learning in the class.

In terms of proficiency level and major, no differences were found. This might be because thegreat majority of the students come from the same type of high schools, and have similarbackgrounds. They nearly scored similar scores on the student placement test. No correlationwas found between the major and proficiency level. This might also be related to the numberof students participated in the survey. If there were more students from C level, a differencecould have been found.

5.1.6 Discussion of findings of research question 5: The students' perception of theirresponsibilities in learning English. The following question attempted to find how the learners perceive their own responsibilitiesand their teachers' responsibilities in learning English. Section 4 was designed to collect datafor responsibility perception of the participants in the Preparatory Programme. Schwarts (1976)stated that autonomy is the skill to accept responsibility for one's own affair. The gathereddata revealed that the participants do not want to take on responsibility for their learning.

In order to be autonomous learner, one should have a sense of responsibility. As Benson and Voller (1997) claimed that autonomy can be utilized for the exercise of learners'responsibility for their own learning and for the right of learners to decide the direction oftheir own learning. The findings revealed that students' sense of responsibility is low: they donot feel ready to take on their learning responsibility. They see the teacher as the realauthority in the classroom, like in traditional classroom settings, and also the decision makerduring the learning process. Based on the data gathered from the interviews, most studentsthink that teachers are the source of information, and their primary role is to teach the lessonand make students do a lot of activitiesand repeat the unclear parts again and again. These findings also revealed that they were not ready to take on their learning responsibility. Almostall of the students did not want to choose the materials for their own learning. This must be because they were taught in traditional classrooms, and also because of their preparation for the university entrance exam. However, nearly half of them wanted to decide what to learn outside the English lesson.

To be an autonomous learner, Little (1991) described the autonomous learners as thedeterminants of the objectives, evaluating the learning and defining the contents of learning.Another similar study was conducted by Yıldırım (2005) with department students at a stateuniversity who were in their 1st and 4th year. They felt ready for taking on responsibility fortheir own learning. This is probably because they would start working next year and students'awareness rises when they get older and so does their self-confidence. The English PreparatoryProgram students' are aware of their responsibilities but they do not fulfill their responsibilities. This might be because they do not have any study habits. They are for the first time exposed to this kind of

intensive program. Moreover, they were trained traditionally before. Most of the students do not like English, they quickly want to move to their faculties. Unfortunately, English Preparatory Programmes are seen as a transition from highschool to faculties.

These findings are in accordance with Chan, Spratt and Humphreys (2002) result who conducted a study in Hong Kong. The findings revealed that students have definite views about the teachers' roles and their own responsibilities. They saw the teacher as the real authority, and decision maker, too. This might be also because of the Asian culture and beliefs.Benson and Voller (1997) believed that when the learner accepts his responsibility for his own learning, this will lead to the growth of learner autonomy.

5.1.6 Discussion of findings of research question 6: The differences in the learners' perception of their own responsibility in terms of their gender, proficiency level, and majors.The sixth question aimed to find out the perception differences of the participants own responsibility with regard to their gender, proficiency level and majors. According to the obtained data, students showed no difference with regard to their gender, proficiency level and majors. The gender, the proficiency level and majors did not have effects on their perception of responsibility. As most of the participants studied at similar types of schools, taught in the similar way, no differences were considered. The data collected from different levels of the students' interviews also showed that the students were taught traditionally at their former schools. They were not willing to take part in choosing the materials and evaluating the English course. They thought that their primary duty is to study English regularly, get good marks from the tests, and listen to their teachers.

To sum up, according to the obtained data, it would be better for teachers to train the students for autonomous learning. Being an autonomous learner and takingon the responsibility might also affect their future academic life and character, too.

5.1.7Discussion of findings of research question 7: Learners' frequencyof performing out-of-class activities in learning English. The seventh question aimed to seek how much students perform out-of-class activities in learning English. Section five from the questionnaire and question number two and three in the interviews were asked indirectly to explore whether or not they do some activities in English. Watching

English movies or TV programmes was scored high by most of the students. These results are parallel with the interview results. Most of them said listening to music, and watching movies with/without subtitles, memorizing new words and talking to foreigners were their favorite out-of-class activities in learning English. The same results were gathered from Spratt, Chan and Humphreys's (2002) study which was conducted at Hong Kong Polytechnic University. Reading some other studies it can be concluded that students like watching English movies, listening to English songs and chatting to foreigners, surfing on the world pages are students' most highly rated activities.

It can be concluded that teachers and curriculum designers should take these points into consideration while they are designing their lessons and syllabus. Although listening to songs and watching movies are common in EFL, unfortunately,English Preparatory Programme teachers cannot do these activities much as they generally rush to cover the syllabus and the book. The curriculum designers and teachers might change or skip the activities in order to make students enjoy the class and thus, students will probably a feel sense of achievement. This will probably lead to more autonomous and self-confident individuals.

5.1.8 Discussion of findings of research question 8: The differences in the learners' performing of out-of-class activities in support of their English concerning gender, proficiency level and majors. The question aimed to investigate whether or not there are differences in students' performing. The findings were analyzed with regard to their gender and there was no difference. As mentioned in the previous part, almost all students like watching English movies and TV series, and listening to English songs, and using social media in English. It can be said that these activities are very become very popular among the teenagers due to the globalization and advanced technology. Therefore, it is expected to reach this result. It can be concluded that based on the gathered data performing out-of-class activities and gender cannot be correlated. However, most female students indicated in the interviews that they mostly write the things they learn in the classroom. Compared to male students, females tend to write more**.**

Besides, there were not any big statistical differences regarding the participants' proficiency level and majors. This might be because the majority of participants were from A and B level. 38 students participated from C level. Students who can use the language efficiently are more likely to perform outside class activities. However, no significant differences were gathered from the interviews, too. Yet, it is known that students tend to do more activities out of the school when they are able to use the language well. In terms of their fields of study, no correlation was found both in the questionnaire and the interviews.

5.1.9 Discussion of findings of research question 9: The differences between the students' degree of motivation, degree of autonomy and responsibility perception, and their performing out-of-class activities in support of their English. The last question of this study aimed to find out whether or not there is a correlation between the students' level of motivation, level of autonomy, responsibility perception and performing in English out of the classroom.

When the findings were analyzed, it is found that there was a positive correlation between motivation and autonomy. This correlation is at medium level. Thus, it can be concluded that if the participants become highly motivated, there will be slight increase in their autonomy level. Motivation is an important factor for autonomous learning and there is a strong correlation between them. It can be said that the more motivated they are the more autonomous they will be. As Balçıkanlı (2003) put forward, motivation is a key factor in autonomous learning. Teachers play an important role in motivating the students. They can make them aware of their abilities and make them believe that they can overcome this process. If the students agree with themselves, and believe that they are capable of learning and speaking English, students will probably become more motivated and have high self-confidence. After some time, they may begin to set their goals.

In addition, a positive correlation was found between motivation and performing out-of-class activities in English. Yet, this relationship is a weak and low. The results indicated that significant increase in motivation can lead to a low increase in students'

out-of-class activities in English. It can be concluded that motivation does not greatly affect their out-of class activities.

Another positive correlation was found between autonomy and performing out-of-class activities. This correlation was at a medium degree. It can be said that autonomous learners continue their learning outside the school. As autonomous learners are the ones who are in charge of their own learning, this result supports this idea.

5.2. Practical Implications

This study has both empirical and practical implications for learning and English programme design and evaluation. The findings of this study enabled the teachers of the institutions understand their students' motivation level, autonomy level, how responsible they are for their learning, to what extent they give responsibility to them, what kind of activities the participants perform out-of-class for learning English. For EFL, this present study also showed how students were trained in a teacher-centered approach before and what action plans should be taken to change this mindset.

The study also indicated that students are motivated which is essential for autonomous learning. Chan (2001) claims that there is evidence in research studies to support the claim that increasing the level of learner control will increase the level of self-determination, thereby increasing overall motivation in the development of learner autonomy. Therefore, we can say that teachers need to not only teach English but also encourage their students to take ownership of their own learning, boost their self-confidence, like a life coach. In addition, families are also responsible for motivating their children. It would be helpful to contact and discuss with families how learners' responsibility and independent learning experiences can be developed as this will affect their whole life. Winch (1999) believed that if education in any society is about the preparation of children for life and adults need to be more independent than children. In this sense, being an autonomous learner can be their personality trait for their own benefit.

5.3.Recommendation for Further Research

This study has several recommendations for further research. First of all, this study did not include teachers. Therefore, other researchers could add teachers into this kind of study and a questionnaire can be given to them, and also the questionnaire can be supported by interviews. Also, some classroom observations can be done to observe both teachers and students to have a clearer picture of the students' autonomous behaviors and document them. Such a documentation of in-class learner behaviors can provide researchers with an alternative way of learner autonomy concept. The observation based records can also lead to insight into teacher behaviors, which might be impeding or encouraging autonomous learner behaviors.

5.4 Conclusions

The result of the study revealed that students are motivated, their autonomy level is not high, and they have low sense of responsibility, they are teacher dependent, and do not perform out-of-class activities much. Firstly,teachers should be trained on how they can promote sense of learner autonomy. They are the ones who are responsible for creating autonomous learning and setting. They are the ones who should create an autonomous learning environment and finding activities like giving them a case and ask them to come up with a solution, and also which will enable them to make a decision. Some responsibilities should be given to the learners like evaluation, assessing their learning, managing their pace, timing themselves.

Secondly, curriculum designers should review the course objectives. They might make some changes in the way they assign roles to students. Some individual projects might be assigned and their work process should be monitored, and according to the students' reactions some changes could be made and thus more projects, portfolios,and tasks can be assigned to the learners in order to raise their autonomy level, thus enabling active, self-directed learning process.

Findings show that teachers take on most of the responsibilities. In the light of these findings, a training program on autonomous learning is recommended to be put in the curriculum and both students and teachers should be trained on the importance of

the necessity of autonomy and independence in the long term and effective language learning.

REFERENCES

Aoki, N. (2000). *Aspectsofteacherautonomy: Capacity, freedom and responsibility*. Paper presented at 2000 Hong Kong University of Science and Technology Language CentreConference, Hong Kong.

Balçıkanlı,C. (2006). *Promoting learner autonomy through activities at Gazi University Preparatory School*. (Unpublished master's thesis).Gazi University,Ankara,Turkey.

Balçıkanlı,C. (2010). *Learner autonomy In language learning:* Student teachers' beliefs.*Australian Magazine,35*(1),1-15.

Benson, P. ,& Voller, P. (1997). *Autonomy and independence in language learning*.London:Longman.

Benson,P.(2001). *Teaching and researching autonomy in language learning.*EnglandPearson Education Limited.

Bren,M.P.,& Mann,S. (1997). *Shootingarrows at the sun: Perspective on a pedagogy for autonomy*. In P.Benson & P.Voller (Eds),Autonomyandindependenceinlanguagelearning.London:Longman.

Borg,Simon (2014*). Learner autonomy: English language teachers' beliefs and practices.12* (07).11-20.

Boud,D. (1998). *Developingstudent autonomy in language learning*. New York: Kogan Page.

Brajcich,J.(2000*). Encouraging learner autonomy in your classes. The language teacher*online.Retrieved August 2, 2006, From http://www.jaltpublications.org/tlt/articles/2000/03/brajcich-

Camileri,G.(1997). *LearnerAutonomy:Theteachers' view.August* 23,2005.Graz,Australia

Chan,V.(2001). *Readiness for learner autonomy:*What do our learners tell us?Teaching in higher education, *6*(*4*),505-518.

Chan,V. (2001b*). Learning Autonomously: the learners' perspectives*.Journal of Further andHigher Education,*25*,(3),1-10.

Chan,V., Spratt,M. & Humphreys,G. (2002). *Autonomous language learning: Hong Kong tertiary students' attitudes and behaviours.*Evaluation and Research in Education.*16* (1),35-47.

Chan,V. (2003). *Autonomous language learning: the teachers' perspectives.*Teaching in Higher Education,*8* (1),33-54.

Creswell,J.(1994). *Research design:Qualitative and quantitative approaches*.London:Sage.

Dafei,D. (2007). *An exploration of the relationship between learnerautonomy and English proficiency.*Asian EFL journal,professional teaching articles. Retrieved on January 28, 2012 from <www.asian-efl-journal.com/pta_Nov_07_dd.pdf>1-5.

Dam,L.(1990*). Learner Autonomy in Practice:* An experiment in learning and teaching. Autonomy in language learning. (102).I. Gathercole (Ed).Great Britain.

Dam, L.R., Eriksson D., Little J. ,Miliander,T. Trebbi.(1990). '*Towards a definition of autonomy'in T. Trebbi (ed.).Third Nordic Workshop on Developing Autonomous Learning in the FL Classroom.Bergen:* University of Bergen,Warwick.

Dam,L.(1995).*Learner autonomy 3: From theory to classroom practice*.Dublin:Authentik Ltd.

Deci,E.I.&Ryan,R.M. (1985). *Intrinsic motivation and self-determination human behaviour*.New York:Plemum.

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

Dickinson,L. (1992). *Learner autonomy 2: Learner training for languagelearning*.Dublin:Authentic.

Dicksinson,L.(1993). *Talking shop: Aspects of autonomous learning,*An interview withLeslie Dickson.ELT Journal,*47*(1) 330-341.

Dicksinson,L. (1993). *Talking shop: Aspects of autonomous learning.ELT Journal,*October 47.(*4*),39-56.

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

Duong,TM,& Seepho,S. (2014). *Promoting learner autonomy: a qualitative study on EFL teachers' perceptions and their teaching practices.* Proceedings of the Int. Conf.: DRAL 2 / ILA 2014,129-137.

Ehrman, M. E.& Doörnyei, Z. (1998). *Interpersonal dynamics in second languageeducation: The visible and invisible classroom.* Thousand Oaks, CA: Sage.

Ellis, R.(1985). *Understanding second language acquisition.* Oxford: Oxford Press.

Guba,E.G.,& Lincoln,Y.S.(1994). *Competing paradigms in qualitative research.*

Denzin &Y.S. Lincoln (Eds.), *Handbook of qualitative research (*pp.105-117). Thousand Oaks,CA:Sage.

Gültekin, İ. & Karababa, Z.C. (2010). *Therelation between the autonomy level and the learning styles of English language learners.* Ankara UniversityTurkey. *EABR & ETLC* Conference Proceedings Dublin, Ireland.

Holec, H. (1979). *Autonomieet apprentissage des langues etrangeres*. Strasbourg: Hatier.

Holec, H. (1981). *Autonomyin foreign language learning.*Oxford: Pergamon.

Holec, H. (1988). *Autonomy and self-directed learning: Present fields of application.* Strasbourg: Council of Europe.

Holmes, J. L.&Ramos, R. (1991). *Talking about learning: establishing a framework for discussing and changing learning processes.* In James, C. and Garrett, P. (eds.). Language Awareness in the Classroom. 1991: 198-212).

Jacome,E.Picon.((2012). *Promoting learner autonomy through teacher-student partnership assessment in an American high school: A cycle of action research*, Universidad de Antioquia, Colombia, Vol 14, No 2.

Jiao, L. (2005). *Promoting EFL learner autonomy.* Sino-US English Teaching, 17, 27-30.

Lindley,R. (1986). *Autonomy: issues in political theory.* Hong Kong: Macmillan Education Ltd.

Koçak, A. (2003). *A studyon learners' readiness for autonomous learning of English as aforeign language*. Unpublished Master Thesis, METU, Ankara, Turkey.

Kohonen, V. (1992). *Experiential language learning: Second language learning as cooperative   learner education. Collaborative language learning and teaching.* D.Nunan (Ed), (14-39). Cambridge University Press.

Knowles, M. S. (1975)*. Self-directed learning.* New York: Association Pres.Lindley, R. (1986). *Autonomy: Issues in political theory.* Hong Kong: Macmillan Education Ltd.

Little,D.(1991).   *Learnerautonomy:definitions,issues   and problems*.Dublin:AuthenticLimited**.**

Little,D.(1991).*Autonomy in language learning*.I.Gathercole (Ed),(7-15).London,CILT.(pp:3).

Little, D. (2003). *Learner autonomy and public examinations. Learner autonomy in foreign language classrooms: Teacher,learner,curriculum and assessment.*(p.223-236).

Littlewood,W.(1996).Autonomy:An autonomy and a framework.System,24 (*4*),427-435.blin:Authentik.

Littlejohn, A. P. (1983). *Increasing learner involvement in course management*. *TESOL Quarterly*, 17(4), 595-607.

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

Marton,F&Saljo,R.(1976).*The British psychological society.On qualitative differences in learning - 1:outcome and process,*British Journal of Educational Psychology, 46(1), 4-11.

McCombs, B.(2011). *Developing responsible and autonomous learners: A key to motivating students.*American Psychological Association,http://www.apa.org/education/k12/learners.asp

Mineishi,M. (2010). *East Asian EFL learners' autonomous learning, learner perception on autonomy and portfolio development:In the case of educational contexts in Japan.* 3(*17*) 1-8.

Naiman, N. (1978). The good language learner. Toronto: Ontario Institute for Studies in Education.

Nematipour,M. (2012). *A study of Iranian EFL learners' autonomy level and its relationship with learning style.* 1(*1)* 126-136.

Winch,C. (1999). Autonomy as an educational aim. The aims of education. R. Marples (Ed),(74-85).USA and Canada,Routledge.

Opalka,B. (2001). *Reflective learning in the autonomous classroom.* Retrieved on September,23,2006. http://www.iatefl.org.pl/tdal/n9reflective.htm.

Özdere,M. (2005). *State-supported provincial university English language instructors' attitudes towards learner autonomy.*(Unpublished master's thesis). Bilkent University. The Institute of Economics and Social Sciences. The Department of teaching English as a foreign language.

Reinders,H.(2000). *Do it yourself? A learner's perspective on learner autonomy and self-access language learning.*(Unpublished master's thesis).Groningen:University of Groningen,London,England.

Rubin, J. and Thompson, I. (1982*). How to be a more successful language learner.* Boston: Heinle and Heinle.

Scharle,A.&Szabo,A. (2000). *Learnerautonomy:A guide to developing learner responsibility.*Cambridge.Cambridge University Press.

Swarbrick, A.(1994). *Teaching modern languages.* New York, NY: Routledge.

Schwartz, B. (2000). *The tyranny of freedom. American Psychologist*, 55(1), 79-88.

Tayar,A.B. (2003). *A survey on learner autonomy and motivation in ESP in a Turkish context.*Unpublished Master's thesis. Uludağ University, Institute of Social Sciences,Department of English Language Teaching.

Tanyeli&Kuter (2013). *Examining Learner Autonomy in Foreign Language Learning and Instruction. Eurasian journal of educational research ,Eastern Mediteranean University,Cyprus,Anı Publishing house,*eğitim araştırmaları,53/A,19-36.

Tudor, I. (1993). *Teacher roles in the learner-centered classroom.ELT Journal*,47 (1),23-24.

Usuki,M.(2001).*From the learners' perspectives: The needs for awareness-raising towards autonomy and roles of the teachers.Japan,Tokyo.*

Üstünlüoğlu, E. (2009). *Autonomy in language learning: Do students take responsibility for their learning. Journal of theory and practice in education*, 5,2. 148-169.

Wenden,A. (1991). *Learner strategies for learner autonomy: Planning and implementinglearner training for language learners*.UK: Prentice Hall International.

Winch,C. (1999). *Autonomyas an educational aim. The aims of education.* R. Marples (Ed), 74-8.USA and Canada,Routledge.

Williams, M.&Burden, R.M.(1997). *Psychologyfor language teachers: a social constructivist approach.* Cambridge: Cambridge University Press.

Wright, T. (1991).The roles of teachers and learners. Oxford University Press,17.

Yan,S. (2012). *Teachers' roles in autonomous learning,* School of foreign languages,Lanzhou University of Technology, Lanzhou, China,3*(2)*.127-135

Yıldırım,Ö. (2012*). A study on a group of Indian English as a second language learners' perceptions of autonomous learning*,Anadolu University,İstanbul.*3(*2)1-12.

Zhao& Chen (2014). *Correlation between learning motivation and learner autonomy for non-English majors*. Hubei Polytechnic University. *12*(*3*)1-6.

Zdanyte,I.& Rinkeviciene J. (2002). *Raising students'awareness in language learning.* Kalbu Studijos,Kaunas University of Techonology,1648-2824 (*3*)1-5.

Zhuang, J. (2010). *The changing role of teachers in the development of learner autonomy-based on a survey of "English Dorm Activity"*, 1,(5)591-595.

ÖĞRENCİANKETİ

Bu anket okulumuzdaki öğrencilerin İngilizce'ye yönelik duygu ve düşüncelerini, İngilizce öğrenirken kullandıkları stratejileri, İngilizce öğrenirken üstlendikleri sorumlulukları ve ders dışındaki İngilizce faaliyetlerine katılımlarını anlamak için araştırma aracı olarak hazırlanmıştır. Vereceğiniz doğru cevaplar ile elde edilen bilgiler okulumuzdaki İngilizce öğretim etkinliklerine verimli bir şekilde yansıyacaktır. Bu nedenle her bir soruya dikkatle okuyarak eksiksik yanıtlama özen gösteriniz. Ankete verdiğiniz bilgiler araştırmacı tarafından kesinlikle gizli tutulacaktır. Yardımlarınız için çok teşekkür ederim.

BÖLÜM 1

Bu bölümde kişisel bilgiler içeren bir dizi soru vardır. Lütfen her birini dikkatle okuyaraksize en uygun gelen yanıtı yuvarlak içine alınız, ya da boşlukları doldurunuz.

1. Cinsiyetiniz : a) Kadın b) Erkek

2. İngilizce Hazırlık Okulu'nda hangi kur'a devam etmektesiniz?

   a) A b) B   c) C

3. Kayıtlı olduğunuz bölüm,lütfen belirtiniz: …………………………..

4. Hangi orta öğretim kurumundan mezun oldunuz?

   a) Genel lise

   b) Yabancıdilde öğretim yapan özel lise

   c) Anadolu Lisesi

   d) Süper lise

   e) Meslek lisesi

   f) Diğer, lütfen belirtiniz : ....

5. Bahçeşehir Üniversitesi'ne başlamadan önce kaç yıl İngilizce dersi aldınız?

   a) Hiç

   b) 1-3 yıl

   c) 4-6 yıl

   d) 7 veya daha çok

6. Burslu musunuz?

   a) Evet b) Hayır

7. Babanızın eğitim düzeyi nedir?

   a) Y. Lisans/Doktora

   b) Üniversite

   c) Lise

   d) Ortaokul

   e) İlkokul

   f)Okuryazar değil

8. Annenizin eğitim düzeyi nedir?

   a) Y. Lisans/Doktora

   b) Üniversite

   c) Lise

   d) Ortaokul

   e) İlkokul

   f) Okuryazar değil

9. Aileniz nerede yaşıyor?

   a) İl (lütfen belirtiniz ....)

   b) Kasaba

c) Köy

10. İngilizce ders çalışmaya ve ödevlere her gün ortalama ne kadar vakit ayırıyorsunuz?

a) Hemen hemen hiç

b) 1 saat ve daha az

c) 2-3 saat

d) 4-5 saat

e) 6 saat ve daha fazla

BÖLÜM 2

Aşağıda İngilizce öğrenmeye yönelik ifadeler vardır. Lütfen ifadelerin her birini dikkatle okuyarak size en uygun gelen seçeneğe (X) koyunuz.

	Kesinlikle Katılıyorum 6	Katılıyorum 5	Katılma eğilimindeyim 4	Katılmama eğilimindeyim 3	Katılmıyorum 2	Kesinlikle Katılmıyorum 1
11.İngilizce Öğrenmek benim için zevklidir.						
12.Keşke İngilizceyi okula gitmeden daha kolay bir şekilde öğrenebilsem.						
13. İngilizceyi öğrenebilmek için elimden gelenin en iyisini yapmaya çalışıyorum.						
14. Mümkün olduğu müddetçe İngilizce öğrenmeye devam etmek istiyorum						
15.İngilizce dersinde bireysel çalışmayı tercih ederim						
16.İngilzce dersindeki grup çalışmaları verimlidir.						
17. İngilizce dersinde ikili gruplar halinde çalışmayı severim						
18.Eğer İngilizce dersinde başarılı olursam,bu benim çok çaba sarf etmem sayesinde olacaktır.						
19. Eğer İngilizce dersinde başarısız olursam,bu İngilizce Öğretmen'inin eksikliğinden kaynaklanacaktır.						
20. İngilizce dersinde aktif katılımımı sağlayan aktiveteler hoşuma gider.						
21. İngilizce dersinde daha çok kouşan öğretmen olmalıdır						

22.İngilizce dersinde başarılı olacağıma inanıyorum.					
23.İngilizce dersinde en iyi olmak istiyorum.					
24.Eğer İngilizce'yi daha iyi öğrenirsem daha iyi ve daha kazançlı bir iş bulabileceğim.					
25. İngilizce dersinde çok konuşan öğretmen olmalıdır.					
26.İngilizce dersinde konuşmak zorunda kaldığımda kendimi rahat hissetmiyorum.					
27.İngilizce sınavlarında başarılı olamayacağımdan korkuyorum					
28.İngilizce dersine kolay konsantre olamam.					
29. İngilizce dersinde öğretmen öğrencileri derse katkıda bulunmaya teşvik etmelidir.					

BÖLÜM 3

Bu bölümde İngilizce öğrenmeye yönelik stratejik (taktikleri) içeren bir dizi cümle vardır. Lütfen her bir ifadeyi dikkatle okuyarak size en uygun gelen seçeneği (x) işareti koyunuz.

	Kesinlikle Katılıyorum 6	Katılıyorum 5	Katılma eğilimindeyim 4	Katılmama eğilimindeyim 3	Katılmıyorum 2	Kesinlikle Katılmıyorum 1
30. Yeni bir dilbigisi kuralı öğrenirken,bunun öğrendiğim kurallarla bağlantısını düşünürüm.						
31.İngilizce dersine çalışırken en önemli noktaları seçerek özet ,tablo ya da şema çıkarırım.						
32.Bir sözcücüğün anlamını, o sözcüğü anlayabildiğim parçalara ayırarak bulmaya çalışırım.						
33.Yeni öğrendiğim İngilizce kelimeleri kolayca hatırlamak için cümlede kullanırım.						
34.İngilizce öğrenirken gelişimimi sürekli değerlendirmeye çalışırım						
35.İngilizce sınavıma çalışırken hangi yapıları ve ifadeleri iyi anlamadığımı saptamaya çalışırım.						

	Her zaman 5	Sık Sık 4	Bazen 3	Nadiren 2	Asla 1
36.İngilizcede yaptığım hataların sebeplerini anlamaya çalıştığımda daha iyi öğrenirim.					
37. Her İngilizce dersinden önce derse hazırlanmak için vakit ayırırım.					

BÖLÜM 4

Bu bölümde ders dışında İngilizce öğrenmeye yönelik etkinlikleri içeren bir dizi cümle vardır. Lütfen her bir etkinliği hangi sıklıkta yaptığınızı size en uygun gelen seçeneğe (x) işareti koyarak belirtiniz.

	Her zaman 5	Sık Sık 4	Bazen 3	Nadiren 2	Asla 1
38. Ödev olmasa da dilgilgisi (grammar) alıştırmaları yaparım.					
39. Zorunlu olmayan ödevleri yaparım.					
40. İngilizce yeni kelimeler öğrenmeye çalışırım.					
41.Internet'te İngilizce'mi kullanırım. (sohbet,araştırma,vs.için)					
42.İngilizce film ya da TV programları seyrederim					
43. İngilizce yazılı materyaller okurum. (magazin,kitap,gazete gibi)					
44. Yabancılarla İngilizce konuşurum					
45.İngilizce şarkılar dinlerim.					

BÖLÜM 5

Bu bölümde İngilizce dersleri ile ilgili bazı sorumluluklar verilmiştir. Lütfen ifadeleri dikkatle okuyarak her bir sorumluluğun kime ait olduğunu "Tamamen Benim", "Tamamen Öğretim Elemanı'nın" veya "Kısmen Benim Kısmen Öğretim Elemanı'nın" yanındaki uygunseçeneklere (X) işareti koyarak belirtiniz. Lütfen her soruda yalnızca 1 işaretleme yapınız.

Sorumluluk	Tamamen öğretim elemanı'nın 1	Kısmen benim kısmen öğretim elemanı'nın 2	Tamamen benim 3
46. İngilizce olan ilgimi artırmak			
47.İngilizce öğrenmedeki zayıf ve güçlü yönlerimi tespit etmek			
48.İngilizce dersinin amaçlarına karar vermek			
49. Bir sonraki İngilizce dersinde ne öğreneleceğine karar vermek			
50. İngilizce dersinde kullanılacak aktiviteleri seçmek			
51. Her aktivitenin ne kadar sürede tamamlanacağına karar vermek			
52. İngilizce dersinde kullanılacak materyalleri seçmek			
53.Öğrenmedeki performansınıdeğerlendirmek			
54. İngilizce dersini değerlendirmek			
55. Ders dışında İngilizce ile ilgili ne öğreneceğime karar vermek			
56.İngilizce dersinde gelişme kaydetmemi sağlamak			
57.Ders dışında İngilizce'de gelişme kaydetmemi sağlamak			

E.CURRICULUM VITAE

Nuray imre

Date of Birth: 20.06.192

Place of Birth:İstanbul

Maritale Status: Single

Nonsmoker

Havacı Binbaşı Mehmet Sokak Demirli Sitesi Suadiye Konutları C Blok Suadiye,İstanbul

Turkey.

Mob: +90 (0) 532 4762 21 01 Email: imre_nuray@hotmail.com

Profile

- Educated to Masters Degree
- Experienced English Teacher
- Innovative,enthusiastic,positive
- Fluent in both written and spoken English,Turkish languages
- Upper Intermediate in French

Education

2013-2015   Bahçeşehir University

 Masters degree in English Language Teaching

2007   British Side

 CELTA,Certificate of English Language Teaching to Adults

2000-2005   Marmara University

 Bachelors degree in French Language Teaching

2003-2006   Marmara University

 Minor in English Language Teaching

Employment History

2014-2015   English Teacher   Bahçeşehir University

2011-2014   English Teacher   Okan University

2010-2011   English Teacher   Plato Vocational School

2009-209   English Teacher   New York,Dowling Community

2008-2009   English Teacher   Beykoz Logistics Vocational

       School

2007-2008   English Teacher   İstanbul Aydın University

References

Available upon request

ÖZET

YABANCI DİL OLARAK İNGİLİZCE'Yİ ÖZERK ÖĞRENMENİN DERECESİ VE DİĞER AKADEMİK, SOSYAL DEĞİŞKENLERLE İLİŞKİSİ ÜZERİNE BİR ÇALIŞMA

1. GİRİŞ

İngiliz dili eğitiminde son zamanlarda öğretmen odaklı eğitim modelinden öğrenci odaklı öğrenim modeline doğru bir eğilim vardır. Öğrenci merkezli eğitim modelinin önem kazanmasıyla birlikte,İngiliz dili eğitiminde öğrenen özerkliği kavramı da son derece önem kazanmış ve çoğu araştırmacının odak konusu olmuştur. Bunun sonucundaözerk öğrenme ve öğrenen özerkliği üzerinde sayısız çalışmalar yapılmıştır. Öğrenen özerkliğinin öncülüğünü Holec yapmıştır ve onun çalışmaları özellikle yabancı dil alanında yankı uyandırmıştır.

Özerk öğrenmenin tanımı farklı kişiler tarafından tanımlanmış olmasına rağmen en bilinen tanımı Holec (1981) tarafından " öğrenenin öğrenme sürecinde öğrenme sorumluluğunu kabul etmesidir" olarak yapılmıştır. Diğer özerk öğrenmeyle ilgilenenler ise Little (1991) "öğrenenin, öğrenme süreci ve içeriğiyle olan ruhsal ilişkisi"; Dickinson (1996) "öğrenenin kendi öğrenmesi ile ilgili kararlar alma sorumluluğu ve bu kararların uygulanması durumu"; Benson (2006) ise "öğrenenlerin kendi eğitim sistemleri içindeki haklarının farkına varması" diyerek konuyu genişletmişlerdir. Ama hepsinin ortak ifadesi öğrenenenin öğrenme sorumluluğunu kabul etmesi şeklinde olmuştur.Özetle söylenebilir ki,öğrenenler öğrenme süresince öğrenme sorumluluklarını kendi üzerlerine aldıklarının bilincinde olmalıdırlar.

Özerk öğrenme beraberinde birkaç kavramı da içinde barındırmaktadır.Ve bu kavramların öğrencilerde mevcut olmalıdır. Peki kimdir özerk öğrenci? Özerk öğrenci motivasyonu yüksek,öğrenme sorumluluğunu üstlenen, ve öğrenme eylemini sınıf dışında da devam etmesi gerektiğinin farkında olan öğrencidir. Bu kavramlara ek olarak,öğrencinin kendisini iyi tanımalı ve nasıl öğreneceğini öğrenmesi ve bilmesi

gerekmektedir. Bu bağlamda,özerk öğrencinin özfarkındalığında yüksek olması gerekmektedir..

Öğrenen özfarkındalığa sahip olduğu takdirde,kendinin zayıf ve kuvvetli yönleririn bilinçindedir. Özfarkındalık öğrencinin akademik hayatında önemli yer tutar ve öğrencinin bir konu öğrendiğinde konuya en iyi hangi şekilde öğreneceğini bilir. Özfarkındalık özerk öğrenmenin etkin bir şekilde uygulanması için gayet önemlidir. Özerk öğrenci çalışma metodunu belirleyen,öğrenme sürecini planlayan,öğrendikleri,hedeflerini belirleyen, konular arasında bağlantılar kuran,öğrenme sorumluluğunu üstlenen,öğrenme sürecinde öğrenimiyle karar verebilen,doğru araç ve kaynaklarını kullanmayı bilen öğrencidir. Öğrenenin bu özelliklerini geliştirmesi onun öz güveninin artmasına da sebep olur.Öğrenenler bu bakış açısnı sınıf dışındaki hayatlarına da yansıttıkları sürecede hayat boyu başarılı olma ihtimalleri çok yüksektir.Bunlar özerk öğrenmenin belli başlı kriterleridir.

Dil öğretimi uzun ve meşakkatli bir süreç olduğu için, özerk öğrenme bu süreçi kısaltan bir kavramdır.Yapılan araştırmalar, dil öğrenmede başarılı olan öğrencilerin özerk öğrenciler olduğunu göstermiştir.

Özerk öğrenmenin uygulanmasında hiç şüphesiz ki eğitimcilerin rolü çok büyüktür.Öğretmenlerin öğrenenleri yönlendirmesi,doğru kaynaklar ve aktiviteler seçerek ders içeriklerini özerk öğrenmeye uygun hazırlamalılardır. Öğretmenler gerek toplumun şekillenmesinde büyük rol oynayan,gerekse sınıf içi tavırlarıyla öğrencilerine rol modeli olan kişilerdir. Bu bağlamda öğretmenlerin öğrencilerin öğrenen özerkliği kazandırılmasında çok büyük rol oynarlar.

Öğrenen özerkliğinin toplumsal ve kültürel boyutuda vardır.Kişilerin özerklik derece ve tutumları kültürden kültüre farklılık göstermektedir. Özerklik dereceleri açısından bakıldığında,Türk öğrencileri,gerek ailelerinin yetiştirme tarzından gerekse Türk eğitim sisteminin sınav geçme sistemine ve ezbercilik anlayaşına dayalı olmasından ötürü,öğrenciler,özellikle üniversitelerde yabancı dil öğrenen öğrenciler, kendi başlarına öğrenme sürecini sürdürebilme,eğitim hedeflerini belirleme,materyal seçebilme,öğrenme sorumluluklarını üstlenme gibi kavramlarına farkındalıkları düşük oldukları araştırmacının deneyimleriyle saptantırmıştır.Öğrencilerin bu yetilerinin eksik

olmasından ötürü,bu çalışma İstanbul'daki iki özel üniversitenin İngilizce hazırlık bölümünde okuyan öğrencilerin motivasyon,sorumluluk,özerklik,sınıf dışı öğrenme aktivilerinin seviyelerini bulmak ve bu kavramların cinsiyet,dil seviyesi ve fakültede okuyacakları bölüm arasında fark olup olmadığını araştırmayı hedeflemiştir.

2.Alan Yazın Tarama

Yabancı dil öğreniminde özerk öğrenim üzerine literatürde farklı ülkelerde konu farklı açılardan ele alınarak yapılan çalışmalar bulunmaktadır.

Türkiye'de Balçıkanlı (2006) Gazi Üniversitesi İngilizce hazırlık bölümünde okuyan öğrencilerin öğrenen özerkliğini arttırmak için bir deney öteki kontrol grubu olmak üzere iki grupla çalışmıştır. Bu çalışmada deney grubuna özerklik uygulaması verilmiştir.Kontrol grub ise değişiklik olmaksızın eğitimine devam etmiştir. Deney grubuyla yapılan 12 haftalık uygulamadan sonra,deney grubundaki öğrencilerin kontrol grubundakilerden daha yüksek puan aldıklarını ve kontrol grubundan çok daha fazla bir özerklik durumuna sahip olduğunu göstermiştir.

Machael (2013) yılında Sudi Arabistan'da İngilizce hazırlık programında okuyan öğrencilerle özerk öğrenim üzerine bir çalışma yürütmüştür.Machael (2013) öğrencilerin sorumluluk duygularını ve özerk öğrenmelerini bilişötesi öğrenme stratejileri yoluyla geliştirebileceklerine inanmıştır. Machael (2013) çalışmasını 44 öğrenci ve 14 İngilizce öğretmeniyle gerçekleştirmiştir.Çıkan sonuçlar öğrencilerin özerk öğrenimve sorumlulukların duygularının artması için bilişötesi eğitim almalarının gerekli öldüğunu göstermiştir.

Duon ve Seepho (2014) yabancı dil öğretmenlerinin özerk öğrenmenin teşviki hakkındaki bakış açıları ve öğretmenlik uygulamarını öğrenmek için 30 öğretmenle bir çalışma yürütmüştür. Bu durum çalışması Çin,Tayland, Viyetnam ve Amerika Birleşik devletlerindeki farklı milletlerden hocalarla yürütülmüştür. Çalışmanın verileri açık uçlu anket ve yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Çıkan sonuçlar öğretmenlerin özerk öğrenimin teşvik edilmesi yönünde olumlu olduklarını göstermiştir.

Bu çalışma aynı zamanda öğretmenlere özerk öğrenmenin ne olduğunu da öğrenmiş olmalarını sağlayıp,konu üzerinde farkındalık yaratmıştır.

Tanyeli ve Kuter (2013) Kıbrıs'ta özel bir üniversiteye okuyan İngilizce dersine kayıtlı 200 hukuk öğrencisi ve onlara ders veren altı öğretmenle özerk öğrenim üzerine bir çalışma gerçekleştirmişlerdir. Çalışmalarının amacı öğrencilerin dil öğrenimine ilişkin tutumları,öğrencilerin dil öğrenimindeki özerkliklerini nasıl algıladıkları, yazma becerisindeki özerkliklerini nasıl algıladıkları,ve öğretmenler öğrencilerinin dil öğrenimine ilişkin tutumlarını, dil öğrenimindeki özerkliklerini, ve yazma becerisindeki özerkliklerini nasıl algıladıkları öğrenmek için bu çalışmayı yürütmüşlerdir. Veri toplama aracı olarak karma araştırma yöntemine dayandırılıp, veriler anket ve görüşme soruları aracılığıyla toplanmıştır. Anket 78 maddeli beşli Likert dereceleme ölçeğinden oluşan bir anket uygulanmıştır.Anketin yapı geçerliliğini incelemek için faktör analizi yapılarak sonuçlar çıkarılmıştır. Öğrencilerin verdikleri cevaplar,öğrencilere verilen tutum ölçeği sonuçlarına göre, öğrencilerin İngilizce öğrenmeye yönelik olumlu tutumlara sahip oldukları ortaya çıkmıştır.Bunun yanında,ankete katılan hukuk fakültesi birinci sınıf öğrencilerin kendi özerkliklerine ilişkin algıları ortalamanın altında çıkmıştır Sonuç olarak öğrencilerin kendilerini dil öğreniminde yeterince bağımsız ve özerk olarak algılamadıkları sonucuna varılmıştır. Aynı şekilde, yazma becerisindeöğrenci algılarının ortalamanın altında çıkması kendilerini yazma becerisindebağımsız ve özerk olarak algılamadıklarını göstemiştir. Öğretmenlerin verdiği cevaplar ise,elde edilen bulgulara göre, öğrenciler, Hukuk Fakültesi'ndeki tüm bölüm derslerinin Türkçe olmasından dolayı, İngilizce öğrenmeye karşı bir önyargıyasahip olarak döneme başlıyorlar.Öğretmenlerinalgıları göz önünde bulundurulduğunda, öğretim ortamı, araç ve gereçler,ve stratejilerin öğrenen özerkliğini engellediği belirtmişlerdir.Bunula birlikte, öğrencilerin dil kullanımındaki problemlerinin ve öğretmenlere bağımlılıklarının onların öğrenme süreçlerindeki özerkliklerini kısıtladığı belirtmişlerdir.

Chan (2001) yılında Hong Kong Polytechik Üniversitisinde okuyan 20 öğrenciyle özerk öğrenim hakkındaki görüşleri, öğretmen ve öğrenci rolü,öğrenmedeki öğrenme seçimleri ve beklentilerini araştırmak bir çalışma yürütmüştür. Bu çalışma için veriyi

anket üzerinden toplamıştır.Yapılan çalışmanın sonucunda öğrencilerin değişik öğrenme tercihleri ve yaklaşımları olduğu, öğretmen ve öğrenci rolü hakkında farklı bakış acıları edinmişlerdir.

3.Yöntem

Bu çalışma İstanbul'da iki özel üniversite'de İngilizce Hazırlık bölümünde okuyan ana dilleri Türkçe olan 171 öğrenciyle birlikte yürütülmüştür.Bu çalışmanın amacı öğrencilerin motivasyon,özerk öğrenme derecelerini ve İngilizce öğreniminde kendilerini ne kadar sorumlu gördükleri ve sınıf dışında İngilizce öğrenimi için ne kadar zaman ayırdıklarını bulmayı hedeflemiştir.Bunların yanında,motivasyon,özerk öğrenme derecelerinin,sorumluluk duygularının ve İngilizceyi sınıf dışında ne kadar kullandıklarının cinsiyet,İngilizce kur seviyelerinin ve üniversitedeki bölümleri arasında fark gösterip göstermediğini de araştırmayı hedeflemiştir. Nicel veri toplama açısından son soru olarak öğrencilerin,motivasyon,özerklik derecelerinin,sorumluluk duygularının ve sınıf dışı İngilizce kullanımları arasında bir ilişki,bağlılaşım olup olmadığını da araştırmıştır. Nitel çalışma açısından da öğrencilere 4 soru sorulmuş öğrencilerle yüzyüze görüşülmüştür.

Tez araştırma soruları;

1.İngilizce Hazırlık bölümünde okuyan öğrencilerin motivasyon dereceleri nedir?
2.İngilizce Hazırlık bölümünde okuyan öğrencilerin motivasyon derecelerinin cinsiyet,İngilizce dil seviyeleri ve bölümleri arasında bir ilişki var mıdır?
3.Öğrencilerin özerklik dereceleri nedir?
4.Öğrencilerinin özerk derecelerinin cinsiyet,İngilizce dil seviyeleri ve bölümleri arasında ilişki var mıdır?
5.Öğrenciler ne derecede İngilizce öğrenimlerine destek olarak sınıf dışı İngilizceyi kullanıyorlar?
6.Öğrencilerin sınıf dışı İngilizce kullanımlarının cinsiyet,İngilizce dil seviyeleri ve fakültedeki bölümleri arasında bir ilişki var mıdır?
7.Öğrenciler İngilizce öğreniminde sorumluluk fikrini nasıl algılıyorlar?

8.Öğrencilerin sorumluluk bilinçleri cinsiyet,İngilizce dil seviyeleri ve fakültede seçtikleri bölümler arasında farklılık gösteriyor mu?

9.Öğrencilerin motivasyon,özerklik dereceleri,sorumluluk duyguları ve sınıf dışı İngilizce'yi kullanımları arasında ilinti var mıdır?

Nitel veri toplama açısından yukarda da belirtildiği gibi öğrencilerin özerk öğrenme derecelerini daha iyi bir şekilde görebilmek ve daha doğru sonuçlar alabilmek için 14 öğrenciyle görüşme yapılmıştır. Bu görüşmelerde aşağıdaki sorular sorulmuştur;

1.İngilizce öğreniminde sence şu anki öğretmenlerin rolü nedir ve sence nasıl olmalıdır?

2. Öğrenci olarak senin rolün nedir?

3.Kendine özgü dil öğrenme yöntemlerin var mı?

4.Dil öğreniminde en önemli noktalar nelerdir?

3.1 Evren,Örneklem ve Çalışma Grubu

Bu araştırmanın çalışma grubunu İstanbul'daki iki özel üniversitenin İngilizce Hazırlık Bölümünde okuyan anadili Türkçe olan 171 öğrenci oluşturmaktadır.

3.2 Verilerin Toplanması

Bu çalışmanın ilk sorusu için nicel veri toplama araçı kullanılmıştır. . Bu anket Koçak (2003) yüksek lisans tezinde kullandığı anketten alınmıştır Anketin birinci bölümü 10 sorundan oluşan kişisel sorular içermektedir.İkinci bölüm ise öğrencilerin motivasyon seviyesini ölçmek için kullanılmıştır. İkinci bölümde öğrencilere 6 ölçekli Likert skalası olan (6-kesinlikle katılıyorum,1-kesinlikle katılmıyorum) 19 maddeden oluşan bu anket 171 öğrenci tarafından yapılmıştır.Veri analizi için SPSS programı kullanılmıştır. Öğrencilerincilerin motivasyon derecelerinin, cinsiyetleri,dil seviyeleri ve bölümleri açısından farklılık gösterip göstermediğini bulmak için t-test uygulanmıştır.Öğrencilerin özerk öğrenme derecelerini ölçmek için betimsel istatistik kullanılmıştır. Özerklik derecelerinin cinsiyet açısından farklılığını bulmak için bağımsız grup testi uygulanmıştır. Öğrencilerin özerklik derecelerinin okudukları bölümlere göre değişkenlik gösterip göstermediğini bulmak için t-test,İngilizce yeterlik açısından farkı

bulmak içinde post-hoc test kullanılmıştır. Anketin dördüncü bölümü öğrencilerin İngilizce'yi sınıf dışı ne kadar kullandıklarını görmek için öğrencilere uygulanmıştır.Öğrencilere bu bölümde sekiz soru sorulmuştur.Sınıf dışı İnglizce kullanımlarının cinsiyet,okudukları bölüm ve İngilizce dil seviyeleri arasında bir fark olup olmadığını bulmak için bağımsız grup testi,post-hoc test,ve t-test kullanılmıştır.Ankette öğrencilerin sorumluluk duygularını ölçen bölüm ise oniki sorudan oluşmaktadır.Öğrencilerin sorumluluk duygularının cinsiyet,İngilizce yeterlilik seviyeleri ve bölümleri arasında fark olup olmadığını bulmak için bağımsız grup testi,post-hoc test ve t-test uygulanmıştır.Nitel veri toplama bölümünün son sorusu için korelasyon uygulanmıştır.

Nicel veri toplamanın yanı sıra,daha geniş kapsamlı sonuçlar alabilmek için çalışmada nitel veri toplama aracı da kullanılmıştır.Nitel veriler,sık kullanılan kelimeler üzerinden giderek incelenmiştir.

3.3 Sınırlamalar ve Sınırlandırılmalar

Internet üzerinden öğrenciler tarafından yapılan anket,araştırmacının anket sırasında özerk öğrenim hakkında öğrencilere ön bilgi verme ve öğrencilerin anketi daha geniş vakitlerde doldurmaları durumunda araştırmadan daha sağlıklı ve doğru sonuçlar alınabilirdi. Nitel veri toplama için 14 öğrenciyle yapılan bu görüşmeler,öğrenci sayısının artırılması durumunda, çalışma sonuçlarının doğruluğunu sağlamlaştırırdı.

4.Bulgular

Nicel veri çalışma açısından yapılan anket sonuçunda birinci sorunun cevabına bakarak öğrencilerin İngilizce öğreniminde motivasyon seviyelerinin yüksek olduğu söylenebilir.Bunula birlikte,kız ve erkek öğrenciler arasında motivasyon arasında fark bulunamamıştır.Buna ek olarak,öğrencilerin İngilizce dil seviyeleri ve bölümleri arasında da fark yoktur.

Çalışmadaki ikinci soru öğrencilerin İngilizce öğrenimindeki özerklik seviyelerini bulmak için sorulmuştur.Verilen cevaplara bakıldığında öğrencilerin özerklik derecelerinin genel ortalaması 3,78 çıkmıştır. Yani genel olarak öğrencilerin özerk öğrenme durumlarının ortanın biraz üstü düzeyde olduğu söylenebilir.Bununla birlikte kız öğrencilerin İngilizce öğreniminde daha özerk öğrenenler olduğu ortaya çıkmıştır. Diğer değişkenler arasında bir fark bulunamamıştır.

Diğer bir soru ise, öğrencilerin sınıf dışı İngilizceyi ne ölçüde kullandıklarıdır. Öğrencilerin sınıf dışı İngilizce kullanma sorusuna cevap ortalaması 3,29 çıkmıştır. Yani genel olarak, öğrencilerin sınıf dışı İngilizce aktivitilere katılma oranlarının ortalamanın biraz üstü düzeyde olduğu söylenebilir.Diğer değişkenler arasında fark bulunamamıştır.

Öğrencilerin İngilizce öğrenimindeki sorumluluk duygularının düşük olduğu bulunmuştur. Diğer değişkenler arasında da fark bulunamamıştır.Nicel veri çalışmasının son sorusu olarak motivasyon,sorumluluk,özerklik ve sınıf dışı İngilizce kullanımı arasında bir ilişki olup olmadığı sorulmuştur. Sonuçlara bakıldığında motivasyon ve özerklik arasında pozitif yönlü orta düzeyde bir ilişki görülmüştür. (r=0,626; p=,000<,01) Öğrenci motivasyonunda meydana gelebilecek yüksek düzeyde bir artış öğrencinin özerklik derecesinde orta düzeyde bir artışa yol açabilir.Motivasyon ve sınıf dışı İngilizce kullanımı arasında pozitif yönlü düşük bir ilişki ortaya çıkmıştır. Motivasyon da meydana gelebilecek yüksek düzeyde bir artış sınıf dışı İngilizce kullanımında düşük düzeyde bir atış meydana getirebilir.Özerklik ve sınıf dışı İngilizce kullanımı arasında pozitif yönlü orta düzeyde bir ilişki bulunmuştur. (r=0,434; p=,000<,01) Diğer değişkenler arasında bir ilişki görülmemiştir.

Nitel veri toplama açısından yapılan görüşmelerde öğrencilerin daha çok öğretmen odaklı öğrenmeye alışkın oldukları anlaşılmıştır. Öğrenciler öğretmeni bilgi kaynağı,sınıfta karar merkezi ve otorite olarak görmektedirler.Bu bağlamda denilebilir ki öğrenciler özerk öğrenmeye henüz hazır değillerdir. Bunun yanı sıra,öğrencilerin dil döğreniminde sorumlulukların farkında olup ama bunları yerine getirmedikleri tespit edilmiştir.

Son olarak,öğrencilerin sınıf dışı,özerk bir şekilde İngilizceyi kullanarak yaptıkları aktiviteler ise alt yazılı film izlemek,şarkı dinlemek olarak öğrenciler tarafından dile

getirilmiştir.Bunların dışında,öğrencilerin çoğu dil öğrenimi için yurt dışında bulunmanın önemini vurgulamışlardır.

Kısaca özetlemek gerekirse,bu çalışma öğrencilerin hala öğretmen odaklı öğrenme sistemine alışık oldukları,geçmiş okullarında edindikleri öğrenim alışkanlıklarını bırakamadıklarının ortaya koymuştur.

5.Tartışma ve Sonuçlar

Yapılan bu çalışma öğrencilerin motivasyon seviyelerinin yüksek olduğunu göstermiştir. Motivasyon dil öğretiminde başarı için oldukçaönemli bir rol oynamaktadır.Öğrencilerin sınıf içi tutumlarına bakıldığında motivasyon derecelerinin yüksek olduğu söylenebilir.Bununla birlikte,önceden de belirtildiği gibi,özerk öğrenmenin ilk şartlarından biri yeterli motivasyon derecesine sahip olmaktır. Motivasyonu düşük bir öğrencinin özerk öğrenmeye hazır olduğu söylenemez.

Anket sonuçlarına bakıldığında öğrencilerin en yüksek puan verdiği soru "keşke İngilizce'yi okula gitmeden öğrenebilsem" sorusu olmuştur. Bu bağlamda öğrencilerin İngilizce öğrenmeyi gerçekten istedikleri ama okula gelme konusunda isteksiz oldukları fark edilmiştir.Bunun sebebi olarakta öğrencilerin okullarına ulaşımlarının zor olduğu,saatlerce trafikte kalmaları,uzun ders saatleri, yoğun ders programları ve sınav takvimlerinden kaynaklandığı tahmin edilmektedir. Buna ek olarakta gelişen teknoloji ve bilgiye ulaşımın kolay olduğu günümüzde öğrencilerin daha kısa ve kolay bir şekilde İngilizce öğrenmek istemelerinde çok da şaşıralacak bir sonuç olmadığı söylenebilir.

Anketin ikinci sorusu öğrencilerin İngilizce öğreniminde özerklik derecelerini bulmayı hedeflemiştir.Öğrencilerin çoğunun benzeri liselerden mezun olması,lise hayatları boyunca üniversiteye giriş sınavlarına hazırlanıyor olmaları ezberci sistemine dayalı olan Türk eğitim sisteminin öğrencilerin özerk öğrenmesini engellemektedir.

Bu durumlar göz önünde bulundurulduğunda,müfredat düzenleme ofisleri,öğretmenlerle birkikte çalışıp,ders içeriklerini ve sınıf içi aktivitelerini öğrencileri özerk öğrenme esaslarını dikkate alarak hazırlamalılardır.

Öğrencilerden önce öğretmenlerinde özerk öğrenme konusunda farkındalıkları arttırılmalı ve gerekli hizmet içi eğitimler verilmelidir. Öğretmenlerinde özerk öğretmen olmaları gerekmektedir.Özerk öğretmenler müfredat dışına çıkabilen,risk alan,öğrencilerin hedefleri,ilgi ve alakalarına göre aktiviteler hazırlayan,öğrencilerin sorumluluk hissiyatlarını geliştiren,gerekirse öğrencileri ders planlama kısmına dahil eden öğretmenlerdir.

Bütün bulgular dikkate alındığında öğrencilerin İngiliz dil öğreniminde özerk olmadıkları,öğrenme sürecinin takibinin öğretmen tarafından yapılması sonucunda,öğretmen odaklı öğrenciler olduğu tespit edilmiştir. Bunun birlikte öğrencilerin özerk öğrenme şekliyle eğitildikleri takdirde özerk öğrenci olacakları öngörülmektedir.

Özerk öğrencilerin daha başarılı olduğu çoğu araştırmacı tarafından yapılan çalışmalar sonucunda onaylanmıştır. Bu bağlamda,kurumlar öncelikle öğretmenleri özerk öğrenim konusunda eğitmeli ve öğretmenler özerk öğrenimin geliştirilmesi için çaba sarf etmelidirler. Özerk öğrenim öğrencilerin sorumluluk hissiyatlarını geliştiren,onları kendi ayakları üzerinde durabilmelerine olanak veren,çözüm odaklı,özgüveni yüksek bireyler olmalarını sağlar. Özgüveni yüksek,sorumluluk sahibi,çözüm odaklı öğrenciler sırf sınıf içi değil,sınıf dışında da hayata karşı daha sağlam bir duruş sergilerler. Bu da nitelikli bir eğitimin gerçekleştirildiğini gösterir.Eğitim sırf sınıf içi değildir.Sınıf dışında da devam ettiği ve sınıf dışına da aktarıldığı sürece eğitim amacına ulaşmış olur.

5.1 Gelecek Araştırmalar için Öneriler

Bu çalışma sadece 171 öğrenciye ulaşılarak yapılan bir çalışmadır. Bu çalışma daha fazla öğrencinin katılmasıyla yapıldığı takdirde daha geçerli sonuçlar elde edilebilir. Bununla birlikte 14 öğrenciyle yapılan görüşmeler daha çok öğrenciyle yapılabilirdi.Bunun sonucunda daha net sonuçlar alınabilir,daha doğru genellemeler yapılabilirdi.

Aynı zamanda öğrencilerin yanı sıra öğretmenlerin de ankete katılmasıyla daha kesin bir sonuca varılabilirdi. İleriki çalışmalarda öğretmenlerinin de fikirlerinin alınması bulguların daha etraflıca incelenmesini sağlayacaktır.