T. C.

KARABUK UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURES

FIELD OF ENGLISH LANGUAGE AND LITERATURE

AUTONOMOUS LEARNING FOR ENGLISH LANGUAGE EDUCATION IN TURKEY

MASTER'S THESIS

Submitted By

Hatice GÜR

Thesis Supervisor

Assist. Prof. Dr. Özkan KIRMIZI

Karabuk

JANUARY/2018

T. C.

KARABUK UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURES

FIELD OF ENGLISH LANGUAGE AND LITERATURE

AUTONOMOUS LEARNING FOR ENGLISH LANGUAGE EDUCATION IN TURKEY

MASTER'S THESIS

Submitted By

Hatice GÜR

Thesis Supervisor

Assist. Prof. Dr. Özkan KIRMIZI

Karabuk

JANUARY/2018

To My Beloved Ones

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

CHAPTER II

LITERATURE REVIEW

CHAPTER III

METHODOLOGY

CHAPTER IV

CONCLUSION

THESIS APPROVAL PAGE

To Karabuk University Directorate of Institute of Social Sciences

This thesis entitled "Autonomous Learning for English Language Education in Turkey" submitted by Hatice GÜR was examined and accepted by the Thesis Board unanimously/by majority as an M.A. thesis.

	Academic Title, Name and Surname	Signature
Head of Thesis Board	: Assist. Prof. Dr. Özkan KIRMIZI	....
Advisor Member	: Assist. Prof. Dr. Özkan KIRMIZI	....
Member	: Assoc. Prof. Dr. Nurdan GÜRBÜZ	....
Member	: Assist. Prof. Dr. İrfan TOSUNCUOĞLU	....
Member	:...	....

Thesis Exam Date: 22/01/2018

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Hatice GÜR

Signature   :

FOREWORD

ABSTRACT

Aiming to find the readiness level of learners for autonomous learning, the study investigated four main aspects: motivation level of learners, their use of metacognitive strategies, responsibility perceptions and lastly the activities conducted outside the class. The data was gathered through a questionnaire (LARI) administered to the students studying at the preparatory class of Karabük University, School of Foreign Languages. With a sample of 402 participants, the study inquired learners from different departments which provide education in English medium instruction (either 30% or 100%) and in Turkish medium instruction.

On the basis of the data collected, the study concluded that learners were not ready for autonomous learning as they appeared not to be competent in the areas investigated. As such, it was inferred that learners were in need of training for autonomous learning and a learner training programme for learners of English to "learn how to learn" which is central to autonomous learning was involved in this study as aligned with Sinclair and Ellis's Learner's Logbook which intends to develop learner autonomy through three stages "Introduction to Language Learning," "Strategies and Skills Training," "Planning for Independence."

Keywords: autonomous learning; learner autonomy; learning to learn

ÖZET

Öğrencilerin özerk öğrenme için hazırbulunuşluk düzeylerini belirlemeyi amaçlayan bu çalışma, öğrencilerin motivasyon düzeyleri, biliş-ötesi stratejileri kullanımı, sorumluluk algıları ve son olarak da sınıf dışında yaptıkları aktiviteler olmak üzere dört temel konuya odaklanmıştır. Araştırma için gerekli olan veri, Karabük Üniversitesi, Yabancı Diller Yüksekokulu hazırlık sınıflarına uygulanan anket (LARI) aracılığıyla elde edilmiştir. 402 katılımcıdan oluşan bir örneklemle, bu çalışmada %30,%100 İngilizce eğitim sunan programlar ile %100 Türkçe eğitim sunan programlara kayıtlı farklı bölümlerden öğrenciler sorgulanmıştır.

Elde edilen verilere dayalı olarak öğrencilerin özerk öğrenme için hazır olmadıkları sonucu elde edilmiş, sorgulanan alanlarda öğrencilerin yeterli olmadıkları ortaya çıkmıştır. Bu nedenle öğrencilerin özerk öğrenmeye yönelik eğitime ihtiyaç duydukları sonucuna varılmış ve İngilizce öğrenenler için Sinclair ve Ellis tarafından "Dil Öğrenimine Giriş," "Stratejiler ve Beceriler Eğitimi," "Bağımsız Öğrenme Planı," olmak üzere üç aşamayla öğrenen özerkliğini öğrencilere kazandırmayı amaçlayan Öğrenci Kayıt Kitabı'na paralel olarak "öğrenmeyi öğrenme" temelli bir eğitim programı sunulmuştur.

Anahtar Kelimeler (Keywords in Turkish): özerk öğrenme; öğrenen özerkliği; öğrenmeyi öğrenme

ARCHIVE RECORD INFORMATION

Title of the Thesis	Autonomous Learning For English Language Education in Turkey
Author of the Thesis	Hatice GÜR
Supervisor of the Thesis	Assist. Prof. Dr. Özkan KIRMIZI
Status of the Thesis	Master of Arts
Date of the Thesis	22/01/2018
Field of the Thesis	English Language and Literature
Place of the Thesis	Karabük University Graduate School of Social Sciences
Total Page Number	143
Keywords	autonomous learning, learner autonomy, learning to learn

ARŞİV KAYIT BİLGİLERİ (in Turkish)

Tezin Adı	Türkiye'de İngiliz Dili Eğitimi'nde Özerk Öğrenme
Tezin Yazarı	Hatice GÜR
Tezin Danışmanı	Yrd. Doç. Dr. Özkan KIRMIZI
Tezin Derecesi	Yüksek Lisans
Tezin Tarihi	22/01/2018
Tezin Alanı	İngiliz Dili ve Edebiyatı
Tezin Yeri	Karabük Üniversitesi Sosyal Bilimler Enstitüsü
Tezin Sayfa Sayısı	143
Anahtar Kelimeler	özerk öğrenme, öğrenen özerkliği, öğrenmeyi öğrenme

ABBREVIATIONS

ARIS   : The Australian Adult Education Resource and Information Service

ASLU   : Aspects of Spoken Language Use

CEFR   : Common European Framework

CRAPEL   : Centre de Recherches et d' Applications Pedagogiques en Langues

CRLs   : The Common Reference Levels

DIALANG   : Diagnostic Language Testing Online

EFL   : English as a Foreign Language

ELLI   : Effective Lifelong Learning Inventory

ELP   : English Language Portfolio

ELT   : English Language Teaching

ELTE   : English Language Teacher Education

EPI   : English Proficiency Index

EMI   : English as the Medium of Instruction

EPOSTL   : European Portfolio for Student Teachers of Languages

ESL   : English as a Second Language

etc.   : et cetera

FLE   : Foreign Language Education

GLL   : Good Language Learner

HE   : Higher Education

i.e.   : id est (Latin)

LARI   : Learner Autonomy Readiness Instrument

8LEM   : Eight Learning Events Model

LL   : Lifelong Learning

LP   : Language Portfolio

LOHM   : Eight Learning Oriented Habits of Mind Model

OECD   : Organisation for Economic Cooperation and Development

PISA   : Programme for International Student Assessment

SAG   : Self-assessment Grid

SILL   : Strategy Inventory for Language Learning

SPSS   : Statistical Package for the Social Sciences

TEPAV   : Economic Policy Research Foundation of Turkey

TMI   : Turkish as the Medium of Instruction

TNNA   : Turkey National Needs Assessment

Vs   : Versus

CHAPTER I

INTRODUCTION

In this chapter, the subject of the study, purpose and importance of it, method applied to carry out it, research problems, population and sample, scope and limitations are discussed respectively.

1.1. Subject of the Study

An educated man is defined by Carl Rogers as "the man who has learned how to learn; the man who has learned how to adopt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security" (1969, p. 104 as cited in Moore, 1972, p. 80). What Rogers defines here refers to an autonomous learner obliquely. A person can be characterized as an "educated one" once s/he has the ability to maintain seeking knowledge and to carry on with this for a lifelong term, putting what s/he has acquired or learned into the practice. Without this sustained ability, education cannot penetrate into the different fields of life, cannot go beyond the borders of school, cannot operate where and when necessary.

Autonomous learning has been such a markedly popular term in the realm of language learning that a lot of studies have been carried out up to now in order to examine the influence of it within the traditional education system in Turkey where learning is managed mostly by teachers and not by learners. There is still a lot to do and a long way to go before the shortcomings no longer affect the language learning process. On the basis of the current case with an emphasis on how vital a place learner autonomy occupies within language learning, this thesis intends to shed light on how to develop learner autonomy in English Language Education in Turkey, a core point for an effective language learning process alongside being among the basic components of Common European Framework (CEFR) which aims to provide learners with the ability of independent learning that is central to lifelong learning.

Since 2000, of peculiar interest to the focus of the Council of Europe has been the implications to develop both language teaching and learning. It was proposed in a meeting held in Barcelona that it was necessary for European citizens to know at least two foreign languages at an early age. Another aspect was the education of foreign language teachers as they are of great importance in achieving the aims set by the

Council of Europe. Among the features essential for foreign language within 21st century, having the competence for methods of "learning to learn" and "autonomous learning" occupies a crucial place (Kelly et al. as cited in Aydoğan and Çilsal, 2007, p. 183), that's why it is brought to forefront in this research.

On the assumption that what is basic is to provide learners with a language education that makes sense for them and meets their needs which would in turn lead motivation to learn, thereby developing competence to maintain learning beyond the border of the formal education context, autonomous learning for English Language Education in Turkey forms the core point of this research. As maintenance of learning is made possible through learning to learn and being autonomous enough to deal with the requirements of learning, this thesis intends to find out the readiness level of learners for autonomous learning. Considering that English Language Education in Turkey requires a reconstruction in order to access to the desired level within Foreign Language Education to keep up with other countries in terms of cultural, ecomomic, political zones, autonomous learning in English Language Education in Turkey is focused throughout the research. On the basis of the Common European Framework of Reference for Languages (CEFR), this thesis puts forward a new perspective towards Foreign Language Education in Turkey to keep it away from the vicious circle, namely the repetitive failure in foreign language education which has been involved in for ages. Therefore, different from the previous studies carried out within the field of Foreign Language Education, this study proposes a frame to train learners to become autonomous premised on a private unpublished circulation of Barbara Sinclair and Gail Ellis (1987) and provides samples compiled by Barbara Lazenby Simpson and David Little in order to develop learner autonomy of "adolescent and adult learners" (Council of Europe, 2011, pp. 40-53). Learners' log, prepared by Sinclair and Ellis (1987) provides learners with steps to be followed in order to develop the ability of autonomous learning and the validated pages prepared by Simpson and Little (2011) provide learners with the chance of consolidating this ability.

1.2. Purpose and Significance of the Study

Through an investigation of four domains specifically "motivation level of learners, their use of metacognitive strategies, responsibility perceptions and the activities they do outside the class," this study purports to find out the readiness level

of students at Karabük University, School of Foreign Languages (SOFL) for autonomous learning which requires learners to take responsibility for finding the path that contributes to their learning most. What is aimed is to enhance the success in foreign language education and make learners competent enough to carry out their academic studies in addition to dealing with economic and cultural purposes. What becomes more of an issue in the implementation of autonomous learning is whether the learners are ready for this sort of learning after a long period throughout which they have been exposed to the teacher-centred education. The readiness level of learners are to be explored through various areas relevant to learner autonomy. The motivation level of the learners for learning English, their usage of metacognitive strategies, their perception of responsibility in learning procedure and their practice of activities outside the classroom to improve their English are to be focused on so as to ascertain whether they are ready or not for autonomous learning.

What has become stereotype pertaining to foreign language education in Turkey is that even if Foreign Language Education (FLE) starts at an early age, a great number of learners cannot develop a level at which English is available on demand. This poor level of English causes us to question what leads to this ineffective learning and gives us reason to find new ways likely to facilitate both the acquisition and the learning process. Taking the problematic concerns within English Language Education in Turkey into consideration, what is going to be focused on throughout this thesis is how to provide learners with a way to develop learner-autonomy in order to activate both general and communicative competences in English. Here, as parallel to the aim of this thesis, The Common European Framework (CEFR) appears as a sound frame within which English Language Education can be specified on a common basis satisfactory enough to "elaborate language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe" (Common European Framework of Reference for Languages: Teaching, Learning and Assessment, 2001, p. 1).

Pertaining to language education, the term "autonomous learning" exists particularly as a basic concept in maintaining lifelong learning independently, without limitations of formal learning contexts. In order to create a democratic society which provides learners with a competence to deal with their own learning and to benefit from the opportunities available both in and outside the classroom, autonomous learning is regarded as a must (British Council, 2012, p. 3). As for Turkey, as is the

case in other countries, development of learner autonomy is of primary importance to achieve objectives of language learning on a lifelong basis. Once a comprehensive analysis was carried out, it appeared as a necessity to initiate a procedure through which learner autonomy can be put into practice rather than existing as a term. Some studies directly shed light on this issue to reach a consensus to integrate autonomous learning into formal education so that learners become autonomous throughout their lives. What was emphasized by Karacaoğlu and Çabuk (2002) in their article which included a comparison between education systems of Turkey and England was that learner autonomy should be cultivated into the minds of both teachers and learners and "autonomy" should be central in activities carried out both in and outside the class so as to make learners aware of why they need to learn a foreign language, what skills they need to develop and additionally involve themselves into the whole process of learning. Likewise, Aydoğdu (2009) stated the necessity of learner autonomy referring to Carette (2000) and explained that it was essential to bring up conscious learners who are aware of "what a language is" and "what language learning is" through showing them the ability of learning to learn. Özçelik (2015) expressed that "learning to learn" was the way to pursue learning on a lifelong basis. Maintaining learning even after education is over can be possible thanks to the development of learner atuonomy, and learner autonomy is developed when "learning to learn" is central. In her study indicating the existence of "high autonomy perception" of learners, Bayat (2007) put forward that "learner autonomy" should be developed and emphasized so that teachers, independent learning centres or any other sources could accompany learners on the learning journey to some extent. Focusing on the role of educational institutions, Tarhan and Saraç (2006) stated that these institutions should not be the conveyor of information any more, but instead they should bring up learners with the ability of learner autonomy. However, Alyılmaz and Biçer (2016) found that lecturers take responsibility more for learning in contrary to the requirements of an autonomous learning environment. In fact, rather than a traditional learning environment, teachers or lecturers are expected to enable a learner-centred environment through which learners develop autonomy to take responsibility for their own learning (Ergür, 2010, p. 354).

Different from the previous fieldworks, on the basis of the data gathered from the questionnaire, this study intends to provide learners with a frame that they can

follow, a path toward training themselves to be autonomous learners competent enough to use the language effectively and employ all language components in a way to meet their needs on a lifelong term. Aside from this, pertinent to "learning how to learn" which is central to learner autonomy, a sample of English Language Portfolio, the language passport and the language biography will be involved in order to provide the educators of foreign language with a guide to develop learner autonomy since learner autonomy, in other words, having the ability to carry out independent learning or self-directed learning, is necessary in order to excel in a world continuously developing. The cruciality of this is emphasized by Knowles as a fundamental competence and independent learning is a prerequisite to maintain life in this world (1975, pp. 16-17 as cited in Long and Guglielmino, 2005).

Self-regulation is an inseperable component of autonomous learning and it turns out as "self-direction, self-instruction and autonomous learning" in foreign language (McDonough, 2001, p. 325). No matter what it is called, whether it is self-regulation, self-direction or self-instruction, autonomous learning is crucial to eliminating the failure in foreign language education. In order to keep up with other countries on the international platform and to meet the prerequisite for this, development of learner autonomy and the conduction of studies aiming to develop this in Turkey are of great cruciality.

In accordance with the purpose of this study, relevant terms such as "autonomous learning." "learner autonomy," "learning to learn"; models of learning to learn; learner-centred vs teacher-centred education; characteristics of good language learners; learning strategies, characteristics of autonomous learners, language portfolio, pedogogical aspects and teachers' role in the development of learner autonomy and learner training are focused on in Chapter II in addition to the theoretical background. Lastly, review of the studies carried out both in Turkey and outside Turkey are involved.

In Chapter III, setting of the study, sample of the study, limitation of the study, data collection, procedure, data analysis and outcome of the study are presented in detail.

In the last chapter, a review of the results obtained from the present study on learner autonomy aiming to find out learners' readiness to take charge of their own learning is included. Following this, a thematic discussion on the findings, implications

for pedagogical practice and recommendations for subsequent researches are conducted respectively.

1.3. Method of the Study

The present study is a quantitative case study the data for which was collected from the participants through a questionnaire "Learner Autonomy Readiness Instrument" (LARI) administered to find out the readiness level of learners for autonomous learning.. Consisting four domains "motivation, metacognitive strategies, responsibility perception and outside class activities, LARI employed in the current study was designed by Koçak (2003) on the basis of a meticulous study to find the readiness level of learners for autonomy.

Concerning the LARI, further and deeper information about how it was designed, the procedure of employing it, and data collection following the procedure were corporated into the Chapter III, Methodology part.

1.4. Research Questions

The ultimate goal of this study is to find out whether the learners who studied at Karabük University English Language Preparatory Classes were ready to learn independently i.e. whether they were autonomous enough or not, to take charge of their own learning within 2014-2015 academic year. In accordance with this goal, the study aims to find answers for the questions below:

1) To what degree the preparatory class students are motivated to learn English?
2) Do the learners employ metacognitive strategies while learning English?
3) What are learners' perceptions of their own and their teachers' responsibilities in learning English?
4) Do the learners carry out outside class activities while learning English?

1.5. Population and Sample of the Study

The sample of the study comprised 402 preparatory class students from Karabük University, School of Foreign Languages. Out of 402 participants, 230 (57,2%) were females and 172 (42,8%) were males. 141 (35,1%) of them were from various engineering departments, 90 (22,4%) of them were from science departments and 171 (42,5%) of them were from social sciences. In order to get data, "Learner Autonomy Readiness Instrument (LARI)" which includes the four main parts except

the one which requires personal information was administered. Further information about the population and sample of the research is available in Chapter III, Methodology part.

1.6.   Scope and Limitations

This study is limited to 402 preparatory class students who studied at Karabük University, School of Foreign Languages in 2014-2015 academic year. While conducting the research, the target language was English and it was compulsory for the students to attend English preparatory classes, therefore, it may not be sound to generalize the results to all English language learners who are exposed to different language learning environment and contexts. Moreover, the questionnaire administered investigates four aspects of autonomous learning which again may not be enough to come up with sound results as language learning can be influenced by many other factors. And also other research methods can provide learners with more reliable results than the questionnaire employed.

CHAPTER II

LITERATURE REVIEW

In this chapter, theoretical background of the study; the concepts "autonomous learning," "learner autonomy," "learning to learn"; models of learning to learn; learner-centred vs teacher-centred education; characteristics of good language learners; learning strategies; characteristics of autonomous learners; language portfolio; pedogogical aspects and teachers' role in the development of learner autonomy and learner training are focused on. In the last part, survey literature including the studies carried out both in Turkey and outside Turkey is discussed.

2.1.   Theoretical Background

Dating back to the early 1970s, the concept of "learner autonomy" was created in France, at the Centre de Recherches et d'Applications Pedagogiques en Langues (CRAPEL), which was one of the outcomes of the Council of Europe's Modern Languages Project. After the death of founder of CRAPEL, Yves Châlon, regarded as the father of the concept "autonomy," the director of this centre became Henri Holec who conceptualized the notion "learner autonomy" with his colleagues to define the people's competence to take responsibility of their own learning process. In order to enable access to education and foster "lifelong learning" (LL), CRAPEL started to provide learners with the opportunity to make use of a resource centre where they could learn a foreign language without teacher direction. As participating learners were not required to be competent enough to decide on "objectives, contents, syllabus, methods and techniques, pace, time and place, evaluation procedures," CRAPEL offered both learner training and counselling to support learners for autonomization (Smith, 2008, p. 395).

Learner-autonomy, as a notion, was incorporated into foreign language education with the report "Autonomy and Foreign Language Learning" submitted to the Council of Europe by Holec in 1981. As stated by Gremmo and Riley (1995), the political turmoil which emerged in Europe towards the end of 1960s led to the interest in this notion, namely learner autonomy. Within this report, Holec (1981, p. 1 as cited in Benson, 2011, p. 20) described which social and political issues fostered the involvement of autonomy in learning and started his report as follows:

> The end of the 1960s saw the development in all so-called industrially advanced Western countries of a socio-political tendency characterized by a definition of social progress, no longer in terms of increasing material well-being through an increase in consumer goods and services, but in terms of an improvement in the 'quality of life' – an expression that did not become a slogan until some years later – based on the development of a respect for the individual in society.

Apart from this, what led to the emergence of the concept "autonomy" in the fields of foreign and second language education was "self-regulation" which forms the basis of "social cognitive theory" as put forward by Lev Vygotsky who stated that the aim of learning was "to develop an independent, self-regulated, problem solving individual" which seems quite similar to the characteristics of an autonomous learner (Vygotsky, 1978, 1986 as cited in Oxford, 1999, p. 111). Apart from its involvement in social cognitive theory, learner autonomy appears as a vital concept in adult language learning. The objective of the Council of Europe concerning adult language learning is to enable a democratic language learning process supported with the conceptual means to plan, construct and conduct the lessons in accordance with the learners' needs, motivation levels and characteristics; in addition, to enable a learner "so far as possible to ster and control his own progress" (Trim, 1978, p. 1 as cited in Little, 2010, p. 2).

Likewise, what was central to the foundation of the Council of Europe was to "defend human rights, parliamentary, democracy and the rule of law, and its various educational policies and projects which have been concerned in one way or another with education for democratic citizenship." By 1970s, adult education was predominately promoted and Janne stated that adult education should function as a tool to arouse both liberation and awareness in people and also as a tool to make changes in the environment so that a man turns into "producer of his society" from "product of his society" (1977, p. 15 as cited in Little, 2010, p. 1).

What is obvious is that development of learner autonomy is essential to bring up autonomous learners who are responsible for their own learning with the liberal and democratic perspectives they have developed.

2.2. Autonomous Learning

Learner autonomy was regarded as related to "adult education" and "self-access learning systems" at the very beginning of 1980s; towards the end of those years, learner autonomy started to feature within language teaching because of the theories on the subject of learner-centrism. During the 1990s learner autonomy was among the

main goals of "national curricula." All these raised awareness about learner autonomy and various publications concerning different aspects of learner autonomy were released (Little, 2007, p. 14). In the CEFR, learners are described as the persons who concern with both language learning and acquisition, and they are required to have the competence and strategies necessary to conduct the "tasks, activities, processes" to be able to get involved into the communicative actions. On the other hand, it is specified that while few of the learners deal with planning, constructing and executing the learning processes they are exposed to, most of them learn the language through "following the instructions and carrying out the activities prescribed for them" either by teachers or books. How an ideal learning process should be is emphasized as follows:

> However, once teaching stops, further learning has to be autonomous. Autonomous learning can be promoted if "learning to learn" is regarded as an integral part of language learning, so that learners become increasingly aware of the way they learn, the options open to them and the options that best suit them. Even within the given institutional system they can be brought increasingly to make choices in respect of objectives, materials and working methods in the light of their own needs, motivations, characteristics and resources (CEFR, pp. 141-142 as cited in Little, 2009, p. 1).

Supporting the aforementioned idea of John Trim, CEFR emphasizes the importance of maintainability of learning even if teaching stops and autonomous learning ability makes this possible through equipping learners with the skill of "learning to learn." The ways proposed by CEFR to lead learners to develop both their "study and heuristic skills" in addition to "the responsibility for their own learning" are listed as below (Common European Framework of Reference for Languages: Learning, teaching, assessment, 2001, p. 149):

- simply as a "spin-off from language learning and teaching, without any special planning or provision;
- by progressively transferring responsibility for learning from the teacher to the pupils/students and encouraging them to reflect on their learning and to share this experience with other learners;
- by systematically raising the learners' awareness of the learning/teaching processes in which they are participating;
- by engaging learners as participants in experimentation with different methodological options;
- by getting learners to recognise their own cognitive style and to develop their own learning strategies accordingly."

Putting emphasis on the concept of learner autonomy, CEFR also directs all the responsible people in charge of education in order to bring up autonomous learners. As

a crucial concept, what learner autonomy is and how it is described in various sources by different scholars is given in the next part.

2.3.   Definitions of Learner Autonomy

Before giving the definitions of learner autonomy, it is important to define the concept of "autonomy". The definition of "autonomy" by Trim (Council of Europe, n.d., pp. 227-228) in terms of educational aspect is given literally below:

> "Autonomy is an aspect of educational maturity, in which, as a learner, one has the knowledge, skills and understanding to be in control of one's own learning: to understand what is involved in using a language and what knowledge and skills are required for use; to be able to identify and prioritise one's language needs, and to set objectives which are both worthwhile and feasible, given the resources available, avoiding impossibly inflated goals or setting goals lower than need be; to have insight into one's strengths and weaknesses as a learner and to choose methods which work well for oneself and avoid being dependent on methods which do not; being prepared, nevertheless, to develop learning skills continuously by reflecting on and building on experience; by taking from a teacher or a native speaker, or from available materials, what they are able to give and not expecting, or being dependent on, what they cannot provide."

Defined as educational maturity, what the term "autonomy" requires the learner to do is given below through the description by Holec (1981, p. 3 as cited in Little, 2010, p. 1) similar to that of Trim:

> "To take charge of one's learning is to have, and to hold the responsibility for all the decisions concerning all aspects of this learning, i.e.: determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition properly speaking; evaluating what has been required."

What is remarkable in the description of autonomy is that being independent and also being aware of the whole process are main characteristics of an autonomous learner to convey learning beyond the teaching environment. Likewise, another description of learner autonomy is given below:

> -"the ability and willingness to perform a language task without assistance, with adaptability related to the situational demands, with transferability to other relevant contexts, and with reflection, accompanied by
> -"relevant action (the use, usually conscious and intentional, of appropriate learning strategies) reflecting both ability and willingness" (Oxford, 1999, p. 111).

One of the requirements for the development of learner independence is the desire to monitor the learning process by, for example, evaluating whether what is aimed has been achieved or not, or how effective the results are (Dickinson,1994, p. 7, Leffa, ed.). An autonomous learner takes an active role in self-monitoring and reflection on his/her learning. Good language learners monitor their performance

consciously, thus, self-monitoring is one of the characteristics an autonomous and successful language learner should have (Stern, 1975, p. 315).

Following all the features stated, three main principles necessary pedagogically for learner autonomy namely "learner development, learning reflection and appropriate target language use" are explained respectively below:

✓ Learner development: Related to the affective and the metacognitive dimensions, learner development requires learners "to share responsibility for the learning process."

✓ Learning reflection: This supports learners to employ critical thinking skills while "planning, monitoring and evaluating their learning." Metacognitive strategies are employed to reflect on learning.

✓ Appropriate target language use: Both metacognitive and communicative dimensions are active and use of the target language as the medium language during learning process is primary in contributing to the development of learner autonomy (Little, n.d., ECML, pp. 21-23).

Following this chapter acquainting us with the components of learner autonomy, what these components include and require us to have are to be focused on in the following chapters.

2.3.1. Learning to Learn

What is undebatable within the development of learner autonomy is that "learning to learn" is essential to carry out independent learning even if formal education is over. As a vital ability, learning to learn is described as (Lucas & Greany, 2000, p. 5 as cited in Amalathas, 2010, p. 8):

> "… a process of discovery about learning. It involves a set of principles and skills which, if understood and used, help learners to learn more effectively and so become learners for life. At its heart is the belief that learning is learnable."

Learning to learn comprises of learners' discovery of the way they learn and development of their capacity to be better learners and learn more. It necessitates the development of various skills in addition to dispositions to meet the requirements of a lifelong learning process. "Self-organisation, communication, teamwork, reflectiveness and self-awareness," taking charge of one's own learning and active participation in the design of the learning process are some of the requirements of "learning to learn."

As for the goal of "learning to learn," developing lifelong learners who are flexible enough to adapt to every learning context with the capability and motivation to maintain learning as long as they live is what is central, thus learners both enjoy learning and achievement (Amalathas, 2010, p. 8).

Some models developed to improve "learning to learn" are discussed in the following part to inform educationalists of the ways to make learners own the characteristics of an autonomous learner.

2.3.1.1. Models of Learning to Learn

a. Australia: Cycle of Learning to Learn

The Australian Adult Education Resource and Information Service (ARIS) has designed a model of learning to learn with the aim of encouraging learners to focus on both the process and the content of learning, that is, they place great focus on what and how they learn. As a cyclical model, ARIS's model includes "reflection, integration, validation, further reflection and appropriation." To be well-qualified for autonomous learning, this model can be benefited from and learners can develop autonomy required to be good language users. This cylical model is demonstrated in the following figure:

Reflection → Integration

Appropriation ← Validation

Further Reflection
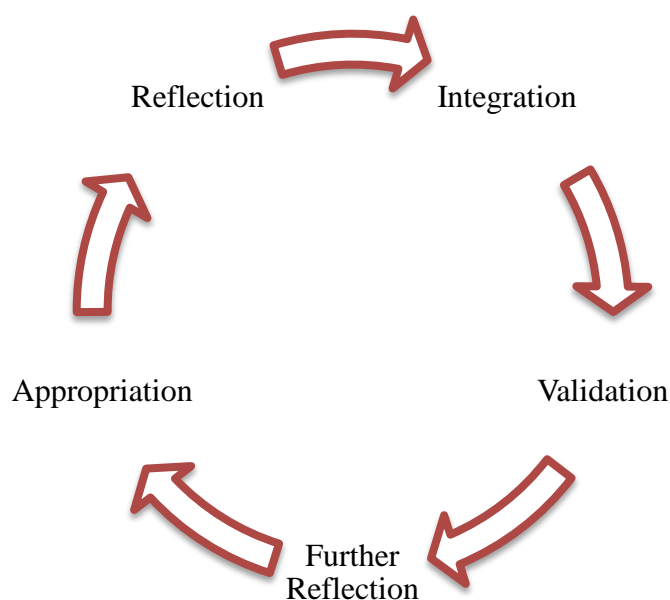
Figure 1: Cycle of learning to learn

(ARIS, 2004, p. 4 as cited in Amalathas, 2010, p. 13)

b. Australia: Clusters of Key Generic Capabilities

Kearns' Australian model emphasizes that "teaching skills or knowledge content" is not adequate without the development of "mental capabilities" which provide knowledge and necessary skills as displayed below.
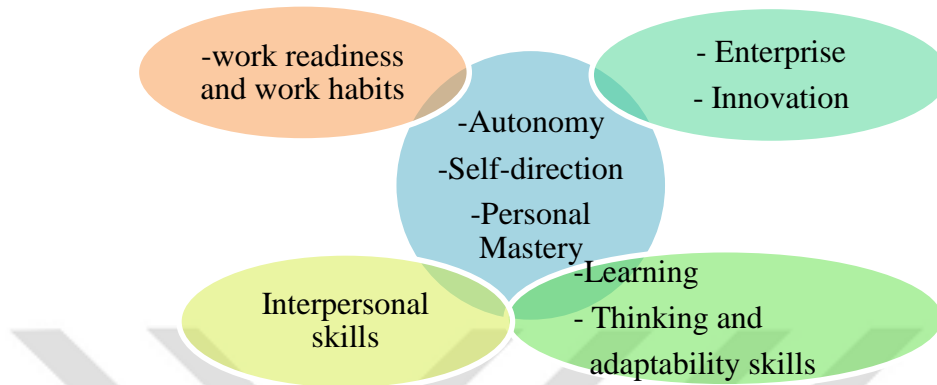
Figure 2: Clusters of Key Generic Skills

(Kearns, 2001, p. 52 as cited in Amalathas, 2010, p. 14)

c. Belgium: Eight Learning Events Model (8LEM)

The Eight Learning Model (8LEM) displays that "teaching and learning" is a compilation of "learning events." Describing "eight documented ways of teaching and learning," The Eight Learning Events Model (8LEM) intends to foster diversification of approaches applied in pedagogical contexts (Leclercq and Poumay, 2005, p. 1 as cited in Amalathas, 2010, p. 14).
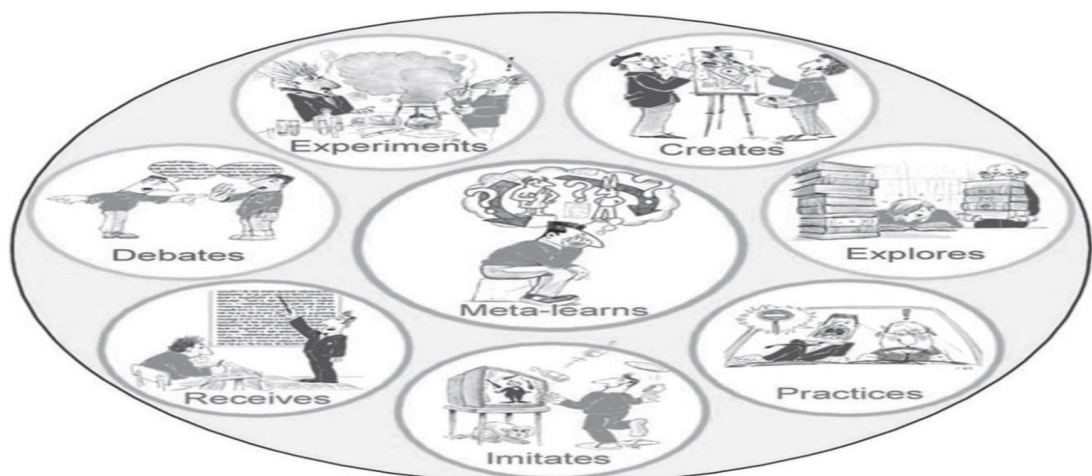
Figure 3: Eight Learning Events

(Leclerq and Poumay, 2005, p. 3 as cited in Amalathas, 2010, p. 15)

d. United Kingdom: Four/Five Rs Models

On the basis of the work by Guy Claxton of the University of Bristol who put forward four dispositions including "Resilience, Resourcefulness, Reflectiveness, Reciprocity" which are necessary in terms of improving learning, this model of learning to learn was developed. Likewise, Five Rs Model consists of "Resilience, Resourcefulness, Reflectiveness, Readiness and Responsibility." Wall et al. (2009 as cited in Amalathas, 2010, p. 16) regard these as "habits of mind, attitudes and motivation necessary for lifelong learning." By adopting an approach called a "community enquiry," this model aims to improve "learning to learn skills" (Amalathas, 2010, p. 16).
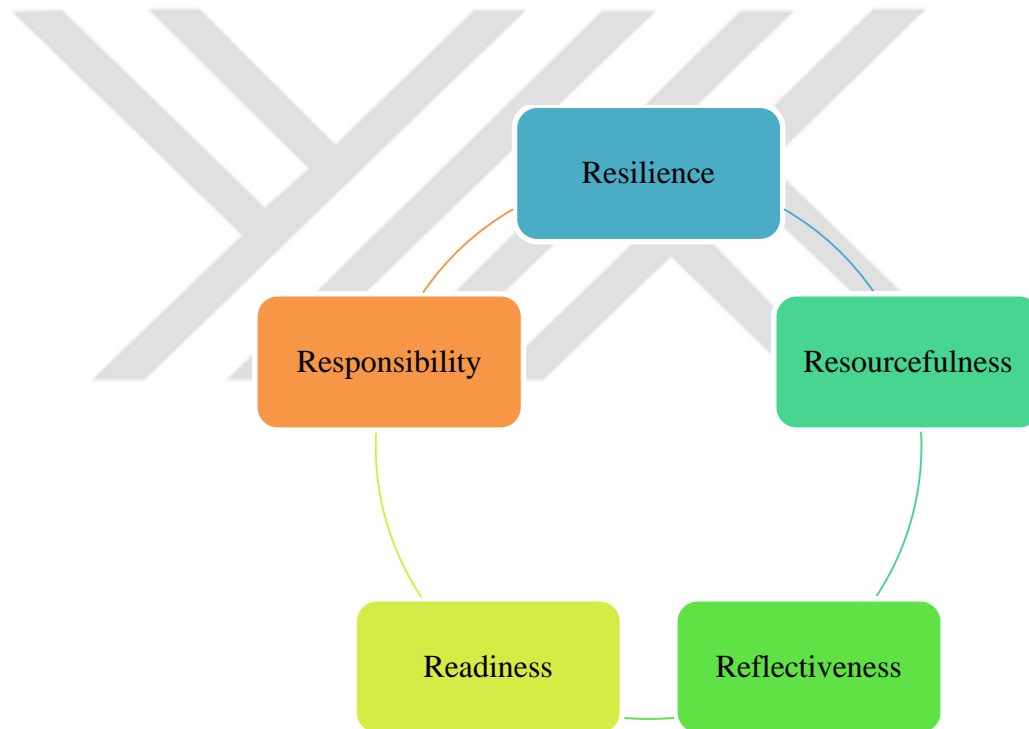
Figure 4: Four/Five Rs Model

 (Amalathas, 2010, p. 16)

e. United Kingdom: Eight Learning Oriented Habits of Mind (LOHM) Model

As a combination of both Claxton's and Bill Lucas's perspective towards learning to learn, "Learning Oriented Habits of Mind" (LOHM) which includes "eight broad qualities" helpful to make use of lifelong learning was developed. These include "curiosity, courage, 'skills in exploration and investigation', experimentation,

imagination, 'reason and discipline', sociability, reflection" (Amalathas, 2010, pp. 16-17). Each quality is vital in terms of adopting a way to learn for a lifelong term. As is aimed in other models, LOHM also aims to enhance the ability of learning to learn, thus learners are supported to be independent and employ mental abilities.
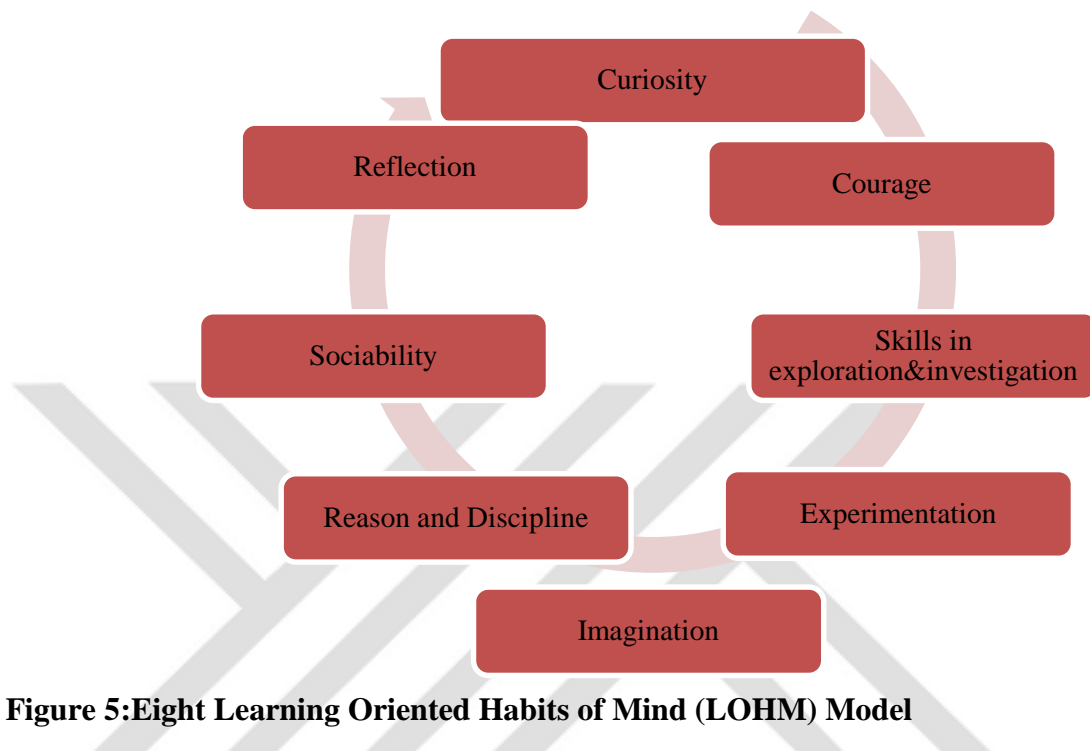
Figure 5:Eight Learning Oriented Habits of Mind (LOHM) Model
 (Amalathas, 2010, pp. 16-17).

2.3.2. Learner-centred vs. Teacher-centred Education

Holec (1981, p. 23 as cited in Little, 2010, p. 2) states that the teacher is in charge of "helping learners acquire the linguistic and communicative abilities he has defined for himself and autonomy." Teaching is secondary to learning within the CEFR, therefore, learner-centredness is fundamental and language use is described in terms of language learner-user's personal capacity for communicative actions. Additionally, CEFR provides an explanation of the learner's role within a life-long period as aforementioned.

In the light of these responsibilities, it becomes apparent that the Turkish education system is far away from autonomous learning. What is dominant within the system is teacher-centred education owing to which learners are not aware of either objectives or any components of the education process. This causes learners to develop teacher-dependence instead of learner autonomy and education turns into an ineffective process by means of which both time and energy are wasted and what is transmitted by

the teacher is forgotten soon after the exam. Evaluated from this aspect, it becomes clear that Turkey inevitably has to confront the problems related to the education system. As is the case currently, teacher-centrism is dominant and Turkey is in need of necessary precautions to be taken to make a shift from teacher-centrism to learner-centrism immediately.

On the basis of this explanation, what comes to the surface is the cruciality of having the characteristics of good language learners including the more comprehensive roles of a language learner.

2.3.3. Characteristics of Good Language Learners

What characteristics good language learners have and what they do in order to be successful within language learning process are among the main issues to be dealt with in order to discover what lies behind success. The characteristics of a good language learner are stated as the following by Rubin and Thompson (1983 as cited in Thompson, 2005, p. 4):

A good language learner should explore the most appropriate way to learn for himself and take charge of his learning process. A good language learner benefits from every opportunity which enables him to practise the language both inside or outside of the classroom. A good language learner should be creative and have the capability of developing a "feel" for the language through experimentation with words and grammar. Additionally, a good language learner has the ability to make use of mistakes instead of getting frustrated with them. He employs his knowledge of first language while learning the second language and uses necessary learning techniques such as mnemonics and some other memory techniques; benefits from the clues that contribute to comprehension within the context. Learning chunks of a language, performing beyond the available competence and manipulating this knowledge are crucial features that should be owned by a good language learner.

Good language learners (GLL) and what they do are touched upon by Johnson (2001, pp. 141-143) in his book "An Introduction to Foreign Language Learning and Teaching" and he categorizes their characteristics as follows:

2.3.3.1. Personality Variables

a. Extroversion and Introversion

"Personality variables" of a learner can determine whether s/he is to get a satisfactory outcome at the end of learning process. Despite the argumentative statements, it is considered that if a person is an extrovert learner, it is possible for him/her to carry out oral performances more readily which presumably leads to success in speaking skills. This does not mean that introvert learners are incompetent; they are simply prone to miss the opportunities opened up by speaking. On the basis of the Output Hypothesis, it can be claimed that how much language a learner produces greatly influences his/her improvement in the target language. For instance, extrovert learners are likely to be more competent and successful (Johnson, 2001, p. 141). This means that they are likely to carry out activities or tasks independently which takes them one step further in the development of learner autonomy.

b. Tolerance of Ambiguity

Tolerance of ambiguity induces learners not to regard anything ambiguous as a menace but instead it has been demonstrated through research that thanks to tolerance of ambiguity learners develop a better learning process. Naiman et al. (1978 as cited in Johnson, 2001, p. 142) conducted Budner's Intolerance of Ambiguity scale and the result indicated that there exists a correlation between tolerance of ambiguity and listening comprehension ability. The learners tolerant of ambiguity are better learners than the ones who have the tendency to regard unfamiliarity as a threat. This personality trait is claimed to be influential on the usage of L1 in the class. Learners who are tolerant of ambiguity are also comfortable with the target language even if they do not comprehend everything uttered which means they are inclined to be involved in the environment in which FL is the medium of communication in contrary to those who are intolerant of ambiguity (Johnson, 2001, p. 142). In this aspect, tolerance of ambiguity makes learners ready to take risks, thus supporting autonomous learning to a great extent.

c. Empathy/ego Permeability and Sensitivity to Rejection

Another feature considered as influential on the learning process is empathy or ego permeability which is necessary in order to be tolerant of various types of personalities. The permeability and empathetic approach provide good language learners with a broader understanding of differing varieties. Likewise, "insensivity to

rejection" contributes to the learning process positively as learners do not inhibit themselves owing to the fear of making mistakes or being exposed to ridicule. In spite of lack of studies carried out concerning these issues owing to the shortage of a sound way of measurement, they are regarded fascinating factors contributing to a good language learner (Johnson, 2001, p. 142). Overcoming fear and taking risks encourages learners to be involved in the learning process without depending on anybody and to initiate learning independently. As a result of this, learners develop autonomy.

d. Cognitive Style and Field Dependence/Independence

How we overcome the problems we face and which strategies we prefer to employ can be named our cognitive styles. Regarding cognitive styles, some studies have been conducted especially on the field dependence. Field independence is described by Witkin as the analytical capacity to perceive an item without taking any background information into consideration (as cited in McDonough, 1981, p. 131 as cited in Johnson, 2001, p. 143). Adopting appropriate ways to analyse contributes to the learning process and to the development of learner autonomy as learners discover the most suitable or practical ways that go hand in hand with their learning styles.

2.3.3.2.   Seven Hypotheses About Good Language Learners

As cited by Johnson (2001, p. 147) with an adaptation from Rubin, 1975 by Naiman et al. 1978, a good language learner is described as "a willing and accurate guesser." They are good at communicating and make the most of opportunities to convey their message and through communication, they contribute to what they already know. Good language learners are risk-takers and they are not inhibited. Additionally, they perpetually look for language patterns while paying attention to communication simultaneously. Moreover, they practise much, monitor their own and other language users' speech and also beyond the surface form, they pay attention to the depth of speech, namely meaning.

2.3.3.3.   Learning Strategies

Employed by good language learners, learning strategies are "specific actions, behaviours, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance

their own learning" (Scarcella and Oxford, 1992, p. 63 as cited in Oxford,1999, p. 110). Learning becomes "more enjoyable, more self-directed, more effective, and more transferable to new situations" thanks to the strategies used (Oxford, 1990, p. 8 as cited in Johnson, 2001, p. 153).Weinstein (1987, p. 590) describes learning strategies as below:

> "Learning strategies include any thoughts or behaviours that help us to acquire new information in such a way that the new information is integrated with our existing knowledge."

Contrasting with the assumption that some learners have special qualifications or inborn ability for language learning, learning strategies and techniques are regarded as the basis of the success of a good language learner. The suggestion that good language learners adopt particular ways to process information and that these ways are learnable led to the focus on learning strategies in language learning (Rubin, 1975 and Stern, 1975 as cited in O'Malley and Chamot,1995, p. 2).

Learning strategies have been categorized by some scholars. Rubin (1981) categorized them as the aspects which directly influence learning comprising "clarification/verification, monitoring, memorization, guessing/inductive reasoning, deductive reasoning and practice" and as the aspects which indirectly influence learning process including "creating practice opportunities and using production tricks such as communication strategies" (as cited in O'Malley and Chamot, 1995, p. 3). It is also evident in the Strategy Inventory for Language Learning (SILL) that there are two main categories of learning strategies: direct and indirect. Direct strategies include "memory, cognitive and compensation" strategies. What is common to all these strategies is that they require target language. Memory strategies can be examplified in setting mental links; cognitive strategies enable ways to practise, analyze, reason; and compensation strategies can be examplified in making correct predictions or intelligent predictions. In contrary to direct strategies, indirect strategies do not necessarily require use of target language explicitly. Indirect strategies include "metacognitive, affective and social strategies." Metacognitive strategies provide learners with the ways to arrange, plan and evaluate. Affective strategies can be examplified in the activities used to overcome the disruptions regarding affective aspects such as encouraging or motivating oneself and lessening the level of anxiety. Social strategies

help learners to make use of communal activities such as collaborative works (Oxford and Burry-Stock, 1995 as cited in Alptekin, 2007).

Direct strategies operate in various ways. Clarification/verification strategy includes illustration for the usage of "a word or expression" and repetition of the word to guarantee understanding. Monitoring includes correction of errors either in "own/other's vocabulary, spelling, pronunciation, grammar and style." Memorization requires "taking notes of new items, pronuncing out, finding a mnemonic, writing the item repeteadly." Guessing/inductive referencing includes making use of "key words, structures, pictures, context" to predict meaning. Deductive reasoning includes making comparison between "native/other language" and "target language" categorizing words and searching for "rules of co-occurrence." Practice comprises experimentation with new sounds, listening attentively, imitation, repetition of a sentence until easy pronunciation is practised.

As for indirect strategies, creating opportunities for practice requires learners to create an environment within which they are exposed to the usage of the target language by a native speaker, to initiate the dialogues with "fellow students", watching or listening to any sources in target language and studying in language laboratories. Production tricks include "usage of circumlocutions, synonyms or cognates, formulaic interaction" and contextualization for clarification of meaning (Rubin, 1975 and Stern, 1975 as cited in O'Malley and Chamot, 1995, p. 4). When aiming for lifelong learning, a learner should put learning strategies into practise and be willing to make use of them at any time, anywhere and doing so surpass limitations.

Also defined as the behaviours learners show in order to learn or manipulate their learning process (Rubin and Werden, 1987, p.6 as cited in Martinez, 1996, p. 104), the strategies commonly used in language learning are categorized into four major types which are cognitive, metacognitive, social and communicative strategies.

2.3.3.4. Cognitive Strategies

Cognitive strategies are employed especially "to obtain knowledge" and "to understand the linguistic system." Inferring the meaning of a word from the context is made possible through the operation of cognitive strategies. Additionally, "generalizing, making comparisons between languages, making associations between

words, practising, analysis, reasoning" are other types of cognitive strategies (Oxford, 1989 as cited in Martinez, 1996, p. 105).

2.3.3.5. Metacognitive Strategies

Metacognitive strategies operate in the discovery of "how to learn" or "learning to learn." Awareness of the learning process and thinking about it in accompliance with "planning, monitoring and self evaluating" appear as a result of metacognitive strategies. These strategies comprise of "setting goals and objectives, planning and organizing language tasks, directed attention, problem identification and self-management" (Oxford, 1989 as cited in Martinez, 1996, p. 106; Johnson, 2001, p. 154).

As "learning is learnable" and "learning to learn" is the "discovery about learning" (2000, p. 5 as cited in Amalathas, 2010, p. 5), the strategies which provide learners with the opportunity to explore the most suitable ways of learning for themselves in order to take initiative in learning process and to be autonomous are paramount. Metacognition is of considerable importance for learning to learn which greatly influences effective learning. Metacognitive approaches are applied in order to have a deep understanding of how learning takes place and how the components of the learning process act in addition to essential aptitudes, attitudes and behaviours. Improvement of critical thinking skills, interaction between pairs in an effective way and usage of various learning approaches can be included in the process of "learning to learn" which is a key to success not only within education but also in other fields (Amalathas, 2010, p. 6).

2.3.3.6. Social Strategies

Social strategies are concerned with the particular manners learners exhibit within social contexts while learning a foreign language. For instance, learners can be involved in a group discussion even if s/he is not completely familiar to what is discussed. Likewise, "counting on friends" or carrying out cooperative tasks can be involved in social strategies (Fillmore, 1979 as cited in Martinez, 1996, p. 106).

2.3.3.7.   Communication Strategies

Communication strategies operate in producing speech. Language learners need to decide on how to carry out a communicative task, both understand what is said and convey their messages. "Paraphrasing, avoidance, restructuring, code-switching, foreignizing, literal translation and repetition" are the communicative strategies applied during the language learning process.

Having the characteristics of good language learners, autonomous learners have characteristics which make them "autonomous" such as self-awareness, language awareness, and the capacity of self-assessment. Moreover, they are risk-takers, they set their short term aims and in order to achieve their aims, they employ personal strategies which best suit them and do what is necessary to realize their ultimate goals for learning a foreign language. Basically comprised of seven features, the characteristics of autonomous learners are explained in the following part.

2.3.4.   Characteristics of Autonomous Learners

2.3.4.1.   Self-awareness

Among the qualities necessary to be successful in Higher Education (HE) are self-awareness and self-regulation as stated in the eighth report of the Vital Development and Research Programme of Bristol University as a result of an enquiry carried out on the basis of the Effective Lifelong Learning Inventory (ELLI) through a project with the companionship of fourteen English universities (Small and Crick, 2008, pp. 46-47). What is explained in the "Synthesis Report of the Socrates Thematic Network Project in the Area of Languages is that the primary aim of the approaches in progress is "to enhance the learners' control over the learning process." These approaches emphasize the cruciality of "learning to learn" which means that learners are in need of learning the essential strategies to deal with their own learning, to keep up with the "new technologies" in addition to "new learning environments" (2001 as cited in Rinkeviciene and Zdanyte, 2002, p. 96).

Learners can enhance their control over language learning by being aware of themselves, their strengths, weaknesses and preferences; therefore, they develop learner autonomy and arrange their learning process aligned with their learning style.

2.3.4.2. Language Awareness

"Explicit knowledge about language and conscious perception and sensivity in language learning, language teaching and language use" (ALA, 2009), are said to contribute to language learning (Hawkins, 1999) and second language acquisiton by means of cognitive, metacognitive and metalinguistic awareness and strategies (Ellis, 2005; Purpura, 1999 as cited in Glover, 2011, p. 121). All these provide learners with the chance of decoding the passwords of a language and thus they become good, conscious language learners.

2.3.4.3. Self-assessment

Self-assessment contributes to the learner autonomy through "giving learners more control of language learning, by enhancing their self-awareness and their awareness of the language learning process, and by giving them a realistic idea of their own abilities" (Alderson, 2005, p.209 as cited in Glover, 2011, p. 122).

Self-assessment includes learners' own judgement regarding their own proficiency. It is considered to be an influential complement to teacher assessment and tests arranged to assess. For a sound self-assessment, some criteria should be taken into account. Firstly, for accuracy "clear descriptors defining standards of proficiency" should be specified and assessment needs to be carried out depending on "specific experiences." Learner training adds more to the accuracy of this process. Once self-assessment is well-structured, correlation can be enabled between both teacher's assessment and self-assessment. What is obvious about self-assessment is that it does not have potential only as a tool to assess but it is also beneficial to increase motivation and raise awareness in a way that leads learners to be aware of their strengths and weaknesses in order to shape the learning process accordingly (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, pp. 191-192).

Self-assessment is of great importance in terms of developing learner autonomy and herein CEFR, as a tool available to carry out "goal setting, self-assessment and self-reporting," provides learners with European Language Portfolio (ELP) (Little, 2005 as cited in Glover 2011, p. 122) in addition to DIALANG which presents a "diagnostic language test" to be taken online (Alderson, 2005 as cited in Glover, 2011, p. 122).

Central to the ELP, self-assessment is crucial to maintaining a successful language learning process. In language passport, learners are provided with the self-assessment grid which comprises an overview of their second language proficiency and they can update their profiles at certain times regularly. Self-assessment in the language passport has a function similar to that of a summative test such as final exams. On the other hand, both goal setting and self-assessment have the function of formative test as they are arranged to assess learning daily, weekly and monthly. These two self-assessment functions of the ELP pedogogically enable a framework to develop learner autonomy (see Appendix A). Learning to learn can not be separated from learning to assess and they need to go hand in hand for an effective learning process. Therefore, self-assessment is fundamental in autonomous language learning (Common European Framework of Reference for Language (CEFR); Council of Europe, 2001, p. 11; European Language Portfolio 2011, p. 6).

The levels given in the Common Reference are the basis of self-assessment. The Common Reference Levels (CRLs) operate in self-assessment thanks to the "self-assessment grid" (SAG) and another grid including the descriptors of the "aspects of spoken language use" (ASLU). These two sources include statements regarding the "language learners' performance based on the levels (A1, A2, B1, B2, C1, C2)" (Council of Europe, 2001, pp. 24-29 as cited in Glover, 2011, p. 122).

Within the assessment, it is highly important for a learner to take his/her goals identified priorly into account, to what extent s/he is aware of his/her own success and what shortages are available in his/her learning process. This type of assessment, that is self-assessment, is crucial especially for adult learners. Depending on the demand, providing feedback for these learners is necessary. This type of assessment does not only provide learners with the chance of assessing their performances but also the opportunity to deal with the necessary responsibilities for assessment (Ek and Trim, 1984, p.166). Succinctly, self-assessment is necessary as learners can achieve a target in learning process once they understand this target and why it is necessary to achieve it. Hence, it is vital to make the evaluation criteria transparent to learners in order to make them have a certain idea of what their work aims and how it makes sense to fulfill it successfully. Once acquainted with the process, learners start to create an overview of what they do and so they can cope with the process and have the control

over, that is they improve their meta-cognitive thinking potential (Black and William 2006, p. 15 as cited in Little 2009, p. 5).

2.3.4.4. Setting Short term Aims

Aware of the learning process, realizing how challenging it is and what a considerable amount of both time and work it requires, a good language learner plans the learning process through short term aims which stand as signs of progress (Ellis and Sinclair, 1987, p. 3). This enables him/her to supervise how the learning process operates and whether they make progress as they have planned, hence, they can make necessary changes and monitor the process accordingly.

2.3.4.5. Personal Strategies

Learning consists of various stages and a good language learner takes responsibility for the process. In order to achieve the objectives set for language learning, a good language learner should determine the most suitable strategies for himself after trying various types of strategies and employing them (Ellis and Sinclair, 1987, p. 3). Trying different learning strategies and deciding on the most appropriate ones enhance autonomous learning as learners discover the ways they can use independently while learning a language.

2.3.4.6. Risk Taking

Good language learners are risk-takers and as stated by Ellis and Sinclair (1987, p. 3), "good language learners actively involve themselves in language learning and do not mind taking risks or experimenting with the language." As such, the more risks a learner takes, the better learner s/he becomes and can have the chance to learn more and to know more about a language. Language learning is meaningful within context and when a learner initiates and makes the most of the available opportunities without being afraid of making mistakes or getting nervous about the results of making mistakes, s/he can learn more quickly.

2.3.4.7. Getting Organized

Getting organized is indisputably crucial to being a good language learner as learners "organise their time and their materials in a personally suitable way and fully

exploit the language learning resources available to them" (Ellis and Sinclair, 1987, p. 3).

As the main issue in this study is how to develop learner autonomy and as learner-centrism is central to the development of learner autonomy, it is a requisite to allude to the subject that brings about the differences between a successful language learner and an unsuccessful one. What do successful language learners do? As an answer to this question, the pursuing part presents an informative compilation to illustrate language portfolio, language biography and language passport.

2.3.5. Language Portfolio

The learner's role suggested within CEFR indicates that what should be prioritized is the development of learner autonomy and learning how to learn. As a companion piece of the CEFR0, in 1991, the European Language Portfolio was first introduced at a symposium in Rüschlikon, Switzerland and the launch of a wider version of the ELP was published after a decade. Regarding European Language Portfolio, what is specified by the Council of Europe to indicate the necessity for it is cited by Trim (n.d., p. 230) as follows:

> "…encourage the development and use by learners in all educational sectors of a personal document (European Language Portfolio) in which they can record their qualifications and other significant linguistic and cultural experiences in an internationally transparent manner, thus motivating learners and acknowledging their efforts to extend and diversify their language learning at all levels in a lifelong perspective."

English Language Portfolio directly supports learning to learn. What is stated in the "Principles and Guidelines" (Council for Cultural Cooperation 2000 as cited in European Language Portfolio, 2011) is that English Language Portfolio (ELP) aims to develop learners themselves in language learning and increase their capacity to learn language independently. ELP is a kind of tool developed to encourage learner autonomy and pedogogically intends to guide learners in the language learning process. Additionally, the language passport enables learners to assess themselves and the language biography (See Appendix B) contributes to "learners' involvement in planning, reflecting upon and assessing their learning process and progress."

English Language Portfolio functions as a source which informs learners of the ongoing process and adds to that through organization, personalization and interpretation of the process thanks to the feedback they both receive and give

themselves (Little, 2009, p. 6). The ELP is a reflective document as it values what competences are gained both formally and informally. The purposes of this document are to create a "mutual understanding" among European citizens, preserve and encourage "cultural and linguistic" variety, develop both "learner responsibility and learner autonomy," encourage "lifelong and intercultural learning" with an aim to make European citizens multilingual and confident, and to describe the "competences and qualifications" transparently to "facilitate mobility" and contribute to personal growth" (Schrarer, 2000, p. 4 as cited in Egel, 2009, p. 3).

The ELP functions as a tool which conveys the approach adopted by the CEFR, that is, "action-oriented approach" into the learning environment. It intends to direct the "further intensification of language learning and teaching in (Council of Europe) member countries" (Council of Europe, 1992, p. 37 as cited in Little, 2009, p. 2). Defined as a "tool to promote learner autonomy," the ELP scaffolds learners to deal with their learning process, "learn how to learn" and thus learners develop "lifelong learning skills" (Council of Europe 2006, p. 9 as cited in Little, 2009, p. 2).

After coming to prominence in the U.S.A, portfolio assessment has been triggered as an alternative to the assessment based on the "standardized test." Both learning and assessment are integrated in the language portfolio, as such, they are of great importance in an educational process in which autonomous learning is central (Little, 2009, p. 4). It qualifies as a priceless assessment tool in terms of the characteristics it has.

Here are some pages developed by Barbara Lazenby Simpson and Francis Goullier in order to develop learner autonomy of "adolescent and adult learners" (Council of Europe, 2011, pp. 40-53, see Appendix C).

2.3.6. Pedogogical Aspects and The Roles of Teachers in the Development of Learner Autonomy

Learner independence should not be regarded as taking responsibility every time or working alone, independence should not be regarded as equivalent of isolation. What matters is the learner's discovery of himself or herself, hence, an independent learner is capable of making suitable and good choices and applying them in practice. All these provide a learner with the opportunity for working autonomously (Ellis and Sinclair, 1987, p.2). Teachers have an invaluable role within learner training in terms of

40

supporting and guiding learners to discover which strategies are effective for themselves and how they can be successful in language learning. The roles of a teacher are categorized by Dickinson and Carver (1980) into three main groups which are psychological preparation, methodological preparation and practice in self-direction (as cited in Ellis and Sinclair, 1987, p. 3). Teachers should initiate as a guide and advocate learners to be successful and set up a learning environment in which they enjoy learning.

What is central to the development of learner autonomy is to help students take more responsibilities for their own learning. In order to achieve this aim, teachers should scaffold them to develop "competences and attitudes" vital for self-directed learning (Weinstein, 1987, p. 590). Little (2004, pp. 22-23) states teacher's role as following:

> • use the target language as the preferred medium of classroom communication and require the same of her learners;
> • involve her learners in a non-stop quest for good learning activities, which are shared, discussed, analysed and evaluated with the whole class – in the target language, to begin with in very simple terms;
> • help her learners to set their own learning targets and choose their own learning activities, subjecting them to discussion, analysis and evaluation – again, in the target language;
> • require her learners to identify individual goals but pursue them through collaborative work in small groups;
> • require her learners to keep a written record of their learning – plans of lessons and projects, lists of useful vocabulary, whatever texts they themselves produce;
> • engage her learners in regular evaluation of their progress as individual learners and as a class – in the target language.

As teachers are not conscious enough of the cruciality of their roles within learner training and also learner training is disregarded, the relevant activities are not conducted sufficiently. This causes disruption and failure in the language learning process. Teachers are required to be aware of the importance of their role and should support learners in learning how to learn and make them acquainted with the target language (Ellis and Sinclair, 1987, p. 4).

Learners have responsibilities within the learning process but their past learning experiences regarding foreign language usually hinder them from being involved in the learner-centred approach immediately and it takes a remarkable amount of time to replace the fossilized learning approach with the new ones. They may quit or get frustrated with repetitive failure and dissatisfaction with the components of the learning process such as teacher, method, strategy, material etc. They may complain about the teacher-centred education which focuses on structure and grammar a lot

41

rather than communicative activities attractive for learners to participate in during lessons. They may be exposed to unnecessary or utopic aims in contrast with their own realistic needs. All these lead to an apparent decrease in learners' motivation level and hence success in language learning turns into an unrealistic outcome of the learning process (Ellis and Sinclair, 1987, p. 4). Teachers should alter this vicious circle, and instead should constitute a learning process in which learners achieve their goals in a meaningful learning context in accordance with their needs for learning.

The role of the teacher should change from "purveyor of information" to "facilitator of learning and manager of learning resources." Education is an outcome of cooperation for which teachers and learners have responsibility. In this respect, the task of a teacher is to direct learners to undertake organizational initiatives" (Little, 1995, p. 178). In order to carry out an influential guidance, what sort of problems learners go through should be detected. Following the identification of lacking points, learners should be provided with suitable learning strategies such as "time-management, setting achievable and manageable goals, priority-setting, working towards one short-term goal at a time, self-reflection and self-evaluation." Learners should be supported in identifying their weaknesses (Conttia, 2007, p. 75). Considering what students need, learner training is basic to the development of learner autonomy and when it is integrated into the available teaching programme, learners can be trained to be autonomous.

Reinder (2010, pp. 46-49 as cited in Simjanoska, 2015, pp. 54-55) specifies the roles of teachers as the following:

1. Identify needs: Teachers conduct a needs analysis to find out learners' needs and prepare activities accordingly.

2. Set goals: Teachers create an environment where they can discuss and define learning goals and set these in corporation with learners.

3. Plan learning: Teachers plan learning involving learners in making decisions and arranging the pace of lessons.

4. Select resources: Teachers provide learners with authentic resources or guide them to discover authentic materials.

5. Select learning strategies: Teachers "incorporate strategy instruction with classroom activities" and guide learners to find out their strategy use.

6. Practice: Teachers offer ways through which learners practise the target language.

7. Monitor progress: Learners can keep a record of the learning experiences they have had in a diary to be shared either with the rest of the class or with the teacher and reflect on it.

8. Assessment and Revision: Teachers enable various types of assessment through which learners can assess themselves and revise the learning process.

2.3.7. Learner Training

The primary reason for learner training is to make learners take the responsibility for their own learning. Dickinson and Caver (1980 as cited in Ellis and Sinclair, 1987) state that this is possible only through an education including these basic points. The first point is to make students psychologically ready. It takes a certain amount of time especially in the countries where a teacher-centred approach is available. Another point is to support learners with methodology to be applied to, thus, students become familiar with the notion "independent learning" and likewise become acquainted with the aims of the course, topics and activities in addition to methodology. Last but not least, it is necessary to prepare learners to learn on their own, to make their own choices without depending on a teacher and to direct their own learning.

Learner training is categorized into three successive steps by Ellis and Sinclair (1989). The first step includes introduction to language learning and it is necessary to start learner training, identify learner type, define needs, that is, analysis of needs and lastly independent learning activity. In the next step, training concerned with learning strategies and language skills is involved. Learner strategies include self-awareness, language awareness, self-assessment, setting short term aims, personal strategies, risk-taking and getting organised. On the other hand, language skills include vocabulary, grammar, listening, speaking, reading and writing. The third step is Independent Learner Planning and "materials for learning," "time-management" as well as "planning of study" are involved within this step.

Learner training contributes greatly to the development of learner autonomy and raises the awareness of the learners regarding "what, how, why and where to

learn." Since learner training aims to make learners more informed about the process of foreign language learning and effective strategies to overcome the problems of language learning, learners become aware of the cruciality of self-assessment and the effective ways to conduct it. Moreover, learners realize the neccessity of identification of their learning needs so learning makes sense for them rather than being a meaningless activity. When the aims are clearly stated, the level of motivation increases and learners develop a positive attitude towards learning. They turn from being passive learners into active learners and become capable of planning their study and benefitting from the classroom activities and also continue learning outside the classroom (Ellis and Sinclair, 1987, p. 5). Strategies are developed during training. For effective training intended to develop learning strategies, some criteria should be taken into consideration in the process of training. Learners' needs, attitudes, views regarding the target language should be the basis for strategy training. Strategies should be interdependent and supportive of each other, besides, should be incorporated into the curriculum covering a long term. Additionally, strategy training should be transparent, pertinent and organized in such a way so as to adress straight to the affective concerns (Oxford, 1993 as cited in McDonough, 2001, p. 325). All in all, learner training is a must for the development of autonomy in language education and learner strategies are central to learner autonomy (Dickinson, 1994, p. 6, Leffa ed.)

2.4. Review of Studies

A great number of studies have been carried out on autonomous learning both in Turkey and other countries. The studies carried out in Turkey and other countries with considerable outcomes relevant to autonomous learning are focused on here respectively.

2.4.1. Studies Carried Out in Turkey on Autonomous Learning

2.4.1.1. Regarding Teachers

As teachers play such an important role in a learner's education, and impact on it greatly, the studies regarding teacher's attitude are crucial. To start off, a research on teachers' supportive behaviors for learner autonomy and critical thinking was carried out and 174 classroom teachers were involved in the survey. Both the "Learner Autonomy Supporting Scale" and "Inventory of Teacher Behaviors Supportive of

Critical Thinking" were used to collect data and the result indicated that supportive behaviors of teachers towards learner autonomy was lower than their supportive behaviors towards critical thinking which appeared to be at a high level (Şahin et al., 2015). In another study, prospective teachers' "responsibilities, learning styles, strategies, motivation level were discovered by means of a survey and the result indicated that even though learners were aware of "their learning styles, strategies, strengths and weaknesses," they were in need of skills to put autonomous learning into the practice (Başbağı and Yılmaz, 2015). In another study carried out by Oğuz (2013) regarding teachers' views about supporting learner autonomy, 492 teachers from primary and secondary schools were questioned and the "Learner Autonomy Support Scale" was used to collect data. The results indicated that teachers were convinced of the necessity of behaviors supporting learner autonomy but the number of teachers who demonstrated behaviors supporting learner-autonomy was less than those who thought it was necessary.

The study carried out by Haznedar (2010) concerning foreign language education in Turkey indicated that teachers had information about the methods based on communicative language but they still applied to traditional methods while teaching, therefore teachers needed to be fostered to make use of modern methods for language education. Another outcome of this study was that written exams were mostly employed for testing success in contrary to the perspective which emphasizes that it is more preferrable to test the development of learners on the basis of longterm productions of learners in a systematic way rather than written exams conducted within quite a short time.

2.4.1.2. Regarding Students

Another important figure in education is the learners. Their tendency, aptitude, attitude or any concerns relevant to autonomous learning in addition to the studies regarding these are indicators of whether they are autonomous learners or not, or whether they have tendency towards autonomous learning. A study concerning perceptions of graduate students as to autonomous learning skills was carried out with a sample of 37 graduate students in the 2013-2014 academic year through a qualitative study based on open-ended questions and the descriptive analysis technique. The outcome indicated that graduate students had autonomous learning abilities. The

participants claimed that they could access the necessary resources and materials, decide on their learning goals considering their needs, moreover, they employed note-taking strategies in general and had the competence for self-evaluation through practices. Additionally, they reported that conducting research as a requirement of graduate education greatly contributed to the development of autonomous learning abilities (Söylemez et al., 2014).

A study was carried out by Uzun (2013) at the School of Foreign Languages at Yıldırım Beyazıt University in order to investigate learning tendencies of learners who used the Independent Learning Centre and the result indicated that Independent Learning Centre users mostly had the tendency to learn from context, namely they were synoptic learners. There were also synthetic and inductive learners and the existence of all these types of learners was regarded as a sign of independence and positive attitude towards learning. This study was carried out in two different stages. In the first part of the research, 715 students were questioned in order to detect for what purposes the Independent Learning Centre was used and to discover learners' attitudes so as to improve the centre accordingly. In the second step, 102 regular users of the centre were questioned through the Learning Types Questionnaire developed by Ehrman and Leaver (2003).

Another study of autonomous learning abilities in foreign language education was conducted by Kaya (2012) regarding the students making use of distance education. A questionnaire was applied to 162 2nd year students of English Language Teaching (BA) Program to investigate autonomous learning abilities in foreign language education in the Open Education Faculty of Anadolu University. The result of the study showed that learners could take responsibility for their own learning partially. They felt themselves responsible for increasing their interest in learning English, studying more, deciding on the time to allocate for activities; they also felt responsible for detecting their weaknesses in English and deciding on what to learn outside the classroom. Another study was conducted by Gömleksiz and Bozpolat (2012) regarding learner autonomy of the seventh grade students in an elementary school in the 2010-2011 academic year. The sample of this study contained 975 students and the Learner Autonomy questionnaire which consists of items and sub-scales intended to investigate learners' ideas about learner autonomy was used. The result indicated a difference between the autonomous learning abilities of the genders as female learners proved to

be more ready both for self-direction and autonomous work in language learning such as choosing the content and assessment. The views on the subject of cruciality of either class or teacher, activities for language learning, evaluation and teachers' role did not differentiate greatly in terms of gender (Gömleksiz and Bozpolat, 2012). It was detected through a study conducted by Tılfarlıoğlu and Çiftçi (2011) that there existed a correlation between the responsibility of learners for language learning and their beliefs regarding the potential they had for language learning. Likewise, the same study carried out with the data of 250 students from the preparatory class indicated that learner autonomy had a positive effect on academic success. The outcome of the study carried out by Çubukcu (2009) indicated that the students were mostly not ready for autonomous learning thinking that teachers should be dominant and responsible for evaluation, however, they were prone to take charge of their learning more. Additionally, the participants did not feel that knowledge should be conveyed by the teacher. The study carried out by Koçak (2003) aimed to investigate the readiness of preparatory class students at Başkent University for autonomous learning and for this, the motivation level of learners, their implementation of metacognitive strategies, responsibility perception both for learner's and teacher's roles and the studies they conduct outside the class were evaluated through the questionnaire and the outcome showed that learners were highly motivated and prone to use metacognitive strategies such as "self-monitoring" and "self-evaluation." On the other hand, they tended to be teacher-dependent and spent quite short amounts of time on outward studies.

Another study concerning teachers' and students' opinions about learner autonomy was carried out by Tursun (2010). 676 students and 60 English Language teachers from a high school participated in this study. The outcome of the study indicated that there existed a difference between grades and genders. The learners at 9th and 11th grade seemed to be inclined to take charge of their learning and use metacognitive strategies such as "self-monitoring" and "self-evaluation." As for gender difference, the male students appeared to be prone to take responsibility for their own learning and female ones applied metacognitive strategies more than male learners.

Üstünlüoğlu (2009) conducted a survey regarding the perceptions of both university students and lecturers as to responsibilities and aptitude for autonomous learning in addition to autonomous activities conducted either inside or outside the class. The study sample consisted of 320 students and 24 teachers and the outcome

indicated that learners had the competence for autonomous learning but that their teachers mostly took charge in the education process as teachers tended to think that learners are incompetent for taking responsibility. What the outcome indicated is the necessity of a training program to be integrated into the curriculum.

2.4.1.3. Studies About System, Techniques and Strategies

Trim (n.d., p. 226) stated: "In most cases, once learners have left the institutions of initial education and training, individuals will have to organise their learning." In order to provide individuals with the ability to "organise their learning," education systems can be questioned and shortages can be detected initially. Solak and Bayar (2015) carried out a research regarding the challenges in English Language learning in Turkish EFL context and the result indicated that "the objectives of English course should be realistic and be considered as a whole from primary education to higher education" which implies the necessity of needs analysis to set realistic objectives to motivate learners. Concerning this result, CEFR appears as a guide with its description of levels of proficiency which is vital to make learners exposed to the same content but to provide them with a language education on the basis of their levels and needs starting from the very beginning to higher education. Another result of this study was that "teaching and improving four language skills are supposed to be the focus of attention rather than grammar-centred language teaching, and English courses should be designed as practice-based rather than theory-based," which shows that the communicative approach should be adopted in order to employ four skills in an integrated way rather than transmitting grammar rules or theories. Moreover, the study indicated that individual differences and learner characteristics should be considered and activities should be planned accordingly and materials should be chosen in accordance with the learners' levels, interests and needs. This again shows how vital the aims of the Council of Europe language policy are, with its learner-centred approach in language education taking learners' levels and needs into account and helping them gain the ability of "learning to learn" to be lifelong learners.

What is significant in education is the system by means of which learners are exposed to an effective programme or vice versa. The usage of techniques and strategies are also crucial in the learning process. Solak (2013, p. 300) made a comparison between primary schools of Turkey and Finland in terms of foreign

language education. Finland was choosen for this study as its education system was thought to be amidst the best ones in the world. The outcome of this study indicated that both of the countries had similarities at primary school level foreign language education as they had objectives based on Common European Framework References regarding foreign language education but they greatly differed in flexibility of curriculum, learner-centrism and the responsibility of teachers. It was envisaged that when schools and teachers had the authority on preparation of foreign language education curriculum, choice of coursebooks and when they were provided with flexibility and autonomy, the rate of success would increase. Thanks to all these, learners had the perception that foreign language learning was a lifelong process and so they would develop learner-autonomy. A portfolio is one of the effective tools to encourage learner-autonomy. The study carried out by Yıldırım (2013) indicated that the usage of a portfolio contributed to the development of learner-autonomy of 21 student-teachers from ELT department at Çukurova University. The data collected through the questionnaire, interviews and portfolios proved that learners became autonomous. Demirel (2012) conducted a survey in order to investigate learning strategies used by undergraduate students and applied Strategy Inventory of Language Learning developed by Oxford (1990) to 702 students at Erciyes University School of Foreign Languages to collect data. The result indicated that learners had language learning strategies at an avarage level and that they used mostly memory strategies rather than compensation strategy. The comparison between female and male learners reflected the females use learning strategies more than males. Additionally, the more learning strategies learners used, the more academic success they achieved (Demirel, 2012, p. 141).

The aim of the research carried out by Reinders and Balçıkanlı (2011) was to examine five textbooks in terms of the frequency and range of suggestion involved in teaching learners to develop autonomous learning. The results indicated that textbooks did not contribute much to the development of autonomy and they did not have sufficient exercises to foster autonomous learning. Another study was carried out by Bitlis (2011) to examine the influence of a blended learning environment on the development of learner autonomy. This was examined via My English Lab, a software programme designed for language learning. To collect data a questionnaire was applied to 36 students at preparatory class of Fatih University in addition to the interviews. On

the basis of the outcome of this study, blended learning was thought to contribute to the development of learner autonomy and provide opportunities to put autonomous learning abilities into practice. It was suggested that more blended learning environments could be created to encourage learner autonomy.

Demirtaş (2010) conducted a study to investigate the appropriateness of foreign language education to learners' needs, to detect learners' perception of autonomy and the reflection of independent learning on academic success, whether activities contributing to learner autonomy were involved in the curriculum or not. The outcome showed that learners were not autonomous and during classes, the teacher was the main figure who mostly focused on grammar teaching. Moreover, no correlation was found between academic success and independent learning.

The study conducted by Kaçar and Zengin (2009) examined interdependence between Turkish EFL learners' opinions concerning language learning and strategies they prefered to use for language learning, their aims and what their precendencies were. The result showed that learners' beliefs and learning aims greatly influenced their choices for identifying goals and strategies. Learners focused primarily on success and regarded language as a tool which made them more successful. As for the cognitive aspect of this study, it was found that learning strategies were dependent on learners' beliefs, their priorities and educational models they were exposed to at the instituion where they were educated (Weden, 1986 as cited in Kaçar and Zengin, 2009). Through this study, it was understood that what effects learners' behaviours is their beliefs. For this reason teachers should encourage learners to use effective learning methods and minimize their negative beliefs, replacing them with positive ones.

Nowadays, the ideal education requires learners to be more active and more independent. Teachers should not be at the centre of education any more and learners should be in charge of their learning process. Yıldırım (2008) conducted a study in order to examine the views of pre-service English teachers for teacher and student responsibilities within the foreign language education. The data was collected through interviews and questionnaires from 179 participants and the result indicated that the pre-service teachers had the perception that teachers and learners should share the responsibilities for the effectiveness of a course, increasing interest, detecting shortcomings and assessment of learning. However, they thought that teachers had

more responsibility for setting goals, deciding on the topic, duration and choosing materials and activities. On the other hand, they thought that learners should take charge of the activities conducted outside the class to improve English. What was deduced from this study was that although pre-service teachers had the perception that teachers should share some responsibilities with learners, there were still some fields of teaching believed to revolve around teachers, which is in contrary to the concept of autonomy, therefore, English Language Teaching (ELT) departments should attach more importance to autonomous learning and the principles necessary for application of it. Aktaş (2015) carried out a study with the participation of 401 students from an English Language Preparatory School where English is mandatory. A questionnaire was carried out and it was found that learners were inclined to choose the methods and techniques for learning, to monitor the process of speaking in terms of "rhythm, time, place, etc." in addition to deciding on learning objectives as imposed by Common European Framework (CEFR). Learners appeared to spend time at libraries dealing with the subjects they liked. As a result of these findings, Aktaş stated that what was ideal was to supply a learning environment far from stress, with various materials to enrich the learning process and special rooms for listening activities.

Hismanoğlu (2013) carried out a study to investigate whether the new "English Language Teacher Education (ELTE)" curriculum launched in 2006 increased the awareness of CEFR of prospective teachers. The outcome of this study based on the data obtained from 72 prospective EFL teachers indicated that students were greatly aware of CEFR and were willing to use a curriculum related to CEFR through which they could have the opportunity to acquire "concurrent instructional skills."

2.4.2. Studies Conducted Outside Turkey

Outside Turkey, there have been a lot of researches some of which are reviewed in this part. Parisio (2013) tried to find out how to design learning spaces in higher education to scaffold autonomous learning and the research was conducted in seventeen learning spaces at eight universities; observations and interviews were held with educational stakeholders. The ideal learning space was described as a "flexible, future-proof, creative, bold, supportive, enterprising" one (JISC, 2006, p. 3). Of primary importance is to make learners develop confidence and independence, and additionally make them adapted and desirous to learn. Home-like spaces support

autonomous learning and learners can decide on where and when to learn. The ability to choose is compulsory for autonomous learning (Boud, 1981). In another study, students' learning autonomy has been assessed through the Seven Jumps Technique (Mukminan, et al., 2013). 60 students of Geography participated in the study and a questionnaire was used to get data. The outcome of the study showed that the Seven Jumps Technique proved to scaffold autonomous learning positively.

A survey study about autonomous learning was carried out via a questionnaire and semi-structured interview. 100 Chinese students were investigated to find out to what extent they conducted autonomous learning for second language and the result showed that little autonomous learning was conducted. What can be deduced from this study is that necessary contribution should be made to realize a learner-autonomy approach for postgraduate students (Xu, 2009). Another study on learner autonomy was carried out at the Hong Kong Polytechnic University and the perception of students towards their responsibilities and decision-making abilities during the learning process in addition to their motivation level and their learning activities both inside or outside the class were investigated through a questionnaire (Chan, 2003). This study showed what beliefs and expectations Hong Kong tertiary learners had and how influential these are on the development of learner-autonomy. The outcome indicated that while students had positive attitudes towards autonomous learning, they were not motivated enough to take all the responsibilities for language learning. This has ascertained that learners need to be more motivated to take charge of learning completely (Dickinson, 1994).

Lüftenegger et al. (2012) conducted a study with 2266 learners from 125 classrooms. The analyses of this study indicated that there was a relation between learners' motivational beliefs and perception of autonomy. If a learner can monitor his/her learning process and assess it, it means that s/he has the ability of self-determination and self-reflection. The outcome showed that once a suitable context was created, a successful lifelong learning autonomy develops. Xhaferi and Xhaferi (2011) examined the techniques to be used to develop learner-autonomy in a Higher Institution in Macedonia. The study proved that usage of various techniques at South East European University could contribute to learner-autonomy. Eighty participants were involved in this study and twenty teachers of English, German, Albanian and Macedonian languages were questioned about techniques they used. The attitude of

learners from different ethnic groups (Albanian, Macedonia, Turkish, Roma) towards learner-autonomy was examined and "A Learner Diary" was used to measure the capacity of learners to monitor what they learned. Teachers answered the questions involved in a questionnaire arranged to explore teaching techniques they used to increase learner autonomy. The outcome of the study indicated that learners were aware of the importance of learner-autonomy but they were still mostly dependent on teachers. It was found that the most common strategy was note-taking used to learn new words. 85% of the participants understood the cruciality of learner-autonomy even though they were dependent on teachers during the learning process. "A Learner Diary" method indicated that diaries are vey useful for autonomous learning. The questionnaire applied to teachers showed that teachers used activities to foster learner-autonomy. They believed that usage of portfolios were beneficial as they give opportunity to learners to control their learning and reflect on it. Diaries are considered to provide learners with a tool to monitor and check their learning progress. Vocabulary notebook is another technique widely used since vocabulary learning is one of the areas which challenge students (Xhaferi and Xhaferi, 2011). In one of the studies carried out by Dafei (2007) it was examined whether learner autonomy influenced English proficiency. The data was collected from 129 non-English learners in China through a questionnaire and interview. The outcome made clear that there existed a positive correlation between English proficiency and learner autonomy.

Another study was carried out to investigate readiness of Spanish university students for autonomus learning. Breeze (2002) collected data from 57 participants of upper-intermediate level at an English language learning centre through a questionnaire. Although Spanish students cited that they took charge of their learning and took pleasure in autonomous works, they also demonstrated that they were in favour of teacher dependence and regarded the "teacher-class structure" as a necessity for an effective learning process. In spite of a positive attitude towards learner autonomy, it is unequivocal that they are prone to teacher-dependence, hence, learner training and learner autonomy should be incorporated more into the available education system to get rid of teacher-dependence. Likewise, Cotteral (1995) administered a study to investigate the readiness for autonomy and in order to get data, a questionnaire was applied to a group of 139 ESL learners. These learners consisted of adult learners who attended an intensive English course for academic purposes. Six

factors (role of the teacher, role of feedback, learner independence, learner confidence in study ability, experience of language learning and approach to studying) lying beyond learners' beliefs regarding language learning were investigated. It was concluded that learners had beliefs about teachers and their responsibility, about feedback, and about themselves and their roles as language learners. What they believed naturally had influence on their receptiveness to activities held in the class and the ideas, as well. Chan (2001) carried out a research concerning the "undergraduate students' attitudes and expectations of autonomous learning and their readiness for such a learning approach" and found that learners held a positive attitude towards autonomous learning and they were ready to be involved in the opportunities which provide them with the chance to employ their learner autonomy.

As a crucial component of autonomous learning, self-assessment was examined. Ibberson (2012) found through research on learners' and teachers' attitudes towards Self-Assessment (SA) that both teachers and learners had positive attitudes towards autonomous learning except for some learners who found it challenging to deal with SA and excluding some teachers who supported the idea that some learners might have difficulties in carrying out SA.

Following the studies carried out both in Turkey and in other countries, the details regarding the present study are examined in the next chapter to clarify any points which still stay veiled up to this point.

CHAPTER III

METHODOLOGY

In this chapter, setting of the present study, sample of it, limitation of it, data collection, procedure, data analysis and outcome of the study with relevant details are covered.

3.1. Setting: Karabük University, School of Foreign Languages

Providing the students of various departments with compulsory English preparatory education for nearly 7 years, the School of Foreign Languages enables a language education in an interactive learning environment. Reading, listening, writing and speaking skills are instructed in classes of 20 students. In the past, English preparatory education was compulsory for all the students no matter which department they would study, however, since November, 2014, preparatory language education has been available only for the learners who are going to study at EMI programmes (either 30% or 100%). Three years now, the learners have been categorized according to their level identified on the basis of the CEFR through a placement exam. In accordance with their level, learners are placed in classes providing education at A1, A2, B1, B1+ and B2 levels. As learner-centrism is primary, portfolio tasks, presentations and similar process-oriented activities are assessed; but when the questionnaire, that is LARI was administered, the system was mainly teacher-centred.

3.2. Sample of the Study

The sample of this study comprised 402 preparatory school students at Karabük University School of Foreign Languages. Out of 402 participants, 230 (57,2%) were females and 172 (42,8%) were males. As for the major field of the participants, 141 (35,1%) of them were from various engineering departments, 90 (22,4%) of them were from science departments and 171 (42,5%) of them were from social sciences.

Regarding the type of high schools they graduated from, the descriptive statistical information shows that 129 (32,1%) were from regular high schools, 158 (39,3%) were from Anatolian high schools, 5 (1,2%) were from super high schools, 79 (19,7%) were from vocational high schools and 31 (7,7%) were from other high schools.

Table 1: Information about the student participants involved in this study

Sex	n	%
Female	230	57,2
Male	172	42,8
Total	402	100,0
Major Field	**Frequency**	**%**
Social Sciences	171	42,5
Science	90	22,4
Engineering	141	35,1
Total	402	100,0
High School Background	**n**	**%**
Regular High Schools	129	32,1
Anatolian High Schools	158	39,3
Super High Schools	5	1,2
Vocational High Schools	79	19,7
Other High Schools	31	7,7
Total	402	100,0

3.3.   Limitations of the Study

This study was administered at Karabük University, School of Foreign Languages and the data obtained was limited to the answers of 402 students who studied at the preparatory class where English is the target language, hence the outcome cannot be generalized to the all learners who are in different educational contexts.

Another limitation of the study is that it investigates the readiness level of learners for autonomous learning taking certain aspects into account. In order to come up with a result, a questionnaire was applied to the learners regarding their motivation level, metacognitive strategies they employ while learning English, responsibility perception of them and the outside class activities they do to improve their language

skills. As learning is influenced by various factors, focusing on four aspects may not be sufficient to decide exactly on the readiness level of learners for autonomous learning even if it is informative to some extent and an indicator of their readiness.

Lastly, this study is based on the quantitative data obtained from the questionnaire; some other research techniques may be more reliable in accordance with the ultimate purpose of the study planned to be carried out.

3.4.   Data Collection

Prior to the data collection, the researcher obtained permission from Ayfer Koçak who developed the questionnaire (LARI) (See Appendix D) via e-mail and afterwards granted official permission from the Graduate School of Social Sciences (See Appendix E), and from the school administration to carry out this study and apply the questionnaire (LARI). Additionally, an approval form was prepared by the researcher for the participants to sign as an indicator of their willingness to take place in this research (See Appendix F). It took nearly a week to apply the questionnaire. The instructors were informed of the procedure in advance to avoid of any disruptions likely to appear while learners were completing the questionnaire. The data was obtained from the students who were enthusiastic and signed the approval form, the ones who were not willing neither signed the approval form nor completed the questionnaire. This is because it is of great importance to collect real, true data to get realistic results.

3.4.1.   Data Collection Instrument: The Questionnaire

The "Learner Autonomy Readiness Instrument" (LARI) was employed to collect data in order to question whether the students at Karabük University School of Foreign Languages were ready or not for autonomous learning.

LARI was developed by Koçak (2003, pp. 41-44) and all the detailed steps of construction of this questionnaire was explained in the methodology part of her thesis entitled "A Study on Learners' Readiness for Autonomous Learning of English as a Foreign Language." Here is specified an overview of the process and what steps were taken towards the development of LARI. Aiming for finding out the readiness levels of learners for autonomy, LARI comprises four main domains: motivation, metacognitive strategies, responsibilities and outside class activities.

LARI was constructed through a meticulous study. Thanks to the support of an expert who had worked with Leni Dam, a prominent figure within the field of learner autonomy, studies were carried out in various libraries (Bilkent, M.E.T.U., British Council). Prior to the construction of LARI, the researcher employed two instruments relevant to the field of study. One of them was the instrument constructed by Boraie, Kassabgy and Schmidt (1996) in order to find out the relation between motivation and learning activities done in the classroom in addition to the relation between motivation and learning strategies. This instrument requires learners to state their "agreements or disagreements" on "six-point Likert scales covering 6 scales: 6 indicates "strongly agree", 5 indicates "agree", 4 indicates "slightly agree", 3 indicates "slightly disagree", 2 indicates "disagree" and 1 indicates "strongly disagree."

Constructed by Chan, Humphreys and Spratt (2002), another instrument which aims to explore readiness of learners for learner autonomy was made use of. This instrument consists of four parts, the first of which intends to examine what responsibilities are attributed to students and teachers by the respondents. The second part examines learners' confidence in their competence to be autonomous and deal with learning experiences autonomously. The third section intends to explore the motivation level of learners to learn English. The last section aims to research autonomous learning experiences both inside and outside the classroom. A 5-point Likert scale is employed for the aforementioned 3 sections (Section 1, Section 2 and Section 3) except the last one in which a 4-point Likert scale is used. In order to empower the reliability of the questionnaire, "literature study, brainstorming sessions and pilot study" were carried out. The steps are given in the chart below (as cited in Koçak, 2003, p. 43):

Table 2: "Steps followed in the design of LARI"

Step 1
Literature is reviewed.
Step 2
Two instruments are combined.
(Motivation questionnaire + Autonomy questionnaire)
Step 3
Expert opinion is taken.
(n=3)

Table 2: "Steps followed in the design of LARI" (Continued)

Step 4
The questionnaire is revised according to the feedback.
Step 5
Translation fidelity is checked.
Step 6
Expert opinion is taken for overall evaluation.
Step 7
The questionnaire is revised once more based on the feedback.
Step 8
Pilot study is conducted.
Step 9
The questionnaire is administered.

3.5. Procedure

Prior to the conduction of the study, permission was obtained from the institution (see Appendix E) and starting on the 18th of May, the study lasted for one week. The respondents were asked for permission and to sign an approval form as a sign of their compliance (see Appendix F). They were also informed of the content of the questionnaire.

3.6. Data Analysis

Following the data collection, the analysis of the data was made and the data obtained from the questionnaire was analyzed quantitatively through the SPSS (Statistical Package for the Social Sciences). One-way ANOVA, t-test and chi-square were employed to analyze the collected data.

3.7. Outcomes

3.7.1. Findings Regarding Motivation

The motivation level of the participants are questioned through 20 items (9-28) with a six-point likert scale. Table 3 shows the number of participants, percentages, standard deviations and means of participants' responses to the items regarding motivation and its many-sided prospects. It is obvious that the majority of learners

30,1% (n=121) indicated their displeasure with learning English, 27,4% (n=110) indicated their strong disagreement with that learning English is enjoyable for them and 26,9% (n=108) reported that they had the tendency for displeasure with learning English (item 9). A great number of learners (n=237), that is 59% of subjects reported their strong disagreement with the necessity of learning English without going to school while 20,6% (n=83) reported their disagreement with this item (item 10). More than a quarter of all participants, 34,3% (n=138) indicated their tendency for disagreement with that they are trying to do their best to learn English and likewise, 28,6% (n=115) reported their disagreement (item 11). Responses to item 12 displayed that learners attended the classes because it was compulsory, only 8,2% (n=33) indicated that they were willing to attend. 40,3% (n=162) of subjects nearly half of all participants, reported their unwillingness for learning English as long as they have the chance (item 13).

Drawn from the responses to item 14 regarding the belief for success in English, the data shows obviously that 35,6% (n=143) of learners did not hope to be successful and likewise 26,4% (n=106) had strong disagreement with this item. The majority of participants, 72,6% (n=292), did not think that knowing English would enhance their chances for having a well-paid, good job (item 15). What subjects stated regarding item 16 indicated that most of them did not have the ambition to be the most successful learner in English; 39,1% (n=157) reported their strong disagreement and 31,3% (n=126) reported their disagreement (item 16). As can be deduced from the data, 35,1% (n=141) stated that they felt confident while speaking in English (item 17). As to concentration in English lessons, responses varied and the percentages for the concentration of learners appeared to be 13,4% (n=54), 18,7% (n=75), 17,4% (n=70), 18,2% (n=73), 18,2% (n=73) , 14,2% (n=57), respectively for the scale (item 18).

34,6% (n=139) of subjects stated that they did not have the fear of failure in English exams while 7% (n=28) of them reported that they had fear (item 19). 29,1% (n=117) of learners reported they were not in favour of pair work and similarly 22,1% (n=89) indicated that they definitely disliked it (item 20). As for individual work, 24,4% (n=98) of subjects reported that they did not definitely prefer individual work (item 21) while 29,1% (n=117) of learners reported that they did not find group works efficient (item 22). Drawn from the responses to item 23, it is apparent that not a great difference exists among the percentages of responses for whether teachers should talk

more during the learning process (item 23). Participants indicated their passiveness through responses for item 24; 45,5% (n=183) of subjects indicated that they definitely disliked the activities which require them to be actively involved into the lesson and 31,3% of learners reported their displeasure with those kinds of activities (item 24).

A great number of subjects (n=225, 56%) stated that they strongly disagreed with the item that teachers should foster learners to be active (item 25). 31,3% (n=126) of learners reported that they disagreed strongly with the item stating that if learners fail, this is owing to insufficient study (item 26). On the other hand, 23,4% (n=94) of subjects indicated that it was because of incompetent teachers (item 27). 36,6% (n=147) of learners indicated their strong disagreement with the point mentioning that if they succeeded in learning English, this was thanks to their study; likewise, 34,3% (n= 138) of learners reported that what lies behind their success was their study (item 28). In the following table, every detail is given for each item.

Tablo 3: Findings Regarding the Motivation Level of the Participants

ITEM	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree		Mean	St. Dev.
	n	%	n	%	n	%	n	%	n	%	n	%		
9) Learning English is enjoyable for me.	20	5	19	4,7	24	6	108	26,9	121	30,1	110	27,4	**2,46**	**1,34**
10) I wish I could learn English in an easier way, without going to school.	12	3	14	3,5	18	4,5	38	9,5	83	20,6	237	59	**1,82**	**1,28**
11) I am trying to do my best to learn English.	15	3,7	40	10	35	8,7	138	34,3	115	28,6	59	14,7	**2,82**	**1,29**
12) Even if there is no attendance requirement in the English course, my attendance would be high.	33	8,2	36	9,0	39	9,7	93	23,1	117	29,1	84	20,9	**2,82**	**1,51**
13) I want to continue studying English for as long as possible.	11	2,7	11	2,7	29	7,2	71	17,7	118	29,4	162	40,3	**2,11**	**1,24**
14) I believe that I will be successful in the English class.	11	2,7	12	3,0	29	7,2	101	25,1	143	35,6	106	26,4	**2,33**	**1,19**
15) If I learn English beter, I will be able to get a better and well-paid job.	4	1,0	6	1,5	10	2,5	27	6,7	63	15,7	292	72,6	**1,48**	**0,96**
16) I want to be the best in the English class.	14	3,5	19	4,7	21	5,2	65	16,2	126	31,3	157	39,1	**2,16**	**1,68**
17) I feel uncomfortable when I have to speak in the English class.	40	10	35	8,7	31	7,7	64	15,9	91	22,6	141	35,1	**2,62**	**1,63**

Table 3: Findings Regarding the Motivation Level of the Participants (Continued)

ITEM	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree		Mean	St. Dev.
	n	%	n	%	n	%	n	%	n	%	n	%		
18) I can not concentrate easily on the English class.	54	13,4	75	18,7	70	17,4	73	18,2	73	18,2	57	14,2	**3,49**	**1,61**
19) I am afraid I will not succeed in English exams.	35	8,7	28	7	36	9	72	17,9	92	22,9	139	34,6	**2,57**	**1,89**
20) I like working in pairs in the English class.	41	10,2	53	13,2	22	5,5	78	19,4	117	29,1	89	22,1	**2,94**	**1,67**
21) I prefer individual work in the English class.	43	10,7	46	11,4	67	16,7	65	16,2	83	20,6	98	24,4	**3,02**	**1,48**
22) Group activities in the English class are not efficient.	27	6,7	34	8,5	39	9,7	89	22,1	117	29,1	96	23,9	**2,70**	**1,48**
23) In the English class, the teacher should be the one who talks more.	51	12,7	66	16,4	53	13,2	81	20,1	69	17,2	82	20,4	**3,26**	**1,69**
24) In an English class, I like activities that allow me to participate actively.	11	2,7	8	2	25	6,2	48	11,9	126	31,3	183	45,5	**1,96**	**1,20**

Table 3: Findings Regarding the Motivation Level of the Participants (Continued)

ITEM	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree		Mean	St. Dev.
	n	%	n	%	n	%	n	%	n	%	n	%		
25) The teacher should encourage students to make contributions in the English lesson.	7	1,7	11	2,7	8	2	45	11,2	106	26,4	225	56	**1,74**	**1,10**
26) If I do not well in this course, it will be because I have not tried hard enough.	32	8	32	8	32	8	69	17,2	111	27,6	126	31,3	**2,57**	**1,57**
27) If I do not do well in this course, it will be because of the teacher.	68	16,9	94	23,4	81	20,1	82	20,4	46	11,4	31	7,7	**3,91**	**1,50**
28) If I do well in this course, it will be because I have the ability for learning English.	4	1	8	2	20	5	85	21,1	138	34,3	147	36,6	**2,04**	**1,05**

3.7.2. Findings Regarding the Metacognitive Strategies

The next 8 items (29-36) are concerned with metacognitive strategies learners apply while learning English. Nearly half of the participants (n=171, 42,5%) stated that they did not interrelate between the new rules and the ones learned priorly and 30,1% (n=121) of subjects reported their strong agreement with the application of this strategy (item 29). 27,4% (n=110) of learners reported their strong disagreement with the usage of summarizing, diagrams and tables for themselves while 5,2% (n=21) of

them used them (item 30). Dividing the words into the parts that can be understood by learners were used by only 6,2% (n=25) of subjects (item 31). Using new words in sentences to remember them easily were applied by 6,5% (n=26) of learners while 32,8% (n=132) indicated their tendency for disagreement with usage of this strategy (item 32). Self-assessment was applied by 5,2% (n=21) of learners (item 33) while 26,4% did not have the tendency to assess themselves. Only 1,5% (n=6) of learners reported that they tried to find the structures and notions they did not understand while studying for English exams (item 34). Likewise, 1,7% (n=7) of learners believed that they understood better when they tried to learn the reasons for mistakes they made in English usage (item 35). 14,4% (n=58) of subjects reported that they spent time preparing for English prior to the class (item 36).

Table 4:Findings Regarding the Metacognitive Strategies used by the participants

ITEM	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagreee		Mean	St.D
	n	%	n	%	n	%	n	%	n	%	n	%		
29) When I am learning a new grammar rule, I think about its relationship to the rules I have learned.	12	3	8	2	22	5,5	68	16,9	171	42,5	121	30,1	**2,16**	**1,15**
30) When I study English course, I pick out the most important points and make diagrams or tables for myself.	21	5,2	40	10	36	9	89	22,1	106	26,4	110	27,4	**2,63**	**1,48**
31) I try to find the meanings of a word by dividing it into parts that I can understand.	25	6,2	51	12,7	51	12,7	109	27,1	94	23,4	71	17,7	**3,00**	**1,52**

Table 4:Findings Regarding the Metacognitive Strategies used by the participants (Continued)

ITEMS	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree		Mean	Std. Dev.
	n	%	n	%	n	%	n	%	n	%	n	%		
32) I use new English words in a sentence in order to remember them easily.	26	6,5	62	15,4	54	13,4	132	32,8	78	19,4	49	12,2	**3,30**	**2,47**
33) I always try to evaluate my progress in learning English.	21	5,2	43	10,7	53	13,2	106	26,4	118	29,4	61	15,2	**2,91**	**1,39**
34) When studying for my English exam, I try to find out which structures and terms I do not understand well.	6	1,5	13	3,2	23	5,7	61	15,2	150	37,3	149	37,1	**2,05**	**1,14**
35) I learn better when I try to understand the reasons of my mistakes I have done in English.	7	1,7	8	2	17	4,2	54	13,4	152	37,8	164	40,8	**1,94**	**1,08**
36) I arrange time to prepare before every English class.	58	14,4	96	23,9	75	18,7	107	26,6	41	10,2	25	6,2	**2,87**	**1,43**

3.7.3. Findings Regarding Responsibility Perceptions

As for the items regarding responsibility, subjects were questioned through 12 items (37-48). 77,6% of subjects (n=312) indicated that both learners and teachers incur responsibility in order to stimulate learners' interest in learning English (item 37). 56,5% of the subjects (n=227) felt that teachers and learners had the responsibility to identify strengths and weaknesses of learners in learning English (item 38). Responses to item 39 indicated that 40% of the subjects (n=161) considered that both teachers and learners were responsible for deciding on the objectives of the course while 28,4% of them (n=114) considered that it was the teacher's responsibility and 31,6% of the participants (n=127) agreed that it was their own responsibility. Deciding on what will be learnt in the next lesson (item 40) was considered to be the responsibility of learners themselves by 61,7% of the subjects (n=248) and likewise choosing the materials to be used in English lessons (item 41) was regarded as the responsibility of learners by 53,7% of the subjects (n=216). Additionally, 59,2% of the subjects (n=238) indicated that it was learners' responsibility to decide on the amount of time to be spent on activities (item 42) and 58,5% of them (n=235) reported it was their own responsibility to choose the materials to be used in English lessons (item 43). Assessment of learning performance (item 44) was considered to be both teachers' and learners' responsibility by 55,5% of the subjects (n=223). Similarly, evaluation of an English course was regarded as the responsibility of both teachers and learners by 60,9% (n=245) of the subjects (item 45).

Deciding on the activities to be carried out outside the class was considered to be the responsibility of teachers by 54% (n=217) of the subjects (item 46). Making progress during an English course (item 47) was thought to be the responsibility of both teachers and learners by 65,7% (n=264) of the subjects. On the other hand, making progress in English outside the class was considered to be the responsibility of teachers by 60,2% (n=242) of the subjects (item 48).

Tablo 5: Findings Regarding the Responsibility Perceptions of the Participants

ITEM	Teacher's Responsibility		Both Teacher's and my own responsibility		My own responsibility		Mean	Std. Deviation
	n	%	n	%	n	%		
37) stimulating my interest in learning English	42	10,4	312	77,6	46	11,4	**2,04**	**1,11**
38) identifying my weaknesses and strengths in learning English	132	32,8	227	56,5	43	10,7	**2,22**	**0,62**
39) deciding the objectives of the English course	114	28,4	161	40	127	31,6	**1,97**	**0,78**
40) deciding what will be learnt in the next English lesson	33	8,2	121	30,1	248	61,7	**1,47**	**0,64**
41) choosing what activities to use in the English lesson	20	5	165	41	216	53,7	**1,53**	**0,76**
42) deciding how long to spend on each activity	26	6,5	138	34,3	238	59,2	**1,47**	**0,62**
43) choosing what materials to use in the English lesson	17	4,2	150	37,3	235	58,5	**1,46**	**0,58**
44) evaluating my learning performance	54	13,4	223	55,5	125	31,1	**1,82**	**0,64**
45) evaluating the English course	69	17,2	245	60,9	88	21,9	**1,95**	**0,62**
46) deciding what I will learn outside the English class	217	54	144	35,8	40	10	**2,49**	**1,18**
47) making sure I make progress during English lessons	82	20,4	264	65,7	56	13,9	**2,06**	**0,58**
48) making sure I make progress outside the English class	242	60,2	127	31,6	33	8,2	**2,52**	**0,64**

3.7.4. Findings Regarding the Outside Class Activities

As drawn from the Table 6, 39,1% of learners (n=157) reported that they sometimes did grammar exercises even if it was not assigned (item 49) while 10,4% (n=42) of them always did it. 27,9% of the subjects (n=112) reported that they sometimes did the assignments which were not compulsory (item 50). 32,1% of subjects (n=129) reported that they sometimes tried to learn new words in English

while 31,8% of them (n=128) reported that they rarely tried (item 51). The rate of subjects who sometimes and rarely used English on the internet for research, chat etc. (item 52) are the same, that is, 27,4% (number 110) as can be drawn from the data. 34,6% of the subjects (n= 139) reported that they never watched English films or television programs whilst 3,5% (n=14) of the subjects reported that they always watched them (item 53). 34,1% of the subjects (n=137) stated that they sometimes read materials in English such as magazines, books and newspapers (item 54). 22,6% (n=91) of learners reported that they always used the self-access centre while 24,9% (n=100) of them reported that they sometimes used it (item 55). 30,6% of the subjects (n=123) reported that they talked to foreign people in English (item 56) while 43% (n=173) of them stated that they never listened to music with English lyrics (item 57).

Tablo 6: The Outside Class Activities performed by the Participants

ITEM	Always		Often		Sometimes		Seldom		Never		Mean	Std. Deviation
	n	%	n	%	n	%	n	%	n	%		
49) I do grammar exercises though it is not homework.	42	10,4	120	29,9	157	39,1	50	12,4	33	8,2	**3,22**	**1,06**
50) I do assignments which are not compulsory.	84	20,9	95	23,6	112	27,9	72	17,9	39	9,7	**3,28**	**1,25**
51) I try to learn new words in English.	12	3	42	10,4	129	32,1	128	31,8	91	22,6	**2,39**	**1,04**
52) I use internet in English. (for chat, search…)	30	7,5	59	14,7	110	27,4	110	27,4	93	23,1	**2,56**	**1,21**
53) I watch English movies or TV programs.	14	3,5	53	13,2	98	24,4	98	24,4	139	34,6	**2,27**	**1,17**

Table 6: The Outside Class Acitivities performed by the Participants (Continued)

ITEM	Always		Often		Sometimes		Seldom		Never		Mean	St.Dev.
	n	%	n	%	n	%	n	%	n	%		
54) I read English written materials. (magazines, books, newspapers…)	37	9,2	104	25,9	137	34,1	66	16,4	58	14,4	**2,99**	**1,17**
55) I make use of the self access center to study English.	91	22,6	91	22,6	100	24,9	64	15,9	56	13,9	**3,24**	**1,34**
56) I talk to foreigners in English.	56	13,9	98	24,4	123	30,6	66	16,4	59	14,7	**3,06**	**1,25**
57) I listen to English songs.	18	4,5	44	10,9	82	20,4	85	21,1	173	43	**2,13**	**1,21**

CHAPTER IV

CONCLUSION

4.1. Introduction

This chapter includes a review of the results obtained from the present study on learner autonomy aiming to find out learners' readiness to take charge of their own learning. Following this, a thematic discussion on the findings, implications for pedagogical practice and recommendations for subsequent researches are involved respectively.

4.2. Review of the Results and Discussions

Consisting of 402 preparatory class students, 230 (57,2%) of whom were females and 172 (42,8%) of whom were males, this study was applied to the students from different departments such as engineering (n=141, 35.1%), science departments (n=90, 22.4%) and social sciences (n=171, 42.5%).

4.2.1. Thematic Discussions on Findings

Overviewing the results, this section includes thematic discussion depending on the results obtained from the questionnaire (LARI). As it was mentioned priorly, this study has questioned four major areas pertaining to autonomous learning (motivation, metacognitive strategies, responsibility perceptions, outside class activities).

4.2.1.1. Learners' Motivation Level

Motivation, as a main requirement for learning English independently, was questioned through the items 9-28 and the data formed the basis of the answer for the first research question, that is whether the preparatory class students are motivated to learn English or not. The results showed that learners were not motivated to learn English which is consistent with the outcome of the research carried out by Chan (2003) which demonstrated that the beliefs and expectations of the learners greatly influence their learning and lack of motivation hinders autonomous learning.

What can be deduced from the answers to the items 9-28 is that the respondents were not motivated to learn English as only 5% (n=20), 4.7% (n=19), 6% (n=24) indicated "strongly in agreement", "agreement" and "slightly in agreement" respectively in regard to the statement "Learning English is enjoyable for me" (item 9).

This lack of motivation is consolidated with the answers given to the other items. A great majority of the respondents appeared not to have any desire to learn English without going to school which also showed that the teacher-centred system had been adopted leading learners to believe that learning can take place only through formal education within a formal context depending on the teacher. A considerable number of respondents appeared not to strive sufficiently to learn English which reflects again the lack of motivation. Likewise, a great number of respondents indicated that they would not attend the class if attendance were not compulsory. The number of the respondents who desire to maintain learning English as long as it is possible was quite low which can be regarded as an indicator of lack of motivation and that lifelong learning cannot take place.

The respondents appeared to be insecure and mostly had no hope to be successful in learning English which is quite deterrent and keep them from learning. A dramatic result was obtained from the answers given to the items aiming to determine to what degree instrumental reason is influential in learning English, and only 4 out of 402 indicated that knowing English provides them with the opportunities to have better and well-paid jobs. Similarly, a small number of learners indicated that they wanted to be the best in English class whilst the rest of the respondents appeared not to have ambition for success in learning English which reinforced the conclusion that learners were not motivated enough to learn.

More than a quarter of the respondents indicated their discomfort with speaking English within the class which can be regarded as one of the reasons that hinder learners from participating in the activities carried out in the classes. Nearly half of the respondents appeared not to be able to concentrate on learning easily which can be explained on the basis of their lack of motivation and shortage of motivating factors. Some of the respondents indicated that they had a fear of failure in English exams which is an expected conclusion of lack of motivation. The respondents' preference for pair work or individual work did not differentiate greatly; the majority of the respondents indicated their disagreement with the preference for individual work which can be an indicator that they were not competent enough to take charge of their own learning. On the other hand, group activities were thought to be efficient which shows that learners can feel secure while studying cooperatively instead as opposed to individual work which can effect independent learning negatively. Nearly half of the

respondents agreed that teachers should be the ones who use talking time predominately which is an indicator that learners are prone to be teacher dependent. The respondents appeared to be passive learners as can be deduced from the answers given to the items 24-25 which investigate the active participation of the learners during the lesson. In case of failure, the teachers were accused mostly by the respondents which reflects teacher centrism again whilst the number of the respondents who indicated themselves as responsible for failure was lower. The number of the learners who thought themselves to have the ability for learning English was very low which can be one of the reasons for the lack of motivation. Another reason, as supported with research carried out by Özdemir (2006, p. 28), learners were not aware of why they learn English, but they should be in order to concentrate on the lesson.

Motivation is as crucial as ability in learning a foreign language. Regarding the influence of motivation, Lambert and Gardner conducted some studies at a time when only intelligence and verbal intelligence were supposed to affect foreign language learning (Gardner, 2001 as cited in Acat and Demiral, 2002, p. 314). In fact, foreign language learning is under the influence of many factors one of which is the use of metacognitive strategies that is to be focused on next.

4.2.1.2. Learners' Use of Metacognitive Strategies

Use of metacognitive strategies is significant in learning a language, that is why the second research question intends to find out whether learners employ metacognitive strategies or not. The answers to the items 29-36 are indicators of whether metacognitive strategies were used by the respondents and therefore, four areas "organizing learning, organizing time, self-monitoring, self-evaluation" were focused on in this part of the questionnaire (LARI) (Koçak, 2003). The results are parallel to what was specified by PISA (Programme for International Student Assessment). The findings of the study carried out by PISA has indicated that learners in Turkey are among the least knowledgable learners (Slovenia, the United States and Iceland) of OECD countries in terms of "awareness of effective strategies to understand and remember information." On the other hand, another result concerning elaboration strategies has demonstrated that they are commonly used in Turkey (OECD, 2010, pp. 77-84). When the present study was examined, the conclusion

indicated that learners did not employ metacognitive strategies while learning English. Most of the respondents specified that they did not take the rules they had learned priorly into consideration while learning a new rule and did not think about the relationship between a newly-learned grammar rule and the previous one. As for effective ways employed to learn, neither diagrams nor tables were proved to be employed by a great number of the respondents to pick out the crucial points while studying English. Likewise, the majority of the respondents indicated that they did not divide the unknown words into the meaningful parts to deduce the meaning of the whole word from these meaningful parts. Using newly-learned words in sentences to remember them was another way that was not preferred by most of the learners while learning vocabulary. Self-evaluation was employed by a small group of the respondents, which can be considered as an indicator that they were far away from autonomous learning and need to be directed. A great number of the respondents appeared not to prefer to detect any points relevant to the language which they did not comprehend well. The respondents also indicated that they did not pay any attention to the reasons lying behind their mistakes when using English and they did not think that they would learn better if they were aware of these mistakes. On the other hand, nearly half of the respondents indicated that they arranged time to get ready for English class prior to the lesson. The study resulted in a contrast to the study aiming to find which language strategies are commonly used by Turkish learners. Carried out by Özmen (2012), in this study the Strategy Inventory for Language Learning (SILL) prepared by Oxford (1990) was administered and 31 learners at Zirve University English Preparatory School participated. Six categories of learning strategies were compared in terms of the percentage of learners that use them. The outcome has indicated that "compensation, metacognitive and social strategies" are the ones mostly used and the percentages of applying compensation, metacognitive and social strategies are 50%, 57% and 55% respectively. The lowest percentage 26% is of affective strategies.

4.2.1.3. Learners' Responsibility Perceptions

Autonomous learning requires learners to perceive themselves as responsible for the whole process of learning to maintain learning outside the formal context and to be a lifelong learner. For this reason, students' responsibility perception is very significant and whether they regard themselves or the teachers as responsible can show

whether or not they are ready for independent learning. As such, for the third research question aiming to find out the learners' responsibility perception, data was collected through the items between 37-48. As can be inferred from the data, the respondents were mostly prone to share responsibilities. More than half of the respondents indicated that stimulating interest in learning English was both their and their teachers' responsibility and similarly, more than half of the respondents regarded it as both their and their teachers' responsibility to detect the "weaknesses and strengths in learning English." "Deciding the objectives of the English course" was indicated as the responsibility of learners themselves by 31,6% (n=127) while 40% (n= 161) indicated that it was both their and their teachers' responsibility which is an indicator that learners can be autonomous when trained in an effective way to be autonomous and to have the authority to decide the objectives depending on their needs. This inference is supported with another item that shows most of the respondents thought that deciding on the topic of the following lesson was the responsibility of the learners themselves. Likewise, more than half of the learners indicated that it was their responsibility to choose the activities to be used in the English lesson; deciding on the duration to be spent on these activities and choosing the materials to be used in English class were also considered their responsibility which reinforces the idea that the learners had the ability of autonomous learning and when provided with necessary training, they would develop learner autonomy and deal well with every stage of learning. As for evaluating their learning performances and English courses, more than half of the respondents indicated that both they and their teachers were responsible. In regard to the activities to be carried out outside the class, the respondents ascribed the responsibility for deciding to the teachers mostly. Checking the progress of learners in English was indicated as the responsibility of both learners and teachers by most of the respondents. Also, the responsibility for ascertaining the progress made outside the English class was ascribed to the teachers by a great majority of the learners which explicitly shows teacher-centrism.

4.2.1.4. Learners' Outside Class Activity

The development of learner autonomy requires extensive studies that take place outside the classroom and make learners adopt a perspective allowing them to feel as though they are involved into learning and contribute to their own learning through

detecting both their own strengths and weaknesses and finding the best way for themselves. In order to find out whether learners conduct extensive activities, and if they do, how often they conduct, the fourth question investigates the frequency of various preferences regarding these activities.

Grammar exercises were indicated to be often or sometimes done by more than half of the respondents, even if not assigned as homework. Likewise, assignments which are not compulsory were indicated to be done by nearly half of the respondents. On the other hand, learning new words in English was indicated to be seldom or never done by more than half of the respondents. A great number of the participants indicated that they used the internet in English "sometimes", "seldom" or "never." Similarly, more than half of the learners indicated that they sometimes, seldom or never watched English films or television programs. More than half of the learners appeared to read materials in English "often," "sometimes" and "seldom" and were not willing to talk to foreigners in English and likewise, most of them appeared not to listen to music with English lyrics.

4.3.   Synthesis of Findings

Learning takes place when a learner intimately and intrinsically wants to learn something and taking this into account, teachers should identify the factors influential on encouraging learners to learn and involve these in the learning environment. This is of great importance in foreign language learning as it is the case in other learning contexts (Williams and Burden, 1997 as cited in Acat and Demiral, 2002, p. 314). Once an appropriate learning environment is constructed, it is mostly up to the learners to achieve their aims or not, and this depends on their characteristics as learners. Related to this study, what is focused on initially is the motivation level of the learners as it encourages learners to learn. What is deduced clearly that they are not motivated to learn and this hinders them to a great extent and deters them from learning English. This case can be explained on the basis of the researches carried out by the British Council and TEPAV. What was specified in the project was that "students were motivated more by longer-term occupational, academic and recreational reasons than by their immediate EMI (English as the Medium of Instruction) needs." In this aspect, needs analysis should be applied and depending on learners' needs, curriculum should be prepared (British Council and TEPAV, 2015, p. 59). Other factors should be considered in order to increase motivation.What is deduced from the studies

(Chambers, 1994; Clark and Trafford, 1996; Clement and others, 1994 as cited in Acat and Demiral, 2002, p. 315) carried out on what motivates learners to learn a foreign language can be categorized into three as intrinsic reasons which cover a learner's motivation and interest for learning the target language, instrumental reasons which are based on the contribution of learning the target language to learners in their work, studies, etc., and holistic reasons which refer to what sorts of interaction occur between the cultures and how knowing a foreign language gives a learner an opportunity to get involved into other cultures.

All these reasons should be taken into consideration while creating a motivating learning environment. As a term directly relevant to the present study, autonomy requires two basic components: "ability and willingness." Ability consists of knowledge of the available options which learners can choose in addition to the skills necessary to decide on which choice is more suitable. Willingness requires "motivation" and "confidence" for taking charge of the decisions to be made. Although these are essential to be an autonomous learner, learners may lack some of these characteristics (Littlewood, 1996, p. 428). In the report of British Council and TEPAV (2015, p. 59), it was stated that the students were not competent enough to use English effectively even if they had attended the preparatory class and as their levels of English following secondary school was not at a level that could be improved within an academic year, it seems to be impossible to make them reach the proficiency level. As a result of this, the motivation levels of learners are low especially throughout the preparatory education in general. In order to overcome this problem, namely, lack of motivation, learners need to be aware of their aims for learning English and also their needs, thus, they become willing and motivated to learn. Self-awareness appears as a must in this aspect.

In the light of the results, it is obvious that learners mostly do not employ metacognitive strategies which are effective while learning a language. Once they develop "language awareness," they become more informed about the strategies they can benefit from while learning a language and so they employ metacognitive strategies. As for the responsibility perception of learners, it can be deduced that learners are generally prone to share responsibilities and this implies that learners can take responsibility for their learning when necessary training is given and when the system is turned from teacher-centrism into learner-centrism. "Learning to learn" can

direct them to be totally independent. Rıdvanovic (1983, p. 9) stated that what is necessary for learning is to "learn how to learn." Once a person explores how to learn, s/he sometimes or never needs a teacher.

On the other hand, students mostly appeared not to carry out additional activities outside the class to improve their language skills which can be explained on the basis of lack of motivation. In the study carried out by British Council and TEPAV (2015, p. 73), learners were proved not to be aware of why they were at the preparatory class and they thought they were there as "they had to be" which is a crystal clear reason for the failure in foreign language education. In contrary to this reality and instead of this obliviousness, what is anticipated is the development of learner autonomy which requires motivation of oneself, working autonomously, management of one's work within time limitations, a mind which is flexible and adaptable to deal with new conditions and also requires thinking creatively, independently and critically all of which can be integrated into the management of the learning process (Crome et al., 2009, p. 114). Aware of why they are there, good language learners benefit from self-management activities which contribute to autonomous learning through the management of the learning process in terms of tasks and time (Thomas et al., 1988, p. 315). They enjoy learning and achieve their goals for language learning.

It does not matter whether Turkey will be a member of the European Community, what matters is to make improvements in order to avoid problems and enable an efficient education for the future generations of Turkey (Gedikoğlu, 2005, p. 80).

4.4. Implications

As a consequence of all the findings and deductions, what appears as a neccessity is that foreign language education should be aligned with the CEFR at each level of education, not only at Higher Education. This will enhance the success since "the characteristic of the CEFR" requires education systems:

> -to define the communicative goals of their curriculum by drawing as appropriate on the CEFR's taxonomic treatment of language use and specifying learning outcomes in "can do" terms.
> - to promote "learning to learn"by developing ELPs with checklists of "I can" descriptors that are explicitly derived from the "can do" descriptors of the curriculum;
> - to design official tests and examinations and rate learners' performances according to principles and criteria developed explicitly from the CEFR (Little, p. 5).

When foreign language education is aligned with these characteristics, learners become competent enough to be educated at EMI programmes and they become more motivated. As active users of the languages, they do not have any difficulties in EMI programmes. When fostered to do activities outside the class and when given opportunity to assess themselves, they become more aware of both themselves as learners and the language itself which is likely to result in the development of learner autonomy. What is the most effective way to enhance the development of learner autonomy is the learner training which can be integrated into the formal education process and make learners maintain learning in the long term which lasts for as much as their lifetime. In the following part, a training programme is evaluated on the basis of Learner's Log by Ellis and Sinclair (1987).

4.4.1. Training Programme for Learners of English

"Autonomous learning experiences do not automatically turn dependent learners into autonomous ones" (Chan, 2001, p.294) so the development of learner autonomy requires a learner training through which a learner develops self-awareness and language awareness on the basis of which s/he can adopt a way to meet his/her own needs and make use of the opportunities available to support autonomous learning. A learner training programme is covered in this part with the aim of scaffolding the development of learner autonomy and supporting learners in the discovery of ways to learning how to learn on the basis of a private circulation of Sinclair and Ellis (1987).

Trim (n.d., p. 226) emphasizes the cruciality of autonomy for success as follows:

> "Adults who are capable of responding rapidly and effectively to environmental changes of all kinds will be able to respond proactively and not merely reactively and thus shape their own future rather than just accept what is imposed upon them. This is what we understand by "autonomy" and it is an indispensable pre-requisite for success, perhaps even survival, in the 21st century."

All in all, developmental of learner autonomy is a major educational objective and it is necessary to implement a Learner Training Programme integrated into the learning process.

PHASE 1: INTRODUCTION TO LANGUAGE LEARNING	
1.1	Induction
1.2	What sort of language learner are you?
1.3	Needs Analysis
1.4	Self-Access Learning

PHASE 2 : STRATEGIES AND SKILLS TRAINING		Extending Vocabulary	Dealing with Grammar	Listening/ Viewing	Speaking	Reading	Writing
Self-awareness	2.1						
Language awareness	2.2						
Self-assessment	2.3						
Setting short term aims	2.4						
Personal strategies	2.5						
Risk taking	2.6						
Getting organised	2.7						

PHASE 3. PLANNING FOR INDEPENDENCE	
3.1	RESOURCES RECORD
3.2	TIME AVAILABILITY
3.3	PERSONAL PLANNER

Figure 6: Phases of Learner Training

(Ellis and Sinclair, 1987, p. 2).

4.4.1.1. Introduction to Language Learning

a. Induction

It is highly important to determine what is expected from the course and provide learners with the chance to discuss both the goals of the course and the methodology to be used. Below a questionnaire is given to exemplify how to do all these.

1.	**What languages can you** **a) speak well?**
	b) speak a few words of?
2.	**How did you learn English?**
3.	**What was your worst language learning experience?**
4.	**What was your best language learning experience?**
5.	**What do you think is the best way to learn a new language?**
6.	**What kinds of activities do you think should be included in your course?**

Figure 7: Questionnaire for clarification of expectations and feelings about course

(Ellis and Sinclair, 1987, p. 5)

Following this questionnaire, a report page as the below can be utilized to record the answers:

Languages:
a)   **b)**

The best way to learn a new language:

Expectations of course:
Information about course:
Aims:

Methodology:

Other:

Figure 8: Report Page

(Ellis and Sinclair, 1987, p.7)

b. What sort of Language Learner Are You?

It is crucial for learners to be aware of themselves, what type of a learner they are. This phase purports to provide learners with the opportunity to discover their own styles and the points to be focused on while learning English. The questionnaire given below intends to find what sort of language learner a person is (Ellis and Sinclair, 1987, p. 8):

Table 7: Questionnaire for exploration of what sort of language learner you are

QUIZ				
Tick your answers to these questions	Usually	Sometimes	Almost never	Don't know
1. Did/do you get good results in grammar tests?				
2. Do you have a good memory for new words?				
3. Do you hate making mistakes?				
4. In class, do you get irritated if mistakes are not corrected?				
5. Is your pronunciation better when you read aloud than when you have a conversation?				
6. Do you wish you had more time to think before speaking?				
7. Did/do you enjoy being in a class?				
8. Do you find it difficult to pick up more than 2 or 3 words of a new language when you are on holiday abroad?				
9. Do you like to learn new grammar rules, words, etc. by heart?				

After completing this questionnaire, learners can write the points they need to focus on more on a separate sheet, thus they become aware of their strengths and weaknesses.

c. Needs Analysis

Learners can do their needs analysis through thinking about the situations in which they need to use English and which skills these situations require them to have. A chart is given below to exemplify needs analysis (Ellis and Sinclair, 1987, p. 15):

Table 8: A Sample Chart for Needs Analysis

Needs Analysis		Important?	
Strategies	Skills	Vocabulary	Grammar

Learners assess themselves on the basis of a scale which includes the basic skills of the target language. Below a self-assessment scale is given to provide the learners with a guide to plan their study programme, taking what they need to improve into account. Self-assessment is prepared on the scale of 1 representing "I can do very little. I am a long way from my final goal." and 10 representing "This is the standard I would like to reach-my final goal." In this way, the study programme is arranged in such a way that what is needed is prioritized (Ellis and Sinclair, 1987, p. 16).

Table 9: Self-assessment Scale

Vocabulary:	1	2	3	4	5	6	7	8	9	10
Grammar:	1	2	3	4	5	6	7	8	9	10
Listening/viewing:	1	2	3	4	5	6	7	8	9	10
Speaking:	1	2	3	4	5	6	7	8	9	10
Reading:	1	2	3	4	5	6	7	8	9	10
Writing:	1	2	3	4	5	6	7	8	9	10

According to the result, a personal record of priorities is formed to provide learners with necessary basis to determine which skill should be concentrated on (Ellis and Sinclair, 1987, p. 17).

Table 10: Personal Record of Priorities

SKILLS/AREAS	PRIORITY RATING
Vocabulary	
Grammar	
Listening/Viewing	
Speaking	
Reading	
Writing	

d. Self-access Learning

For self-access learning, the self-access centre of the school is a good alternative if there is one available where learners can do the activities they need to do in order to achieve their goals. After self-study, they can make an analysis taking the following questions into account (Ellis and Sinclair, 1987, p. 19):

-What were your aims before you started? Why?
- What activities/materials did you choose? Why?
- What were your strategies for using the materials?
- Were your strategies useful/successful?
- Did you have any problems? If so, what were they?
- If you try self-access learning again, what do you think you will do/try next? Why?

Keeping records regarding these questions directs learners to rearrange their self-study accordingly.

4.4.1.2. Strategies and Skills Training

a. Self-Awareness

Self-awareness is one of the underlying components of autonomous learning. A good language learner is expected to be aware of his/her attitude towards language learning. Self-awareness raises learners' awareness about the challenges they have in language learning so that they can deal with their problems. One of the areas learners need to be aware of is vocabulary knowledge. Learners' attitude towards learning vocabulary should be found out. Their attitude towards learning grammar is another crucial point in learning English. Most of Turkish learners regard grammar as compulsory and are prone to study grammar more whilst some complain that they are mostly exposed to a grammar-based language education which does not give them chance to practise speaking.

One of the characteristics of good language learners is to have self-awareness of their attitudes and sensitivity towards the components of a language. They know that once they are aware of their attitudes and feelings, they will be successful in dealing with the problems they face during the learning process and find a way to overcome these problems (Ellis and Sinclair, 1987, p. 24).

- **Extending Vocabulary**

Regarding vocabulary knowledge, every learner can have different views and this reflects on their learning. Some learners may think that vocabulary is very crucial in order to communicate with others or express themselves well whilst some learners believe that they can find a way to express themselves somehow without knowing a lot of words and as such, it is not essential to learn a lot of new words. These two different attitudes towards learning new vocabulary influence learners' adoption of a path and either lead them to have a high level of vocabulary or not. Therefore, learners need to discover their attitude firstly and on the basis of that, they may find the reasons lying behind their failure in improving vocabulary knowledge and accordingly they can manipulate the paths they follow (Ellis and Sinclair, 1987, p. 25).

- **Dealing with Grammar**

Learners' attitude towards grammar induces either their success or failure in dealing with grammar. They may consider grammar as compulsory to learn a language, to use it orally or in written forms, some of them regard it as secondary and think that "vocabulary, body language, culture" etc. are primary. Some may complain about the difficulty of grammar and state that grammar rules are illogical and include plenty of exceptions while some consider that grammar is necessary although they dislike it.

As can be deduced from these, development of a positive attitude takes learners to success and being negative disrupts language learning (Ellis and Sinclair, 1987, p. 26).

- **Listening and Viewing**

As is the case in the fields of language mentioned priorly, the attitudes of learners towards listening and viewing are influential in their learning process. If a learner is not comfortable with listening or viewing in English and states that s/he gets angry on account of not understanding everything, then s/he needs to change this negative attitude. On the other hand, a learner may enjoy the sounds of English language and so listening or viewing in English contributes positively to his/her language learning. Some learners may have strategies such as catching the key points and making use of the body language of the speakers as a clue to help them to understand the whole context (Ellis and Sinclair, 1987, p. 28).

- **Speaking**

Learners differentiate in their attitudes towards speaking. Some learners are anxious about making mistakes, prefer to be corrected when they make mistakes and try hard to avoid it. Some believe that what matters is to be understood, not to make mistakes. Sometimes, sounding like native speakers is considered to be crucial and as a result, much effort is made to improve native-like pronunciation. Learners need to find out their attitudes towards speaking and on the basis of this, they should follow a path that will take them to the desired level (Ellis and Sinclair, 1987, p. 29).

- **Reading**

Attitude towards reading influences learners' preference in the learning process. If a learner reads only what is necessary, for example materials such as instructions or manuals or if they regard reading as a boring activity owing to unknown words, they cannot improve their reading skills. As for learners who have a positive attitude

towards reading and who like reading for pleasure, they have the advantage of making contribution to the learning process (Ellis and Sinclair, 1987, p. 30).

- **Writing**

How learners react to writing depends on their own attitudes. Some learners prefer to communicate in written form and some of them make use of writing to learn "spelling, phrases" etc. or to remember them (Ellis and Sinclair, 1987, p. 32).

b. Language Awareness

Good language learners are aware of the language as much as they are aware of themselves. The knowledge of target language enlightens learners regarding their language learning problems and empowers them to overcome these problems (Ellis and Sinclair, 1987, p. 32).

- **Extending Vocabulary**

Learners' knowledge of vocabulary regarding target language is a way for them to discover how to extend their own vocabulary knowledge. They can search for how many words a native speaker on avarage level knows, how many words are recognised passively and how many of them are used actively. Moreover, it is necessary to identify what "knowing a word" requires such as correct spelling or acceptable pronunciation (Ellis and Sinclair, 1987, p. 34).

- **Dealing with Grammar**

Turkish learners need to discover what similarities and differences may be found between English and Turkish grammar in order to cope with learning grammar. When they compare and contrast their mother tongue and English and find that the similarities are more than differences, then they learn English more easily but if the two languages are found to be quite different from each other, learning English appears quite challenging and learners require more time to learn it.

Language awareness regarding grammar involves the knowledge of the main components of English grammar. Firstly, as both English and Turkish differ in many aspects, learners need to realize those differences and avoid overgeneralisations of the rules. Learners should be acquainted with three main components of English Grammar: Facts, Patterns and Choices. For facts, what learners need to do is simply to learn them. Plural forms of the nouns such as "woman-women, mouse-mice, tooth-teeth" can examplify the facts. As for patterns, they can save learners time and learners

can generate new language once they have learned the patterns such as "What do you do?/What do you study?"

A good language learner learns the grammar rules first. Afterwards, they prepare a Pattern Bank which allows them to generate plenty of examples of grammar use. Regarding choices, learners are free to choose any kind of correct language forms and they can decide depending on what they are trying to communicate or how they feel at the time. They need to read and listen more in English to develop a comprehensive understanding of the relation between grammar and meaning (Ellis and Sinclair, 1987, pp. 35-37).

- **Listening and Viewing**

Learners should identify the problems they have while listening in order to produce solutions for these problems. They can make use of various strategies to be successful in listening. They can try to guess the topic prior to listening if any kinds of materials are available which go with what they will listen to and depending on their aims for listening, they can take notes of details or just try to catch general points (Ellis and Sinclair, 1987, pp. 38-39).

- **Speaking**

English has been a global language and cannot be restricted within the borders of a country any more. Knowledge of the number of how many people speak it as first language and how many of them use it as a second language prove that English is crucial worldwide and thus it is also crucial to be a competent English communicator. Learners' awareness of their first language and English induce them to deal with the difficulties they experience while speaking. One of the major problems of people from various non-English speaking countries is pronunciation. Making a comparison between first language and English in terms of letters and their pronunciation, learners can focus on the challenging points more.

On the other hand, language awareness regarding the features of spoken and written English are different from each other such as the style used in the speech. If learners are aware of "whom they communicate with, situation, topic, reason for speaking and their mood", they decide on an appropriate way of language use.

While learning new words, learners can also learn where the stress is in those words and how they are pronounced through the help of "a native speaker, a dictionary or a teacher." Putting stress on different words in a sentence shifts the focus of that

sentence. Intonation reflects the feeling of a speaker or what s/he means. Learners should be alert for intonation and try to practise while speaking (Ellis and Sinclair, 1987, pp. 42-47).

- **Reading**

Identifying the problems and reasons lying behind these problems is essential in every field of language and contributes to learning to a great extent. Language awareness regarding reading can be examined from different aspects. Firstly, the reading speed of learners can motivate them to read more or vice versa. Reading speed is related to learners' attitudes towards reading. Some readers are slow because they regard it as necessary to understand each word and feel anxious that they can not catch the meaning, therefore, they stop reading and look unknown words up in the dictionary or similar sources. On the other hand, some readers are slow because they pronunce words simultaneously while reading which cause them to be slow. This is common behavior while reading in English but in order to be a good language learner, instead of stopping reading owing to unknown words, learners should go on reading and try to guess the meaning from the context, reading in chunks which enables them to read fast.

Learners should decide on a reading strategy depending on their aims for reading, whether they read to get the main ideas or specific information or to learn new language. They may make use of skimming to get the main idea, scanning to catch a specific detail or reading the whole text for information. In addition to aims for reading, what type of text they are reading is of great importance. Layout of a text is very useful to comprehend what is read. Having a look at "titles/headlines, photographs, diagrams" and size of print can be clues to guess what is mentioned in the text and comprehend it easily (Ellis and Sinclair, 1987, pp. 49-52).

- **Writing**

People use written language either with the aim of communication with other people or for their own individual use, not intending for it be read by someone. It is obvious that written forms of the English language greatly differ from spoken English and various types of written texts have different functions and characteristics accordingly. Being aware of this provides learners with success in writing.

To raise language awareness about reading, different types of written texts can be focused on and necessary comparisons between those can be made especially in terms of "layout, style of language, length and organisation of ideas." The following chart can be used to specify characteristics of a written text according to its type (Ellis and Sinclair, 1987, p. 55).

Type of Written Text	Specific Characteristics

Figure 9: Characteristics of Different Written Text

c. Self-Assessment

One of the characteristics good language learners have is their competence in self-assessment and monitoring their own progress. They can identify their strengths and weaknesses and on the basis of these, they form their learning process. Additionally, when they have the record of documents which reflects their improvements, this motivates them more and helps them to arrange a plan to improve more.

Self-assessment can be carried out within two stages. In the first stage, learners assess how well they did in practice (in a grammar exercise, a conversation etc.) and what they plan to do next in order to improve themselves. In the second stage, it is necessary for learners to assess how well they are doing and keep a record of this to

check whether what is being done is beneficial or meets the needs and determine what they need to focus on and improve (Ellis and Sinclair, 1987, p. 56).

- **Extending Vocabulary**

Prior to assessment of vocabulary knowledge, criteria should be set clearly. In this stage, going back to the statements of learners about what knowing a word means, the points to be focused on or to what extent the assessment of vocabulary is interrelated to "listening, speaking, reading and writing skills" are analyzed. For the activities done recently, learners keep a record of their self-assessment concerning the use of vocabulary. A chart similar to the one below can reflect learners' assessment of themselves (Ellis and Sinclair, 1987, p. 58).

Date	Activity/ Situation	Criteria	Assessment/ Score	Points to Improve

Figure 10: A chart for self-assessment of one's performance in a real life situation

Following this, learners can monitor their learning process and progress on the basis of their self-assessment chart.

- **Dealing with Grammar**

What kinds of mistakes are considered serious should be identified. In the assessment of mistakes, the ones which make the meaning unclear and confusing should be prioritized. Where grammar is used, in written or spoken language, is another point to be taken into account while setting criteria for grammar assessment.

Regular assessment is compulsory for success in grammar. Grammar assessment in written language can be carried out through written materials. As for spoken language, a recording of speech can be a good option to check use of grammar. A chart similar to the one involved in extending vocabulary can be used for grammar,

too. After all these records have been observed, necessary arrangements are carried out and learners can monitor their progress in grammar (Ellis and Sinclair, 1987, pp. 60-63).

- **Listening and Viewing**

The criteria for assessment of listening and viewing depend on why and what learners are listening to. Listening can be assessed in terms of "strategy, speed, length, accent, vocabulary, number of speakers, interference" etc. Learners can assess themselves in terms of:

Strategy (I used the appropriate strategy or not.)
Speed   (Whether the speech was very fast or not for me.)
Length   (Whether the listening item was too long or not.)
Accent   (Whether I found it challenging to comprehend the particular accent used.)
Vocabulary (Whether there are a lot of unknown words or not.)
Number of speakers (I was confused by different voices or not.)
Interference (The noise available in the background disrupts listening.)

Learners can get audios and an accompanying book and do exercises while listening. They can check what they have not understood in the tapescripts. A chart including "date, activity/situation, criteria, assessment/score, points to improve" can be used as given in the extending vocabulary part (Ellis and Sinclair, 1987, pp. 64-65).

- **Speaking**

In order to assess speaking, it is a must to set criteria to decide on what aspects are to be focused on, accuracy or fluency, or both of them. The criteria for asssessment are based on learners' weaknesses and strengths in speaking, their individual satisfaction with their speaking ability, their long-term aims and their specific aims if available such as "passing an oral examination, giving speeches at conferences" etc.

For accuracy, correctness of vocabulary use, that is the choice of right words and range of the words used, can be focused on. For grammar, whether the right tense, prepositions, question tags are used can be examined. The register/style is also crucial and whether formal or informal style is appropriate should be decided on and a clear style should be adopted. Additionally, whether words were stressed correctly and as for

intonation, how learners sounded (polite, rude, friendly etc.) should be assessed. Moreover, whether pronunciation is intelligible or not should be involved in the assessment criteria for speaking.

Fluency is another point which is central in speaking. It is concerned with the general effect of learners' spoken English. Whether meaning is clear and how spontaneity reflects on the speech can be examined (Ellis and Sinclair, 1987, pp. 67-71).

- **Reading**

Self-assessment for reading is dependent on the type of text and why it is read. Speed, strategy and comprehension can be involved in the criteria of reading assessment. Whether speed of reading is normal, appropriate strategy is choosen or not, and whether the text is comprehended or not can be assessed. Depending on the reason for reading, learners can adopt a strategy and apply to it. Testing their learning progress through activities enables learners to improve themselves and monitor their learning process (Ellis and Sinclair, 1987, pp. 72-73).

- **Writing**

In the identification of criteria for writing, whether learners write to specific receivers or for their individual use, and the type of text they are writing can form the basis of criteria. In formal writings, learners need to write a few drafts and a detailed self-assessment is carried out. On the other hand, if a learner notes down during a lecture, self-assessment aims for deciding on whether what is written can be intelligible or not. For correctness of writing "grammar, vocabulary, spelling and punctuation" can be checked and for appropriacy "style, organisation of ideas, choice of vocabulary and layout/presentation" are focused on for self-assessment. Usage of error code while assessing learners' written work is beneficial and practical to realise the mistakes and correct them (Ellis and Sinclair, 1987, pp.75-79).

d. Setting Short Term Aims

Language learning is a lifelong process and it takes a long period to be competent enough in a language, hence, setting short term aims which are realistic makes the learning process more manageable and makes it easy to check progress. Learners become more motivated when they see their progress.

While setting short term aims, former records, namely records of self-assessment/self-monitoring are central because learners decide on what they need to improve and write these items down. Secondly, it is necessary to state how these short term aims can be achieved. Timing is another crucial point; it is important to decide when the aims are to be achieved and how much time will be spent in reach of those aims. Following the achievement of aims, learners mark those as done. In order to access to a permanent success, setting short term aims regularly is necessary (Ellis and Sinclair, 1987, p. 82).

What?	How?	When?	How long?	Done

Figure 11: A chart for setting short term aims

Good language learners are desirous to discover what the best and most appropriate learning strategy is for them. They are willing to make use of every opportunity to practise their language and experiment with various learning strategies.

e. Personal Strategies

- **Extending Vocabulary**

The aim of the training for personal strategy to extend vocabulary is to help learners discover different kinds of learning strategies to add more to their vocabulary knowledge and identify the most suitable strategy for themselves. Some learners may need to see the written form of as simply saying it is not enough while some learners need to listen to the pronunciation of the new word. On the other hand, some learners

are prone to learn a new word by writing it a few times whilst another group of learners prefer to remember new vocabulary through translations. Additionally, learning new vocabulary through setting links to a specific topic is practised by some learners.

In order to improve vocabulary knowledge, learners can be exposed to some activities in the classroom with the help of teacher. Learners are required to work as a group. The teacher provides them with new words to be learned in five minutes. Learners write as many words as they can remember.

New Vocabulary:

-

-

-

-

Then they examine themselves, try to discover how they have learned and what they used.

Strategies

-

-

-

Then group members are compared in terms of the number of vocabulary they have learned. Learners get information about the strategy or strategies used by the most successful group member and consider the possibility that they can become successful trying the same strategy or strategies. They exchange their ideas and try to find useful strategies for themselves.

Brainstorming can be another way to learn about various strategies. Learners list as many strategies as they can for improving vocabulary knowledge and share their ideas with other learners. Likewise, a word network can be useful to remember new words. Choosing a topic and writing it in the middle on a paper and writing relevant words that come to their minds around the first word can be useful in learning a group of words simultaneously. They can add more words to the available ones and create a

word tree. This word map can become longer as much as they add new words and this greatly contributes to their vocabulary knowledge.

"Word bags" can be great sources to learn new words if learners can make use of them in an efficient way, they can take new words they want to learn from their contexts, either copy or cut them out and put them into the word bag, then they choose a word card randomly from the bag and try to remember the meaning of it, the context it is used in and all the images they associate with that word (Ellis and Sinclair, 1987, pp. 90-94).

- **Dealing with Grammar**

Finding appropriate strategies to learn grammar helps to overcome any hinderances to learning a language with its grammatical constituents. Firstly, brainstorming can activate available knowledge about strategies, and sharing ideas with other learners can be useful. Secondly, "building a pattern bank" provides learners with a collection of samples and so they can generate new sentences on the basis of patterns (Ellis and Sinclair, 1987, pp. 95-96).

PASSIVES	
The seized guns were handed over by the Customs men to the police.	*"I was followed by 2 men."*
Daily Mail 2.5.2016	*(quote from TV programme)*
The registered letter was delivered by the messenger to the boss.	
	He was chased by a dog.
The sick parrot was taken by Mr. Brown to the vets.	

Figure 12: A sample of "Pattern Bank"

Utilizing all available chances to listen to the native speakers and focusing on the grammar used by them to improve language learning greatly contribute to learning process.

- **Listening and Viewing**

As is the case with other skills, discovering the most suitable strategies to improve listening and viewing is crucial and brainstorming is a good start for this discovery. "Select and reject" is a good way to make listening meaningful as it is based on the idea that if the reason for listening is clear, a learner listens in accordance with that reason, and therefore, s/he tries to understand the points s/he is interested in and skips the rest. This can be practised on the radio broadcast news and the chart below can be used (Ellis and Sinclair, 1987, p. 101):

Possible Topics	Selected Topics	New Information

Figure 13: Worksheet for "Select and Reject" Activity

- **Speaking**

Learners choose the strategies which suit them best to improve their speaking skills. Some learners record their reading aloud or try speaking spontaneously about a specific topic. Some may have "imaginary conversations" with an imaginary speaker or some attend an "English language club" where they have the chance to practice English. Insisting on the practice and keeping regular practice activities are necessary to be good at speaking English. Additionally, brainstorming about the useful strategies employed by other learners and getting new ideas about how to improve speaking skills contribute to the learning process (Ellis and Sinclair, 1987, p. 103).

- **Reading**

Reading materials in English which learners like reading in their own languages and using the strategy they use while reading in their first language also for the texts in English is a helpful practice. Reading comprehension questions prior to reading a text to make reading meaningful; choosing the resources that learners are keen on can be useful tips for learning. Moreover, getting ready for reading through searching about the topic, checking the layout of the text, choosing a text appropriate in terms of language level (skimming the first page to find out whether there are more than six unknown words that are basic for comprehension can be a good way to decide whether to read that text or not) should be taken into account for improving reading skills (Ellis and Sinclair, 1987, pp. 104-105).

- **Writing**

Making penfriends, keeping a personal diary, having a "word processor" by means of which learners have the chance to keep various writing styles and practising them can be utilized for improving writing skills. Apart from these, building a "model bank" which includes the materials learners need or want to take as a model for their own writing and keeping these in a file practical to use are good alternatives. Moreover, for effective writing, it is essential to know the reader which signals the style to be used appropriately (Ellis and Sinclair, 1987, pp. 106-107).

f. Risk Taking

Taking risks fosters the learning process as learners are actively involved in the process and experiment with the target language resulting in being exposed to the

language more. Risk-takers do not mind making mistakes, hence they are initiaters and active users of the target language and so they become good language learners.

- **Extending Vocabulary**

Having the self-confidence to use vocabulary and adding to the available vocabulary knowledge through study require learners to take risks and the more risks they take, the better vocabulary knowledge they obtain. A chart including the strategies to be employed while listening to any materials in English is shown here (Ellis and Sinclair, 1987, p. 111) :

Strategies	Tick	Score	Examples of language
i) using a foreign word			
ii) describing the function of the object			
iii) describing the appearance/location			
iv) using a word that is close in meaning			
v) inventing a new word or expression			
vi) using substitute words			
vii) other			

Figure 14: A chart for extending vocabulary

- **Dealing with Grammar**

A risk-taker can try to discover how the grammar rule operates and can find sentences which exemplify the usage of this grammar rule to reinforce what has been discovered about that rule. Making comparisons between the examples to work out the rule provides learners with a concrete basis from which they can produce new sentences (Ellis and Sinclair, 1987, p. 113).

- **Listening and Viewing**

Making predictions about what a person is going to say is a good way to comprehend what is listened to or viewed. A good language learner can make use of "the topic, the culture, connectors, sequencers, stress, intonation, gesture and facial expressions" to make correct predictions (Ellis and Sinclair, 1987, p. 116).

- **Speaking**

A learner needs self-confidence not to be afraid of making mistakes while speaking. "Hesitation techniques" can help a learner to give the impression that s/he speaks English well. As suggested by Sinclair, "repetition of the original question," expressions such as "well, actually…,that's a very interesting question, well, as far as I can see, to my mind" can be used. Additionally, it is a useful way for learners to avoid using the words or expressions that they have not mastered which could result in a decrease in self-confidence (Sinclair and Ellis, 1987, p. 120).

- **Reading**

As for reading, as with listening, a good technique is to make predictions about what is written in the next line. The learner's knowledge about the topic, "layout, grammar, punctuation, connectors, sequencers" can be clues to make accurate predictions. A good reader can rely on his or her own vocabulary knowledge much more than the dictionaries' and try to infer the meaning of the unknown words from the context. S/he can ignore the words which do not contribute to the meaning to a great extent. "Prefixes, suffixes, compound words, context" provide learners with the opportunity to guess the meaning of an unknown word (Ellis and Sinclair, 1987, pp. 121-123).

- **Writing**

Compared to the other language skills, writing does not require learners to take much risk except for exams. Learners usually have the opportunity to make use of sources available like dictionaries, books etc. Learners can train themselves to be

totally independent writers and not to need these sources any more. Writing drafts, translation contribute remarkably to the development of writing skills (Ellis and Sinclair, 1987, p. 125).

g. Getting Organized

Time is limited, therefore, organizing and planning are essential both to save time and utilize the available sources to improve language skills. As good language learners can take responsibility for their own learning, that is crucial to take control over the learning process, getting organized is impoartant. Firstly, in finding the resources which are easily accessible and beneficial in terms of language development, secondly, in organising the materials, creating individual libraries (ordering the resources by title, author etc.), labelling the sources in terms of "date and length" and finally organising time can make learners create a study plan for themselves thanks to which they enjoy learning in a well-organized way and with comfortable timing (Ellis and Sinclair, 1987, pp. 127-128).

- **Extending Vocabulary**

Extending vocabulary knowledge and deciding on an appropriate study plan for vocabulary are mostly related to what kind of a learner a person is. In accordance with learner type, keeping a glossary, recording new words in a way that a learner can listen to later on, writing new words on small pieces of paper and other methods can be employed to improve vocabulary knowledge. Choosing a dictionary considering criteria such as "title, date published, number of headwords," whether it is "bilingual, monolingual, portable," and "examples of how words are used" is important (Sinclair and Ellis, 1987, pp. 131-132).

- **Dealing with Grammar**

Choosing a suitable grammar book to practise grammar rules and revising what has been learned can be a starting point to carry out an organized study to deal with grammar. While choosing a grammar book, "the title of it, the date it was published, whether it is bilingual or monolingual, whether it has a clear index or it is easy to understand, whether examples are given in the contexts, whether there are exercises with answers" should be taken into account (Ellis and Sinclair, 1987, pp. 133-134).

- **Listening and Viewing**

Making use of the available sources which exemplify the speech or any contexts in which target language is used in, an intelligible way enables learners to have better listening and viewing abilities (Ellis and Sinclair, 1987, p. 135).

- **Speaking**

Spending time on speaking and organising it specifically should be preferred. Using dictionaries, focusing on the pronunciation and stress of the words, joining the clubs where English is spoken, recording a person's own speech and then listening to it to notice the points to be improved, finding literary sources which can be read aloud to improve pronunciation, intonation etc. can contribute to the improvement of speaking. Persisting with practice takes the learner to the desired and planned target (Ellis and Sinclair, 1987, p. 136).

- **Reading**

Reading should be focused on separately and it is essential to organise time for it. Making a collection of the sources accessible for reading, creating personal libraries and getting a penfriend, forming a reading club by means of which learners can exchange their sources can be good alternatives to improve reading skills (Ellis and Sinclair, 1987, p. 137).

- **Writing**

Keeping a diary, trying to write in English even if it is not compulsory, keeping a "model bank", getting friends to communicate in written language and spending time on writing regularly provide learners with the methods directing them to improve writing skill (Ellis and Sinclair, 1987, p. 138).

4.4.1.3. Planning for Independence

What has been emphasized up to now is "learner autonomy" and the studies carried out up to now support that learners are in need of developing learner autonomy. In this part depending on Ellis and Sinclair's (1987) Learners' Manual logbook, a frame is presented with the aim of contributing to the development of learner autonomy through planning a study programme within Turkish context.

Prior to the preparation of a study programme, there are some issues to be checked individually by learners. Learners need to be aware of their "long-term language aims". It is necessary for them to have a place where they have the

opportunity to study undisturbed. Planning the time to spend on studying is another crucial topic and being aware of facilities for English language learning to make use is also pivotal.

a. Resources Record

A good language learner on the way to be an autonomous learner should look for the available resources for English language where s/he lives and should keep a record of beneficial data regarding these resources as seen below:

- **Radio**

Learners may find radio stations which have programmes in English and list them with relevant data. This makes it easy for them to be alert about any kind of input that could contribute to their developing learner autonomy.

Radio Stations	Frequencies	Interesting Programmes	Day	Time

- **TV/ Films**

A good language learner also lists the films, TV programmes in English.

What	Where	When
	Hire/buy videos	
Where	Cost	Other Details

- **Books/Magazines/Newspapers**

Learners need to list the names of books, magazines and newspapers which can be read, bought, borrowed within a chart as given below:

What	Where	Other Details

- **English Conversation**

Learners try to find out opportunities such as English language clubs, conversation groups or meeting people who speak English.

What	Where	When

What materials are recommendable for self study should be taken into consideration and a record of these materials should be kept for "extending vocabulary, grammar, listening, viewing, speaking, reading, writing and general English. In an era under the great influence of technology, recording useful addresses and websites are also favourable in terms of improving learner autonomy.

b. **Time Availability**

Secondly, considering the time available for the language study programme to be carried out personally is important. How much time is spent influences how much progress is made. How much time is spent approximately for daily activities such as "sleeping, getting up, preparing for and eating meals, short breaks, working, travelling to and from work, preparation for work at home" should be the first things taken into consideration when calculating time spent in a typical day. Following this, learners now can make predictions regarding how much time they can spend learning English in a week, whether it meets their expectations, and if not, whether, they have the chance to quit activities or allocate less time for study.

c. Personal Planner

To plan their own learning, learners need to decide on the aims, materials and time to realize these aims. For effective learning training, teachers should guide learners to be acquainted with the target language, what type of learners they are, why they need to learn the language through needs analysis and make use of self-access learning centres if available. Learners can make use of charts developed to help them to arrange their own study programmes in the following sample:

Aims:	Dates: From: To:
Materials:	
Self-assessment	
Follow-up:	

Figure 15: Personal Planner Chart

Students can then monitor their progress and rearrange their study programme if necessary to achieve their aims (Ellis and Sinclair, 1987, p. 150):

From:						To:				
Vocabulary:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Grammar:	1	2	3	4	5	6	7	8	9	10
Listening/viewing	1	2	3	4	5	6	7	8	9	10
Speaking:	1	2	3	4	5	6	7	8	9	10
Reading:	1	2	3	4	5	6	7	8	9	10
Writing:	1	2	3	4	5	6	7	8	9	10

Figure 16: Monitoring Sheets

During the process, progress is greatly affected by "motivation" as it is one of the vital factors which trigger learning or vice versa, hence keeping also a record of the motivation level and an analysis of the reasons for the rise or fall of it will be benefical for learners and contribute to being aware of what motivates or demotivates them while learning.

For strategies, self-awareness, language awareness, self-assessment, setting short term aims, personal strategies, risk taking and getting organised should be focused on and for skills "vocabulary, grammar, listening/viewing, speaking, reading and writing" should be focused on separately to be improved. Following all these, learners become competent enough to plan their own learning. For monitoring their own progress, learners can use the "monitoring sheets."

Taking the shortcomings identified as a consequence of the present study and the ones carried out priorly in foreign language education in Turkey, this study has been ended with a learner training programme envisaged to be incorporated into the formal education process to raise awareness about the target language and plant in a perspective that learning is a self-directed activity rather than one requiring dependence on anybody or any institutions. This is actually a prerequisite of lifelong learning which enables language users with an opportunity to use language in an intelligible and communicative way when and where necessary and opens the doors to different worlds where language, especially English as a world language, is no longer an impossibility to master. It is undeniable that other conditions for foreign language can not be neglected, such as needs for learning a language, goals and objectives, curriculum, strategies, techniques, assessment, the efficiency of academic staff and management etc. (Bayraktaroğlu, 2011, pp. 16-17). These are vital, too, but should not restrict learning within the formal education environment and the assessment which

indicates passing a class. To make competent language users throughout their life time, autonomous learning is essential. As Ludwig Wittgenstein states, the limits of their language means the limit of their world once they are autonomous learners.

4.5. Recommendations for Further Research

As parallel to the overarching aim of this study, language learners and teachers can benefit from case studies to be carried out in the field of English language learning. What is primary is to put the training for learners of English into the practice and to make comparison between the former and the latter performance of learners in terms of motivation, strategies, the activities they do outside the class and any research to be carried out after conducting the learner training can explore whether autonomous learning abilities provide learners with a free path to follow during language learning without depending on a teacher and whether learners get rid of vicious circle in which they are obsessed with that they are insufficient in language learning and use. No wonder, researches aiming to develop new approaches contribute more to the available learner training for autonomous learning. Despite being challenging both methodologically and practically, longer-term studies can be benefited to replace failure in English language learning with success.

REFERENCES

Acat, M. B., & Demiral, S. (2002) "Sources of Motivation in Learning Foreign Language in Turkey," *Educational Administration in Theory & Practice*, 31, 312-329.

Aktaş, D. (2015) "Teaching Language to Generation Y: Learner Autonomy," *Weber Educational Research and Instruction Studies Article ID weris-114*,1(1), 87-89.

Alptekin, C. (2005) " Dual Language Instruction: Multiculturalism Through a Lingua Franca," *TESOL Symposium on Dual Language Education: Teaching and Learning Two Languages in the EFL Setting*, September 23, Boğaziçi University, İstanbul : TESOL.

Alptekin, C. (2007)"Foreign Language Learning Strategy Choice: Naturalistic Versus Instructed Language Acquisition," *Journal of Theory and Practice in Education,* 3(1): 4-11. ISSN: 1304-9496.

Alyılmaz, C., & Biçer, N. (2016) "Evaluating the Responsibilities of Students and Lecturers in Teaching Turkish as a Foreign Language in the Context of Learner Autonomy," *Mustafa Kemal University Journal of Graduate School of Social Sciences,* 13(34) : 1-23.

Aydoğan, İ., & Çilsal, Z. (2007)"Education Process of Foreign Language Teachers (Turkey and Other Countries)," *Sosyal Bilimler Enstitüsü Dergisi*, 22(1) : 179-197.

Aydoğdu, C. (2009) "Autonomous Learning in Foreign Language Teaching : Why and How?," *The Journal of International Social Research,* 2(8): 68-74.

Başbağı, R. R., & Yılmaz, N. (2015) "Autonomous Foreign Language Learning," *Journal of Languages and Culture*, 6(8) : 71-79.

Bayat, Ö. (2007) *The Relationship Between Autonomy Perception, Reading Comprehension Achievement and Classroom Behaviours of Learners Learning English as a Foreign Language,* Phd Dissertation.

Bayraktaroğlu, S. (2015). *Cumhuriyetin 100. Yılına 8 Kala Üniversitelerde Yabancı Dilde ve Türkçe Eğitiminde Yaşanan Sorunlar*. BD Temmuz 90-92. (British Council, "The World Project" cited in David Graddol, 2006: 107).

Bayraktaroğlu, S. (2014) "Yabancı Dil Eğitimi Gerçeği, Yabancı Dille Eğitim Yanılgısı. Türkiye'de Yabancı Dil Eğitiminde Ne Olmalı?," *Hacettepe Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı. Yabancı Dil Eğitimi Çalıştayı Bildirileri*, Nov. 12-13, Ankara: Hacettepe Yayınları.

Bayraktaroğlu, S. (2011) *Yabancı Dil Eğitim Gerçeği Yabancı Dille Eğitim Algısı,* Ankara: Öğretmen Dünyası.

Bitlis, Ö. (2011). A Blended Learning Environment in Relation to Learner Autonomy, Ankara: Unpublished MA Thesis.

Benson, P. (2011) *Teaching and Researching Autonomy*, Great Britain : Routledge.

Borg, S., & Al-Busaidi,S. (2012) Learner Autonomy: English Language Teachers' Beliefs and Practices. *British Council, ELT Research Paper 12-07*, London: British Council Brand and Design.

Breeze, R. (2002) "Attitudes Towards Learner Autonomy Among Spanish Students," *Atlantis* 24 (1): 22-36.

Chan,V. (2001) "Learning Autonomously : The learners' perspectives," *Journal of Further and Higher Education,* 25(3) : 285-300, DOI:10.1080/03098770120077649.

Chan, V. (2003) "Autonomous Language Learning: The teachers' perspectives," *Teaching in Higher Education*, 8(1), 33-54, DOI: 10.1080/1356251032000052311.

CEFR Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Modern Languages Division, Strasbourg: Cambridge University Press, Retrieved from www.coe.int/lang-CEFR (2015, December 10).

Conttia, L. M. W. (2007) The Influence of Learner Motivation on Developing Autonomous in an English-for-Specific-Purposes Course, Hong Kong: Unpublished MA Thesis.

Council of Europe. (2011) "Goal Setting and Learning How to Learn," *European Language Portfolio Templates and Resources Language Biography.*

Cook, G. (2003) *Applied Linguistics*, Oxford: Oxford University Press.

Cotteral, S. (1995) *"Readiness for Autonomy: Investigating Learner Beliefs. System,"* 23(2): 195-205, Great Britain: Pergamon.

Chrome, K., Farrar, R., & O'Connor, P. (2009) "What is Autonomous Learning?," *Discourse: Learning and Teaching in Philosophical and Religious Studies*, Vol. 9(1): 111-125.

Çakır, A., & Balçıkanlı, C. (2012) "The Use of the EPOSTL to Foster Teacher Autonomy: ELT Student Teachers' and Teacher Trainers' Views," *Australian Journal of Teacher Education*, 37(3): 1-16.

Çetinkaya,Y., & Oruç, N. (2010) "Turkish Sudents' Motivation to Learn English at Public and Private Universities," *Procedia Social and Behavioral Sciences* (2): 4662-4666.

Çubukcu, F. (2009) "Learner Autonomy, Self Regulation and Metacognition," *International Electronic Journal of Elementary Education* 2(1): 53-64.

Dafei, D. (2007) "An Exploration of the Relationship Between Learner Autonomy and English Proficiency,"*Asian EFL Journal- Professional Teaching Articles*: 1-23.

Demirel, M. (2012) "Language Learning Strategies of Undergraduate Students," *Hacettepe University Journal of Education*, 43: 141-153.

Demirtaş, İ. (2010). *Üniversite İngilizce hazırlık eğitiminde özerk öğrenme becerileri*. (Unpublished MA Thesis). Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Deneme, S. (2008) "Language Learning Strategy Preferences of Turkish Students," *Journal of Language and Linguistic Studies* 4(2) : 83-93.

Dickinson, L. (1994). Autonomy in Language Learning, Leffa, V. J. (ed.). Editora da Universidade/UFRGS.

Duruk, E., & Keçik, İ. (2014) "Investigation of Teacher Autonomy and Learner Autonomy in Turkish EFL Setting," *International Journal of Education and Research* 2(10): 145-160.

Egel, İ. (2009) "The Yesterday and Today of the European Language Portfolio in Turkey," *GAMA Online Journal of Language Studies* 9(1): 1-16.

Ek, J. A., & Trim, J. L. M. (1984) *Across the Threshold: Readings from the Modern Languages Projects of the Council of Europe*. Oxford: Pergamon Press.

Ellis, G., & Sinclair, B. (1987) *Training for Learners of English: Learning how to learn English*, Cambridge: Cambridge University Press.

Ellis, G., & Sinclair, B. (1989) *Learning to Learn English- a course in learner training: Teacher's Book,* Cambridge: Cambridge University Press.

Erarslan, A., & Höl, D. (2014) "A Study on Language Learning Strategies of Turkish EFL Learners at a State University," *Journal of Second and Multiple Language Acquisition-JSMULA,* 2(2): 1-10, ISSN: 2147-9747.

Ergür, D. (2010) "Öğrenen Özerkliğinin Kazandırılmasında Öğretmenin Rolü," *International Conference on New Trends in Education and Their Implications,* Nov. 11-13, Antalya-Turkey (354-359).

European Union and Council of Europe, *2004-2013 Language Passport*, Retrieved from http://europass.cedefop.europa.eu (2016, January 12).

Gedikoğlu, T. (2006) "Turkish Education System in the Process of European Community: Problems and Solutions," *Mersin University Journal of the Faculty of Education*, 1(1): 66-80.

Glover, P. (2011) "Using CEFR Level Descriptors to Raise University Students' Awareness of Their Speaking Skills," *Language Awareness*,20(2):121-133.

Gömleksiz, M. N., & Bozpolat, E. (2012)"Learner Autonomy in Foreign Language Learning in Elementary School," *Journal of World of Turks. ZfWT*, 4(3): 95-114.

Göztepe, F. (2014) "Attitudes and Motivation of Turkish Undergraduate EFL Students towards Learning English Language," *Studies in English Language Teaching*, 2(3): 314-332.

Haznedar, B. (2010) "Foreign Language Education in Turkey: Reforms, Trends and Our Teachers," *International Conference on New Trends in Education and Their Implications,* Nov. 11-13, Antalya Turkey.

Hişmanoğlu, M. (2013) "Does English Language Teacher Education Curriculum Promote CEFR Awareness of Prospective EFL Teachers?," Proceedings of the 3rd World Conference on Learning, Teaching and Educational Leadership (WCLTA-2012). *Procedia-Social and Behavioral Sciences*, 93(2013): 938-945.

Ibberson, H. (2012) "An Investigation into Learners' and Teachers' Attitudes Towards Learners' Self-Assessment according to CEFR scales," *Language at the University of Essex (LangUE) 2011 Proceedings*: 13-24.

Illich, I. (1971) "Autonomous Learning Beyond a Failing System Deschooling Society," *The Phi Delta Kappan International* 53(3): 195.

Jonhnson, K. (2001) *An Introduction to Foreign Language Learning and Teaching,* New York : Pearson Education Limited

Kaçar, I. G., & Zengin, B. (2009) "The Relationship Between Turkish EFL Learners' Belief About Language Learning, Language Learning Strategies, Language

Learning Aims and Their Language Learning Priorities," *Journal of Language and Linguistic Studies* 5(1): 55-89.

Karacaoğlu, Ö. C., & Çabuk, B. (2002) "İngiltere ve Türkiye Eğitim Sistemlerinin Karşılaştırılması," *Milli Eğitim Dergisi* (155-156).

Koçak, A. (2003). A Study on Learners' Readiness for Autonomous Learning of English as a Foreign Language, Ankara: Unpublished MA Thesis.

Koivista, M., & Jokinen, L. (n.d.) "Becoming A More Critical, Autonomous, Reflective Learner," *PRILHE-Promoting Reflective Independent Learning in HE Student Handbook,* Coventry: Centre for Lifelong Learning.

Little, D. (2007) "Language Learner Autonomy: Some Fundamental Considerations Revisited," *Innovation in Language Learning and Teaching* 1(1): 14-29.

Little, D. (2009) "The European Language Portfolio: where pedagogy and assessment meet," *8th International Seminar on the European Language Portfolio*, Graz, Sept. 29-Oct. 2009.

Little, D. (2010) "Learner Autonomy, Inner Speech and the European Language Portfolio," *Advances in Research on Language Acquisition and Teaching: Selected Papers, GALA* (27-38).

Little, D. (2010) "Learner Autonomy, the Common European Framework of Reference for Languages, the European Language Portfolio, and Language Teaching at University. Retrieved from languagesinitiative.com (2015, December 13).

Little, D. (n.d.) *Constructing a theory of learner autonomy: some steps along the way*, (15-25). Retrieved from http://archive.ecml.at (2015,December 10).

Littlewood, W. (1996) " 'Autonomy': An Anatomy and a Framework," *System* 24(4): 427-435 Great Britain: Pergamon

Long, H. B., & Guglielmino, L. M. (2005) "Preface," *International Journal of Self-Directed Learning* 2(1) : 1-93.

Lüftenegger, M., Schober, B., van de Schoot, R., Wagner, P., Finsterwald, M., & Spiel, C. (2012) "Lifelong Learning as a goal-Do autonomy and self-regulation in school result in well prepared pupils?," *Learning and Instruction* (22) 27-36. Retrieved from www.elseiver.com/locate/learninstruc (2015, December 14).

Martinez, I.M.P. (1996) "The Importance of Language Learning Strategies in Foreign Language Teaching," *Cuadernos de Filologia Inglesa,* 5(1): 103-120.

McDonough, S. K. (2001) "Promoting Self-Regulation in Foreign Language Learners," *The Clearing House* 74 (6): 323-326.

Moir, J. (2011) "First and Foremost : Learner autonomy in the first year" Graduates for the 21st Century: Integrating the Enhancement Themes. Retrieved from www.enhancementthemes.ac.uk (2015, December 15).

Moore, G. (1972) " Learner Autonomy: The Second Dimension of Independent Learning," *Convergence*: 76-88.

Mukminan, Muhammad Nursa'ban, & Suparmini, "Assessing Students' Learning Autonomy According to Seven Jumps Technique in Higher Education." *American Journal of Educational Research* 1, no.7 (2013): 263-266. doi: 10.12691/education-1-7-8.

Mutlu, A., &Yavuz, M. A. (2014) "The Most Frequently Used Language Learning Strategies by Turkish Elementary and Upper-Intermediate Level Preparatory School Students" *International Journal of New Trends in Arts, Sports and Science Education* 3(2):25-37. ISSN: 2146-9466.

OECD (2010) "PISA 2009 Results: Learning to Learn-Student Engagement, Strategies and Practices (Volume III)." Retrieved from http://dx.doi.org/10.1787/9789264083943- en (2016, 15 July).

Oğuz, A. (2013) "Teacher's views about supporting learner autonomy," *International Journal of Human Sciences*, 10(1): 1273-1297.

O'Malley, J. M., & Chamot, A.U. (1995) *Learning Strategies in Second Language Acquisition*. U.S.A. : Cambridge University Press

Oxford, R. L. (1999) "Relationship Between Second Language Learning Strategies and Language Proficiency in the Context of Learner Autonomy and Self-Regulation," *Revista Canarida de Estudios Ingleses*, (38): 109-126.

Özçelik, N. (2015) "Learner's autonomy in teaching/learning french as a second foreign language," *Hacettepe University Journal of Education*, 30(3): 102-115.

Özdemir, E. (2006) "Türkiye'de İngilizce Öğreniminin Yaygınlaşmasının Nedenleri," *Mersin University Journal of the Faculty of Education* 2(1): 28-35.

Özmen, D. (2012) " Language Learning Strategy Preferences of Turkish Students," *International Journal of Humanities and Social Science*, 2(10): 156-161.

Parisio, M. (2013) "Designing learning spaces in higher education for autonomy: Preliminary findings and applications. In H. Carter, M. Gosper and J. Hedberg (Eds.), *Electric Dreams. Proceedings ascilite 2013 Sydney*. (pp.676-680).

Reinders, H., & Balçıkanlı, C. (2011) "Do Classroom Textbooks Encourage Learner Autonomy?" *Novitas-ROYAL (Research on Youth and Language)*, 265-272.

Rıdvanovic, M. (1983) "How to Learn a Language, Say English, in a couple of Months," *English Teaching Forum*, 21(1).

Rinkevičienė, I., & Zdanytė, J. (2002) "Raising Students' Awareness in Language Learning," *Studies About Languages* (3): 96-100.

Sert, N. (2007) "A Preliminary Study on Learning Autonomy," *Elementary Education Online* 6(1): 180-196.

Simjanosko, D. (2015) "The role of the teacher in fostering Learner Autonomy" in Brikena Xhaferri, Michelle Waldispühl, Brigit Eriksson-Hotz, Gezim Xhaferri (eds.) Promoting Learner Autonomy in Higher Education.

Sinclair, B., & Ellis, G. (1987) *Training for Learners of English: Learning how to learn English,* Cambridge *:* Cambridge University Press.

Small, T., & Crick, R. D. (2008) "Learning and Self-Awareness : an enquiry into Personal Development in Higher Education," *The Vital Development & Research Programme, Report 8*: 1-51.

Smith, R. (2008) "Key Concepts in ELT, Learner Autonomy," *ELT Journal* (62)4.

Solak, E. (2013) "Foreign Language Education at Primary Education in Finland and Turkey," *The Journal of International Social Research,* 6(28): 296-301.

Solak, E., &Bayar,A. "Current Challenges in English Language Learning in Turkish EFL Context," *Participatory Educational Research (PER)*, 2(1): 106-115.

Söylemez, N. H., Sütçü, N.D., & Sütçü, K. (2014) "Perceptions of Graduate Students about Autonomous Learning Skills," *Journal of Computer and Education Research*, 2(4): 91-110.

Stern, H. H. (1975) "What can we learn from the good language learner?," *Canadian Modern Language Review,* (31): 304-318.

Sülü, A., & Kır, E. (2014) "Language Teachers' Views on CEFR," *International Online Journal of Education and Teaching (IOJET)*, 1(5): 358-364.

Şahin, S., Tunca, N., and Oğuz, A. (2015) "Classroom Teachers' Supportive Behaviors for Learner Autonomy and Critical Thinking," *Route Educational and Social Science Journal*, 2(1): 161-178.

Tarhan, B., & Saraç, S. B. (2006) "Öğrenmede Özyönetimlilik ve Özerklik Kavramlarına Artsüremli Bir Bakış," *Hasan Ali Yücel Eğitim Fakültesi Dergisi* (2): 139-152.

Thomas, J. W., Strage, A., & Curley, R. (1988) "Improving Sudents' Self-directed Learning Issues and Guidelines," *The Elementary School Journal*, 88(3): 313-326.

Thompson, S. (2005) "The Good Language Learner." *University of Birmingham TEFL/TESL Teaching Module 2.*

Tılfarlıoğlu, F., & Çiftçi, F. Ş. (2011). "Supporting Self-efficacy and Learner Autonomy in Relation to Academic Success in EFL Classrooms," *Theory and Practice in Language Studies*, 1(10): 1284-1294.

Trim, J. (Council of Europe, n.d.) Can the Common European Framework of Reference for Languages help learners to become autonomous? *VII Trobada de Centres, Annexos*, (225-235).

Tursun, S. (2010) "Teachers' and Students' Views on Learner Autonomy in English Lesson at High School," Edirne: Unpublished MA Thesis.

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.

Xhaferi, B., & Xhaferi, G. (2011) "Developing Learner High Education in Macedonia," *Procedia Social and Behavioral Sciences*, (11): 150-154.

Xu, J. (2009) "A Survey Study of Autonomous Learning by Chinese Non-English Major Post-graduates," *English Language Teaching,* 2(4): 25-32.

Weinstein, C. E. (1987) "Fostering Learning Autonomy Through the Use of Learning Strategies," *Journal of Reading* 30(7): 590-595.

Wirth, K. R., & Perkins, D.(2008) "Learning to Learn." Retrieved from http://www.macalester.edu/geology/wirth/CourseMaterials.html(2016,February 14).

Yıldırım, R.(2013) "The Portfolio Effect: Enhancing Turkish ELT Student-Teachers' Autonomy," *Australian Journal of Teacher Education*, 38(8): 91-110.

Yıldırım, Ö. (2008) "Pre-service English Teachers' Views of Teacher and Student Responsibilities in the Foreign Language Classroom," *Eurasian Journal of Educational Research* (33): 211-226.

LIST OF TABLES

LIST OF FIGURES

LIST OF ATTACHMENTS

APPENDIX A: LANGUAGE PASSPORT

Replace with First name(s) Surname(s**)**

Mother tongue(s)	Other language(s)
Replace with mother tongue(s)	Replace with other languages

Replace with language				
Self-assessment of language skills				
Understanding		Speaking		Writing
Listening	Reading	Spoken interaction	Spoken production	Writing
Replace with level (e.g. B1) Replace with level label (e.g. Independent user)	Replace with level (e.g. B1) Replace with level label (e.g. Independent user)	Replace with level (e.g. B1) Replace with level label (e.g. Independent user)	Replace with level (e.g. B1) Replace with level label (e.g. Independent user)	Replace with level (e.g. B1) Replace with level label (e.g. Independent user)
Certificates and diplomas				

Title	Awarding body	Date	Level*
Replace with name of certificate or diploma	Replace with name of awarding body	Replace with date of issue	Replace with level (e.g. B2)

Linguistic and intercultural experience	
Description	Duration
Using languages for study or training / Using languages at work / Using languages while living or travelling abroad / Mediating between languages (delete non relevant types of experience or replace with your own text): Replace with description of experience	Replace with dates (from - to)
* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma. **The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).**	

APPENDIX B: LANGUAGE BIOGRAPHY

My language learning biography

Which languages have I learned?
- Languages that I learned at school or in courses (Give the duration, number of hours, goals, content, teaching methods, textbooks, and where appropriate the kinds of examination.)
- Languages that I grew up with
- Language areas where I have lived
- Use of language while working, in training, studying, travelling, and in my circle of acquaintances
- Language contact through television, radio, the cinema, art, music, books, the press, the Internet, etc.

How have I experienced learning?
- How have I learned well and with pleasure? What was particularly important and enriching? **(1)**
- In the framework of language learning and the languages I have learned or am learning, what has demotivated me?

APPENDIX C: PAGES FROM VALIDATED ELPs

Here are some pages developed by Barbara Lazenby Simpson and Francis Goullier in order to develop learner autonomy of "adolescent and adult learners" (Council of Europe, 2011: 40-53).

    a) **The grid for Good Learning Experiences**

Thinking about learning in the past
Good learning experiences
Think about things that you learnt in the past two or three weeks.
What did you enjoy learning? What helped you to learn?

Write down an example of the different resources and approaches that you have used to help your own learning. Use the grid below to help you think of things. Add other ideas in the blank rows.

	Example
Memorising new information	
Asking questions (of teacher or other students)	
Using a personal study notebook	
Participating in a class quiz	
Explaining something to someone else	
Writing a summary text	
Giving a presentation to the class	
Doing an internet search	
Reading	
Creating a mind map	
Doing a puzzle	

Choose the two methods from the list above that helped you to learn most effectively:
_____ _____

Which is best for you?

    1. **Using a visual approach – diagrams, drawings, charts etc.** ○
    2. **Using text, key words, lists, written notes etc.** ○
    3. **Both approaches combined** ○

b) **Planning my learning now**

Finding the best conditions for success

Think about what you are learning now. Fill in the details about the language, topic, and the focus of the topic.

Language:_____ Topic:_____

Focus (√): Reading Listening Speaking Writing Mixed skills

Now think more about learning this thing by answering the questions below:

Is this a continuation of another lesson?   Yes ○ No ○

Do I need to learn new grammar in order to learn this?   Yes ○ No ○

Do I need to learn and use new vocabulary?   Yes ○ No ○

Have I done anything like this before?   Yes ○ No ○

Is there a good example that I could look at to get some ideas? Yes ○ No   ○

What way would you learn this best ?

Working method	Yes	No	Note
Working alone in a quiet place			
Working alone at home with music in the background			
Working with a friend after school			
Working with a group of other students in school			
Working for a long time to get it all done			
Working for a number of short sessions			

Now you know which learning situation you like best. Think about the things that could prevent you learning. If any of these statements apply to you, then put a tick (√) in the box beside the statement.

I don't always concentrate on what I am learning.	
I don't always leave enough time to learn properly.	
I don't use my dictionary, grammar book or textbook when I should.	
I am not interested in learning this thing.	
I find this particularly difficult to learn.	
I don't plan my learning so that sometimes it is not effective.	

c)   Identifying what I already know

Using existing knowledge to support learning

What similar thing have I done before?

⇩

What key vocabulary is familiar to me?

⇩

What grammar structures do I already know?

⇩

What new vocabulary do I need?

⇩

What new grammar structures do I need to learn?
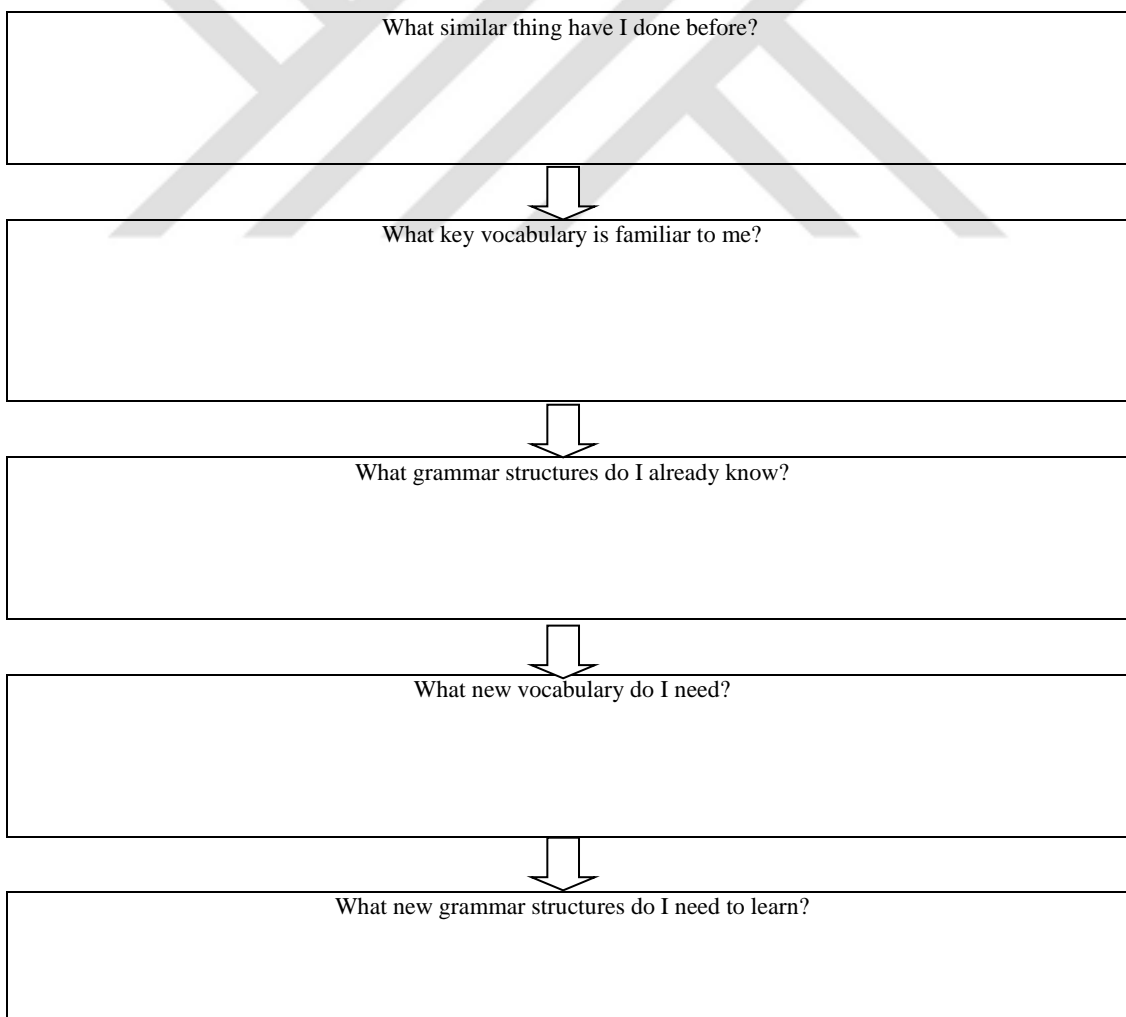
Learning takes time

Planning your learning to achieve success

If you take control of your time you will develop good learning habits and you will become a much more effective learner. You can apply this to anything that you are learning.

Think about these points and discuss them in class:

- ✓ Learning takes time – do you allocate enough time for your different learning tasks?

- ✓ Do you have to rush your learning because you are short of time?

- ✓ Do you have a weekly learning timetable which gives enough time to each subject?

- ✓ Do you make use of other time, for example while travelling to school, to go over things in your mind?

- ✓ Do you set yourself learning targets? An example of a learning target would be '*I am going to learn how to use 2 irregular verbs every week*'.

- ✓ Do you try to concentrate while you are studying? It is possible to spend a lot of time looking at textbooks without concentrating properly.

- ✓ Do you have ways of testing yourself to find out what you have learnt and what you remember?

- ✓ Do you have a good learning routine that you use for all your subjects and for different learning tasks?

- ✓ Have you developed your reading skills so that you can find the important information in a textbook quickly?

- ✓ Do you make a plan of text that you are about to write? This may be text for a written activity but may also be text for giving a talk or presentation in class.

- ✓ Do you check spelling and grammar if you are not sure?

- ✓ Do you always re-read text that you have written?

How am I REALLY using my time?

Many students believe that time spent looking at a textbook is time spent learning. This is not true! Unless we pay attention to learning, then learning does not happen. Answer the questions below to check that you are making the most of your learning time. You should do this exercise from time to time, particularly if you are studying for tests or examinations. Remember, this is for your own information only!

In column 3 use √ to indicate positive and X to indicate negative.

Questions	My answers	Whether I see this as positive (√)or negative (X)
What have you just been studying?		
What is the reason for studying this?(e.g. homework, test etc.)		
What was the main focus of this study session? (e.g. learning facts, practising, creating etc.)		
How long was the study session?		
What percentage of that time was **not** spent on studying? (e.g. making a snack, listening to music, talking to friends, messaging etc.)		
Close your eyes. Can you visualise one page from your book or one image from the materials you were working with?		
What information comes immediately to your mind from that study session?		
Do you think that you have learnt enough?		
Did you give yourself a little test at the end of the session?		
Was that an effective study session?		

Now count the √s and Xs. How did you do? Could you do better?

Checklist
Self-monitoring learning activities
Topic:_____ **Activity:** _____

	Yes	**No**	**Not sure**
I have allocated enough time to do this properly.			
I have all my notes as well as my textbook, grammar and dictionary.			
I have planned how I'm going to do this work.			
I have read with concentration what is necessary for this work.			
I have used my plan to do the work.			
I have reviewed my work and checked that it is correct.			
I can explain exactly what I have done.			
I am satisfied that I know this really well.			

Notes:

Reflection
Self-monitoring classroom learning

You have just had a lesson in your language class. You have five minutes to think about what you have just done.
Use these questions to help you think about your learning.

• Did you study individually or in a pair or group? _____

• What percentage of the class did you understand fully? _____

• Did you ask any questions? _____

• Did you make useful notes? _____

• What was the most helpful part of the class?

_____
• Was the class based on listening, reading or writing or a combination of all three?
_____

• Did this class add to your knowledge of the language or topic? _____

• Did you learn anything that you could use in another situation? _____

• How will you remember new information?

_____
• Did you enjoy learning this thing? _____

• Why?

_____

Preparing to write a text
1. Before you begin your planning remember:
o A piece of text should have a beginning, middle and end.
o Information or points should be clearly organised.
o Different parts of text should be connected.
o A paragraph usually focuses on a single point.

2. **Now look at these examples of planning and see which one suits your own working methods.**
Example 1: Mindmap

Planning
Preparing to write text

Example 2: Linear plan

Paragraph	Ideas	Vocabulary	Grammar	Connecting words and expressions
1				
2				
3				
4				

Planning
Preparing to write text

Example 3: Writing frame

```
┌─────────────────────┐          ┌──────────────────────────┐
│                     │          │                          │
│                     │          │                          │
│                     │          │     Paragraph 1          │
│    Introduction     │  ──→     │                          │
│                     │          │                          │
└─────────────────────┘          └──────────────────────────┘
                                              │
┌─────────────────────┐                       ↓
│ Vocabulary and Grammar │            ┌──────────────────────┐
│                     │               │                      │
│                     │               │                      │
│                     │               │     Paragraph 2      │
│                     │               │                      │
│                     │               └──────────────────────┘
│                     │                         │
│                     │                         ↓
└─────────────────────┘               ┌──────────────────────┐
┌─────────────────┐                    │                      │
│                 │                    │                      │
│                 │  ←─────            │    Paragraph  3      │
│   Conclusion    │                    │                      │
│                 │                    └──────────────────────┘
└─────────────────┘
```
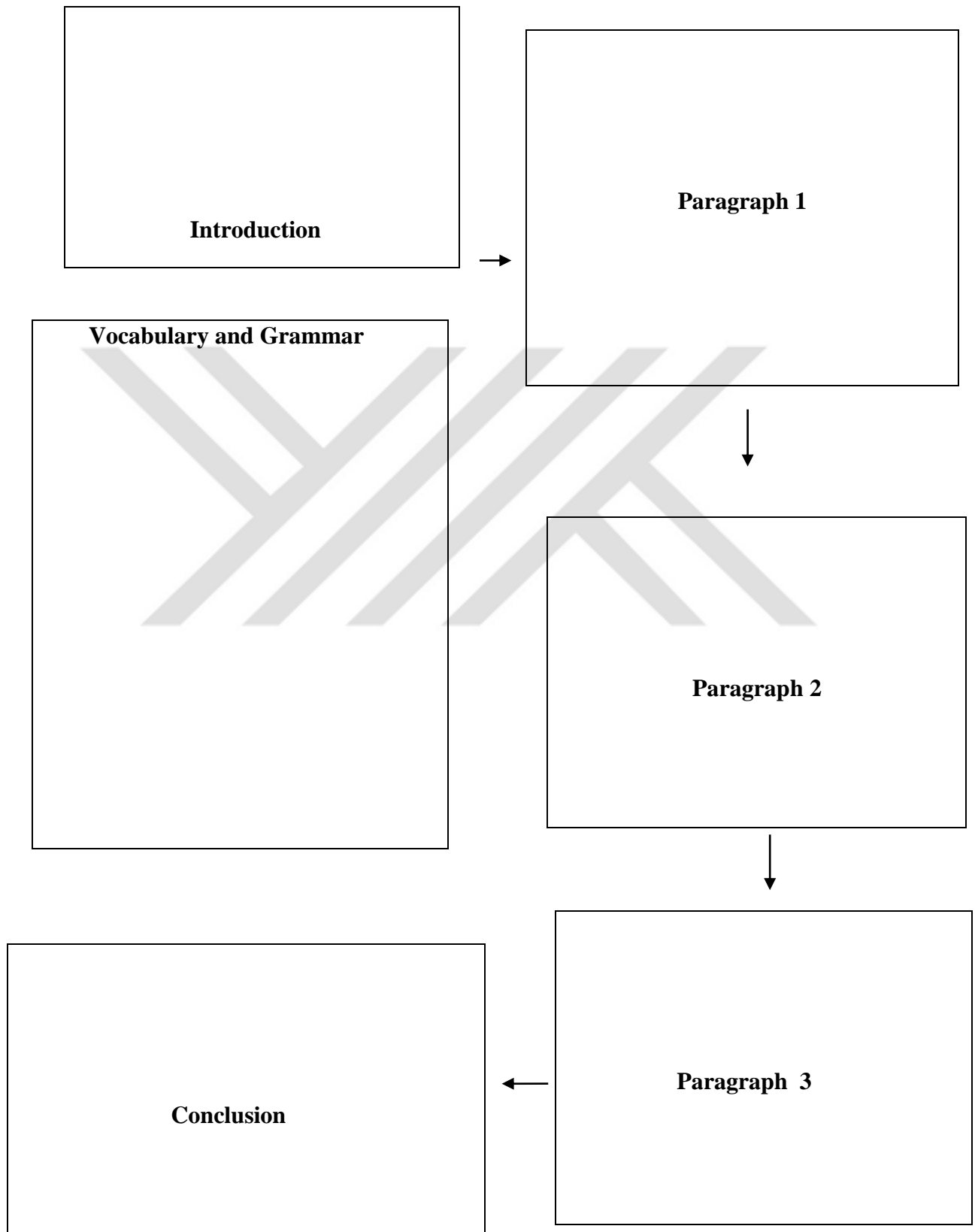
Taking and making notes
If you take notes in class then review them after class you will find that you learn new information more easily and your notes will become an important resource for homework and revision. There are different ways of taking notes.
You may prefer a **visual** method:
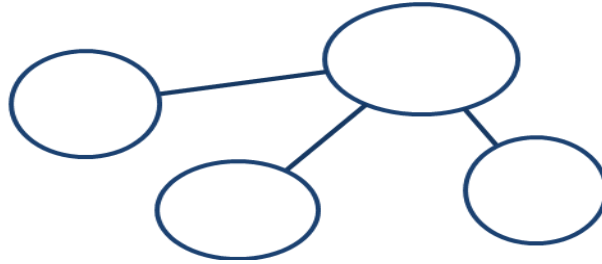
You may prefer lines:

_____
_____
_____

The most important thing is that you find a way to work with your notes afterwards. This is the Cornell note-taking method.

Using the Cornell note-taking method
Box 1: Here you write the main points only, during class. These may be visual or linear (see above).
Box 2: Add in more detail. You may add the detail during class or when you are studying afterwards.
Box 3: Write a brief summary of what you have learnt in this class.
Now you have:
• The notes taken in class
• Any details given by the teacher or added by yourself
• Your own summary of the new information from that class
• A perfect resource for homework, revision, preparing for a test or exam.
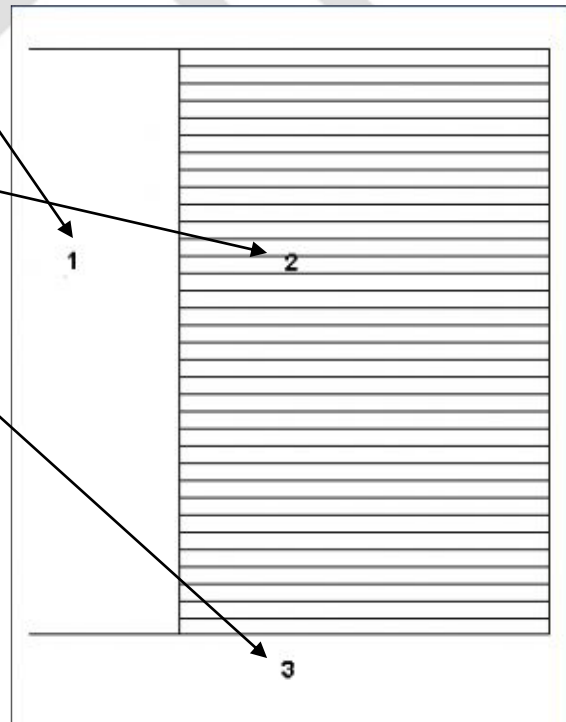
My progress in the languages I am learning
With the help of the descriptors in the self assessment checklists, I can set my immediate goals for making progress in the languages I am learning. What are they? Have I achieved them? How did I achieve them?

Date	Languag (s):………………
…./…./20…	My next goal (descriptor):………………………………………… …………………………………………………………………….. ……………………………………………………………………...
…./…./20…	Have I achieved it? : Yes-No
	Why? How? :………………………………………………… …………………………………………………………………….. ……………………………………………………………………..
	How was I able to check that I had achieved it?:……………… ……………………………………………………………………… ……………………………………………………………………… ………………………………………………………………………

Date	Language(s):………………
…./…./20…	My next goal (descriptor):………………………………………… …………………………………………………………………….. ……………………………………………………………………...
…./…./20…	Have I achieved it? : Yes-No
	Why? How? :………………………………………………… …………………………………………………………………….. ……………………………………………………………………..
	How was I able to check that I had achieved it?:……………… ……………………………………………………………………… ……………………………………………………………………… ………………………………………………………………………

Date	Language(s):………………
…./…./20…	My next goal (descriptor):…….. ………..
…./…./20…	Have I achieved it? : Yes-No
	Why? How? :…….
	How was I able to check that I had achieved it?:………

APPENDIX D : LEARNER AUTONOMY READINESS INSTRUMENT

Sayın Katılımcı,

Aşağıdaki anket "Türkiye'de İngiliz Dili Eğitimi'nde Özerk Öğrenme" konulu yüksek lisans tezi için bilimsel veri toplamak amacıyla kullanılacaktır. Her bir sorunun dikkatli şekilde okunup cevaplandırılması çalışmanın sağlıklı yürütülmesi için önem taşımaktadır. Anket bilgilerinizin gizli tutulacağını temin ederek bilime duyarlılığınız ve katkınız için şimdiden çok teşekkür ediyorum.

Hatice GÜR- KBÜ Sosyal Bilimler Enstitüsü Yüksek Lisans Öğrencisi

Bölüm 1

Bu bölüm kişisel bilgilerinizle tamamlamanız gereken sorular içermektedir. Lütfen sizin için uygun olan seçeneği yuvarlak içine alınız ya da gerekli olan kısımlarda boşlukları doldurunuz.

1) Cinsiyetiniz :   a) Kadın   b) Erkek
2) Yaşınız : a) 16-18 b) 18-20   c) 20-22   d) 22-24   e) 24 +
3) Kayıtlı olduğunuz bölüm, lütfen belirtiniz : ………………………..
4) Hangi orta öğretim kurumundan mezun oldunuz?
   a) Genel lise   b) Yabancı dilde öğretim yapan özel lise   c) Anadolu lisesi   d) Süper lise
   e) Meslek lisesi   f) Diğer, lütfen belirtiniz : ……………..
4) Babanızın eğitim düzeyi nedir?
   a) Y. Lisans/Doktora   b) Üniversite   c) Lise   d) Ortaokul   e) İlkokul   f) Okur yazar değil
5) Annenizin eğitim düzeyi nedir?
   a) Y. Lisans/Doktora   b) Üniversite   c) Lise   d) Ortaokul   e) İlkokul   f) Okur yazar değil
6) Ailede kaçıncı çocuksunuz?
   a) En büyük b) Ortanca   c) En küçük   d) Tek çocuk   e) Diğer, lütfen belirtiniz:............
7) Aileniz nerede yaşıyor? a) İl (lütfen belirtiniz ....) b) Kasaba   c) Köy
8) 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

Bu bölümde İngilizce öğrenmeye dair ifadeler yer almaktadır; en uygun olan seçenek için "X" işareti koyunuz.

	Kesinlikle katılıyorum 6	Katılıyorum 5	Katılma eğilimindeyim 4	Katılmama eğilimindeyim 3	Katılmıyorum 2	Kesinlikle katılmıyorum 1
9) İngilizce öğrenmek benim için zevklidir.						
10) Keşke İngilizce'yi okula gitmeden daha kolay bir şekilde öğrenebilsem.						
11) İngilizce öğrenmek için elimden gelenin en iyisini yapmaya çalışıyorum.						
12) İngilizce dersinde devam zorunluluğu olmasa bile bu derse katılımım yüksek olur.						
13) Mümkün olduğu müddetçe İngilizce öğrenmeye devam etmek istiyorum.						
14) İngilizce dersinde başarılı olacağıma inanıyorum.						
15) Eğer İngilizce'yi daha iyi öğrenirsem daha iyi ve daha kazançlı bir iş bulabileceğim.						
16) İngilizce dersinde en iyi olmak istiyorum.						

	Kesinlikle katılıyorum 6	Katılıyorum 5	Katılma eğilimindeyim 4	Katılmama eğilimindeyim 3	Katılmıyorum 2	Kesinlikle katılmıyorum 1
17) İngilizce dersinde konuşmak zorunda kaldığımda kendimi rahat hissetmiyorum.						
18) İngilizce dersinde kolay konsantre olamam.						
19) İngilizce sınavlarında başarılı olamayacağımdan korkuyorum.						
20) İngilizce dersinde ikili gruplar halinde çalışmayı severim.						
21) İngilizce dersinde bireysel çalışmayı tercih ederim.						
22) İngilizce dersindeki grup çalışmaları verimlidir.						
23) İngilizce dersinde daha çok konuşan öğretmen olmalıdır.						
24) İngilizce dersinde aktif olarak katılımımı sağlayan aktiviteler hoşuma gider.						
25) İngilizce dersinde öğretmen öğrencileri derse katkıda bulunmaya teşvik etmelidir.						
26) Eğer İngilizce dersinde başarısız olursam, bu yeterince çalışmadığımdan kaynaklanacaktır.						
27) Eğer İngilizce dersinde başarısız olursam, bu İngilizce Öğretmeni'nin eksikliğinden kaynaklanacaktır						
28) Eğer İngilizce dersinde başarılı olursam, bu benim çok çaba sarf etmem sayesinde olacaktır.						

Bölüm 3

Bu bölüm İngilizce öğreniminde kullanılan stratejilere yönelik sorular içermektedir; sizin için uygun olan seçeneğe "X" işareti koyunuz.

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

35) İngilizce de yaptığım hataların sebeplerini anlamaya çalıştığımda daha iyi öğrenirim.					
36) Her İngilizce dersinden önce derse hazırlanmak için vakit ayırırım.					

Bölüm 4

Bu bölümde İngilizce dersleriyle ilintili olarak sorumluluğun kime ait olduğunun tespitine yönelik maddeler bulunmaktadır. Uygun olan seçenek için "X" işareti koyunuz.

Her bir maddede **yalnızca 1 işaretleme** yapılması gerekmektedir.

Sorumluluk	Tamamen Öğretim Elemanının	Kısmen Benim Kısmen Öğretim Elemanının	Tamamen Benim
37) İngilizce öğrenmeye olan ilgimi artırmak			
38) İngilizce öğrenmedeki zayıf ve güçlü yönlerimi tespit etmek			
39) İngilizce dersinin amaçlarına karar vermek			
40) Bir sonraki İngilizce dersinde ne öğrenileceğine karar vermek			
41) İngilizce dersinde kullanılacak aktiviteleri seçmek			
42) Her aktivitenin ne kadar sürede tamamlanacağına karar vermek			
43) İngilizce dersinde kullanılacak materyalleri seçmek			
44) Öğrenmedeki performansımı değerlendirmek			
45) İngilizce dersini değerlendirmek			
46) Ders dışında İngilizce ile ilgili ne öğreneceğime karar vermek			
47) İngilizce dersinde gelişme kaydetmemi sağlamak			
48) Ders dışında İngilizce'de gelişme kaydetmemi sağlamak			

Bölüm 5

Bu bölümde ders dışı İngilizce öğrenme faaliyetleri ve yapılma sıklıklarına dair maddeler bulunmaktadır. Uygun olan seçenek için "X" şeklinde işaretleme yapınız.

	Her zaman 5	Sık sık 4	Bazen 3	Nadiren 2	Asla 1
49) Ödev olmasa da dilbilgisi (grammar) alıştırmaları yaparım.					
50) Zorunlu olmayan ödevleri yaparım.					
51) İngilizce yeni kelimeler öğrenmeye çalışırım.					
52) İnternet'te İngilizce'mi kullanırım. (sohbet, araştırma, vs. için)					
53) İngilizce film ya da TV programlarını seyrederim					

54) İngilizce yazılı materyaller okurum. (magazin, kitap, gazete gibi)					
55) İngilizce çalışmak için bağımsız çalışma odasını (self-access) kullanırım.					
56) Yabancılarla İngilizce konuşurum.					
57) İngilizce şarkılar dinlerim.					

APPENDIX E: APPROVAL BY ETHICS COMMITTEE

T.C.
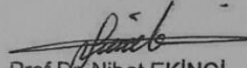**KARABÜK ÜNİVERSİTESİ**
ETİK KURULU KARARLARI

Karar Tarihi: 11/05/2015   **Toplantı No:2015/05**

Karabük Üniversitesi Etik Kurulu, Prof. Dr. Nihat EKİNCİ başkanlığında 11/05/2015 Pazartesi günü, aşağıdaki gündemi görüşmek üzere toplandı.

KARARLAR

Karar 6 :
Üniversitemiz Yabancı Diller Yüksekokulu'nun 16.04.2015 tarih ve 148019 sayılı yazısı ile Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü öğretim üyesi Prof. Dr. Sinan BAYRAKTAROĞLU'nun danışmanı bulunduğu Sosyal Bilimler Enstitüsü Batı Dilleri Ana Bilim Dalı İngiliz Dili ve Edebiyatı yüksek lisans öğrencisi 2013628218001 numaralı Hatice GÜR'ün **"Türkiye'de İngiliz Dili Eğitiminde Özerk Öğrenme"** konulu anket çalışması incelenmiş olup gerekli iznin sağlanması uygun görülmüştür.

Prof.Dr. Nihat EKİNCİ
Etik Kurul Başkanı

ASLI GİBİDİR
11../05/.2015

Kalp ve damar hastalıklarından korunmak için sağlıklı beslenmeye özen gösteriniz.

Karabük Üniversitesi , Demir Çelik Kampüsü 100. Yıl Mah. 78050 KARABÜK.

APPENDIX F: FORM OF COMPLIANCE

Katılımcı Onam Formu

"Türkiye'de İngiliz Dili Eğitimi'nde Özerk Öğrenme" konulu yüksek lisans tez çalışmasının amacı İngilizce'yi öğrenme sürecinde öğrencilerin kullandıkları stratejileri belirlemek ve bu sürece aktif ve bağımsız katılım göstermeleri, sahip oldukları dil düzey ve yeteneklerine dair öz-farkındalık geliştirmeleri amacıyla taslak hazırlamaktır.

Araştırmaya gönüllü olarak katılıyorum ve anketteki bilgilerin bilimsel amaçla kullanılmasını kabul ediyorum.

Ad-Soyad   Tarih   İmza

………………………….   …………………..