T.C MALTEPE UNIVERSITY SOCIAL SCIENCES INSTITUTE

ENGLISH LANGUAGE TEACHING DEPARTMENT

EXPERIENCED AND NOVICE TEACHERS'

PERCEPTIONS ON

AUTONOMOUS LANGUAGE LEARNING

MA THESIS

English Language Teaching Program

NİDA ÖZDEMİR 101113202

ASSIST. PROF. ONUR CESUR

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MALTEPE ÜNIVERSITESI

Sosyal Bilimler Enstitüsü Müdürlügü'ne

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ACKNOWLEDGEMENTS

ÖZET

Bu çalışma, hem özel hem de devlet ilköğretim ve lise okullarındaki İngilizce sınıflarındaki öğrenci otonomisi hakkında tecrübeli ve tecrübesiz öğretmenlerin görüşlerini araştırmak amacı ile yapılmıştır. Çalışmanın odak noktası, genç ve yaşlı yani tecrübeli ve tecrübesiz öğretmenlerin otonom öğrenme hakkındaki fikirleridir. Çalışmaya Türkiye'de İstanbul'daki farklı ilköğretim okullarından ve liselerden yüz on dört İngilizce öğretmeni katılmıştır. Katılımcılara bir anket verilmiştir. Sözü edilen veri 2012-2013 öğretim yılının birinci döneminde toplanmıştır.

Anket sonuçları gösterdi ki hem tecrübeli hem de tecrübesiz öğretmenler öğrenci otonomisini desteklemekte. İki grup da dil başarısında otonominin önemine ve etkisine inanmakta. Tecrübesiz öğretmenler öğrenci otonomisini desteklemekte biraz daha fazla istekli dursalar da algılarında pek belirgin bir farklılık bulunmamaktadır. Bir dersin hedeflerinin belirlenmesinde, öğrenme prosedürlerine ve görevlerine karar vermede öğrencilerin fikirlerinin alınması konusunda, öğrencilerin kendilerini değerlendirmeleri ve bilişötesi çalışmalarda öğretmenlerin yüzde ellisinden fazlası öğrenen özerkliğini desteklemişlerdir.

Diğer yandan ders içeriği, material seçimi, ev ödevi konularında, sınıf yönetimi ve not tutma alanlarında öğretmenlerden yüzde ellisinden daha azı olumlu cevaplar vermişlerdir ve diğerleri öğrenen özerkliğini desteklemede tereddüt etmişlerdir. Özellikle not tutma alanında sadece tecrübesiz öğretmenler grubu otonomiyi desteklediklerini belirtmişlerdir.

Çalışmadaki bu bulgular; İstanbul'daki ilköğretim okulları ve liselerle sınırlı olduğundan bu araştırmanın sonuçlarını genellemek tam anlamıyla uygun olmayabilir. Bununla birlikte; öğretmenlerin hem özel hem de devlet ilköğretim ve lise okullarındaki sınıf yönetimi için İngilizce sınıflarında karşılaşılan bazı yaygın problemler ve onların bu problemler hakkındaki düşünceleri üzerine genel bir fikir verebilir.

Anahtar Sözcükler: Öğrenci otonomisi , Otonom Dil Öğrenme, İngilizce Öğretmenlerinin algıları.

ABSTRACT

This study investigated the beliefs of novice and experienced teachers about autonomous language learning in EFL classes in both private and state primary and high schools. The focus of the study was on the differences in the perceptions of experienced and novice teachers on this topic.

114 English language teachers at different primary and high schools in İstanbul, Turkey, participated in this study. They were given a *'Learner Autonomy Survey'* developed by the researcher. The data was gathered during the autumn of the 2012 – 2013 academic year.

The results of the questionnaire showed that most of the teachers both experienced and novice teachers support learner autonomy. Generally they both believe the importance and effect of autonomy for the language success. There is not a remarkable difference in their perceptions although novice teachers seem a little more willing to support learner autonomy. To give learners chance to express their opinions while establishing objectives of a course and while deciding on learning procedures and tasks, to make learners assess themselves, and about metacognitive study, more than half of the teachers participating in the study supported learner autonomy. On the other hand, in deciding on course content, material selection and homework tasks and in classroom management and recordkeeping almost half of the teachers participated in the study gave positive answers and the others hesitated to support learner autonomy. Especially, in recordkeeping only novice teachers preferred to foster autonomy.

Since these findings in this study are limited to these kinds of problems in different primary and high schools in İstanbul, Turkey, it may not be completely true to generalize the results of this research. However, it may give a general idea about the subjects' beliefs and some common problems of the EFL classes for the learner autonomy in both private and state primary and high schools.

Key Words: Learner Autonomy,   Autonomous Language Learning, EFL teachers' perceptions.

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LIST OF ABBREVIATIONS

EFL   :   English as a Foreign Language

f.   :   Frequency

p.   :   Percentage

Q.   :   Question

CEFR   :   Common European Framework

ELP   :   English Language Portfolio

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

EFL teaching in each decade is characterized to some extent by a dominant way of thinking. The 1970s are remembered for the interest aroused by Notional/Functional ideas (Brookes & Grundy, 1988). Notional/Functional ideas and Communicative Language Teaching took the place of structure-based, teacher centered and traditional methods and techniques. Additionally, as Brookes and Grundy have stated 1980s are known by learner-centeredness that includes humanistic ideas and focuses on individualization.

Communicative Language Teaching is one of the concepts that caused the changes of the traditional roles and responsibilities of learners and teachers in the language classroom. Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen& Freeman, 2000).

According to Hedge (2000), the teacher of a communicative approach has a wider range of roles beyond that of providing and presenting new language. Breen and Candlin (1980) described teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as a organizer of recourses and as a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of nature of learning and organization capacities (p :99).

On the other hand, the learner is a negotiator between learning process and the object of learning. The learner should contribute as much as he/she gains and learns in an interdependent way (Breen & Candlin, 1980). While the teacher organizes material resources, guides students, encourages contributions, monitors activities and diagnoses their needs, the students actively listen, and ask questions, work with peers, discuss, reports and give feedback (Yıldırım, 2005).

Larsen and Freeman (1986) have stated that in a communicative classroom the teacher is a facilitator of the students' learning, and the students are communicators, they are actively engaged in negotiating meaning. Because of the

fact that teacher is less dominant and active, learners are responsible for their own learning process which reminds of learner autonomy.

The communicative approach brought a focus on communicational needs of learners and everything in the learning process was designed according to learners' individual differences such as needs, interests and ages (Mora, 2002; Hedge, 2000). With these developments educators, teachers and approaches focused on involving learners in classroom activities so that they could learn more efficiently and effectively (Benson & Voller, 1997).

These changes and ways of thinking resulted in emergence of the learner-centeredness. Learner-centeredness is not an approach in which the rights and powers of teachers are left to learners in a unilateral way. Nor does it make the teacher less important. In contrast, it is a matter of educating learners to achieve greater responsibility for their own learning (Nunan, 1999). He (1995) stated the key difference between learner-centered and traditional curriculum as:

"...learner-centered curriculum will contain similar components to those contained in traditional curricula. However, the key difference is that in a learner-centered curriculum, key decisions about what will be taught, how it will be taught, when it will be taught, and how it will be assessed will be made with reference to the learner. Information about learners, and, where feasible, from learners, will be used to answer the key questions of what, how, when, and how well."

For the first time the term of autonomy was addressed in foreign language teaching field with the emergence of communicative approach. (Paiva, 2005).

Holec (1981) has underlined the importance of autonomy by mentioning "insistence on the need to develop the individual's freedom by developing those abilities which will enable him to act more responsibly in running the affairs of the society in which he lives.'' As well as Holec, many educators in history gave great importance to the necessity of learner autonomy in education. Therefore, learning how to learn has become a very crucial component that educators have to take into account in order to keep up with the conditions of the changing world (Holden & Usuki, 1999).

1.2 Definition of Learner Autonomy

Learner autonomy has been a major area of interest in foreign language (FL) teaching for 30 years (Borg, 2012). It has been defined in various ways in the literature. Holec (1981)'s early and still influential definition of learner autonomy was *"the ability to take charge of one's own directed learning"*. To take charge of one's own learning is to have and to hold the responsibility for all the decisions concerning all aspects of this learning:

- Determining the objectives;
- Defining the contents and progressions
- Selecting methods and techniques to be used

- Monitoring the procedures of acquisitions

- Evaluating what has been acquired (Holec, 1981).

Little (2003) explained learner autonomy as *"the practice that autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self- management and in interaction with others"*.

On the other hand, autonomy is a situation in which learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions (Dickinson, 1987). This process of personal responsibility in monitoring their own progress requires the use of self-assessment as one of the instruments to determine their level of knowledge and skills (Gardner, 1999). According to Thornbury (2006) learner autonomy is learners' capacity to take responsibility for, and control of, their own learning, whether in an institutionalized context, or completely independent of a teacher or institution (p. 22).

Little (1991) defined autonomy as a capacity – for detachment, critical reflection, decision-making, and independent action. According to him (1999)

In formal educational contexts, the basis of learner autonomy is acceptance of responsibility for one's own learning; the development of learner autonomy depends on the exercise of that responsibility in a never-ending effort to understand what one is learning, why one is learning, how one is learning, and with what degree of success and the effect of learner autonomy is to remove the barriers that so easily erect themselves between formal learning and the wider environment in which the learner lives. In this

definition, autonomy is a capacity for a certain range of highly explicit (that is concious) behaviour that embraces both the process and the content of learning (p. 4).

Benson and Voller (1997) pointed out five ways the term autonomy used for:

a. situations in which learners study entirely on their own;

b. a set of skills which can be learned and applied in self-directed learning;

c. an inborn capacity which is suppressed by institutional education;

d. the exercise of learners' responsibility for their own learning;

e. for the right of learners to determine the direction of their own learning.

Learner autonomy is implied by the concept of *savoir-apprendre* ("ability to learn"), which the CEF defines as "the ability to observe and participate in new experience and to incorporate new knowledge into existing knowledge, modifying the latter where necessary" (Council of Europe 2001).

In the light of these different definitions and interpretations of learner autonomy, it is the process of taking responsibility for learning according to students' own goals with the help of their teachers and to be able to decide what to learn, when and how to learn it.

1.3   Importance of Learner Autonomy

Autonomy occurs when one uses personal processes to strategically monitor and control his or her behaviour and the environment (Wei, 2008). In order to explain the reason for developing responsibility and autonomy Scharle and Szabo (2000) have stated that;

That saying goes: you can bring the horse to water, but you cannot make him drink. In language teaching, teachers can provide all the necessary circumstances and input, but learning can only happen if learners are willing to contribute. Their passive presence will not suffice, just as the horse would remain thirsty if he stood still by the river waiting patiently for his thirst to go away. And in order for learners to be actively involved in the learning process, they first need to realize and accept that success in learning depends as much on the student as on the teacher. That is, they share responsibility for the outcome. In other words, success in learning very much depends on learners having a responsible attitude.

The concept of "autonomy" has been given an increasing attention because of the way it can promote a situation where the learners' ability to learn is improved. Therefore, learning how to learn has become a very important issue which teachers have to take into consideration in order to keep up with the conditions of the changing world (Holden & Usuki, 1999).

Benson (2006) has discussed the necessity of learner autonomy in terms of the innovations that have become remarkably important over the last twenty five years.

In the last 30 years an increasing amount of attention to learner autonomy, self-directed learning, learner centeredness, self-access systems and individualized /independent learning have been seen in second language learning literature, which makes learner autonomy really important in EFL settings.

According to Crabbe (1993), it has been considered as a desirable goal for three reasons: the psychological, the practical, and the philosophical.

1) The psychological argument is that people are able to learn better when they are in charge of their own learning because learning is more meaningful and permanent when the individual takes the responsibility and the control. Moreover, learners who are involved in making choices and decisions about their education can feel more motivated in their learning which makes them successful learners.

2) The second reason for autonomy is practicality. When the recent conditions and facilities of schools are considered, it is really possible that a teacher may not always be available to assist due to the large number of students in classrooms and in addition, in long period, learners have to change various teachers in their life. Because of this, learners have to be able to learn and follow his/her studies on their own; or learners may not have sufficient free time or budget to attend educational institutions; and finally, as Crabbe (1993) has mentioned, a society may not provide the necessary facilities to all its members in every area of learning and learners, in these conditions, learners need to obtain their own learning needs in order to get the knowledge and skill they desire.

3) At last, the philosophical/ ideological reason is that, as Crabbe (1993) has stated, the individual has the right to be free to make his or her own choices not only in learning a language but also in other areas.

As Marton and Saljo (1976) asserted, "students who take on greater responsibility for their own learning are more likely to take a deep approach to learning, which in turn leads to greater achievement" (as cited in Balçıkanlı, 2008). Moreover, Borg (2012) explained the benefits of learner autonomy according to the results of a recent study of his. According to him, autonomous learners are more motivated, more commited, happier and more focused. They benefit from learning opportunities outside the classroom and take more risks.

Little (2000) described importance of autonomy in view of two main reasons:

There are two general arguments in favour of trying to make learners autonomous. First, if they are reflectively engaged with their learning, it is likely to be more efficient and effective, because more personal and focused, than otherwise; in particular, what is learned in educational contexts is more likely to serve learners' wider agendas. Second, if learners are proactively committed to their learning, the problem of motivation is by definition solved; although they may not always feel entirely positive about all aspects of their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setbacks.

According to Dewey (1916) in a democratic society, the primary purpose of education should be to prepare students to "take an active part in both social and

political life by having them gain the skills and attitudes need for democratic and social participation" and he emphasized the importance of taking an active part in individual's own education process. As a result, fostering autonomy should become an educational goal since education should aim at helping the people how to think, act and learn independently in their lives.

1.4   Historical Background to Learner Autonomy

Although the term learner autonomy has become popular in about last thirty years (Benson & Voller, 1997), the concept of autonomy has influenced and been influenced by various approaches and has become a crucial concept for language learning.

These approaches root back to sixteenth century; to Galileo. Galileo's (1564–1642) expression, "you cannot teach a man anything; you can only help him find it within himself," can be accepted as the first serious statement for learner autonomy (Benson, 2001).

For centuries, lots of thinkers such as Rousseau (1712 – 1778), Dewey (1859 – 1952), and Kilpatrick (1871 – 1965) emphasized the importance of autonomy in the paradigm of education in various times. For example, in Rousseau's 'Model Learning', learners are responsible for their own actions and learn by suffering from their consequences or enjoying. In Rousseau's model, the teacher is a permissive

individual who supports learners and learns with them. Modern learner-centered approaches and learner autonomy have the same characteristics with the theory of Rousseau (Benson, 2001).

The term ''autonomy'' was mentioned for the first time with emergence of communicative approach (Paiva, 2005). The communicative approach brought a focus on communicational needs of learners and everything in the learning process was designed according to learners' individual differences such as needs, interests and ages (Mora, 2002; Hedge, 2000). With these developments educators, teachers and approaches focused on involving learners in classroom activities so that they could learn more efficiently and effectively (Benson and Voller, 1997).

Because of the changing educational realities in Europe new approaches to language learning have started to appear. With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of European Common Market. The council of Europe, a regional organization for cultural and organizational cooperation, sponsored international conferences on language teaching, published books about language teaching (Richards & Rodgers, 2001).

After some researches, the term of autonomy first officially entered the field of language teaching through the Council of Europe's Modern Languages Project, which was established in 1971. As an outcome of this project, CRAPEL (*Centre de Recherches et d' Applications en Langues*) was established at the University of

Nancy in France. CRAPEL, under the directory of Yves Châlon who is considered to be the father of autonomy in language learning, became the focal point for research and practice in the field of autonomy. After Châlon, Henri Holec became the leader of CRAPEL. Following this project, in 1981, Henri Holec published his first report on autonomy, emphasizing the social and ideological contexts on which learner autonomy has been based (Benson, 2001). Holec's project report submitted to Council of Europe became a key document still keeping its validity on learner autonomy (Gremmo and Riley, 1995).

In the following years, learner autonomy became quite important with the development of learner-centered approaches and notions, like resource-based approaches, technology-based approaches, learner-based approaches, classroom-based approaches, curriculum-based approaches and teacher-based approaches throughout the 1980 and 1990s (Benson, 2001).

Gardner (1999) has proposed a view of natural human talents labelled the 'Multiple Intelligences Model'. He has argued that all humans have the intelligences, but people differ in the strengths and combinations of intelligences. Therefore, it is not much possible to obtain the same results for each individual in our classrooms with a standard language education. Learners should be viewed as possessing different learning styles, preferences and intelligences. In both general education and language teaching, a focus on individual differences has been recurring theme in the last 30 or so years, as seen in such movements or approaches as Individualized

Instruction, Autonomous Learning, Learner Training and Learner Strategies (Richards & Rodgers, 2001)

MI theory was proposed by Gardner (1999) as a contribution to cognitive science. Chamot & O'Malley's work (1994) with second language learners reinforces the notion that students who learn to consciously monitor their own learning and who have a storehouse of strategies to use when learning becomes difficult do better than students who do not have such strategies.

During the Intergovermental Symposium held in Switzerland November 1991 it has been stated that ''*To achieve these aims language learning is necessarily a lifelong task to be   promoted and facilitated throughout educational systems from pre-school through to adult education.*'

The council of Europe is committed to the development of learner autonomy as one of the cornerstones of education for democratic citizenship and lifelong learning; hence the ELP is designed to help learners to achieve a fuller awareness of their developing linguistic and cultural identity. ELP is designed to help learners to achieve awareness of themselves as language learners and develop language learning skills that they can deploy to meet individual needs that arise outside as well as inside formal educational contexts (CEF, p.1).

Up to 2000, a lot of European Language Portfolio Projects have been carried out in organizations and European countries such as Austria, Switzerland, Czech Republic, Germany NRW, France CAEN, France CIEP, Finland, UK CILT, Hungary, Italy, Ireland, Holland, Portugal, Russia, Sweden, Slovenia, Turkey, CERCLES, EAQUALS and the European Language Council in order to fulfill these aims (Demirel, 2005).

Since 1990, Turkish Educational System has undergone some changes. With the studies of CEF and ELP Turkish Educational Curriculum has emphasized the concept of autonomy in its general aims including procedures how youth of country should be educated.

1.5   Concepts and Misconceptions about Learner Autonomy

Despite Holec's (1981) famous definition, "the *ability to take charge of one's own learning",* various researchers defined learner autonomy and other related terms differently. As it is mentioned before, there are a variety of views, perspectives and aspects related to the concept of learner autonomy. First of all, learner autonomy has been accepted as a difficult concept to be clarified in terms of what it is since it is also seen as a process rather than a product (Thanasoulas, 2000). Therefore, it has also been discussed in terms of what it is not. Little (1991) claims a number of misconceptions about learner autonomy:

1. Autonomy is not a synonym for self-instruction or self directedness; in other words, autonomy is not limited to learning without a teacher.

2. In the classroom context, autonomy does not entail giving up responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can.

3. Autonomy is not something that teachers provide learners; that is, it is not another teaching method.

4. Autonomy is not a single, easily described behavior.

5. Autonomy is not a steady state achieved once by learners (p: 3-4).

Dickinson (1987) has identified various different terms in the literature on autonomy, some of which are used synonymously, and some of which have very different meanings:

1. *Self-instruction:* situations in which learners are working without the direct control of the teacher.

2. *Self-*direction: this term describes a particular attitude to the learning task, where the learner accepts responsibility for all the decisions on his learning but does not necessarily undertake the implementation of those decisions.

3. *Autonomy:* the situation in which learners are totally responsible for all of the decisions concerned with learning and the implementation of those decisions. In full autonomy there is no involvement of a "teacher" or an institution, and the learner is also independent of specially prepared materials

4. *Semi-autonomy:* the stage at which learners are preparing for autonomy.

5. *Self-access materials:* materials appropriate to and available for self-instruction.

6. Self access learning: this is self instruction using these materials.

7. *Individualised instruction:* "a learning process which (as regards goals content, methodology and pacing) is for a particular individual, taking this individual's characteristics into consideration" (Chaix & O'Neil, 1978). (p.:11)

The autonomous learner is expected to develop the ability to take charge of every stage of his/her own learning including setting learning goals, identifying and developing learning strategies to achieve such goals, developing study plans, reflecting on learning, identifying and selecting relevant resources and support, assessing one's own progress (which includes defining criteria for evaluating performance and learning) (Chan, 2003).

For Holec (1981), autonomy is a kind of ability that has to be acquired (learning how to learn) and is separate from the learning that may take place when autonomy has been acquired. Such acquisition of autonomy (Holec, 1981) brought two different processes into play. The first of these is a gradual deconditioning process which will cause the learner to be far from ideas such as:

1. there is one ideal method;

2. the teacher possesses that method;

3. knowledge of the mother tongue is of no use for learning a second language;

4. experience gained as a learner of other subjects cannot be transferred;

5. he/ she is incapable of making any valid assessment of performance.

The second of Holec' s processes consists of acquiring the knowledge and know-how needed in order to assume responsibility for learning: It is through the parallel operation of these two processes that the learner will gradually proceed from dependence to independence, from non-autonomous to autonomous state (Holec, 1981).

Freire (1997), in his book on autonomy, does not define what autonomy is, but one can infer that he understands autonomy as the learner's capacity and freedom to construct and reconstruct the taught knowledge (as cited in Paiva, 2005).

Finally, Paiva (2005) has presented a summary of the different aspects of autonomy.

1. Autonomy involves a capacity either innate or learned;

2. Autonomy involves self-confidence and motivation;

3. Autonomy involves the use of individual learning strategies.

4. Autonomy is a process which manifests itself in different degrees;

5. The degrees of autonomy are not stable and can vary depending on internal and external conditions;

6. Autonomy depends on the learner's willingness to take responsibility for their own learning;

7. Autonomy requires awareness of the learning process;

8. Autonomy is closely related to metacognitive strategies: planning/making decisions, monitoring, and evaluating;

9. Autonomy has both individual and social dimensions;

10. The teacher can help the learner to be autonomous both inside and outside the classroom;

11. Autonomy inevitably involves a change in power relationships;

12. The promotion of learner autonomy must take into account psychological, technical, social and political dimensions.

In conclusion, it could be said that learner autonomy is based on learner's personality; that is, it is based on learner's willingness to accept responsibility in learning, awareness of learning process, selecting their own methods and techniques, and monitoring and evaluating their progresses. Most of the definitions above imply the transfer of responsibility for learning from the teacher to the learner.

1.6   How to Foster Learner Autonomy

It is apparent that the teachers are involved in the students' learning in several ways. They are often involved in pedagogical planning, and determine aims and objectives and select materials. They have some managerial and organizational responsibilities, such as determining a programme of work, deciding on the materials

to be used within the programme, deciding on the pace of work and where it will be done, etc. (Dickinson, 1987). Littlewood (1996) defined the goal of all education as "to help people to think, act and learn independently in relevant areas of their lives."

The promotion of learner autonomy should be an important explicit goal of the language programme within the courses. There are various suggestions to encourage and develop learner autonomy in language teaching. Among them, Dickinson (1992) has identified six ways "in which the teacher can promote greater learner independence":

1. legitimizing independence in learning by showing approval, and by encouraging the students to be more independent;

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

3. giving learners opportunities to develop their independence;

4. helping learners to develop their own learning strategies

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

6. sharing what we know about language learning with them so that they can have a greater awareness of what to expect from the language learning task and how they should react to problems that erect barriers to learning (cited in Finch, 2002).

Learner autonomy does not arise spontaneously within the learner but develops out of the learner's dialogue with the world to which he or she belongs. (Cotteral,

1995) Therefore, teachers and educators should be patient and know that autonomy cannot be acquired overnight.

Benson (2001) discusses the practices to foster learner autonomy under the title of "*Approaches to the Development of Learner Autonomy*" and he provides six broad headings related to these approaches:

• **Resource-based approaches** emphasize independent interaction with learning materials.

• **Technology-based approaches** emphasize independent interaction with educational technologies.

• **Learner-based approaches** emphasize the direct production of behavioral and psychological changes in the learner.

• **Classroom-based approaches** emphasize learner control over the planning and evaluation of classroom learning.

• **Curriculum-based approaches** extend the idea of learner control to the curriculum as a whole.

• **Teacher-based approaches** emphasize the role of the teacher and teacher education in the practice of fostering autonomy among learners (p.111).

1.6.1   Resource-based approaches

In resource-based approaches, the focus for the fostering of autonomy is put on the learner's independent interaction with learning materials (Benson, 2001). This

approach includes self-access, self-directed and distance learning as the ways of fostering autonomy.

Resource-based approaches provide the chance to have control over learning plans, to select learning materials and to evaluate their own learning to learners (Sheerin, 1997). Resource-based approaches are effective because they guide learners to direct their own learning. Therefore, learners can contribute to their own learning process by planning their own learning, selecting their materials and evaluating their learning process.

1.6.2 Technology-based approaches

Technology-based approaches to learner autonomy emphasize independent interaction with educational technologies (Benson, 2001). Computer assisted language learning (CALL) and the Internet focus on technology usage in instruction.

There has always been a relation between educational technologies and autonomy, insofar as they have often been designed for independent use. (Benson, 2011) The most recent generations of new technologies, however, especially those involving the Internet, user-generated Web 2.0 content, and mobility appear to be having a fundamental impact on the landscape of autonomous language learning (Benson & Chik, 2010). Looking across research in CMC, computer-assisted

language learning (CALL), and learner autonomy, one can see a close relationship between them (Dang & Robertson, 2010).

Technology, especially multimedia, supports different learning styles; that computers and the Internet provide a wealth of resources for independent learners. Technology also offers a great deal on the linguistic side: huge amounts of data, including authentic texts, graphics, audio, and video online (Healey, 2002; Motteram, 1998).

Kenning (1996) has focused on CALL to support and promote learner autonomy, and states that supported with the usage of multimedia, hypermedia and interactive technologies, CALL aim to achieve this goal. The use of computer as a multidimensional linguistic or non-linguistic educational tool facilitates creative manipulation of text. High control and interpretation over different aspects of a text promotes the development of metacognitive skills and metalinguistic awareness.

Additionally, using the Internet is a good way for fostering learner autonomy. E-mail messages, online discussions, and web authoring help learners to promote learner autonomy. These kinds of activities increase interaction among learners, between learners and target language users, and between learners and their teachers (Durmuş, 2006). The importance of internet appears for the situations in which it is difficult or impossible to achieve a direct communication in class or self-access centre (Benson, 2001).

In Turkey, Yumuk (2002) discussed the role of the Internet in giving the control to the learner, and she concluded as follows:

As a new way of processing information, the Internet can encourage learners not only to view themselves as being in charge of their own learning, but also to perceive teachers as facilitators in their learning process. Unlike resources such as textbooks, journals and other materials used in traditional teaching and learning, the Internet can stimulate learners to find the most updated information in a shorter amount of time. The Internet with its hyper-linking capabilities to sources from all over the world gives learners instant access to an enormous amount of information which, as a result, can enhance their desire and curiosity to learn more (p. 142-143).

1.6.3   Learner-based approaches

In contrast to resource-based and technology-based approaches to autonomy which focus on providing opportunities for learner control, learner-based approaches to learner autonomy emphasize the production of behavioral and psychological changes that will enable learners to take greater control over their learning in the learner (Benson, 2001).

Primary goal in this approach is to develop learners and help them become better language learners. Developing autonomy is an integral part of this goal.

1.6.4 Classroom-based Approaches

Classroom-based approaches basically emphasize learner control over the planning and evaluation of classroom learning. Classroom-based approaches to learner autonomy emphasize changes in the relationship between learners and teachers in the classroom (Benson, 2001). These approaches focus on opportunities that can provide learners a collaborative and supportive environment. It is apparent that autonomy can be promoted in classrooms when learners are involved in the process of making decisions about the planning of classroom activities and evaluation of their outcomes. In addition, having control over the management of classroom activities may lead to the development of control over cognitive and content aspects of learning (Finch, 2002).

Peer teaching has been considered as another realization of classroom-based approaches since it involves learner control over planning. Self-assessment has been regarded as another actualization of giving more control to learner in the classroom (McNamara and Dean, 1995). Self-assessment is rightly seen as one of the pillars of learner autonomy. One of the fundamental elements of self-directed language learning is the opportunity for learners to assess their own progress and thus help them to focus their own learning.

1.6.5 Curriculum-based approaches

In curriculum-based approaches to the promotion of learner autonomy, "learners are expected to make the main decisions concerning the content and

procedures of learning in collaboration with their teachers." (Benson, 2001). Nunan (1999) has argued that curriculum designed to promote learner autonomy is based on mutual understanding between learners and teachers. Learners are involved in decision-making process focusing on the content what they are going to learn. Learner's active involvement in this process supports effective learning, since learning can be more emphasized and purposeful for learners.

Dam (1995) has suggested that course content, selection and use of materials, position of desks and seating of students, discipline matters, homework tasks, time, place and pace of the lesson, methodology and types of activities, and assessment could be issues to be discussed in the framework of curriculum-based approaches.

1.6.6 Teacher-based approaches

Teacher-based approaches focus on the role of the teacher and teacher education in the practice of fostering autonomy. Teacher-based approaches to learner autonomy stress teachers' professional development (Benson, 2001). This professional development requires teachers to be researchers take part in action research and be a reflective practitioner and as a result they develop their own autonomy.

Teacher-based approaches to promotion of learner autonomy mainly emphasize teacher's role on giving more control to language learners. The discussion

of teacher-based approaches can be held in two basic aspects: the role of teachers in the practice of promoting learner autonomy, and the role of teacher education in the practice of promoting learner autonomy (Benson, 2001). Terms which describe the role of the teacher within this perspective include facilitator, helper, coordinator, counsellor, consultant, advisor, knower, and resource (Benson, 2001).

Teacher autonomy is another concept which is mentioned in teacher-based approaches (Benson, 2001). Teacher autonomy was also identified as a major emerging concern at the 1999 AILA Scientific Commission on Learner Autonomy Symposium in Tokyo (Dam, 1995), and 'Relationships between Learner and Teacher Autonomy' has been designated as the overall theme of the follow-up Symposium to be held in Singapore in December 2002.

Since early on, users of the term 'teacher autonomy' have focused on different *dimension*s, as is clear from the following examples:

(1) (Capacity for) self-directed professional *action*: [Teachers may be] 'autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis . . . affective and cognitive control of the teaching process' (Little, 1995)

(2) (Capacity for) self-directed professional *development*: [The autonomous teacher is] 'one who is aware of why, when, where and how pedagogical skills can be *acquired* in the self-conscious awareness of teaching practice itself' (Tort-Moloney 1997).

(3) *Freedom from control by others* over professional action or development: 'In the United States teacher autonomy has been declining for at least a decade. First, uniform staff development programmes based on research on effective teaching have become widespread. Second, classroom observations have become an integral part of imposed teacher evaluations' (Anderson, 1987).

Shaw (2002) described teacher autonomy as 'the capacity to take control of one's own teaching' inspiring from the famous definition of learner autonomy, the capacity to take control of one's own learning''. Self-directed professional development and freedom of choice are two important terms for teacher autonomy for Shaw. Shaw has also argued that promoting learner autonomy should be one of the responsibilities of autonomous teacher.

Teachers' taking control of their own teaching is really important in promoting learner autonomy, because teachers are the key factor for learner autonomy in classrooms. Teachers' awareness of learner autonomy is likely a pre-condition for the promotion of learner autonomy because they can raise learners' awareness in teachers' and learners' roles in terms of learner autonomy (Little, 2004).

Scharle and Szabo (2000) have suggested three gradual stages teachers should take into consideration while promoting learner autonomy. The first stage is *raising awareness*. In this stage, teachers should present new points of view and new experiences to the learners to make them aware of the concept of taking more control

on their own language learning process. The next step is *changing attitudes*. In this stage, teachers should try to make students practice skills introduced at the first stage, and in this way they try to help learners get used to taking more responsibility. The last stage is *transferring roles*. In this stage a considerable change in the roles of the teacher and learners occurs in the classroom. Scharle and Szabo have explained the implementation of the stages as follows: "We see this as a smooth process where one phase develops into the next. So, even though we want the learner to be aware of the process as a whole and the actual changes within each phase, the transition from one phase to the other is not some momentous event that may be announced as an achievement (p. 9)."

In addition to providing guidance for teachers about how to promote learner autonomy in their classrooms, some researchers mentioned possible problems that teachers may have while they are trying to foster learner autonomy. For example, Cotterall (1995) mentioned learner expectations of teacher authority as a possible obstacle to teachers who are trying to transfer responsibility to their learners. In their 'guidebook' for teachers, Scharle and Szabo (2000) provided possible problems and possible solutions to the problems. They suggested that the school, the community of teachers, the parents of the students and the students themselves had expectations related to roles of a teacher. These expectations may be in conflict with the teacher roles which foster learner autonomy; therefore, teachers must be very patient and cautious.

1.7   Role of Teachers in Learner Autonomy

It is not easy for students to develop language learning autonomy without teachers' help. The teacher plays an important role in the development of learner autonomy since they are in powerful positions to help create imagined communities as well as to stimulate or stifle them (Murphey & Chen, 2005). The teacher may be qualified or nonqualified; authoritative; supportive; an advisor; a knower; a researcher; a facilitator; a consultant; a personal tutor; a helper; a counselor; a controller; a coach; a negotiator; among others. Moreover, the teacher, who many times is the only foreign language speaker who the learner comes into contact with, may be a good or a poor language model. No matter which role the teacher plays in the language classroom, he or she positively or negatively influences the learner's autonomy (Paiva, 2005).

It is the teacher who plays the central role to make the learners become more autonomous in the foreign language classrooms. Teachers must prepare their students to accept more responsibility for their learning than they may be accustomed to (Gardner & Miller, 1999).

According to Lee (1998), if teachers are to succeed in promoting learner autonomy, they need to understand and consider how their learners perceive autonomous learning and their responsibilities in learning. Therefore, it is very important for the teachers to become aware of their own and their learners' beliefs and attitudes when they are attempting to promote learner autonomy (Lee, 1998).

Kohonen (2001) has argued that the language teacher has a significant role as a resource person for autonomous language learning, and the teacher's professional growth is directly connected with language learning, teaching, and evaluation. Johnson (2006) described 'teacher cognition' as teachers' beliefs can powerfully shape both what teachers do and, consequently, the learning opportunities learners receive. Therefore the extent to and manner in which learner autonomy is promoted in language learning classrooms will be influenced by teachers' beliefs about what autonomy actually is, its desirability and feasibility. Also, teacher education has an impact on teachers' practices when it is based on an understanding of the beliefs teachers hold (Borg, 2011).   So, it is unrealistic to expect teachers to develop a sense of autonomy unless they have themselves experienced teacher training (Little, 1995) and teacher autonomy is crucial.

De Vries and Kohlberg (1987) have given a picture of what an autonomous teacher looks like. The autonomous teacher knows what to do, and reason of it. The autonomous teacher can think about how children are thinking and at the same time think about how to intervene to promote the constructive culture. Autonomous teachers do not just accept uncritically what curriculum specialists give them. They think about whether they agree with what is suggested. They take responsibility for the education they are offering children (p. 380). It is possible that language teachers without any autonomy-oriented training may have difficulty in fostering learner autonomy.

It seems evident that learner autonomy should be the goal of every learner and of every teacher. At the same time the understood roles of learner and the teacher in many societies imply reliance by the former on the latter. As Bruner states, the relation between teacher and learner is a relation between one who possesses something and one who does not (Brookes &Grundy, 1988).

1.8 Effects of teachers' learning experiences and their own learning styles on their teaching

According to Little (1995), learner autonomy depends on teacher autonomy in two senses: 1) it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner. 2) In determining the initiatives they take in their classrooms, teachers must be able to apply to their teaching those same reflective and self-managing processes that they apply to their learning (p. 175). As mentioned above, language teachers have a crucial role to develop learner autonomy by taking both out-of-class and classroom perspectives.

In a research connected with CEF argued that language teacher had a significant role as a recourse person for autonomous language learning and the teachers' professional growth was directly connected with language learning, teaching and evaluation (Kokohen, 2001).

Little (1995), McGrath (2000), Smith (2000), and Tort-Moloney, (1997) have argued that teachers who themselves are not autonomous language learners may have a negative influence on the development of autonomy of their students.

At the AILA Symposium of the Scientific Commission on Learner Autonomy in Language Learning in Tokyo, 1999 it has been stated that the teacher needed to be autonomous, either in being free to organise learning in new ways or in having experience of the demands of learning autonomously.

Usuki (2002) attracts attention to teachers' attitudes towards their students which may play a key role in learner autonomy. Most of the things have stayed the same in Turkish educational system although it has been changed periodically for decades. For example, the last trend is towards the use of the tools of autonomous learning in all the areas of kindergarten through higher education. But, traditional approaches to learning and teaching are still being used by the teachers with old beliefs because the beliefs that individuals have play a decisive role in the process of autonomous learning (Cotterall, 1995, as cited in Sert, 2006).

There may be some other factors hindering teachers from effectively involving themselves in this process. Firstly, they may be afraid of the students who improve fast independently while the teachers make little or no progress because they are not autonomous learners themselves. Secondly, particularly state school teachers can earn money without trying hard, and then they do not strive to learn new things. In

that connection, introducing new things to student teachers can be a good starting point (Sert, 2006).

According to Freeman and Richards (1996) teacher factor is more important to learners than materials or methodology (p.15). When they examined the autobiographies of some teachers they concluded that teachers benefited from examining the positive characteristics of their past teachers they most admire because their behavior could be emulated. In addition, they stated that teachers' 'apprentice of observation' (means teachers teach the way they were taught) like their childhood would affect them to the degree and in the manner that they allow (Freeman & Richards, 1996). Namely, how we teach now is sometimes mirrored by how we were taught ourselves. If we are taught in a teacher-centered atmosphere, we may be likely to slip into that same mode of teaching despite excellent teacher training into autonomous learning. The problem, as Almarza (1996) indicates, is that teacher training ignores student teachers' own previous learning experiences. This is a teacher's "hidden pedagogy" (Denscombe, 1982).

Moreover, Freeman and Richards (1996) states that reexamining our histories gave us a chance to bring our own identities to the theoretical material we had been studying, and to interpret that material we had been studying and to interpret that material in light of our own experiences. They (1996) emphasized that they realized that the 'apprenticeship of observation' had an influence on the ways we would teach.

Erdogan's (2003) study about student autonomy at a Turkish secondary school has concluded that teacher factors hinder the development of learner autonomy because the teachers themselves have been trained within the same education system, and are unable to change their habits.

1.9   Learner Autonomy and Culture

If the purpose of education is to help learners to develop tools for critical reflection, learner autonomy is an appropriate pedagogical goal in all cultural settings. As autonomy in formal learning is a special case of a more general human behavioral trait, we must always pay careful attention to the cultural setting in which learning takes place (Cotterall & Crabbe, 1999).

Therefore, literature has suggested that before making any attempt to promote learner autonomy in a learning environment, we should investigate what the students and teachers of that learning environment know, feel and do about learner autonomy. We can suggest an appropriate plan for fostering learner autonomy only after making such an investigation because the results of the investigation would provide guidance for teachers about how best to implement autonomy (Chan, 2001). Benson (2001) support this view with these words "if we accept that autonomy takes different forms for different individuals, and even for the same individual in different context of learning, we may also need to accept that its manifestations will vary according to cultural context" (p. 55).

Pierson (1996) has stated that 'the ability to take charge of one's own learning' (Holec: 1980) is especially noticable in the Asian context, in which the learner is generally ''an individual who is conditioned by a pattern of cultural forces that are not harmonious to learner autonomy, independence or self-direction''. Thus, he describes learning in Hong Kong as static and other-directed, with the teacher transmitting 'correct' knowledge and students passively absorbing that knowledge (Finch, 2002).

Hofstede's profile of Korean interaction characteristics shows that teacher-student respect is an important factor and Nunan (1996), Esch (1996a) and Little (1996) has proved that traditional learning practices and cultural traits may actually contribute to the development of learner autonomy and that 'cultural differences may not be the main barrier to the promotion of the concept of autonomy in countries like China (Finch, 2002).

Paiva (2005) explained the effect of culture on the learner autonomy:

In 1993, when I visited China, for instance I was informed that Chinese people had to ask for permission to the government in order to set up a satellite dish. Contact with English speaking TV programs was then not so easy as it was in other countries. In Brazil, textbooks for Portuguese, History, Geography, etc, are freely distributed to poor students, but FL materials are not classified as a priority. Learning a foreign language is, in fact, a commodity for higher classes, although it is an obligatory subject in high school curricula. On the other hand in China conditions are different.

Those are some of the examples of how political and economical context can present obstacles to autonomy.

In the Brazilian context there is a strong belief that foreign languages are not learned in high schools. In fact, most high school institutions focus only grammar and translation and, sometimes, reading. The oral skills are usually ignored. It is common sense in Brazil that if one wants to learn a language; one must go to a private language school. When we read some students' histories, we realize that those private language schools may have an important role in one's learning, but they are not the only factor because not all of them are acknowledged as ideal schools (Paiva, 2005).

Paiva (2005) stated that some institutional context features interfering in the learning process are:

- the pedagogical project

- the size of the classes

- the financial support for updating materials and equipments,

- the investment in teachers' continuing education.

Littlewood (2000) describes the stereotype of Asian students as 'obedient listeners'. Sert (2006) has stated that with the predominance of teacher-led English language instruction in Turkey, learners are seen as passive receivers of new information and are therefore unlikely to develop the skills necessary to learn how to assess and control their own progress. In such cases, learners cannot sufficiently

develop the skills to perform real-life communicative tasks effectively. Consequently, 'although Turkish learners are highly motivated to learn English for socio-cultural and economic reasons, teacher feedback and classroom observation at various institutions lead to the conclusion that their proficiency in English is not at the desired level. (Sert, 2006)

As it can be seen in the examples, it can be said that the situation in which one is learning may foster or suppress the development of that explicit understanding and learner autonomy (Cotterall & Crabbe, 1999). Because of this it can be said that teachers' own perceptions that come from their past experiences, culture and age can affect their teaching and so their students.

1.10 Studies Related to Learner Autonomy in Literature

There have been different studies on learner autonomy on the world. Some of them were conducted with students; on the other hand, some of them were conducted with pre-service or in-service teachers.

1.10.1 Studies Abroad

Cotterall (1995) conducted a study to investigate learner beliefs and effects of these beliefs on readiness for autonomy. Results of the study indicated that beliefs of learners have an important role in promoting learner autonomy, additionally, learners

and teachers can hope to construct a sharing understanding of the language learning process, and of their roles in it.

Four years later Camilleri (1999) investigated the attitudes of English teachers towards learner autonomy as a European Union project. The project started with the hypothesis that teachers considered some areas of teaching and learning, which might be considered as classroom experience, as more suitable than the others for the implementation of learner autonomy. The results revealed teachers' willingness to change and develop practice in significant areas of their teaching in the direction of learner autonomy. The results also revealed that teachers' attitudes had a crucial role in the successful implementation of learner autonomy. However, the teachers stated that the difficulty of implementing learner autonomy in some areas depend on decisions by higher authorities.

Kiho and Hirotsugu (2000) has conducted a study titled "Influence of Autonomy on Perceived Control Beliefs and Self-Regulated Learning in Japanese Undergraduate Students" and examined the effects of motivational styles differing in the degree of autonomy on perceived control beliefs and self-regulated learning of English by Japanese undergraduate students. The results of their study confirmed that intrinsic motivation and identified regulation affected students' academic performances positively through.

Chan (2001) conducted a study titled "Readiness for Learner Autonomy: what do our learners tell us?" to examine the validity of learner autonomy in the tertiary context and explore possible strategies for promoting learner autonomy in the classroom. Results of the study revealed that the group was generally instrumentally motivated, most of the students preferred the teacher to give them the opportunity and scope to discover things by themselves, the responses of the student indicated a strong preference for group work, there were strong indications of a rather positive attitude towards learning autonomously. The researcher concluded by arguing that learner autonomy is applicable at tertiary level classroom in Hong Kong.

Spratt, Humphreys and Chan (2002) conducted a study titled "Autonomy and motivation: which comes first?" to assess students readiness for learner autonomy in language learning by researching their views of their responsibilities and those of their teachers', their confidence in their ability to operate autonomously and their assessment of their level of motivation to learn. The results indicated that students generally perceived their teachers as being more responsible for methodological areas such as course planning. However, the students perceived themselves more responsible for the areas related to outside class activities. In terms of motivation, a large majority of students stated that they were motivated to learn English. The researchers concluded that students did not seem to be ready for autonomous learning.

Santos (2002) conducted a study titled "Stimulating Autonomy in the Foreign Language Classroom: Convincing the Teachers" to research the main reasons why

teachers generally are so reluctant to introduce autonomous behavior in the classroom. The research was conducted with four university teachers, eight class teachers and sixteen students. The results demonstrated that internal factors, such as submission to peer opinion and ideological tendencies, were found to be more relevant to justify the resistance to new teaching practices than external factors, such as restrictions imposed by the Ministry of Education. It was also found that university teachers and future teachers are more open to accept the idea of developing students' autonomy than the school teachers.

Chan (2003) conducted another study titled "Autonomous Language Learning: the Teachers' Perspectives" to find out students' and teachers' attitudes towards learner autonomy. The study also focused on the teachers' views of their roles and responsibilities, their assessment of their students' decision-making abilities and the autonomous language learning activities that they have encouraged their students to take up. Results indicated that teachers generally see themselves to be more responsible for the methodological and motivational aspects of learning, but they perceived themselves less responsible for students' engagement in outside class activities. The results also revealed that teachers generally have positive attitudes towards their students' potential ability related to various aspects of learning.

Naizhao and Yanling (2004) conducted an research titled "An Empirical Investigation of Learner Autonomy in Some EFL Classes in China" in order to examine the effectiveness of autonomous learning in EFL at the Shanxi University of Finance and Economics. According to the research, most of students could take

charge of their own learning. The investigation suggested that EFL teachers in China should concentrate on developing students' positive attitudes towards developing and introducing the teacher's and students' roles, and establishing proper relationship between teachers and students are the keys to the success of promoting autonomous learning.

Al-Shaqsi (2009) was another survey of teachers' beliefs about learner autonomy that was conducted with 120 teachers of English in state schools in Oman. A questionnaire was devised for this study and it asked respondents about (a) the characteristics of autonomous learners (b) their learners' ability to carry out a number of and (c) how learner autonomy might be promoted. The three characteristics of autonomous learners most often identified by teachers were that they can use computers to find information, use a dictionary and ask the teacher to explain when they do not understand (Borg, 2012).

Damian J. Rivers conducted a study in 2010 named 'Strategies and struggles in the ELT classroom: language policy, learner autonomy, and innovative practice'. This study was an attempt at negotiating the contradiction created by those institutions who promote the virtues of learner autonomy on one hand, whilst enforcing strict linguistic prohibitions on the other hand. Situated within a Japanese university, 43 mixed-ability English language learners were presented with two reflective awareness-raising strategies that sought to assist them in being more able to make informed classroom language choices when faced with the demands of a prescriptive English-only language learning environment. The results suggested that

the English-only policy represents an unrealistic target for the majority of learners and one which might promote a number of negative consequences.

Lina Lee in 2011 conducted a study named 'Blogging: Promoting Learner Autonomy and intercultural competence through study abroad'. This study involved 16 American undergraduate students participating in a blog project to develop their intercultural competence over the course of one semester of a study abroad program. The blog project aimed to use (a) personal blogs to give students individual spaces to reflect their experiences with host culture and people, (b) a class to open a social place where both students and L1s shared and exchanged cross-cultural using teacher-assigned topics. In her study blog technology was used to foster critical reflection on cross-issues. It was hoped that this system would empower students to take charge of their own learning through a socially mediated learning environment.

Bullock (2011) conducted a small-scale study of English language teachers' beliefs about learner self assessment which highlights a gap between teachers' positive theoretical beliefs about this notion and their beliefs in its practicality. This article looked at issues surrounding learner self-assessment and studies into teacher beliefs. It then goes on to present the findings of a study designed to explore teacher attitudes, beliefs, and behaviour with regard to learner self-assessment during the implementation of a revision of assessment procedures for teens aged 14–16 years. The relationship between attitudes, beliefs, and practices was explored and some specific factors responsible for facilitating or obstructing implementation were identified. Data analysis produced significant findings that support those of other

studies related to curricular innovation and more particularly the implementation of learner-centred approaches to assessment (Bullock, 2011).

Also, Yoshiyuki (2011) compared English language teachers' positive theoretical views about learner autonomy with their less positive reported classroom practices and finds a substantial gap between the two (Borg, 2012). This study aimed to investigate teachers' readiness for promoting learner autonomy. It attempted to do so by exploring the perceived importance of and the use of strategies for promoting learner autonomy among Japanese high school teachers of English as a foreign language (EFL). The paper reported on the research findings from two studies, one quantitative using a closed questionnaire, and the other qualitative using a focus group interview. Results showed that many Japanese EFL high school teachers, while displaying different dimensions of autonomy in different ways, are not fully ready to promote autonomy in their learners.

Both Bullock's study and Yoshiyuki's study added to existing concerns in the literature that learner autonomy is a notion around which theoretical ideals and pedagogical realities may not always concur (Borg, 2012).

Ema Ushioda, Richard Smith, Steve Mann and Peter Brown conducted a study titled 'Promoting teacher-learner autonomy through and beyond initial language teacher education' in 2011. They sought to promote teacher-learner autonomy by engaging students in a process of reflective practice and learning. They

(2011) thought that with the growing international market for pre-experience MA in ELT/TESOL programmes, a key curriculum design issue is how to help students develop as learners of teaching through and beyond their formal academic studies. They reported in this study on their attempts at the University of Warwick to address this issue, and consider wider implications for research and practice in initial language teacher education.

Starr in 2011 made a study on the relationship among the three styles of parenting, learning autonomy, perceived parental autonomy support, and scholastic achievement in undergraduate college students. Sixty one participants were recruited at a small liberal arts college in the northeastern United States to complete questionnaires, which measured perceived parental authority of the participants' parents, perceived parental autonomy support, and students' own learning autonomy. The participants were also asked to list their grade point average. The results revealed positive and negative correlations between many of the variables in the study; however, simple regression analyses did not yield any statistically significant relationships between parental authority, learning autonomy, perceived autonomy support, and scholastic achievement.

Borg (2012) has conducted study named 'Learner Autonomy: English Language Teachers' Beliefs and Practices'. The beliefs and reported practices regarding learner autonomy of 61 English teachers at a large university language centre in Oman were studied via questionnaires and interviews. The findings highlighted a range of ways in which learner autonomy was conceptualised, though it

was commonly seen in terms of strategies for independent and individual learning. The study also shed light on both teachers' positive theoretical dispositions to learner autonomy as well as their less optimistic views (Borg, 2012).

1.10.2 Studies in Turkey

In addition to the studies mentioned above, a number of studies on learner autonomy are conducted in Turkey.

Firstly, Gündoğdu (1997) carried out a descriptive case study of autonomous learning in a primary school in England, which has been applying a child-centered approach. The researcher investigated the relationship between teacher, pupil and learning environment in terms of developing autonomy in pupils' learning process. It was concluded that autonomous learning could occur when teachers assumed the role of facilitator of knowledge, became a supporter of helping pupil build self-responsibility, self-confidence and self-direction, and created a child-centered classroom enabling children to be independent. In his conclusion remarks, the researcher discussed the current educational situation in Turkey. He hoped that this study would provide an example of promoting pupil autonomy and would also be useful in helping those who wish to change Turkish educational understanding.

Sancar (2001) conducted a study to identify learner attitudes of EFL student teachers in terms of learner autonomy in formal language learning context and to

explore if university teaching is conducive to learner autonomy. The results demonstrated that students needed guidance and raising awareness to find out their learning styles and strategies and to take control of their learning. The study pointed out teachers was the ones who are in charge of raising the students' awareness and can facilitate the development of autonomy in the classrooms.

Kennedy (2002) conducted a case study with 23 students at the Institute of Business Administration. Aim of the study was to see to what extent learner autonomy can be encouraged among a group of Turkish students. He concluded that promoting learner autonomy in the EFL classroom in Turkey is not an easy and it would be a mistake to expect too much too soon from Turkish learners who have traditional experiences prior to entering English language classrooms.

Çoban (2002) conducted a comparative study to investigate the attitudes towards learner autonomy in Gazi University and Yıldız Technical University. The study revealed that language teachers in both institutions tended to favor encouraging learners to take active roles in the language learning process. However, they seemed to be unwilling to let students make some decisions concerning the lesson, e.g. selecting the content of the course or choosing methods and techniques.

Yumuk (2002) conducted a study to investigate how an Internet information search-based program in academic course can promote learners of a traditional view of learning to become more autonomous learners. Primary aim of the study was

designing and evaluating a program to promote a change in students' attitudes from traditional learning to more autonomous learning. Yumuk (2002) aimed to design and evaluate a program to promote a change in students' attitudes from a traditional, recitation-based view of learning to a more autonomous view of learning. The results of the study revealed that the promotion of learner autonomy was achievable through this program. The program had students develop an understanding of their own learning process and become more self-confident in questioning their teacher-dependent learning habits.

Egel (2003) conducted a study titled "The Impact of the European Language Portfolio on the Learner Autonomy of Turkish Primary School Students" to develop and implement of a European Language Portfolio junior model for Turkish primary school students. The results of the study acknowledge that the European Language Portfolio is a crucial innovation in foreign language learning because it is a tool which leads primary school students to develop learner autonomy; namely, a key to life-long learning.

In a more recent study, Yıldırım (2005) investigated the perceptions and behaviors of Turkish English Language Teaching (ELT) students related to learner autonomy as future teachers of English, and to see whether the education they receive on how to teach English make any difference in their perceptions and behavior related to learner autonomy. The results indicated that teachers have greater responsibility in methodological aspects such as objective defining or material selection; teachers and students both had the responsibility in evaluation, raising

interest in learning English, making sure of progress, encouraging students to study harder and identifying weaknesses; students are responsible for outside class learning. It was understood that learner autonomy was perceived and supported to some extent by pre-service teachers.

In another study, Özdere (2005) investigated state-supported provincial university instructors' attitudes towards learner autonomy and towards sharing instructional responsibilities with learners regarding aspects of students' own learning. The results revealed that participating instructors had attitudes varying from neutral to slightly positive towards learner autonomy in their formal teaching environments. They considered some areas of teaching and learning as more suitable than others for the implementation of learner autonomy.

Sert (2006) also conducted a study aiming to find out English language learning autonomy among EFL student teachers in Turkey. The collected data indicated that the students seem to be unable to identify what language to master and how to do so efficiently. Furthermore, results indicated that they lack the capacity for self-assessment in monitoring their own language learning process. Suggestions were put forward to encourage student teachers to become more autonomous. It was argued that this development among student teachers may have a positive effect on the development of autonomous learning among their future students.

Durmuş (2006) conducted at Anadolu University School of Foreign Languages Basic Languages Department to investigate the EFL instructors' perceptions on learner autonomy. To determine the EFL instructors' perceptions on learner autonomy, 108 EFL instructors were given a questionnaire. The participants were asked to answer the questions in the questionnaire and state their reasons for their answers for each question. Participants of this study support the involvement of learners in the decisions of short-term objectives. It can be concluded from the results of the study that the majority of the participants supported learner involvement in realistic and achievable objectives. As for the teachers who stated their resistance to learner involvement in decisions of both short-term and long-term objectives of a course, it can be inferred from the reasons stated that they did not want to lose their authority and power in the classroom. They also did not believe in the capacity of learners.

The purpose of Sabancı's (2007) study was to find out English language teachers' views on learner autonomy at primary and secondary state schools in Eskisehir's city centre. According to the results of the study it can be said that participants of the study have positive attitude towards learner autonomy.

In 2007, Cem Balçıkanlı made a study titled 'The Investigation of the Instructors' Attitudes towards Learner Autonomy at Preparatory School' which aimed to investigate the attitudes of the instructors towards learner autonomy. It revealed that many of the participants were positive towards learner autonomy and

inservice training and systematic adjustments in the curriculum might be very helpful to promote learner autonomy.

Karabıyık (2008) investigated Turkish university learners' readiness for learner autonomy and its relationship with learners' culture of learning to explore whether learners' approaches to learner autonomy were based on their culturally predetermined learning behaviors or could be explained on the basis of differences in their educational backgrounds and experiences. Results of her study revealed that there was a statistically significant relationship between the participants' culture of learning and their readiness for learner autonomy.

Çubukçu (2009) wrote an article titled *Learner autonomy, self regulation and metacognition.* The purpose of the article was to find the correlation between self regulation, metacognition and autonomy. The results of the study has revealed that students do not feel ready for the autonomous learning and they still believe the teaching activity should be designed and they should be evaluated by the teacher but they show enthusiasm to learning to undertake more responsibility and rejecting the idea that knowledge should be transmitted by the teacher, however, they do not like to cooperate and collaborate with their classmates.

Egel studied on learner autonomy in 2009. Her study that was titled as *'Learner autonomy in the language classroom: from teacher dependency to learner independency'* showed that although learner autonomy means a reshaping of the

view that the learner is responsible for learning, teachers do not abdicate their responsibilities of teaching in the language learning process and on the contrary teachers become the primary agents on fostering the development of learner autonomy within the classroom context. The discussions in her study have provided evidence that learner autonomy and the language classroom and its language teacher go hand in hand.

Büyükduman and Şirin (2010) conducted a study titled *'Telling ELT Tales out of School Learning Portfolio (LP) to enhance constructivism and student autonomy'* and described the components of learning portfolio practice at Ozyegin University relating the process to the principles of constructivism and learner autonomy. Also the outcomes of a survey that was conducted to find out the perceptions of the students regarding the LP practice were presented and interpreted. The findings of the study seemed that the LP made the students take the responsibility, do some research, be aware of their strengths and weaknesses, and gave them the chance to learn at their own pace. However, regarding the instructors' guidance in the process, most of the participants stated that their instructor guided them to revise their work, which suggested that the students were still in the process of transition from the teacher-dependent learners to becoming autonomous learners.

In 2010, Balçıkanlı made another study and investigated student teachers' beliefs about learner autonomy in Turkish educational context. The findings showed that student teachers are positive towards the adoption of learner autonomy principles.

Dinçer, Yeşilyurt, Göksu (2010) carried out a study titled '*Practical Tips on How to Promote Learner Autonomy in Foreign Language Classrooms*' By considering the related studies and comparing the features of autonomy-supportive and controlling language teaching atmospheres, and looking from the perspective of Self- Determination Theory, a modern motivation theory, the review aims to give some practical tips on how to promote learner autonomy and overcome learner reticence in foreign language classroom.

Demirtas and Sert (2010) conducted a study to investigate: 1) how the English Language Preparatory Education (ELPE) at a Private University in Ankara matches with the learners' needs, 2) the extent of learner-centred activities to improve learner autonomy, 3) the level of autonomy perceptions of the learners, 4) and its influence on the General Point Averages (GPAs). An 'Autonomy Perception Scale' was developed to measure perceptions of the learners considering their autonomous learning skills. Findings indicated that: 1) approximately two thirds of the learners think the ELPE matches with their needs, 2) their perceptions in view of appropriateness of the ELPE for their needs change according to the schools they graduated from, 3) learner-centred activities are not practised effectively in the classes, 4) the level of autonomous skills of the learners is not sufficient to take responsibility for their own learning, 5) there is no correlation between the 'Autonomy Perception Scale' scores and the GPAs of the learners.

Inözü (2011) conducted a study titled '*Developing Learner Autonomy in the Language Class in Turkey: Voices from the Classroom*'. This study drew on

qualitative interview data from a case study of an English teacher in Turkey. It explored the implementation of learner autonomy in English as a foreign language classroom and identifies the challenges such as students' negative attitudes towards classroom practices, dissatisfaction with the language learning activities and lack of motivation among the students, the teacher encountered while promoting learner autonomy.

With their study titled '*Studies in Self-Access Learning Journal Learning to Foster Autonomy: The Role of Teacher Education Materials'* Reinders and Balcikanli (2011) attempted to answer what extent teacher training courses prepare teachers for fostering autonomy, including those teachers working in self-access centres. By critically investigating a range of popular teacher training course materials widely used in professional programmes worldwide. They applied an evaluative framework to identify 1) what information teachers are given about learner autonomy, and 2) the extent to which the materials cover the teaching of different skills for independent learning. Despite the growing interest in autonomy, it was found that the selected books included almost no information about learner autonomy at all and did not, with one or two minor exceptions focus on the development of skills for supporting autonomous learning.

Study of Tilfarlioglu and Ciftci (2011) is titled '*Supporting Self-efficacy and Learner Autonomy in Relation to Academic Success in EFL Classrooms.'* Their study intended to investigate the relationship between self-efficacy and learner autonomy, self-efficacy and academic success, learner autonomy and academic success, and

these two concepts and academic success. Also, it was aimed to explore the effect of self-efficacy on academic success, the effect of learner autonomy on academic success and the effect of self-efficacy and learner autonomy on academic success. The study revealed that self-efficacy, learner autonomy and the relationship between these two concepts (self-efficacy and learner autonomy) and academic success have an important place in language learning and teaching.

Uslu (2011) conducted a research in order to evaluate German student teachers within the context of learner autonomy. According to the findings, the students learn better in teacher-based classrooms. They do not have enough knowledge and positive experience on the student-based activities such as group works and research papers. The students do not follow a proper schedule to study, they do not study daily regularly, and they only study hard when they have examinations. It is found out that studying alone is a common habit. Instead of the expectation of being trained well in their branches, most of the students attend lessons to get a faculty diploma. If an education notion which is based on learner autonomy is anticipated, first of all, it should be realized in teacher training programmes.

In their study titled '*The Use of the European Portfolio for Student Teachers of Languages (EPOSTL) to Foster Teacher Autonomy: English Language Teaching (ELT) Student Teachers' and Teacher Trainers' Views*' Cakır and Balçıkanlı (2012) aimed to investigate ELT student teachers' and teacher trainers' views on the use of the EPOSTL inpre-service language teacher education of a Turkish state university.

The findings indicated that both student teachers and teacher trainers found the use of the EPOSTL beneficial in terms of reflection, self assessment and awareness. In the light of the findings, it was proposed that the EPOSTL should not only be integrated into teacher education programmes but also be converted into an online format to make it more convenient for the student teachers.

As it is seen above there have been various studies about Learner autonomy. These studies arouse my suspicion about how much teachers have developed about learner autonomy. The biggest difference of my study from other studies is that with this study it could be seen if there have been any change with perceptions of teachers in time and how much progress have been made towards autonomy.

1.11 Statement of the Problem

It has always been a problem for teachers how to motivate students to learn, and at the same time keep their eagerness. Language learning process is continuous and takes long. Because of that it requires a lifelong study of the target language as stated before. Learners do not start with a permanent teacher. From primary school to high school they meet lots of teachers. Therefore, it must be the students who are responsible for this learning period.

Students should be able to control and follow their language development. On the other hand, the teachers have to teach students how to take responsibility for their

own learning and recognizing their own learning styles and their weaknesses in language learning which proposes learner autonomy.

If students are not aware of their responsibilities and autonomy that they have to own, it is not much possible to judge the teachers because they take over their students from another teacher. It is apparent that this education duration may not last longer than a year. Because of these reasons a teacher should know how to foster learner autonomy.

Tütüniş (2010) stated that;

Teachers need to convince themselves that students learn when they want to learn and what they want to learn, not what the teacher teaches them. So, teachers need to encourage students to grasp things themselves, in other words they need to create learner-centered classes where students take decisions. They need to give their students the necessary training to take the responsibility of their own learning.

In the same way, it is stated before that the success of the teaching and the learning processes in the classroom where autonomy is put forward depends on teachers' own perception of autonomy. Also, teacher cognition is highly affected by teachers past learning experiences and habits which have an impact on their instructional decisions (Borg, 2007). Teacher knowledge is shaped by teachers' school days, their practices and their own learning processes. Because of this reason, it is not easy to change the roles, thoughts and beliefs of the experienced and elderly teachers in the classroom.

Erdogan's (2003) study into student autonomy at a Turkish secondary school raises a question mark in minds. He concluded that teacher factors hindered the development of learner autonomy because the teachers themselves had been trained within the same education system, and were unable to change their habits. Little (1995), McGrath (2000), Smith (2000), and Tort-Moloney, (1997) also provide evidence that teachers who themselves are not autonomous language learners may have a negative influence on the development of autonomy in their students. Probably, this is the reason why most of the things have stayed the same in Turkish educational system although it has undergone changes periodically for decades.

Besides, in the last 7 years, the policy of the Ministry of Education in Turkey has shifted from a teacher-centred education system to a learner-centered system that stimulates critical thinking skills and autonomous language learning. As an outcome of this movement in 2006 Ministry of Education revised the English curriculum in Turkey (Inözü, 2011).

According to this curriculum teachers should

1. encourage students to be interdependent and work collectively.

2. ask students to keep a diary of their learning experiences.

3. explain roles of teachers and students from the outset.

4. progress gradually from interdependence to independence.

5. have students design lessons or materials to be used in class.

6. give students projects to do outside the class.

7. instruct students on how to use available resource centres.

8. encourage students to use only English in class.

9. stress fluency rather than accuracy.

10. conduct sessions to help learners gain insights into their learning styles and strategies (MEB, 2006).

These changes do not prevent traditional approaches from being used by the teachers with their old beliefs. Especially old teachers may have difficulty to adapt these suggestions of the curriculum.

As it has been stated before, learner autonomy is an indispensible need for learners to be successful in language learning. There are various studies on this topic. However, there is not any study which compares experienced and novice teachers' perceptions on learner autonomy. Because of the fact that experienced teachers have not been educated in an autonomous atmosphere in their past, they may insist on applying traditional methods in their classes.

1.12 Aim of the Study

There have been various studies abroad on learner autonomy to research teachers' and learners' attitudes towards learner autonomy (Camirelli, 1997). There

have also been studies in Turkey to learn teachers' and student teachers' perceptions of learner autonomy (Sancar, 2001; Tayar, 2003; Kocak, 2003; Ozdere, 2005; Yıldırım, 2005; Durmus, 2006; Sert. 2006; Sabancı, 2007; Egel, 2009; Demirtaş & Sert, 2010; Balçıkanlı, 2010; Inözü, 2011; Uslu, 2011; Cakır & Balçıkanlı, 2012). Generally, the results of these studies showed that students are not really autonomous, because of the fact that teachers are not much successful in fostering autonomy. As it has been mentioned in the previous part, teacher factors hindered the development of learner autonomy because the teachers themselves had been trained within the same education system, and were unable to change their habits.

On the other hand since 2000, there has been a change in Turkish education system and Turkish National Education Curriculum. Those changes in Turkish National Education Curriculum have emphasized the concept of autonomy for the first time. Learner autonomy has gained importance in Turkish educational policy with the European Language Portfolio Project (ELP). The ELP project has emphasized that language learning process is based on the learner and this process does not only take place in the class but also in every part of life. It has also been emphasized that the learner should take part in planning, applying and assessing themselves and can decide on what to learn, when and how to learn (Karacaoglu and Çabuk, 2002).

By these changes, some new teachers may have been educated in autonomus atmosphere and can be supporting autonomy. Before and after these changes, a generation gap between teachers may have started to appear. As teachers' own previous learning experiences are teacher's "hidden pedagogy'' (Denscombe, 1982),

novice teachers who has learned language autonomously may incline to accept learner autonomy, on the other hand, the teachers who have had a teacher-centered education may show a resistance to learner autonomy and tend to create a more teacher-centered atmosphere in the classroom.

This study aims to examine the views on autonomous language learning among experienced and novice English teachers working in various schools in Turkey. By this way it can be answered if there has been any difference as a result of the changes in the education system in Turkey.

CHAPTER 2

METHODOLOGY

The purpose of the study is to examine the views on autonomous language learning among Experienced and Novice English teachers working in Turkey. The present chapter includes research questions, description of participants, data collection instrument, data collection procedure and data analysis procedures of the study.

2.1   Research Questions

This study aims to find out the differences between the experienced and novice teachers' perceptions on autonomous language learning. This study attempts to find out a relation between experience and learner autonomy. The study seeks to find answers to the following questions.

1. What are the teachers' perceptions and behaviors related to learner autonomy?

2. Are there any differences or similarities between Experienced and Novice teachers' perceptions and behaviors related to learner autonomy? If yes, what are they?

2.2   Participants

The target group of the study consisted of 200 English teachers teaching English as foreign language in different secondary schools, high schools and prep classes of universities in Turkey.

In Autumn Term in 2012, a pilot study has been done to a small group of teachers. 10 of 200 teachers took part in the pilot study of the questionaire. 63 of these teachers refused to answer the questionnaire because of various reasons. 127 of the teachers returned the questionnaire. The analysis of the questionnaire indicated that 13 of the teachers had not completed the questionnaire properly. The exact number of subjects was 114 at the end of the data collection process.

As it is seen in Table 2.1., 40,4 % of the teachers are male, 59.6 % of them are female. 68,4 % of teachers are ELT graduates while 31,6 % of them are Non-ELT graduates. Also, 66,7 % of the teachers have worked at public school, 22,8 % of them have worked at private school and 10,5 % of them have worked at both. As for the teaching experience, 54,4 % of them have 0-5 year-experience, 29,8 % of them have 6-10-year-experience, 8,8 % of them have 11-15-year-experience and 3,5 % of them have 16-20 years, 7 % of them have experience of more than 21 years. 41,2 % of teachers had studied learner autonomy but 58,8 % of them had not studied it. While 42,1 % of them have read a book or had a seminar on Learner Autonomy, 57,9 % of them have not.

Table 2.1. Distribution of Teachers According to gender, field of study, teaching experience, type of school they are working or worked and knowledge of Learner Autonomy.

CATEGORY		FREQUENCY	PERCENT
Gender	Male	46	40,4
	Female	68	59.6
Field of study	ELT	78	68,4
	Non-ELT	36	31,6
Working in a Public or private school	Public School	76	66.7
	Private School	26	22.8
	Both	12	10,5
Teaching Experience	0-5 years	58	54.4
	6-10 years	34	29.8
	11-15years	10	8,8
	16-20years	4	3,5
	21- more	8	7.0
Studying Learner autonomy at university	Yes	47	41,2
	No	67	58.8
Read book or had a seminar on Learner Autonomy	Yes	48	42,1
	No	66	57,9

2.3   Instrument

In this study, a questionnaire titled as Learner Autonomy Survey with two main parts was developed to obtain data about teachers towards learner autonomy. The first part is the part of personal background and the second one is the part involving 32 questions about teachers' attitudes on learner autonomy.

At the beginning of the study the questionnaire developed included 37 questions. A pilot study was done in order to find out if the questionnaire would serve its purpose. After the pilot study 5 of the questions were excluded because of unclearity.

In the preperation process of the questionnaire, different questionnaires for different surveys have been searched. The first 11 questions are adapted from Camilleri's questionnaire 'Learner Autonomy: The Teachers View' (1999). Camilleri's (1999) questionnaire focuses on different aspects of language teaching and learning. These aspects are course objectives, course content, course materials, classroom management, record keeping, homework taks, self assessment, learning tasks, independence in learning.

Other questions were derived from Chan, Spratt and Humphreys' (2002) questionnaire which was developed to investigate language learners' readiness for learner autonomy in Hong Kong. The questions are chosen from this questionnaire but wording of the questions have been changed according to the study. The questionnaire consists of 32 questions about learner autonomy. Construction of the questionnaire is presented in Table 2.2.

Table 2.2. Construction of the questionnaire

FACTORS	QUESTIONS
Objectives of the course	1, 19, 21, 27
Course content	2
Material selection	3
Learning procedures	4, 8, 9
Classroom management	5,11,13
Record keeping	6,30
Homework tasks	7
Self-assessment	10, 16, 17, 20, 22
Metacognitive study	14, 31,32
Independence	12,15
Self-study (lifelong learning)	18, 23, 24, 25, 26, 28, 29

As it is seen in the table 2.2, the questionnaire comprises of 11 factors. These factors are objectives of the course, course content, and material selection, learning procedures, classroom management, record keeping, homework tasks, self-assessment, metacognitive study and independence. These factors have been repeated randomly in the questionnaire in order to make the questionnaire more reliable.

Teachers answered the questions on a five-point Likert scale: 5 (I totally agree) 4 (I mostly agree) 3 (I agree a little) 2 (I have no idea) 1 (I exactly disagree).

Before the questionnaires were handed out to the participants, a cover sheet which explains the purpose of the study and which assures that their responses would be confidential was added.

2.4   Reliability of the Questionnaire

In order to comprise a valid study, the first drafts of the questionnaire was evaluated in terms of content validity, face validity and clarity of items. Then, the questionnaire was revised and some necessary changes were made. After that process, the questionnaire was piloted to a small group of 10 teachers. According to their comments and answers, 5 of the questions have been omitted.

In addition, to test the reliability of the present questionnaire Cronbach-alpha values were calculated. Cronbach-alpha has been found to be 0,92. Cronbach-alpha value of the questionnaire is in high level of reliability.

2.5   Data Collection Procedure

In the study, Learner Autonomy Survey was used. In order to administer the study, copies of the questionnaire were sent to different high schools, secondary schools and universities in the first term of 2012-2013. Before administering the study, the participants were informed about the questionnaire and the purpose of the study. They were guaranteed that their answers to the questionnaires would be confidential, would contribute to a Master's Degree Study and would not be used for other aims. The teachers were not asked to write their names on the questionnaires but they wrote their school names. The teachers were given a week to fill in the questionnaires. At the end of the week, the questionnaires were collected by the researcher from the teachers.

2.6   Data Analysis

The data for the present study consisted of quantitative data gathered from the Learner Autonomy Survey which was developed by the researcher. Quantitative data in the survey were analyzed. The frequencies and percentages were calculated in order to see the distribution of teachers to different levels of support of Learner Autonomy. In the Table 2.3, how the replies of teachers have been evaluated is presented.

Table 2.3 Interpretation of Replies

Replies	Interpretation
disagree" and ''agree a little''	resistance to Learner Autonomy
No idea	not having enough information or judgment about the point
"mostly agree " and ''totally agree''	strong support of Learner Autonomy

The classifications of the participants' responses to the questionnaire were interpreted according to the table above. If the participant marks *"disagree"* or *''agree a little''* this means that the participant has a resistance to the notion of promoting autonomy in the given classroom activity. If the answer is *''no idea''*, that means that the teacher do not have enough information or judgement about the point. An entry in the *"totally agree"* and '' mostly agree'' column is interpreted as strong support of Learner Autonomy.

In order to test the data gathered, SPSS 16 has been used. The model of the study is a descriptive model.

CHAPTER 3

RESULTS

In this chapter of the study, the results related to teachers' views on learner autonomy will be presented and discussed. In addition, relation between experience and teachers' opinions about autonomy will be presented in the data analysis. In the first part of the results section, the findings related to research questions will be given. Analysis of the variables for leaner autonomy will be presented in the tables. In the second part of the results section, the results of the survey will be presented according to expertise level of the teachers.

3.1   Analysis of the Variables for the Learner Autonomy

The first research question in the study is what the teachers' perceptions for learner autonomy are. Teachers' perceptions are described and analysed under eleven variables. They are objective of a course, course content, learning procedures, classroom management, record keeping, homework tasks, self assessment, metacognitive study, independence and self study. They will be presented in the following parts.

3.1.1 Frequencies and Percentages of Objectives of a Course

In the Table 3.1 teachers' replies to questions on learner involvement in course objectives and their percentages and frequencies will be given. At first, teachers' overall views on course objectives will be presented in Table 3.1. Then, teachers' replies to each item will be presented seperately.

Table 3.1. Teachers' replies to learner autonomy on Course Objectives

Response ⟍ Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Objectives of a course	F	5,75	5,25	23,75	40,25	39	114
	P	5,0 %	4,6 %	20,8 %	35,3 %	34,2%	100%

69,5 % of teachers supported learner autonomy on course objectives. 25,8 % of them hesitated to support and 4,6 % of them had no idea on this factor.

Item 1, 19, 21 and 27 question teachers' opinions on learner autonomy about course objectives.

Table 3.2. Distribution of the teachers' replies to item 1

Item 1. The learner should be able to express opinion while establishing the objectives of a course.		
Replies	F	%
Disagree	3	2,6
No idea	4	3,5
Agree a little	26	22,8
Mostly agree	46	40,4
Totally agree	35	30,7
Total	114	100

As it is given in the Table 3.2, when it is asked to teachers if the learners should be able to express opinion while establishing the objectives of a course, 30 % of the participants marked *Totally agree*, 40 % of them marked *Mostly agree*. 3,5 % of them had *no idea* about the item. 22,8 % marked *Agree a little*, 2,6 % of them marked *Disagree.*

Table 3.3. Distribution of the teachers' replies to item 19

Item 19. Teachers should encourage students to decide the objectives of their English class.		
Replies	F	%
Disagree	8	7,0
No idea	8	7,0
Agree a little	24	21,1
Mostly agree	42	36,8
Totally agree	32	28,1
Total	114	100

As it is seen in the Table 3.3, for the item '*Teachers should encourage students to decide the objectives of their English class.*' 28,1 % of the participants marked *Totally agree*, 36,8 % of them marked *Mostly agree*. 7 % of them had *no idea* about the item. 21,1 % of them marked *Agree a little*, 7 % of them marked *Disagree.*

Table 3.4. Distribution of the teachers' replies to item 21

Item 21. Teachers should encourage students to decide what they should learn next in English lessons.		
Replies	**F**	**%**
Disagree	11	9,6
No idea	9	7,9
Agree a little	35	30,7
Mostly agree	37	32,5
Totally agree	22	19,3
Total	114	100

As it is seen in the table 3.4, for the item '*Teachers should encourage students to decide what they should learn next in English lessons'*. 19,3 % of the participants marked *Totally agree*, 32,5 % of them marked *Mostly agree*. 7,9 % of them had *no idea* about the item. 30,7 % marked *Agree a little*, 9,6 % of them marked *Disagree.*

Table 3.5. Distribution of the teachers' replies to item 27

Item 27. Teachers should encourage students to plan their goals for language learning.		
Replies	**F**	**%**
Disagree	1	,9
Agree a little	10	8,8
Mostly agree	36	31,6
Totally agree	67	58,8
Total	114	100,0

As it is seen in the table 3.5, *'Teachers should encourage students to plan their goals for language learning.'* 58,8 % of the participants marked *Totally agree*, 31,6 % of them marked *Mostly agree*. 8,8 % marked *Agree a little*, 0,9 % of them marked *Disagree.*

3.1.2   Frequencies and Percentages of Course Content

Item 2 questions teachers' perceptions on indepencency of the learners on content of the course. It is asked to the participants if the learner should be involved in deciding the course content.

Table 3.6. Teachers' replies on learner autonomy on course content

Response Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Course Content	F	5	19	42	36	12	114
	P	4,4%	16,7%	36,8%	31,6%	10,5%	100%

As it is seen in the table 3.6. 10,5 % of the participants marked *Totally agree*, 31,6 % of them marked *Mostly agree* for the idea that the learner should be involved in deciding on the course content. 16,7 % of them had *no idea* about the item. 36,8 % marked *Agree a little*, 4,4 % of them marked *Disagree.*

3.1.3   Frequencies and Percentages of Material Selection

As for learner autonomy on material selection, it consists of item 3. In the Table 3.7 teachers' replies to learner autonomy on material selection are presented.

Table 3.7. Teachers' replies to learner autonomy on material selection

Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Material Selection		7	9	44	33	21	114
	P	6,1%	7,9%	38,6%	28,9%	18,4%	100%

As it is seen in the table 3.7, 18,4 % of the participants marked *Totally agree*, 28,9 % of them marked *Mostly agree* for the item *The learner should give opinion on selecting materials.* 7,9 % of them had *no idea* about the item. 38,6 % marked *Agree a little*, 6,1 % of them marked *Disagree.*

3.1.4   Frequencies and Percentages of Learning Precedures

Factor of learning procedures includes questions 4, 8 and 9. In the table 3.8. average of teachers' replies to these questions are given.

Table 3.8. Teachers' replies to learner autonomy on learning procedures

Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Learning Procedures	F	9	10,66	26	45,66	22,66	114
	P	7,89 %	9,35 %	22,8 %	40 %	19,87 %	100 %

19,87 % of teachers participating in the study totally agreed and 40 % of them mostly agreed on the items and thus, they supported autonomy of learners on learning procedures. 7,89 % of them disagreed and 22,8 % of them agreed a little. 9,35 % of them had no idea about the item.

Table 3.9. Distribution of the teachers' replies to item 4

Item 4. The learner should be able to choose learning tasks.		
Replies	**F**	**%**
Disagree	12	10,5
No idea	16	14,0
Agree a little	34	29,8
Mostly agree	41	36,0
Totally agree	11	9,6
Total	114	100,0

As it is seen in the table 3.9, for the item *'The learner should be able to choose learning tasks.'* 9,6 % of the participants marked *Totally agree*, 36 % of them marked *Mostly agree*. 14 % of them had *no idea* about the item. 29,8 % marked *Agree a little*, 10,5 % of them marked *Disagree*.

Table 3.10. Distribution of the teachers' replies to item 8

Item 8. Teacher should decide on 'what is to be learned from materials' together with his/her students.		
Replies	**F**	**%**
Disagree	11	9,6
No idea	6	5,3
Agree a little	27	23,7
Mostly agree	46	40,4
Totally agree	24	21,1
Total	114	100,0

As it is seen in the table 3.10, for the item *'Teacher should decide on 'what is to be learned from materials' together with his/her students.'* 21,2 % of the participants marked *Totally agree*, 40,4 % of them marked *Mostly agree*. 5,3 % of them had *no idea* about the item. 23,7 % marked *Agree a little*, 9,6 % of them marked *Disagree*.

Table 3.11. Distribution of the teachers' replies to item 9

Item 9. The learner should be encouraged to find out learning procedures by him or herself .		
Replies	**F**	**%**
Disagree	4	3,5
No idea	10	8,8
Agree a little	17	14,9
Mostly agree	50	43,9
Totally agree	33	28,9

As it is seen in the table 3.11, for the item *'The learner should be encouraged to find out learning procedures by him or herself'*. 28,9 % of the participants marked *Totally agree*, 43,9 % of them marked *Mostly agree*. 8,8 % of them had *no idea* about the item. 14,9 % marked *Agree a little*, 3,5 % of them marked *Disagree*.

3.1.5   Frequencies and Percentages of Classroom Management

In the table 3.12, frequencies and percentages of teachers' views about learner autonomy on classroom management will be given.

In tables 3.13, 3.14, 3.15 frequency and percentage of teachers' replies to items 5, 11, 13 that are about classroom management will be presented.

Table 3.12. Teachers' replies to learner autonomy on classroom management

Response Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Classroom Management	F	25,65	24,39	24,66	21,95	17,35	114
	P	22,5%	21,3%	21,6%	19,2%	15,2%	100%

15,2 % of teachers totally agreed, 19,2 % of teachers mostly agreed that learner autonomy on classroom management should be promoted by the teachers. On the other hand, 22,5 % of them disagreed, 21,3 % of them agreed a little to promote learner autonomy on classroom management. 21,6 % of them did not have any idea about the item.

Table 3.13. Distribution of the teachers' replies to item 5

Item 5. The learner should be involved in decisions on classroom management (position of desks, seating of students or discipline matters).		
Replies	**F**	**%**
Disagree	17	14,0
No idea	12	10,5
Agree a little	26	22,8
Mostly agree	30	26,3
Totally agree	29	25,4
Total	114	100,0

As it is seen in the table 3.13, 25,4 % of the participants marked *Totally agree*, 26,3 % of them marked *Mostly agree*. 10,5 % of them had *no idea* about the item. 22,8 % marked *Agree a little*, 14 % of them marked *Disagree*.

Table 3.14. Distribution of the teachers' replies to item 11

Item 11. The students should function independently in the classroom(getting out materials and supplies, putting away work and materials, making up missed assignments, passing out materials to classmates, assisting other students in class/group).		
Replies	**F**	**%**
Disagree	13	11,4
No idea	14	12,3
Agree a little	34	29,8
Mostly agree	34	29,8
Totally agree	19	16,7
Total	114	100,0

As it is seen in the table 3.14, for the item '*The students should function independently in the classroom.'* 16,7 % of the participants marked *Totally agree*, 29,8 % of them marked *Mostly agree*. 12,3 % of them had *no idea* about the item. 29,8 % marked *Agree a little*, 11,4 % of them marked *Disagree.*

Table 3.15. Distribution of the teachers' replies to item 13

Item 13. It's important to continuously monitor students' learning behaviour during seatwork.		
Replies	**F**	**%**
Disagree	4	3
No idea	2	1,8
Agree a little	14	12,3
Mostly agree	47	41,2
Totally agree	47	41,2
Total	114	100,0

As it is seen in the table 3.15, for the item '*It's important to continuously monitor students' learning behaviour during seatwork.'* 41,2 % of the participants marked *Totally agree*, 41,2 % of them marked *Mostly agree*. 1,8 % of them had *no idea* about the item. 12,3 % marked *Agree a little*, 3,5 % of them marked *Disagree.*

3.1.6   Frequencies and Percentages of Record Keeping

Teachers' replies to record keeping that includes item 6 and item 30 will be given in table 3.16.

Table 3.16. Teachers' replies to learner autonomy on record keeping

Response Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Record Keeping	F	8	8,5	22,5	35	40	114
	P	7,01%	7,45%	19,73%	30,7%	35,08%	100%

According to the results provided by the study, most of the teachers supported learner autonomy on record keeping. 35 % of them marked totally agree and 30,7 % of them marked mostly agree.7 % of the teachers disagreedand 19,7 % of them replied as agree a little. 7, 45 % of them had no idea about this aspect of autonomy.

In table 3.17 and 3.18 distribution of teachers' replies to question 6 and question 30 will be presented.

Table 3.17. Distribution of the teachers' replies to item 6

Item 6. The learner should be involved in decisions about record-keeping.		
Replies	**F**	**%**
Disagree	16	14
No idea	14	12,3
Agree a little	35	30,7
Mostly agree	39	34,2
Totally agree	10	8,8
Total	114	100

As it is seen in the Table 3.17., for the item '*The learner should be involved in decisions about record-keeping.*' 8,8 % of the participants marked *Totally agree*, 34,2 % of them marked *Mostly agree*. 12,3 % of them had *no idea* about the item. 30,7 % marked *Agree a little*, 14 % of them marked *Disagree.*

Table 3.18. Distribution of the teachers' replies to item 30

Item 30. Teachers should encourage students to organize their language notebook to record important language information.		
Replies	**F**	**%**
No idea	3	2,6
Agree a little	10	8,8
Mostly agree	31	27,2
Totally agree	70	61,4
Total	114	100,0

As it is seen in the Table 3.18, for the item '*Teachers should encourage students to organize their language notebook to record important language information.*' 61,4 % of the participants marked *Totally agree*, 27,2 % of them marked *Mostly agree*. 2,6 % of them had *no idea* about the item. 8,8 % marked *Agree a little.*

3.1.7 Frequencies and Percentages of Homework Tasks

Question 7 is the only item that is about homework tasks. Teachers' views on learner autonomy on homework tasks have been presented in table 3.19.

Table 3.19. Teachers' replies to learner autonomy on homework tasks

Response Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Homework Tasks	F	27	26	41	16	4	114
	P	23,7%	22,8%	36%	14%	3,5%	100%

Learner autonomy on homework tasks have not been supported by majority of participants. Only 17,5 % of them supported the idea. Rest of the teachers hesitated to agree on the idea that '*The learner should be able to decide on quantity, type or frequency of the homework.*' As it is seen in the table above, 3,5 % of the participants marked *Totally agree*, 14 % of them marked *Mostly agree*. 22,8 % of them had *no idea* about the item. 36 % marked *Agree a little*, 23,7 % of them marked *Disagree.*

3.1.8 Frequencies and Percentages of Self-assessment

Teachers overall views on self assessment will be given in below. Then all the results will be presented in tables item by item. Analysis of the teachers' overall views on the questions about self assessment will be presented in table 3.20. In tables 3.21, 3.22, 3.23, 3.24, 3.25 results of all items will be presented seperately.

Table 3.20. Teachers' replies to self assessment

Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Sef-assessment	F	7	5,2	17,6	46	38,2	114
	P	6,14%	4,56%	15,43%	40,35%	33,5%	100%

Majority of the teachers supported self assessment of learners. 33,5 % of them marked totally agree, 40,35 % of them marked mostly agree. 6,14 % of them disagreed and 15,43 % of them agreed a little. 4,56 % of them could not make any comment on the item so marked had no idea column.

Table 3.21. Distribution of the teachers' replies to item 10

Item 10. The learner should be encouraged to assess himself or herself, rather than be tested.		
Replies	**F**	**%**
Disagree	13	11,4
No idea	7	6,1
Agree a little	16	14
Mostly agree	51	44,7
Totally agree	27	23,7
Total	114	100,0

As it is seen in the table 3.21, for the item '*The learner should be encouraged to assess himself or herself, rather than be tested.*' 23,7 % of the participants marked *Totally agree*, 44,7 % of them marked *Mostly agree*. 6,1 % of them had *no idea* about the item. 14 % marked *Agree a little*, 11,4 % of them marked *Disagree*.

Table 3.22. Distribution of the teachers' replies to item 16

Item 16. Students should judge the quality of their own work rather than rely on what the teacher tells them.		
Replies	**F**	**%**
Disagree	10	8,8
No idea	8	7,0
Agree a little	21	18,4
Mostly agree	43	37,7
Totally agree	32	28,1
Total	114	100,0

As it is seen in the table 3.22, 28,1 % of the participants marked *Totally agree*, 37,7 % of them marked *Mostly agree*. 7 % of them had *no idea* about the item. 18,4 % marked *Agree a little*, 8,8 % of them marked *Disagree*.

Table 3.23. Distribution of the teachers' replies to item 17

Item 17. Teachers should encourage students to become sure they make progress during lessons.		
Replies	**F**	**%**
Disagree	1	,9
No idea	1	,9
Agree a little	7	6,1
Mostly agree	56	49,1
Totally agree	49	43,0
Total	114	100,0

As it is seen in the table 3.23, for the item *'Teachers should encourage students to become sure they make progress during lessons.'* 43 % of the participants marked *Totally agree*, 49,1 % of them marked *Mostly agree*. 0,9 % of them had *no idea* about the item. 6,1 % marked *Agree a little*, 0,9 % of them marked *Disagree*.

Table 3.24. Distribution of the teachers' replies to item 20

Item 20. Teachers should encourage students to identify their weaknesses and strenghts in learning English.		
Replies	**F**	**%**
No idea	1	0,9
Agree a little	9	7,9
Mostly agree	43	37,7
Totally agree	61	53,5
Total	114	100,0

As it is seen in the table 3.24, for the item *'Teachers should encourage students to identify their weaknesses and strenghts in learning English.',* 53,5 % of the participants marked *Totally agree*, 37,7 % of them marked *Mostly agree*. 0,9 % of them had *no idea* about the item. 7,9 % of them marked *Agree a little*.

Table 3.25. Distribution of the teachers' replies to item 22

Item 22. Teachers should encourage students to evaluate their own learning.		
Replies	**F**	**%**
Disagree	2	1,8
No idea	7	6,1
Agree a little	17	14,9
Mostly agree	41	36
Totally agree	47	41,2
Total	114	100

As it is seen in the table 3.25, for the item *'Teachers should encourage students to evaluate their own learning.'* 41,2 % of the participants marked *Totally agree*, 36 % of them marked *Mostly agree*. 6,1 % of them had *no idea* about the item. 14,9 % marked *Agree a little*, 1,8 % of them marked *Disagree*.

3.1.9   Frequencies and Percentages of Metacognitive study

Teachers' views on metacognitive study will be given in the table below. Then, replies for items 14, 31 and 32 will be presented seperately.

Table 3.26. Teachers' replies to metacognitive study

Response \\ Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Metacognitive study	F	1	2	9	22	80	114
	P	0,87%	1,75%	7,89%	19,29%	70,17%	100%

Nearly all of the teachers believed in the importance of metacognitive study. As it can be seen in the table 3.26, 89,4 % of teachers supported metacognitive study. Only 0,87 % of them disagreed, 7,89 % of them agreed a little.

Table 3.27. Distribution of the teachers' replies to item 14

Item 14. Teachers should provide feedback after the exams and show the exam papers to the students.		
Replies	F	%
Disagree	2	1,8
No idea	1	0,9
Agree a little	3	2,6
Mostly agree	16	14,0
Totally agree	92	80,7
Total	114	100,0

As it is seen in the table 3.27, for the item *'Teachers should provide feedback after the exams and show the exam papers to the students.'* 80,7 % of the participants marked *Totally agree*, 14 % of them marked *Mostly agree*. 0,9 % of them had *no idea* about the item. 2,6 % marked *Agree a little*, 1,8 % of them marked *Disagree.*

Table 3.28. Distribution of the teachers' replies to item 31

Item 31. Teachers should encourage students to try to notice their language errors and find out reasons of the errors.		
Replies	**F**	**%**
No idea	4	3,5
Agree a little	14	12,3
Mostly agree	24	21,1
Totally agree	72	63,2
Total	114	100,0

As it is seen in the table 3.28, for the item'*Teachers should encourage students to try to notice their language errors and find out reasons of the errors.*' 63,2 % of the participants marked *Totally agree*, 21,2 % of them marked *Mostly agree*. 3,5 % of them had *no idea* about the item. 12,3 % of them marked *Agree a little*.

Table 3.29. Distribution of the teachers' replies to item 32

Item 32. Teachers should encourage students to learn from their mistakes in using the new language		
Replies	**F**	**%**
Disagree	1	,9
No idea	1	,9
Agree a little	10	8,8
Mostly agree	26	22,8
Totally agree	76	66,7
Total	114	100,0

As it is seen in the table 3.29, for the item *'Teachers should encourage students to learn from their mistakes in using the new language.'* 66,7 % of the participants marked *Totally agree*, 22,8 % of them marked *Mostly agree*. 0,9 % of them had *no idea* about the item. 8,8 % marked *Agree a little*, 0,9 % of them marked *Disagree.*

3.1.10 Frequencies and Percentages of Independence

Frequencies and percentages of teachers' views on factor of independence will be presented below.

Table 3.30. Teachers' replies to independence

Response / Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Independence	F	0	4,5	13	39	57,5	114
	P	0%	3,94%	11,4%	34,21%	50,43%	100%

84,64 % of the teachers supported independence of learners by marking totally or mostly agree.11,4 % of them agreed a little and 3,94 % of them had no idea about independence.

Table 3.31. Distribution of the teachers' replies to item 12

Item 12. Teachers should nurture and encourage student independence and self-expression.		
Replies	**F**	**%**
Agree a little	10	8,8
Mostly agree	38	33,3
Totally agree	66	57,9
Total	114	100,0

As it is seen in the table 3.31, for the item '*Teachers should nurture and encourage student independence and self-expression.*' 57,9 % of the participants marked *Totally agree*, 33,3% of them marked *Mostly agree* and 8,8 % marked *Agree a little*.

Table 3.32. Distribution of the teachers replies' to item 15

Item 15. Students will be successful at school if they have the freedom to pursue their own interests.		
Replies	**F**	**%**
No idea	9	7,9
Agree a little	16	14,0
Mostly agree	40	35,1
Totally agree	49	43,0
Total	114	100,0

As it is seen in the table 3.32, for the item '*Students will be successful at school if they have the freedom to pursue their own interests.*' 43 % of the participants marked *Totally agree*, 35 % of them marked *Mostly agree*. 7,9 % of them had *no idea* about the item.

3.1.11 Frequencies and Percentages of Self-study

Overall views of teachers on self study of learners will be presented in table 3.33. Then items that are related to self study will be given item by item.

Table 3.33. Teachers' replies to learner autonomy on self study

Response / Factor		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
Self-study	**F**	0,28	1,85	4	31,28	76,57	114
	P	0,24%	1,62%	3,5%	27,43%	67,16%	100%

Majority of the participants believed in the effectiveness of self study on learners success. 94,5 % of them supported the idea strongly. On the other hand, 0,24

% of them disagreed, 3,5 % agreed a little. 1,62 % of them had no idea about the items about self study.

Table 3.34. Distribution of the teachers' replies to item 18

Item 18. Teachers should encourage students to decide what to learn outside class.		
Replies	**F**	**%**
No idea	6	5,3
Agree a little	6	5,3
Mostly agree	46	40,4
Totally agree	56	49,1
Total	114	100

As it is seen in the table 3.34, for the item '*Teachers should encourage students to decide what to learn outside class.*' 49,1 % of the participants marked *Totally agree*, 40,4 % of them marked *Mostly agree*. 75,3 % of them had *no idea* about the item. 5,3 % marked *Agree a little*.

Table 3.35. Distribution of the teachers' replies to item 23

Item 23. Teachers should encourage students to read newspapers, books or magazines, send e-mails, watch TV programs, movies, listen to English radio or music.		
Replies	**F**	**%**
Agree a little	2	1,8
Mostly agree	15	13,2
Totally agree	97	85,1
Total	114	100

As it is seen in the table 3.35, for the item, '*Teachers should encourage students to read newspapers, books or magazines, send e-mails, watch TV programs, movies, listen to English radio or music.*' 85,1 % of the participants marked *Totally agree*, 13,2 % of them marked *Mostly agree*. 1,8 % of them marked *Agree a little*.

Table 3.36 Distribution of the teachers' replies to item 24

Item 24. Teachers should encourage students to use some websites to develop their English.		
Replies	**F**	**%**
Disagree	1	0,9
No idea	2	1,8
Agree a little	5	4,4
Mostly agree	31	27,2
Totally agree	75	65,8
Total	114	100,0

As it is seen in the table 3.36, for the item *'Teachers should encourage students to use some websites to develop their English.'* 65,8 % of the participants marked *Totally agree*, 27,2 % of them marked *Mostly agree*. 1,8 % of them had *no idea* about the item. 4,4 % marked *Agree a little*, 0,9 % of them marked *Disagree.*

Table 3.37. Distribution of the teachers' replies to item 25

Item 25. Teachers should encourage student to use English with a native speaker ora friend.		
Replies	**F**	**%**
Disagree	1	0,9
No idea	1	0,9
Agree a little	4	3,5
Mostly agree	20	17,5
Totally agree	88	77,2
Total	114	100,0

As it is seen in the table 3.37, for the item **'***Teachers should encourage student to use English with a native speaker or a friend.'* 77,2 % of the participants marked *Totally agree*, 17,5 % of them marked *Mostly agree*. 0,9 % of them had *no idea* about the item. 3,5 % marked *Agree a little*, 0,9 % of them marked *Disagree.*

Table 3.38. Distribution of the teachers' replies to item 26

Item 26. Teachers should encourage students to find out all they can about how to be a better language learner and how to learn.		
Replies	F	%
No idea	3	2,6
Agree a little	1	0,9
Mostly agree	35	30,7
Totally agree	75	65,8
Total	114	100,0

As it is seen in the table 3.38, for the item '*Teachers should encourage students to find out all they can about how to be a better language learner and how to learn.*' 65,8 % of the participants marked *Totally agree*, 30,7 % of them marked *Mostly agree*. 2,6% of them had *no idea* about the item. 0,9 % marked *Agree a little*.

Table 3.39. Distribution of the teachers' replies to item 28

Item 28. Teachers should encourage students to arrange a schedule to study and practice the new language consistently and regularly, not just when there is the pressure of a test.		
Replies	F	%
No idea	1	,9
Agree a little	5	4,4
Mostly agree	38	33,3
Totally agree	70	61,4
Total	114	100,0

As it is seen in the table 3.39, for the item '*Teachers should encourage students to arrange a schedule to study and practice the new language consistently and regularly, not just when there is the pressure of a test.*' 61,4 % of the participants marked *Totally agree*, 33,3 % of them marked *Mostly agree*. 0,9 % of them had *no idea* about the item. 4,4 % marked *Agree a little*.

Table 3.40. Distribution of the teachers' replies to item 29

Item 29. Teachers should encourage students to take responsibility for finding opportunities to practice the new language.		
Replies	**F**	**%**
Agree a little	5	4,4
Mostly agree	34	29,8
Totally agree	75	65,8
Total	114	100,0

As it is seen in the table 3.40, for the item '*Teachers should encourage students to take responsibility for finding opportunities to practice the new language.*' 65,8 % of the participants marked *Totally agree*, 29,8 % of them marked *Mostly agree*. 4,4 % of them marked *Agree a little*.

3.2 Analysis of the Instructors' Perceptions on the Factors Regarding Their Experience Levels

In this part of the study, frequencies and percentages of teachers' replies will be presented according to expertise level. Results related to all items of the questionnaire will be presented factor by factor.

While evaluating the results, expertise level of the teachers will be seperated into two. Teachers who have experience of 10 and less than 10 years will be accepted as '*novice*'. Teachers who have more than 10 years of experience will be accepted as 'experienced'. This classification has been determined independently. It is not based on an exact definition for novice and experienced teachers from the literature. The word 'novice' does not include a negative meaning in the study. It has been used

instead of 'newer teacher' or 'younger teacher'. On the other hand, 'experienced teachers' means 'older teachers'.

In methodology part the way the answers of the teachers would be evaluated has been given. If the participant marks *"disagree"* or *''agree a little''* it means that the participant has a resistance to the notion of promoting autonomy in the given classroom activity. If the answer is *''no idea''*, that means that the teacher do not have enough information or judgement about the point. An entry in the *"totally agree"* and *'' mostly agree''* column is interpreted as strong support of Learner Autonomy. Results of *"totally agree"* and *'' mostly agree''* replies are given together while explaining the tables. Percentages are calculated together.In the table each item are presented separately.

3.2.1   Objectives of a course

The first factor is '*objectives of a course'*. Questions 1, 19,21, 27 are about objectives of an English course and learners' autonomy on it. Results of the items will be given below.

Table 3.41. Distributions of EFL Teachers' Views on Course Objectives (Q. 1)

Experience		Question 1					Total
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	0	2	15	25	16	58
	P	,0%	3,4%	25,9%	43,1%	27,6%	100,0%
6-10	F	0	1	4	13	16	34
	P	,0%	2,9%	11,8%	38,2%	47,1%	100,0%
11-15	F	2	1	3	2	2	10
	P	20,0%	10,0%	30,0%	20,0%	20,0%	100,0%
16-20	F	0	0	0	4	0	4
	P	,0%	,0%	,0%	100,0%	,0%	100,0%
21- more	F	1	0	4	2	1	8
	P	12,5%	,0%	50,0%	25,0%	12,5%	100,0%

For the item 1 ' *The Learner should be able to express opinion while establishing the objectives of a course.* ', 13,6 % of the participants marked disagree. All of these teachers have more than 10 years of experience. Only 50 % of the experienced teachers marked mostly agree or totally agree. 31,8 % of them marked agree a little. 4,5 % of them had no idea about the item.

On the other hand, % 76 of the participants who have less than 10 year-experience totally or mostly agreed on the item and none of them responded as disagree. 20,6 % of them agreed a little. 3,2 % of them had no idea about the item.

When the percentages are compared, novice teachers are more willing to ask learners opinions on objectives of a course.

Table 3.42. Distributions of EFL Teachers' Views on Course Objectives (Q. 19)

Experience		Question 19					Total
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	3	3	15	22	15	58
	P	5,2%	5,2%	25,9%	37,9%	25,9%	100,0%
6-10	F	2	0	6	12	14	34
	P	5,9%	,0%	17,6%	35,3%	41,2%	100,0%
11-15	F	2	3	1	3	1	10
	P	20,0%	30,0%	10,0%	30,0%	10,0%	100,0%
16-20	F	0	0	0	2	2	4
	P	0%	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	1	2	2	3	0	8
	P	12,5%	25,0%	25,0%	37,5%	,0%	100,0%
Total	F	8	8	24	42	32	114
	P	7,0%	7,0%	21,1%	36,8%	28,1%	100,0%

Of the participants taking part in the study, for the item *19 'Teachers should encourage students to decide the objectives of their English class.'* 13,6 % of the experienced teachers marked disagree, 50 % of them marked mostly or totally agree. 13,6 % of them agreed a little. 22,7 % of them had no idea about the item.

Whereas 5,4 % of the novice teachers marked disagree and 68,4 % of them supported Learner Autonomy strongly. 22,8% of them agreed a little. 3,2 % of them had no idea about the item.

According to the results for item 19, the proportion of novice teachers' positive answers for this question is higher than experienced teachers'.

Table 3.43. Distributions of EFL Teachers' Views on Course Objectives. (Q. 21)

Experience		Question 21					
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
0-5	F	4	3	18	22	11	58
	P	6,9%	5,2%	31,0%	37,9%	19,0%	100,0%
6-10	F	2	3	12	10	7	34
	P	5,9%	8,8%	35,3%	29,4%	20,6%	100,0%
11-15	F	3	2	1	1	3	10
	P	30,0%	20,0%	10,0%	10,0%	30,0%	100,0%
16-20	F	0	0	2	2	0	4
	P	,0%	,0%	50,0%	50,0%	,0%	100,0%
21- more	F	2	1	2	2	1	8
	P	25,0%	12,5%	25,0%	25,0%	12,5%	100,0%
Total	F	11	9	35	37	22	114
	P	9,6%	7,9%	30,7%	32,5%	19,3%	100,0%

For the item 21; *'Teachers should encourage students to decide what they should learn next in English lessons.'* 22,7 % of the participants who have more than 11 years of experience responded as disagree, 40,9 % of them marked totally or mostly agree. 22,7 % of them agreed a little. 13,6 % of them had no idea.

6,5 % of the less experienced teachers marked disagree while 54,3 % of them marked totally or mostly agree. 32,6 % of them agreed a little on the item. 6,5 % of them had no idea. When the results are evaluated 60 % of the experienced teachers did not give positive answers. On the other hand, more than 50 % of novice teachers supported the idea.

Table 3.44. Distributions of EFL Teachers' Views on Course Objectives (Q. 22)

Experience		Question 22				Total
		No idea	agree a little	Mostly agree	Totally agree	
0-5	F	0	7	11	19	37
	P	,0%	18,9%	29,7%	51,4%	100,0%
6-10	F	0	1	6	13	20
	P	,0%	5,0%	30,0%	65,0%	100,0%
11-15	F	1	0	1	3	5
	P	20,0%	,0%	20,0%	60,0%	100,0%
16-20	F	0	0	1	1	2
	P	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	0	0	3	2	5
	P	,0%	,0%	60,0%	40,0%	100,0%
Total	F	1	8	22	38	69
	P	1,4%	11,6%	31,9%	55,1%	100,0%

For the last item about objectives of a course, '*Teachers should encourage students to plan their goals for language learning.*' Only 4,5 % of the experienced teachers disagreed but 95,4 % of them agreed.

On the other hand, 89 % of the inexperienced teachers marked totally or mostly agree, none of them marked disagree. 8,6 % of them agreed a little on the item.

Nearly all of the novice and experienced teachers want their learners to plan their goals for language learning.

Table 3.45. Correlations between course objectives and expertise level of teachers.

		Objectives of a course	Experience
Objectives of a course	**Pearson Correlation**	1	-,186[*]
	Sig. (2-tailed)		,048
	N	114	114
Experience	**Pearson Correlation**	-,186[*]	1
	Sig. (2-tailed)	,048	
	N	114	114

*. Correlation is significant at the 0.05 level (2-tailed).

According to table 3.45, pearson correlation is -,186 at the 0.05 level. There is a negative correlation between the results of the questions on course objectives and expertise level. It is not possible to mention a resistence or support to learner autonomy caused by expertise level of teachers who has taken part in the study.

3.2.2 Course Content

The second factor of the study is '*course content*' which includes only Question 2. In table 3.46, the percentages and frequencies of the item will be given according to expertise level of teachers.

Table 3.46. Distributions of EFL Teachers' Views on Course Content. (Q. 2)

Experience			Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
0-5	F		3	7	23	20	5	58
	P		5,2%	12,1%	39,7%	34,5%	8,6%	100,0%
6-10	F		0	6	11	10	7	34
	P		,0%	17,6%	32,4%	29,4%	20,6%	100,0%
11-15	F		1	3	4	2	0	10
	P		10,0%	30,0%	40,0%	20,0%	,0%	100,0%
16-20	F		0	0	0	4	0	4
	P		,0%	,0%	,0%	100,0%	,0%	100,0%
21- more	F		1	3	4	0	0	8
	P		12,5%	37,5%	50,0%	,0%	,0%	100,0%
Total	F		5	19	42	36	12	114
	P		4,4%	16,7%	36,8%	31,6%	10,5%	100,0%

The header row for QUESTION 2 spans Disagree, No idea, Agree a little, Mostly agree, Totally agree.

When it comes to the item *'The learners should be involved in deciding the course content.',* 9 % of the experienced teachers disagreed with the item while 27,2 % of them marked totally or mostly agree. 36,3 % agreed a little. 27,2 % had no idea.

Whereas, 3.2 % of the inexperienced teachers disagreed but 45.6 % of them strongly supported the idea by marking totally or mostly agree. 36,9 % of them agreed a little.14,1 % of them marked no idea.

According to the results given above, experienced teachers seem to be more reluctant to let learners decide on the content of the courses when compared with the answers of novice teachers.

As it is stated above it is possible to realise a difference between novice and experienced teachers' answers for the question about learner autonomy on course content. Nevertheless, according to statistical results there is not a significant correlation between the course content and experience level. Statistical results are given in table 3.47.

Table 3.47. Correlations between experience and course content.

		Experience	Course content
Experience	**Pearson Correlation**	1	-,171
	Sig. (2-tailed)		,069
	N	114	114
Course content	**Pearson Correlation**	-,171	1
	Sig. (2-tailed)	,069	
	N	114	114

As it has been presented in the table 3.39, pearson correlation value is -,171 which means that there is a negative correlation between experience and course content.

3.2.3 Material Selection

The third factor of the study is material selection. It includes only Question 3. In table 3.48 the percentages and frequencies of the item were given according to expertise level of teachers.

Table 3.48. Distributions of EFL Teachers' Views on material selection. (Q.3)

Experience		Question 3					Total
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	4	1	25	17	11	58
	P	6,9%	1,7%	43,1%	29,3%	19,0%	100,0%
6-10	F	1	5	8	12	8	34
	P	2,9%	14,7%	23,5%	35,3%	23,5%	100,0%
11-15	F	2	0	6	0	2	10
	P	20,0%	,0%	60,0%	,0%	20,0%	100,0%
16-20	F	0	0	2	2	0	4
	P	,0%	,0%	50,0%	50,0%	,0%	100,0%
21- more	F	0	3	3	2	0	8
	P	,0%	37,5%	37,5%	25,0%	,0%	100,0%
Total	F	7	9	44	33	21	114
	P	6,1%	7,9%	38,6%	28,9%	18,4%	100,0%

For the item 3 '*The learner should give opinion on selecting materials*' 9 % of the experienced teachers marked disagree, 27 % of them marked mostly or totally agree. 50 % of them agreed a little. 13,6 % of them had no idea.

5,4 % of the novice teachers marked disagree, 52,1 % of them marked totally or mostly agree. , 35,8 % of them agreed a little. 8,6 % of them had no idea about the itemAs it is seen in the table 3.40, novice teachers showed more willingness to ask learners' opinion on selecting materials.

In table 3.49 correlation between experience of teachers and material selection is given.

Table 3.49. Correlations between experience and material selection

		Experience	Material selection
Experience	**Pearson Correlation**	1	-,153
	Sig. (2-tailed)		,103
	N	114	114
Material selection	**Pearson Correlation**	-,153	1
	Sig. (2-tailed)	,103	
	N	114	114

As it is seen in the table above, pearson correlation is -,153. There is not a significant correlation between material selection factor and experience.

3.2.4   Learning Procedures

The forth factor is '*learning procedures*. Questions 4, 8, 9 are about learners' autonomy on learning procedures.

Table 3.50. Distributions of Teachers' Views on learning procedures. (Q. 4)

Experience		Question 4					
		Disagree	No idea	Agree alittle	Mostly agree	Totally agree	Total
0-5	F	6	5	16	27	4	58
	P	10,3%	8,6%	27,6%	46,6%	6,9%	100,0%
6-10	F	1	6	10	10	7	34
	P	2,9%	17,6%	29,4%	29,4%	20,6%	100,0%
11-15	F	4	2	2	2	0	10
	P	40,0%	20,0%	20,0%	20,0%	,0%	100,0%
16-20	F	0	0	2	2	0	4
	P	,0%	,0%	50,0%	50,0%	,0%	100,0%
21- more	F	1	3	4	0	0	8
	P	12,5%	37,5%	50,0%	,0%	,0%	100,0%
Total	F	12	16	34	41	11	114
	P	10,5%	14,0%	29,8%	36,0%	9,6%	100,0%

For the item 4 '*The learner should be able to choose learning tasks.*' 22,7 % of the experienced teachers marked disagree, 18,1 % of them marked mostly or totally agree. 36,3 % of them agreed a little. 22,7 % of them had no idea. On the other hand, 7,6 % of the inexperienced teachers marked disagree, 52,1 % of them marked totally or mostly agree. 28,2 % marked agree a little. 11,9 % of them had no idea.

According to the results given in Table 3.50, novice teachers are more willing to support learners' autonomy on learning tasks. Experienced teachers hesitated to agree on the idea of letting learners choose their learning tasks.

Table 3.51. Distributions of EFL Teachers' Views on learning procedures. (Q. 8)

Experience		Question 8					
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
0–5	F	5	0	17	24	12	58
	P	8,6%	,0%	29,3%	41,4%	20,7%	100,0%
6–10	F	2	4	7	12	9	34
	P	5,9%	11,8%	20,6%	35,3%	26,5%	100,0%
11–15	F	3	1	2	1	3	10
	P	30,0%	10,0%	20,0%	10,0%	30,0%	100,0%
16–20	F	0	0	0	4	0	4
	P	,0%	,0%	,0%	100,0%	,0%	100,0%
21- more	F	1	1	1	5	0	8
	P	12,5%	12,5%	12,5%	62,5%	,0%	100,0%
Total	F	11	"6	27	46	24	114
	P	9,6%	5,3%	23,7%	40,4%	21,1%	100,0%

For the item 8 '*Teacher should decide on what is to be learned from materials' together with his/her students.'* 18 % of the experienced teachers marked disagree, 59 % of them marked totally or mostly agree. 13,6 % of them agreed a little. 9 % of them had no idea about the item.

4,3 % of the novice teachers marked disagree, 60,8 % of them marked totally or mostly agree. 26 % of them agreed a little. 4,3 % of them had no idea.

As it has been presented in the table 3.51 both experienced teachers and novice teachers supported the idea. It can be inferred from the results, experienced teachers do not want learners to decide on a learning task on their own but it is acceptable for them to decide on what should be learned from materials together with the teacher.

Table 3.52. Distributions of EFL Teachers' Views on learning procedures (Q. 9)

Experience		Question 9					
		Disagree	No idea	Agree a little	Mostly Agree	Totally agree	Total
0–5	F	0	1	10	23	24	58
	P	,0%	1,7%	17,2%	39,7%	41,4%	100,0%
6–10	F	2	6	5	15	6	34
	P	5,9%	17,6%	14,7%	44,1%	17,6%	100,0%
11–15	F	1	1	1	6	1	10
	P	10,0%	10,0%	10,0%	60,0%	10,0%	100,0%
16–20	F	0	0	0	4	0	4
	P	,0%	,0%	,0%	100,0%	,0%	100,0%
21- more	F	1	2	1	2	2	8
	P	12,5%	25,0%	12,5%	25,0%	25,0%	100,0%
Total	F	4	10	17	50	33	114
	P	3,5%	8,8%	14,9%	43,9%	28,9%	100,0%

For the item 9 *'The learner should be encouraged to find out learning procedures by him or herself'*, 9 % of the experienced teachers disagreed, 68 % of them agreed. 9 % of them agreed a little and 13,6 % of them had no idea.

On the other hand, 2,1 % of the novice teachers disagreed, 73,9 % of them marked agree. 16,3 % of them responded as agree a little. 7,6 % of them had no idea.

According to the results of the questionnaire most of novice teachers and experienced teachers agreed on encouraging learners to find out learning procedures on their own.

Table 3.53. Correlations between learning procedures and experience.

		Learning procedures	Experience
Learning Procedures	Pearson Correlation	1	-,256
	Sig. (2-tailed)		,006
	N	114	114
Experience	Pearson Correlation	-,256	1
	Sig. (2-tailed)	,006	
	N	114	114

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

When the results of pearson correlation table is evaluated, pearson correlation value has been found out to be -,256 at the 0.01 level. It means that experience is not a determinative factor on the results of learner autonomy on leraning procedures. So, experienced and novice teachers can be said to have very similar perceptions on learning procedures factor.

3.2.5 Classroom Management

The next factor is *Classroom Management*. Results of questions 5, 11, 13 will be given under this factor.

Results of question 5 will be presented in table 3.54.

Table 3.54. Distributions of EFL Teachers' Views on classroom management. (Q. 5)

Experience		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
				Question 5			
0-5	F	7	6	11	21	13	58
	P	12,1%	10,3%	19,0%	36,2%	22,4%	100,0%
6-10	F	5	5	8	4	12	34
	P	14,7%	14,7%	23,5%	11,8%	35,3%	100,0%
11-15	F	3	1	4	0	2	10
	P	30,0%	10,0%	40,0%	,0%	20,0%	100,0%
16-20	F	0	0	0	2	2	4
	P	,0%	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	2	0	3	3	0	8
	P	25,0%	,0%	37,5%	37,5%	,0%	100,0%

For the item 5, *'The learner should be involved in decisions on classroom management (position of desks, seating of students or discipline matters)',* 22,7 % of the experienced group marked disagree, 40 % of them responded as totally or mostly agree. 4,5 % of them had no idea. 18,1 % of them agreed a little.

13 % of the novice group marked disagree, 54,3 % of them supported learner autonomy by marking totally or mostly agree. 11,9 % of them had no idea. 20,6 % of them agreed a little.

As it can be seen in the table most of experienced teachers are not eager to make learners involve in classroom management, however, most of the novice teachers tend to foster autonomy on classroom management.

Table 3.55. Distributions of Teachers' Views on classroom management. (Q. 11)

Experience		Question 11					Total
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0–5	F	4	9	18	17	10	58
	P	6,9%	15,5%	31,0%	29,3%	17,2%	100,0%
6–10	F	3	3	10	12	6	34
	P	8,8%	8,8%	29,4%	35,3%	17,6%	100,0%
11–15	F	3	2	4	1	0	10
	P	30,0%	20,0%	40,0%	10,0%	,0%	100,0%
16–20	F	0	0	0	2	2	4
	P	,0%	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	3	0	2	2	1	8
	P	37,5%	,0%	25,0%	25,0%	12,5%	100,0%
Total	F	13	14	34	34	19	114
	P	11,4%	12,3%	29,8%	29,8%	16,7%	100,0%

For the item 11, *'The students should function independently in the classroom.'* 27,2 % of the participants who have more than 11 years of experience responded as disagree. 36,3 % of them marked totally or mostly agree. 29 % of them had no idea about the item. 27,2 % of them replied as agree a little.

7,6 % of the less experienced teachers marked disagree while 48,9 % of them marked totally or mostly agree. 11,9 % of them had no idea. 30,4 % of them responded as agree a little.

When the results of the question 11 are evaluated, experienced teachers are more reluctant to encourage learners' function independently in the classroom than the novice teachers.

Table 3.56. Distributions of EFL Teachers' Views on Classroom Management (Q. 13)

Experience		Question 13					
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
0-5	F	2	1	5	23	27	58
	P	3,4%	1,7%	8,6%	39,7%	46,6%	100,0%
6-10	F	0	0	3	17	14	34
	P	,0%	,0%	8,8%	50,0%	41,2%	100,0%
11-15	F	1	0	3	4	2	10
	P	10,0%	,0%	30,0%	40,0%	20,0%	100,0%
16-20	F	0	0	0	2	2	4
	P	,0%	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	1	1	3	1	2	8
	P	12,5%	12,5%	37,5%	12,5%	25,0%	100,0%
Total	F	4	2	14	47	47	114
	P	3,5%	1,8%	12,3%	41,2%	41,2%	100,0%

For the item 13, *'It's important to continuously monitor students' learning behaviour during seatwork.'*, 9 % of the experienced group answered as disagree, 59 % of them marked totally or mostly agree. 27,2 % of them responded as agree a little. 4,5 % of them mentioned that they had no idea about the item 13.

On the other hand, 2,1 % of the novice teachers disagreed with the item, 88 % of them marked totally or mostly agree. 8,6 % of them responded as agree a little. 1 % of them had no idea.

When it is asked to teachers if it is important to monitor students' learning continuously 82,4 % of teachers (see table 3.15), gave positive answers, which means that learner autonomy can not be promoted. If teachers always controls and

monitors the students it is not much possible for them to develop autonomy and control themselves. As it is given above, 36,3 % of experienced teachers and 10,8 % of novice teachers refused the idea. Most of the teachers prefer monitoring students continuously.

When all the results of the questions on learner autonomy and classroom management are evaluated, both novice teachers and experienced teachers do not want to lose the control of classroom management; because of that they are reluctant to foster learner autonomy on classroom management.

Table 3.57. Correlations between experience and classroom management.

		Experience	Classroom management
Experience	**Pearson Correlation**	1	-,206[*]
	Sig. (2-tailed)		,028
	N	114	114
Classroom Management	**Pearson Correlation**	-,206[*]	1
	Sig. (2-tailed)	,028	
	N	114	114

*Correlation is significant at the 0.05 level. (Two-tailed)

It can be seem that correlation is -,206 at the level of 0.05 level which is not a significant value when the Table 3.57 is checked. Therefore, there is a negative correlation between the responses of teachers for learner autonomy on classroom management and expertise level of the teachers.

3.2.6 Record keeping

The sixth factor of the survey is *Recordkeeping*. The items which are about recordkeeping are question 6 and question 30. Results of these items are given below.

Table 3.58. Distributions of EFL Teachers' Views on recordkeeping. (Q. 6)

Experience		Question 6					Total
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	9	4	16	24	5	58
	P	15,5%	6,9%	27,6%	41,4%	8,6%	100,0%
6-10	F	4	7	10	8	5	34
	P	11,8%	20,6%	29,4%	23,5%	14,7%	100,0%
11-15	F	3	1	2	4	0	10
	P	30,0%	10,0%	20,0%	40,0%	,0%	100,0%
16-20	F	0	0	2	2	0	4
	P	,0%	,0%	50,0%	50,0%	,0%	100,0%
21- more	F	0	2	5	1	0	8
	P	,0%	25,0%	62,5%	12,5%	,0%	100,0%
Total	F	16	14	35	39	10	114
	P	14,0%	12,3%	30,7%	34,2%	8,8%	100,0%

For the item 6, *'The learner should be involved in decisions about record-keeping.'*, none of the experienced participants marked disagree, 13,6 % of them marked totally or mostly agree. 40,9 % of them replied as agree a little. 13,6 % of them had no idea about the item.

Whereas, 14,1 % of the novice teachers marked disagree, 45,6 % of them responded as totally or mostly agree. 28,2 % of them replied as agree a little. 11,9 % of them had no idea about the item.

It can be concluded that experienced teachers are unwilling to agree on the idea of allowing learners to make decisions about recordkeeping.

Table 3.59. Distributions of EFL Teachers' Views on recordkeeping. (Q. 30)

Experience		Question 30				Total
		No idea	Agree a little	Mostly agree	Totally agree	
0–5	F	0	3	22	33	58
	P	,0%	5,2%	37,9%	56,9%	100,0%
6–10	F	1	5	5	23	34
	P	2,9%	14,7%	14,7%	67,6%	100,0%
11–15	F	2	1	1	6	10
	P	20,0%	10,0%	10,0%	60,0%	100,0%
16–20	F	0	0	0	4	4
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	1	3	4	8
	P	,0%	12,5%	37,5%	50,0%	100,0%
Total	F	3	10	31	70	114
	P	2,6%	8,8%	27,2%	61,4%	100,0%

For the item 30, *'Teachers should encourage students to organize their language notebook to record important language information.'*, 9 % of the experienced teachers marked disagree, 81 % of them marked totally or mostly agree. 9 % of them had no idea about the item. 9 % of them replied as agree a little. On the other hand, 1 % of the novice teachers marked disagree, 90 % of them responded as totally or mostly agree. 8,6 % of them replied as agree a little. 1 % of them had no idea about the item.

According to the results, most of the teachers gave positive answers for this question. Experienced teachers do not want to give all autonomy on recordkeeping to

the learners. However, they encourage learners to organize their language notebook to record important information.

As it is seen in the table below, statistically, there is no correlation between the responses to record keeping factor and experience.

Table 3.60. Correlations between experience and record keeping

		Experience	**Record keeping**
Experience	**Pearson Correlation**	1	-,092
	Sig. (2-tailed)		,328
	N	114	114
Record keeping	**Pearson Correlation**	-,092	1
	Sig. (2-tailed)	,328	
	N	114	114

As it has been presented in the Table 3.60, pearson correlation is -,092. It is not possible to talk about a differentation in the answers to learner autonomy on record keeping caused by expertise level of teachers.

3.2.7   Homework Tasks

In the table below, frequencies and percentages of the experienced and novice teachers' replies to the question 7 which aims to find teachers' perceptions towards learner autonomy on homework tasks will be given.

Table 3.61. Distributions of EFL Teachers' Views on Homework Tasks.

Experience		Question 7					Total
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	12	16	23	4	3	58
	P	20,7%	27,6%	39,7%	6,9%	5,2%	100,0%
6-10	F	8	7	8	10	1	34
	P	23,5%	20,6%	23,5%	29,4%	2,9%	100,0%
11-15	F	4	2	2	2	0	10
	P	40,0%	20,0%	20,0%	20,0%	,0%	100,0%
16-20	F	0	0	4	0	0	4
	P	,0%	,0%	100,0%	,0%	,0%	100,0%
21- more	F	3	1	4	0	0	8
	P	37,5%	12,5%	50,0%	,0%	,0%	100,0%
Total	F	27	26	41	16	4	114
	P	23,7%	22,8%	36,0%	14,0%	3,5%	100,0%

For the item 7, ' *The learner should be able to decide on quantity, type or frequency of the homework'*, 31,8 % of the experienced teachers marked disagree, 9 % of them marked totally or mostly agree. 45,4 % of them replied as agree a little.13,6 % of them had no idea about the item.

21 % of the novice teachers marked disagree, 19,5 % of them responded as totally or mostly agree. 25 % of them had no idea about the item. 33,6 % of them replied as agree a little.

When the percentages are evaluated, it can be concluded that both groups do not want to give control of homework tasks to the learners, which weakens learner

autonomy. Nevertheless, according to the proportions novice teachers are more open to this idea.

Table 3.62. Correlation between experience and homework tasks.

		Experience	Homework tasks
Experience	**Pearson Correlation**	1	-,047
	Sig. (2-tailed)		,619
	N	114	114
Homework tasks	**Pearson Correlation**	-,047	1
	Sig. (2-tailed)	,619	
	N	114	114

According to the results presented in Table 3.62, pearson correlation is -,047. Hence, there is not a significant correlation between experience and homework tasks.

3.2.8 Self Assessment

Self-assessment factor includes Questions 10, 16, 17, 20, 22. Results related with these question will be presented below.

Table 3.63. Distributions of EFL Teachers' Views on self assessment.(Q.10)

| Experience | | Question 10 | | | | | Total |
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	5	6	11	22	14	58
	P	8,6%	10,3%	19,0%	37,9%	24,1%	100,0%
6-10	F	4	0	4	16	10	34
	P	11,8%	,0%	11,8%	47,1%	29,4%	100,0%
11-15	F	2	0	0	6	2	10
	P	20,0%	,0%	,0%	60,0%	20,0%	100,0%
16-20	F	0	0	0	4	0	4
	P	,0%	,0%	,0%	100,0%	,0%	100,0%
21- more	F	2	1	1	3	1	8
	P	25,0%	12,5%	12,5%	37,5%	12,5%	100,0%
Total	F	13	7	16	51	27	114
	P	11,4%	6,1%	14,0%	44,7%	23,7%	100,0%

For the item 10, '*The learner should be encouraged to assess himself or herself rather than be tested.*', 18,1 % of the experienced teachers marked disagree, 72,7 % of them marked totally or mostly agree. 4,5 % of them replied as agree a little.4,5 % of them had no idea about the item.

16,3 % of the novice teachers marked disagree, 67,3 % of them responded as totally or mostly agree. 16,3 % of them replied as agree a little. 6,5 % of them had no idea about the item.

Both experienced and novice teachers strongly supported the idea that learners should be encouraged to assess himself or herself rather than be tested.

Table 3.64. Distributions of EFL Teachers' Views on self assessment. (Q.16)

Experience		Question 16					
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
0–5	F	3	2	15	20	18	58
	P	5,2%	3,4%	25,9%	34,5%	31,0%	100,0%
6–10	F	3	4	2	15	10	34
	P	8,8%	11,8%	5,9%	44,1%	29,4%	100,0%
11–15	F	2	1	1	5	1	10
	P	20,0%	10,0%	10,0%	50,0%	10,0%	100,0%
16–20	F	0	0	0	2	2	4
	P	,0%	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	2	1	3	1	1	8
	P	25,0%	12,5%	37,5%	12,5%	12,5%	100,0%
Total	F	10	8	21	43	32	114
	P	8,8%	7,0%	18,4%	37,7%	28,1%	100,0%

For the item 16, '*Students should judge the quality of their work rather than rely on what the teachers tell them.*' , 18,1 % of the experienced teachers marked disagree, 54,5 % of them marked totally or mostly agree. 9 % of them had no idea about the item. 18,1 % of them replied as agree a little.

6,5 % of the novice teachers marked disagree, 68,4 % of them responded as totally or mostly agree. 6,5 % of them had no idea about the item. 18,4 % of them replied as agree a little.

As it has been presented in the table, novice teachers seem more willing to encourage the quality of their work rather than rely on what the teachers tell them.

Table 3.65. Distributions of EFL Teachers' Views on self assessment.(Q. 17)

Experience		Question 17					
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
0–5	F	0	0	4	28	26	58
	P	,0%	,0%	6,9%	48,3%	44,8%	100,0%
6–10	F	0	0	2	15	17	34
	P	,0%	,0%	5,9%	44,1%	50,0%	100,0%
11–15	F	1	0	0	6	3	10
	P	10,0%	,0%	,0%	60,0%	30,0%	100,0%
16–20	F	0	0	0	2	2	4
	P	,0%	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	0	1	1	5	1	8
	P	,0%	12,5%	12,5%	62,5%	12,5%	100,0%
Total	F	1	1	7	56	49	114
	P	,9%	,9%	6,1%	49,1%	43,0%	100,0%

For the item 17, '*Teachers should encourage students to become sure they make progress during lessons.*' 4,5 % of the experienced teachers marked disagree, 86 % of them marked totally or mostly agree. 4,5 % of them replied as agree a little. 4,5 % of them had no idea about the item.

No novice teacher marked disagree, 93,4 % of them responded as totally or mostly agree. 6,5 % of them replied as agree a little.

Nearly all of the novice teachers and experienced teachers think that teachers should encourage students to become sure they make progress during lessons.

Table 3.66. Distributions of EFL Teachers' Views on self assessment.(Q. 20)

Experience			Question 20				Total
			No idea	Agree a little	Mostly agree	Totally agree	Total
0-5	F		0	4	26	28	58
	P		,0%	6,9%	44,8%	48,3%	100,0%
6-10	F		0	1	10	23	34
	P		,0%	2,9%	29,4%	67,6%	100,0%
11-15	F		1	2	3	4	10
	P		10,0%	20,0%	30,0%	40,0%	100,0%
16-20	F		0	0	0	4	4
	P		,0%	,0%	,0%	100,0%	100,0%
21- more	F		0	2	4	2	8
	P		,0%	25,0%	50,0%	25,0%	100,0%
Total	F		1	9	43	61	114
	P		,9%	7,9%	37,7%	53,5%	100,0%

For the item 20, *'Teachers should encourage students to identify their weaknesses and strenghts in learning English.',* 4,5 % of the experienced group marked disagree, 77,2 % of them marked totally or mostly agree. 4,5 % of them had no idea about the item. 18,1 % of them replied as agree a little.

None of the novice teachers marked disagree while 94,5 % marked totally or mostly agree. 5,4 % of them replied as agree a little.

Nearly all of the teachers supported the encouragement of students to identify their weaknesses and strenghts in learning English. Nevertheless, novice teachers seem to be more supportive on this idea.

Table 3.67. Distributions of EFL Teachers' views on self assessment (Q. 22)

Experience		Question 22					Total
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	0	2	7	25	24	58
	P	,0%	3,4%	12,1%	43,1%	41,4%	100,0%
6-10	F	0	4	4	10	16	34
	P	,0%	11,8%	11,8%	29,4%	47,1%	100,0%
11-15	F	0	0	4	2	4	10
	P	,0%	,0%	40,0%	20,0%	40,0%	100,0%
16-20	F	0	0	0	2	2	4
	P	,0%	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	2	1	2	2	1	8
	P	25,0%	12,5%	25,0%	25,0%	12,5%	100,0%

For the item 22, *'Teachers should encourage students to evaluate their own learning.'* 9 % of the experienced teachers answered as disagree, 59 % of them responded as totally or mostly agree. 27,2 % of them replied as agree a little.4,5 % of them had no idea about the item.

None of the novice group disagreed, 81,5 % of them marked totally or mostly agree. 11,9 % of them replied as agree a little. 6,5 % of them had no idea about the item.

When the results of the questions about self-assessment are evaluated, both experienced and novice teachers support learner autonomy. Expertise level of the teachers is not a distinctive factor for their perceptions on autonomy.

Table 3.68. Correlation between experience and self-assessment.

		Experience	Self –assessment
Experience	Pearson Correlation	1	-,227[*]
	Sig. (2-tailed)		,015
	N	114	114
Self assessment	Pearson Correlation	-,227[*]	1
	Sig. (2-tailed)	,015	
	N	114	114

*Correlation is significant at the 0.05 level.

As it has been presented in Table 3.68, pearson correlation is -,227 at the 0.05 level. It means that there is a negative correlation between the replies of teachers to the questions on self assessment factor and their expertise level.

3.2.9   Metacognitive study

The next factor is *'Metacognitive study'*. It consists of items 14, 31, 32. In the following tables frequencies and percentages of the results related to these items will be presented.

Table 3.69. Distributions of Teachers' Views on metacognitive study (Q.14)

Experience		Question 14					Total
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	2	0	2	8	46	58
	P	3,4%	,0%	3,4%	13,8%	79,3%	100,0%
6-10	F	0	0	1	4	29	34
	P	,0%	,0%	2,9%	11,8%	85,3%	100,0%
11-15	F	0	1	0	2	7	10
	P	,0%	10,0%	,0%	20,0%	70,0%	100,0%
16-20	F	0	0	0	0	4	4
	P	,0%	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	0	2	6	8
	P	,0%	,0%	,0%	25,0%	75,0%	100,0%
Total	F	2	1	3	16	92	114
	P	1,8%	,9%	2,6%	14,0%	80,7%	100,0%

For the item 14, '*Teachers should provide feedback after the exams and show the exam papers to the students.*', none of the experienced group marked disagree, 95 % of them marked totally or mostly agree. 4,5 % of them had no idea about the item.

2,1 % of the teachers having less than 11 years of experience marked disagree, 94,5 % of them marked totally or mostly agree. 3,2 % of them replied as agree a little.

As it is seen in the table 3.69, nearly all of experienced and novice teachers agreed that teachers should give feedback to the learners after the exams and show learners their exam papers.

Table 3.70. Distributions of EFL Teachers' Views on metacognitive study (Q. 31)

Experience			Question 31				Total
			No idea	Agree a little	Mostly agree	Totally agree	Total
0-5	F		1	9	12	36	58
	P		1,7%	15,5%	20,7%	62,1%	100,0%
6-10	F		1	3	10	20	34
	P		2,9%	8,8%	29,4%	58,8%	100,0%
11-15	F		1	1	2	6	10
	P		10,0%	10,0%	20,0%	60,0%	100,0%
16-20	F		0	0	0	4	4
	P		,0%	,0%	,0%	100,0%	100,0%
21- more	F		1	1	0	6	8
	P		12,5%	12,5%	,0%	75,0%	100,0%
Total	F		4	14	24	72	114
	P		3,5%	12,3%	21,1%	63,2%	100,0%

For the item 31, '*Teachers should encourage students to try to notice their language errors and find out the reasons of the errors.*', 81,8 % of experienced teachers marked totally or mostly agree. 9% of them replied as agree a little. 9 % of them had no idea about the item.

84,7 % of the novice teachers marked totally or mostly agree. 13 % of them replied as agree a little. 2,1 % of them had no idea about the item.

Both experienced and novice teachers support the idea of encouraging students to notice their errors and reasons of these errors.

Table 3.71. Distributions of EFL Teachers' Views on metacognitive study (Q. 2)

Experience		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
						Question 32	
0-5	F	0	1	5	11	41	58
	P	,0%	1,7%	8,6%	19,0%	70,7%	100,0%
6-10	F	0	0	1	11	22	34
	P	,0%	,0%	2,9%	32,4%	64,7%	100,0%
11-15	F	1	0	3	2	4	10
	P	10,0%	,0%	30,0%	20,0%	40,0%	100,0%
16-20	F	0	0	0	0	4	4
	P	,0%	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	1	2	5	8
	P	,0%	,0%	12,5%	25,0%	62,5%	100,0%
Total	F	1	1	10	26	76	114
	P	,9%	,9%	8,8%	22,8%	66,7%	100,0%

For the item 32, '*Teachers should encourage students to learn from their mistakes in using the new language.*' 4,5 % of the experienced group marked disagree, 77 % of them marked totally or mostly agree. 18 % of them replied as agree a little.

1 % of the novice teachers disagreed, 92,3 % of them responded as totally or mostly agree. 6,5 % of them replied as agree a little. 1 % of them had no idea about the item.

When overall proportions are evaluated there is a really slight difference between the perceptions of two groups. Generally both of the groups seem willing to support metacognitive study.

Table 3.72. Correlations between experience and metacognitive study.

		Experience	Metacognitive study
Experience	**Pearson Correlation**	1	-,004
	Sig. (2-tailed)		,966
	N	114	114
Metacognitive study	**Pearson Correlation**	-,004	1
	Sig. (2-tailed)	,966	
	N	114	114

When teachers' replies to questions about metacognitive study are evaluated, pearson correlation has been calculated to be -,004. It means that, there is not a significant correlation between the results of the questions on metacognitive study and experience.

3.2.10 Independence

Questions 12 and 15 are about *independence* factor. Results of the items related to *independence* factor will be presented below.

Table 3.73. Distributions of EFL Teachers' Views on independence (Q.12)

Experience		Agree a little	Mostly agree	Totally agree	Total
		Question 12			
		Agree a little	Mostly agree	Totally agree	Total
0-5	F	1	22	35	58
	P	1,7%	37,9%	60,3%	100,0%
6-10	F	6	7	21	34
	P	17,6%	20,6%	61,8%	100,0%
11-15	F	2	4	4	10
	P	20,0%	40,0%	40,0%	100,0%
16-20	F	0	0	4	4
	P	,0%	,0%	100,0%	100,0%
21- more	F	1	5	2	8
	P	12,5%	62,5%	25,0%	100,0%
Total	F	10	38	66	114
	P	8,8%	33,3%	57,9%	100,0%

For the item 12, *'Teachers should nurture and encourage student independence and self expression.',* 86,3 % of the experienced teachers marked agree. 13,6 % of them agreed a little.

92,3 % of novice teachers marked totally or mostly agree. 7,6 % of them replied as agree a little.

As presented in the table 3.73 most of the teachers agree that teachers support independence and self expression of learners.

Table 3.74. Distributions of EFL Teachers' Views on independence (Q. 15)

Experience			Question 15				Total
			No idea	Agree a little	Mostly agree	Totally agree	
0-5	F		2	9	20	27	58
	P		3,4%	15,5%	34,5%	46,6%	100,0%
6-10	F		4	7	11	12	34
	P		11,8%	20,6%	32,4%	35,3%	100,0%
11-15	F		1	0	4	5	10
	P		10,0%	,0%	40,0%	50,0%	100,0%
16-20	F		0	0	0	4	4
	P		,0%	,0%	,0%	100,0%	100,0%
21- more	F		2	0	5	1	8
	P		25,0%	,0%	62,5%	12,5%	100,0%
Total	F		9	16	40	49	114
	P		7,9%	14,0%	35,1%	43,0%	100,0%

For the item 15, '*Students will be successful at school if they have the freedom to pursue their own interests.*', 86,3 % of the experienced teachers marked totally or mostly agree. 13,6 % of the experienced teachers had no idea about the item.

76 % of the novice teachers marked totally or mostly agree. 17,3 % of them replied as agree a little. 6,5 % of them had no idea.

Both experienced and novice teachers are eager to support indepence of students. They have an agreement on this aspect of autonomy. Their expertise level do not effect their opinions.

Table 3.75. Correlations between experience and independence.

		Experience	Independence
Experience	Pearson Correlation	1	-,216[*]
	Sig. (2-tailed)		,021
	N	114	114
İndependence	Pearson Correlation	-,216[*]	1
	Sig. (2-tailed)	,021	
	N	114	114

*Corrrelation is significant at the 0.05 level.

According to Table 3.75, pearson correlation is -,216 at the 0.05 level. No correlation between teachers' opinions on independence and experience exists.

3.2.11 Self-study

Self study factor includes questions 18, 23, 24, 25, 26, 28, 29. Frequencies and percentages are presented in the tables below.

Table 3.76. Distributions of EFL Teachers' Views on Self-study (Q.18)

Experience		No idea	Agree a little	Mostly agree	Totally agree	Total
		Question 18				
0-5	F	1	4	23	30	58
	P	1,7%	6,9%	39,7%	51,7%	100,0%
6-10	F	3	0	12	19	34
	P	8,8%	,0%	35,3%	55,9%	100,0%
11-15	F	1	0	5	4	10
	P	10,0%	,0%	50,0%	40,0%	100,0%
16-20	F	0	0	2	2	4
	P	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	1	2	4	1	8
	P	12,5%	25,0%	50,0%	12,5%	100,0%
Total	F	6	6	46	56	114
	P	5,3%	5,3%	40,4%	49,1%	100,0%

For the item 18, 'Teachers should encourage students to decide what to learn outside class.', 81 % of them marked totally or mostly agree. 9 % of them replied as agree a little. 9 % of them had no idea about the item.

On the other hand, 4.3 % of the novice teachers answered as no idea, 91.3 % of them marked mostly or totally agree. 4,3 % of them replied as agree a little.

Most of the experienced and novice teachers encouraged students to decide what to learn outside classroom.

Table 3.77. Distributions of EFL Teachers' Views on Self-study (Q. 23)

Experience			Question 23			Total
			Agree a little	Mostly agree	Totally agree	
0-5	F		0	12	46	58
	P		,0%	20,7%	79,3%	100,0%
6-10	F		1	0	33	34
	P		2,9%	,0%	97,1%	100,0%
11-15	F		1	2	7	10
	P		10,0%	20,0%	70,0%	100,0%
16-20	F		0	0	4	4
	P		,0%	,0%	100,0%	100,0%
21- more	F		0	1	7	8
	P		,0%	12,5%	87,5%	100,0%
Total	F		2	15	97	114
	P		1,8%	13,2%	85,1%	100,0%

For the item 23, *'Teachers should encourage students to read newspapers, books or magazines, send e-mails, watch English TV programs, movies, listen to English radio or music.'* 95,4 % of them marked totally or mostly agree, 4,5 % of the experienced teachers marked agree a little.

1 % of the inexperienced teachers marked agree a little, 98,9 % of them marked totally or mostly agree.

Not only novice teachers but also experienced teachers supported learner autonomy and agreed on requirement of reading newspapers, books or magazines, sending e-mails, watching English TV programs, movies, listening to English radio or music.

Table 3.78. Distributions of EFL Teachers' Views on self-study (Q.24)

Experience		Question 24					
		Disagree	**No idea**	**Agree a little**	**Mostly agree**	**Totally agree**	**Total**
0-5	F	0	2	0	19	37	58
	P	,0%	3,4%	,0%	32,8%	63,8%	100,0%
6-10	F	0	0	2	8	24	34
	P	,0%	,0%	5,9%	23,5%	70,6%	100,0%
11-15	F	1	0	3	1	5	10
	P	10,0%	,0%	30,0%	10,0%	50,0%	100,0%
16-20	F	0	0	0	0	4	4
	P	,0%	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	0	3	5	8
	P	,0%	,0%	,0%	37,5%	62,5%	100,0%
Total	F	1	2	5	31	75	114
	P	,9%	1,8%	4,4%	27,2%	65,8%	100,0%

For the item 24, ' *Teachers should encourage students to use some websites to develop their English*', 4,5 % of the experienced teachers marked disagree, 81 % of them marked mostly or totally agree. 13,6 % of them replied as agree a little.

None of the inexperienced teachers marked disagree, 95,6 % of them marked totally or mostly agree. 2,1 % of them marked agree a little. 2,1 % of them had no idea about the item.

When the percentages are considered both of the groups can be said to be supporting usage of some websites in order to develop their English. Novice teachers seem to be more willing than the experienced teachers. It shows that there are still some experienced teachers who could not catch up with the technological developments.

Table 3.79. Distributions of EFL Teachers' Views on self-study (Q. 25)

Experience		Question 25					
		Disagree	No idea	Agree a little	Mostly agree	Totally agree	Total
0-5	F	0	1	3	15	39	58
	P	,0%	1,7%	5,2%	25,9%	67,2%	100,0%
6-10	F	0	0	1	3	30	34
	P	,0%	,0%	2,9%	8,8%	88,2%	100,0%
11-15	F	1	0	0	1	8	10
	P	10,0%	,0%	,0%	10,0%	80,0%	100,0%
16-20	F	0	0	0	0	4	4
	P	,0%	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	0	1	7	8
	P	,0%	,0%	,0%	12,5%	87,5%	100,0%
Total	F	1	1	4	20	88	114
	P	,9%	,9%	3,5%	17,5%	77,2%	100,0%

For the item 25, ' *Teachers should encourage students to use English with a native speaker or a friend.*', 4,5 % of the experienced teachers marked disagree, 95,4 % of them marked totally or mostly agree.

None of the inexperienced teachers marked disagree, 94,5 % of them marked totally or mostly agree. 1 % of them had no idea about the item. 4,3 % of them marked agree a little.

Both experienced and novice teachers thought it is beneficial to encourage students to speak with a native speaker or a friend in order to practise language.

Table 3.80. Distributions of EFL Teachers' Views on self-study (Q. 26)

Experience		No idea	Agree a little	Mostly agree	Totaly agree	Total
				Question 26		
0-5	F	3	1	21	33	58
	P	5,2%	1,7%	36,2%	56,9%	100,0%
6-10	F	0	0	9	25	34
	P	,0%	,0%	26,5%	73,5%	100,0%
11-15	F	0	0	3	7	10
	P	,0%	,0%	30,0%	70,0%	100,0%
16-20	F	0	0	0	4	4
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	2	6	8
	P	,0%	,0%	25,0%	75,0%	100,0%
Total	F	3	1	35	75	114
	P	2,6%	,9%	30,7%	65,8%	100,0%

For the item 26 *'Teachers should encourage students to find out all they can about how to be a better language learner and how to learn.'* 100 % of the experienced teachers and 95,6 % of the novice group marked totally or mostly agree. 1 % of them marked agree a little. 3,2 % of novice teachers had no idea about the item.

Table 3.81. Distributions of EFL Teachers' Views on self-study (Q. 28)

Experience		Question 28				Total
		No idea	Agree a little	Mostly agree	Totally agree	
0-5	F	1	3	21	33	58
	P	1,7%	5,2%	36,2%	56,9%	100,0%
6-10	F	0	2	12	20	34
	P	,0%	5,9%	35,3%	58,8%	100,0%
11-15	F	0	0	1	9	10
	P	,0%	,0%	10,0%	90,0%	100,0%
16-20	F	0	0	2	2	4
	P	,0%	,0%	50,0%	50,0%	100,0%
21- more	F	0	0	2	6	8
	P	,0%	,0%	25,0%	75,0%	100,0%
Total	F	1	5	38	70	114
	P	,9%	4,4%	33,3%	61,4%	100,0%

For the item 28, ' Teachers should encourage students to arrange a Schedule to study and practice the new language consistently and regularly, not just when there is the pressure of a test.' 100 % of the experienced teachers and 93,4 % of the novice group marked totally or mostly agree. 1 % of novice teachers had no idea about the item. 5,4 % of them marked agree a little.

Table 3.82. Distributions of EFL Teachers' Views on self-study (Q. 29)

Experience		Question 29			Total
		Agree a little	Mostly agree	Totally agree	Total
0-5	F	1	20	37	58
	P	1,7%	34,5%	63,8%	100,0%
6-10	F	2	7	25	34
	P	5,9%	20,6%	73,5%	100,0%
11-15	F	1	3	6	10
	P	10,0%	30,0%	60,0%	100,0%
16-20	F	0	2	2	4
	P	,0%	50,0%	50,0%	100,0%
21- more	F	1	2	5	8
	P	12,5%	25,0%	62,5%	100,0%
Total	F	5	34	75	114
	P	4,4%	29,8%	65,8%	100,0%

For the item 29 *'Teachers should encourage students to take responsibility for finding opportunities to practice the new language'*, 90,9 % of the experienced teachers and 96,7 % of the novice group marked totally or mostly agree. 9 % of experienced teachers had no idea about the item. 31,8 % of them marked agree a little. 29,3 % of them marked agree a little. 3,2 % of novice teachers had no idea about the item.

Experienced teachers are as willing as novice teachers to encourage students to do self study. Moreover, on the items such as questions 26 and 28 experienced teachers are more willing than novice teachers without any negative replies.

Table 3.83. Correlations between self-study and experience.

		Self study	Experience
Selfstudy	**Pearson Correlation**	1	,030
	Sig. (2-tailed)		,755
	N	114	114
Experience	**Pearson Correlation**	,030	1
	Sig. (2-tailed)	,755	
	N	114	114

Pearson correlation value is, 030 for self study factor which means that the correlation between teachers' opinions on self study and experience is not high enough to be mentioned as significant.

3.3   Teachers' Educational Background

As it is really important for teachers to have had an education on learner autonomy in order to support learner autonomy (Kokohen, 2001), in the questionnaire it was asked to teachers if they had a lecture on learner autonomy at university. In table 3.84 percentages of teachers who have had a lecture on learner autonomy at university will be given according to their age.

According to the table 3.84 that is presented below, 55,2 % of teachers who are between 22 and 28 years of age had a lecture on learner autonomy at university. This proportion is the highest one when compared with the other age levels. 33 % of the teachers who are between 29 and 34 years, 25 % of teachers who are 35-40 years old, 22,2 % of teachers who are 41- 45 had a lecture on autonomy. Teachers who are older than 46 years stated that they did not have a lecture on autonomy. These results show a rise in the numbers of teachers who have been educated in a system that gives importance to learner autonomy.

Table 3.84. Distribution of teachers who had a lecture on learner autonomy at university according to age factor

Age		Lecture		Total
		Yes	No	
22-28	F	32	26	58
	P	55,2%	44,8%	100,0%
29-34	F	11	22	33
	P	33,3%	66,7%	100,0%
35-40	F	2	6	8
	P	25,0%	75,0%	100,0%
41-45	F	2	7	9
	P	22,2%	77,8%	100,0%
46-50	F	0	6	6
	P	,0%	100,0%	100,0%
Total	F	47	67	114
	P	41,2%	58,8%	100,0%

Table 3.85. Correlation between age and lecture

		Age	Lecture
Age	Pearson Correlation	1	,310**
	Sig. (2-tailed)		,001
	N	114	114
Lecture	Pearson Correlation	,310**	1
	Sig. (2-tailed)	,001	
	N	114	114

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

As it has been presented in the table above, pearson correlation is ,310 at the level of 0.01. It means that there is a relation between age level of the teachers and the lecture that has been taken at university. The results show that in recents years there has been a change in some university syllabuses. Because of this change,

recently there is a remarkable rise in the number of the teachers who have had lecture on learner autonomy at university.

However, even the percentages and frequencies of the young and novice teachers who have studied about learner autonomy are not enough for learner autonomy to be promoted in many instutitions in Turkey.

3.4 Other variables about teachers and learner autonomy

According to the results of the study gender is not a distinctive factor. Both male and female participants gave very similar replies.

In addition, the difference of the school as public or private where the teachers work does not cause a difference in teachers' replies to the questions.

There is not a significant correlation between the school type and their perceptions towards learner autonomy. Field of study of teachers is categorised as elt and non elt, but this variable does not cause a correlation with teachers' perceptions on learner autonomy.

CHAPTER 4

DISCUSSION AND CONCLUSION

In this chapter, the results of the Learner Autonomy Survey will be interpreted factor by factor; evaluation of the results on research questions and comparison of them with the studies in the literature, suggestions for further studies and limitations of the study will be presented. Perceptions of the experienced and novice teachers will be compared according to the results.

4.1   Discussion and evaluation of the research questions

In this study, research questions are '*What are the teachers' perceptions and behaviors related to learner autonomy?*' and '*Are there any differences or similarities between Experienced and Novice teachers' perceptions and behaviors related to learner autonomy? If yes what are they?*' In the following part, the results will be discussed in relation to each research question.

4.1.1 What are the teachers' perceptions and behaviors related to learner autonomy?

Results of teachers' perception on learner autonomy that have been reported in this study are vital. Despite a substantial volume of research over some 30 years, research on learner autonomy has paid limited attention to the sense teachers make, theoretically and in practice, of this concept. Yet, without such insights, we lack a basis for understanding how teachers interpret the notion of learner autonomy and for encouraging them to make it a more central aspect of their work (Borg, 2012).

In this part of the study teachers' perceptions on each factor of learner autonomy will be summarised. The results will be compared with different researchers' (Durmus, 2006; Sabancı, 2007, Balçıkanlı, 2007; Çubukçu, 2009, Karabıyık, 2008, Tütüniş, 2010; Borg, 2012) studies on learner autonomy that were carried out before.

4.1.1.1 Teachers' perceptions about learner autonomy based on Objectives of a Course

As it is mentioned by Dam (1995), learners should be given opportunities to set goals and objectives for their learning process both for short-term and long-term periods to take responsibility for their performances. According to Rubin and Thompson (1994) clarifying their own objectives would bring motivation and success in language learning (cited in Yıldırım, 2005).

According to the results of the present study, most (69,5%) of teachers supported learner autonomy based on course objectives.

According to the study conducted by Durmus in 2006, very similar results have been obtained. Durmuş (2006) stated that as for the teachers who expressed their resistance to learner involvement in decisions of both short-term and long-term objectives of a course, it can be inferred from the reasons stated that they did not want to lose their authority and power in the classroom.

The findings of Sabancı's (2007) study revealed that half of the teachers who participated in the study had a supportive view to learner involvement in decisions related to course objectives.

This study reached very similar results to ones in both Durmus's (2006) study and Sabancı's study. Most of the teachers supported learner involvement in course objectives.

4.1.1.2 Teachers' perceptions about learner autonomy based on Course Content

If content of courses are not suitable for learners' needs and interests, it is not much possible to attract their attention and it is illogical then to wait for their

success. If students got an active role in determining content of a course, learners would be more motivated during the courses.

On the other hand, It is a difficult principle for teachers to accept because it runs counter to the idea that teacher 'function' includes deciding on content and methods of learning, or that teacher is a person who knows the best (Benson, 2012).

When it is asked to the participants if the learner should be involved in deciding the course content, less supportive results have been obtained when compared with the results of course objectives. According to results, 42, 1% of teachers supported learners' involvement in process of decision on course content.

Outcomes of Durmus' (2006) study revealed that teachers considered learners should be capable of making decisions on topics in accordance with their interest. In addition, the findings of Sabancı's (2007) study indicated that 67 % of the teachers had a supportive view to learner involvement in decisions related to the course content. The present study has very similar results with Durmuş's (2006) and Sabancı's (2007) study. Camilleri (2007) conducted a more extensive study. According to results of his (2007) study, Turkish EFL teachers have more positive views on learner involvement in decisions on objectives and course content when compared with European associates.

Despite the positive results, it is not much possible to put it into practice in our country because students are required to be educated by a predefined content. It

would be really beneficial to ask for students' opinions about the course content at the very beginning of the year. Materials can be chosen together with them by the authorities.

As it has been stated above, in the present study teachers show more resistance to learner involvement in course content than the teachers who participated in Sabancı's (2007) and Durmus'(2006) studies.

4.1.1.3 Teachers' perceptions about learner autonomy based on Material Selection

More than half of the teachers participating into the study hesitated to support the idea that the learner should give opinion on selecting materials. This hesitation can be caused by the reality that in Turkish educational system materials are chosen by the Ministry of Education. On the other hand, teachers may think that students do not have enough background to choose their materials. In order to solve this problem at the beginning of the year students can choose among a few materials that have been decided on by teachers before.

On the other hand in order to foster this aspect learner autonomy as Nunan (1999) suggested learners can be given a sense of ownership and control over their learning by being encouraged to bring their own authentic materials into the

classroom (cited in Sabancı, 2007). Bringing authentic materials to the classroom will be a good way to promote learner autonomy.

4.1.1.4 Teachers' perceptions about learner autonomy based on Learning Procedures

In the process of learning it is important for learners to control their own learning. They should know which learning tasks make their learning easier if they want to be successful in learning. Also, it is an important task to find out the important points of the information given in the materials.

More than half of the teachers taking part in the study supported autonomy of learners on learning procedures. 45 % of the teachers agreed on the point that learner should be able to choose learning tasks. 61,5 % of the teachers supported the idea that teacher should decide on 'what is to be learned from materials together with his/her students'. 72,8 % of the teachers supported the idea that 'The learner should be encouraged to find out learning procedures by her/himself.' In Durmus' (2007) study participants stated that students should be asked for suggestions, but teachers should make the final decisions. Outcomes of his study for learner encouragement to learning procedures showed that teachers had supportive opinions for learners to take responsibility of their own learning and become autonomous learners (Durmus, 2007).

Results of present study are very similar to Durmus' study. It can be concluded that most of the teachers support learner involvement in learning procedures.

4.1.1.5 Teachers' perceptions about learner autonomy based on Classroom Management

Autonomy in classroom management does not hinder teachers' autonomy in the classroom. When it is heard for the first time, such an opinion may come to minds. Nevertheless, it helps learners to manage and control themselves independently which does not mean them to be out of control. This increases students' success and motivation. For example, asking for students opinions while seating them makes them feel more confident and free in the classroom.

When teachers' replies to classroom management questions are evaluated a negative result has been found out. Only 15,2 % of teachers totally agreed, 19,2 % of teachers mostly agreed that learner autonomy on classroom management should be promoted by the teachers. More than half of teachers did not agreed on idea of letting learners get involved in decisions on classroom management such as position of desks, seating of students or discipline matter and function independently in the classroom. Also for teachers it's important to continuously monitor students' learning behavior during seatwork. These perceptions are against learner autonomy.

Balçıkanlı (2007) obtained similar results related to learner autonomy on classroom management. According to participants of Balçıkanlı's study teacher is the main authority who gives rights to the learners to decide on classroom rules and norms. The instructors may feel insecure in the classroom if they involve the learners in decisions on classroom management.

On the other hand, Sabancı's (2007) study revealed a little bit different results for classroom management. It revealed that 53% of the teachers who participated in the study were supportive to learner involvement in decisions on classroom management.

In order to foster autonomy in classroom management teachers should create conditions for learners to give decisions on learner autonomy. While arranging the position of desks and seating of students teachers can decide together with the teacher. Necessary rules can be made by the learners under the control of teachers. During the lessons, teacher can let learners function independently. On the other hand, the line between the chaos and learner autonomy should be kept.

Present study resulted that most of the teachers do not support learner involvement in classroom management. This study and Balçıkanlı's (2007) study have similar results. On the other hand, results of Sabancı's study are different from the present study.

4.1.1.6 Teachers' perceptions about learner autonomy based on Recordkeeping

Learners can be encouraged to keep records of works completed, marks earned, and class attendance related to their learning progress. Keeping records helps learners reflect on their own learning process and also accept responsibility for their own learning (Little, 2000; Dam, 1995, cited in Sabancı, 2007).

According to the results provided by the present study, most (65,7%) of the teachers supported learner autonomy on record keeping.

The results of Sabancı's (2007) study indicated that the percentage of teachers who agreed that learners should be involved in record keeping were 38 %. Percentage of the teachers who stated learners should not be involved were 38 %. However, 24 % of the teachers admitted that learners should be partly involved in decisions about *record keeping*. Teachers generally focused on teachers' authority in their statements and as their proclamation revealed teachers were generally resistant to learner involvement in *record keeping*. The teachers acknowledged that record keeping is teachers' duty (Sabancı, 2007).

In addition, while taking notes during and after lesson, learners should be able to take some decisions. They should have a style of record keeping of their own.

According to data analysis of the present study teachers who have taken part in the survey supported learner autonomy on record keeping. The present study is different from Sabancı's (2007) study from this aspect.

4.1.1.7 Teachers' perceptions about learner autonomy based on Homework Tasks

Learner autonomy requires learners to extend their classroom learning outside the classrooms; therefore, homework tasks are a key element in the development of learner autonomy (Little, 1994). '*Homework tasks*' is a useful way of making learners carry language studies outside of the classroom. Homework tasks provide additional practice, revision of what is learned, and also reflection of how favorably learning has developed (Scharle & Szabo, 2000).

Homework tasks should change according to learners' age and need, level of proficiency, classroom size and also availability of related resources. That is why learners should be involved in decisions related to homework tasks.

In the present study, learner autonomy on homework tasks have not been supported by majority of participants. In fact, 'Homework Tasks' is the most resisted item of the questionnaire. Only 17,5 % of them supported the idea. Rest of the teachers hesitated to agree on the idea that '*The learner should be able to decide on quantity, type or frequency of the homework.*'

According to Balçıkanlı's (2007) study on the instructors' attitudes towards learner autonomy at prepatory school, the instructors were neutral as 44 % of them chose the answer "partly". Balçıkanlı compares his results of study with Ozdere's study and states that 42 % of the instructors believe that the learners should be never involved in decisions on homework tasks in Özdere's (2005) research. For homework tasks in Sabancı's study, 40% of the teachers stated that learners should be involved in decisions on homework tasks.

The results of the present study are more negative than Balçıkanlı (2007) and Özdere's (2005) studies. According to the results of the present study, it can be concluded that teachers are not ready to admit learner autonomy on homework tasks. Teachers should keep in their mind that homework that is given to learners without their consent is only a burden on their shoulders and a waste of time for both the teacher and students. Students should be voluntary and willing to do a homework task. Of course, students never feel willing to do a homework task. But it is teachers' duty to make them feel so. Teachers can provide a list of choices and they can determine quantity, type and frequency of homework together with the students in order to motivate them.

4.1.1.8 Teachers' perceptions about learner autonomy based on Self Assessment

A factor that is vital to learner autonomy is self-assessment. Learners need to build up their own criteria for the quality of their work and develop independence from the teacher as the sole judge of their weaknesses and strengths. This helps the learners make informed decisions about their next steps in the language learning process and removes the dependence on the teacher (Turloiu & Stefansdottir, 2011).

The purpose of having learners assess themselves throughout the course is to give them more control over their learning; it is to make them think for themselves whether the effort they are putting in is paying off. It gives them the chance of clearly seeing the consequences with their own eyes, and based on the results they can set realistic goals for learning.

Majority of the teachers supported learners' self assessment. 73.8% of the teachers participated in the present study gave positive answers. Also Durmus' (2006) study resulted that most of the teachers stated supportive views for learners' self-assessment. Sabancı's study revealed that teachers supported self assessment with a percentage of 79.

Camilleri (2007) replicated a study that was carried out before on learner autonomy to another group. The more recent group of teachers were seen to be more positive towards some aspects of autonomy than the teachers who participated in an

earlier study. These were learners setting their own short-term objectives, their involvement in the selection of materials, and self-assessment (cited in Borg, 2012).

The results of these studies revealed supportive views of teachers on self assessment. Sabancı's (2007), Durmus' (2006) and Camilleri's (2007) studies had very similar results with the present study.

4.1.1.9 Teachers' perceptions about learner autonomy based on Metacognitive Study

Metacognition is *thinking about thinking*. Metacognitive skills are usually conceptualized as an interrelated set of competencies for learning and thinking, and include many of the skills that are required for active learning, critical thinking, reflective judgment, problem solving, and decision-making (Dawson, 2008).

According to Flavell (1979), who has given its name to the term, metacognition is a regulatory system that includes (a)knowledge, (b) experiences, (c) goals, and (d) strategies. *Metacognitive knowledge* is stored knowledge or beliefs about (1) oneself and others as cognitive agents, (2) tasks, (3) actions or strategies, and (4) how all these interact to affect the outcome of any intellectual undertaking.

Because learners have an important role in new teaching methodologies, raising their awareness of learning strategies and helping them utilize these strategies is a crucial aim of teachers. Metacognitive strategies including planning, self-monitoring and self evaluation is one type of these learning strategies (Takallou, 2011).

Metacognitive study is one of the most supported items in the present study. Nearly all (89,4%) of the teachers believed in the importance of metacognitive study.

However, when it comes to students opinions and applications, according to Çubukçu's (2009) study, half of the students use the cognitive strategies but the second aspect of the metacognition, planning and monitoring (18% and 17% respectively) are not employed by students. Ertmer and Newby (1996) have stated that students with low self regulation and low autonomous inclination employ less metacognitive strategies (Çubukçu, 2009).

On the other hand, according to findings of Karabıyık (2008) that are very similar to the present study metacognitive strategies are used by Turkish University Prepatory Students at a medium level. It is a good sign for learner autonomy readiness of students. If teachers make more guidance and teach metacognitive strategies, learners can be trained to have more control over their learning.

4.1.1.10 Teachers' perceptions about learner autonomy based on Independence

Independence is sometimes used as a synonym for autonomy. Autonomy for Dickinson (1987) is the degree of independence the learner is given in setting language learning goals, the path of the goal, the pace of learning, and measurement of success.

The kin-like notions of learner autonomy and learner independence have paralleled the popular rise of the communicative approach to English language teaching. These intended learner-centred approaches have sought to remove the decision-making powers from being the exclusive domain of the teacher as a figure of authoritative knowledge, and instead empower the learner as an active participant and conscious decision-maker, responsible for shaping his/her own individualised learning experiences (Rivers, 2011).

Dickinson (1992) has identified six ways to promote greater learner independence:

1. legitimizing independence in learning by showing approval, and by encouraging the students to be more independent;

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

3. giving learners opportunities to develop their independence;

4. helping learners to develop their own learning strategies

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

6. sharing what we know about language learning with them so that they can have a greater awareness of what to expect from the language learning task and how they should react to problems that erect barriers to learning (p.2).

The results of the present study has revealed that 84,6% of the teachers supported independence of learners by marking totally or mostly agree.

4.1.1.11 Teachers' perceptions about learner autonomy based on Self study

Good language learners have the ability to find opportunities to activate their language outside of the classroom. Learners can achieve this by various activities such as role plays, practice simulation, and ability to carry out creative and imaginative learning projects, using internet, practising language with native speakers, listening to English songs, watching movies, writing or reading outside the classroom. Such practices will enable students become independent learners.

Majority of the participants believed in the effectiveness of self study on learners success. 94,5% of them supported self study which is the most supported item of the questionnaire.

4.1.2 Are there any differences or similarities between Experienced and Novice teachers' perceptions and behaviors related to learner autonomy?

Rogers (1969) stated that the only man who is educated is the man who has learned how to learn which reminds learner autonomy. The teacher whose duty is to educate the students plays the most important role in fostering learner autonomy. It is the reason why teachers' perceptions on learner autonomy are vital.

In the introduction part, it has been stated that it is not much possible for teachers to develop a sense of autonomy unless they had not been educated in an atmosphere that supports learner autonomy. It has been emphasized in several places of the study that teachers' own learning style and past effects their perceptions on learner autonomy. In addition teachers' perceptions on the topic are connected to their professional growth. Freeman and Richards (1996) examined autobiographies of some teachers and concluded that teachers benefited from the positive characters of their past teachers who they most admire. How teachers teach is mirrored by how they were taught themselves.

In Erdoğan's study (2003) about student autonomy at a Turkish secondary school, it has been concluded that teacher factor hinders the development of learner autonomy because teachers have not been educated within the same education

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system and they are unable to change their habits. Also in other studies on learner autonomy in Turkey and in the world, it has been mentioned that dominant Asian culture in Turkey causes learners to be more passive (Sert, 2006). On the other hand, there have been lots of changes in education system and technology has brought various changes in people's life styles. From the young to the old people let technology broaden their horizons. It was a question mark at the beginning of the study. Is there a change in the perceptions of teachers on learner autonomy after various changes in education system and many studies and programs such as CEFR, ELP?

The results of the questionnaire showed that most of the teachers both experienced teachers and novice teachers support learner autonomy. Generally they both believe the importance and effect of autonomy for the language success. There is not a remarkable difference in their perceptions although novice teachers seem a little more willing to support learner autonomy. To give learners the chance to express their opinions while establishing objectives of a course and while deciding on learning procedures and tasks, making learners assess themselves, and in having metacognitive study, in encouraging learners to do self study and help learners develop independence, more than half of the teachers participating in the study supported learner autonomy. For learning procedures, self assessment and material selection novice teachers responded more positively than experienced teachers.

On the other hand, in deciding on course content, material selection and homework tasks and in classroom management and recordkeeping, less than 50% of teachers gave positive answers and the others hesitated to support learner autonomy.

Especially, in recordkeeping and homework tasks only novice teachers group prefered to foster autonomy.

When the factors of classroom management and course content are evaluated although both of the teacher groups supported the idea, experienced teachers had less positive replies. It can be argued that the slight difference between the perceptions of the group still exists caused by the way they were educated in the past. When the answers of experienced teachers are evaluated, it can be said that the generation gap between the two groups is not so big because of the technological developments. According to the results of the study experienced teachers support the use of technology and the internet by the learners outside of the classroom, as well as the novice and younger teachers. Nevertheless novice teachers seem to be more willing than the experienced teachers to encourage students to use some websites to develop their English. This shows that there are still some experienced teachers who could not catch up with the technological developments.

In addition, experienced teachers do not want to make learners decide on everything. They support a limited autonomy. For example, they do not let them choose the materials but they support the idea of encouraging learners to decide on what is to be learned from the materials.

Tütüniş (2010) has concluded in her study that, it is really difficult to change teacher beliefs and attitudes and create the shift from teacher centred EFL classes to learner centred ones. Teachers prefer relying on their own knowledge and their own

language learning experiences. In her study, she mentioned teachers' reactions to the portfolio which is an aspect of autonomous language teaching:

> They were supposed to guide the students who would work on projects, keep all the records about each student in their portfolios and discuss the progress with their students. These teachers started complaining about the extra work. They said they were overloaded. They did not want to do the portfolio assessment although they stated that they found it beneficial. There was resistance and they wanted to go back to the old system where they would read and evaluate exam papers once a month. Teachers' contact hours were 24 per week. I wanted to reduce it but the administration did not accept paying for extra hours. As a result, I had to give up. They used all the materials and changed some of the classroom activities but they went back to the old system of assessment. It was not easy to change teacher actions. It was an exploratory practice and there were many factors to explore (p.164).

Lai (2011) conducted a study on Self Access Language Learning (SALL) that is another aspect of Autonomous Language Teaching. The study revealed that with the increasing expectation to help students become autonomous learners in language classes, there is a great demand from teachers, especially newer ones, for support and development in this respect. Also in the interviews these less experienced teachers explain that they have exposed to some independent learning in their previous teaching context but they had not received any formal training about SALL facilitation from their previous teacher education.

Results of Lai's (2011) are very similar to the present study. Both experienced and novice teachers, newer ones as he states, support promotion of learner autonomy. Also, as it has been argued in the present study, it is more possible for younger teachers to have been educated in an independent atmosphere. It is the reason why younger teachers are more supportive towards learner autonomy than the older ones. However, it does not mean that younger teachers do not need any change. It is still a problem not only for novice and experienced teachers. Because of that, to change teachers' negative perceptions and knowledge about learner autonomy, training about autonomous learning can be given to both experienced and novice teacher. Seminars on Learner Autonomy can be organised. If learner autonomy is less likely to develop without teacher autonomy, then more attention needs to be given to the contents of teacher education materials (Reinders & Balçıkanlı, 2011). In syllabuses of universities that educate future teachers '*Autonomous Language Teaching*' can be implemented in order to have a new teacher generation who are able to foster autonomy.

Tütüniş (2010) suggests that teachers should learn another foreign language to be able to empathise with the difficulties of language learners. Also to be able to create an autonomous atmosphere, teachers need to change materials, text books and syllabuses. They need to produce innovative materials which would appeal to learners who possess different intelligences and a variety of learning styles.

4.2 Conclusion

That famous saying explains importance and benefit of autonomy very well: *Give a man a fish, he eats for a day; teach him how to fish and he will never go hungry.*

Teachers should convince themselves that students learn when they want to learn and what they want to learn, not what the teacher teaches them. So, the most important impact on learners' autonomy is their teachers' understanding of what autonomy means, and their ability to implement it in the classroom.

This study aimed to examine the views of experienced and novice teachers on autonomous language learning. In order to get a general idea about their views, teachers from various schools in Turkey has been reached. By this way it would be possible to see if there has been any difference due to the changes in Turkish education system.

As it has been presented in the results chapter, most of experienced and novice teachers supported learner autonomy. More than half of the teachers, both experienced and novice teachers, supported learner involvement in deciding on objectives of a course and learning procedures and task, additionally, encouraged self assessment, metacognitive study, self study and independence of the learners. Learning procedures, self assessment and material selection were supported more strongly by novice teachers. On the other hand, in deciding on course content,

material selection and homework tasks and in classroom management and recordkeeping almost half of the teachers gave positive answers and the others hesitated to support learner autonomy. Especially, in record keeping and homework tasks only novice teachers preferred to promote learner autonomy. According to the results of classroom management and course content although both of the teacher groups supported the idea, experienced teachers had more positive replies. Experienced teachers supported the use of technology and the internet as much as the novice teachers. Nevertheless, novice teachers seemed to be more willing than the experienced teachers to encourage students to use some websites to develop their English. It could be concluded that there are still some experienced teachers who could not catch up with the technological developments.

When the results of the study are considered it can be said that there has been a slight difference due to various changes in Turkish education system. The number of teachers who have studied learner autonomy as a lesson at university was given and it was concluded that more younger teachers have been educated with learner autonomy. It can be inferred that it is right that there has been movement towards learner autonomy. However, it is still a problem even for the young teachers to grasp that notion fully.

Although some of the teachers have supportive perceptions towards learner autonomy, some of them have negative perceptions. In order to change teachers' negative perceptions and knowledge about learner autonomy, training about autonomous learning should be given to the both experienced and novice teacher. Seminars on Learner Autonomy should be organised by the experts of the area. It is

also important to train teachers by means of in-service training. Additionaly, it is important to pay more attention to the contents of teacher education materials. '*Autonomous Language Teaching*' can be implemented in syllabuses of universities that educate future teachers to have a new teacher generation who are able to foster autonomy. Moreover, it should be kept in mind that before university education, it is important to be educated as an autonomous learner in the early years of education. From kindergarten to primary school and then high school, it is vital for every student learn how to learn and than get involved into the '*cycle of autonomy*'.

In order to create an autonomous Turkey, it is a must to create autonomous teachers by educating the present teachers again if needed and by paving the way for the future teachers to be educated in an independent and autonomous atmosphere.

4.3   Limitations of the study

Questionnaires are often seen to be an easy option for collecting data in research with teachers. They can be administered relatively economically, can reach a large number of participants in geographically diverse areas and can be analysed quickly (Borg, 2012). Nevertheless, questionnaires provide limited information about the topic which is being searched. Additionally, it is possible for the participants to misunderstand an item. In the present study teachers opinion was taken via questionnaires.

The other limitation of the study was the insufficiency of experienced teachers. It was a problem during the process of survey to persuade them to fill in the

questionnaire. They did not want to take part in the study. Because of that the number of experienced teachers is limited. While 92 novice teachers participated in the study, the number of the experienced teachers who completed the questionnaire was 22.

4.4   Suggestions for further studies

This study was conducted with experienced and novice teachers in Turkey in order to find out their perceptions on learner autonomy. In further studies academic success of students who are being educated by different teachers from different expertise levels can be observed. Thus, the effect of expertise level on autonomy can be presented better.

In addition, applications of the teachers related with learner autonomy can be observed in the classroom. The obstacles in education system to foster autonomy can be searched and some suggestions can be asked to teachers.

Moreover, students perceptions and attitudes towards learner autonomy can be searched. Academic success of these students can be compared with their perceptions and attitudes towards autonomy.

4.5   Implications for ELT

Teachers are considered to be the key to initiate promotion of learner autonomy in classrooms. However, promotion of learner autonomy depends on not only the teachers but also the educational policy of the country.

In order to foster learner autonomy, teacher autonomy is a must. Also, teachers need to experience autonomous learning because teachers' own learning experience affects their perceptions to learning and teaching.

This study has revealed the relationship between experience level of teachers participating in the study and their perceptions towards learner autonomy. As it has been presented in the study, younger teachers who has been educated in a more autonomous atmosphere seem more supportive for some aspects of autonomy such as course content, material selection, learning procedures, classroom management and self assessment. On the other hand, experienced teachers who are older have not been educated in the same way as the younger teachers.

As has been stated in the study, in Turkey in the last ten years, there has been some changes in the foreign language teaching policy. Autonomous language teaching has been supported by the English curriculum. Because of this change young teachers have been educated in a more autonomous and learner centered classrooms.

In this study, importance of fostering learner autonomy for English language teaching has been focused. Additionally, relationship between EFL teachers' perceptions towards autonomous language teaching and EFL teacher education which begins in primary school and goes on in university education and in service training has been revealed.

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APPENDIX A

QUESTIONNAIRE

Dear Collegue,

Doing my Masters degree at Maltepe University, I am working on a thesis on the experienced and novice teachers' perceptions on Learner Autonomy. As an ELT instructor, your ideas are vital and valuable for this study.

The study covers various schools in Turkey. You and all other participants have been selected randomly.

The following questionnaire is made up of two parts. The first part asks for personal information, the second part of the questionnaire includes 32 questions on learner autonomy. Please answer all of the questions. Your responses will definitely remain anonymous and confidential, and all the information will be used for the purposes of my thesis only.

I will be happy to answer any questions. You can reach me via my email written below. Thank you for your kind cooperation.

Nida ÖZDEMİR

Maltepe University

ELT Department

durmas_nida@hotmail.com

LEARNER AUTONOMY SURVEY

Part 1

Personal Background:

1. Gender: ☐ Male ☐ Female

2. Age: ☐ 22-28 ☐ 29-34 ☐ 35-40 ☐ 41-45 ☐ 46-50

3. Name of the university you graduated from: _____

4. Field of Study:

    English Language Teaching ☐

    English Language and Literature ☐

    American Culture and Literature ☐

    Translation and Interpretation ☐

    Linguistics ☐

    Other: (please specify) _____

5. Highest academic degree you have:

University_____

MA (in)_____

PhD (in)_____

6. Teaching experience year:

Public school: 0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ more than 20 years ☐

Private school: 0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ more than 20 years ☐

7. Did the college/university you attended offer classes about learner autonomy?

_____

8. Have you ever attended a seminar or a conference about learner autonomy? Have you read any articles/books about

it?_____

Part 2:

Please indicate your opinion about each of the statements below. 5 (I totally agree) 4 (I mostly agree) 3 (I agree a little) 2 (I have no idea)   (I disagree)

(Put a cross (X) in the appropriate box.)   Example:

5	4	3	2	1
X				

1) The learner should be able to express opinion while establishing the **objectives** of a course.

5	4	3	2	1

2) The learner should be involved in deciding the **course content**.

5	4	3	2	1

3) The learner should give opinion on **selecting materials**.

5	4	3	2	1

4) The learner should be able to choose **learning tasks**.

5	4	3	2	1

5) The learner should be involved in decisions on **classroom management (**position of desks, seating of students or discipline matters).

5	4	3	2	1

6) The learner should be involved in decisions about **record-keeping**.

5	4	3	2	1

7) The learner should be able to decide on **quantity, type or frequency** of the homework.

5	4	3	2	1

8) Teacher should decide on 'what is to be learned from materials' **together with his/her students.**

5	4	3	2	1

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9) The learner should be encouraged to find out **learning procedures** by him or herself.

5	4	3	2	1

10) The learner should be encouraged to **assess himself or herself,** rather than be tested.

5	4	3	2	1

11) The students should function independently in the classroom. (getting out materials and supplies, putting away work and materials, making up missed assignments, passing out materials to classmates, assisting other students in class/group)

5	4	3	2	1

12) Teachers should nurture and encourage student independence and self expression.

5	4	3	2	1

13) It's important to continuously monitor students' learning behaviour during seatwork.

5	4	3	2	1

14) Teachers should provide feedback after the exams and show the exam papers to the

students.

5	4	3	2	1

15) Students will be successful at school if they have the freedom to pursue their own

interests.

5	4	3	2	1

16) Students should judge the quality of their own work rather than rely on what the teacher tells them.

5	4	3	2	1

17) Teachers should encourage students to become sure they make progress during lessons.

5	4	3	2	1

18) Teachers should encourage students to decide what to learn outside class.

5	4	3	2	1

19) Teachers should encourage students to decide the objectives of their English class.

5	4	3	2	1

20) Teachers should encourage students to identify their weaknesses and strenghts in

learning English.

5	4	3	2	1

21) Teachers should encourage students to decide what they should learn next in English lessons.

5	4	3	2	1

22) Teachers should encourage students to evaluate their own learning.

5	4	3	2	1

23) Teachers should encourage students to read newspapers books or magazines, send e-

mails, watch English TV programs, movies, listen to English radio or music.

5	4	3	2	1

24) Teachers should encourage students to use some websites to develop their English.

5	4	3	2	1

25) Teachers should encourage students to use English with a native speaker or a friend.

5	4	3	2	1

26) Teachers should encourage students to find out all they can about how to be a better

language learner and how to learn.

5	4	3	2	1

27) Teachers should encourage students to plan their goals for language learning.

5	4	3	2	1

28) Teachers should encourage students to arrange a schedule to study and practice the new language consistently and regularly, not just when there is the pressure of a test.

5	4	3	2	1

29) Teachers should encourage students to take responsibility for finding opportunities to practice the new language.

5	4	3	2	1

30) Teachers should encourage students to organize their language notebook to record important language information.

5	4	3	2	1

31) Teachers should encourage students to try to notice their language errors and find out the reasons of the errors.

5	4	3	2	1

32) Teachers should encourage students to learn from their mistakes in using the new language.

5	4	3	2	1

CURRICULUM VITAE

NİDA ÖZDEMİR

PERSONAL INFORMATION

Date of Birth: 21/08/1987

Place of Birth: Gebze

Marital Status: Married

E-mail address: durmas_nida @hotmail.com

EDUCATION

- Master's Degree, Maltepe University, Department of Foreign Languages, English Language Teaching, İstanbul, Turkey 2011-2013

- Gazi University,- Faculty of Education, English Language Teaching Department, Ankara, Turkey 2005- 2009

- Körfez Oruç Reis Anatolian High School, Kocaeli, Turkey 2001-2005

PROFESSIONAL EXPERIENCE

- Kuleli Military High School, İstanbul, Turkey 2010-….

- Şarık Tara Vocational School, Bursa, Turkey 2009-2010

OFFICIAL EXAMS TAKEN

- KPDS 2010- WITH A SCORE OF 93

- ALES 2010- WITH A SCORE OF 90