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ENGLISH LANGUAGE TEACHING

TENDENCY OF PRIMARY STATE SCHOOL STUDENTS TO BE AUTONOMOUS LEARNERS IN FOREIGN LANGUAGE CLASSES

MASTER OF ARTS THESIS

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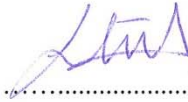Sosyal Bilimler Enstitüsü Müdürlüğü'ne,

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ÖZET

Bu çalışmanın amacı yabancı dil sınıflarında, ilköğretim devlet okulu öğrencilerinin özerk öğrenen olma eğilimini araştırmaktı. Araştırma Darıca/Kocaeli'nde bir devlet okulunda 212 öğrencinin katılımıyla gerçekleştirilmiştir. Veriler Öğrenen Özerkliği anketi, öz değerlendirme formları ve sınıf gözlemi aracılığıyla toplanmıştır. Hem nicel hem nitel araştırma teknikleri kullanılmıştır. İlköğretim öğrencilerinin özerk öğrenen olma eğilimlerini ortaya çıkarmak amaçlı 8 hafta süren bir uygulama dönemi vardır. Sekiz haftalık uygulama dönemi süresince, öğrenme aktiviteleri hazırlanmış ve sınıfta yapılmıştır. Uygulamadan önce ve sonra verilen anket ve kişisel değerlendirme formları nicel teknik, gözlem nitel tekniktir. Anket iki bölümden oluşmaktadır. İlk bölüm öğrencilerin kişisel bilgilerini içine almıştır ve ikinci bölüm özerk öğrencilerin özelliklerine dayalı altmış öğeden oluşturulmuştur. Sonuç olarak, çalışma uygulama döneminden sonra yabancı dil öğrenmede ilköğretim devlet okulu öğrencilerinin özerk olma eğilimi olduğunu göstermektedir. Öğrenciler kendi öğrenmelerinin sorumluluğunu almış ve daha etkili öğrenmek için kendi öğrenme stratejilerini bulmuşlardır. Öğrenciler büyük ölçüde dil öğrenmeye motive olmuş ve kendi öğrenme süreçlerinin farkına varmışlardır. Yabancı dil sınıflarında öğrencilerin tutumlarındaki bütün değişiklikler özerkliği geliştirmek için hazırlanan öğrenme aktiviteleri yardımıyla sağlanmıştır. Aynı zamanda, özerk olmada öğrencilerin gelişimi sınıf gözlemi ve öz değerlendirme formları yardımıyla da fark edilmiştir.

Anahtar kelimeler: dil öğretimi, özerklik, öğrenen özerkliği, öğrenme stratejileri, öğrenme aktiviteleri

ABSTRACT

The purpose of this study was to investigate the tendency of primary state school students to be autonomous learners in foreign language classes. The study was conducted with 212 learners at a primary state school in Darıca/Kocaeli. The data were collected through a learner autonomy questionnaire, self-assessment sheets and classroom observation. Both quantitative and qualitative research techniques were used. There was an implementation period which lasted 8 weeks in order to reveal the tendency of primary school students to be autonomous learners. During the 8-week implementation period, the learning tasks were prepared and carried out in the class. The questionnaire given before and after the implementation period and self-assessment sheets were quantitative techniques; observation was a qualitative technique. The questionnaire consisted of two parts. The first part included the learners' background information and the second part was composed of sixty items based on the features of autonomous learners. As a result, the study indicated primary state school students' tendency to be autonomous learners in foreign language learning after the implementation period. The learners took responsibility for their own learning and found their own learning strategies to learn more effectively. Learners were greatly motivated in language learning and they were aware of their own learning process. All changes in learners' attitudes in foreign language classes were provided by the help of the learning tasks which were prepared in order to develop autonomy. Also, learners' improvement in being autonomous was noticed by the help of the classroom observation and self-assessment sheets.

Key words: language teaching, autonomy, learner autonomy, learning strategies, learning tasks

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ABBREVIATIONS

CALL: Computer-Assisted Language Learning

CEFR: Common European Framework of References for Languages

CLT: Communicative Language Teaching

CRAPEL: Centre de Recherches et d' Applications en Langues

EFL: English as a Foreign Language

ELP: English Language Portfolio

GTM: Grammar Translation Method

LAQ: Learner Autonomy Questionnaire

NCSS: Number Cruncher Statistical System

NIED: National Institute for Educational Development

Para: Paragraph

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CHAPTER 1

INTRODUCTION

1.1.   Background of the Study

Over the thirty years, there has been growing interest in the field of language teaching and learning. This interest has brought about many changes in language education and these changes include particularly language teaching and learning methods. As Richards and Rodgers (1986) stated, "language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the impetus for change in approaches to language teaching came about from changes in teaching methods" (p. 1). In other words, language teaching methods ranging from Grammar Translation Method (GTM) to Communicative Language Teaching (CLT) were confronted with great changes because they were all based on creating more suitable ways to teach/learn the language and more effective than the previous ones. For example, in grammar translation method, the students were passive and the teacher directed them. Mother tongue was used instead of target language. So, direct method was developed as a reaction to GTM because basically speaking was important and target language was exclusively used. Each method after the direct method followed the former one to try to supply the deficiencies in language teaching. However, these methods are not sufficient to provide real-life situations and do not give opportunities to the students to be active in the classroom. Therefore, CLT has been emerged as the new and innovative concept to teach English as a second and foreign language.

Communicative Language Teaching focuses on a set of principles related to the goals of language teaching, how to teach the language and different kinds of classroom activities. Also, the roles of the teacher and students underwent

fundamental changes with the development of this approach (Richards & Rodgers, 1986; Brown, 2001). According to Larsen Freeman (2000) and Richards & Rodgers, (1986), in Communicative Language Approach, the teacher is a facilitator and counsellor, and students are expected to interact with each other instead of the teacher. The students negotiate the meaning to understand. That is to say, students take great responsibility for their own learning and teachers facilitate language learning and they are less authoritative in the classroom.

Moreover, a communicative approach opens up a wider perspective on language teaching. It is necessary to provide learners a lot of opportunities to use language in real situations. Also, CLT is related to develop learners' ability to take part in the process of communicating through language (Littlewood, 1981). In other words, learners participate in the learning process actively and learners have chances to use the language in a real context. In addition, CLT is connected with learner-centeredness because the Learner-centred Approach focuses on the needs of the students and gives students responsibility for their own learning. National Institute for Educational Development (NIED) gave the description of the Learner-centred Approach:

> It is an approach that means that teachers put the needs of the learner at the centre of what they do in the classroom, rather than the learner being made to fit whatever needs the teacher has decided upon. This means that activities which put the learner at the centre of teaching and learning must begin by using or finding out the learners' existing knowledge, skills and understanding of the topic. The teacher is responsible for developing different activities to find out what the learners already know about the topic. Then teachers develop more activities that build on and extend the learners' knowledge (1999, What is LCE section, para.1).

As it is seen obviously above, students are at the centre of foreign language education and activities are prepared according to learners' needs, knowledge and

interests. Furthermore, Brown (2001) mentioned that learner-centred instruction consists of techniques which are based on the learners' needs, styles, and goals, provides the student some control, helps the student to be creative and innovative, and increases the student's sense of competence. Thus, students are encouraged to develop their abilities by using the language and teachers support their creativity.

Moreover, in Learner-centred Approach, learners participate in the learning process actively, take part into the decision-making process and improve their performance. So, it is a significant innovation for second and foreign language teaching and learning. Also, Gibbs (1992) offered a useful definition of learner-centred learning. He mentioned that "learner-centred learning gives learners greater autonomy and control over choice of subject matter, learning methods and pace of study" (as cited in Pulist, 2001, p.40). Namely, it provides getting rid of teacher-centred learning and managing his/her own learning for learners. It focuses on learners' experiences, perspectives, background, interests, capabilities and needs as well.

In the light of the issues stated above, the changes of the language teaching methods such as switching from teacher-centred to learner-centred have put the learners at the centre of the language teaching and a great emphasis has been given to learners' needs, their learning strategies and styles, awareness, motivation and responsibilities. As a result, all these changes emerging from CLT and Learner-centred Approach have brought about the concept of learner autonomy in language teaching/learning. Benson and Voller pointed out that in their aims; all Learner-centred Approaches involve autonomy and independence which stress the role of the learners as active agents in their own learning (1997, p. 7). Besides, Camilleri stated that learner autonomy is a central theme in language learning and teaching and learner autonomy is considered as a crucial factor in the Communicative Approach for language learning (1999, Preface section, para. 1). Therefore, a great emphasis has been put on learner autonomy.

In addition, considering the background of the learner autonomy, it has become popular over the last two decades, but it dates back to the establishment of the Council of Europe's Modern Language Project in 1971. It is a significant project. Benson stated that:

> The concept of autonomy first entered the field of language teaching through the Council of Europe's Modern Language Project, established in 1971. One of the outcomes of this project was the establishment of the Centre de Recherches et d' Applications en Langues (CRAPEL) at the University of Nancy, France. This center rapidly became an important point for research and practice in the field of language learning and teaching. Yves Châlon, the founder of CRAPEL, is considered by many to be the father of autonomy in language learning. Châlon died at an early age in 1972 and the leadership of CRAPEL was passed to Henri Holec, who remains a prominent figure within the field of autonomy today. Holec's (1981) Project report to the Council of Europe is a key early document on autonomy in language learning. The journal *Mèlanges Pèdagogiques*, published at CRAPEL, has also played an important role in the dissemination of research on autonomy from 1970 to the present day (2001, p. 8).

That is to say, learner autonomy was promoted by Henri Holec and then many key aspects of learner autonomy have been discussed by many researchers and they have developed a lot of different perspectives and features about learner autonomy**.** As Palfreyman mentioned;

> Several arguments may be used in favour of developing autonomy in language learners: for example, that autonomy is a human right (e.g. Benson, 2000); that autonomous learning is more effective than other approaches to learning (e.g. Naiman et al., 1978); and that learners need to take charge of their own learning in order to make the most of available resources, especially outside the classroom (e.g. Waite, 1994) (2005, p. 1).

As it is seen above, many works have been done and published on learner autonomy and developing learner autonomy. Furthermore, in recent years, the noticeable development and practice of learner autonomy have been observed in the language teaching and learning. Aşık (2010) stated that as a result of communicative language teaching and learner-centred approaches, learner autonomy has been emerged. Since the learner has been put at the centre of the foreign language teaching, being autonomous has been an essential feature of language learner. Learners are responsible for their own learning. When learners learn by themselves in addition to the cooperation with teachers and peers, they can be motivated in language learning (p. 141). That is to say, learners are expected to get their own responsibilities, have participatory role in learning process and they interact with each other and the teacher collaboratively.

1.2. Statement of the Problem

In recent years, the views in the field of English language teaching/learning have been remarkably changing through new techniques, methods and approaches. Communicative Language Teaching and Learner-centred Approaches have become important. They have emphasized the importance of the learner and put the learner at the centre of the teaching and learning. Moreover, the roles of the teacher and the learners have changed. As Richards (2006) stated:

> Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning and the role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conductive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning (Ten Core Assumptions of Current Communicative Language Teaching section, p. 23).

In other words, teachers are expected to be facilitators and monitors, and the learners are expected to take responsibility for their own learning to be successful in the language classes.

Besides, as a result of these approaches, the term 'learner autonomy' which refers to taking own responsibility of a learner, getting involved in language learning and being aware of the learning process has been created and it has taken a significant place in language teaching and learning. According to Rubin and Thompson, in order to become proficient in another language, personal involvement is needed. It is necessary to engage in the language to realize how it works. In terms of some points, the language must become a part of the learner rather than remain an external mechanical system (1994, p. 59). It means that learners are expected to take part in every stage of their learning including choosing their own learning strategies, activities, materials instead of being passive in the class such as just listening to the teacher and taking notes. However, it is a well-known fact that this is not always achieved. There are lots of students especially at primary schools who do not know why and how they learn and who are not aware of their own capacities and their learning process. Most of them feel that the teacher takes charge of everything in the class, so they are inactive. Additionally, in foreign language process, it is stated that if the learners are unwilling to learn and take responsibilities, they are not aware of their needs and goals and they are lack of motivation, the learning cannot happen even if the teacher provides all the circumstances the learners need (Rubin & Thompson, 1994; Scharle & Szabó, 2000; Wenden, 1991). Namely, if the students are eager to learn and they know what they want, they achieve learning.

Having observed the lack of taking responsibilities and awareness of the students on their own learning at the primary school where this research was carried out, the concept of autonomy was initiated in a natural tendency for learners to take control

and be aware of their learning. Moreover, the students were exposed to the tasks that helped to increase their responsibility for their own learning, their motivation towards the foreign language learning, and decide their goals, their learning strategies.

1.3. The Purpose of the Study

Through the years, Teacher-centred Approach was exposed to the learners in Turkey. However, in the twentieth century, Minister of National Education carried out a search to find better ways for teaching foreign languages because it was believed that language teaching problem could only be dealt with new approaches and methods. The problem was associated with the approaches which ignored the students' abilities, needs, learning strategies and styles in language learning and teaching. Therefore, new approaches and methods including CLT and Learner-centred Approach that give importance to the learners and try to increase the learners' awareness of their own learning have been adopted to the education system for more than a half century by the Ministry of Turkish National Education. These approaches put learners at the centre of their own learning. Hence, learners participate in and control over their own learning (MEB, 2006). In other words, they become autonomous by taking responsibility of their learning and they know what they need to learn the language and how they learn.

In addition, many complementary studies have been carried out by the Ministry of Turkish National Education. Demirel (2005) stated that "the most concrete studies about foreign language teaching between the Council of Europe and the Ministry of Turkish National Education started in 1968. In those years, a commission was founded in order to reform foreign language curriculum and prepare new course books" (Avrupa Konseyi ile İlişkiler section, para. 1). Moreover, The Council of Europe decided a project called 'European Language Portfolio Project' which would

be applied in all countries who are members of this council. Demirel (2005) mentioned that:

> Up to 2000, there were a lot of European Language Portfolio Projects carried out in 16 organizations and European countries including Austria, Switzerland, Czech Rep., Germany NRW, France CAEN, France CIEP, Finland, UK CILT, Hungary, Italy UMBRIA, Ireland, Holland, Portugal, Russia, Sweden, Slovenia, Turkey, CERCLES, EAQUALS and the European Language Council (as cited in Balçıkanlı,2008 p. 11).

Moreover, it was stated that Council of Europe projects based on needs analysis (Richterich and Chancerel, 1980) and learner autonomy and self-assessment (Oskarsson, 1980) (as cited in Heyworth, 2006, p. 181). As a result, it was noticed that thanks to the studies about foreign language teaching between the Council of Europe and the Ministry of Turkish National Education and European Language Portfolio Project, the Ministry of Turkish National Education tried to change the curriculum in order to promote learner autonomy in education. Moreover, Balçıkanlı pointed out that:

> Autonomy, which gives the learners the ability to study more efficiently on their own, should be taken consideration at Primary Schools as it will lead the learners to take their own responsibility for their own learning from the scratch. Based on the proverb 'you can't teach an old dog a new trick', the learners who study at primary school should be trained to be responsible for their own learning so that they could do better in their future education. (2008, p.12)

In other words, learning is a life long process, so taking the responsibility of ones' own learning and learning how to learn best should be taught to the learners from early ages.

Therefore, this study aims to investigate whether or not the students who are in the 6th, 7th, and 8th grades at a primary state school have tendencies to be

autonomous learners. In order to reach this aim, the students' responsibilities, motivation, learning strategies and skills are investigated by the researcher.

1.4. Research Questions

In order to reach the aims of this study, the researcher tried to answer the following research questions:

1. Does the implementation of the tasks and self-assessment contribute to learners' autonomy in language learning?
2. Have any changes in the learners' attitudes been observed during the implementation of tasks and self-assessment?
3. Do pre-test and post-test scores of Learner Autonomy Questionnaire change according to levels of the parents' education, number of siblings, socio-economic level and resources at home?

1.5. The Significance of the Study

According to Scharle and Szabó, "learner autonomy is the freedom and ability to manage one's own affairs, which entails the right to make decisions as well" (2000, p. 4). In other words, learners are free and they have rights in their own learning process. It also makes the learning effective, and it promotes learners' motivation, awareness, responsibility and interests towards language learning. Therefore, the concept of learner autonomy has been a significant theme in language teaching and learning.

Cotterall classified the importance of autonomy into three different reasons including philosophical, pedagogical and practical. In philosophical reasons, learners have the right to make choices for their own learning, and encouraging learners to be independent in their choices is essential. According to pedagogical reasons, learners learn in an effective way when they take active roles in their own learning

process in terms of pace, mode and content of the instruction. In terms of practical reasons, the learners feel confident when they participate in decision-making process (1995, p. 219). Thus, by the help of these reasons, learners shape and have great control over their own learning, so they become experienced.

Little (2000) also mentioned two reasons of significance of learner autonomy as stated below:

1. If learners are themselves reflectively engaged in planning, monitoring and evaluating their learning, it should follow that their learning will be more successful than otherwise because it is more sharply focused;
2. The same reflective engagement should help to make what they learn a fully integrated part of what they are, so that they can use the knowledge and skills acquired in the classroom in the world beyond (The autonomous foreign language learner section, para. 2).

That is to say, learning occurs successfully when the learners get involved in the learning by planning, monitoring and evaluating their own learning and this also helps learners to reach the information easily out of the classroom.

What is more, Rubin and Thompson stated that the language learner is the most significant factor in language learning process. When they are unsuccessful, they find fault with everything such as teachers, circumstances, and teaching materials. However, the significant reason for their lack of success can fundamentally be found in themselves (1994, p. 3). That is to say, there is no doubt that realizing individual ways of learning and their strengths and weaknesses enhance the learners' success. In addition to this, being an autonomous learner is the basic mode for the learner to be conscious of the failure in language learning.

There is a popular saying concerned with the importance of learner autonomy. That is 'you can lead the horse to water, but you cannot make him drink.' Scharle &

Szabó (2000) associated this saying with language teaching and learning. According to them, horse would remain thirsty if he waited by the river for his thirst to go away. In language teaching, all necessary circumstances and input can be presented by the teachers, yet learning can only happen if the learners are eager to learn. First, the learners should understand that the success is based on the learner himself as much as the teacher. Therefore, some degree of autonomy is necessary for successful language learning (p. 4). In other words, success is related to the responsibility which the learners take. In addition, you may show a person what is good for him /her, but you can not force him/her to do it. It depends on whether it is in his/her interest. In the case of teachers, they generally want the learners to learn everything well, but if the learners do not take their own responsibilities to learn and believe in themselves, learning does not occur. What is more, Tian and Chunlei stated that:

> Learners become aware of the learning process and have the ability for their own learning. This has in turn implied some sort of learner training, which can be seen as a means of promoting autonomous learning in the long term (acquisition of life-long learning skills, namely learning strategies) (2005, p. 102).

That is to say, by the help of the autonomous learning, learners are conscious of their own learning process and they will get learning strategies that facilitate their learning during their lives.

As mentioned above, learner autonomy is significant in the foreign language education because being autonomous gives learners many opportunities to be aware of their learning, monitor their language process, and find new ways to be better in English. Learners take their own responsibility for learning and they realize their strengths and weaknesses, so they are less dependent on the teacher. The teacher is a guide or facilitator for the learners. Moreover, the learners are more motivated by actively involving in the activities. Thereby, this study which was

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intended to research primary state school students' tendency to be autonomous learners in foreign language classes may affect the development of learner autonomy at primary schools. Thus, the learners can take responsibility of their own learning and also they can be independent of the teacher, so this study is significant.

1.6.   Limitations of the Study

The findings of this study showed that there was a tendency towards being autonomous in primary state school students, however; there were some limitations of the study. Firstly, the data were collected from only one primary state school; therefore there may be a problem in terms of generalization. The number of the school and the participant may not be enough to make generalizations. Secondly, the duration of implementation was limited, so the number of the activities was limited, too. Moreover, there were nearly thirty-eight students in each class; therefore this might have affected the involvement of the learners in the activities.

1.7.   Literature Review

1.7.1. Definition of Learner Autonomy

Although learner autonomy has been popular for the last two decades, it has been widely accepted in foreign language teaching and learning. Also, many definitions have been given to the term by a number of writers. The term, learner autonomy, was first created by Henri Holec , the 'father' of learner autonomy, in 1981. Holec (1981) defined learner autonomy as "the ability to take charge of one's learning" (as cited in Benson & Voller, 1997, p.1). Dickinson explained Holec's definition related to learner autonomy as "the situation in which the learner is totally responsible for all of the decisions concerned with his or her learning and the implementation of those decisions" (1987, p.11).

Moreover, according to Vanijdee (2003), "learner autonomy is a capacity–a construct of attitudes and abilities – which allows learners to take more responsibility for their own learning" (p. 76). Little (1991) also stated that "autonomy is a capacity - for detachment, critical reflection, decision-making, and independent action" (p. 4). Also, Benson (2001) explained learner autonomy as "the capacity to take charge of, or responsibility for, one's own learning" (p. 47). In the light of these definitions, learner autonomy emphasizes the responsibility for learners' learning and encourages the learners to be independent in their own learning and show willingness in their decision-making process.

Agreeing with the writers stated above in some respects, Kenny mentioned that:

> Autonomy is not just a matter of permitting choice in learning situations, or making pupils responsible for the activities they undertake, but of allowing and encouraging learners, through processes deliberately set up for the purpose, to begin to express who they are, what they think, and what they would like to do, in terms of work they initiate and define for themselves (1993, p. 440).

That is to say, encouraging the learners to organize their purposes in their learning process and helping learners to be aware of what they want play a significant role in the definition of learner autonomy in addition to allowing the learners to have choice in learning situations and taking the responsibility while doing activities.

Besides, Sinclair (1999) stated that autonomy in language learning is mainly related to provide the learners with opportunities including activities in class in order to get choice in foreign language learning. Moreover, autonomy is a capacity and this capacity is developed by the help of introspection, reflection, and experimentation in the form of 'learner training' or a facilitator / teacher or counsellor.

In addition to these varying definitions of learner autonomy, Benson and Voller mentioned at least five ways to use autonomy in language education:

1. For *situations* in which learners study entirely on their own;
2. For a set of *skills* which can be learned and applied in self-directed learning;
3. For in inborn *capacity* which is suppressed by institutional education;
4. For the exercise of *learners' responsibility* for their own learning;
5. For the *right* of learners to determine the direction of their own learning. (1997, pp. 1-2)

These ways have showed clearly where learner autonomy is used in language education. Also learners are expected to undertake the responsibility for their learning and give direction to their learning.

Furthermore, Benson (2001) stated that learner autonomy is not a method of learning, but an attribute of the learner's approach to the learning process. He also mentioned three important points to theory and practice of learner autonomy:

1. The concept of autonomy is grounded in a natural tendency for learners to take control over their learning. As such, autonomy is available to all, although it is displayed in different ways and to different degrees according to the unique characteristics of each learner and each learning situation.
2. Learners who lack autonomy are capable of developing it given appropriate conditions and preparation. The conditions for the development of autonomy include the opportunity to exercise control over learning. The ways in which we organize the practice of teaching and learning therefore have an important influence on the development of autonomy among our learners.
3. Autonomous learning is more effective than non-autonomous learning. In other words, the development of autonomy implies better language learning (2001, p. 2).

The points briefly touched upon above are that autonomous learning is achieved when suitable conditions are created and there are certain ways learners can follow to develop autonomy unless they are not autonomous. In addition, each learner can be autonomous although each one has different capacity to learn foreign language.

Furthermore, Benson (2001), Dickinson (1987), Holec (1981) and Little (1991) stated that many researchers such as Benson (2001), Cotterall (1995), Dickinson (1987), (1995), Gremmo and Riley (1995), Holec (198I), Little (1991), (1995), Littlewood (1996), (1999) and Ushioda (1996) carried out research associated with autonomy in language learning. They have reached a consensus on the basic principle of learner autonomy. The research has showed that thanks to learner autonomy, learners take charge of, and become responsible for their learning; they learn how to make their own decisions on what and how to learn; they understand their needs; they reflect on their learning critically and they maximize the opportunities to practice English inside or outside the classroom (as cited in Sanprasert, 2010, p. 110). In other words, learner autonomy provides learners to accept responsibility for their learning and the learners know what they want to learn and try to get opportunities to use the language.

Looking at the definitions, statements or the result of the research above, it is possible to say that in its broadest sense, learner autonomy is defined as learner responsibility and the learner makes an effort to take part in their own learning. Being autonomous helps learners to feel encouraged, express themselves well and be aware of their own capacities (Dickinson, 1987; Kenny, 1993; Benson & Voller, 1997; Benson, 2001).

1.7.2. Ministry of National Education's English Language Curriculum for Primary Education Grades and Learner Autonomy

English has become the world's lingua franca because of the political, economical and various technological inventions and developments during the twentieth century. Additionally, most of the meetings, literatures in various fields, conferences, international trade and the like are done in English. These facts increase the general educational value of English, and make it indispensable part of the school

curriculum (MEB, 2006). In other words, the status of English in foreign language education has risen rapidly in Turkey due to these reasons.

Increasing value of English has also provided more useful and appropriate ways in teaching/learning English and new methods have been developed based on the creativity of the learners and meaningful use of language. Moreover, in teaching English or all foreign languages across Europe, all ways and methods are based on the aims and objectives of Council of Europe Language Policy. One of the main aims of Council of Europe in language teaching is;

> to promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language learning systems by basing language teaching and learning on the needs, motivations, characteristics and resources of learners, defining worthwhile and realistic objectives as explicitly as possible, developing appropriate methods and materials, developing suitable forms and instruments for the evaluating of learning programmes (2001, General measures section, p. 3).

Namely, Ministry of National Education has framed the content of Primary Schools' English Language Curriculum depending on Council of Europe Language Policy. In addition, the national curriculum has been carried out by taking the needs, motivations, characteristics of learners, suitable methods and authentic materials, essential aims and objectives into consideration.

Moreover, a number of studies have been done in order to improve the quality of teaching and learning in national foreign language education. They have showed that in recent years, the tendency has been moved from Teacher-centred Approaches to learners and Learning-centred Approaches (MEB, 2006), because it is accepted that the starting point in foreign language education is the learner and learning. Also, it was stated in Ministry of National Education's English Language Curriculum for Primary Education Grades 4,5,6,7, and 8 that learners need input

which is comprehensible and appropriate to use the language productively. Moreover, the classroom context requires being supportive, motivating and communicative (MEB, 2006). In other words, the curriculum depends on what the learners are supposed to achieve instead of what the teacher will teach. It encourages the teachers to create an atmosphere that allow learners to actively participate in the learning process.

What is more, it was stated by Council of Europe that:

> Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively (2001, What is the Common European Framework?, para. 1).

As stated above, Common European Framework (CEFR) provides general ideas to describe the objectives, content and methods of national English language curriculum of other countries. Furthermore, learners and learning are given priority while preparing the curriculum.

Similar to CEFR, in Ministry of National Education's English Language Curriculum for Primary Education Grades 4,5,6,7, and 8, "the learning situation is significant as well since learners become aware of their abilities and potential in the learning situation. Understanding how learning takes place is also important because it motivates learners to tackle with target language tasks on their own even after the end of the course which leads to learner autonomy (independence)" (MEB, 2006, pp: 21-22). In other words, learner autonomy has become fundamental factor in language teaching and learning. It is expected to foster the growth of autonomy through the activities that help the learners be conscious of their learning process and their own ability. Moreover, according to Ministry of National Education's

English Language Curriculum for Primary Education Grades 4,5,6,7, and 8, "autonomy in learning is about people taking more control over their learning in classrooms and outside them and autonomy in language learning about people taking more control over the purposes for which they learn languages and the ways in which they learn them" (MEB, 2006, p. 32). Namely, when the learners take charge of their own learning or when they are autonomous, they are able to monitor their learning process and also they are able to transfer their learning outside the classroom. Moreover, in national English language curriculum, it is aimed to increase active involvement of learners by the help of the tasks which provide communication. Thus, personal involvement in learning process provides effective learning and gives learners opportunities to develop their own ways for better language learning.

1.7.3. Characteristics of Autonomous Learner

Dam pointed out that "a learner qualifies as an autonomous learner when he independently chooses aims and purposes and sets goals; chooses materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation" (1995, p. 45). From this perspective, autonomous learners tend to experience learning and tasks and participate in learning process actively.

In addition, Candy (1991) wrote thirteen competencies among more than one hundred. According to Candy, the learner capable of autonomous learning will characteristically;

- be methodical and disciplined
- be logical and analytical
- be reflective and self-aware
- demonstrate curiosity, openness and motivation

- be flexible

- be interdependent and interpersonally competent

- be persistent and responsible

- be venturesome and creative

- show confidence and have a positive self-concept

- be independent and self-sufficient

- have developed information seeking and retrieval skills

- have knowledge about and skill at learning processes

- develop and use criteria for evaluating (as cited in Benson, 2001, p.85).

Besides, Cotterall pointed out that "autonomous learners are likely to be individuals who have overcome the obstacles which educational background, cultural norms or prior experience may have put in their way" (1995, p.200).

Breen and Mann also gave the characteristics of autonomous learners. They suggested that autonomous learners:

- see their relationship to what is to be learned, to how they will learn and to the resources available as one in which they are in charge or in control;

- are in an authentic relationship to the language they are learning and have a genuine desire to learn that particular language;

- have a robust sense of self that is unlikely to be undermined by any actual or assumed negative assessments on themselves or their work;

- are able to step back from what they are doing and reflect upon it in order to make decisions about what they next need to do and experience;

- are alert to change and able to change in adaptable, resourceful and opportunistic way;

- have a capacity to learn that is independent of the educational processes in which they are engaged;

- are able to make use of environment they find themselves in strategically;

- are able to negotiate between the strategic meeting of their own needs and responding to the needs and desires of other group members (1997, pp. 134 – 136).

In the light of the different attempts to describe the characteristics of autonomous learners, it has been widely accepted that these characteristics help the learners to be aware of their own learning, take responsibility and make the learners motivated and encouraged.

1.7.4. Autonomy and Responsibility

There are many explanations related to responsibility and its relation to autonomy. Many writers mentioned the importance of taking responsibility for the learners' learning in the concept of learner autonomy (Benson, 2001; Scharle & Szabó, 2000 Sinclair, 1999).

Knowles believed that self-directed learning is a part of human nature and he pointed out that:

> When we are born we are totally dependent personalities. We need parents to protect us, feed us, carry us and make decisions for us. But as we grow and mature we develop an increasingly deep psychological need to be independent, first, of parental control, and then, later, of control by teachers and other adults. An essential aspect of maturing is developing the ability to take increasing responsibility for our own lives – to become increasingly self-directing (1975, pp: 14-15).

In other words, after we are born, an increase is seen in the feeling to take responsibility takes place in our lives day by day. Similarly, Freire (1974) stated that "responsibility is a fundamental human need" (as cited in Benson, 2001, p. 28). Namely, taking responsibility is an essential human need and learners are expected to take their own responsibility for their own learning.

Besides, Boud mentioned that "the goal of autonomous learning is to enable students to become more autonomous in their learning: that is, assist students to learn more effectively without the constant presence or intervention of a teacher… the role of teachers is not just to transmit knowledge but also to help students take increasing responsibility for their own learning" (1988a, p. 7). That is to say, the main goal of learner autonomy is to give opportunities to increase responsibility for their learning.

What is more, Scharle and Szabó stated that "responsible learners are those who accept the idea that their own efforts are crucial to progress in learning, and behave accordingly" (2000, p.3). They described the characteristics of responsible learners as well. According to them, responsible learners are who;

- accept the idea that their own efforts are crucial to progress in learning;
- are willing to cooperate with the teacher and others in the learning group for everyone's benefit;
- consciously monitor their own learning;
- make an effort to use available opportunities to their benefit, including classroom activities and homework;
- know that success in learning depends on learners having a responsible attitude (2000, pp. 3-4).

Covering all the issues stated above, responsibility and autonomy seem similar terms. As it is seen above, most of the definitions of autonomy gives importance to responsibility. Responsibility is the centre of autonomy. Moreover, a learner should be responsible first to be autonomous.

Moreover, Scharle and Szabó stated three important stages in the process of developing learner responsibility. The first one is raising awareness. In this stage, new view points, new experiences to the learners are presented and learners are encouraged to bring the inner processes of their learning to the conscious level of

their thinking. The main goal is to bring the learners to discoveries: (Wow, this is interesting! Or, So, that is the way it is!). Most of the activities at this stage are quite structured and controlled by the teacher. The reason for it is that learners are not very responsible: they need to be told what to do. The next stage is changing attitudes which help the learners practice the skills introduced at the previous stage. This is a slow process requiring a lot of practice and patience, since it takes time to go from understanding to practising new roles and habits, especially when this involves breaking away from stubborn old patterns of behaviour. Many of the activities at this stage repeatable, and they tend to allow more room for learner initiative. The last one is transferring roles. In this stage, learners require a considerable change in classroom management and so it may be the most demanding phase for the teacher (2000, p. 9).

1.7.5. Autonomy and Motivation

An argument still continues among the researchers whether there is a relationship between the autonomy and motivation. Moreover, different definitions of motivations are given in many books. According to Dry, motivation is "a function of self-image, which is the assessment, varying in time, made by the individual of his own aptitudes and capacity of his actual and potential relation to society at all degrees of proximity to and remoteness from himself, compounded of varying, conscious and unconscious beliefs" (1977, p.190).

According to Pintrich and Schunk (1996), motivation is the centre of all classroom activities. It plays an important role in autonomous learning. Dickinson stated that:

There is substantial evidence from cognitive motivational studies that learning success and enhanced motivation is conditional on learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning

successes or failures are to be attributed to their own efforts and strategies rather than to factors outside their control (1995, pp. 173-174).

That is to say, there is a significant relationship between autonomy and motivation. It is emphasized that if the motivation is enhanced, more effective learning will be achieved.

There are two kinds of motivation called *'intrinsic motivation'* and *'extrinsic motivation'.* Scharle and Szabó stated that:

> Extrinsic motivation stimulates learning including rewards and punishment and also increases the dependence of the learner, besides, intrinsic motivation is the source of which is some inner drive or interest of the learner. Intrinsically motivated learners are also more able to identify with the goals of learning and that makes them more willing to take responsibility for the outcome. Besides, a larger scope for student self-determination and autonomy generates intrinsic motivation (2000, p. 7).

In addition, Deci and Ryan (1985) made it clear that intrinsic motivation is vital for the pioneer of the autonomy. According to Dickinson, "people who are intrinsically motivated accomplish a task for their own sake, however extrinsically motivated people do an activity due to an interest external to the activity" (1995, p. 169). In other words, all these statements mentioned above about *'intrinsic motivation'* and *'extrinsic motivation'* showed that the intrinsically motivated people are more conscious of their own benefits and they put into practice the things they want when compared with extrinsically motivated learners.

Fazey & Fazey pointed out that, autonomous learners can decide on their own learning and keep themselves in control; they are intrinsically motivated and have confidence in themselves (2001, pp. 345-346). As it is seen, motivation is closely related to autonomy. Learners who are motivated are willing to accomplish a task

and motivation increases the learners' interest on making decisions and taking their own responsibility for their own learning process.

1.7.6. Misconceptions about the Concept of Autonomy

In language teaching and learning, the concept of autonomy has many different definitions and it includes some irrelevant terms which derive from the misunderstanding of the autonomy. Benson stated the misconceptions about the nature of the concept and its implementation.

Autonomy is often assumed to imply an isolated learning without a teacher or learning outside the classroom. This viewpoint makes the relevance of the concept to language teaching unclear. Autonomy is also usually seen as necessarily implying particular skills and behaviours and particular methods of organising teaching and learning process. These misconceptions are partly a result of terminological and conceptual confusion within the field itself (2001, p.2).

According to Little (1990),

1. Autonomy is not a synonym for self-instruction; that is, autonomy is not limited to learning without a teacher.

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

3. Autonomy is not something that teachers do to learners, it is not another language teaching method.

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

5. Autonomy is not a steady state achieved by learners (as cited in Benson, 2001, p. 48).

Moreover, Aşık (2010) similarly explained that self- instruction is not used with autonomy (p. 147) and Little (1991) made the definition of self-instruction as "learning without a teacher" (as cited in Aşık, 2010, p.147). However, learner

autonomy does not involve the learning without teacher. What is more, Aşık stated that:

> Language is learned through the materials which are produced by other and help the learner follow his/her learning process. Teach-yourself packages or home-study courses or broadcasts courses via TV or radio can be used as self-instruction materials. The term "learner autonomy" cannot be used interchangeably with the term "self instruction" because the total absence of the teacher in the language learning process does not mean that learner is autonomous. In autonomous learning, learners take their own responsibility for goal-setting, materials selection, learning activities and assessment instead of self-study materials (2010, p. 147).

She also stated that individualization is not completely different from autonomy, yet they are not the synonym words as well (2010, p. 147). Riley (1986) explained that:

> Individualisation ('individualised learning', 'individualised instruction') is historically at least, linked with programmed learning and based on a thoroughly behaviouristic psychology. As it is generally practised, it leaves very little freedom of choice to the individual learner. Rather it is the teacher who tries to adopt his methodology and metarials to the learner, like a doctor writing out a prescription. That is, the majority of the relevant decisions are made for the learner, not by him. It is in fact individualised teaching; it aims at the most efficient use of the teacher and at the most effective result, but in terms of what the teacher wants the learner to achieve (as cited in Benson, 2001, p. 12).

However, as mentioned in the previous chapter, the concept of the autonomy offers the learners choices to choose their own materials and they decide what they want by themselves.

Furthermore, self-access learning does not give the same meaning with autonomy. According to Aşık (2010), "self-access learning is the learning which takes place in a self-access centre that includes a number of resources (materials, activities, help) in

one place and learners study in that centre with the supervision of a counsellor. However, autonomy can be restricted to learning in such a special-designed place" (p. 147). Therefore, self-access learning differs from the concept of autonomy, since learning is a lifelong process and the learner should not depend on the one place to foster his learning in terms of the concept of autonomy.

Besides, trying to be autonomous does not require isolation. Aşık (2010) stated that to develop autonomy collaboration and independence are necessary. Cooperation and group cohesion are important elements in autonomous learning. Scharle and Szabó (2000) also stated that pair and group work provide the learners to get involved in the tasks actively.

To capture all the aforementioned arguments, being autonomous provides learners to determine their goals, take responsibility for their own learning process. In autonomous learning, learners get teachers' help as a facilitator, and they can work in groups or pairs as well to share their own knowledge.

1.7.7 Why Autonomy in EFL Classes

As stated in the previous parts, language learning needs the learners' active participation, motivation, and awareness. As the need arises, interest in autonomy has been seen as an educational goal in teaching/learning English as a foreign language (EFL). Balçıkanlı expressed that:

> A notably growth of interest in the theory and practice of autonomy in language teaching and learning as a consequence of the innovations have been seen in recent years. The innovations including learner-centred, resource-based, technology based and communicative approaches make it clear that learners should be able to take responsibility for their own learning in foreign language classrooms, specifically in EFL settings so as to fulfil the necessary conditions of effective language learning (2008, p. 2).

In other words, new approaches which give importance to learners and their ability have got into the education, thus foreign language learning has become more effective and minimized the learners' dependence on teachers.

Boud mentioned that "a fundamental purpose of education is assumed to develop in individuals the ability to make their own decisions about what they think and do" (1988b, p.18). It is also the basic purpose of being autonomous.

In addition, according to Ellis and Sinclair (1989), learner autonomy is significant in language learning. They also stated that "helping learners take more responsibility for their own learning can be beneficial, because learning can be more efficient when the learners get their learning and the learners who are responsible for their own learning can carry on learning outside the classroom" (as cited in Esch, 1997, p. 174). That is to say, learner autonomy has been put into practice in the foreign language education because of its aim that makes the learners more successful and aware of their own learning.

1.7.8 Some Approaches to Foster Learner Autonomy

As previously mentioned, learner autonomy is necessary in language education. Therefore, practices to foster learner autonomy were developed in order to increase the importance of learner autonomy and help learners have responsibility for their own learning. Benson (2001) stated that:

> The capacity for control over learning has various aspects, and autonomy may take various forms. Therefore, fostering learner autonomy cannot be described as any particular approach to practice. Even though any practice that encourages and enables learners to take greater control on their learning can be considered a means of fostering learner autonomy in principle, autonomy has come to be closely identified with certain practices in language teaching. In addition, these practices have been developed in order to support the aim of autonomy (pp. 109-110).

Moreover, he discussed practical ways to foster learner autonomy under the title of 'Approaches to the Development of Autonomy' and six headings:

- **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 (Benson, 2001, p. 111).

1.7.8.1 Resource-based Approaches

Resource-based learning is based on the learner's independent interaction with learning resources. It provides learners with the opportunity to exercise control over learning plans, the selection of learning materials and the evaluation of learning. In resource-based approaches, three main points including self-access, self-instruction and distance learning are significant to foster autonomy (Benson, 2001, p.113).

According to Sheerin (1991), "self-access is a way of describing materials that are designed and organized in such a way that students can select and work on tasks on their own" (as cited in Benson, 2001, pp.113-114). In the context of resource-based learning, self-access is implemented by help of the self-access centres. Benson (2001) also stated that self-access centres are in the central position to

practise autonomy and many teachers have tried to foster learner autonomy through these centres. Moreover, self-access centre is a place where the resources are accessible for learners. These resources are audio, video, and computer workstations, audiotapes, videotapes, computer software and a variety of printed materials (p. 114). Self-access centres are also expected to meet students' needs for learning technologies. According to Lonergan, video and television, computer-assisted programs or interactive CD-ROM are available and they are a normal part in their learning experience for self- access learning centre users. Besides, they both accept the use of technology gladly and question lack of it in the modern curriculum (1994, p. 122).

Another important point related to self-access centres is teachers' and learners' involvement. A study conducted by Littlejohn showed that in the effectiveness of self-access centre, one of the key factors is teachers' and students' positive attitudes towards the self access centre (1985, p. 259). Moreover, O'Dell emphasized the teachers' positive attitudes towards the importance of the centres (1992, p. 153).

In addition, Benson mentioned the selection and design of learning materials as a basic point in research on self-access (2001, p. 124). According to McGarry (1995), authentic materials are crucial parts of the learner autonomy because they provide students to work independently and develop positive attitudes towards learning (as cited in Benson, 2001, p. 125).

In addition to self-access facilities, self-instruction is another way of research-based learning to foster autonomy. Benson mentioned that "self-instruction describes the situation in which learners study languages on their own, primary with the aid of 'teach yourself' materials" (2001, p. 131). Moreover, high degree of autonomy is necessary for being a self-instructed learner to succeed.

Like self-access and self-instruction, Benson mentioned that distance learning helps learners to promote autonomy by giving opportunities to direct their own learning (2001, pp. 133-134). However, Hurd, Beaven and Ortega (2001) pointed out that "the relationship between autonomy and the teaching and learning of languages at a distance is particularly complex. In order to complete successfully a distance learning programme, learners have to maintain their motivation while working alone and develop a series of strategies and skills that will enable them to work individually" (p. 344). A study investigating the notion of autonomy in relation to distance language learning, and examining the skills and strategies needed by those learning at a distance in order to achieve successful outcomes was conducted by them and the result provided some awareness for distance learning course writers to foster autonomy.

1.7.8.2   Technology-based Approaches

A great interest has been seen in using computers for language teaching and learning. Benson mentioned that "technology-based approaches to the development of autonomy are similar in many respects to other resource-based approaches, but differ from them in their focus on the technologies used to access resources" (2001, p. 136). Computer-assisted language learning (CALL) and the internet are considered to foster learner autonomy in technology-based approaches. A great interest has been seen in using computers for language teaching and learning recently although computers have been used in language teaching for over fifty years. Levy defined CALL "as the search for and study of applications of the computer in language teaching and learning" (1997, p.1). Gündüz also stated that "CALL is described as a means of 'presenting, reinforcing, and testing' for particular items" (2005, p. 197). Warschauer and Healey (1998) divided CALL into three stages: behavioristic CALL, communicative CALL and integrative CALL. Behavioristic CALL involved repetitive language drills including drill and practice. In

this stage, computer was seen as a mechanical tutor who never got tired and allowed the students to work at an individual pace. In communicative CALL stage, it was seen that repetitive language drills did not provide authentic communication (The History of CALL section, para. 1). Furthermore, Benson stated that the use of multimedia, hypermedia and interactive technologies for developing integration skills are in the last stage named integrative CALL (2001, p. 138). The main point was on the authentic social contexts.

In addition, for language learning, the internet is a cheap and easy way to reach the information. In terms of autonomy, e-mail, on-line discussion and web-authoring are the most important internet-based activities. Providing opportunity for collaborative learning is the main feature of the internet for self-directed learning and whenever the learners want, they can study (Benson, 2001, p. 139).

Covering all the issues stated above, technology-based approaches help learners to foster their skills related to autonomy and provide opportunities to direct their own learning.

1.7.8.3   Learner-based Approaches

Benson mentioned that "in contrast to resource-based and technology-based approaches to autonomy which focus on providing opportunities for learner control, learner-based approaches focus directly on the production of behavioural and psychological changes that will enable learners to take greater control over their learning" (2001, p.142). The main aim of this approach is to help learners develop themselves and become better language learners. Benson categorized approaches to learner development under six headings stated below:

1. Direct advice on language-learning strategies and techniques, often published in the form of self-study manuals for independent learners.

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2. Training based on 'good language learner' research and insights from cognitive psychology.

3. Training in which learners are encouraged to experiment with strategies and discover which work well for them.

4. Synthetic approaches drawing on the range of theoretical sources.

5. Integrated approaches treating learner training as a by-product of language learning.

6. Self-directed approaches in which learners are encouraged to train themselves through reflection on self-directed learning activities (2001, p. 143).

As mentioned above, learning strategies and strategy training have an important role in the promotion of learner autonomy. Moreover, Cohen stated that if the learners are conscious of learning strategies they can choose at the stage of language learning and language use, language learning will be easy (1998, p. 65).

Besides, Wenden stated that if the learners who have capacities to use the strategies confidently, flexibly, appropriately and independently, they are autonomous actually (1991, p.15).

In addition, Rubin and Thompson (1994) prepared a book related to strategy training and learner autonomy as a resource. They showed effective ways to learners to become better language learners. Another book written by Scharle and Szabó (2000) is for language teachers who help learners to be active in their own learning. They designed sample activities such as developing learning strategies, self-monitoring and self- evaluation.

In brief, learner-based approaches include active learning and encourage the learner to arrive at his or her version of learning by taking great control of their learning by the help of the opportunities provided in ways that allow students to do more than just receive information.

1.7.8.4   Classroom-based Approaches

Benson stated that "it is assumed that the key factor in the development of autonomy is the opportunity for students to make decisions regarding their learning within a collaborative and supportive environment" (2001, p. 151). In other words, the main point in classroom-based approaches is to give importance to learner control over the planning and evaluation of classroom learning.

Moreover, positive results associated with autonomy and language learning were seen in many researches conducted by many researches on learner control over the planning of classroom activities. One of them was done by Littlejohn (1983) to promote learner control over the planning of classroom learning. The study consisted of a group of university students in Bahrain who failed a 14-week English course and repeated it. The students were asked to review grammar sections of the previous textbook and wanted to report which parts are difficult or easy. Then, the teacher asked the volunteer students to study a specific subject and present their findings to the class by getting exercises, tasks, and games for practice. Student groups including 5-6 students presented their findings, implemented the activities on their own. If necessary, the teacher helped them. Later, they took the examination again which they had failed previous year. The results showed that the students were more active in the class, they used extra resources willingly and much more responsibility was seen on their own learning (as cited in Benson, 2001, p. 153).

Peer-teaching is also a part of classroom-based approaches because it includes learner control over planning. According to the study conducted by Assinder (1991), students taught each other. They prepared materials and video-based lessons. Assinder observed increased responsibility, motivation, participation and accuracy at the end of the study (as cited in Benson, 2001, pp.113-114).

Besides, it is mostly considered that self-assessment is another significant part of the classroom-based approaches in order to enable the students to monitor their own progress and individual needs. Benson stated that "self-assessment has been a prominent theme, both in the literature on autonomy and in the literature on language testing. Although self-assessment has been linked to the idea of autonomy in the language testing field, greater emphasis has been placed on the reliability of summative self-assessments of language proficiency" (2001, p.155).

There are a lot of reasons why self-assessment should be encouraged in language classes. In the field of self-assessment, Oscarson (1989) mentioned four different benefits of self-assessments for learners:

1. Self-assessment trains learners to evaluate the effectiveness of their communication, which is beneficial to learning in itself.
2. It raises learners' awareness of the learning process and stimulates them to consider course content and assessment critically.
3. It enhances their knowledge of the variety of possible goals in language learning, which leaves them in a better position to exercise control over their own learning and to influence the direction of classroom activities.
4. It expands the range of assessment criteria to include areas in which learners have special competence, such as the evaluation of their own needs and affective dimensions of the learning process (as cited in Benson, 2001, p. 155).

Cram (1995) mentioned that "self-assessment works best in a supportive and predictable environment in which teachers would place high value on independent thought and action; learners' opinions would be accepted non-judgmentally and external rewards would be minimised'" (as cited Benson, 2001, p. 157). In other words, creating an understanding environment, in fact, affects both the procedure and the results of self-assessment better in terms of quality.

Covering all the issues stated above, the purpose of self-assessment is to help the learners to get information which is necessary for them to control their own learning process and progress.

1.7.8.5   Curriculum-based Approaches

Nunan stated that "the curriculum is seen in terms of what teachers actually do; that is, in terms of 'what is', rather than 'what should be'" (1988, p.2). According to Brown, it is almost inevitable to prepare a curriculum with more than a teacher. However, the view that he wishes to promote is that curriculum development is a series of activities that contribute to the growth of consensus among the staff, faculty, administration and students (1995, p.19). Traditional curriculum includes planning such as needs analysis, goal and objective setting, methodology and materials development and evaluation. However, in the learner-centred curriculum, a cooperation is seen among the teacher, the learner and other staff and the learner takes part in the decision making process closely.

Moreover, Benson stated that in curriculum-based approaches to foster learner autonomy, "learners are expected to make the major decisions concerning the content and procedures of learning in collaboration with their teachers" (2001, p. 163). It is usually thought that teaching is something that helps teachers to make changes in learners. However, Brown mentioned that while the teacher is making changes in learners, there are important questions for teachers to think including how the learners view their place in the learning process? How do they expect to learn? Do they see themselves as passive recipients of knowledge from an educational system that is imposed on them, or do they view themselves as active participants responsible for their own learning? To what extent are students consulted concerning the kinds of learning and learning activities that will go on in the classroom? Is there any conflict between the students' views and those of the

teachers? In addition, the place of learners in the curriculum can be stated by taking into consideration their preferences like the following:

1. Learning approaches
2. Attitudes toward learning
3. Learning styles
4. Strategies used in learning
5. Learning activities
6. Patterns of interaction
7. Degree of learner control over their own learning
8. What constitutes effective teaching
9. The nature of effective learning (1995, p. 187).

Curriculum planning can be seen as "the systematic attempt by educationalists and teachers to specify and study planned intervention into the educational enterprise" (Nunan, 1988, p.10), yet it is generally accepted that in decision making process, learner involvement fosters learning since learning can be more meaningful for learners (Benson, 2001; Camirelli, 1999; Dam, 1995; Little, 1991). In other words, curriculum-based approach depends on the learner involvement in the learning process.

Furthermore, van Lier (1996) stated an interaction in the curriculum and this interaction focused on three principles called AAA (Awareness, Autonomy and Authencity). Awareness refers to be aware of learning objectives, strategies, contents, learning and teaching styles. In terms of autonomy, teaching cannot cause or force learning. It can encourage and guide learning. The last one is authencity. It refers to the materials that are used. The materials should be authentic, but they should be taken not only from newspapers, magazines, written or prepared materials but also from the world at large (p.12).

To sum up, thanks to the interaction of these three principles in the curriculum, learning has value and they provide a crucial sense of direction. Moreover, their interaction helps learners to develop their language awareness and become autonomous and they can reach varied and rich sources in their learning experiences.

1.7.8.6 Teacher-based Approaches

Teacher-based approaches emphasize both the teacher's development and teacher education to promote learner autonomy (Benson, 2001, p. 171). As it is known, teachers take major part in fostering learner autonomy. Moreover, the role of the teachers has changed a lot in autonomous learning especially when it is compared with the teachers' roles according to the perception of traditional teaching. Terms proposed to express the role of the teacher in autonomous learning include facilitator, helper, coordinator, counsellor, consultant, adviser, knower, and resource (Benson, 2001, p. 171). Voller (1997) mentioned just three of them: *facilitator*, in which the teacher provides support for learning; *counsellor;* in which it includes one-to-one interaction; and *resource;* in which the teacher is the source of knowledge and expertise (as cited in Benson, 2001, p. 171) Apart from the main teachers' roles, Voller also listed the features of the teachers' roles under the headings of technical and psycho-social support.

Technical support includes:

- helping learners to plan and carry out their independent language learning by means of needs analysis (both learning and language needs), objective setting (both - short and long - term), work planning, selecting materials, and organizing interactions;
- helping learners to evaluate themselves (assessing initial proficiency, monitoring progress, and peer- and self- assessment);

- helping learners to acquire the skills and knowledge needed to implement the above (by raising their awareness of language and learning, by providing learner training to help them to identify learning styles and appropriate learning strategies).

Features related to psycho-social support are:

- the personal qualities of the facilitator (being caring, supportive, patient, tolerant, emphatic, open, non-judgemental);
- a capacity for motivating learners (encouraging commitment, dispersing uncertainty, helping learners to overcome obstacles, being prepared to enter into a dialogue with learners, avoiding manipulating, objectifying or interfering with, in other words controlling them);
- an ability to raise learners' awareness (to 'decondition' them from preconceptions about learner and teacher roles, to help them perceive the utility of, or necessity for, autonomous learning) (1997, p: 102).

In addition, Breen and Mann pointed out that it is necessary for teachers to believe in learners' capacity in order to assert their autonomy and teachers must be ready to see the consequences for their own practice (1997, p. 146).

In addition to learner autonomy, the concept of teacher autonomy has a great impact on language learning process. Thavenius defined teacher autonomy as "the teacher's ability and willingness to help learners take responsibility for their own learning. An autonomous teacher is thus a teacher who reflects on her teacher role and who can change it, who can help her learners become autonomous, and who is independent enough to let her learners become independent" (1999, p. 160). In other words, teacher autonomy reflects teachers' knowledge, capacity, freedom and responsibility in their own teaching and learning. It is important to be autonomous teacher to know how to promote learner autonomy, so learner autonomy is a part of teacher education. According to Little, "we must provide trainee teachers with the

skills to develop autonomy in the learners who will be given into their charge, but we must also give them a first-hand experience of learner autonomy in their training" (1995, pp. 179-180).

To sum up, today, it is known that teachers not only transmit his/her knowledge but also give opportunities to the students to use their own capacities by supplying them a relaxed and positive atmosphere. Additionally, teachers serve as a counsellor, guide, facilitator and helper. Teachers' roles have also changed with the development of autonomy and teachers and learners share the responsibility of learning.

1.8   Learner Autonomy and Language Learning Strategies

Learning strategies are ways of learning and help the learners to realize how to learn and how to use the information they have learnt. Strategies are important in language education; so many definitions were given in many books. Mitchell and Myles defined learning strategies as "procedures which are undertaken by the learner, in order to make their own language learning as effective as possible" (1998, p. 89). Moreover, according to Wenden, learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so (1991, p. 18). Namely, they are procedures or steps that facilitate the learning.

Although there are different definitions related to the learner strategies as stated before, Oxford mentioned the main features of learner strategies. According to him, learner strategies;

- contribute to the main goal, communicative competence;
- allow learners to become more self-directed;
- expand the role of teachers;
- are problem-oriented;

- are specific actions taken by the learner;

- involve many aspects of the learner, not just the cognitive;

- support learning both directly and indirectly;

- are not always observable;

- can be taught;

- are flexible;

- are influenced by a variety of factors (1990, p. 9).

In the light of the descriptions given above, learners become more active and control their own learning by the help of the strategies. All of them also show us that there is a connection between learner strategies and autonomy and learner strategies have a clear goal to promote effective learning.

Besides, language learning strategies have been classified by many writers but the categories are more or less the same. For example, Rubin (1981) classified the strategies as learning strategies, communication strategies and social strategies (as cited Wenden and Rubin, 1987, p. 23). According to Oxford, strategies were based on two categories such as direct and indirect strategies (1990, p. 17). However, the most acceptable ones are the strategies which belong to O'Malley and Chamot. O'Malley and Chamot (1990) divided the strategies into three categories called Cognitive Strategies, Metacognitive Strategies and Social and Affective Strategies (as cited in Mitchell & Myles, 1998, p. 90).

1.8.1 Cognitive Strategies

Wenden stated that "cognitive strategies are mental steps or operations that learners use to process both linguistic and sociolinguistic content and they contribute to the learning process" (1991, p. 19).

O'Malley and Chamot (1990) divided cognitive strategies into eight categorizes. They are called as;

- **Rehearsal** (repeating the names of items or objects to be remembered);
- **Organization** (grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes);
- **Inferencing** (using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts);
- **Summarizing** (intermittently synthesizing what one has heard to ensure the information has been retained)
- **Deducing** (applying rules to he understanding of language);
- **Imagery** (using visual images to understand and remember new verbal information);
- **Transfer** (using known linguistic information to facilitate a new learning task);
- **Elaboration** (linking ideas contained in new information, or integrating new ideas with known information) (as cited in Mitchell & Myles, 1998, p. 91).

All these categories have great importance on language teaching and learning. Teachers prepare materials, tasks or plan and implement learning according to these learner strategies and they also identify which tasks prepared based on the strategies, work best for the learners to facilitate learning and help the learners become more autonomous (Wenden, 1987; 1991).

1.8.2. Metacognitive Strategies

Victoria and Lockhart (1995) stated that "effective learner strategies provide learners to develop an active and autonomous attitude towards controlling their own learning" (as cited in Balçıkanlı, 2006, p. 46). In other words, by using metacognitive strategies; learners know how to learn and what they want to learn. Therefore, there is a positive relationship between metacognitive strategies and autonomy when the features of them are taken into consideration because metacognitive strategies provide opportunities to the learners to manage and control their own learning

process and choose the learning strategies. Thus, all of them make the learning efficient and the learners autonomous.

Additionally, O'Malley and Chamot (1990) categorized the metacognitive strategies into four parts as;

- **Selective attention** (focusing on special aspects of learning tasks, as in planning to listen for key words or phrases);
- **Planning** (planning of the organization of either written or spoken discourse);
- **Monitoring** (reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring);
- **Evaluation** (checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place) (as cited in Mitchell & Myles, 1998, p. 91).

All these parts facilitate language learning and give learners opportunities to regulate their learning, make connections, and be aware of their own learning process by planning, monitoring and evaluating their language learning.

1.8.3. Social and Affective Strategies

In social and affective strategies, learners learn with others and control social and affective points of learning. O'Malley and Chamot (1990) divided the social and affective strategies into three parts as stated below;

- **Co-operation:** working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity;
- **Questioning for clarification:** Eliciting from a teacher or peer additional explanation, rephrasing, or examples;
- **Self-talk:** using mental redirection of thinking to assure oneself that a learning activity will be successful or to educe anxiety about a task (as cited in Mitchell & Myles, 1998, p. 91).

Moreover, Oxford mentioned that:

> Social strategies such as asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms help the learner interact with others and understand the target culture as well as the language. Moreover, affective strategies including identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk influence language learning positively (2003, p. 14).

In other words, affective strategies control emotions, motivations and attitudes, and social strategies enable learners with interaction with others. Both of them also support language learning and help learners develop autonomy in language learning by taking parts in the tasks, interacting with other learners, thus they feel motivated and encouraged.

1.9.   Learning Styles in Language Learning

A learning style is a way of learning. Each person prefers different learning styles and these learning styles help learners how to learn best. According to Felder and Henriques, "learning styles are the ways in which an individual characteristically acquires, retains, and retrieves information" (1995, p. 21). Moreover, Keefe (1979) stated that "during the past decade, there have been lots of factors which show the differences in students' learning according to the educational research. One of these factors, learning styles, is broadly described as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (as cited in Reid, 1987, p. 87). Namely, it is undeniable that learning styles are so significant that they can make learners be aware of their learning process or how well they learn the language. Besides, Reid identified five learning styles as;

- **Visual learning** (learning through seeing);

- **Auditory learning** (learning through listening);

- **Kinaesthetic learning** (learning through moving and touching);

- **Tactile learning** (learning through hands-on work);

- **Group and individual learning** (studying with others / studying alone). (1987, p. 89)

These learning styles make learning easy and meaningful. In addition, it is understood from the explanations given above that in learning process and autonomous learning, each learner has different learning styles. Lefoe (1998) pointed out that "more attention was given to the learning process and a greater degree of autonomy and initiative was given to the learner" (as cited in Al-Tamimi and Shuib, 2009, p. 65). Moreover, according to Jones (1998), when students are aware of their own learning styles, it tries to promote self-directed learning and learner autonomy, because learning styles help learners choose and employ strategies and explain why and how learners learn in a different way. Thus, the learners will be conscious of their own learning process and choose the best strategy which suits them on their own.

1.10. Roles of Learners and Teachers in Promoting Learner Autonomy

Autonomy in language learning and teaching has been a desirable goal. Tian and Chunlei stated that "classroom is the best place to promote learner autonomy" (2005, p. 101). Nunan also pointed out that encouraging learners to move towards autonomy is done well inside the language classrooms (1997, p. 201). Moreover, both teachers' and learners' roles have become important because of the changes in language learning and teaching. As stated in previous sections, language teaching and learning programmes have focused on learner-centred approach and they have supported students' initiative as well. Therefore, the crucial roles of teachers and learners have changed.

1.10.1. Roles of Learners

Rubin and Thampson stated that "learning a language is a little like learning to ride a bicycle. Until a learner actually gets on the bike and takes a few spills, no meaningful learning can take place" (1994, p. 59). That is to say, learners should actively involve in the learning process and take charge of their own learning, otherwise, learning can not occur.

According to Dickinson, "learners should formulate their learning objectives, select and make use of appropriate learning strategies. Also, they should monitor their own learning" (1993, pp. 330-331). In other words, learners should take responsibility for their own learning and try to find the learning strategies and styles that are suitable for them as mentioned earlier.

1.10.2. Roles of Teachers

Language teachers have important roles in promoting learner autonomy. Breen and Mann categorized the characteristics of the teacher under the titles of 'attributes' and 'classroom action'. Attributes are related to the qualities of teachers which promote learner autonomy and classroom action is related to the teacher's role in the class. Moreover, attributes include three characteristics as stated below;

- **Self-awareness:** Self-awareness is necessary precondition for the teacher to be able to foster autonomous learning. This awareness also includes a critical sense of when the learners act autonomously and when they do not. Moreover, a teacher should be conscious of his/her current assumptions, perceptions and practices to develop autonomy.
- **Belief and Trust:** It is related to teacher's belief in each learner's capacity to learn and to trust in each learner's capacity to assert their own autonomy.
- **Desire:** It is connected with the desire of the teacher to foster the development of the learner autonomy in the classroom.

They listed 'classroom action' under the title of six features:

- **Being a resource:** the teacher is supposed to accept a responsible role in relation to learners' on-going and emerging needs and also he/she is expected to sustain the appropriate balance between being a resource and guide.

- **Decision sharing:** The teacher should share all classroom decisions with the learners and thus, he/she will provide the learners to have an opportunity to take responsibility in classroom decisions.

- **Facilitating collaborative evaluation:** The teacher should build on the positive potential of assessment and evaluation in providing feedback that contributes to achievement while also enhancing autonomy. Besides, the teacher should initiate collaborative procedures which enable learners themselves - as individuals and as a group - to exercise responsibility for making clear the criteria for success in learning.

- **Managing the risks:** The teacher should mediate between the individual learners' preferred learning agenda and the other learning activities which are constructed by the group willingly. The teacher should maintain a balance between the constraints of the group process and the potential benefits that derive from collaborative endeavour.

- **Being a patient opportunist:** The teacher should accommodate the dynamic nature of autonomy knowing that different learners will be at different levels between dependency and independency. The teacher should be willing to stand back during the teaching and learning process and remain alert to the opportunities to help individual or group of learners to exercise autonomy.

- **Getting support:** Because a classroom of learners struggling towards or exercising autonomy is a personally demanding environment, the teacher may need to redefine his/her roles and responsibilities as a teacher. From this perspective, the teacher may also need support and continual reminders to analyze whether his/her actions are likely to be beneficial to the learners' language learning process. In addition, the teacher needs to confront and assert his own autonomy (1997, pp. 145-148).

The teacher's contribution to the learner autonomy is inevitable as stated above. Moreover, Rubin and Thompson mentioned that the teacher creates a positive classroom atmosphere, provides advice on how to study a foreign language and the teachers is an important source of motivation such as encouraging the learners toward greater achievement (1994, p. 47). According to Tian and Chunlei, "teachers are considered as 'helpers', 'counsellors', 'learning advisors', and 'learning resources'. Teachers should have knowledge of both language and language learning as well" (2005, p. 101). That is to say, teachers are one of the central factors in the promotion of the learner autonomy and they facilitate the learning by helping the learners take charge of their own responsibility and make the learners be aware of their own learning process.

1.11. Learner Autonomy and Culture

Coleman (1996a) and Roberts et al. (2001) stated that culture is significant in language learning and education because both of them get involved in a culture (or cultures) and culture is inseparable from language, therefore it is a part of language learning and education (as cited in Palfreyman, 2005, p. 5). Namely, education and culture are closely connected with each other and culture affects education. There is also a connection between culture and learner autonomy. Benson emphasized that "if we accept that autonomy takes different forms for different individuals, and even for the same individual in different contexts of learning, we may also need to accept that its manifestations will vary according to cultural context" (2001, p: 55). It means that different cultural settings are necessary for different individuals in order to promote learner autonomy.

However, the practicability of learner autonomy to different cultures has been still under discussion. Palfreyman mentioned that the idea of learner autonomy has been developed widely by Western teachers and academics. Also, when it is applied

to other cultures and it faces with difficulties, the reason is seen as due to cultural differences between 'the West' and other cultures (2005, p. 1). That is to say, learner autonomy derived from Western cultures, so it can not be suitable for other cultures. In contrast to the statements given by Palfreyman (2005) above, Smith emphasized the idea that learner autonomy is suitable for any culture:

There persists a tension between pedagogical approaches which construe autonomy primarily as something learners lack and so need to be trained towards and those which take at a starting point the idea that learners of whatever background culture are already able to at least to some degree, to exercise control over their own learning. Supportive engagement of learners existing autonomy can be seen as an important basis for its progressive development; indeed the notion that the learners have the power and right to learn for themselves is seen by many proponents as a fundamental tenet (2008, p. 396).

In other words, each learner can be less or more autonomous regardless of the culture. The significant thing to be autonomous is the learner himself or herself. If the learner is supported to be autonomous, he/she will have power to control his/her own learning. Moreover, Gremmo and Riley underscored that:

Autonomous learning has been shown to be a fruitful approach and one that impinges on every aspects of language learning theory and practice, in all parts of the world. However, one important lesson which has been learnt from this work is that self-directed learning schemes and resource centres have to be planned locally, taking into account specific institutional requirements and expectations, the particular characteristics of the learners and staff, including the socio-cultural constraints on learning practices. There is no universal model for setting up a self-directed learning scheme, since all these parameters vary, but enough experience has been acquired, and enough research conducted, to put forward general guidelines and objectives which can be adapted to meet local needs. For example, although self-direction was originally part of European educational thinking, it has been adopted and adapted in many places in South East Asia, in Egypt and in Mexico (1995, p. 156).

It means that learner autonomy can be exposed to the other cultures when cultural setting is organized because different cultures need different cultural settings in order to make the language learning take place. As a result, culture is not an obstacle for enhancing learner autonomy.

1.12. Studies Abroad and in Turkey

Many studies have been done on learner autonomy in order to understand whether the students take part actively in learning process and this process help them to be an effective/independent learner and so on. There are some studies related to learner autonomy below.

1.12.1. Studies Abroad

Many studies were conducted in the field of learner autonomy; however the studies of Yang (1998) and Nunan, Lai and Keobke (1999) were more related to the present study, so their studies were mentioned in this study.

Yang (1998) carried out a study, the language learning project, associated with helping the students develop autonomy in learning at Department of Foreign Languages and Literatures, National Taiwan University. The aim of the study is to teach the students how to learn and how to become autonomous in their own language learning. Also, the language learning project was planned as a major component in a second language acquisition course, an elective course meeting 3 hours per week and the study continues four years. Forty students participated in the language learning project during these four years. Moreover, the teacher helped the students raise their awareness of different learning strategies, create a comfortable environment, set their objectives and design their own goals, strategies, attitudes towards language learning. The instructor used questionnaire, wanted the students to keep a weekly learning diary, and write down any self-observations about applying new learning strategies, inner thoughts about readings or class

discussions, or important events in their learning process. At the end, the students shared their project with other students orally and with the teacher in a written way. The results showed that the opinions of the students towards the project were positive. They mentioned that during the study they had opportunity to monitor their own learning process. By keeping the diaries for the learning project, the learners learnt how to reflect their feelings towards language class and the diaries showed the ways of learning while learners were setting their learning strategies and goals.

Nunan, Lai and Keobke (1999) conducted a study titled 'towards autonomous language learning: strategies, reflection and navigation'. Three different projects were carried out at three different universities in Hong Kong. The first project investigated the effect of strategy training in order to help learners reflect on and monitor their own learning process. The second project focused on the effect of guided critical reflection on learners' capacity to organize their learning of a language skill. The third one was related to allowing the learners to plan their own language learning process and while carrying out the study, some tasks which provided learners to improve their strategies and skills were designed. In addition, the study continued a few weeks. At the end of the study, the results showed that autonomy is improved if learners are:

- Encouraged to self-monitor and self-access;
- Encouraged to reflect critically on their learning process;
- Given opportunities to select content and learning tasks and also when they are provided with opportunities to evaluate their own progress;
- Encouraged to find their own language data and create their own learning tasks;
- Actively involved in productive use of the target language, rather than merely reproducing language models provided by the teacher or the textbook;
- Systematically incorporating strategies training into the learning process (p. 77).

1.12.2. Studies in Turkey

The study conducted by Balçıkanlı (2006) aimed to promote learner autonomy through the activities to be exploited at Gazi University, Preparatory School. There were two groups called 'experimental group' and 'control group'. Before starting the study, the questionnaire, which was prepared to see how autonomous the learners were, was delivered to each group. In control group's education, there was no change while the change was seen in experimental group's education. After 12 weeks, the same questionnaire was administered to each group to see whether there are any changes between the groups. The results were analyzed by student t-test and paired sample t-test. As a result, the tests showed that there is a difference between groups. Experimental group's score is higher than control's group score. That is to say, learner autonomy was developed in the experimental group within twelve weeks in a foreign language classroom at Gazi University, Prep School. Moreover, autonomy implementation played an important role in promoting autonomy as an effective and motivating way of language learning for the participants. By the help of the activities in the implementation period, the learners were encouraged to take their own responsibility for language learning.

Balkır (2007) studied the effects of learner training and awareness building activities on learners' perceptions of responsibility in learning English. The purpose of the activities was to see whether there were any differences in learners' motivational level and the perception of the responsibility. Data of the study were collected through quantitative and qualitative research techniques (questionnaire and interview). Data was analyzed by the help of the SPSS computer programme. Results of the study showed that there was a significant increase in learners' perceptions of responsibility and on the learners' motivation after the treatment. The activities raised learners' awareness and motivational level in foreign language learning.

Karagöl (2008) conducted a study titled 'promoting learner autonomy to increase the intrinsic motivation of the young language learners'. The data was collected through Autonomy Learner Questionnaire and Motivation Inventory. Classroom Observation Checklist and self-assessment sheets were used in this study and tasks which gave active roles to the learners in language learning were prepared. The questionnaire was administered as a pre-test and post-test. The results showed that promoting learner autonomy by the help of the tasks to involve the learners in the language learning improved the intrinsic motivation of the learners and the self assessment sheets and observation checklist supported that result. Moreover, in this study, it was noticed that before the implementation period, the features of learner autonomy including 'self-learning, self confidence and being independent' were poor, but after the implementation period a significant increase in gaining self-learning and self confidence was seen and the tendency towards being independent was observed in students, namely the learners became less dependent on the teacher.

Dokuz (2009) conducted a study titled 'an investigation into tertiary level of Turkish EFL students' awareness level of learner autonomy and their attitudes'. The data was obtained from the quantitative (a student questionnaire) and the qualitative (semi-structured interview) research techniques. The results showed that learners are aware of the fact that autonomy helps learners monitor their own learning process and learners want to learn more than before, that is, they are intrinsically motivated and students have a tendency towards practising out of the class in order to improve their learning. In sum, the results of the findings revealed that participants have positive attitudes for promoting learner autonomy.

Sabancı (2007) conducted a study titled 'EFL teachers' views on learner autonomy at primary and secondary state schools in Eskişehir. The data was collected through a questionnaire and 197 English teachers participated in the study. English language teachers' positive attitudes towards learner autonomy were seen at the

end of the study. Teachers supported that improving learner autonomy provides learners to take responsibility for their own language learning; therefore, it is necessary in language learning. Additionally, teachers are aware of the fact that learner autonomy raises learners' awareness and makes the learners more motivated outside the class. Thereby, it is essential for language teaching and learning. According to the results of the data, teachers also mentioned that it is necessary to encourage the learners to find out their learning strategies which are more suitable for them. Furthermore, the teachers who participated in the study supported that self-assessment which provides learners self-reflection about their process in language learning and the improvement of learner autonomy is useful and necessary in language learning.

CHAPTER 2

METHODOLOGY

The present chapter consists of the methods and procedures in the study. It also presents research questions, research design and participants, data collection instruments (learner autonomy questionnaire, classroom observation, learning tasks, and self-assessment sheets), validity and reliability of the questionnaire, the factor analysis and data collection and analysis procedure.

2.1. Research Questions

This study focused on primary state school students' tendency to be autonomous learners in foreign language class. Moreover, it seeks to find answers to the following questions:

1. Does the implementation of the learning tasks and self-assessment contribute to learners' autonomy in language learning?

2. Have any changes in the learners' attitudes been observed during the implementation of learning tasks and self-assessment?

3. Do pre-test and post-test scores of Learner Autonomy Questionnaire change according to levels of the parents' education, number of siblings, socio-economic level and resources at home?

2.2. Research Design and Participants

The place where the study was conducted is a primary state school in Darıca/Kocaeli, Turkey and data was collected from the primary state school students during the academic year of 2010-2011. In this study, one group pre-test and post-test design was used and descriptive statistics were applied. According to Brown and Rodgers (2002), "descriptive statistics research is any research that

describes a setting or events in numerical terms" (p.118). Namely, descriptive statistics make the analysis of the data easy. Moreover, Brown and Rodgers stated that "descriptive statistics are used to characterize or describe a set of numbers in terms of central tendency and to show how the numbers disperse, or vary, around the centre" (2002, p. 122). That is, it includes frequencies and percentages, means and standard deviations which give main features of the data and facilitate the interpretation of the data. The descriptive statistics can also be given in tables, graphs, charts, and histograms. In the study, the features of the participants in Table 1, their socio-economic level in Table 2, and English resource books in Table 3 were presented by using descriptive statistics.

Table 1: Descriptive Statistics of the Sample

		Min-Max	Mean±SD
Age		10-15	12,93±0,93
		n	**%**
Gender	**Female**	97	45,8
	Male	115	54,2
Grade	**6th grade**	75	35,4
	7th grade	69	32,5
	8th grade	68	32,1
Educational Level of Parents	**Low**	66	31,1
	Middle	104	49,1
	High	42	19,8
Number of siblings	**1**	10	4,7
	2-3	166	78,3
	Over 4	36	17

As it is seen from Table 1 above, a total of 212 students studying at this school participated in this study. The participants of the study were seventy-five sixth grade students, sixty-nine seventh grade students and sixty-eight eight grade students. All the students were in the age of range of 10-15 years and spoke Turkish as a mother tongue. Besides, while 31,1 % of parents have low educational level (graduated from primary schools), 49,1 % of parents have middle educational level (secondary and high schools), and 19,8 % of parents have high educational level (graduated from universities or did master's degree). Moreover, 78,3 % of learners have 2 or 3 siblings.

Table 2: Descriptive Statistics of Socio-economic Level

	Yes	No
	n (%)	n (%)
Do you live in your own house?	144 (67,9 %)	68 (32,1 %)
Do you have your own room at home?	153 (72,2 %)	59 (27,8 %)
Is there anybody in your family who knows English and helps you?	66 (31,4 %)	144 (68,6 %)
Do you have the internet at home?	131 (62,1 %)	80 (37,9 %)
Do you have cable TV at home?	179 (84,8 %)	32 (15,2 %)

		n	%
Socio-economic	Low	63	29,7
	Middle	76	35,8
Level	High	73	34,4

The statistics related to the socio-economic level revealed that 67,9 % of the students live in their own houses and 72,2 % of them have a room at home. Furthermore, 68,6 % of the students do not have anybody who knows English and helps the learners. Also, 62,1 % of them have the internet and 84,8 % of them have cable TV at home.

Moreover, the students who answered 1 or 2 questions as 'Yes' were in low socio-economic class, the students who answered 3 or 4 questions as 'Yes' were in

middle socio-economic class and the students who answered 4 or 5 questions as 'Yes' were in high socio-economic class. According to the results based on the descriptive statistics that were explained above, while 29,7 % of the students were in the low socio-economic level and 35,8 % of them were in the middle socio-economic level, 34,4 % of the students were in the high socio-economic level.

Table 3: English Resources at Home

	n	%
No Resources	19	9,0
Dictionary **(English-Turkish/Turkish-English)**	174	82,1
English Magazines/ English Newspapers **/ CDs, DVDs and cassettes etc.**	19	9,0

In Table 3, it was noticed that 9 % of the students have no resources at home. In addition, while 82,1 % of them have just dictionaries, 9 % of the students have English magazines, English newspapers, English CDs/DVDs and cassettes at home.

2.3. Data Collection Instruments

Benson mentioned that "the measurement of autonomy is problematic because autonomy is a multidimensional construct" (2001, p. 51). In other words, it is difficult to measure the learner autonomy. As it was stated by Little, "autonomous learners are recognized by their behaviour; but that can take numerous different forms, depending on their age, how far they have progressed with their learning, what they perceive their immediate learning needs to be, and so on" (1991, p.4). It means that learner autonomy occurs in different ways since there are different kinds of needs

the students have. Therefore, various ways are necessary to make the learner autonomy effective and it is not really easy to make the students autonomous. In addition, many studies have been carried out in order to develop learner autonomy by using different research techniques including qualitative and quantitative research techniques such as questionnaires, observations, interviews, self-assessment checklists.

Quantitative research consists of numerical data. According to Creswell, "quantitative research is an inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true" (1994, p.2). Namely, quantitative research tries to find the relationships between the variables using numbers in order to reach the accurate generalization of the theory. Also, the information the researcher has about the study is more objective because the quantitative data based on the numbers and the evaluation was done by using a statistical method which gave the researcher detailed information associated with the study. Moreover, Taylor-Powell and Renner stated that "qualitative data includes words and observation instead of numbers. As with all data, analysis and interpretation are required to bring order and understanding" (2003, p.1). That is to say, qualitative data focused on the explanations getting from the data analysis.

In addition, for this study quantitative data were collected via Learner Autonomy Questionnaire and self-assessment sheets. The questionnaire composed of two sections called 'Section 1' and 'Section 2'. In section 1, there are 12 questions which try to get demographic and background information of the participants. They answered the questions related to their gender, age, grades, educational background of their parents and their socio-cultural conditions. In section 2, the questionnaire was composed of 60 items based on four factors associated with

learner autonomy and some items including 7, 24, 30, 31, 51, and 59 were reversed coded. The questionnaire was carried out twice (before and after the implementation period) and the results of both questionnaires were compared to see the effect of experimental study in detail and the analyses of the results were elaborately explained. Moreover, NCSS (Number Cruncher Statistical System) 2007&PASS 2008 Statistical Software (Utah, USA) was used to show numbers, percentages, means, medians and standard deviations and the data were presented in tables and graphs. Self-assessment sheets were prepared for each unit (each new topic) in the curriculum during the implementation period and carried out once in two weeks after each new topic was finished. They included bubbles which consisted of 'can do statements'. The students were asked to colour the bubbles of the statements which they can do. The bubbles of the statements the students coloured were counted in each self-assessment sheet and the percentages and the averages of each unit were calculated. At the end of the implementation period, the averages of each unit were compared with each other.

During the study, the researcher gathered all qualitative data by observing the students. The observation checklist based on specific features of autonomous learners was used and the researcher collected the data according to these features. Suitable learning tasks were also prepared in order to help the learners to be autonomous and were carried out during eight weeks. They also provided the researcher to observe the learners, helped the learners to see their own progresses and evaluate their own learning.

In the light of the definitions given above, it can be concluded that qualitative and quantitative research design are necessary for a study to make the study effective. Moreover, in this study, both of them were used by using observation checklist, self-assessment sheets and the questionnaire which will be explained below in detail. All of them were supported by the learning tasks. Also, thanks to them, the researcher

reached significant conclusions about the study and found the answers of research questions.

2.3.1. Learner Autonomy Questionnaire

A questionnaire is a way of gathering information and consists of a number of questions. Oppenheim (1992) defined questionnaire as "not just a list of questions or a form to be filled in. It is essentially a measurement tool, an instrument for the collection of particular kinds of data" (p.10). That is to say, a questionnaire is a powerful measurement tool and it provides to collect data and reach true data by analyzing.

In line with Oppenheim (1992), in this study, the learner autonomy questionnaire was prepared based on the questionnaires used by Balçıkanlı (2006); Balkır (2007); Karabıyık (2008); Karagöl (2008); Scharle and Szabó (2000). The researcher used the items in those questionnaires. However, the design of the questionnaire, the number and the categorization of the items were different. During the preparation period of the questionnaire, the studies associated with learner autonomy were analyzed and especially the questionnaires used in other studies were searched carefully. In addition, it was noticed that all the items in the questionnaires were nearly the same or similar. However, the design of the questionnaires, the number of the items or the categorization of the items were different because each thesis focused on different aspects of learner autonomy, for instance, one of them was related to the effect of the European Language Portfolio on learner autonomy and the other one was dealt with promoting learner autonomy to increase the intrinsic motivation. Additionally, the theses were applied to different groups including teachers, students at universities or young learners. In this study, the researcher prepared the questionnaire using the same items but in different design since the researcher investigated 'the tendency of primary schools students to be autonomous

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learners in foreign language classrooms', that is to say, the researcher focused on the different aspect of learner autonomy and applied the questionnaire to young learners. Therefore, all the items in other questionnaires were analyzed in detail and the most significant suitable items were chosen. Also, the questionnaire could not be too long because they were young learners and they could be bored easily. Besides, in the other studies, the items in the questionnaires were collected under some titles such as responsibility, motivation, language skills, learning strategies and etc. In this study, sixty items were not collected under different titles but analyzed under four factors.

Moreover, four factors were organized according to their importance. For example, in learner autonomy, the responsibility of the learners is the most significant factor; therefore, the items associated with responsibility took place first. Then, motivation, learning strategies, and learning styles followed it. In addition, the numbers of the factors were arranged depending on their significance. Also, while analyzing the data that was obtained from the questionnaire, NCSS (Number Cruncher Statistical System) 2007&PASS 2008 Statistical Software (Utah, USA) was used. Additionally, in this questionnaire, there were two sections called 'Section 1' and 'Section 2' as mentioned previously. In section 1, there were 12 questions which tried to get demographic and background information of the participants. The students answered the questions related to their gender, age, grades, educational background of their parents and their socio-cultural conditions. In section 2, the questionnaire was composed of 60 items based on four factors associated with learner autonomy; namely, these four factors show whether primary school students have a tendency to be autonomous learners in foreign language classes and were displayed in Table 4 below.

Table 4: Four Factors in the Learner Autonomy Questionnaire

Names of the Factors	Number of Items
1. Responsibility	20
2. Motivation	14
3. Learning Strategies	7
4. Language Skills	19
TOTAL	60

What is more, the pilot study was carried out before the actual study. The pilot study was administered among 53 participants in order to notice whether or not the items prepared by the researcher needed to be changed or could be understood by the participants clearly. At the end of the pilot study, it was seen that each item was understandable. Then, actual questionnaire was conducted to all the learners in class with a forty-minute allotted time period as a pre-test before the implementation period. The implementation period lasted for eight weeks. At the end of the eight weeks, the questionnaire was carried out as a post-test (see Appendix 1 for the Learner Autonomy Questionnaire in Turkish and see Appendix 2 for the Learner Autonomy Questionnaire in English).

2.3.2. Classroom Observation

According to Genesee and Upshur (1996), "observation is basic to assessing human skills and behaviours. In fact, all methods of collecting information can be thought of as specialized methods for eliciting behaviour, attitudes, or skills to be observed under specific circumstances" (p. 77). That is, classroom observation is valid and has important purposes such as gathering information about learners' attitudes and skills. So, the researcher observed the learners during two months (8 weeks – totally

four times). Namely, the researcher observed the learners once in every two weeks by the help of the observation checklist used by Karagöl (2008) in her own study and the researcher filled in the observation checklist at the end of every two weeks. In this study, observation provided to keep a record about the learners' process in the development of being autonomous. Besides, the aim of the observation in this study was to show the tendency of the 6th, 7th and 8th grades' primary school students to be autonomous learners (see Appendix 6 for the classroom observation checklist sheet).

2.3.3 Learning Tasks

Parrott pointed out that "tasks are intended to lead the users to increased awareness of the process involved in language learning, and of the range of options available to the teacher" (1993, p. 8). In other words, tasks can be guides for both language learners and teachers to develop awareness of language learning. Moreover, according to Scharle and Szabó, most language teachers have learners who are unwilling to do their homework, use target language in pair or group work, do not listen to each other in the class, do not use opportunities to learn outside the classroom and who are unmotivated and unaware of their own capacities (2000, p. 1). Therefore, Scharle and Szabó prepared a book offering a practical guidance to teachers about how to develop a sense of responsibility in their learners so that they will understand why and how they learn and be eager to be active in their learning (2000, p. 1). In this study, learning tasks were based on their book and implemented in the class. Additionally, while choosing or preparing the learning tasks, the researcher took English language curriculum for primary education into consideration and prepared lesson plans for each unit (see Appendix 3 for the example lesson plan).

During eight weeks, four units were finished and in addition to the activities in the course book, different learning tasks that promoted the tendency to be autonomous learners were put into practice.

Besides, Scharle and Szabó mentioned that it is necessary to help learners develop their abilities to take their own responsibilities for their learning and to help learners to be aware of the importance of their contribution in order to foster learner autonomy (2000, p. 4). In other words, learning tasks in the implementation period aimed to increase the students' awareness and motivation on language learning and help them take charge of their own learning (see Appendix 4 for the learning tasks and samples of students' studies).

2.3.4 Self-Assessment Sheets

Harris defined self-assessment as "a key learning strategy for autonomous language learning, enabling students to monitor their progress and relate learning to individual needs" (1997, p. 12). In other words, learners can follow their own process in language learning and be aware of their progress and individual needs. Moreover, it gives opportunity to learners to assess their own learning and make them become conscious of their weaknesses and strengths. Harris also stated that most of the secondary and university students are not active learners; the main aim of them is to pass the exams. However, by the help of self-assessment, they can be aware of their responsibility and make them consider about what they need to do (1997, p. 13). Therefore, in this study, after finishing each unit in two weeks, the learners assessed their own process through 'can do statements'. While preparing 'can do' statements, the researcher consulted the self-assessment sheets in Karagöl's study (2008) and the Language Biography in European Language Portfolio which includes self-assessment checklists (can-do statements) that enable learners to evaluate

their own language learning and language skills including listening, reading, speaking and writing (CILT, The National Centre for Languages, 2006).

Additionally, Harris expressed that in terms of effectiveness, self assessment must be practical including time and equipment, and suit to the schedule of language classrooms. Self-assessment also must be designed regarding integrated skills including speaking, listening, writing and reading (1997, p. 18). In a similar point of view, the researcher prepared the self-assessment sheets according to integrated skills (see Appendix 5 for example self-assessment sheets).

2.4.   Validity and Reliability of the Questionnaire

According to Kongerud, Vale, and Aalen, "validity refers to the ability of a questionnaire to measure what it was intended to measure" (1989, p. 365). In other words, it is expected to measure what the researcher tries to measure and it also refers to get true information wherever it is used.

In addition to validity, reliability of the questionnaire is a significant feature and valuable in providing accurate and consistent measurement. Bachman and Palmer (1996) defined reliability as "consistency of measurement" (p.19). The reliability of the questionnaire was done according to the sixty items in the questionnaire. Cronbach-alpha values were used in this questionnaire and the results showed that the scale is quite reliable. Cronbach-alpha value of 60 items were found highly reliable (α =0.935) because Özdamar stated that "if it is 0.80 $\leq\alpha$ ≤1, the scale is highly reliable according to the reliability evaluation criteria of Cronbach-alpha value" (2004, p. 633) that is given in Table 5 below.

Table 5: Reliability Evaluation Criteria for α value

α value	Reliability of the instrument
0.00 ≤ α < 0.40	No reliability
0.40 ≤ α < 0.60	Low reliability
0.60 ≤ α < 0.80	Quite reliability
0.80 ≤ α < 1.00	**High reliability**

As mentioned in Table 6 below, the questionnaire had a high reliability level because the reliability of 0.935 based on Cronbach-alpha is the highest.

Table 6: Learner Autonomy Questionnaire and Cronbach's Alpha

	n	Cronbach's alpha
Learner Autonomy Questionnaire	60	0,935

2.5. The Factor Analysis

The actual questionnaire on "tendency of primary state school students to be autonomous learners in foreign language classes" has 60 items and 4 factors which are the dimensions of the study. The factors are arranged as follows:

1. **Responsibility:** Consists of 20 items which are: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 14, 15,   16, 17, 18, 19, 20.

2. **Motivation:** Consists of 14 items which are: 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 and 34.

2. **Learning Strategies:** Consists of 7 items which are: 35, 36, 37, 57, 58, 59, and 60.

3. **Language Skills:** Consists of 19 items which are: 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55 and 56.

That is to say, when the Varimax Rotation was applied to this very scale on 'tendency of primary state school students to be autonomous learners in foreign language classes', and when the Factor Analysis, which was employed at the $p<0.05$ significance level, was conducted, there came out 4 factors. Table 7 presents the descriptive statistics of factor analysis of the Learner Autonomy Questionnaire.

Table 7: The Descriptive Statistics of Factor Analysis of the Learner Autonomy Questionnaire

	Questions	% of Variance	Cumulative %
Factor 1	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12 ,13 14, 15, 16, 17, 18, 19, 20	28,457	28,457
Factor 2	21,22, 23 ,2 4, 25, 26,27, 28, 29, 30, 31, 32, 33, 34	4,768	33,225
Factor 3	35, 36, 37, 57, 58, 59, 60	4,622	37,847
Factor 4	38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56	4,362	**42,208**

As it is clear, it was possible to create 4 dimensions called 'factors' in the scale. Considering Table 7 above, these factors explained 42,21 % of this scales' total variance.

Furthermore, the coefficients of the 4 factors in the questionnaire were given in Table 8 suggesting that the items in the factors were consistent enough to have the reliability.

Table 8: The Coefficients of the Factors (Dimensions of the Questionnaire) in the Questionnaire

	N	Internal consistency (r)
1. Responsibility	20	0,857
2. Motivation	14	0,842
3. Learning Strategies	7	0,549
4. Language Skills	19	0,744
Learner Autonomy Questionnaire	60	**0,935**

According to this table above, the internal consistency of the factors were found to be ranging from 0,549 to 0,857 while the internal consistency reliability of the actual scale was found $\alpha = 0,935$ (Table 6).

The factor coefficients explaining each item in the 4 factors are given in Table 9 below, in addition to the Cronbach's Alpha values, means and the percentages of Variance of the factors.

Table 9: Factor Analysis Matrix

FACTOR 1: Responsibility

α : 0,857 % Var: 28,45	Factor coefficient
1	0,395
2	0,468
3	0,284
4	0,218
5	0,243
6	0,445
7	0,295
8	0,433
9	0,326
10	0,413
11	0,539
12	0,413
13	0,252
14	0,156
15	0,446
16	0,278
17	0,269
18	0,389
19	0,211
20	0,561

FACTOR 2: Motivation

α : 0,842 % Var: 4,768	Factor coefficient
21	0,290
22	0,335
23	0,448
24	0,268
25	0,565
26	0,584
27	0,351
28	0,272
29	0,225
30	0,207
31	0,293
32	0,405
33	0,398
34	0,492

FACTOR 3: Learning Strategies	
α : 0,549 % Var: 4,362	**Factor coefficient**
35	**0,222**
36	**0,204**
37	**0,224**
57	**0,678**
58	**0,614**
59	**0,393**
60	**0,261**
FACTOR 4: Language Skills	
α : 0,744 % Var: 4,622	**Factor coefficient**
38	**0,243**
39	**0,272**
40	**0,266**
41	**0,239**
42	**0,356**
43	**0,370**
44	**0,257**
45	**0,259**
46	**0,224**
47	**0,283**
48	**0,261**
49	**0,285**
50	**0,224**
51	**0,244**
52	**0,287**
53	**0,203**
54	**0,236**
55	**0,250**
56	**0,202**

Considering the Cronbach's Alpha values, in order to find out the effect of the items on the reliability of the scale, internal consistency reliability of the items in the 4 factors was calculated. Therefore, Item-total Statistics for the items in each of the 4 factors are given separately below. Tables 10, 11, 12 and 13 presented Cronbach's Alpha if Item Deleted values of each item in the factors of the questionnaire. The Cronbach's Alpha values of all the items in the scale were accepted high as the statistics determined.

Table 10: Factor 1 Item-Total Statistics

FACTOR 1: Responsibility	Cronbach's Alpha if Item Deleted
1	0,846
2	0,842
3	0,844
4	0,844
5	0,849
6	0,847
7	0,878
8	0,882
9	0,845
10	0,850
11	0,846
12	0,845
13	0,848
14	0,858
15	0,846
16	0,853
17	0,848
18	0,845
19	0,850
20	0,845

Table 11: Factor 2 Item-Total Statistics

FACTOR 2: Motivation	Cronbach's Alpha if Item Deleted
21	0,826
22	0,819
23	0,830
24	0,827
25	0,837
26	0,832
27	0,816
28	0,836
29	0,880
30	0,827
31	0,827
32	0,829
33	0,826
34	0,823

Table 12: Factor 3 Item-Total Statistics

FACTOR 3: Learning Strategies	Cronbach's Alpha if Item Deleted
35	0,436
36	0,461
37	0,467
57	0,494
58	0,448
59	0,575
60	0,445

Table 13: Factor 4 Item-Total Statistics

FACTOR 4: Language Skills	Cronbach's Alpha if Item Deleted
38	0,718
39	0,718
40	0,770
41	0,710
42	0,713
43	0,717
44	0,707
45	0,728
46	0,722
47	0,709
48	0,757
49	0,781
50	0,800
51	0,727
52	0,721
53	0,717
54	0,734
55	0,719
56	0,716

2.6.　 Data Collection and Analysis Procedure

English Language Program for Primary Education that is planned by the Ministry of Education offers four hours of compulsory English language classes per week in the 6th, 7th and 8th grades. A new topic in the course books is expected to be covered in two weeks according to English language curriculum (MEB, 2006). As stated before, the implementation period lasted eight weeks and in this period, the learning tasks for each new topic prepared by the researcher based on Scharle and Szabó's (2000) practical guidance for language teachers that designed the activities to develop learner autonomy. As stated before, Scharle and Szabó arranged the activities into three sections including raising awareness, changing attitudes and transferring roles. In raising awareness section, the learners became conscious of their contribution in language learning, in the changing attitudes section, they were exposed to a lot of practice in order to have new attitudes as responsible learners and in the transferring roles section, they undertook some roles from the teacher and increased their own responsibility (p. 1).

Moreover, in all three sections mentioned above, the learning tasks helped to increase learners' motivation, language skills, cooperation among the learners, learners' strategies and empathy. Additionally, the researcher gave the learners some opportunities such as working in pair/groups, working individually or following different ways while handling the learning tasks according to their own decisions in order to provide the learners to take active roles in the learning tasks.

Furthermore, self-assessment sheets (can do statements) were delivered to the learners once in two weeks after each topic was finished. The students coloured the bubbles of the statements which they could do during the implementation period in two weeks time. Then, the bubbles of each self-assessment sheet were counted and the average of the coloured bubbles was calculated in order to see the

difference at the end of the implementation period. Also, the researcher observed the learners during the implementation period (eight weeks) and filled an observation checklist to assess the learners' performance in terms of autonomy.

To check the effectiveness of learning tasks, the questionnaire was administered to the learners as a pre-test and post-test. The questionnaire was composed of two sections and in the analysis of the first section, descriptive statistics (percentages and mean scores) were calculated. In addition to descriptive statistics, NCSS (Number Cruncher Statistical System) 2007&PASS 2008 Statistical Software (Utah, USA) was applied to each question in order to see the changes in terms of the tendency of the learners to be autonomous before and after the implementation period in the second section.

CHAPTER 3

RESULTS

In this section, the data is analyzed and research findings are presented as well. Moreover, the results of the classroom observation checklist and self-assessment sheets are presented.

3.1. Analysis and Scoring of Learner Autonomy Questionnaire

Learner Autonomy Questionnaire (LAQ) was analyzed according to the statistical data that were obtained from the first and second administration of the questionnaire and its factors. Besides, the questionnaire that included 60 items was built on a five-point Likert scale involving the options of (1) I strongly disagree, (2) I disagree, (3) I am not sure, (4) I agree, (5) I strongly agree. First, the questionnaire was carried out before the implementation period that lasted eight weeks and then it was administered again after the implementation period. The main purpose of this was to discover whether or not the learners have tendencies to be autonomous learners. Therefore, histograms were prepared as a pre-test and post-test.

3.2. Frequencies and percentages for the Items in the Main Part of the Questionnaire

Frequencies of the positive and negative responses for the items in the questionnaire that was carried out before and after the two-month implementation period in order to find out the tendency of the primary school students to be autonomous learners were presented in Table 14.

Table 14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before the Implementation Period					After the Implementation Period				
	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)
Item 1: I plan my English studies carefully	12 (5,7)	45 (21,2)	94 (44,3)	35 (16,5)	26 (12,3)	43 (20,3)	81 (38,2)	73 (34,4)	12 (5,7)	3 (1,4)
(combined)		57 (26,9)		61 (28,8)			124 (58,5)		15 (7,1)	
Item 2: I try to find my own ways of learning English	31 (14,6)	39 (18,4)	71 (33,5)	46 (21,7)	25 (11,8)	48 (22,6)	86 (40,6)	64 (30,2)	10 (4,7)	4 (1,9)
(combined)		70 (33)		71 (33,5)			134 (63,2)		14 (6,6)	
Item 3: I know what I should practise more in English	52 (24,5)	64 (30,2)	60 (28,3)	20 (9,4)	16 (7,5)	63 (29,7)	86 (40,6)	47 (22,2)	10 (4,7)	6 (2,8)
(combined)		116 (54,7)					149 (70,3)		16 (7,5)	
Item 4: I pay more attention to the lesson if we are practicing something I am not so good	75 (35,3)	58 (27,4)	50 (23,6)	18 (8,5)	11 (5,2)	85 (40,1)	75 (35,4)	40 (18,9)	7 (3,3)	5 (2,4)
(combined)		133 (62,7)		29 (13,7)			160 (75,5)		12 (5,7)	
Item 5: I would like to have choice in class activities	95 (44,8)	42 (19,8)	51 (24,1)	14 (6,6)	10 (4,7)	91 (42,9)	78 (36,8)	31 (14,6)	7 (3,3)	5 (2,4)
(combined)		137 (64,6)		24 (11,3)			169 (79,7)		12 (5,7)	
Item 6: Sometimes I try to learn things that the teacher did not give as a task	30 (14,2)	48 (22,6)	67 (31,6)	38 (17,9)	29 (13,7)	36 (17)	59 (27,8)	75 (35,4)	26 (12,3)	16 (7,5)
(combined)		78 (36,8)		67 (31,6)			95 (44,8)		42 (19,8)	
Item 7: I spend as little time as possible for my homework	29 (13,7)	44 (20,8)	51 (24,1)	43 (20,3)	45 (21,2)	9 (4,2)	28 (13,2)	57 (26,9)	56 (26,4)	62 (29,2)
(combined)		73 (34,5)		88 (41,5)			37 (17,4)		118 (55,6)	

Table14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before the Implementation Period					After the Implementation Period				
	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)
Item 8: *I can learn English only with the help of my teacher*	86 (40,6)	39 (18,4)	43 (20,3)	19 (9)	25 (11,8)	49 (23,1)	38 (17,9)	64 (30,2)	37 (17,5)	24 (11,3)
(combined)	125 (59)			44 (20,8)		87 (41)			61 (28,8)	
Item 9: *My own efforts as well as the teacher's contributes to my learning*	69 (32,6)	50 (23,6)	47 (22,2)	23 (10,8)	23 (10,8)	82 (38,7)	70 (33)	44 (20,8)	13 (6,1)	3 (1,4)
(combined)	119 (56,2)			46 (21,6)		152 (71,7)			16 (7,5)	
Item 10: *If I can't learn English in the classroom, I can learn working on my own*	12 (5,7)	18 (8,5)	58 (27,4)	36 (17)	88 (41,5)	33 (15,6)	66 (31,1)	100 (47,2)	6 (2,8)	7 (3,3)
(combined)	30 (14,2)			124 (58,5)		99 (46,7)			13 (6,1)	
Item 11: *I search different ways to improve my English outside the class*	26 (12,3)	37 (17,5)	71 (33,5)	46 (21,7)	32 (15,1)	44 (20,8)	61 (28,8)	80 (37,7)	17 (8)	10 (4,7)
(combined)	63 (29,8)			78 (36,8)		105 (49,6)			27 (12,7)	
Item 12: *If I do badly at English, I usually know how to do better next time*	36 (17)	58 (27,4)	75 (35,4)	26 (12,3)	17 (8)	41 (19,3)	75 (35,4)	73 (34,4)	19 (9)	4 (1,9)
(combined)	94 (44,4)			43 (20,3)		116 (54,7)			23 (10,9)	
Item 13: *I am aware of my strengths and weaknesses in English*	71 (33,5)	67 (31,6)	48 (22,6)	16 (7,5)	10 (4,7)	84 (39,6)	74 (34,9)	41 (19,3)	7 (3,3)	6 (2,8)
(combined)	138 (65,1)			26 (12,2)		158 (74,5)			13 (6,1)	
Item 14: *If I haven't learnt something in my English lesson, I am responsible for it*	95 (44,8)	47 (22,2)	42 (19,8)	15 (7,1)	13 (6,1)	84 (39,6)	75 (35,4)	38 (17,9)	7 (3,3)	8 (3,8)
(combined)	142 (67)			28 (13,2)		159 (75)			15 (7,1)	

Table 14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before the Implementation Period					After the Implementation Period				
	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)
Item 15: *I often revise what I have learnt*	13 (6,1)	43 (20,3)	80 (37,7)	49 (23,1)	27 (12,7)	30 (14,2)	56 (26,4)	93 (43,9)	27 (12,7)	6 (2,8)
	56 (26,4)		80 (37,7)	76 (35,8)		86 (40,6)		93 (43,9)	33 (15,5)	
Item 16: *My success in English is mainly up to my own efforts*	75 (35,4)	61 (28,8)	47 (22,2)	17 (8)	12 (5,7)	73 (34,4)	77 (36,3)	39 (18,4)	15 (7,1)	8 (3,8)
	136 (64,2)		47 (22,2)	29 (13,7)		150 (70,7)		39 (18,4)	23 (10,9)	
Item 17: *I usually know what the reason is when I get good marks in English*	100 (47,8)	58 (27,4)	32 (15,1)	11 (5,2)	11 (5,2)	97 (45,8)	75 (35,4)	31 (14,6)	8 (3,8)	1 (0,5)
	158 (75,2)		32 (15,1)	22 (10,4)		172 (81,2)		31 (14,6)	9 (4,3)	
Item 18: *I set my own goals in learning English*	26 (12,3)	52 (24,5)	83 (39,2)	33 (15,6)	18 (8,5)	48 (22,6)	68 (32,1)	80 (37,7)	11 (5,2)	5 (2,4)
	78 (36,8)		83 (39,2)	51 (24,1)		116 (54,7)		80 (37,7)	16 (7,6)	
Item 19: *I would like to know how I can learn English better*	101 (47,7)	67 (31,6)	27 (12,7)	7 (3,3)	10 (4,7)	100 (47,2)	79 (37,3)	23 (10,8)	10 (4,7)	-
	168 (79,3)		27 (12,7)	17 (8)		179 (84,5)		23 (10,8)	10 (4,7)	
Item 20: *I like trying new things while I am learning English*	48 (22,6)	42 (19,8)	64 (30,2)	30 (14,2)	28 (13,2)	66 (31,1)	80 (37,7)	54 (25,5)	9 (4,2)	3 (1,4)
	90 (42,4)		64 (30,2)	58 (27,4)		146 (68,8)		54 (25,5)	12 (5,6)	
Item 21: *I enjoy English lessons*	79 (37,3)	62 (29,2)	40 (18,9)	14 (6,6)	17 (8)	112 (52,8)	72 (34)	16 (7,5)	7 (3,3)	5 (2,4)
	141 (66,5)		40 (18,9)	31 (14,6)		184 (86,8)		16 (7,5)	12 (5,7)	

Table 14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before the Implementation Period					After the Implementation Period				
	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)
Item 22: *I find learning English enjoyable*	75 (35,4)	61 (28,8)	46 (21,7)	19 (9)	11 (5,2)	102 (48,1)	78 (36,8)	16 (7,5)	12 (5,7)	4 (1,9)
	136 (64,2)			30 (14,2)		180 (84,9)			16 (7,6)	
Item 23: *I need to learn more than I am required with my all efforts*	16 (7,5)	51 (24,1)	77 (36,3)	43 (20,3)	25 (11,8)	39 (18,4)	80 (37,7)	70 (33)	17 (8)	6 (2,8)
	67 (31,6)			68 (32,1)		119 (56,1)			23 (10,8)	
Item 24: *The main reason I learn English because I have to*	20 (9,4)	12 (5,7)	32 (15,1)	47 (22,2)	101 (47,6)	11 (5,2)	14 (6,6)	27 (12,7)	55 (25,9)	105 (49,5)
	32 (15,1)			148 (69,8)		25 (11,8)			160 (75,4)	
Item 25: *I want to do well in English class*	169 (79,7)	24 (11,3)	13 (6,1)	3 (1,4)	3 (1,4)	152 (71,7)	47 (22,2)	7 (3,3)	4 (1,9)	2 (0,9)
	193 (91)			6 (2,8)		199 (93,9)			6 (2,8)	
Item 26: *I would like to visit an English-speaking country*	134 (63,2)	27 (12,7)	26 (12,3)	7 (3,3)	18 (8,5)	137 (64,6)	33 (15,6)	22 (10,4)	8 (3,8)	12 (5,7)
	161 (75,9)			25 (11,8)		170 (80,2)			20 (9,5)	
Item 27: *I would like to learn English even if I didn't have to*	88 (41,5)	46 (21,7)	43 (20,3)	21 (9,9)	14 (6,6)	99 (46,7)	65 (30,7)	37 (17,5)	6 (2,8)	5 (2,4)
	134 (63,2)			35 (16,5)		164 (77,4)			11 (5,2)	
Item 28: *I also investigate the culture of the foreign language I am learning*	10 (4,7)	32 (15,1)	66 (31,1)	48 (22,6)	56 (26,4)	19 (9)	43 (20,3)	81 (38,2)	44 (20,8)	25 (11,8)
	42 (19,8)			104 (49)		62 (29,3)			69 (32,6)	

Table 14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before the Implementation Period					After the Implementation Period				
	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)
Item 29: *I study English when we are going to have a test*	53 (25)	44 (20,8)	51 (24,1)	26 (12,3)	38 (17,9)	29 (13,7)	30 (14,2)	52 (24,5)	59 (27,8)	42 (19,8)
	97 (45,8)			64 (30,2)		59 (27,9)			101 (47,6)	
Item 30: *I want only to survive the English lesson*	29 (13,7)	22 (10,4)	33 (15,6)	39 (18,4)	89 (42)	10 (4,7)	12 (5,7)	36 (17)	67 (31,6)	87 (41)
	51 (24,1)			128 (60,4)		22 (10,4)			154 (72,6)	
Item 31: *I don't study the topics after I get a good grade from my test*	20 (9,4)	16 (7,5)	45 (21,2)	48 (22,6)	83 (39,1)	11 (5,2)	11 (5,2)	53 (25)	54 (25,5)	83 (39,2)
	36 (16,9)			131 (61,7)		22 (10,4)			137 (64,7)	
Item 32: *I try to find as many ways as I can to use my English*	31 (14,6)	30 (14,2)	96 (45,2)	26 (12,3)	29 (13,7)	40 (18,9)	56 (26,4)	88 (41,5)	18 (8,5)	10 (4,7)
	61 (28,8)			55 (26)		96 (45,3)			28 (13,2)	
Item 33: *I try to find out how to be a better learner of English*	34 (16)	64 (30,2)	72 (33,9)	24 (11,3)	18 (8,5)	56 (26,4)	89 (42)	47 (22,2)	14 (6,6)	6 (2,8)
	98 (46,2)			42 (19,8)		145 (68,4)			20 (9,4)	
Item 34: *It makes me happy to think that I learn English*	97 (45,7)	58 (27,4)	34 (16)	10 (4,7)	13 (6,1)	109 (51,4)	70 (33)	24 (11,3)	5 (2,4)	4 (1,9)
	155 (73,1)			23 (10,8)		179 (84,4)			9 (4,3)	
Item 35: *I want to know what kind of a learner I am*	85 (40,1)	59 (27,8)	45 (21,2)	11 (5,2)	12 (5,7)	96 (45,3)	68 (32,1)	36 (17)	9 (4,2)	3 (1,4)
	144 (67,9)			23 (10,9)		164 (77,4)			12 (5,6)	

Table 14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before the Implementation Period					After the Implementation Period				
	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)
Item 36: *I am aware of the ways that I learn English best*	36 (17)	52 (24,5)	80 (37,7)	23 (10,8)	21 (9,9)	44 (20,8)	59 (27,8)	82 (38,7)	20 (9,4)	7 (3,3)
	88 (41,5)			44 (20,7)		103 (48,6)			27 (12,7)	
Item 37: *When I am learning English I try to relate the new things I have learnt to my former knowledge*	30 (14,2)	40 (18,9)	67 (31,6)	38 (17,9)	37 (17,5)	48 (22,6)	54 (25,5)	77 (36,3)	23 (10,8)	10 (4,7)
	70 (33,1)			75 (35,4)		102 (48,1)			33 (15,5)	
Item 38: *I would like to learn new words*	80 (37,7)	53 (25)	44 (20,8)	18 (8,5)	17 (8)	97 (45,8)	71 (33,5)	34 (16)	6 (2,8)	4 (1,9)
	133 (62,7)			35 (16,5)		168 (79,3)			10 (4,7)	
Item 39: *I use my own methods to learn vocabulary in English*	28 (13,2)	32 (15,1)	71 (33,4)	44 (20,8)	37 (17,5)	41 (19,3)	61 (28,8)	70 (33)	21 (9,9)	19 (9)
	60 (28,3)			81 (38,3)		102 (48,1)			40 (18,9)	
Item 40: *I want the teacher to give us the words that we are to learn*	77 (36,3)	56 (26,4)	43 (20,3)	19 (9)	17 (8)	19 (9)	16 (7,5)	62 (29,2)	88 (41,5)	27 (12,7)
	133 (62,7)			36 (17)		35 (16,5)			115 (54,2)	
Item 41: *I try to imitate the speech of English native speakers*	67 (31,6)	44 (20,8)	51 (24,1)	19 (9)	31 (14,6)	80 (37,7)	47 (22,2)	43 (20,3)	23 (10,8)	19 (9)
	111 (52,4)			50 (23,6)		127 (59,9)			42 (19,8)	
Item 42: *When I hear someone talking in English, I listen very carefully*	78 (36,7)	51 (24,1)	33 (15,6)	26 (12,3)	24 (11,3)	73 (34,4)	58 (27,4)	59 (57,8)	14 (6,6)	8 (3,8)
	129 (60,8)			50 (23,6)		131 (61,8)			22 (10,4)	

Table 14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before the Implementation Period							After the Implementation Period						
	Strongly Agree n(%)	Agree n(%)	(SA+A)	Not sure n(%)	Disagree n(%)	Strongly Disagree n(%)	(D+SD)	Strongly Agree n(%)	Agree n(%)	(SA+A)	Not sure n(%)	Disagree n(%)	Strongly Disagree n(%)	(D+SD)
Item 43: *I want to talk in English with my family or friends*	76 (35,8)	33 (15,6)	109 (51,4)	27 (12,7)	31 (14,6)	45 (21,2)	76 (35,8)	69 (32,5)	55 (25,9)	124 (58,4)	43 (20,3)	26 (12,3)	19 (9)	45 (21,3)
Item 44: *Even if I am afraid of making mistakes, I encourage myself to speak English*	45 (21,2)	51 (24,1)	96 (45,3)	55 (25,9)	32 (15,1)	29 (13,7)	61 (28,8)	46 (21,7)	69 (32,5)	115 (54,2)	72 (34)	17 (8)	8 (3,8)	25 (11,8)
Item 45: *I listen to English songs*	99 (46,7)	36 (17)	135 (63,7)	30 (14,2)	20 (9,4)	27 (12,7)	47 (22,1)	104 (49,1)	48 (22,6)	152 (71,7)	25 (11,8)	16 (7,5)	19 (9)	35 (16,5)
Item 46: *I watch English films or TV programs*	36 (17)	35 (16,5)	71 (33,5)	31 (14,6)	42 (19,8)	68 (32,1)	110 (51,9)	50 (23,6)	36 (17)	86 (40,6)	52 (24,5)	44 (20,8)	30 (14,2)	74 (35)
Item 47: *I would like to use cassettes/video/CD's in the foreign language, outside of the classroom*	42 (19,8)	29 (13,7)	71 (33,5)	51 (24,1)	34 (16)	56 (26,4)	90 (42,4)	61 (28,8)	50 (23,6)	111 (52,4)	55 (25,9)	24 (11,3)	22 (10,4)	46 (21,7)
Item 48: *I can't learn the English grammar on my own*	109 (51,4)	28 (13,2)	137 (64,6)	33 (15,6)	22 (10,4)	20 (9,4)	42 (19,8)	54 (30,2)	54 (25,5)	108 (55,7)	55 (25,9)	25 (11,8)	14 (6,6)	39 (18,4)
Item 49: *While learning English, I would like my teacher to repeat grammatical rules*	85 (40,1)	50 (23,6)	135 (63,7)	52 (24,5)	15 (7,1)	10 (4,7)	25 (11,8)	74 (34,9)	73 (34,4)	147 (69,3)	48 (22,6)	14 (6,6)	3 (1,4)	17 (8)

Table 14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before — Strongly Agree n (%)	Before — Agree n (%)	Before — Not sure n (%)	Before — Disagree n (%)	Before — Strongly Disagree n (%)	After — Strongly Agree n (%)	After — Agree n (%)	After — Not sure n (%)	After — Disagree n (%)	After — Strongly Disagree n (%)
Item 50: *I try to find structural patterns in English*	34 (16)	32 (15,1)	67 (31,6)	38 (17,9)	41 (19,3)	58 (27,4)	57 (26,9)	73 (26,9)	15 (7,1)	9 (4,2)
(grouped)		66 (31,1)		79 (37,2)			115 (54,3)		24 (11,3)	
Item 51: *I can learn the English grammar on my own*	3 (1,4)	14 (6,6)	37 (17,5)	48 (22,6)	110 (51,8)	17 (8)	38 (17,9)	102 (48,1)	30 (14,2)	25 (11,8)
(grouped)		17 (8)		158 (74,4)			55 (25,9)		55 (26)	
Item 52: *I write in English (e.g. personal notes, messages, letters, reports and etc.)*	13 (6,1)	13 (6,1)	35 (16,5)	53 (25)	98 (46,4)	21 (9,9)	31 (14,6)	55 (25,9)	52 (24,5)	53 (25)
(grouped)		26 (12,2)		151 (71,4)			52 (24,5)		105 (49,5)	
Item 53: *I summarize what I have learnt in English*	11 (5,2)	12 (5,7)	48 (22,6)	66 (31,1)	75 (35,4)	32 (15,1)	46 (21,7)	75 (35,4)	45 (21,2)	14 (6,6)
(grouped)		23 (10,9)		141 (66,5)			78 (36,8)		59 (27,8)	
Item 54: *I keep English diary*	1 (0,5)	5 (2,4)	19 (9)	49 (23,1)	138 (65,1)	4 (1,9)	10 (4,7)	28 (13,2)	81 (38,2)	89 (42)
(grouped)		6 (2,9)		187 (88,2)			14 (6,6)		170 (80,2)	
Item 55: *I look for opportunities to read (e.g. books, magazines and etc.) as much as possible in English*	13 (6,1)	28 (13,2)	60 (28,3)	55 (25,9)	56 (26,4)	29 (13,78)	62 (29,2)	68 (32,1)	34 (16)	19 (9)
(grouped)		41 (19,3)		111 (52,3)			91 (42,98)		53 (25)	

Table 14: Frequencies and percentages for the Items in the Questionnaire carried out Before and After the Implementation Period

ITEMS	Before the Implementation Period					After the Implementation Period				
	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)	Strongly Agree n (%)	Agree n (%)	Not sure n (%)	Disagree n (%)	Strongly Disagree n (%)
Item 56: *While reading something in English, first I quickly skim the text, then go back and read more carefully*	56 (26,4)	39 (18,4)	58 (27,4)	28 (13,2)	31 (14,6)	71 (33,5)	77 (36,3)	44 (20,8)	12 (5,7)	8 (3,8)
	95 (44,8)			59 (27,8)		148 (69,8)			20 (9,5)	
Item 57: *I find it more useful to work with my friends than working on my own for the English lesson*	79 (37,3)	42 (19,8)	43 (20,3)	21 (9,9)	27 (12,7)	71 (33,5)	58 (27,4)	40 (18,9)	21 (9,9)	22 (10,4)
	121 (57,1)			48 (22,6)		129 (60,9)			43 (20,3)	
Item 58: *In the English lesson I like projects where I can work with other students*	76 (35,9)	37 (17,5)	36 (17)	31 (14,6)	32 (15,1)	73 (34,4)	54 (25,5)	55 (25,9)	14 (6,6)	16 (7,5)
	113 (53,4)			63 (29,7)		127 (59,9)			30 (14,1)	
Item 59: *I think that I learn English better when I work on my own*	22 (10,4)	18 (8,5)	34 (16)	45 (21,1)	93 (43,8)	34 (16)	31 (14,6)	52 (24,5)	55 (25,9)	40 (18,9)
	40 (18,9)			138 (64,9)		65 (30,6)			95 (44,8)	
Item 60: *While learning English, I like activities in which I can learn on my own*	51 (24,1)	31 (14,6)	55 (25,9)	37 (17,5)	38 (17,9)	75 (35,4)	58 (27,4)	50 (23,6)	19 (9)	10 (4,7)
	82 (38,7)			75 (35,4)		133 (62,8)			29 (13,7)	

For item 1, '*I plan my English studies carefully'*, while 57 out of 212 participants who took part in the study before the treatment span marked as agree and strongly agree, 124 out of 212 participants who took part in the study after the treatment span marked as agree or totally agree.

For item 2, '*I try to find my own ways of learning English',* 70 out of 212 participants in the questionnaire before the treatment span marked as agree or totally agree whereas 134 out of 212 participants in the questionnaire after the treatment span marked as agree or totally agree.

For item 3, *'I know what I should practise more in English',* before the implementation period 116 subjects marked as agree or totally agree but after the implementation period 149 subjects marked as agree or totally agree.

For item 4, *'I pay more attention to the lesson if we are practicing something I am not so good',* while 133 subjects before the treatment span marked as agree or totally agree, 160 subjects after the treatment span marked as agree or totally agree.

For item 5, *'I would like to have choice in class activities'*, 137 subjects before the treatment span marked as agree or totally agree and 169 subjects after the treatment span marked as agree or totally agree.

For item 6, *'sometimes I try to learn things that the teacher did not give as a task'*, while 78 subjects before the treatment span marked as agree or totally agree, 95 subjects after the treatment span marked as agree or totally agree.

For item 7, *'I spend as little time as possible for my homework'*, before the implementation period 73 subjects marked as agree or totally agree but after the implementation period 37 subjects marked as agree or totally agree.

For item 8, *'I can learn English only with the help of my teacher',* 125 participants in the questionnaire before the treatment span marked as agree or totally agree whereas 87 participants in the questionnaire after the treatment span marked as agree or totally agree.

For item 9, '*my own efforts as well as the teacher's contribute to my learning'*, before the implementation period 119 subjects marked as agree or totally agree but after the implementation period 152 subjects marked as agree or totally agree.

For item 10, *'If I can't learn English in the classroom, I can learn working on my own',* while 30 subjects before the treatment span marked as agree or totally agree, 99 subjects after the treatment span marked as agree or totally agree.

For item 11, *'I search different ways to improve my English outside the class',* while 63 subjects before the treatment span marked as agree or totally agree, 105 subjects after the treatment span marked as agree or totally agree.

For item 12, ' *If I do badly at English, I usually know how to do better next time'*, before the implementation period 94 subjects marked as agree or totally agree but after the implementation period 116 subjects marked as agree or totally agree.

For item 13, *'I am aware of my strengths and weaknesses in English',* while 138 subjects before the treatment span marked as agree or totally agree, 158 subjects after the treatment span marked as agree or totally agree.

For item 14, '*If I haven't learnt something in my English lesson, I am responsible for it',* before the implementation period 142 subjects marked as agree or totally agree but after the implementation period 159 subjects marked as agree or totally agree.

For item 15, '*I often revise what I have learnt',* while 56 subjects before the treatment span marked as agree or totally agree, 86 subjects after the treatment span marked as agree or totally agree.

For item 16, *'my success in English is mainly up to my own efforts',* before the implementation period, 136 subjects marked as agree or totally agree but after the implementation period, 150 subjects marked as agree or totally agree.

For item 17, '*I usually know what the reason is when I get good marks in English',* while 158 subjects before the treatment span marked as agree or totally agree, 172 subjects after the treatment span marked as agree or totally agree.

For item 18, *'I set my own goals in learning English',* before the implementation period, 78 subjects marked as agree or totally agree but after the implementation period, 116 subjects marked as agree or totally agree.

For item 19, *'I would like to know how I can learn English better',* while 168 subjects before the treatment span marked as agree or totally agree, 179 subjects after the treatment span marked as agree or totally agree.

For item 20, *'I like trying new things while I am learning English',* before the implementation period, 90 subjects marked as agree or totally agree but after the implementation period, 146 subjects marked as agree or totally agree.

For item 21, '*I enjoy English lessons'*, while 141 subjects before the treatment span marked as agree or totally agree, 184 subjects after the treatment span marked as agree or totally agree.

For item 22, '*I find learning English enjoyable',* before the implementation period, 136 subjects marked as agree or totally agree but after the implementation period, 180 subjects marked as agree or totally agree.

For item 23, '*I need to learn more than I am required with my all efforts',* while 67 subjects before the treatment span marked as agree or totally agree, 119 subjects after the treatment span marked as agree or totally agree.

For item 24, *'the main reason I learn English because I have to',* before the implementation period, 32 subjects marked as agree or totally agree but after the implementation period, 25 subjects marked as agree or totally agree.

For item 25, *'I want to do well in English class',* while 193 subjects before the treatment span marked as agree or totally agree, 199 subjects after the treatment span marked as agree or totally agree.

For item 26, '*I would like to visit an English-speaking country',* before the implementation period, 161 subjects marked as agree or totally agree but after the implementation period, 170 subjects marked as agree or totally agree.

For item 27, *'I would like to learn English even if I didn't have to',* while 134 subjects before the treatment span marked as agree or totally agree, 164 subjects after the treatment span marked as agree or totally agree.

For item 28, '*I also investigate the culture of the foreign language I am learning',* before the implementation period, 42 subjects marked as agree or totally agree but after the implementation period, 62 subjects marked as agree or totally agree.

For item 29, *'I study English when we are going to have a test'*, while 97 subjects before the treatment span marked as agree or totally agree, 59 subjects after the treatment span marked as agree or totally agree.

For item 30, *'I want only to survive the English lesson'*, before the implementation period, 51 subjects marked as agree or totally agree but after the implementation period, 22 subjects marked as agree or totally agree.

For item 31, *'I don't study the topics after I get a good grade from my test',* while 36 subjects before the treatment span marked as agree or totally agree, 22 subjects after the treatment span marked as agree or totally agree.

For item 32, *'I try to find as many ways as I can to use my English',* before the implementation period, 61 subjects marked as agree or totally agree but after the implementation period, 96 subjects marked as agree or totally agree.

For item 33, '*I try to find out how to be a better learner of English'',* while 98 subjects before the treatment span marked as agree or totally agree, 145 subjects after the treatment span marked as agree or totally agree.

For item 34, '*it makes me happy to think that I learn English',* before the implementation period, 155 subjects marked as agree or totally agree but after the implementation period, 179 subjects marked as agree or totally agree.

For item 35, *'I want to know what kind of a learner I am',* while 144 subjects before the treatment span marked as agree or totally agree, 164 subjects after the treatment span marked as agree or totally agree.

For item 36, *'I am aware of the ways that I learn English best',* before the implementation period, 88 subjects marked as agree or totally agree but after the implementation period, 103 subjects marked as agree or totally agree.

For item 37, *'when I am learning English I try to relate the new things I have learnt to my former knowledge',* while 70 subjects before the treatment span marked as agree or totally agree, 102 subjects after the treatment span marked as agree or totally agree.

For item 38, *'I would like to learn new words',* before the implementation period, 133 subjects marked as agree or totally agree but after the implementation period, 168 subjects marked as agree or totally agree.

For item 39, *'I use my own methods to learn vocabulary in English',* while 60 subjects before the treatment span marked as agree or totally agree, 102 subjects after the treatment span marked as agree or totally agree.

For item 40, *'I want the teacher to give us the words that we are to learn',* before the implementation period, 133 subjects marked as agree or totally agree but after the implementation period, 35 subjects marked as agree or totally agree.

For item 41, '*I try to imitate the speech of English native speakers'*, while 111 subjects before the treatment span marked as agree or totally agree, 127 subjects after the treatment span marked as agree or totally agree.

For item 42, *'when I hear someone talking in English, I listen very carefully',* before the implementation period, 129 subjects marked as agree or totally agree but after the implementation period, 131 subjects marked as agree or totally agree.

For item 43, *'I want to talk in English with my family or friends',* while 109 subjects before the treatment span marked as agree or totally agree, 124 subjects after the treatment span marked as agree or totally agree.

For item 44, *'Even if I am afraid of making mistakes, I encourage myself to speak English',* before the implementation period, 96 subjects marked as agree or totally agree but after the implementation period, 115 subjects marked as agree or totally agree.

For item 45, *'I listen to English songs',* while 135 subjects before the treatment span marked as agree or totally agree, 152 subjects after the treatment span marked as agree or totally agree.

For item 46, *'I watch English films or TV programs',* before the implementation period, 71 subjects marked as agree or totally agree but after the implementation period, 86 subjects marked as agree or totally agree.

For item 47, *'I would like to use cassettes/video/CD's in the foreign language, outside of the classroom',* while 71 subjects before the treatment span marked as

agree or totally agree, 111 subjects after the treatment span marked as agree or totally agree.

For item 48, *'I can't learn the English grammar on my own'*, before the implementation period, 137 subjects marked as agree or totally agree but after the implementation period, 108 subjects marked as agree or totally agree.

For item 49, *'while learning English, I would like my teacher to repeat grammatical rules'*, while 135 subjects before the treatment span marked as agree or totally agree, 147 subjects after the treatment span marked as agree or totally agree.

For item 50, '*I try to find structural patterns in English'*, before the implementation period, 66 subjects marked as agree or totally agree but after the implementation period, 115 subjects marked as agree or totally agree.

For item 51, '*I can learn the English grammar on my own'*, while 17 subjects before the treatment span marked as agree or totally agree, 55 subjects after the treatment span marked as agree or totally agree.

For item 52, *'I write in English (e.g. personal notes, messages, letters, reports and etc.)'*, before the implementation period, 26 subjects marked as agree or totally agree but after the implementation period, 52 subjects marked as agree or totally agree.

For item 53, '*I summarize what I have learnt in English'*, while 23 subjects before the treatment span marked as agree or totally agree, 78 subjects after the treatment span marked as agree or totally agree.

For item 54, *'I keep English diary'*, before the implementation period, 6 subjects marked as agree or totally agree but after the implementation period, 14 subjects marked as agree or totally agree.

For item 55, *'I look for opportunities to read (e.g. books, magazines and etc.) as much as possible in English'*, while 41 subjects before the treatment span marked as agree or totally agree, 91 subjects after the treatment span marked as agree or totally agree.

For item 56, *'While reading something in English, first I quickly skim the text, then go back and read more carefully'*, before the implementation period, 95 subjects marked as agree or totally agree but after the implementation period, 148 subjects marked as agree or totally agree.

For item 57, *'I find it more useful to work with my friends than working on my own for the English lesson',* while 121 subjects before the treatment span marked as agree or totally agree, 129 subjects after the treatment span marked as agree or totally agree.

For item 58, *'in the English lesson I like projects where I can work with other students',* before the implementation period, 113 subjects marked as agree or totally agree but after the implementation period, 127 subjects marked as agree or totally agree.

For item 59, *'I think that I learn English better when I work on my own',* while 40 subjects before the treatment span marked as agree or totally agree, 65 subjects after the treatment span marked as agree or totally agree.

For item 60, *'while learning English, I like activities in which I can learn on my own',* before the implementation period, 82 subjects marked as agree or totally agree but after the implementation period, 133 subjects marked as agree or totally agree.

3.3. Dimensional Findings of the Questionnaire

As mentioned before, Learner Autonomy Questionnaire consists of four factors that are examined in detail to see the differences between pre-test and post-test results below.

3.3.1. LAQ Factor 1- Responsibility

This factor is related to responsibility of the learners. That is to say, autonomous learners can take their own responsibility and be active in their learning process. Additionally, Topkaya (2004) stated that "responsibility and autonomy are actually 'two complementary behaviours'" (as cited in Balkır, 2007, p.41). Namely, they are interrelated. Responsibility also plays a primary role in learner autonomy. Therefore, this factor has 20 items in order to investigate whether or not learners can get their own responsibility in foreign language learning. The items related to responsibility were given and descriptive statistics for this dimension of both pre-test and post-test in Table 15 were displayed below:

Question- 1	I plan my English studies carefully
Question- 2	I try to find my own ways of learning English
Question- 3	I know what I should practise more in English
Question- 4	I pay more attention to the lesson if we are practicing something I am not so good
Question- 5	I would like to have choice in class activities
Question- 6	Sometimes I try to learn things that the teacher did not give as a task
Question- 7	I spend as little time as possible for my homework
Question- 8	I can learn English only with the help of my teacher
Question- 9	My own efforts as well as the teacher's contributes to my learning
Question- 10	If I can't learn English in the classroom, I can learn working on my own
Question- 11	I search different ways to improve my English outside the class
Question- 12	If I do badly at English, I usually know how to do better next time
Question- 13	I am aware of my strengths and weaknesses in English
Question- 14	If I haven't learnt something in my English lesson, I am responsible for it
Question- 15	I often revise what I have learnt
Question- 16	My success in English is mainly up to my own efforts
Question- 17	I usually know what the reason is when I get good marks in English
Question- 18	I set my own goals in learning English
Question- 19	I would like to know how I can learn English better
Question- 20	I like trying new things while I am learning English

Table 15: The Results of the Paired Samples T Test for Factor – 1 of LAQ

	Responsibility					p
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	3,38	0,62	3,45	1,20	4,70	*t=9,083;*
Post - test	3,73	0,51	3,75	1,50	4,80	*p:0,001**￼*

Paired Samples t test   **p<0,01

According to Table 15, while the scores of responsibility before the implementation period changed between 1,20 and 4,70 and the mean score was 3,38±0,62, the scores of responsibility after the implementation period changed between 1,50 and 4,80 and the mean score was 3,73±0,51. Moreover, the increase in the mean score after the implementation period showed a statistically significant increase when it was compared with the mean score before the implementation of learning tasks (p<0, 01).

3.3.2. LAQ Factor 2- Motivation

The second factor was associated with motivation. If learners are motivated, they are willing to take part in language learning process. Furthermore, motivation plays a fundamental role in autonomous learning as well. Therefore, the number of the items is more than other items that followed it. Besides, this dimension has 14 items to investigate whether or not learners are motivated to be autonomous in foreign language learning. The items connected with motivation were given and descriptive statistics for this dimension of both pre-test and post-test in Table 16 were displayed below:

Question- 21	I enjoy English lessons
Question- 22	I find learning English enjoyable
Question- 23	I need to learn more than I am required with my all efforts
Question- 24	The main reason I learn English because I have to
Question- 25	I want to do well in English class
Question- 26	I would like to visit an English-speaking country
Question- 27	I would like to learn English even if I didn't have to
Question- 28	I also investigate the culture of the foreign language I am learning
Question- 29	I study English when we are going to have a test
Question- 30	I want only to survive the English lesson
Question- 31	I don't study the topics after I get a good grade from my test
Question- 32	I try to find as many ways as I can to use my English
Question- 33	I try to find out how to be a better learner of English
Question- 34	It makes me happy to think that I learn English

Table 16: The Results of the Paired Samples T Test for Factor – 2 of LAQ

	Motivation					*p*
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	3,61	0,69	3,78	1,14	4,71	*t=6,038*
Post-test	3,88	0,54	4,00	1,93	4,86	*p:0,001***

Paired Samples t test   ***p<0,01*

As indicated in Table 16, the scores of motivation before the improvement period changed between 1,14 and 4,71 and the mean score was 3,61±0,69. Moreover, the scores of motivation after the improvement period changed between 1,93 and 4,86 and the mean score was 3,88±0,54. Also, the mean score after the implementation period displayed statistically significant increase according to the mean score before

the treatment score (p<0,01). In other words, there is an increase in the learners' tendencies towards being autonomous in the aspect of motivation after the improvement period in foreign language learning.

3.3.3. LAQ Factor 3- Learning Strategies

This factor of LAQ aimed to discover to what extent the learners use learning strategies to be autonomous because as stated by Wenden, by the help of the learning strategies, learners become more effective in language learning and also they are able to learn by themselves (1987, p. 8). This factor includes seven items, but items 57 and 58 were analyzed as group works and items 59 and 60 were analyzed as working individually. Besides, the items connected with learning strategies were given and descriptive statistics for this factor of both pre-test and post-test in Tables 17, 18 and 19 were displayed below:

Question- 35	I want to know what kind of a learner I am
Question- 36	I am aware of the ways that I learn English best
Question- 37	When I am learning English I try to relate the new things I have learnt to my former knowledge
Question- 57	I find it more useful to work with my friends than working on my own for the English lesson
Question- 58	In the English lesson I like projects where I can work with other students
Question- 59	I think that I learn English better when I work on my own
Question- 60	While learning English, I like activities in which I can learn on my own

Table 17: The Results of the Paired Samples T Test for Factor – 3 of LAQ

	Learning Strategies					p
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	3,37	0,94	3,33	1,0	5,0	*t=5,405;*
Post-test	3,73	0,77	3,66	1,0	5,0	*p:0,001***

Paired Samples t test   ***p<0,01*

As observed in Table 17, while the scores of learning strategies before the implementation period changed between 1 and 5 and the mean score was 3,37±0,94, the scores of learning strategies after the implementation period changed between 1 and 5 and the mean score was 3,73±0,77. Moreover, the mean score after the treatment score showed a statistically significant increase when it was compared with the mean score before the implementation period (p<0, 01). That is to say, there is an increase in the extent the learners use learning strategies to be autonomous after the treatment period.

Table 18: The Results of the Paired Samples T Test – 3 of LAQ – Group Work

	Group work					p
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	3,51	1,12	3,50	1,00	5,00	*t=1,976;*
Post-test	3,68	1,09	4,00	1,00	5,00	*p:0,049***

Paired Samples t test   **p<0,01*

According to Table 18, while the scores of group work before the implementation period changed between 1 and 5 and the mean score was 3,51±1,12, the scores of

group work after the implementation period changed between 1 and 5 and the mean score was 3,68±1,09. What is more, the mean score after the implementation period showed a significant increase when it was compared with the mean score before the implementation period (p<0,01). In other words, the mean score of post-test showed the enhancement in group work.

Table 19: The Results of the Paired Samples T Test – 3 of LAQ – Working Individually

	Working Individually					*p*
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	3,44	0,75	3,50	1,00	5,00	*t=0,635;*
Post-test	3,48	0,71	3,50	1,50	5,00	*p:0,526*

Paired Samples t test *p<0,01*

As displayed above, the scores of working individually before the improvement period changed between 1 and 5 and the mean score was 3,44±0,75. Additionally, the scores of pair work after the improvement period changed between 1,50 and 5 and the mean score was 3,48±0,71. In other words, there is not a significant difference according to the mean scores before and after the implementation period (p<0,05).

3.3.4. LAQ Factor 4- Language Skills

The purpose of the factor 4 was to investigate if the learners were able to use their own language skills after the implementation period. This factor has got nineteen items. Three of these items are related to vocabulary, four of them are connected with speaking, three of them are based on listening, four of them are associated with grammar, three of them are based on writing and two of the items are related to

reading. In addition, the items connected with language skills were given and descriptive statistics for this dimension of both pre-test and post-test in Tables 20, 21, 22, 23, 24 and 25 were displayed below:

Vocabulary

Question- 38	I would like to learn new words
Question- 39	I use my own methods to learn vocabulary in English
Question- 40	I want the teacher to give us the words that we are to learn

Table 20: The Results of the Paired Samples T Test – 4 of LAQ – Vocabulary

	Vocabulary					***p***
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	2,95	0,72	3,00	1,0	5,0	***t=12,762;***
Post-test	3,66	0,73	3,66	1,67	5,0	***p:0,001***

Paired Samples t test   ***p<0,01*

As displayed in Table 20, while the scores of vocabulary before the implementation period changed between 1 and 5 and the mean score was 2,96±0,72, the scores of vocabulary after the implementation period changed between 1,7 and 5 and the mean score was 3,66±0,73. It means that there is a statistically significant increase in the mean score after the implementation period when it is compared with the mean score before the implementation period (p<0,01). Namely, there is a statistically significant increase in the extent the learners use language skills to be autonomous after the implemantation period.

Speaking

41	I try to imitate the speech of English native English speakers
42	When I hear someone talking in English, I listen very carefully
43	I want to talk in English with my family or friends
44	Even if I am afraid of making mistakes, I encourage myself to speak English

Table 21: The Results of the Paired Samples T Test – 4 of LAQ-Speaking

	Speaking					***p***
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	3,41	1,09	3,50	1,00	5,00	*t=4,338;*
Post-test	3,68	0,88	3,75	1,00	5,00	*p:0,001**
Paired Samples t test				***p<0,01*		

Table 21 highlighted that the scores of speaking before the improvement period changed between 1 and 5 and the mean score was 3,41±1,09. Moreover, the scores of speaking after the improvement period changed between 1 and 5 and the mean score was 3,68±0,88. Also, there was a statistically significant increase in the extent the learners used language skills to be autonomous after the treatment period (p<0,01). That is, the mean score in the post-test signifies that there is a statistically significant increase in speaking after the implementation period.

Listening

45	I listen to English songs
46	I watch English films or TV programs
47	I would like to use cassettes/video/CD's n the foreign language, outside of the classroom

Table 22: The Results of the Paired Samples T Test – 4 of LAQ-Listening

	Listening					***p***
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	3,08	1,11	3,00	1,00	5,00	***t=5,997;***
Post-test	3,53	1,00	3,66	1,00	5,00	***p:0,001****

Paired Samples t test   ***p<0,01*

As showed in Table 22, while the scores of listening before the implementation period changed between 1 and 5 and the mean score was 3,08±1,11, the scores of listening after the implementation period changed between 1 and 5 and the mean score was 3,53±1,00. It means that, there was a statistically significant increase in the extent the learners used language skills to be autonomous after the treatment period (p<0,01). In other words, there is a notable change in learners' language skills including listening after the implemantation period.

Grammar

48	I can't learn the English grammar on my own'
49	While learning English, I would like my teacher to repeat grammatical rules
50	I try to find structural patterns in English
51	I can learn the English grammar on my own

Table 23: The Results of the Paired Samples T Test – 4 of LAQ- Grammar

	Grammar					*p*
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	2,29	0,67	2,25	1,00	4,00	*t=2,924;*
Post-test	2,43	0,50	2,50	1,00	3,50	*p:0,004***

Paired Samples t test   **p<0,01*

According to Table 23, the scores of grammar before the improvement period changed between 1 and 4 and the mean score was 2,29±0,67. Moreover, the scores of grammar after the improvement period changed between 1, 0 and 3, 5 and the mean score was 2,43±0,50. It means that, the mean score after the implementation period showed a significant increase when it was compared with the mean score before the implementation period (p<0,01). In other words, the increase in the mean value of post-test is a sign of the improvement in learners' skills based on grammar in foreign language learning after the implementation period.

Writing

52	I write in English (e.g. personal notes, messages, letters, reports and etc.)
53	I summarize what I have learnt in English
54	I keep English diary

Table 24: The Results of the Paired Samples T Test – 4 of LAQ-Writing

	Writing					**p**
	Mean	**SD**	**Median**	**Minimum**	**Maximum**	
Pre-test	1,88	0,79	2,00	1,00	4,33	*t=10,523;*
Post-test	2,54	0,81	3,00	1,00	5,00	*p:0,001***

Paired Samples t test   ***p<0,01*

As indicated in Table 24, while the scores of writing before the implementation period changed between 1 and 4,33 and the mean score was 1,88±0, 79, the scores of writing after the implementation period changed between 1 and 5 and the mean score was 2,54±0,81. Furthermore, the mean score after the implementation period indicated a statistically significant increase when it was compared with the mean score before the implementation period (p<0,01). That is to say, an increase was depicted in learners' skills including writing in foreign language learning after the implementation period.

Reading

55	I look for opportunities to read (e.g. books, magazines and etc.) as much as possible in English
56	While reading something in English, first I quickly skim the text, then go back and read more carefully

Table 25: The Results of the Paired Samples T Test – 4 of LAQ-Reading

	Mean	SD	Median	Minimum	Maximum	*p*
Reading						
Pre-test	2,87	1,06	3,00	1,00	5,00	*t=3,372;*
Post-test	3,56	0,89	3,50	1,00	5,00	*p:0,001***

Paired Samples t test   ***p<0,01*

As observed in Table 25, while the scores of reading before the implementation period changed between 1 and 5 and the mean score was 2,87±1,06, the scores of listening after the implementation period changed between 1 and 5 and the mean score was 3,6±0,89. It means that, the mean score after the implementation period indicated a statistically significant increase before the implementation period (p<0,01). In other words, there is a progress in learners' skills including reading after the implementation period.

Table 26: Evaluation of Total Scores' Result of LAQ' Pre-test and Post-test

	Total Score					p
	Mean	**SD**	**Median**	**Minimum**	**Maksimum**	
Pr-test	3,07	0,49	3,08	1,44	4,12	*t=11,42;*
Post-test	3,44	0,42	3,48	1,94	4,38	*p:0,001***

Paired Samples t test   ***p<0,01*

According to Table 26, while the total score of pre-test before the implementation period changed between 1,44 and 4,12 and the mean score was 3,07±0,49, the total score of post-test after the implementation period changed between 1,94 and 4,38 and the mean score was 3,44±0,42. Additionally, when the mean scores before and after the implementation period were compared, it was seen that there was a statistically significant increase in the mean scores after the implementation period (p<0,01). In other words, there is a progress in learners' attitudes towards being autonomous after the implementation period.

3.4. The Result of the Demographic and Background Information of the Learners

As stated in Chapter 3, the questionnaire consisted of two sections. The first section included the demographic and background information of the learners and the second section contained 60 items. The second section was explained and the results were shown in detail above. Moreover, the demographic and background information of the learners (the levels of the parents' education, the number of the siblings, the socio-economic level and resource books at home) were displayed separately as a pre-test and post-test and they were also compared with four factors in this questionnaire comprehensively including responsibility, motivation, learning

strategies, and language skills including vocabulary, speaking, listening, grammar, writing, reading, group work, working individually according to demographic variables of pre-test and post-test. The results were also displayed in Tables 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37 and 38 below.

Table 27: The Descriptive Statistics of the Levels of the Parents' Education According to Pre-test

	Levels of the Parents' Education		
	Low	Middle	High
	Mean±SD	Mean±SD	Mean±SD
Responsibility	3,34±0,61	3,27±0,63	3,76±0,47
Motivation	3,59±0,70	3,53±0,73	3,89±0,55
Learning Strategies	3,30±0,97	3,32±0,92	3,66±0,93
Vocabulary	3,50±0,91	3,32±0,93	3,69±0,76
Speaking	3,34±1,07	3,27±1,11	3,83±1,04
Listening	2,94±1,16	2,98±1,03	3,58±1,11
Grammar	3,74±0,66	3,64±0,71	3,81±0,63
Writing	1,80±0,77	1,79±0,72	2,25±0,92
Reading	2,78±0,97	2,75±1,10	3,34±1,02
Group Work	3,76±1,10	3,40±1,20	3,40±1,47
Working individually	3,42±0,84	8,47±0,72	3,43±0,71

Table 28: The Descriptive Statistics of the Levels of the Parents' Education

According to Post-test

	Levels of the Parents' Education		
	Low	Middle	High
	Mean±SD	Mean±SD	Mean±SD
Responsibility	3,67±0,43	3,69±0,54	3,96±0,53
Motivation	3,84±0,46	3,85±0,59	4,05±0,55
Learning Strategies	3,72±0,74	3,65±0,75	3,94±0,85
Vocabulary	3,37±0,60	3,43±0,67	3,32±0,62
Speaking	3,60±0,81	3,63±0,91	3,93±0,92
Listening	3,55±0,89	3,49±1,08	3,59±0,99
Grammar	3,47±0,45	3,58±0,54	3,67±0,46
Writing	2,44±0,77	2,59±0,81	2,60±0,91
Reading	3,48±0,86	3,54±0,93	3,74±0,88
Group Work	4,02±0,91	3,56±1,08	3,45±1,29
Working individually	3,56±0,70	3,42±0,71	3,51±0,73

Table 29: Kruskal Wallis Test for the Levels of the Parents' Education

According to Pre-test and Post-test

	Levels of the Parents' Education			
	Low (66)	Middle (104)	High (42)	p
	Mean±SD (median)	Mean±SD (median)	Mean±SD (median)	
Responsibility	0,32±0,57 (0,30)	0,41±0,54 (0,35)	0,19±0,52 (0,30)	*0,283*
Motivation	0,25±0,71 (0,17)	0,32±0,65 (0,17)	0,16±0,54 (0,11)	*0,641*
Learning Strategies	0,42±1,12 (0)	0,33±0,89 (0,33)	0,28±0,79 (0,33)	*0,998*
Vocabulary	0,75±0,76 (0,67)	0,72±0,83 (0,67)	0,59±0,79 (0,67)	*0,558*
Speaking	0,25±1,01 (0,25)	0,35±0,91 (0,25)	0,09±0,74 (0)	*0,250*
Listening	0,61±1,21 (0,67)	0,51±0,97 (0,33)	0,01±0,98 (0)	*0,025**
Grammar	0,26±0,63(0,25)	0,05±0,72 (0)	0,14±0,71 (0)	*0,259*
Writing	0,64±0,80 (0,67)	0,79±0,96 (0,67)	0,35±0,91 (0,50)	*0,105*
Reading	0,70±0,91 (0,75)	0,79±1,13 (0,50)	0,39±1,08 (0,50)	*0,176*
Group Work	0,25±1,07 (0)	0,15±1,34 (0)	0,04±1,08 (0)	*0,598*
Working individually	0,14±0,97 (0)	-0,05±0,84 (0)	0,08±0,72 (0)	*0,158*

Kruskal Wallis test   **p<0,05*

There was not a statistically significant difference in the scores of responsibility, motivation, learning strategies, and language skills including vocabulary, speaking, grammar, writing, reading, group work, working individually before and after the implementation period (p<0,05) according to the levels of parents' education. However, it was seen that there was a statistically significant difference in the listening skills' score after the implementation period when it was compared with the mean score before the implementation period (*p<0,05*) in the levels of parents'

education. In order to determine which group caused the differentiation, comparisons were made and the result showed that the amount of increase in high education group was significantly lower according to low and middle education groups.

Table 30: The Descriptive Statistics of the Number of the Siblings According to Pre-test

	The Number of the Siblings		
	1	2-3	≥4
	Mean±SD	Mean±SD	Mean±SD
Responsibility	3,41±0,68	3,39±0,62	3,39±0,64
Motivation	3,57±0,97	3,62±0,67	3,62±0,74
Learning Strategies	3,67±1,02	3,36±0,94	3,40±0,98
Vocabulary	3,10±1,14	3,47±0,88	3,46±0,94
Speaking	3,62±1,25	3,42±1,07	3,30±1,19
Listening	3,23±1,20	3,14±1,07	2,80±1,26
Grammar	3,50±0,74	3,70±0,69	3,77±0,63
Writing	2,03±1,13	1,87±0,78	1,92±0,81
Reading	2,50±1,43	2,88±1,08	2,96±0,90
Group work	2,95±1,09	3,53±1,23	3,61±1,28
Working individually	3,45±0,64	3,46±0,77	3,37±0,73

Table 31: The Descriptive Statistics of the Number of the Siblings According to Post-test

	The Number of the Siblings		
	1	2-3	≥4
	Mean±SD	Mean±SD	Mean±SD
Responsibility	3,79±0,45	3,72±0,53	3,76±0,47
Motivation	4,01±0,50	3,88±0,56	3,89±0,50
Learning Strategies	3,73±0,70	3,72±0,78	3,80±0,73
Vocabulary	3,40±0,54	3,37±0,67	3,44±0,55
Speaking	3,70±0,74	3,69±0,88	3,60±0,96
Listening	3,30±1,12	3,59±0,99	3,33±1,02
Grammar	3,35±0,70	3,56±0,47	3,62±0,55
Writing	2,43±0,89	2,55±0,82	2,54±0,80
Reading	3,50±0,94	3,54±0,92	3,71±0,79
Group work	3,25±1,14	3,70±1,07	3,72±1,20
Working individually	3,35±0,62	3,47±0,74	3,58±0,57

Table 32: Kruskal Wallis Test for the Number of the Siblings According to Pre-test and Post-test

	The Number of the Siblings			
	1	**2-3**	**≥4**	
	(10)	**(166)**	**(36)**	**p**
	Mean±SD (median)	**Mean±SD (median)**	**Mean±SD (median)**	
Responsibility	0,38±0,49 (0,40)	0,33±0,56 (0,35)	0,36±0,52 (0,30)	*0,984*
Motivation	0,44±0,86 (0,17)	0,25±0,59 (0,14)	0,27±0,83 (0,25)	*0,795*
Learning Strategies	0,06±0,95(-0,33)	0,35±0,89 (0,33)	0,39±1,16 (0,16)	*0,455*
Vocabulary	0,97±0,57 (1,33)	0,69±0,82 (0,67)	0,70±0,77 (0,67)	*0,128*
Speaking	0,07±1,02 (0,12)	0,27±0,83 (0,25)	0,30±1,22 (0,25)	*0,778*
Listening	0,06±1,22 (-0,33)	0,44±1,06 (0,33)	0,52±1,11 (0,33)	*0,376*
Grammar	0,15±0,66 (0)	0,13±0,72 (0,25)	0,15±0,59 (0,25)	*0,967*
Writing	0,040±1,02 (0,66)	0,68±0,90 (0,66)	0,62±0,95 (0,66)	*0,877*
Reading	1,0±1,47 (1,0)	0,65±1,04 (0,50)	0,75±1,03 (1,0)	*0,664*
Group work	0,30±1,13 (0,50)	0,16±1,27 (0)	0,11±0,95 (0)	*0,870*
Working individually	-0,10±0,65 (0)	0,01±0,90 (0)	0,21±0,72 (0)	*0,206*

Kruskal Wallis test   **p<0,05*

There was not a significant difference between the mean scores before and after the implementation period (p<0,05) in the scores of responsibility, motivation, learning strategies, and language skills including vocabulary, speaking, listening, grammar, writing, reading, group work, working individually according to the number of the siblings.

Table 33: The Descriptive Statistics of the Socio-economic Level According to Pre-test

	Socio-economic Level		
	Low	Middle	High
	Mean±SD	Mean±SD	Mean±SD
Responsibility	3,07±0,79	3,45±0,57	3,43±0,58
Motivation	3,18±0,86	3,80±0,65	3,65±0,65
Learning Strategies	2,96±1,10	3,44±0,92	3,44±0,90
Vocabulary	3,09±1,14	3,57±0,81	3,49±0,86
Speaking	3,03±1,17	3,51±1,04	3,45±1,09
Listening	2,69±1,28	3,02±0,92	3,18±1,11
Grammar	3,60±0,62	3,93±0,66	3,66±0,69
Writing	1,82±0,89	1,83±0,74	1,91±0,80
Reading	2,50±1,19	3,14±1,04	2,88±1,04
Group Work	3,45±1,24	3,74±1,25	3,47±1,23
Working Individually	3,46±0,76	3,40±0,85	3,45±0,73

Table 34: The Descriptive Statistics of the Socio-economic Level

According to Post-test

	Socio-economic Level		
	Low	Middle	High
	Mean±SD	Mean±SD	Mean±SD
Responsibility	3,47±0,66	3,78±0,56	3,77±0,46
Motivation	3,55±0,69	3,95±0,52	3,94±0,50
Learning Strategies	3,38±0,99	0,88±0,67	3,76±0,73
Vocabulary	3,26±0,92	3,43±0,63	3,40±0,58
Speaking	3,45±1,11	3,72±0,85	3,71±0,84
Listening	3,30±1,27	3,67±0,99	3,54±0,94
Grammar	3,48±0,50	3,73±0,52	3,53±0,49
Writing	2,48±0,95	2,47±0,63	2,58±0,84
Reading	3,23±1,26	3,70±0,78	3,59±0,83
Group Work	3,62±1,27	3,82±1,14	3,65±1,05
Working Individually	3,61±1,27	3,82±1,14	3,65±1,05

Table 35: Kruskal Wallis Test for the Socio-economic Level

According to Pre-test and Post-test

	Socio-economic Level			
	Low **(63)** **Mean±SD** **(median)**	**Middle** **(76)** **Mean±SD** **(median)**	**High** **(73)** **Mean±SD** **(median)**	***p***
Responsibility	0,39±0,79 (0,35)	0,32±0,41 (0,32)	0,34±0,53 (0,35)	*0,963*
Motivation	0,37±0,96 (0,25)	0,15±0,54 (0,07)	0,28±0,60 (0,21)	*0,395*
Learning Strategies	0,41±1,22 (0)	0,44±0,83 (0,33)	0,32±0,92 (0,33)	*0,668*
Vocabulary	0,73±0,89 (0,67)	0,86±0,79 (0,67)	0,66±0,79 (0,66)	*0,364*
Speaking	0,42±1,16 (0,25)	0,22±0,89 (0)	0,26±0,87 (0,25)	*0,787*
Listening	0,61±1,24 (0,33)	0,65±1,10 (0,33)	0,35±1,10 (0,33)	*0,187*
Grammar	0,11±0,72 (0)	0,20±0,65(0,25)	0,12±0,71 (0)	*0,749*
Writing	0,73±1,11 (0,50)	0,56±1,05 (0,50)	0,71±1,06 (0,75)	*0,912*
Reading	0,73±1,11 (0,50)	0,56±1,05 (0,50)	0,71±1,06 (0,75)	*0,734*
Group Work	0,17±1,16 (0)	0,08±1,20 (0)	0,18±1,23 (0)	*0,846*
Working Individually	0,08±0,86 (0)	0,28±0,84 (0)	-0,04±0,86 (0)	*0,149*

There was not a meaningful difference before and after the implementation period (p<0,05) in the scores of responsibility, motivation, learning strategies, vocabulary, speaking, listening, grammar, writing, reading, group work, working individually according to the socio-economic level.

Table 36: The Descriptive Statistics of the Resources at Home

According to Pre-test

	Resources		
	No resources	Dictionary	English Magazines/ Newspapers and CDs, DVDs and cassettes etc.
	Mean±SD	Mean±SD	Mean±SD
Responsibility	3,05±0,85	3,39±0,59	3,74±0,44
Motivation	3,23±0,80	3,62±0,67	3,95±0,68
Learning Strategies	2,70±0,74	3,42±0,95	3,67±0,79
Vocabulary	2,91±1,03	3,47±0,86	3,79±0,89
Speaking	3,05±1,04	3,40±1,11	3,84±0,98
Listening	2,72±0,94	3,05±1,12	3,84±0,89
Grammar	3,49±0,77	3,71±0,68	3,87±0,56
Writing	1,68±0,90	1,85±0,77	2,37±0,84
Reading	2,50±1,04	2,88±1,05	3,21±1,15
Group Work	3,74±1,25	3,48±1,23	3,60±1,31
Working individually	3,42±0,84	3,46±0,76	3,37±0,60

Table 37: The Descriptive Statistics of the Resources at Home

According to Post-test

	Resources		
	No resources	Dictionary	English Magazines/ Newspapers and CDs, DVDs and cassettes etc.
	Mean±SD	Mean±SD	Mean±SD
Responsibility	3,47±0,55	3,74±0,51	3,91±0,41
Motivation	3,68±0,61	3,88±0,54	4,22±0,44
Learning Strategies	3,42±0,91	3,71±0,75	4,19±0,64
Vocabulary	3,26±0,88	3,39±0,62	3,53±0,57
Speaking	3,50±0,85	3,66±0,90	4,01±0,69
Listening	3,10±1,12	3,50±0,98	4,26±0,68
Grammar	3,34±0,60	3,59±0,49	3,55±0,49
Writing	2,77±0,99	2,47±0,79	3,02±0,76
Reading	3,26±1,12	3,54±0,87	4,05±0,74
Group Work	3,61±1,10	3,74±1,08	3,24±1,22
Working individually	3,47±0,82	3,50±0,70	3,29±0,61

Table 38: Kruskal Wallis Test for the Resources at Home

According to Pre-test and Post-test

	Resources			
	No resources (19)	Dictionary (174)	English Magazines/ Newspapers and CDs, DVDs and cassettes etc. (19)	p
	Mean±SD (median)	Mean±SD (median)	Mean±SD (median)	
Responsibility	0,42±0,68 (0,35)	0,35±0,55 (0,35)	0,17±0,37 (0,15)	*0,065*
Motivation	0,45±0,65 (0,28)	0,25±0,65 (0,14)	0,26±0,66 (0,21)	*0,760*
Learning Strategies	0,72±1,16 (0,67)	0,29±0,93 (0,33)	0,52±0,80 (0,67)	*0,243*
Vocabulary	0,81±0,67 (1)	0,71±0,83 (0,67)	0,61±0,69 (0,67)	*0,785*
Speaking	0,44±0,83 (0,50)	0,26±0,93 (0,25)	0,17±0,88 (0)	*0,699*
Listening	0,38±1,16 (0,33)	0,45±1,07 (0,33)	0,42±1,04 (0,33)	*0,869*
Grammar	0,14±0,78 (0,50)	0,12±0,71 (0)	0,31±0,44 (0,25)	*0,194*
Writing	1,08±1,34 (1,0)	0,62±0,85 (0,67)	0,65±0,87 (1,0)	*0,673*
Reading	0,76±0,90 (1,0)	0,66±1,08 (0,50)	0,84±1,08 (0,50)	*0,530*
Group Work	-0,13±1,10 (0)	0,25±1,23 (0)	-0,36±1,05 (0)	*0,042**
Working individually	0,05±0,94 (0)	0,04±0,87 (0)	-0,07±0,67 (0)	*0,512*

Kruskal Wallis test   *p<0,05*

There was not a meaningful difference between the mean scores before and after the implementation period (p<0,05) in the mean scores of responsibility, motivation, learning strategies, vocabulary, speaking, grammar, listening, writing, reading, working individually according to resources at home. However, in the score of group work, there was a meaningful difference between the scores before and after the implementation period (*p<0,05*). In order to determine which group caused the difference, comparisons were made and the result showed that the students who have English magazines/newspapers, CDs/DVDs and cassettes had higher scores than the students who had only dictionaries after the implementation. Implementation had more effect on students who had more English resources.

3.5. The Results of the Classroom Observation

Allwright mentioned that observation is an essential procedure for many researchers (1988, p. 11) and also he stated that instead of teaching methods; strategies or techniques which are used by teachers; the studies based on 'what actually happens in the foreign language classroom' are required (1998, p. 51). That is to say, interactions between the teacher and learners and what the students are doing and the learners' participation in the lesson are more important than teachers' techniques, strategies and methods. Moreover, in this study, the researcher observed the learners' responsibility, motivation, learning strategies and language skills in order to get clear knowledge about whether or not they have tendencies to be autonomous learners. Therefore, classroom observations were made four times in eight weeks. While making observations, the researcher applied some items used in Karagöl's study to the observation checklist in the present study. This observation checklist consisted of eight items related to criteria of being autonomous learners. The items are;

- **Self-learning:** students' own learning in an autonomous manner
- **Time management:** the ability to efficiently and effectively make use of time.

- **Planning:** students' decisions about how to do the tasks.

- **Self-confidence:** students' believes in themselves and their abilities.

- **Independence:** students' active and independent involvement in their own learning.

- **Willingness to participate:** students' joining the activities eagerly.

- **Attentiveness:** students' being alert (observant) and paying attention.

- **Subject Matter Competence (Language Competence):** Students' quality of being adequate. (2008, pp. 54-55)

During the implementation period, the researcher observed the learners according to those qualifications stated above and the classroom observation checklist was given in Table 39 below.

Table 39: Classroom Observation Checklist Results

		Self-learning	Time management	Planning	Self-confidence	Independence	Willingness To participate	Attentiveness	Subject Matter Competence
Week 2	Good								✓
	Medium			✓			✓	✓	
	Poor	✓	✓		✓	✓			
Week 4	Good		✓	✓	✓		✓	✓	✓
	Medium	✓				✓			
	Poor								
Week 6	Good	✓	✓	✓	✓	✓	✓	✓	✓
	Medium								
	Poor								
Week 8	Good	✓	✓	✓	✓	✓	✓	✓	✓
	Medium								
	Poor								

Moreover, this observation checklist facilitated the observation process and also helped the researcher how to observe the learners. The criteria were determined before the observation and all of them were related to the features of autonomous learners. Also, this checklist helped both who were being observed and those who were observing. As stated before, there was a treatment period and it took eight weeks. During these weeks, the researcher put the learning tasks related to autonomy into practice and the researcher planned to see if there was an improvement in learners' attitudes towards autonomy thanks to the learning tasks. Therefore, this observation checklist provided the researcher with clear information about the learners' tendencies towards autonomy while they were doing the learning tasks. In other words, the researcher noticed the positive improvement in learners' attitudes towards participating in the learning tasks. It was also noticed that the learning tasks were really useful for them and would develop autonomy. Additionally, when the researcher realized that the learners were reluctant to take part in the learning tasks while observing, some adjustments were made such as changing the learning tasks according to learners' needs. For example, in the first week of the implementation period, while the students were doing the translation activity, the researcher observed that the learners did not want to do it because the text was a bit long to translate for them, so in the next learning tasks, shorter texts were used.

Besides, observation is necessary for gaining understanding about learners' performance. That is to say, the results of the observation checklist displayed that students did not show good performance according to the criteria in the checklist in the first week of the implementation period because English lessons were based on the learning tasks that did not give the students many opportunities to be active, independent and motivated before. By starting from the second week of the implementation period, the learners were no longer hesitant to be eager to

participate in the learning tasks; they became self-starter as they gained confidence. That is to say, the learners' attitudes towards language learning in terms of autonomy changed.

In addition, starting from the second week at the implementation, the researcher observed that the learners' attention increased, they were more motivated and participated in the learning tasks eagerly. It was seen that learning became effective and the learning tasks helped learners to raise their awareness and the learners paid more attention to language learning. Furthermore, the learners practiced more by the help of the learning tasks and were aware of their own learning strategies during the implementation period. For instance, before the learning tasks, the students did not like the listening activities; therefore, they were unwilling to listen to the dialogues or texts because they did not know how to listen and do the exercises related to the listening activity. However, while they were doing the learning tasks, they learned how to listen to the dialogues or texts. Moreover, it was observed that the learners' listening skills improved and the learners gained self-confidence while doing listening activities and they started to take pleasure in listening activities. It was also observed that they paid more attention to listening activities than before because they developed their learning strategies and realized how to do them by the help of the learning tasks.

Besides, during the implementation period, it was noticed that learners started to gain self-confidence. The researcher observed that the learners were more active and independent in their own learning. They could start the learning tasks without expecting anything from the teacher because they started to be aware of their own abilities and they realized that when they wanted to succeed something, they could do it. To illustrate, in speaking activities, nearly all of the learners avoided speaking because they were afraid of speaking. During the implementation period, the learning tasks gave them opportunities to practice and it was noticed that even the

students who never spoke before tried to participate in speaking activities and share their own thoughts by speaking a few words. Additionally, at the end of the implementation period, some of the learners took parts in speaking activities willingly.

To sum up, the observation results revealed that observation provided more detailed information about the learners' tendencies to be autonomous. Students showed interest in language learning and tried to develop their own learning strategies. They started to be conscious of their own capacities at the end of the implementation period. Furthermore, it was noticed that they were encouraged to succeed, showed interest in language learning, more active than before, and while doing the learning tasks, they used the time effectively. Besides, the learning tasks showed the learners the ways of learning, in other words they provided learners to learn on their own and thus self-learning was occurred and learning tasks made learners independent of the teacher.

3.6. The Results of the Learning Tasks

As stated by Scharle and Szabó, most of the teachers complain about the unwillingness of the learners in foreign language classrooms. It is also difficult for language teachers to capture the learners' interest and make them motivated (2000, p. 1). As it is known by most of the language teachers, teaching English is not only about developing students' skills related to language learning but also helping them be conscious of their own capacities in language learning. Moreover, teaching English to primary schools' students are difficult because students lose their interest quickly and can not be motivated for a long time. Therefore, it is necessary for the teachers to prepare learning tasks which give learners opportunities including raising their responsibility, awareness, motivation and improving their language skills. In other words, the learning tasks that place the learners at the centre of

language learning are significant since the learners have chances to take part in language learning actively and learners participate in the learning tasks without relying on the teacher and this helps to facilitate the learning as well.

Besides, as mentioned before, the researcher prepared the learning tasks based on Scharle and Szabó's book (2000) because this book was written as a practical guide about helping the learners be aware of their language learning (Scharle and Szabó's, 2000, p. 1). So, most of the learning tasks that enhanced the learners' contributions to the language learning were put into practice in this study. Additionally, the learning tasks focused on the active involvement of the learners by helping them take their own responsibility in language learning and encouraging self-directed learning rather than teacher-centred learning. The main goals of the learning tasks were to allow the learners to be responsible for their own learning, independent of the teacher and motivated at the end of the implementation process. Moreover, it was aimed that the learners would be aware of their own learning capacities by the help of the learning tasks.

In addition, the results of the learning tasks in this study revealed that the learning tasks contributed to the learning process because these learning tasks helped learners discover their own learning strategies, take their own responsibility and also they increased the learners' motivation by giving them more opportunities to take part in the learning tasks as a group or individually. Besides, learners were exposed to various learning tasks including four language skills and these learning tasks facilitated the learning process and made it also effective. By the help of the learning tasks, many chances were given to the learners to be independent of the teacher, responsible and motivated. Starting from the second week of the implementation period, it was noticed that the learners' attitudes towards language learning changed visibly. For example, in the first week, the learners were hesitant to participate in the

learning tasks but when they started to take part actively, they were pleased and later they became self-starter.

Moreover, the learners' process of foreign language learning started to change noticeably. By participating in the learning tasks as a group or individually, they paid attention to language learning and they had many opportunities to develop their language skills and they were aware of language learning strategies. For instance, by the help of the different kinds of learning tasks including all language skills, the students were more careful in learning language and they improved themselves remarkably. During the implementation period, it was noticed that the learners wanted to take part in the learning tasks willingly. Before the implementation period, they were not interested in the speaking activities, they were bored and nearly none of the learners said anything. However, it was observed that even the learners who were uninterested participated in the speaking activities. They could not produce full sentences but at least they tried to speak. Moreover, the learners who were interested in language learning spoke better and they tried to use new words they learnt in the previous lessons. Additionally, before the implementation period, the learners did not like writing and most of them could not make sentences in English, but after the implementation period, they created more meaningful sentences and the number of the sentences increased at the end of the implementation period. Most of the learners also kept diaries eagerly and some learners read short stories and summarized the stories (see Appendix 4 for learning tasks and samples of students' studies).

3.7. The Result of the Self-Assessment Sheets

The assessment sheets were vital for this study because they enabled the learners to evaluate what they could do in language learning, namely learners evaluated their own language learning and the assessment sheets helped the researcher realize

the learners' progress in terms of autonomy. As is seen in Appendix 5, the assessment sheets were composed of 'can do statements' and language skills (speaking, listening, reading, writing, grammar and vocabulary) were given by using these 'can do statements'. Besides, they were delivered to the students once in two weeks after each unit was finished and 'can do statements' were related to the subject of each unit. The researcher also explained before handing out the assessment sheets that these assessment sheets were just for them to see their own progress not for giving marks because most of the learners thought that the researcher would give marks and these marks would affect their grade points averages.

As mentioned before, 212 learners participated in the implementation which lasted eight weeks and the participants of the study were the 6th, 7th and 8th grade students.There are 2 classes in each grade. These classes were classified into 6 groups. Groups A and B were called for the 6th grades, Groups C and D were called for the 7th grades and Groups E and F were called for the 8th grades. Since each unit or topic was covered in two weeks according to the curriculum, four units (unit 10, 11, 12, and 13) were covered at the end of the implementation period. After the implementation period was completed, the coloured bubbles of the statements in the assessment sheets of each student were counted and the percentages and the total averages of each unit were calculated. Self-assessment sheets in Units 10, 11, 12, and 13 consisted of different numbers of bubbles as shown in the following Table.

Table 40: Units and the Number of the Bubbles of the Statements in the Self-Assessment Sheets

GRADES	Units and the Number of the Bubbles of the Statements in the Self-Assessment Sheets				TOTAL
	Unit 10	Unit 11	Unit 12	Unit 13	
6	7	6	7	7	27
7	5	8	5	5	23
8	5	5	5	5	5

The descriptive statistics and frequencies of the bubbles were given in Tables 41, 42, 43, 44, 45 and 46 for each grade. The total average of the units involved in the implementation was displayed in Table 47.

Table 41: Descriptive Statistics of the Self-Assessment Sheets for Group A in the 6th grades

	Group A in the 6th grades							
	Unit 10 / 7	Unit 11 / 6	Unit 12 / 7	Unit 13 / 7	Unit 10 %	Unit 11 %	Unit 12 %	Unit 13 %
Student 1	7	6	7	7	100,0	100,0	100,0	100,0
Student 2	2	3	4	4	28,6	50,0	57,1	57,1
Student 3	4	5	6	7	57,1	83,3	85,7	100,0
Student 4	1	2	3	3	14,3	33,3	42,9	42,9
Student 5	6	6	7	7	85,7	100,0	100,0	100,0
Student 6	5	5	6	7	71,4	83,3	85,7	100,0
Student 7	4	4	5	6	57,1	66,7	71,4	85,7
Student 8	3	4	5	5	42,9	66,7	71,4	71,4
Student 9	3	4	4	5	42,9	66,7	57,1	71,4
Student 10	6	6	7	7	85,7	100,0	100,0	100,0
Student 11	2	3	4	4	28,6	50,0	57,1	57,1
Student 12	4	5	5	6	57,1	83,3	71,4	85,7
Student 13	1	1	2	2	14,3	16,7	28,6	28,6
Student 14	5	5	6	7	71,4	83,3	85,7	100,0
Student 15	2	2	3	3	28,6	33,3	42,9	42,9
Student 16	3	4	4	5	42,9	66,7	57,1	71,4
Student 17	2	3	4	5	28,6	50,0	57,1	71,4
Student 18	4	4	5	4	57,1	66,7	71,4	57,1
Student 19	6	6	7	7	85,7	100,0	100,0	100,0
Student 20	4	4	5	5	57,1	66,7	71,4	71,4
Student 21	3	3	3	3	42,9	50,0	42,9	42,9
Student 22	2	2	3	4	28,6	33,3	42,9	57,1
Student 23	4	5	5	6	57,1	83,3	71,4	85,7
Student 24	5	6	6	6	71,4	100,0	85,7	85,7
Student 25	3	2	4	4	42,9	33,3	57,1	57,1
Student 26	2	3	4	4	28,6	50,0	57,1	57,1
Student 27	4	4	5	5	57,1	66,7	71,4	71,4
Student 28	2	3	3	3	28,6	50,0	42,9	42,9
Student 29	3	3	3	3	42,9	50,0	42,9	42,9
Student 30	3	4	5	5	42,9	66,7	71,4	71,4
Student 31	4	4	5	5	57,1	66,7	71,4	71,4
Student 32	2	2	3	3	28,6	33,3	42,9	42,9
Student 33	3	3	3	4	42,9	50,0	42,9	57,1
Student 34	2	2	2	3	28,6	33,3	28,6	42,9
Student 35	4	5	4	5	57,1	83,3	57,1	71,4
Student 36	3	4	3	4	42,9	66,7	42,9	57,1
				Total Average	48,8	63,4	63,5	68,7

Table 42: Descriptive Statistics of the Self-Assessment Sheets for Group B in the 6th grades

	Group B in the 6th grades							
	Unit 10 / 7	Unit 11 / 6	Unit 12 / 7	Unit 13 / 7	Unit 10 %	Unit 11 %	Unit 12 %	Unit 13 %
Student 1	4	4	5	6	57,1	66,7	71,4	85,7
Student 2	2	3	4	4	28,6	50,0	57,1	57,1
Student 3	6	6	7	7	85,7	100,0	100,0	100,0
Student 4	3	4	4	6	42,9	66,7	57,1	85,7
Student 5	7	6	7	7	100,0	100,0	100,0	100,0
Student 6	5	5	6	7	71,4	83,3	85,7	100,0
Student 7	4	4	5	6	57,1	66,7	71,4	85,7
Student 8	3	3	4	5	42,9	50,0	57,1	71,4
Student 9	3	3	4	4	42,9	50,0	57,1	57,1
Student 10	4	4	5	5	57,1	66,7	71,4	71,4
Student 11	7	6	7	7	100,0	100,0	100,0	100,0
Student 12	2	3	4	4	28,6	50,0	57,1	57,1
Student 13	2	3	3	4	28,6	50,0	42,9	57,1
Student 14	5	5	6	7	71,4	83,3	85,7	100,0
Student 15	4	4	5	6	57,1	66,7	71,4	85,7
Student 16	3	4	5	6	42,9	66,7	71,4	85,7
Student 17	2	3	4	4	28,6	50,0	57,1	57,1
Student 18	2	2	3	4	28,6	33,3	42,9	57,1
Student 19	3	4	4	5	42,9	66,7	57,1	71,4
Student 20	3	4	4	6	42,9	66,7	57,1	85,7
Student 21	3	3	4	5	42,9	50,0	57,1	71,4
Student 22	2	3	3	4	28,6	50,0	42,9	57,1
Student 23	4	4	5	6	57,1	66,7	71,4	85,7
Student 24	4	5	6	7	57,1	83,3	85,7	100,0
Student 25	3	3	4	4	42,9	50,0	57,1	57,1
Student 26	7	6	7	7	100,0	100,0	100,0	100,0
Student 27	3	4	4	5	42,9	66,7	57,1	71,4
Student 28	2	3	3	4	28,6	50,0	42,9	57,1
student 29	1	2	3	3	14,3	33,3	42,9	42,9
Student 30	2	3	3	3	28,6	50,0	42,9	42,9
Student 31	5	5	6	6	71,4	83,3	85,7	85,7
Student 32	2	3	4	5	28,6	50,0	57,1	71,4
Student 33	2	2	3	3	28,6	33,3	42,9	42,9
Student 34	2	3	4	4	28,6	50,0	57,1	57,1
Student 35	2	2	3	3	28,6	33,3	42,9	42,9
Student 36	4	5	5	6	57,1	83,3	71,4	85,7
Student 37	1	3	3	3	14,3	50,0	42,9	42,9
Student 38	3	4	4	5	42,9	66,7	57,1	71,4
				Total Average	47,4	62,7	63,9	72,6

Table 43: Descriptive Statistics of the Self-Assessment Sheets for Group C in the 7th grades

| | Group C in the 7th grades | | | | | | | |
	Unit 10 / 5	Unit 11 / 8	Unit 12 / 5	Unit 13 / 5	Unit 10 %	Unit 11 %	Unit 12 %	Unit 13 %
Student 1	5	8	5	5	100	100	100	100
Student 2	4	7	5	5	80	87,5	100	100
Student 3	4	5	4	4	80	62,5	80	80
Student 4	4	6	4	5	80	75	80	100
Student 5	3	4	4	4	60	50	80	80
Student 6	3	4	3	3	60	50	60	60
Student 7	2	3	3	3	40	37,5	60	60
Student 8	3	4	3	4	60	50	60	80
Student 9	3	4	4	5	60	50	80	100
Student 10	3	5	5	5	60	62,5	100	100
Student 11	5	8	5	5	100	100	100	100
Student 12	2	3	3	3	40	37,5	60	60
Student 13	4	4	3	4	80	50	60	80
Student 14	4	8	5	5	80	100	100	100
Student 15	5	8	5	5	100	100	100	100
Student 16	4	7	4	5	80	87,5	80	100
Student 17	2	3	3	3	40	37,5	60	60
Student 18	3	6	4	5	60	75	80	100
Student 19	3	4	3	3	60	50	60	60
Student 20	3	5	4	5	60	62,5	80	100
Student 21	4	7	4	5	80	87,5	80	100
Student 22	3	4	3	3	60	50	60	60
Student 23	4	5	3	4	80	62,5	60	80
Student 24	3	3	3	3	60	37,5	60	60
Student 25	3	4	3	4	60	50	60	80
Student 26	1	3	3	3	20	37,5	60	60
Student 27	4	4	4	5	80	50	80	100
Student 28	3	4	4	5	60	50	80	100
Student 29	3	4	5	5	60	50	100	100
Student 30	5	8	5	5	100	100	100	100
Student 31	2	3	3	2	40	37,5	60	40
Student 32	2	3	3	3	40	37,5	60	60
Student 33	3	4	3	3	60	50	60	60
Student 34	1	2	3	3	20	25	60	60
				Total Average	**64,7**	**60,3**	**75,3**	**81,8**

Table 44: Descriptive Statistics of the Self-Assessment Sheets for Group D in the 7th grade

	Group D in the 7th grades							
	Unit 10 / 5	Unit 11 / 8	Unit 12 / 5	Unit 13 / 5	Unit 10 %	Unit 11 %	Unit 12 %	Unit 13 %
Student 1	3	4	3	3	60,00	50,00	60,00	60,00
Student 2	3	3	3	4	60,00	37,50	60,00	80,00
Student 3	2	3	3	3	40,00	37,50	60,00	60,00
Student 4	3	4	3	2	60,00	50,00	60,00	40,00
Student 5	4	4	4	5	80,00	50,00	80,00	100,00
Student 6	3	4	3	4	60,00	50,00	60,00	80,00
Student 7	2	3	2	4	40,00	37,50	40,00	80,00
Student 8	3	4	3	4	60,00	50,00	60,00	80,00
Student 9	3	4	2	3	60,00	50,00	40,00	60,00
Student 10	5	8	5	5	100,00	100,00	100,00	100,00
Student 11	3	3	3	3	60,00	37,50	60,00	60,00
Student 12	4	7	5	5	80,00	87,50	100,00	100,00
Student 13	3	5	4	4	60,00	62,50	80,00	80,00
Student 14	4	4	3	4	80,00	50,00	60,00	80,00
Student 15	3	6	4	4	60,00	75,00	80,00	80,00
Student 16	5	8	5	5	100,00	100,00	100,00	100,00
Student 17	4	6	4	5	80,00	75,00	80,00	100,00
Student 18	2	3	3	3	40,00	37,50	60,00	60,00
Student 19	1	2	3	2	20,00	25,00	60,00	40,00
Student 20	4	4	3	4	80,00	50,00	60,00	80,00
Student 21	5	8	5	5	100,00	100,00	100,00	100,00
Student 22	2	3	2	2	40,00	37,50	40,00	40,00
Student 23	4	6	5	5	80,00	75,00	100,00	100,00
Student 24	3	5	3	4	60,00	62,50	60,00	80,00
Student 25	4	5	3	4	80,00	62,50	60,00	80,00
Student 26	4	5	4	5	80,00	62,50	80,00	100,00
Student 27	3	5	3	4	60,00	62,50	60,00	80,00
Student 28	3	4	3	4	60,00	50,00	60,00	80,00
Student 29	4	7	5	5	80,00	87,50	100,00	100,00
Student 30	5	8	5	5	100,00	100,00	100,00	100,00
Student 31	3	5	4	5	60,00	62,50	80,00	100,00
Student 32	2	4	3	3	40,00	50,00	60,00	60,00
Student 33	3	4	4	4	60,00	50,00	80,00	80,00
Student 34	2	3	3	3	40,00	37,50	60,00	60,00
Student 35	3	6	4	5	60,00	75,00	80,00	100,00
Student 36	2	4	3	4	40,00	50,00	60,00	80,00
Total Average					64,44	59,38	70,56	79,44

Table 45: Descriptive Statistics of the Self-Assessment Sheets for Group E in the 8th grades

	Group E in the 8th grades							
	Unit 10 / 5	Unit 11 / 5	Unit 12 / 5	Unit 13 / 5	Unit 10 %	Unit 11 %	Unit 12 %	Unit 13 %
Student 1	3	4	4	4	60,00	80,00	80,00	80,00
Student 2	3	3	3	4	60,00	60,00	60,00	80,00
Student 3	5	5	5	5	100,00	100,00	100,00	100,00
Student 4	5	5	5	5	100,00	100,00	100,00	100,00
Student 5	3	2	3	4	60,00	40,00	60,00	80,00
Student 6	3	4	4	5	60,00	80,00	80,00	100,00
Student 7	2	2	3	2	40,00	40,00	60,00	40,00
Student 8	4	4	5	5	80,00	80,00	100,00	100,00
Student 9	3	4	3	3	60,00	80,00	60,00	60,00
Student 10	1	2	2	3	20,00	40,00	40,00	60,00
Student 11	3	4	4	4	60,00	80,00	80,00	80,00
Student 12	3	4	5	5	60,00	80,00	100,00	100,00
Student 13	2	2	3	3	40,00	40,00	60,00	60,00
Student 14	4	5	5	5	80,00	100,00	100,00	100,00
Student 15	2	3	3	3	40,00	60,00	60,00	60,00
Student 16	4	5	5	5	80,00	100,00	100,00	100,00
Student 17	3	3	4	4	60,00	60,00	80,00	80,00
Student 18	5	5	5	5	100,00	100,00	100,00	100,00
Student 19	4	4	4	5	80,00	80,00	80,00	100,00
Student 20	5	5	5	5	100,00	100,00	100,00	100,00
Student 21	2	3	3	3	40,00	60,00	60,00	60,00
Student 22	3	4	4	3	60,00	80,00	80,00	60,00
Student 23	2	3	2	4	40,00	60,00	40,00	80,00
Student 24	3	4	3	5	60,00	80,00	60,00	100,00
Student 25	1	2	2	3	20,00	40,00	40,00	60,00
Student 26	3	3	3	3	60,00	60,00	60,00	60,00
Student 27	4	4	4	5	80,00	80,00	80,00	100,00
Student 28	3	3	4	4	60,00	60,00	80,00	80,00
Student 29	3	4	4	4	60,00	80,00	80,00	80,00
Student 30	3	4	4	4	60,00	80,00	80,00	80,00
Student 31	5	5	5	5	100,00	100,00	100,00	100,00
Student 32	2	3	4	4	40,00	60,00	80,00	80,00
Student 33	3	3	3	4	60,00	60,00	60,00	80,00
Student 34	4	4	5	5	80,00	80,00	100,00	100,00
Total Average					63,53	72,94	76,47	82,35

Table 46: Descriptive Statistics of the Self-Assessment Sheets for Group F in the 8th grades

| | Group F in the 8th grades | | | | | | | |
	Unit 10 / 5	Unit 11 / 5	Unit 12 / 5	Unit 13 / 5	Unit 10 %	Unit 11 %	Unit 12 %	Unit 13 %
Student 1	5	4	4	5	100	80	80	100
Student 2	3	3	3	4	60	60	60	80
Student 3	3	3	4	4	60	60	80	80
Student 4	4	4	4	5	80	80	80	100
Student 5	4	4	5	5	80	80	100	100
Student 6	5	5	5	5	100	100	100	100
Student 7	4	4	5	5	80	80	100	100
Student 8	5	5	5	5	100	100	100	100
Student 9	5	5	5	5	100	100	100	100
Student 10	4	5	5	5	80	100	100	100
Student 11	5	5	5	5	100	100	100	100
Student 12	5	5	5	5	100	100	100	100
Student 13	3	4	4	4	60	80	80	80
Student 14	4	4	5	5	80	80	100	100
Student 15	5	5	5	5	100	100	100	100
Student 16	5	5	5	5	100	100	100	100
Student 17	4	4	5	5	80	80	100	100
Student 18	3	4	4	5	60	80	80	100
Student 19	5	5	5	5	100	100	100	100
Student 20	5	5	5	5	100	100	100	100
Student 21	4	5	5	5	80	100	100	100
Student 22	4	4	5	4	80	80	100	80
Student 23	4	5	5	5	80	100	100	100
Student 24	3	3	4	4	60	60	80	80
Student 25	3	4	4	4	60	80	80	80
Student 26	4	4	4	4	80	80	80	80
Student 27	2	2	3	2	40	40	60	40
Student 28	3	3	4	3	60	60	80	60
Student 29	3	3	4	4	60	60	80	80
Student 30	2	3	4	3	40	60	80	60
Student 31	3	3	4	3	60	60	80	60
Student 32	3	2	3	3	60	40	60	60
Student 33	2	3	3	3	40	60	60	60
Student 34	3	4	4	5	60	80	80	100
Total Average					75,88	80,00	87,65	87,65

Table 47: The Total Avarege of the Units involved in the Implementation

GROUPS	The total average of Unit 10 (%)	The total average of Unit 11 (%)	The total average of Unit 12 (%)	The total average of Unit 13 (%)	The difference in the total averages between the units 10 and 13 (%)
Group A	48,8	63,4	63,5	68,7	19,9
Group B	47,4	62,7	63,9	72,6	25,2
Group C	64,7	60,3	75,3	81,8	17,1
Group D	64,4	59,3	70,5	79,4	15
Group E	63,5	72,9	76,4	82,3	18,8
Group F	75,8	80	87,6	87,6	11,8

As it was seen from Tables above, it was noticed that approximately all the learners made good progress in language learning because the results of the assessment sheets displayed that the learners improved their language learning during the implementation period and thanks to the learning tasks, learners got a lot of opportunities to overcome the inadequacies in language learning. The improvement was seen clearly when the percentages of all the assessment sheets of a student were compared with each other. The number of the coloured bubbles increased gradually in nearly all of the students' self-assessment sheets in all grades.

It was also noticed that in the first assessment sheet, some good learners coloured all the bubbles except from the statements dealt with listening parts. However, starting from the second week of the implementation period, all bubbles were coloured. It showed that listening activities in the implementation period helped

learners how to do listening activities and overcome the difficulties while doing them. Also, when the assessment sheets of the students who were passive in the lessons or who did not pay attention to the language learning were examined, it was seen that they improved themselves because in the last two assessment sheets they coloured the bubbles associated with the writing and reading skills. The results of the assessment sheets clearly revealed that the learners improved their language skills by the help of the learning tasks during the implementation period.

Furthermore, the results of the assessment sheets were strongly supported by the observation. As is mentioned in the observation part above, the learners developed themselves in many ways including gaining self confidence, making use of time, planning the learning tasks, being independent during the implementation period. Additionally, by the help of the learning tasks, they improved their language skills because the learning tasks completely focused on students' learning and allowed the learners to be aware of their own capacities. The researcher also provided feedback in order to help learners to see their improvement. The feedback presented opportunities to the learners because the teacher explained the results of the assessment sheets clearly and shared specific information related to the results. In other words, the researcher helped the learners realize that they could be successful in language learning when they were aware of their own capacities. Also, these assessment sheets provided powerful evidence for their own improvement in language learning.

3.8. The Results of the Research Questions

In this study, there are three research questions which were already given in the Methodology section of the study. The results of these three research questions will be explained below in detail.

3.8.1. Does the implementation of the learning tasks and self-assessment contribute to learners' autonomy in language learning?

As mentioned before, while searching primary school students' tendency to be autonomous learners in foreign language classes, the learning tasks which helped learners to be conscious of the significance of their contribution to language learning and to have responsibilities for their own learning were prepared. These tasks were based on the book of Scharle and Szabó (2000) that aims to increase the students' awareness and motivation on language learning and help them take charge of their own learning. Additionally, the researcher took account of English language curriculum for primary education while preparing the learning tasks and each learning task had an aim to achieve.

The effects of the learning tasks in language learning were clearly seen in a positive way when the findings of the questionnaire which was carried out before and after the implementation period were compared with each other. The frequencies of positive and negative responses for the items before and after the implementation period were presented in Table 14. The frequency scores of positive and negative responses for all items obviously revealed that there was a statistically significant increase in the learners' tendency towards being autonomous in the aspect of four factors covering responsibility, motivation, learning strategies and language skills by the help of the learning tasks after the implementation period in foreign language learning. Significant increase in each factor was explained in detail in part 'Dimensional Findings of the Questionnaire'.

As detected from the results of the questionnaire which was administered before and after the implementation period in the previous part, primary school students' tendency to be autonomous learners affected learning process of learners. After the

implementation period, the scores of all items in the questionnaire positively increased. That is to say, the statistically significant increase displayed that the learners were aware of their own language learning process. They took their own responsibility for language learning and being autonomous raised learners' awareness of their own capacities and provided learners to improve their language skills. Moreover, being autonomous made the learners more motivated in language learning. They were eager to learn and developed independence in their learning process. In addition, they were conscious of their strengths and weaknesses during the implementation period, therefore they improved learning strategies and language skills as well. In sum, in this study, it was seen that being autonomous affected language learning by providing responsibility, motivation, language skills and their own learning strategies for learners.

Moreover, giving opportunities to learners in order to involve in language learning process thanks to the learning tasks made them responsible and motivated. Learning tasks enabled learners to find their own language learning strategies to learn English better and promoted the development of learner autonomy. Learners improved their language skills more after the implementation period as well. The students learnt how to use the time efficiently and planned how to do the tasks. While doing learning tasks, they started to become self-starter, namely they did not need the teacher's help to participate in the learning tasks. They also paid attention to the learning tasks more than before and improved their language skills. Consequently, implementation of learning tasks contributed to learners' autonomy in language learning. Learners took their responsibility in their own learning, became more motivated, found their own learning strategies and improved their language skills.

In addition to learning tasks, self-assessment is an essential part of autonomous learning. Learners need to assess their abilities, their strengths and weaknesses.

Self-assessment promotes learning and helps learners to be aware of their own learning process. In this study, before each new topic was covered, self-assessment sheets were delivered to the students in order to assess their own improvement in language learning during the implementation period. Students were involved in the language learning process and were encouraged to take part in their own learning thanks to the learning tasks. They coloured the bubbles of the statements in the self-assessment sheets. At the end of the implementation period, the number of the coloured bubbles was increased as mentioned in the previous part. Implementation period enabled students to have responsibility for their own learning, find their own learning strategies to be effective in language learning and improve their language skills. Also, learning tasks increased students' motivation, developed students' awareness of language learning and made the passive students active. Thus, the learners took part in language learning process and had opportunities to improve their language skills. All these positive effects of learning tasks reflected on the self-assessment sheets because it was noticed that the number of all students' coloured bubbles increased at the end of the implementation period. That is to say, students were encouraged to be active in language learning process and take their own responsibility for their learning by the help of the learning tasks. Their contributions towards language learning increased and they became conscious of their strengths and weaknesses. They improved their language skills which they were not good at. As a result, self-assessment sheets showed all of these improvements in students' language learning process at the end of the implementation period. These self-assessment sheets also provided feedback for students related to their own development.

3.8.2. Have any changes in the learners' attitudes been observed during the implementation of learning tasks and self-assessment?

This study was designed in order to investigate primary school students' tendency to be autonomous learners in foreign language classes, therefore observations were made and the classroom observation checklist was prepared to achieve the purpose of the study in addition to LAQ and the learning tasks. The particular aim of the observation was to see whether there were any changes in the learners' attitudes at the end of the implementation of learning tasks and self-assessment. Also, the goal of using the observation checklist was to collect particular data and information for the study that focused on the tendency of primary school students to be autonomous learners in foreign language classes. The items of the checklist were relevant to main qualities of autonomous learners and the learners were observed four times in eight weeks according to the checklist.

After eight weeks, when the analysis of the checklist was done, it was observed that starting from the second week of the implementation of the learning tasks and self-assessment, changes in learners' attitudes were noticed and in particular learning tasks facilitated the changes in learners' attitudes. Moreover, the analysis of the checklist revealed that the learners benefited from the learning tasks in a variety of ways because different kinds of learning tasks allowed the learners to involve in their own language learning. Getting learners take parts in language learning raised their awareness, interest and motivation. Additionally, these learning tasks helped them develop self-confidence and be independent of the teacher. Learners showed their effectiveness on their language learning by involving in the learning tasks by being self-starters and being aware of the competence of language learning. As the results of observations stated above pointed to the conclusion that different kinds of learning tasks promoted learner autonomy in foreign language classes by

encouraging the learners to be conscious of their own language learning, finding out their own learning strategies and making the learners be responsible and motivated. In sum, that is to say, all of them caused the changes of learners' attitudes at the end of the implementation period. The increased number of the bubbles of the statements in the self-assessment sheets showed the changes of learners' attitudes at the end of the implementation period as well.

3.8.3. Do pre-test and post-test scores of Learner Autonomy Questionnaire change according to levels of the parents' education, number of siblings, socio-economic level and resources at home?

The pre-test and post-test scores of Learner Autonomy Questionnaire according to the levels of the parents' education, the number of siblings, socio-economic level and resources at home were analyzed in order to see the changes when the scores of pre-test and post test were compared. Therefore, the results of the levels of the parents' education, the number of siblings, the socio-economic level and the resources at home were analyzed based on four factors in the questionnaire and all of them were compared according to pre-test and post-test scores. The findings indicated that there was not a significant and meaningful difference before and after the implementation period in terms of the levels of the parents' education, the number of siblings, socio-economic level and resources at home. In sum, levels of the parents' education, number of siblings, socio-economic level and resources at home did not have a significant impact on being autonomous in this study. The results also showed that the learners who become aware of their own learning process and take their own responsibility can be autonomous even if there are not any guidance and assistance at home in order to learn effectively. The crucial roles of classroom setting and learning tasks in developing and building learner autonomy were noticed as well. In other words, in this study, it was clearly seen

that learning tasks enabled learners to be aware of their learning process, have responsibility for language learning. The students were more motivated at the end of the implementation period because it was noticed that even the passive students participated in the learning tasks eagerly. The students learnt how to study English during the implementation period and it was observed that they studied English outside the class. They improved their language skills by the help of the different learning tasks, thus they took part in all learning tasks that consisted of all language skills. As a result, it was seen that students had a tendency to be autonomous learners at the end of the implementation period by the help of the tasks. This result was also supported by the findings of the self-assessment sheets because the findings of the self-assessment sheets clearly showed the students' improvement in language learning. That is to say, the levels of the parents' education, socio-economic level of learners and resources at home can be low, middle or high and the students can have more siblings. They do not affect the learners' autonomy. Learning tasks enable learners to be autonomous because they provide learners with a lot of opportunities to be responsible and motivated.

CHAPTER 4

CONCLUSION

The purpose of this study was to research primary state school students' tendency to be autonomous learners in foreign language classes. The study was conducted at a primary state school in Darıca, Kocaeli with the participation of 212 learners in the 6th, 7th, and 8th grades.

The data of the study were collected through questionnaire, observation and self-assessment sheets. Thereby, both quantitative and qualitative research techniques were used in order to carry out the study efficiently. The same questionnaire was administered to the learners before and after the implementation period to identify any change that would occur in the tendency of primary state school students to be autonomous learners in foreign language classes. Quantitative data gathered from self-assessment sheets and the questionnaire before and after the implementation period were analyzed by taking descriptive statistics including percentages of the items or factors into consideration. Qualitative data collected from the observation provided clear interpretation for the study.

According to the analysis of the data about primary state school students' tendency to be autonomous learners in foreign language class, the learners who participated in the study showed a tendency towards being autonomous in foreign language learning. Indeed, the study underlined that being autonomous affected the language learners' learning process. That is to say, it was seen that at the end of the study learners took their own responsibility for language learning and they were more motivated as well. Moreover, as pointed out in the methodology section, learning tasks were to improve learners' responsibility in order to help learners understand why and how they learn and be active in language learning willingly (Scharle and

Szabó, 2000, p. 1). Also, in this study, as mentioned before, learning tasks were prepared focused on raising learners' awareness of their own learning process, encouraging learners to involve in the learning tasks and helping them take control of their own learning. The findings of the study indicated that learning tasks were beneficial and necessary for developing learner autonomy in foreign language learning.

Moreover, the results displayed that learners seemed to take more responsibility for their language learning process thanks to the learning tasks covering different kinds of learning tasks. In this study, different kinds of learning tasks gave learners opportunities for practice and the practice facilitated the language learning. Before the implementation period, most of the learners were reluctant to participate in the learning tasks; however, the learning tasks in the implementation period encouraged the learners to take part in language learning willingly. Thus, the learners realized the importance of their efforts in language learning and took their responsibility for language learning. They were satisfied with their language learning process and felt comfortable while learning. In addition, learners who had responsibility for language learning were independent of the teacher and created more opportunities for language learning outside the class. The results run parallel with the study of Balçıkanlı (2006) mentioned in the literature section that the participants were encouraged to have responsibility for their own language learning by the help of the learning tasks during the twelve-week implementation period. Similarly, in the study of Balkır (2007) stated in the literature section, a statistically significant increase was seen in learners' perceptions of responsibility after learner training and activities that raised awareness and motivation.

In addition to the significance of having responsibility for language learning to be autonomous, motivation plays a significant role in autonomy. Motivation increases learners' participation and attentiveness in the lesson. The results of the study

revealed that the learners were more motivated in their language learning process after the implementation period. The learning tasks provided essential classroom environment to motivate the learners in order to involve in the learning tasks eagerly. The learning tasks also ensured nearly all the learners' participation in language learning because the lessons were more enjoyable by the help of the learning tasks. In sum, learners made great efforts to participate in the learning tasks which enabled them to be aware of their own learning process. Moreover, the results of this study are similar to the result of Karagöl' study (2008) mentioned in the literature part. According to Karagöl's study, intrinsic motivation of learners was developed by encouraging the learners to involve in the language learning by using tasks and assessment sheets. In addition, the study of Sabancı (2007) reached similar results of the present study conducted by the researcher. The results of the Sabancı's study showed that EFL teachers in Eskişehir supported that being autonomous provided learners to be motivated out of the class to learn English.

Furthermore, in this study the results of learning strategies and language skills showed that learners involved in different kinds of learning tasks during the implementation period and learning tasks facilitated language learning because learners had many opportunities for effective learning. The learning tasks in the implementation period also provided learners to find their own learning strategies which helped them learn English efficiently and developed language skills. Finding their own learning strategies and improving language skills made the learners self-directed as well. As underlined in the literature part, the study of Yang (1998) which focused on teaching the learners how to learn and how to become autonomous in their own language learning showed that the instructors wanted the learners to keep a diary and write down their self-observations about applying new learning strategies or important events in their learning process. The results of the

study revealed that the learners learnt new ways for learning by keeping diaries. That is to say, Yang's study was similar to this study because in the present study learners learnt how to learn and improve their language skills by finding different ways by the help of the activities.

Lastly, as it was seen in the studies of Balçıkanlı (2006), Balkır (2007), Dokuz (2009), Karagöl (2008), Nunan, Lai and Keobke (1999), Sabancı (2007) and Yang (1998) in the literature section, tasks played really an important role in order to reach the conclusion. In this study, implementation period helped learners demonstrate many positive attitudes towards being autonomous by the help of the learning tasks. Moreover, the researcher provided all conditions to develop learner autonomy in foreign language classrooms by the help of the learning tasks based on developing learner autonomy and these learning tasks were also blended into the English language curriculum. There were several learning tasks, yet the best ones which were useful for primary schools students were chosen.

The purpose of all learning tasks was to develop a sense of responsibility, raise learners' awareness and motivation for their own language learning. Moreover, learners developed their own learning strategies and improved their language skills. There were four units which would be prepared according to the features of learner autonomy. In other words, the contents of English language curriculum were used in a meaningful context in order to develop learner autonomy. The learning tasks based on the book of Scharle and Szabó (2000) were designed by associating with the subjects in the units. The learning tasks were gathered under three titles including *'raising awareness, changing attitudes and transferring roles'* to develop responsible learner attitudes, namely *'learner autonomy'*. Additionally, each learning task was prepared to achieve an aim covering self-confidence, identifying difficulties, giving advice and suggestions, comprehension strategies and etc. All language

skills were also taken into consideration. Learners had options to work with a group or individually as well while doing the learning tasks.

In the first week of the implementation period, most of the learners were not eager to participate in the learning tasks because they had some adaptation problems to the learning tasks. Before the implementation period, the learners were involving in the learning tasks but the learners did not have more options or they were not more independent. However, starting from the second week, nearly all of the learners, even the passive learners, took part in the classroom practices. Moreover, five learning tasks were given below in order to express the changes in learners' attitudes towards being autonomous clearly after the implementation period.

The learning task, *guessing hidden strengths,* helped learners gain confidence because in this activity, learners wrote a sentence about themselves like *'I am good at speaking English',* and the teacher mixed them in a big envelope. Then, learners chose one and guessed who wrote it. It was seen that even the passive learners participated in this activity, thus they involved in the language process and they were more interested in the language learning.

In addition, learners benefited from the learning tasks by the help of their personal experiences because learners' experiences increased motivation and helped learners keep new vocabulary or grammatical patterns in mind as seen in the learning task named *'Family Morning'.* In this activity, learners shared their personal experiences about what the members of their family do/did when they leave/left home by using Simple Present/Past Tenses or Present Perfect Tense. The activity provided learners to use both grammatical patterns and new vocabulary. Each learner tried to write a sentence about his/her family members and it was observed that they learnt new words in this activity by themselves. At the end of the activity, the learners were volunteer to share what they wrote, thus this activity enabled the learners to involve in the learning process by creating their own sentences.

Besides, vocabulary building is a fundamental aspect in language learning. Before the implementation period, learners forgot the new words they learnt easily. Thereby, effective vocabulary activities were chosen and they all helped learners memorize more words and use them efficiently. One of vocabulary activities was 'First Words' which encouraged learners to contribute to classroom work. In this activity, learners found different ways to teach vocabulary to their friends. They prepared flash cards, used their mimes and gestures, drew pictures on the board and etc. It was noticed that the learners were successful in teaching vocabulary, all learners enjoyed the activity and it was also observed that they never forgot the words they or their friends taught. Thus, the learners were aware of how to learn vocabulary and they managed their own learning by taking responsibility.

Furthermore, although speaking is vital in language learning, most learners can not express themselves simply and clearly. Before the implementation period, some learners did not want to participate in the speaking activities, however, during the implementation period; learning tasks provided learners to take part in the speaking activities by even saying a word. In the activity named 'Role Playing Party Conversation', learners produced their own learning materials and shared their own personal information because there was a party (a fancy dress ball) and learners became someone else or borrowed some characteristics they would like to have. They introduced themselves, started a conversation and asked questions. The learners created a character and gave information about him/her. All learners were eager to participate in the activity which involved the contribution of the learners and showed strong motivation to share the characteristics of their characters they created. Thus, this activity involved learners in the learning process actively and learners realized that their own efforts were crucial in this process.

Besides, the learners realized the benefit of the active involvement in the learning tasks. The learners had options to do the learning tasks in terms of working in groups or individually. In the learning task called 'Students Present Grammar', learners presented grammar as a group. They planned, organized and prepared everything on their own by working cooperatively. The teacher was just a facilitator. All learners in the group took part actively while presenting grammar. The activity showed that group work created a beneficial atmosphere for learners to stimulate language learning and to improve their language skills by taking responsibility for their own language learning.

In sum, the results of the learning tasks mentioned above or carried out in the implementation period clearly showed that autonomous learning was developed by the help of the learning tasks which were chosen well according to the level of learners and the contents of English language curriculum. Additionally, these learning tasks created a learner-centred environment by giving students opportunities to practice and also increased the efficiency of learning. Learners found their own learning strategies which helped them learn the language effectively. Moreover, their attitudes in learning process changed a lot for example they started to get rid of teacher-dependent learning habits and raise their awareness in language learning.

Moreover, observation checklist supported the results which were obtained from the analysis of the questionnaire. As it was seen in Karagöl's study (2008), the findings of observation checklist also backed up the result of the study. In this study, observation checklist provided the researcher to see the changes in the learners' attitudes in language learning process. The observation checklist helped the researcher understand evidently what happened in the classroom during the implementation period and provided the researcher with concrete data about the progress of learners towards being autonomous in language learning.

Consequently, the analysis of observation checklist revealed significant differences in learners' attitudes towards learning in terms of taking responsibility, motivation, finding their own strategies and improving language skills in language learning before and after the implementation period.

Additionally, in this study, assessment sheets showed that the learners improved themselves thanks to the learning tasks. As mentioned by Harris in the methodology section, assessment sheets provide learners to monitor their own learning process and to be aware of their needs (1997, p. 12). This study helped learners be conscious of their strengths and weaknesses and follow their learning process in the light of the assessment sheets as well. As a result, when all assessment sheets of each learner were compared with each other, they showed an improvement in language learning. At the end of the implementation period, all assessment sheets were given to the learners in order to see their improvement in language learning.

Besides, the findings of the study revealed that family upbringing of the learners did not have an important impact on the learners' autonomy. That is to say, education and socio-economic levels of the parents and resources at home were not the factors which affected the learners to be autonomous in this study. Being autonomous depended on the learners' own awareness and willingness.

In addition, in this study the data was collected only from a primary state school. A further study can be designed in which the data is collected from several schools. Therefore, the study can be repeated with a large number of the participants. Moreover, the implementation period lasted eight weeks, however if this duration is extended, the study can be more reliable. Also, most of the teachers at primary state schools may not be aware of the importance of learner autonomy in language learning. Therefore, the courses or seminars related to learner autonomy may be organized to inform the teachers. Additionally, teacher training programs

may be arranged for primary teachers in the short or long-term to help teachers develop learner autonomy through learning tasks in language classes and example tasks can be given to the teachers.

To sum up, considering the results of this study, the tendency towards being autonomous was seen among learners at the primary state school. At the end of the implementation period, the learners had responsibility for their own learning and found their own strategies to learn better. They were also highly motivated in language learning and they could monitor their own learning process. All improvements towards being autonomous were provided by the help of the learning tasks based on developing autonomy in foreign language classes.

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APPENDICES

APPENDIX 1

OĞRENEN OZERKLİĞİ ANKETİ

Sevgili öğrenciler,

Bu anket, siz öğrencilerin İngilizce öğrenme sürecinde, bağımsız öğrenen olma eğiliminizi belirlemek amacıyla hazırlanmıştır. Bu uygulamanın neticesinde elde edilecek bilgiler öğrencilerin dil öğrenimi konusunda bilinçlendirilmesi ve eğitilmesi çalışmalarına katkıda bulunacaktır.

Bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur. Bundan dolayı, soruları kendi düşüncelerinize göre cevaplamanız anketten doğru sonuçlar elde edebilmek için önemlidir.

Bu ankette, 5 (beş) şeçenek vardır ve her seçeneğe aşağıda gösterildiği gibi rakamsal bir değer verilmiştir.

Aşağıda bu rakamların ne anlama geldiği açıklanmıştır:

Kesinlikle katılıyorum	5
Katılıyorum	4
Emin değilim	3
Katılmıyorum	2
Kesinlikle katılmıyorum	1

Lütfen her ifadeyi dikkatle okuyunuz ve size uygun seçeneğe ait kutuya çarpı (X) işareti koyunuz.

Verdiğiniz cevaplar kesinlikle gizlilik ilkeleri içerisinde ele alınacaktır.

Katılımınız ve cevaplarınız için şimdiden teşekkürler.

Emel ÇELTİKCİ

ÖĞRENEN ÖZERKLİĞİ ANKETİ

BÖLÜM 1

Bu bölümde kişisel bilgi içeren 12 soru vardır. Lütfen sizin için doğru olan şıkkı işaretleyiniz ya da boşlukları doldurunuz.

1. Cinsiyetiniz:

| 1 | Bayan | 2 | Erkek

2. Yaşınız: _____

3. Kaçıncı sınıfa gidiyorsunuz? _____

4. Babanızın eğitim düzeyi nedir?

| 1 | İlkokul | 2 | Ortaokul | 3 | Lise | 4 | Üniversite | 5 | Yüksek Lisans | 6 | Doktora

5. Annenizin eğitim düzeyi nedir?

| 1 | İlkokul | 2 | Ortaokul | 3 | Lise | 4 | Üniversite | 5 | Yüksek Lisans | 6 | Doktora

6. Kaç kardeşsiniz? _____

7. Oturduğunuz ev size mi ait?

| 1 | Evet | 2 | Hayır

8. Evde kendinize ait bir odanız var mı?

| 1 | Evet | 2 | Hayır

9. Ailenizde İngilizce bilen ve size yardımcı olabilecek birileri var mı?

| 1 | Evet | 1 | Hayır

10. Evde internetiniz var mı?

| 1 | Evet | 2 | Hayır

11. Evinizde kablolu yayınınız var mı?

| 1 | Evet | 2 | Hayır

12. Evdeki İngilizce kaynaklar nelerdir? (Birden fazla şık işaretleyebilirsiniz)

a) İngilizce-Türkçe Sözlük

b) Türkçe-İngilizce Sözlük

c) İngilizce dergiler

d) İngilizce gazeteler

e) İngilizce CD' ler, DVD' ler, kasetler, etc.

f) Diğer (_____)

ÖĞRENEN ÖZERKLİĞİ ANKETİ

BÖLÜM 2

5= Kesinlikle katılıyorum

4= Katılıyorum

3= Emin değilim

2= Katılmıyorum

1= Kesinlikle katılmıyorum

		5	4	3	2	1
1	İngilizce çalışmalarımı dikkatli bir şekilde planlarım.					
2	İngilizce öğrenirken kendime has öğrenme yollarını bulmaya çalışırım.					
3	İngilizcede hangi konulara daha fazla çalışmam gerektiğini biliyorum.					
4	İngilizce dersinde eksik olduğum bir konu işleniyorsa daha fazla dikkat kesilirim.					
5	Bana, ders içi etkinlerle ilgili seçim hakkı tanınmasını isterim.					
6	Bazen öğretmenimin ödev olarak vermediği konuları da öğrenmek isterim.					
7	Ödevlere mümkün olduğunca az vakit ayırırım.					
8	İngilizceyi sadece öğretmenin yardımıyla öğrenebilirim.					
9	Öğretmenimin olduğu kadar kendi çabamın da öğrenmeme katkısı vardır.					
10	İngilizce dersinde öğrenemediğim konuyu tek başıma çalışarak öğrenebilirim.					

ÖĞRENEN ÖZERKLİĞİ ANKETİ

5= Kesinlikle katılıyorum

4= Katılıyorum

3= Emin değilim

2= Katılmıyorum

1= Kesinlikle katılmıyorum

		5	4	3	2	1
11	Sınıf dışında İngilizcemi geliştirmenin çeşitli yollarını ararım.					
12	İngilizcede başarısız olursam durumumu nasıl düzeltebileceğimi genellikle bilirim.					
13	İngilizcede güçlü ve zayıf olan yanlarımın farkındayım.					
14	İngilizce dersindeki bir konuyu öğrenememişsem sorumlusu benim.					
15	Öğrendiklerimi sık sık gözden geçiririm.					
16	İngilizcede ne kadar başarılı olduğum benim gayretlerime bağlıdır.					
17	İngilizce sınavlarından iyi notlar aldığımda genellikle bunun sebebini bilirim.					
18	İngilizce öğrenmede kendi hedeflerimi koyarım.					
19	İngilizceyi nasıl daha iyi öğrenebileceğimi bilmek isterim.					
20	İngilizce öğrenirken kendi kendime yeni şeyler denemeyi severim.					

ÖĞRENEN ÖZERKLİĞİ ANKETİ

5= Kesinlikle katılıyorum

4= Katılıyorum

3= Emin değilim

2= Katılmıyorum

1= Kesinlikle katılmıyorum

		5	4	3	2	1
21	İngilizce derslerini severim.					
22	İngilizce öğrenmeyi eğlenceli bulurum.					
23	Öğrenmem istenenden daha fazlasını kendi çabalarımla öğrenmeye istek duyarım.					
24	Zorunlu olduğu için İngilizce öğreniyorum.					
25	İngilizce dersinde başarılı olmak isterim.					
26	İngilizcenin konuşulduğu bir ülkeyi ziyaret etmek isterim.					
27	Zorunlu olmasa dahi İngilizce öğrenmek isterim.					
28	Öğrendiğim yabancı dilin kültürünü de araştırırım.					
29	İngilizceyi sınav olacağımız zaman çalışırım.					
30	Sadece geçer not almak için İngilizce çalışırım.					

ÖĞRENEN ÖZERKLİĞİ ANKETİ

5= Kesinlikle katılıyorum

4= Katılıyorum

3= Emin değilim

2= Katılmıyorum

1= Kesinlikle katılmıyorum

		5	4	3	2	1
31	Yazılıdan iyi bir not alınca, bir daha o ders konularını çalışmam.					
32	İngilizceyi kullanmak için mümkün olduğunca fazla yol bulmaya çalışırım.					
33	Nasıl daha iyi bir İngilizce öğrencisi olacağımı bulmaya çalışırım.					
34	İngilizce öğrendiğimi düşünmek beni mutlu ediyor.					
35	Ne tür bir öğrenen olduğumu bilmek isterim.					
36	İngilizceyi en iyi hangi yollarla öğrendiğimin farkındayım.					
37	İngilizce öğrenirken bildiklerimle yeni öğrendiklerim arasında ilişkiler kurmaya çalışırım.					
38	Yeni kelimeler öğrenmeye istek duyarım.					
39	İngilizcedeki sözcükleri öğrenmek için kendi yöntemlerimi kullanırım.					
40	Öğreneceğimiz sözcükleri öğretmenimin vermesini isterim.					

ÖĞRENEN ÖZERKLİĞİ ANKETİ

5= Kesinlikle katılıyorum

4= Katılıyorum

3= Emin değilim

2= Katılmıyorum

1= Kesinlikle katılmıyorum

		5	4	3	2	1
41	Anadili İngilizce olanların konuşmasını taklit etmeye çalışırım.					
42	İngilizce konuşan bir insan duyduğumda onu çok dikkatlice dinlemeye çalışırım.					
43	Arkadaşlarımla veya ailemle İngilizce konuşmak isterim.					
44	Hata yapmaktan korksam da İngilizce konuşmak için kendimi cesaretlendiririm.					
45	İngilizce şarkılar dinlerim.					
46	İngilizce filmler veya TV programları seyrederim.					
47	Yabancı dil derslerimle ilgili kaset/video/ CD'leri sınıf dışında kullanmak isterim.					
48	İngilizce dil bilgisi kurallarını tek başıma öğrenemem.					
49	İngilizce öğrenirken öğretmenimin dilbilgisi kurallarını tekrarlayarak anlatmasını isterim.					
50	İngilizcede cümle kalıplarını bulmaya çalışırım					

ÖĞRENEN ÖZERKLİĞİ ANKETİ

5= Kesinlikle katılıyorum

4= Katılıyorum

3= Emin değilim

2= Katılmıyorum

1= Kesinlikle katılmıyorum

		5	4	3	2	1
51	İngilizcenin dil bilgisini kendi kendime öğrenebilirim.					
52	İngilizce yazılar (örneğin; kişisel notlar, mesajlar, mektuplar, raporlar vs) yazarım.					
53	İngilizcede öğrendiklerimin özetini çıkartırım.					
54	İngilizce günlük tutarım.					
55	İngilizce okuyabilmek (örneğin; kitap, dergi vs) için mümkün olduğunca çok fırsat yaratmaya çalışırım.					
56	İngilizce bir şey okurken; ilk önce metni çabuk bir şekilde gözden geçiririm, daha sonra başa dönüp daha dikkatli bir şekilde okurum.					
57	İngilizceyi yalnız çalışmaktansa arkadaşlarımla çalışmak bana daha faydalı oluyor.					
58	Diğer öğrencilerle çalışabileceğim İngilizce proje ödevlerinden hoşlanırım.					
59	İngilizceyi kendi kendime çalışınca daha iyi öğrendiğimi düşünüyorum.					
60	İngilizce öğrenirken kendi kendime öğrenebileceğim alıştırmaları severim.					

APPENDIX 2

LEARNER AUTONOMY QUESTIONNAIRE

Dear students,

This questionnaire was prepared to find out your tendency to be autonomous learners in the process of learning English. The data which will be obtained from this application will contribute to the studies in making the students conscious of learning English and training students.

In this questionnaire, there is no **'RIGHT'** or **'WRONG'** answer. Thereby, it is significant to answer the questions according to your own opinions in order to obtain accurate results from this questionnaire.

There are 5 (five) options in this questionnaire and each option corresponds to a numerical value as shown below.

I strongly agree	5
I agree	4
I am not sure	3
I disagree	2
I strongly disagree	1

Please, read each statement carefully and put a cross **(X)** in the box that is appropriate for you.

Your responds will be confidential.

Thank you for your contribution and responses in advance. .

Emel ÇELTİKCİ

LEARNER AUTONOMY QUESTIONNAIRE

SECTION 1

This part consists of twelve questions which contain background information of the participants. Please choose the appropriate option or complete the blanks.

1. Gender:

| 1 | Female | 2 | Male

2. Age: _____

3. At which grade are you a student? _____

4. What is your father's education level?

| 1 | Primary | 2 | Secondary | 3 | High | 4 | BA Degree | 5 | MA Degree | 6 | PhD Degree

5. What is your mother's education level?

| 1 | Primary | 2 | Secondary | 3 | High | 4 | BA Degree | 5 | MA Degree | 6 | PhD Degree

6. How many siblings do you have? _____

7. Do you live in your own house?

| 1 | Yes | 2 | No

8. Do you have your own room at home?

| 1 | Yes | 2 | No

9. Is there anybody in your family who knows English and helps you?

| 1 | Yes | 1 | No

10. Do you have the internet at home?

| 1 | Yes | 2 | No

11. Do you have cable TV at home?

| 1 | Yes | 2 | No

12. What are other English resources at home (you can choose options more than one)

a) English -Turkish Dictionary

b) Turkish – English Dictionary

c) English magazines

d) English newspapers

e) English CDs, DVDs and cassettes etc

f) Others (_____)

LEARNER AUTONOMY QUESTIONNAIRE

SECTION 2

5= I strongly agree

4= I agree

3= I am not sure

2= I disagree

1= I strongly disagree

		5	4	3	2	1
1	I plan my English studies carefully					
2	I try to find my own ways of learning English					
3	I know what I should practise more in English					
4	I pay more attention to the lesson if we are practicing something I am not so good					
5	I would like to have choice in class activities					
6	Sometimes I try to learn things that the teacher did not give as a task					
7	I spend as little time as possible for my homework					
8	I can learn English only with the help of my teacher					
9	My own efforts as well as the teacher's contribute to my learning					
10	If I can't learn English in the classroom, I can learn working on my own					

LEARNER AUTONOMY QUESTIONNAIRE

5= I strongly agree

4= I agree

3= I am not sure

2= I disagree

1= I strongly disagree

		5	4	3	2	1
11	I search different ways to improve my English outside the class					
12	If I do badly at English, I usually know how to do better next time					
13	I am aware of my strengths and weaknesses in English					
14	If I haven't learnt something in my English lesson, I am responsible for it					
15	I often revise what I have learnt					
16	My success in English is mainly up to my own efforts					
17	I usually know what the reason is when I get good marks in English					
18	I set my own goals in learning English					
19	I would like to know how I can learn English better					
20	I like trying new things while I am learning English					

LEARNER AUTONOMY QUESTIONNAIRE

5= I strongly agree

4= I agree

3= I am not sure

2= I disagree

1= I strongly disagree

		5	4	3	2	1
21	I enjoy English lessons					
22	I find learning English enjoyable					
23	I need to learn more than I am required with my all efforts					
24	The main reason I learn English because I have to					
25	I want to do well in English class					
26	I would like to visit an English-speaking country					
27	I would like to learn English even if I didn't have to					
28	I also investigate the culture of the foreign language I am learning					
29	I study English when we are going to have a test					
30	I want only to survive the English lesson					

LEARNER AUTONOMY QUESTIONNAIRE

5= I strongly agree

4= I agree

3= I am not sure

2= I disagree

1= I strongly disagree

		5	4	3	2	1
31	I don't study the topics after I get a good grade from my test					
32	I try to find as many ways as I can to use my English					
33	I try to find out how to be a better learner of English					
34	It makes me happy to think that I learn English					
35	I want to know what kind of a learner I am					
36	I am aware of the ways that I learn English best					
37	When I am learning English, I try to relate the new things I have learnt to my former knowledge					
38	I would like to learn new words					
39	I use my own methods to learn vocabulary in English					
40	I want the teacher to give us the words that we are to learn					

LEARNER AUTONOMY QUESTIONNAIRE

5= I strongly agree

4= I agree

3= I am not sure

2= I disagree

1= I strongly disagree

		5	4	3	2	1
41	I try to imitate the speech of English native speakers					
42	When I hear someone talking in English, I listen very carefully					
43	I want to talk in English with my family or friends					
44	Even if I am afraid of making mistakes, I encourage myself to speak English					
45	I listen to English songs					
46	I watch English films or TV programs					
47	I would like to use cassettes/video/CD's in the foreign language, outside of the classroom					
48	I can't learn the English grammar on my own					
49	While learning English, I would like my teacher to repeat grammatical rules					
50	I try to find structural patterns in English					

LEARNER AUTONOMY QUESTIONNAIRE

5= I strongly agree

4= I agree

3= I am not sure

2= I disagree

1= I strongly disagree

		5	4	3	2	1
51	I can learn the English grammar on my own					
52	I write in English (e.g. personal notes, messages, letters, reports and etc.)					
53	I summarize what I have learnt in English					
54	I keep English diary					
55	I look for opportunities to read (e.g. books, magazines and etc.) as much as possible in English					
56	While reading something in English, first I quickly skim the text, then go back and read more carefully					
57	I find it more useful to work with my friends than working on my own for the English lesson					
58	In the English lesson I like projects where I can work with other students					
59	I think that I learn English better when I work on my own					
60	While learning English, I like activities in which I can learn on my own					

Lesson Plan

Topic:	**Personal Skills**
Aims:	a) developing awareness of things the learners can do or they can not b) providing learners identify their strengths and weaknesses
Duration:	40 minutes
Activities:	Forgetful Me / Guessing Hidden Strengths
Procedure:	**Forgetful Me** a) Ask the learners list things they can do or they can no. b) Give them an example what you can do or what you can not. **Example:** I can speak English but I can not speak German. **Guessing Hidden Strengths** a) Ask students to write one sentence about themselves. **Example:** I can dance. b) Collect all the sentences, c) Mix them and deliver one to each student d) Ask the learners to try to guess who wrote the sentence they got

APPENDIX 4

LEARNING TASKS and SAMPLES OF STUDENTS' STUDIES

LEARNING TASK 1

FIRST WORDS

Level: for all grades

Main Goal: Self-Confidence

Language focus: Vocabulary building

Preparation: This activity is fairly short but spreads over two lessons

The point of this activity is to show students how much they already know, to mobilize their existing knowledge, and to encourage their contribution to classroom work.

Ask the students to find verbs (past/ past participle) or nouns and adjectives/adverbs they already know, and find a way to teach them to or share them with the others (e.g. by miming them, or bringing a picture of them). Encourage the students to choose words they think are unknown to the others – although students will also profit from relearning familiar words as they can confirm their correct pronunciation and spelling in the target language.

In the next lesson, students will teach each other their chosen words – the whole class, or in groups of five to ten students. Ask a student (or a delegate from each group) to put the words on the board so that they can see how much they know already.

Variation 1:

At the end of a lesson ask students how many verbs (past / past participle) or nouns and adjectives/adverbs they know in the foreign language and ask them to think about the answer at home. At the start of the next lesson ask the same question. Mime a simple word and have the learners guess what it is. Collect all guesses on the blackboard, and mime another one or ask a student to carry on. Keep on with the activity until the list is long enough to be an encouragement for all the students. If you think that miming would take too much time, you can simply have students brainstorm all the words they know.

LEARNING TASK 2

NOTICE BOARD

Sharing ideas about learning outside the classroom

Level: for all levels

Main goals: being a source of information, bringing in outside knowledge, sharing ideas

Language focus: writing brief, neat notices and patterns of reduction

This activity encourages students to share all the information that may help their learning of the foreign language outside the classroom. This may be especially useful for the students who trust the suggestions of their peers more than those coming from the teacher.

At the beginning of a lesson, ask students if they are planning to do or have done anything during the week that has some language learning value. Do this a couple of times. If you find that there is enough interest and that there are enough activities going on, ask students if they would like to share such news regularly. If their response is positive, discuss how they would like to share their news with the others. One way to do this is to set aside five minutes of class time each week for reading announcements. Another way is for them to write their news in the form of short notices that they put on a notice board for everyone to read (perhaps during the break). The announcements may not concern events only, but may include good books to read, or sources of foreign language related materials, such as a second-hand music shop, or a cafe that provides foreign language newspapers.

Once a routine is established, you can help maintain attention by regularly referring to notices, including them in classroom activities whenever possible, and asking for feedback on who used them and with what success.

Variation:

You may encourage students to use the notice board to display ideas/plans etc. not specifically related to language learning, but written in the target language.

SAMPLES OF STUDENTS' STUDIES 2

(First Words and Notice Board)

Brush Your Teeth

criminal
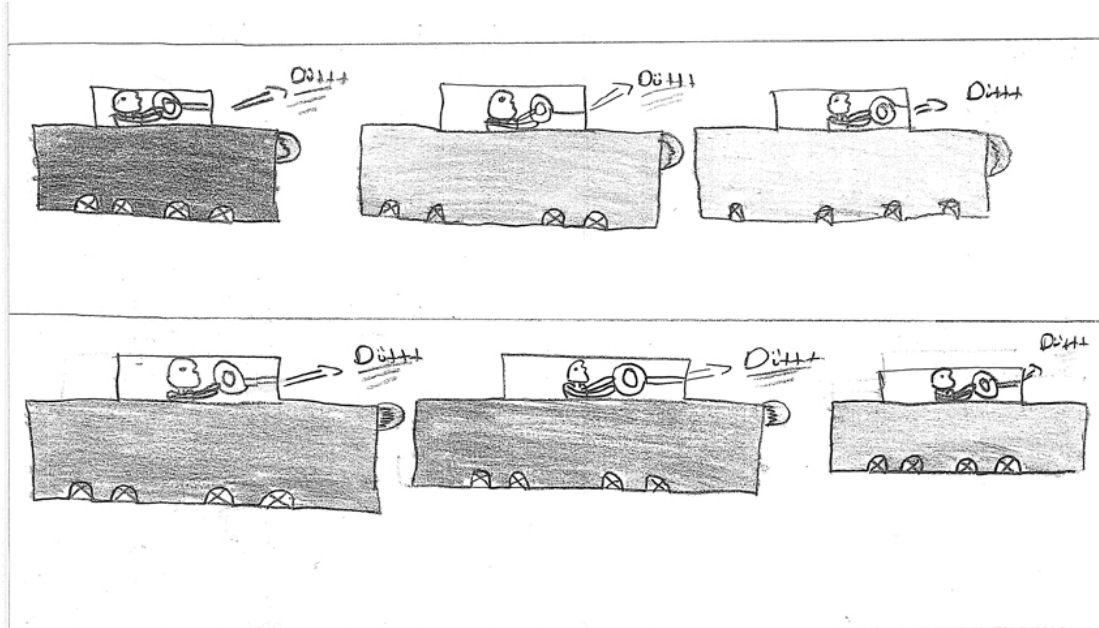
Q: Which 'BUS' could cross the ocean?

A: Columbus!

Q: What flowers have two lips?

A: Tulips

Q: What do you call a dog with no legs?

A: Why bother, he won't come anyway.

10. Unite Vocabulary

sudden = aniden
aliens = uzaylı
huge = geniş
hurt = zarar
observe = gözlemek
spaceship = uzay gemisi
switch = priz
stair = merdiven
store = dikkatli bakmak
deserve = hak etmek
knock = vurmak
distribute = rahatsız etmek
innovation = yenilik
pick = almak
invent = icat etmek
scare = korkmak

GRAMMAR

I'm crazy about
I love
I enjoy
I like
I don't like
I hate
I can't stand

Bunlardan sonra gelen fiil "ing" eki alır.

RIDDLES...

1/ What's got a wave but no sea?
   / My hair

2/ What has teeth but can't bite?
   / Comb

3/ I feed, he trims
   / Flowers

4/ Hand harvester sugar language
   / Writing

5/ Three - legged, mustachaed Myanmar.
   / Rabbit

PUZZLE

H	O	T	Y	J	H	U	m	O	R	O	U	S	T	D	W	L
O	M	D	H	E	Y	R	A	G	C	E	B	H	P	G	E	E
R	T	O	N	W	R	E	P	U	B	L	I	C	F	D	A	A
M	T	C	H	E	V	A	G	W	K	A	R	Y	L	T	K	R
O	S	R	L	L	R	A	I	D	R	E	A	m	A	F	N	N
N	T	E	A	S	J	E	C	m	C	B	W	C	E	G	E	S
Y	R	A	Q	N	P	H	O	N	E	S	T	V	T	N	S	T
S	E	m	T	O	K	A	A	I	U	G	I	C	S	D	S	Y
H	N	E	C	m	E	R	E	S	B	T	B	J	F	E	E	L
A	G	F	N	R	A	A	W	V	A	K	E	F	Y	T	S	E
m	T	Y	U	E	W	I	N	K	S	P	A	T	J	E	J	Y
P	H	C	P	L	B	U	L	O	E	S	U	E	R	C	J	R
O	S	P	T	I	U	A	D	S	H	W	D	R	A	T	G	A
O	A	H	F	A	T	R	F	I	A	V	A	S	R	I	J	W
S	K	E	H	B	A	G	O	A	L	N	T	W	H	V	E	F
B	A	A	C	L	W	N	G	T	D	E	A	I	S	E	V	D
R	E	S	P	E	C	T	A	B	L	E	J	E	C	A	E	P

★ RELIABLE   ★ REPUBLIC   ★ HUMOROUS   ★ WAR
★ APPEARANCE   ★ HORMONY   ★ TALKATIVE   ★ JEWELS
★ LEARN STYLE   ★ GOAL   ★ SHAMPOO
★ FASHION   ★ DETECTIVE   ★ DREAM
★ CREAM   ★ RESPECTABLE   ★ ERRAND
★ STEAL   ★ HONEST   ★ WEAKNESSES
★ PEACE   ★ PUNCTUAL   ★ STRENGTHS

FORGETFUL ME

Analyzing memories

Level: for all grades

Main goals: memory techniques, sharing personal experiences.

Language Focus: Can/can't, identifying strengths and weaknesses, adjectives/adverbs, be good/bad at and likes/dislikes.
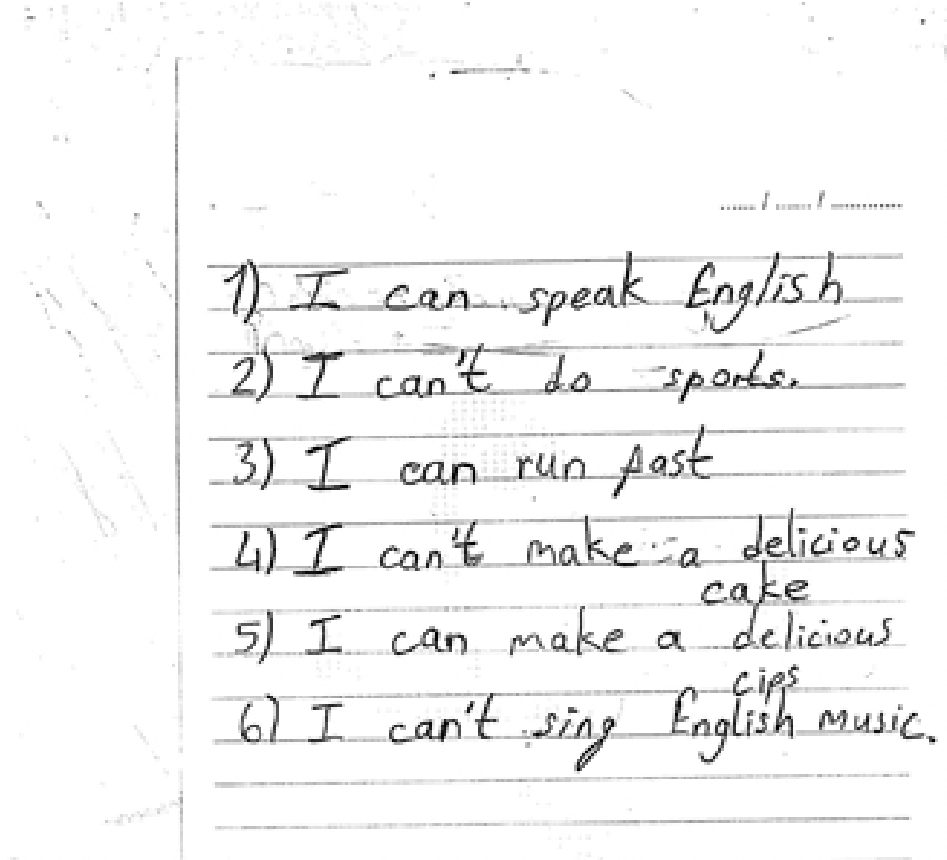
This activity reveals differences in the way individuals are aware of things they can do or they can't and helps students identify their strengths and weaknesses for themselves.

Ask students to recall events from their lives. They should list things they can do or they can't. Give them a few examples what you can do or what you can't.

Here is one example: I can speak English but I can't speak French.

1) I can speak English

2) I can't do sports.

3) I can run fast

4) I can't make a delicious cake

5) I can make a delicious cips

6) I can't sing English music.

1. I can play football but I can't play voleyball.

2. I can reading inglish but I cant reading Turkçe books
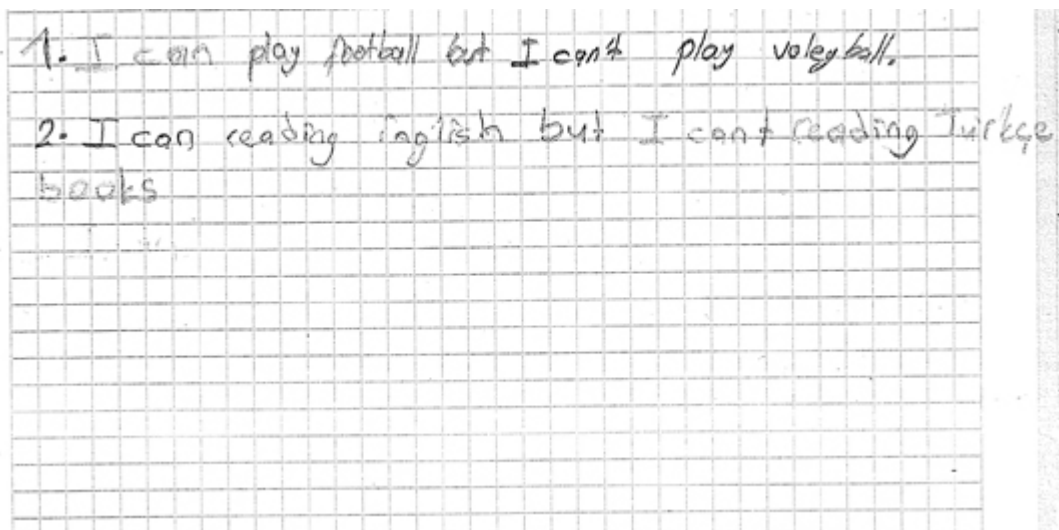
LEARNING TASK 4

FAMILY MORNING

Discussing daily activities at home

Level: for all levels

Main goals: sharing personal experiences, personalizing new input

Language focus: simple present, past tense, present perfect

Creating a link with the students' personal experiences increases motivation and helps the retention of new vocabulary or grammatical patterns.

Ask students to think about the moment they leave / left / have left home in the morning and recall what the members of their family do /did / have done then. (They can use their imagination if they do not know exactly, and include the extended family if they have no brothers and sister). When they finish, allow a few minutes for any questions they may want to ask each other.

Next, you may ask pairs to each other's writing, and then ask them what the family of their partner do /did / has done when he/she leaves / left / has left home. Put your questions in the simple present / past tense / present perfect if you want students to practise the present / past tense / present perfect in their answers.

SAMPLES OF STUDENTS' STUDIES 8

(Family Morning)

My mother prepares brekfast.

My father goes to work.

My brother sleeps.

My father has brekfast.

My mother cooks

My brother sleeps

My mother cook.
My father goes to work
My sister school.
My brother school
My sister goes to work

13
14 My mother has slept for six hours, my father has got up. We have eaten breakfast. My father has gone to work. My mother has washed the dishes. She has watched T.V.
15

My father has went to house work.

My mother has house work.

My sister has went to school.

My brother has plast football.

My grandmother has slept

LEARNING TASK 5

TIME ZONES

Comparing daily routines at different times and places

Level: for the 6th levels

Main goals: creativity, bringing in outside knowledge, empathy

Language focus: written fluency practice, future tense

Preparation: world map (with time zones)

This activity provides an unusual perspective and invites students to put the use the knowledge they have about different cultures and lifestyles.

Display a big world map (with time zones indicated if possible) and ask the students to choose a country (outside the continent where they live) they like or find interesting. Ask them to calculate a specific time in this country and then imagine what people could be doing there at this time of the day. You may give them some examples, such as:

People are going to work. They are going to sit in their cars in a traffic jam, and they are going to listen to music on the radio. Some of them are still drinking their morning coffee. (8:00 am in the U.S.A).

People are not going to do the shopping because they are going to sleep for the siesta (2 pm in Spain).

Students get five to ten minutes to write as many sentences as they can. As a follow up, ask some of them to read a few of their sentences and invite the class to guess the country or the time of the day. (Before this activity, the students will search the

culture of the country they will choose and make a list the most unusual or interesting activities in the country).

SAMPLES OF STUDENTS' STUDIES 9

(Time Zones)

(6. p.m in England)

People are going to sleep.

People are going to go to work.

People are going to have breakfast.

(3 p.m in Turkey)
People are going to sleep.
People aren't going to go to have breakfast

LEARNING TASK 6

SHARING KNOWLEDGE

Helping each other to understand a text

Level: for all levels

Main goals: choosing learning materials, being a source of information,

cooperation

Language focus: question forms

Preparation: text for reading activity

Note: may take up half or all of the lesson

This activity makes students turn to each other for information rather than to the teacher. This will develop their ability to cope with a task using limited resources and will lessen their dependence on the teacher.

After a reading comprehension task, give students slips of paper and ask them to write down a question for everything (or the most important things) that they cannot understand in the text. This may include the meaning or use of certain words, or of a whole paragraph, as long as the questions are not too vague. Then, students ask the questions and other students try to answer.

THE JOURNEY TO THE OLYMPIC BRONZE

QUESTIONS

1. Why is the happiest days in her life?

2. If I want to be successful in sports or anything else, what should I do?

3. what she wants to win now?

VOCABULARY

1. "confident"

2. "compet"

3. "wind surfing"

4. "gain"

5. "breath"

The Journey To The Olympic Bronze

Competed : Kendine güvenmek.

Practised : Pratik yapma

Competitions : Jarişma

Future : Gelecek.

Experience : Tecrübe.

1→ what she is Olympics Bronze Medal next year yet?

2→ How is she start sport?
3→ where is she start sport?

LEARNING TASK 7

ALL YOU HAVE ALWAYS WANTED TO KNOW

Asking questions about a famous person

Level: for the 7th and 8th grades

Main goals: producing learner materials, being a source of information, bringing in outside knowledge

Language focus: simple present / simple past or present perfect, asking questions (scanning or focused listening)

Preparation: (written or recorded passage on the life of a famous person)

The point of this activity is that students ask and answer each other, and not the teacher, about a topic they are genuinely interested to learn about.

Ask students about famous people whose lives have aroused their curiosity. Using their suggestions, make a list of names on the blackboard and get the class to agree on one or two people that they all find interesting. For homework, ask them to put down some of the information they have about one of these people, and some questions on things they would like to know about this person. You may suggest that students search for more information in magazines, books, or on the internet.

In the next lesson, have each student read his or her notes to the class (or smaller groups if the class is too large) while the others listen carefully to find out if any of their questions are answered.

SINGERS

Emre Aydın
Hayko Cepkin
Manga
M. Ceceli
Müslüm Gürses
Avril Lavigne
Sagopa
Linkin' park
Tarkan
Şebnem Ferah
Ceza
İsmail YK

⇒ seçilen kutucuğu.

Sagopa ⇒ Did Sagopa use to sing song? How old is Sagopa?

Ceza ⇒ What does he look like? How old is he   ?

sagopa

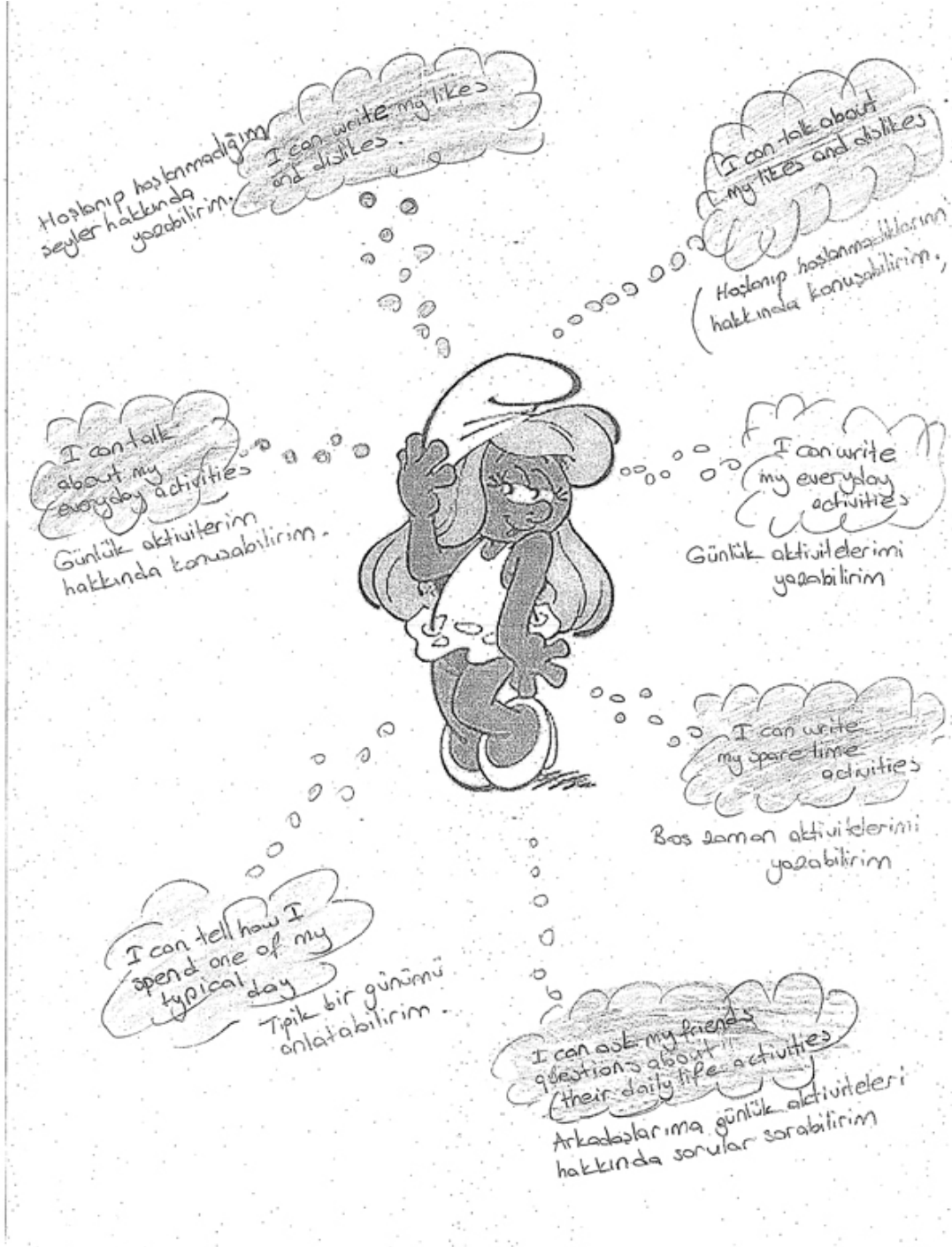1. Did you used to play computer game?

2. did you used to cook?
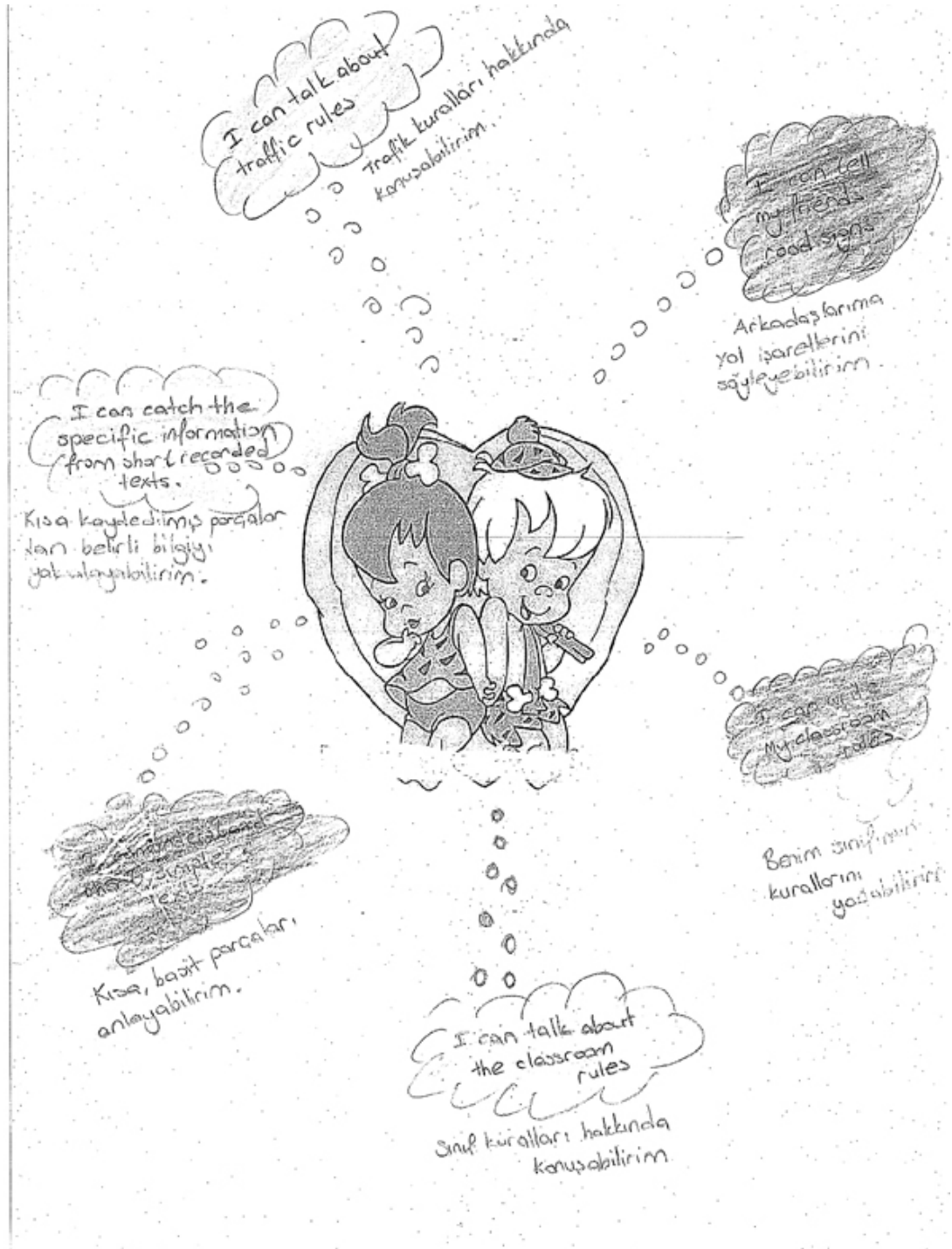
Ceza

1 Did you used to music?

2 Did you used to swim?
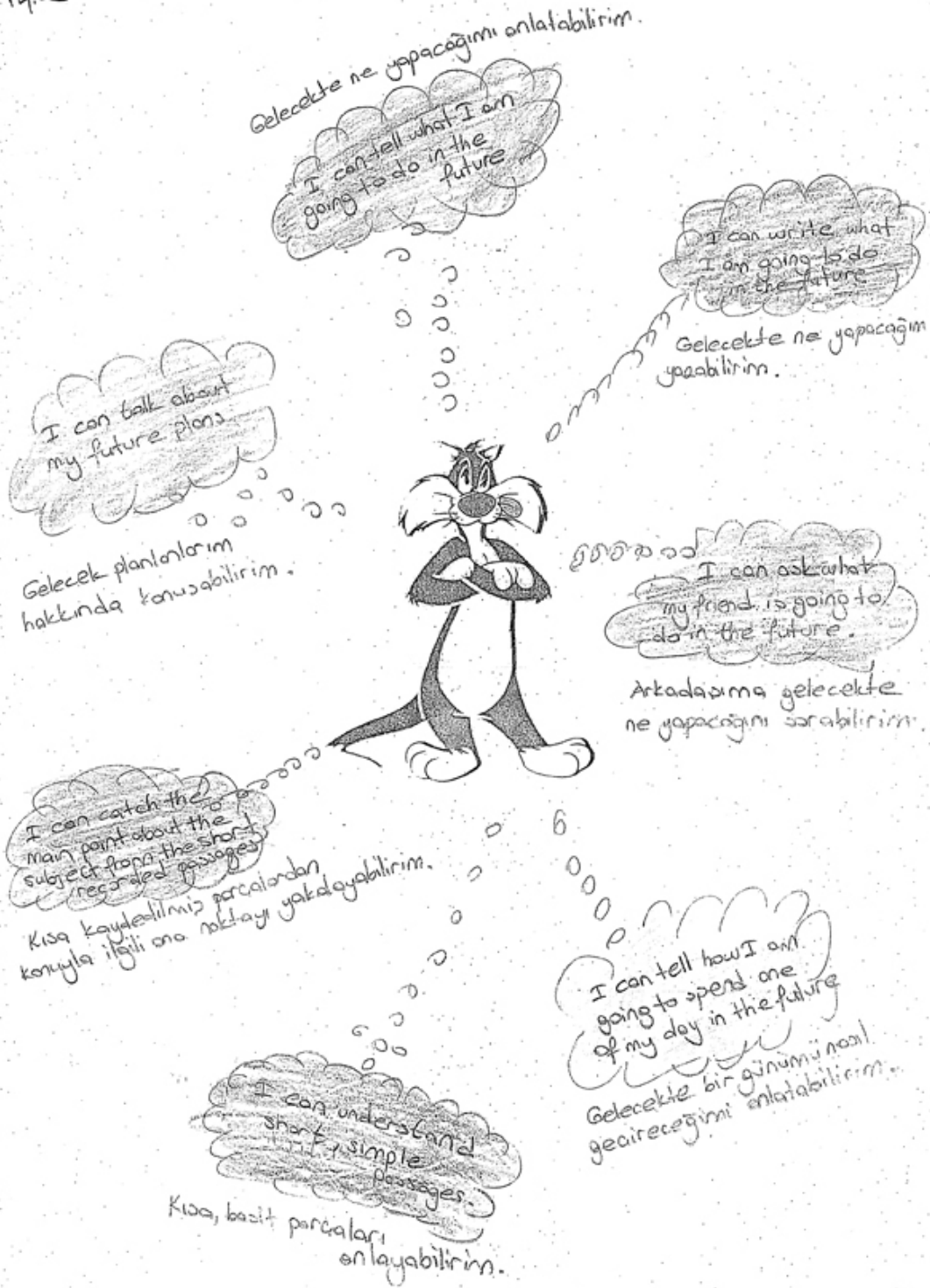
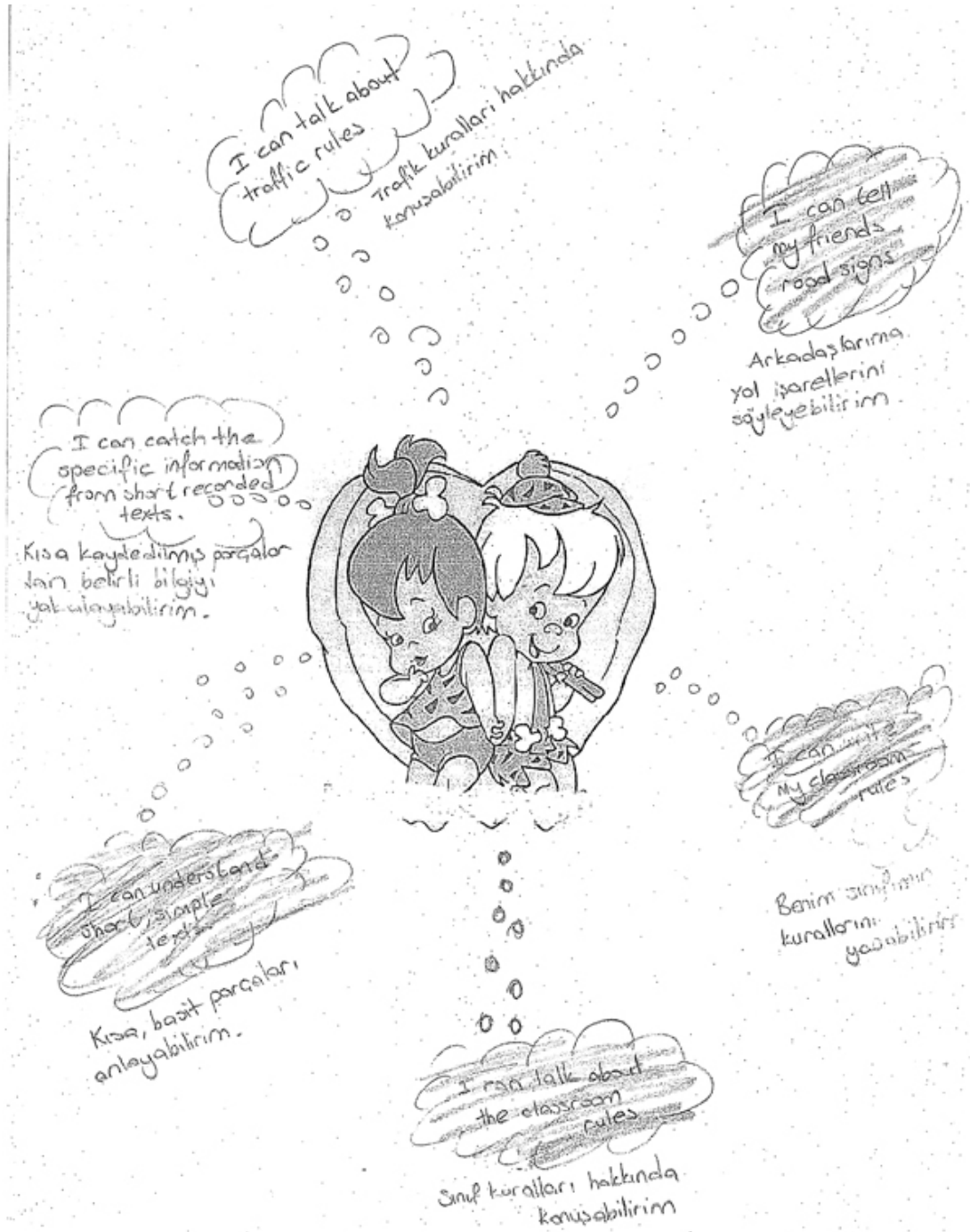# APPENDIX 5

SELF-ASSESSMENT SHEETS

SAMPLE 1

SAMPLE 8

I can understand short, simple texts related to the subject

Konuyla ilgili kısa, basit metinleri anlayabilirim.

I can say what I used to do or what I didn't use to do

Geçmişte, alışkanlık haline gelen yaptığım veya yapmadığım eylemleri söyleyebilirim.

I can find specific information in simple recorded texts

Basit kaydedilmiş metinlerde belirli bilgiyi bulabilirim.

I can ask ob what he/she used to do or he/she didn't use to do

Birisine, geçmişte alışkanlık haline gelen, yaptığı veya yapmadığı eylemleri sorabilirim.

I can write what I used to do or I didn't use to do

Geçmişte, alışkanlık haline gelen, yaptığım veya yapmadığım eylemleri yazabilirim.

I can write my opinions, agreement and disagreement.

Düşüncelerimi, hem fikir olduklarımı ve olmadıklarımı yazabilirim.

I can express my opinions agreement and disagreement

Düşüncelerimi, hem fikir olduklarımı ve olmadıklarımı ifade edebilirim.

I can catch the main point in simple texts.

Basit metinlerde ana noktayı yakalayabilirim.

I can ask sb what he/she thinks about situations

Birisine durumlar hakkında ne düşündüğünü sorabilirim.

I can understand short, simple passages.

Kısa, basit parçaları anlayabilirim.

SAMPLE 11

SAMPLE 13

I can understand short, simple texts related to the subject

Konuyla ilgili kısa, basit metinleri anlayabilirim.

I can say what I used to do (or) what I didn't use to do

Geçmişte, alışkanlık haline gelen yaptığım veya yapmadığım eylemleri söyleyebilirim.

I can find specific information in simple recorded texts

Basit kaydedilmiş metinlerde belirli bilgiyi bulabilirim.

I can ask ab what he/she used to do / h/she didn't use to do

Birisine, geçmişte alışkanlık haline gelen, yaptığı veya yapmadığı eylemleri sorabilirim.

I can write what I used to do or I didn't use to do

Geçmişte, alışkanlık haline gelen, yaptığım veya yapmadığım eylemleri yazabilirim.

I can write my opinions, agreement and disagreement.

Düşüncelerimi, hem fikir olduklarımı ve olmadıklarımı yapabilirim.

I can express my opinions agreement and disagreement

Düşüncelerimi, hem fikir olduklarımı ve olmadıklarımı ifade edebilirim.

I can catch the main point in simple texts.

Basit metinlerde ana noktayı yakalayabilirim.

I can ask sb what he/she thinks about situations

Birisine durumlar hakkında ne düşündüğünü sorabilirim.

I can understand short, simple passages.

Kısa, basit parçaları anlayabilirim.

10

I can write what I have done / I haven't done recently

Son zamanlarda ne yapıp yapmadığımı yazabilirim.

I can ask my friends what they have done / haven't done recently.

Arkadaşlarıma son zamanlarda ne yapıp ne yapmadıklarını sorabilirim.

I can say what I have done / I haven't done recently.

Son zamanlarda ne yapıp ne yapmadığımı söyleyebilirim.
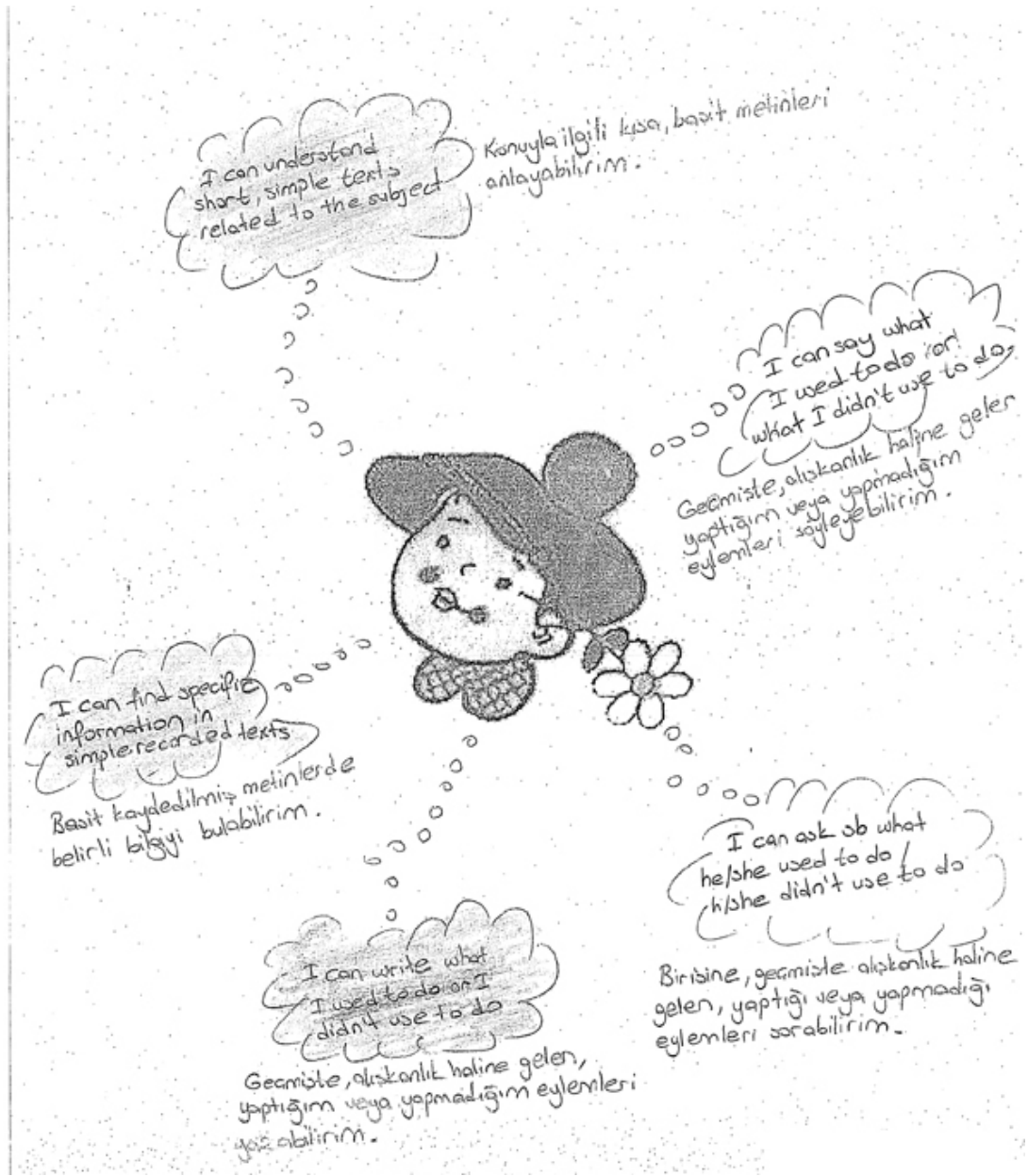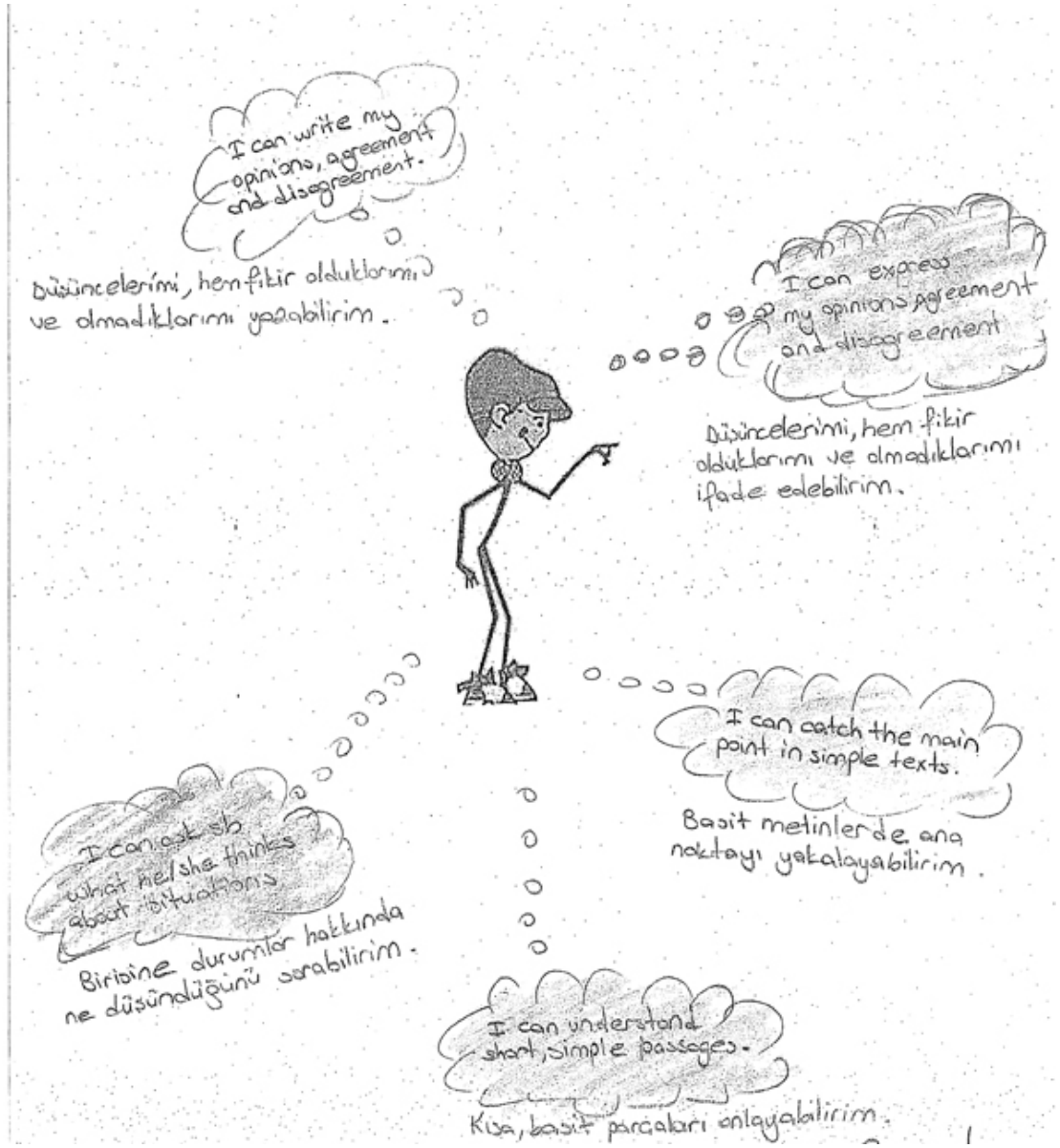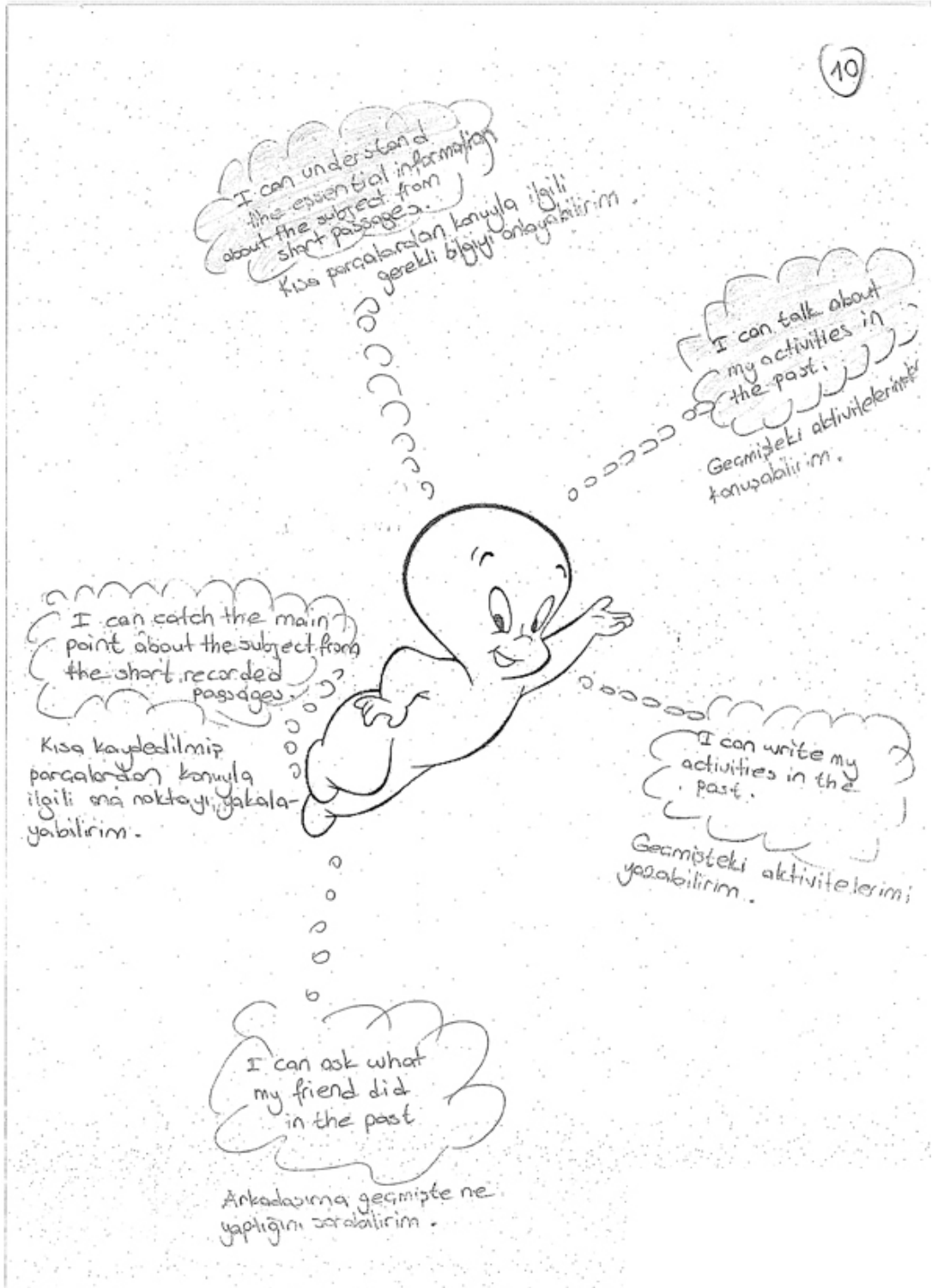
I can find the specific information in simple recorded texts.

Basit kaydedilmiş metinlerde belirli bilgiyi bulabilirim.

I can understand short and simple passages.

Kısa ve basit parçaları anlayabilirim.

13

I can write my opinions about a good language learner

İyi bir dil öğrencisi hakkındaki düşüncelerimi yazabilirim.

I can say the features of a good language learner

İyi bir dil öğrenicisinin özellikleri söyleyebilirim.

I can ask my friends what the features of a good language learner are

İyi bir dil öğrenicisinin özelliklerinin neler olduğunu sorabilirim.

I can understand short and simple texts about the subject

Konuyla ilgili kısa ve basit metinleri anlayabilirim

I can find specific information in simple recorded texts.

Basit kaydedilmiş metinlerin içinde belirli bilgiyi bulabilirim.

Classroom Observation Checklist

		Self-learning	Time management	Planning	Self-confidence	Independence	Willingness To participate	Attentiveness	Subject Matter Competence
Week 2	Good								
	Medium								
	Poor								
Week 4	Good								
	Medium								
	Poor								
Week 6	Good								
	Medium								
	Poor								
Week 8	Good								
	Medium								
	Poor								

CURRICULUM VITAE

PERSONAL INFORMATION :

Name   : Emel ÇELTİKCİ

Date of birth   : 02.11.1980

Place of birth : Sinop

E-mail   : eceltikci@hotmail.com

EDUCATIONAL INFORMATION :

Master's Degree (M.A) : Maltepe University, Department of Foreign Languages Education   *İstanbul*

                  English Language Teaching (with thesis)   *2009 - 2011*

Bachelor's Degree (B.A) : Anadolu University, ELT Department   *Eskişehir*

                  Major GPA: 3.08 / 4.00   *1999 - 2004*

High School   : Anatolian Teacher Training High School   *Sinop*

    1994 - 1998

PROFESSIONAL EXPERIENCE :

Zübeyde Hanım Primary School   *Pendik / İstanbul*

English Teacher   *August 2011 –*

Süreyya Yalçın Primary School   *Darıca / Kocaeli*

English Teacher   *August, 2010 - August, 2011*

The Ministry of Education   *Çayırova / Kocaeli*

Çayırova Provincial Directorate of National Education   *February, 2010 - August, 2010*

Research and Development Centre

(EU Project Coordination Centre)

Project Coordinator

Yenimahalle Primary School   *Çayırova / Kocaeli*

English Teacher   *2006* - 2010

ENGLISH TIME Language Schools   *İstanbul*

English Teacher   *2004 - 2006*

COURSES/ SEMINARS/ CONFERENCES

Governorship of Kocaeli

Provincial Directorate of National Education   *Gebze / Kocaeli*

'English Language Curriculum, Methods And Techniques'   *May, 2011*

Maltepe University   *İstanbul*

Faculty of Education & Department of Foreign Languages   *May, 2010*

'2nd International English Language Teaching Conference

on Teacher Eduaction and Development'

Governorship of Kocaeli

Directorate of National Education   *Çayırova / Kocaeli*

EU Project Coordination Center   *May, 2010*

'Tomarrow's Answers – Start Now'

Governorship of Kocaeli

Directorate of National Education   *Kocaeli*

'Project Loop Management Seminar '   *March, 2010*

British Side - English Language School   *İstanbul*

Teacher Training Programmes   *June, 2009*

'Teaching The Teens'

British Side – English Language School   *İstanbul*

Teacher Training Programmes   *May, 2009*

'Drama For English Teachers'

British Council	*İstanbul*
Teacher Training Courses	*April - May, 2009*
'Teaching Young Learners'	

International Study Programmes	*England*
'2 Week Course For European Teachers Of English	*August, 2008*
At Primary Level: Content And Language Integrated	
Learning (C.L.I.L) Materials Development'	

The Koç School	*Gebze / Kocaeli*
'English Language Teaching Techniques'	*March,2007*

Governorship of Kocaeli	*Gebze / Kocaeli*
Directorate of National Education	*September, 2007*
'Practical English Speaking and Writing'	

'Assessment and Evaluation Seminar'	*Gebze / Kocaeli*
	November, 2007

'INTEL Education Course For The Future'	*Gebze / Kocaeli*
	June, 2006

FOREIGN LANGUAGE :

English   (Advanced)

German (Elemenary)

COMPUTER INFORMATION :

MS Windows NT/XP, MS Office Programs (Word, Excel, Power Point)