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FACTORS AFFECTING ACADEMIC SUCCESS IN FOREIGN LANGUAGE LEARNING CLASSROOMS IN UNIVERSITY SETTING

THESIS BY

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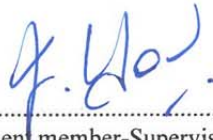
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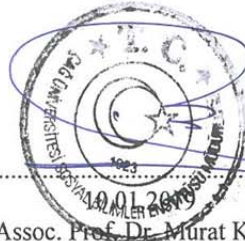Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
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To my dad…
To my beloved husband…

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ABSTRACT

FACTORS AFFECTING ACADEMIC SUCCESS IN FOREIGN LANGUAGE LEARNING CLASSROOMS IN UNIVERSITY SETTING

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This study mainly investigated (a) the relationship among grammar learning strategies, self-efficacy and learner autonomy and (b) their affects on academic success. Investigating all of them give some clues for classroom practice. The study was conducted at Gaziantep University Foreign Languages Higher School with the participation of 350 students from four different proficiency levels (elementary, pre-intermediate, intermediate and upper-intermediate). The data were collected through a questionnaire that has three parts with 65-items. The data collected through the questionnaires were analyzed by means of the quantitative method including calculating descriptive statistics.

According to analysis results, there is a positive relationship between grammar learning strategies and academic success (r=.185 p>.01), self-efficacy and academic success (r=.455 p>.01) and learner autonomy and academic success (r=.120 p>.01). When grammar learning strategies, self-efficacy and learner autonomy were investigated together, it was observed that there was a statistically positive relationship with academic success (r=.472 p>.01)

Keywords: Grammar Learning Strategies, Self-efficacy, Learner Autonomy, Academic Success

ÖZET

ÜNİVERSİTEDE YABANCI DİL ÖĞRENİLEN SINIFLARDAKİ BAŞARIYI ETKİLEYEN FAKTÖRLER

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Bu çalışma dilbilgisi öğrenme stratejileri, öz-yeterlilik ve öğrenen özerkliği faktörlerinin arasındaki ilişkiyi ve bu faktörlerin başarı üzerindeki etkilerini incelemektedir. Üç faktörü birlikte incelemek sınıf içi etkinlikleri için bazı ip uçları verebilir. Çalışma Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda dört farklı seviyeden temel, başlangıç, orta ve üst ortadır. 350 öğrenciyi gönüllü olarak katılımıyla çalışma gerçekleşmiştir. Veriler 65 maddeli üç anket aracılığıyla toplanmıştır. Tüm istatistiksel hesaplamalar SPSS kullanılarak yapılmıştır. Anketlerin güvenirliklerini hesaplamak için Cronbach's Alpha kullanılmıştır. Analiz sonuçlarına göre dilbilgisi öğrenme stratejileri arasında ($r=.185$ $p>.01$), öz yeterlilik ve akademik başarı arasında ($r=.455$ $p>.01$) ve öğrenen özerkliği ve akademik başarı arasında ($r=.120$ $p>.01$) olumlu bir ilişki vardır. Dil öğrenme stratejileri, öz-yeterlilik ve öğrenen özerkliği bir araya geldiği zaman olumlu bir ilişki gözlemlenmektedir ($r=.472$ $p>.01$).

Anahtar Kelimeler: Dilbilgisi Öğrenme Stratejileri, Öz-Yeterlilik, Öğrenen Özerkliği, Akademik Başarı

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ABBREVIATIONS

GLS   **:** Grammar Learning Strategies

SE   **:** Self-Efficacy

LA   **:** Learner Autonomy

AS   **:** Academic Success

CRAPEL   **:** Centre de Recherches et d'Applications Pédagogiques en Langues

FLE   **:** Foreign Language Education

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CHAPTER I

1. INTRODUCTION

1.1. Introduction

Self-Efficacy, Learner Autonomy and the Use of Grammar Learning Strategies are very crucial variables in academic achievement. There are two aims of this study. The first aim is to find out whether a relationship among Self-Efficacy, Learner Autonomy and the Use of Grammar Learning Strategies. The second aim is to discover to what extent Self-Efficacy, Learner Autonomy and the Use of Grammar Learning Strategies account for academic achievement.

In this chapter, firstly background information is presented. Background information explains inspirational theories and studies for the present study. The next part is statement of the problem. The significance of the study follows it. Then research questions and hypothesis are stated. After that, limitations and assumptions are given. The chapter ends with the definitions of the terms in the present study.

1.2. Background of the Study

For students in Turkey, learning languages is very important for many purposes. The most popular of other languages is English in Turkey. In Turkish educational system, students spend their years to learn a language. Although students are eager to learn and speak English and they have many English classes for almost ten years until their university education, most of the students do not use English effectively and they cannot speak English fluently. Many researchers emphasize the relationship between self-efficacy and learner autonomy. According to the researchers, if students control their own learning and believe their achievement, they can be more successful. There are a lot of articles about the relationship between these two concepts (self-efficacy and learner autonomy). On the other hand, the characteristics of learners are very crucial in language learning. Actually, teaching cannot be considered apart from learning. Teaching everything and the way of teaching are also important parts of language learning. Grammar is not separated from language. Learners need some structure of language to use their word knowledge. The language system is significant for learners, so how to teach grammar is another important view of language learning. In this part,

teachers and learners have to know their grammar learning strategies. Researchers investigated the relationship between grammar learning strategies and academic success of learners. However, there is no research about the relationship between self-efficacy, learner autonomy, grammar learning strategies and academic success of EFL students. Motivation has been accepted as an important factor on language learners (Dörnyei, 1998). Motivation has an important effect on academic achievement. Social Cognitive Theory emphasizes the idea that learning and behaviour occur in real life situations. Social Cognitive Theory involves reciprocal interactions among three factors: personal, behaviour and environmental factors. Self-Efficacy is considered as the personal factor (Schunk & Usher, 2012). According to Social Cognitive Theory, people cannot control biological factors. However, people can control and manipulate cognitive actions that affect their motivation. Self-Efficacy, Learner Autonomy and the Use of Grammar Learning Strategies are related to Social Cognitive Theory and motivations. All these terms are related to each other and academic achievement. All students aim to be successful at the end of their efforts. The variables of the present study, which are Self-Efficacy, Learner Autonomy and the Use of Grammar Learning Strategies, are thought as factors that affect achievement greatly. The present study has twofold:

How do Self-Efficacy, Learner Autonomy and the Use of Grammar Learning Strategies affect achievement when they come together?
To what extent do they affect separately and together?

1.3. Statement of the Problem

Learners give different outcomes although they have same conditions. It is not important for them to have the same teacher, the same materials and the same school. It is because they have individual differences. Their attitude to learning is different from each other. The aim of students sometimes is just to graduate from school. Learning is not important for them. They do not know why they learn English. It means that they just learn for exams and they forget everything after exams. Because of these reasons, this study investigates some individual factors among students. This study focuses on three factors that affect language achievement. They are grammar learning strategies, self-efficacy and learner autonomy. It investigates the effects of grammar learning strategies, self-efficacy and learner autonomy on learners' achievement. Not feeling confident affects learners' achievement negatively. Learners generally are not aware of

their capacity to learn a language. They feel that they are capable of learning a language. Self-efficacy beliefs of learners affect how they feel, motivate themselves and take actions. Learners do not participate the class if they feel confident to learn a language. If teachers give some easy tasks and encourage them, they can complete the task and feel confident in language learning. Tasks should be challenging but not very challenging for learners. Tasks, which are over their levels, can discourage learners for following tasks. And the last factor is learner autonomy. Learners' taking their own responsibility for them is very difficult. They want their teachers to do all things for their learning. Teachers should give opportunities to learners to take their own responsibility for their learning. They should choose the correct materials and appropriate learning strategy for them. Instead of them, choosing and deciding everything do not improve any of their skills. Teaching how to choose and decide something is a better way for learners. The effects of these factors make me wonder and force to investigate them. As a result, this study aims to find the relationship among factors and their affects on academic success.

1.4. Purpose of The Study and Research Questions

Self-efficacy, learner autonomy and the use of grammar learning strategies are very important variables in academic achievement. This study aims to find out whether a relationship among the use of grammar learning strategies, self-efficacy and learner autonomy and to what extent the use of grammar learning strategies, self-efficacy and learner autonomy account for academic achievement. There is a great importance on language learning so it is necessary to investigate how students learn a language and which strategies they use. Teaching is also important but there are some concepts such as self-efficacy and learner autonomy that affect learning. This study aims to find out the interrelationship among self-efficacy, learner autonomy and the use of grammar learning strategies. There are some research questions:

Research question 1: Is there a relationship between the use of grammar learning strategies and foreign language achievement?

Research question 2: To what extent does the use of grammar learning strategies predict foreign language achievement?

Research question 3: Is there a relationship between self-efficacy and foreign

language achievement?

Research question 4: To what extent does self-efficacy predict foreign language achievement?

Research question 5:Is there a relationship between learner autonomy and foreign language achievement?

Research question 6: To what extent does learner autonomy predict foreign language achievement?

Research question 7: Is there a positive relationship among these three concepts (self-efficacy, learner autonomy and the use of grammar learning strategies)?

1.5. Significance of the Study

Grammar learning strategies, self-efficacy and learner autonomy have been debated by many researchers. Researchers have been interested in them. In order to be effective on language learning, it is necessary to investigate the relationship between these factors and their affects on academic success. These factors have been studied separately. However, there is no study to investigate these factors all together on academic success. Therefore, this study aims to find out the relationship between them and their affects on learners' achievement in foreign language education (FLE). The implications of this study may give some clues on how to activate these factors in classroom practice.

1.6. Definitions of the Terms

Below are the definitions of the terms used throughout the study.

Grammar Learning Strategies: Learning grammar gives learners opportunities to use the language efficiently. They use techniques when learning grammar. These techniques are called grammar learning strategies that make learners' process of learning efficient and organized (Abri, 2017).

Self-Efficacy: Self-efficacy refers to judgment of one's own capability in a specific way (Linnenbrink& Pintrich, 2003). Self-Efficacy is people's beliefs that they are capable of performing a task an duty (Bandura, 1989).

Learner Autonomy: Learner autonomy is a process to help learners to take their own responsibility, to feel more confident themselves and decide on them own for their learning (Darasawang &Suranaree, 2007).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter will attempt to present related literature about grammar learning strategies, self-efficacy and learner autonomy. The aim of the study is to analyse the relationship among grammar learning strategies, self-efficacy, learner autonomy and academic success so it is necessary to review the different studies in this field.

2.2. Grammar Learning Strategies

2.2.1. Definition of Grammar Learning Strategies

Grammar is not separated from language learning for language learners. It makes language learning easier for learners. Grammar organizes the rules in any language to use the language in a correct way. Grammar is not everything in language learning but it has an important role in it. Even when the children learn their mother tongue, they put words together incorrectly. They learn a language by making grammar mistakes. In following days, they use a language with its rules. Learning foreign language is very different from learning first language. In first language, grammar is learnt after communicative competences. However, in foreign language, grammar has an important role in learning the target language. There are two methods in learning grammar. The first one is Grammar Translation Method (GTM). In this method, learners translate the sentences from native language to target language. Learners learn the grammar deductively. The words are memorized with equivalents in target language to translate the sentences. There is no interaction between the teacher and the students. This method presents teacher-centred atmosphere for learners. It doesn't contribute useful things to students' communicative competences. Students are exposed to their native language more than the target language in this method. Since there are rules in learning grammar, the correct answer is really important. Teachers immediately correct the mistakes. As Sanjaya and Natsir (2013) said, GTM is very classical and there is no close relationship between teacher and the students. The reason for that is, teachers do not pay attention to students' feeling and emotions. The other dominant method is audio-lingual method in learning and teaching grammar. This method requires

reinforcement and repeated practice. In this method, focus is on learning the phrases and patterns in everyday language not on understanding words or translating the sentences. Learning grammar is considered just about the sets of rules. Grammar cannot be defined apart from language learning. Grammar, regardless of the language, is the basis of language and communication. People should know the grammar of the language to communicate to express them. Grammar has always held an important role in EFL classrooms but the way of teaching changes according to the teachers. There are some methods for teaching grammar. Grammar is not seen as a set of rules but it is very crucial for successful communication. However, the first method, Grammar Translation Method, supports the idea that grammar is seen as a set of rules. People create sentences with these rules. Techniques of language learning are needed in GTM. This method has lack of communicative abilities and is focusing too much on written language. The next method is Direct Method (DM). The difference between GTM and DM is the use of L1. In Direct Method, L1 is not used. Oral production is common in this method when teacher wants to explain the topic more. Even asking questions and giving clarifications are done in target language. Another method is Audio-Lingual Method (ALM). This method is influenced by oral-based approach (Alemi & Tavakoli, 2016). According to this method, students are exposed to grammar without talking about rules and techniques. The last method is Total Physical Response(TPR). Language is learnt by commands and physical actions. Even though all these methods are different from each other, they are all grammar-based approach that focuses on the structure of the target language.

Grammar rules help learners think logically and clearly. Without good grammar, communication does not exist accurately. Grammar Learning Strategy (GLS) has consisted of some elements which Griffiths and Cansiz (2015) explains. 1) They are used to describe whatever a person is doing, so it can be defined the term 'actions'. 2) Consciousness exists partly, after some time, learners becomes automatic. 3) Learners can select the most useful strategy to suit their need. 4) Goals are very important in strategies. 5) They control the process of learning. 6) They need explanation in relation with other strategies. Thus, learners give importance to learning grammar to provide a theoretical framework of the activities (Pawlak, 2009).

To sum up, the use of Grammar Learning Strategies affects learning. It gives important clues about how learning process is going on. Therefore, the use of GLS has been chosen as one of the variables in the present study.

2.2.2. The Significance of Grammar

Grammar is arguably considered as the heart of the language (Purpura, 2004). Learners need to learn the structural patterns to present the other skills in English. Grammar has some rules that show how to use the language effectively and correctly. Grammar is the code for communicative competence. However, the mother tongue is spoken with lack of grammar rules. Language learners give much importance to grammar. It offers a lot of benefits for language learning (Saaristo, 2015). Grammar learning and teaching are not diluted from language learning in any time or stage. It is necessary for basic features and characteristics of language. Grammar is one of the best ways to improve communicative competence in language learning (Wang, 2010). With a good knowledge of grammar, learners promote their learning a language in an effective way. In teaching and learning a language, learners need to use drills in especially different aspects from their native language (Paulston, 2014).

Difficulties in Teaching Grammar: Teaching grammar has three parts: grammar as rules, grammar as form and grammar as resource (Al-Mekhlafi & Nagaratnam, 2011). However, learning rules of grammar generally comes to learners' mind. When they learn the rules of the grammar, they feel more secure. One of the reasons, which grammar is important, is to help learners communicate with each other easily. The biggest problem is that learners know all grammatical rules but they have problems on using these rules in communicating with people.

Grammar is a crucial factor that consists of language system. Past researches focused on more teachers. Learners' choices and strategies were not important. However, recent studies have given importance to learners' decisions, individual differences and strategies (Zhou, 2017). Teaching and learning has a great shift from teacher-centred to learner-centred classrooms. So, in classrooms, which are learner centred, there is a focus on learners' strategies and their needs. Learners choose strategies to make their learning good, affective and easier. Learning grammar gives learners opportunities to use the language efficiently. They use techniques when learning grammar. These techniques are called grammar learning strategies that make learners' process of learning efficient and organized (Abri, 2017). Grammar consciousness-raising tasks are needed for learners in their learning process (Fotos, 1994).

Teaching grammar rules explicitly may cause some problems in learners' communicative competence. Just giving the structure of the grammar does not improve learners' knowledge. They lose the sense of thinking critically and they cannot use the language effectively and communicatively. Cognitive psychologists consider learning as explicit and implicit learning in two ways. In '*explicit language learning*', learners have roles in the classroom, so they do not use the rules they learn in the classroom if they know all the theoretical knowledge about the related topic. Learners are aware of all the rules and they can say all the rules like a formula. However, they have difficulty in using the language for communicative goals. Learners learn the grammar structure and they practice the structure with similar exercises. Learners are given the rule by teachers explaining or from the grammar books. Learners are conscious about the rules of the target language. It requires controlled process. Learners can report what they learn in the classroom. Learners formulate the sentences to ensure the rules of the target language (Ellis, 2014). In *implicit learning*, learners learn the rules without being aware of it. Learners use the rules even for communicative aims. However, they cannot verbalize the rules (Ellis, 2006). Production of target language is more important than learning the rules of the grammar. Exposure and the use of the target language is more needed to be engaged in communicative situations than to learn the target structure. Grammar lesson is the best chance for learners to facilitate their development if teachers do not just teach the grammar structures (Ellis, 2009). Learners use the structure in oral communication without having knowledge about this structure. It improves learners' speech of target language. They learn it deliberately (Pawlak, 2018).

Most of teachers try to find ways to make learners more successful. These days, focus is more on learners and learning than teachers and teaching (Tılfarlıoğlu & Yalçın, 2005). So, investigating how learners learn and obtain the information is very important. They have individual differences. If learners control their own learning, success becomes the result of their efforts (Wenden, 1998).

Pawlak (2018) suggests that the following language learning strategies can be used for the recognition of these grammatical forms as shown in figure 1.
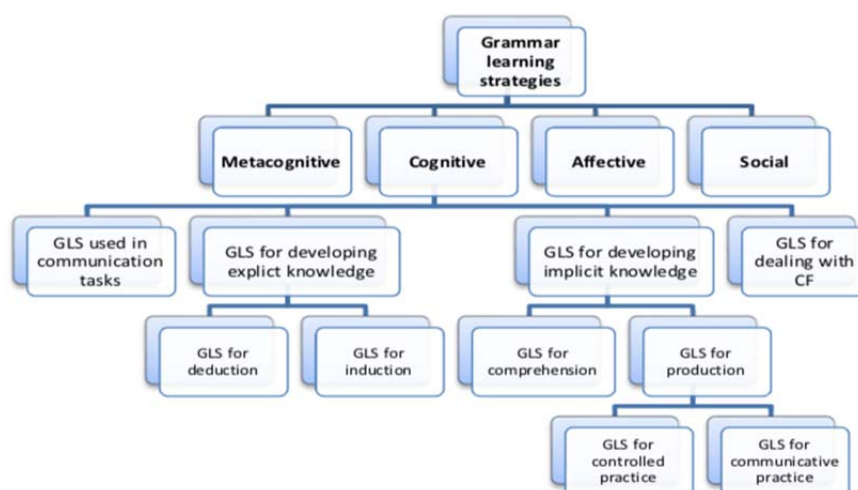
Figure 1. Classification of Language Learning Strategies (Pawlak, 2018)

Metacognitive strategies: Metacognitive strategies play an important role in language learning. It explains learners how to learn the language with the correct strategy. If learners develop their metacognition, they are more aware of their language process. Learners' having metacognitive knowledge affects their learner autonomy because they can decide and choose the best strategy for their learning process (Rahimi & Katal, 2011). Metacognitive knowledge deals with learners, learners' duties and learners' learning process. Metacognition is a concept that includes learners' monitoring and regulating their learning process. After completing the task, learners should evaluate their progress in completing the tasks. The level of metacognitive consciousness has an impact of learners' evaluating their proficiency level (Hauck, 2005). Metacognitive knowledge facilitates or inhibits learning. Learners need to know about the purpose of a task and how it serves their language learning needs. If they have a task knowledge, they can focus on the process of doing a task.

Cognitive strategies: Cognitive strategies affect learning process directly. It contributes language learning process directly. Identifying the task is the first step of cognitive process. Keeping a diary is a good way to obtain information about cognitive processes. Learners need to be guided in their cognitive process. Otherwise, they can be confused (Rubin, 2013). Modelling is an important influence on children's self-efficacy during cognitive skill acquisition (Schunk & Hanson, 1985).

Affective strategies: Learners' motivation is affected by everything around the learners in the learning process. Learners, who are in different levels, have different motivation and emotions. Their senses affect their learning positively and negatively.

So, they need teachers' to encourage them when they face difficult situations. Modelling also affects learners in terms of psychologically. Modeling influences can serve as instructors, motivators, inhibitors, social facilitators, and emotion arousers in terms of using language for communicative goals (Bandura, 1989).

Social Strategies: Language requires interaction and communication with others. Learners cope with the difficulties by working with their friend or they can ask their teachers for assistance especially in learning grammar (Pawlak, 2018).

Teaching grammar plays an important role in the language learning process. The point is the ways of teaching of teachers. A point of grammar can be taught unconsciously or consciously. It is necessary to use the language effectively and communicatively for learners. Knowing all grammatical knowledge is not the first aim of language learners. They do not need to memorize all grammatical rules (Tılfarlıoğlu & Yalçın, 2005). People use their mother language without being aware of the grammar rules. However, people need to know some structures of the target language. It does not mean that learners, who know all the rules of the grammar, can speak the target language fluently and effectively. Knowing and practicing are really different from each other (Debata, 2013). They learn the language differently even in the same context. Learners use some strategies in learning grammar. They can choose their appropriate strategies for their own learning. However, some researchers classified the learning strategies. Classification of grammar learning strategies is shown in Figure 1 below. Grammar learning strategies include four parts according to this figure: metacognitive, cognitive, affective and social strategies (Pawlak, 2018). The main aim in the learning process is to raise learners' awareness of their positive qualities and capabilities. Individuals are really different from each other, so using just one strategy or style of learning is not appropriate for a good atmosphere of the classroom (Griffith, 2009). Teachers can bring useful ideas for their learners with using language learning strategies (Miladinovic, 2014). Language is the product that is affected by many things.

2.3. Self-Efficacy

2.3.1. The Definition of Self-Efficacy

All teachers at all levels, from kindergarten to university, pay attention to learners' achievement in language learning. They all want learners to engage the class and to be successful in learning English. Some of the students are very motivated and

engaged in the classroom. However, other students are not motivated although they are in the same classroom. This is a very big problem in language classes for teachers and learners. There is no formula for being a successful learner but there are some factors that affect learners' motivation and achievement. There are a number of predictors that affect students learning and motivation. However, it is beyond the aim of this article to explain all of them. This part explains Self-efficacy as a factor that affects learners' achievement. Self–efficacy is one's belief to complete a task (Bandura, 1994). Self-efficacy refers to judgment of one's own capability in a specific way (Linnenbrink& Pintrich, 2003). Self-Efficacy is people's beliefs that they are capable of performing a task and duty (Bandura, 1994). According to Bandura (1994), if people have a strong sense of self-efficacy, they think the task as a challenge not a threat. When they face failure of a task given, they recover their sense of efficacy.

They focus on their efforts. In contrast, people who have a low sense of efficacy consider tasks as personal threats. The sense of self-efficacy enhances when people overcome obstacles. Easy successes that bring quick results make people discourage by failure. On the other hand, to strengthen self-efficacy, observing other people who are in similar situations is another way. Positive situations raise people's beliefs in their capabilities. People are likely to observe successes of others not failures. The self-efficacy beliefs of individuals have an effect on how they feel, think, motivate themselves and take actions. Self-efficacy beliefs are good factors for performance and motivation (Pajares & Millers, 1994). Learners strengthen their self-efficacy with performances, experiences and persuasions (Meral & Colak & Zereyak, 2012), the infancy process of self-efficacy starts in the family (Bandura, 1994). Parents create opportunities for self-efficious learners.

Self-efficacy of learners builds up with learners' achievement, observing other people who are successful in similar situations. Home environment and the environment that learner create are very effective in the process of building up self-efficacy (Schunk & Pajares, 2001). If people have high self-efficacy, they become successful and their achievement enhances the level of self-efficacy. Lack of success does not mean low self-efficacy because people who have high self-efficacy spend more efforts to be successful without giving up. Self-efficacy is an important construct on learning and learners' motivation in regard to cognitive skills, social skills, motor skills and career choices (Schunk, 1989). Much research shows that self-efficacy has a positive effect on motivation, learning and achievement (Pajares, 1996). These aspects and background

have been inspiration for choosing self-efficacy as one of the variables in the present study. Schools try to find ways to support students with intellectual tools, self-beliefs to educate themselves in their whole life (Bandura et al., 1996).

Self-efficacy is a construct that is created by social cognitive theory. Efficacy may require an analysis of cues. There are two factors that affect self-efficacy. The first one is external factors that affect self-efficacy indirectly through their effect, and the second one is internal factors such as motivation, ability, beliefs, levels, strategies and so on. Self-efficacy beliefs can change according to external and internal factors (Gist & Mitchell, 1992). '*External cues*' include some subcategories. The primary external cue is task itself. Learners evaluate the task individually. They consider that they can complete the task successfully or not. Learners, who have high sense of self-efficacy, believe that they can accomplish the task easily. Completing the task successfully contributes learners' sense of self-efficacy. Focusing on positive parts of the tasks increases the sense of self-efficacy. Another external cue is task complexity. Learners can give up when they face with difficult tasks. The aim of teaching is not to discourage them. So, choosing an appropriate task is very important for both learners and teachers. The task environment is another external cue. Doing a task in a noisy place is really distracting for a learner, so completing a task gets more difficult for them. Learners can fail because of the bad environment conditions and they evaluate failures as disadvantages in the learning process. Thus, this situation affects their sense of self-efficacy negatively. Therefore, the environment can lower learners' performance. It affects self-efficacy indirectly. Modeling also is an external clue. Observing others creates task familiarity. If learners have information about the task, they do not feel anxiety and they complete the task easily. Learners need to compare their abilities with others. So, modeling is useful for them to complete a task. Internal cues include, firstly, familiarity with a task. Task performance is related to learners' interpreting the task when they face it. The other internal cue is general physical condition. Learners make judgment positively or negatively about their learning process according to their condition and mood. Learners, who have any health problem, can reflect on their performance on tasks in a negative way. Moreover, if a learner suffers from feeling anxiety all the time, this situation can inhibit performance of the task and even the sense of self-efficacy. On the other hand, learners' problems in their daily routine can make their performance on a task worse. Thus, failures make them have low sense of self-efficacy. Observing others, who have similar characteristics, can raise observers' sense

of self-efficacy and make them feel more confident to try the task on their own because they think that they can complete the task if the other can succeed it (Schunk, 1987). Initial self-efficacy beliefs can change from one learner to another because of their prior experiences. They can raise their sense of self-efficacy with the teachers' help. Feedback has also an important role in fostering sense of self-efficacy and motivation (Schunk,1991). Self-efficacy is a motivational construct related to willingness to try new things, persist at tasks, to observe others in face of challenges and feeling threat (Tschannen-Moran, 2009).

Multon, Brown and Lent (1991) mentioned four sources that affect effect size. One source is time period during which using some manipulation to promote self-efficacy and performance. In this time, self-efficacy manipulations such as guiding, modelling and feedback changes self-efficacy beliefs. Second one is that learners' performance affect learners' sense of self-efficacy according to learners academic status. Low achieving learners should be supported by self-efficacy beliefs and motivation from teachers. The third source is age. High school and college students' samples included strong effect size than elementary school students. The last one is self-efficacy beliefs that are related to performance measures such as form, content and timing. Schoolchildren try to learn skills by observing their teachers. However, observing their friends is better to enhance their sense of self-efficacy (Schunk & Hanson & Cox, 1987). Modelling their teacher makes them feel discouraged because their teachers are superior in competence. Modelling learners, who have the same age, can promote their self-efficacy to learn skills because they are similar in competence with them. Learners' performances give some clues about their sense of self-efficacy.

Efficacy arousal is a process in which learners combine the supports from others and their motivation (Schunk, 1991). Some learners can attribute their successes to their teacher. In this situation, they do not rely on their capacity to complete a task or to learn new things. According to Schunk (1991), self-efficacy is also important for teachers. Teachers whose self-efficacy is low may avoid organizing the tasks according to their students' levels and they probably do not have capability to persist with the learners who cannot cope with the difficulties in the language learning process. On the other hand, teachers, who have high sense of self-efficacy, can adapt the tasks for learners' need and levels. They can help learners complete a task and be successful. They can create a positive atmosphere in the classroom for their learners. Peoples way of behaving shows the outcomes of past experiences (Bandura, 1984). Learners are

inclined to ignore tasks and situations that exceed their capabilities. However, they take in charge the tasks and situations that make them feel capable of handling. According to Bandura (1984), self-efficacy is an evaluation of one's capability to perform a certain level of a task. The process of self-efficacy judgment is concerned with how information is transferred vicariously and physiologically. The information is integrated with the sources of self-efficacy (Bandura, 1986). Self-efficacy deals with cognitively learners' capability. It gives importance to learners' prior experiences by considering mastery criteria (Clark & Bong, 1999). If the amount of the task challenge exceeds the level of the learners too much, they can feel anxiety. Learners become unmotivated to achieve the task correctly.

2.3.2. The Components of Self-Efficacy

There are different components that are related to self-efficacy. Learners' achievement is mentioned in Figure 1 in terms of behavioural engagement, cognitive engagement and motivational engagement. Learners' engagement is a very crucial issue in achievement because the more learners are engaged; the better they learn the topic. Self-efficacy brings successful performance and more engagement in the class for learners. The more learners are engaged in the classroom the better they can perform the tasks. All of the constructs affect each other and finally they have an important role in learners' self-efficacy and achievement in the learning process (Linnenbrink & Pintrich, 2003).

They feel confident when they do not feel anxiety. However, Cubukcu (2008) found that anxiety and self-efficacy levels are uncorrelated. Learners need to consider teachers as a helper in their learning process. Otherwise, they turn into teacher-dependent learner. When they see the teacher as an only source of information, they do not trust themselves to complete a task (Kissacık, 2016).

Teacher can foster learners' interest and value on the task in order to promote their self-efficacy. When they have an interest on any task, they become more successful. Teachers should try to find ways to get their attention to the positive ways of the tasks. This strategy can be difficult for teachers because choosing a topic is not seen possible according to the needs of all learners. All learners have personal interest and all of them can be different from each other. However, choosing the task according to their level is another way to encourage learners. The tasks should be challenging but not very

difficult for the learners.

Figure 2 shows the general framework of self-efficacy and engagement. The constructs in this framework are discussed in this study.
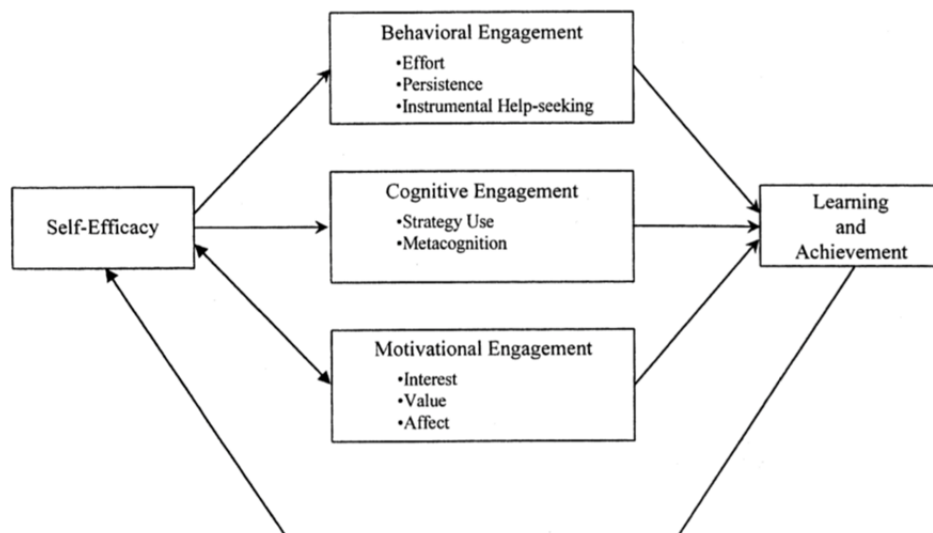
Figure 2. A General Framework for Self-efficacy Engagement, and Learning (Linnenbrick & Pintrich, 2003).

a) ***Behavioural Engagement:*** Learners evaluate the tasks differently from their peers. They try to simplify the task by observing their peers. However, they need to observe their friends and to ask their teacher for support in order to understand the tasks. They can give up when they encounter with the difficulties in their learning process. If they do not give up and go on doing and completing the tasks, they are able to be successful in their learning process, so, they have high sense of self-efficacy. Teachers should monitor learners' learning process to help them when they need a support and they want to give up doing the tasks. Some learners tend to give up completing the tasks instead of persisting at the task. They do not have an idea about their capability. They just evaluate the task as a threat. They consider that the tasks exceed their level to complete and they even do not try to do it. Learners can improve their self-efficacy with the help of the teacher and the feedback from the teacher. There is a related construct 'learned helplessness' with self-efficacy. Both of them deal with the learners' evaluation of their capability of completing the tasks. Learners do not think that they have the capability to do the task. So, they give up from the starting point. In other words, they do not link their behaviour and the outcome of the task so,

they do not give enough importance to the task. Thus, learners, who feel incapability, do not persist at doing the tasks. Some learners are afraid of asking for help from their teachers and peers because they think that they are unable to do the task and they do not want their teacher and their peers to think like that. On the other hand, learners, who have high sense of self-efficacy, do not abstain from asking for help from their peers and teachers. To sum up, self-efficacy beliefs are related to the behavioural engagement of the learners in a positive way. Learners, who feel efficacious, are more likely to try hard and persist at the task and not to give up even when they confront with difficult parts of the tasks. However, learners, who are not confident about their capabilities of doing the task, are not likely to persist at the task. Even they give up before starting the task because of the negative attitude to the task.

b) **Cognitive Engagement:** Behavioural engagement is very important for the language learning process but just behavioural engagement is not enough for a useful learning process. Learners are engaged in the classroom behaviourally. However, they need to understand the aim of the task and to think critically about the task and its outcomes. Just doing the task does not improve their critical thinking skills and give opportunities to the learners to have different aspects of the tasks in the learning process. Cognitive engagement is not seen and measured during the lesson so teachers do not understand whether learners are engaged cognitively in the lesson or not. Cognition is learners' thinking and obtaining information from their cognition and thinking is very difficult for teachers. However, the way of understanding is to listen to learners' opinions and monitor them in-group discussion by asking some questions about the meaning of the task and the aim of the task. If learners try to understand the content of the task, they are more cognitively engaged in the task. It affects their self-efficacy and achievement. The quality of the cognitive engagement has an important role on learners' achievement. Researchers give importance to metacognitive learners. Learners, who use metacognitive strategies, try to do the task again when they think that they do not understand the task even at the end of the doing process of the task. They can monitor their weaknesses and they try to regulate their weaknesses. This type of self-regulation is really crucial for cognitive engagement. This type of learners do not need to be encouraged from others all the time because they ask help from others when they think that they

need some help. They are not threatened to ask teachers or peers for support. High self-efficacious learners are more likely to be engaged cognitively in the classroom than learners, who have low self-efficacy beliefs. They are confident about their capability of doing tasks, so they just focus on the steps of the tasks. Therefore, high self-efficacy beliefs are related to cognitive engagement. Learners need to use elaboration and organizational strategies in addition to metacognitive strategies in order to have more information about the steps of the task, aim of the task and outcome of the task. Self-efficacious learners can monitor their learning process, regulate themselves and reflect their experiences in their performance. Learners, who doubt their capabilities of handling with the task, are unlikely to engage the class cognitively and they do not want to use the cognitive and metacognitive strategies because they are not aware of these strategies. The other important concept is calibration related to self-efficacy and cognitive engagement. The level of learners' self-efficacy should be a little higher than their actual capability. If they think that they are very capable of the task given, they do not feel the need of regulating themselves or repair themselves in their misunderstanding. They overestimate the task according to their ability. This sense of overestimation can inhibit them to improve their skills and cause their failures.

c) *Motivational Engagement:* It is important for learners to be engaged in the task cognitively and behaviourally but it is also necessary for them to choose the tasks and contents according to their interest and value. Learners need to have fun while they are learning from the class. So, learners have positive emotions toward the class, language learning and the task when they are interested in them. According to Linnenbrink and Pintrich (2003), there are three aspects of motivational engagement. Firstly, learners' interest affect learners' choosing the task, material and content. They decide something according to their personal opinions and interests. Learners have individual differences and they can choose different things from each other. Teachers should balance this situation in their classes and they should give the tasks according to this situation for their motivational engagement. Second aspect is utility value. Learners want to know how the task or the content is useful for them. They need to know the aim of the task and the outcomes in real life to them. Finally, learners give importance to the task or content according to their general importance in real life. If they are

not interested in a topic or lesson, they try their best to succeed it in order to reach their other goals. In addition to these three aspects, learners' emotions affect their motivational engagement. Personal interest on the task increases the level of the learners. Self-efficacy is related to motivational engagement in a positive way. Teachers can try different ways to foster learners' self-efficacy in classroom settings. Good language learning is said to depend on at least three variables: aptitude, motivation and opportunities. If they have a positive attitude to language learning, they become motivated. If they have opportunities to learn new things, they feel more efficacious (Rubin, 1975).

Self-efficacy affects learners' motivation. It facilitates or inhibits learners' engagement in communicative goals. Motivated learners can focus on tasks easily. Being controlled and organized is different from self-efficacy. Perception of ability is one of the factors that affect self-efficacy. Learners' perception of the ability directs them in a positive or negative way in learning a language.

2.3.3. Four Sources of Self-Efficacy

Bandura (1977) hypothesized that learners develop their self-efficacy from four sources: mastery experiences, vicarious experiences, social persuasion and physiological factors. Learners' sense of self-efficacy affects their learning. According to Bandura (1977), there are four sources of self-efficacy: mastery experiences, vicarious experiences, social persuasion and physiological factors. All of sources are very important in language learning as shown in Figure 3.
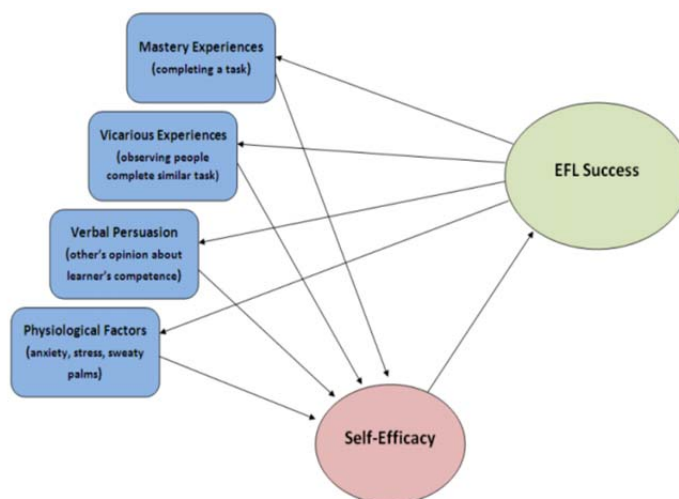
Figure 3. Illustration of Path Model to Explain EFL Student's Sources of Self-Efficacy and for EFL Success

Mastery experiences: If learners create a strong feeling to complete a task, it is easier to achieve it. Repeated failures reduce learners' motivation and engagement in the class. Interpretation is an important issue for self-efficacy. Learners interpret their failures and achievement in tasks given by teachers. It is impossible to accomplish all tasks but being unsuccessful all the time makes learners unmotivated in achieving the tasks. Successful feelings lead to great feelings of self-efficacy. Big challenges can weaken self-efficacy. Learners' past experiences such as failures and successes affect learners' dealing with new situations and tasks (Arslan, 2013). Although learners' successful performances increase their self-efficacy beliefs, the unsuccessful performances decrease their self-efficacy beliefs. The performance of learners creates feeling of self-efficacy. Self-efficacy is established by mastery experiences. The belief of the learner on achievement is crucial for improving the feeling of self-efficacy. Each success supports confidence and not surprisingly, each failure weakens it. However, being determined is necessary to persist in the face of setbacks. The difficulty of a task and the learners' effort contributes the sense of self-efficacy. Allowing learners opportunities to choose the way of learning a language can lead improving their independency. Learners with high sense of self-efficacy, are more prepared to study and can solve the problems independently.

Vicarious Experiences: The second source of self-efficacy is vicarious experiences. Learner needs some outcomes from other learners. This means that model is necessary in this type of source of self-efficacy. If the learners, who observe the

model, find similarities with the model in terms of learning styles, they feel more confident. The situation of feeling confident affects learners' self-efficacy because it creates a manageable standard for the learners. On the other hand, the model affects the observer negatively. If the task is not manageable for the model, the observer thinks of the task as a challenge and it makes the observer fail the task (Hendricks, 2015). Negative performance creates a bad situation for learners' self-efficacy.

Verbal Persuasion: The other important source of self-efficacy is verbal persuasion. For this source, verbal input from others is needed. It is not very effective in improving the sense of self-efficacy. However, in times of difficulty, a positive input makes the task less challenging for the learners. Positive feedback promotes learners' effort in achieving the task by leading to a strong sense of self-efficacy. Verbal persuasion can be a successful source in related with other sources of self-efficacy. Although learners know their levels and capabilities, they need to take feedback from teachers positively and negatively. However, negative feedback weakens their motivation in completing the task. So, verbal persuasion alone is limited source to promote the sense of self-efficacy. On the other hand, constant positive feedback from others nurtures the sense of self-efficacy extremely. This causes the sense of high self-confidence. In such situations, learners do not need to complete the task because they think that they are at the best level.

Physiological factors: Strong feelings can cause both learners' achievement and failures. Feeling high anxiety distract learners from being successful. It causes a lack of capability to have a useful learning process. Feeling anxiety affects learners negatively.

2.4. Learner Autonomy

2.4.1. Definition of Learner Autonomy

Learners who are able to take their responsibility in terms of learning a language are autonomous. Most of the learners have difficulty in having knowledge how to study and take their own learning responsibilities. So, they cannot carry out their own learning by themselves. Learners ought to know how to control their own learning. With this need, learner autonomy appears for learners. Being an autonomous learner has been debated for many years. The world is changing nowadays and technology takes an important role in learners' life. The world is changing very fast when technology usage

is increasing among learners. Following new styles and real life situations can be a big problem for teachers. Getting learners' attention gets difficult day by day because of this fast change. Teachers should be facilitators for learners in terms of teaching a new language. So, they follow the needs of the learners and guide learners how they control their own learning. Just talking about things is not enough in today's world. Learners need more than talking. A learner who has many problems in class and at school can learn many things from the Internet because it is more attractive than the school for learners. They do not know why they learn a new language. If they feel a need to learn a language, they give more effort on it and take their responsibility. Taking responsibility is a little bit about feeling a need for something. If learners do not take their responsibility in doing tasks, they get away from the feeling of learning a language. In Language Learning, learners are more important that the other factors. The term of learner autonomy is one of the most crucial factors that affect learners and achievement. Learner autonomy means that learners take their responsibilities in terms of learning (Surma, 2004). Feeling good in learners' own actions is very important for achievement. If learners have learner autonomy, they can control their own learning and they feel more autonomous (Nunan, 2003). The concept of learner autonomy means learners' freedom. If learners define their freedom as balance, achievement comes after it. Being autonomous is not just in educational life. It exists in learners' daily life. Learner autonomy makes learners overcome obstacles that are in learning and their life (Little, 1991). To sum up, learner autonomy affects achievement, so learner autonomy is chosen one of the variables in the present study.

The idea of Learner Autonomy was first developed at the Centre de Recherches et d'Applications Pédagogiques en Langues (CRAPEL), University of Nancy, France in early 1970s. According to Holec (1981), its former director, the need of a term for learners' taking their learning responsibility appeared for idealistic reasons. So, the concept of Learner Autonomy arose from this need. Holec (1981) thinks that the sense of being autonomous is not inborn; learners can acquire it in the process of learning a language.

The terms 'Learner Autonomy' and 'Independent Learning' are considered to have the same meaning. However, these two terms are not the same but related to each other. Independent language learning focuses on the needs of learners. They get benefits from outcomes even which are not created by teachers. Independent learning can be thought as any material or any context about language. Independent learners are

expected to improve their ability to interact with other people in any atmosphere. Learner autonomy is more related to interdependence than independence (Little, 1991). The term 'Independence' means that learners take their responsibility alone. However, he thinks that learners take their responsibility independently even in real situations. Learner Autonomy concerns with the ways of organizing language learning with teacher control. If learners, who are educated in the use of metacognitive strategies, are capable of planning, monitoring and evaluating their own learning process. Before learning a language, it is necessary to have an idea about the learning process (Stephen & Singh, 2010).

Three Basic Pedagogical Principles: Learner Involvement: This term means that learners are engaged to share responsibility for their learning process. Learners get information during their learning process from each other. If learners collaborate with others, they can be more autonomous learners.

Learner Reflection: Learners must learn to criticize, plan and monitor their learning. If they do these steps, they can control their learning and take their own learning responsibility (Little, 1991).

Appropriate Use of Target Language: Language cannot be learnt without practicing and using it. It's like driving a car. Even if you know all the theoretical knowledge about how to drive a car, if you do not practice it, you cannot do it. In language learning, learners need collaboration, interaction, reflection and involvement to feel autonomous (Najeeb, 2013)

Feeling free in language learning is a basic need. It promotes learners' motivation. If learners feel free, it improves the sense of learner autonomy. Learner autonomy nourishes motivation. So, autonomous learners are motivated learners in language learning. Out of class learning nourishes learner autonomy. Out of class learning is a new idea in terms of learner autonomy. Learners are encouraged to use the language out of the classroom. It improves their sense of autonomy. There is a growing interest in learner autonomy with needs and classroom processes (Benson, 2007). Learner autonomy is the outcome of collaboration and interaction with others. Taking leaners' own responsibility improves learners the sense of freedom (Little, 2016).

There has been a great focus on learner autonomy in the classroom and out of the classroom. In learner autonomy, learners need to know their weaknesses and strengths in order to improve the target language. However, today, in classrooms, learners are given just scores. They do not get the detailed reports about their classroom

performance. The general score does not explain their abilities, strengths and weaknesses. If learners do not know them, they cannot identify their needs. Maybe, learners can keep a diary in order to be aware of their needs for learning with teacher control as Reinders (2010) mentions. Learners generally want their teachers to choose their learning strategy. However, they should know the strategies and choose the appropriate strategy for a given task according to them. Learners are encouraged to find ways to practice a language out of the pedagogic environment like school and language courses. They are able to take risks to be more autonomous learners in language learning. Learning a language is not only a cognitive process but also a social process. Learners should know why they learn it (Reinders & Balçıkanlı, 2011). If they feel a need to use it, they will make use of any time to practice the target language. Learners get some information from the course books about learning strategies, awareness, and reflection. However, they cannot choose their style because they do not know how to use the information from the books. There is a framework about cycle of autonomous learning process created by Reinders and Balçıkanlı (2011). There are eight stages developed by Reinders (2010) in the cycle. These stages are related to each other and they nourish each other. Figure 4 shows the stages in a cycle. The stages are explained in this study. In learner autonomy, teachers' guidance is very important for learners. Learners have some choices from teachers but they can decide everything for their learning. This situation contributes them to be more autonomous learners (Teng, 2015). Autonomy is learners' capacity to make decisions, criticize dependently and reflect their learning (Little, 1991). If learners accept their own responsibility to learn a language, they are likely to achieve the goals easily and successfully according to Little (1995). If they connect the old knowledge with the new knowledge, they become more aware of their goals and targets.
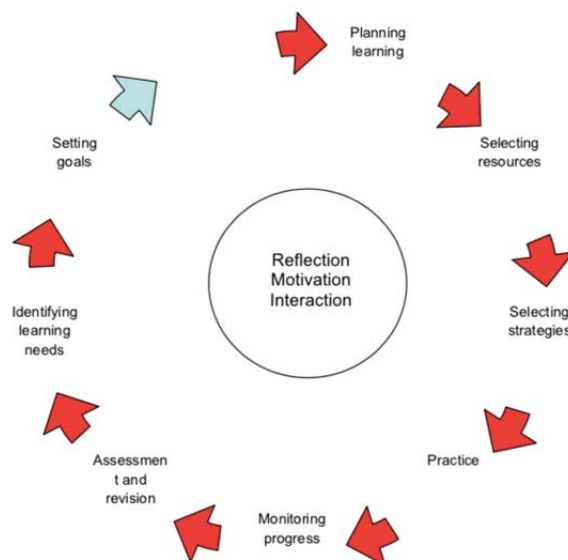
Figure 4. Cyclical nature of the autonomous learning process

*Identifying needs***:** One of the biggest problems of learners is that they do not know their weaknesses and strengths in their learning process. It is sometimes difficult to identify learners' needs for teachers. Learners have grades generally in the language learning process. They do not know their weaknesses in specific skills. Even if they have some problems in writing skills, they cannot learn it from general score. They need to be informed about their capability and failures and the reasons of their failures so that they do not repeat their mistakes in following tasks. When they have problems about the content during the lesson, they should be aware of them immediately. Saying their weaknesses and strengths all the time can be difficult and impossible for the teachers. So, they can keep a diary for themselves, and they can revise it in certain times in order to follow the important points in their learning process. Learners sometimes cannot verbalize their needs in the classroom during the task. Keeping a diary can be a very good solution to take notes about their weaknesses, strengths and needs. At the end of the week, they can check what they need in their learning process to improve their skills. In order to solve the problem, learners can ask some help from their peers and teachers. So, they can monitor their learning and reflect their experiences in new tasks during their learning process. Monitoring their own learning needs provides them to be more autonomous in their life to be a successful person. Teachers can give opportunities to learners to share their ideas and findings in a group task. When they work in a group, they can realize their needs and they can get different opinions from others. Learners' sitting arrangement is also important to get some information in pair work and group

work. If autonomous learners sit together all the time, the other learners, who are not autonomous, cannot learn anything from each other. If they share their ideas, they can learn many things from each other during completing the task.

Setting goals: Second important thing is for learners to define their own aims. If they have their aims, it means that they can control their own learning, they are aware of their needs. So, it can be said that they are autonomous learners. The outcomes of the tasks should be learners' goals. Without having goals, learners cannot improve themselves in the learning process. If learners have their own learning goals, they can focus on the details of the tasks according to their needs. They can observe their learning process. Thus, they feel more autonomous. They can take their own learning responsibility when they are aware of their goals and aims. Having their own goals improves their decision-making skills. They can reflect their good habits in other tasks. Successes bring other successes. When they make mistakes, they can realize their weaknesses because they can compare their mistakes and their goals. So, they can realize the gap between them. They can regulate themselves easily. Goals are like checklist for them in completing the tasks.

Planning Learning: Planning learning comes immediately after setting the learning goals. Setting learners determine learners' way to follow in language learners, but planning what to do in this way is learners' duty. If learners have the goals, but do not have a plan, they do not know how to reach their goals. If they have a plan, they feel more autonomous. They can control the process on their own with their plan. Plans can change in the learning process. But, it helps them find their way in a positive way. According to Reinders (2010), learners should be encouraged to decide their plan. Teachers can give some choices about the content or activities to them but choosing is learners' mission. Learners should try to choose the ways by answering questions 'what, when and how' respectively.

Selecting Resources: Selecting materials is teachers' task but different materials are used in the classroom. Learners can find the materials outside of the classroom and from the self-access centre. Materials that learners chooe can be classified according to the tasks and learners can use these materials when they need it. Finding materials improves their sense of learner autonomy.

Selecting learning Strategies: Learners generally do not want to choose their learning strategies. They want their teachers to do it instead of them. Teachers can give some information about the learning strategies to their learners. If learners have ideas

about the learning strategies, they can choose appropriate strategies for them. The big problem is that learners are not aware of the existing of learning strategies. Teachers' task is to inform learners about the learning strategies, help them choose an appropriate strategy and give feedback about their improvement regularly. Teachers do not choose a strategy for the learners. However, it does not mean that teachers are out of the process. They always help learners when they need. Learners need to feel free and ask their teachers for help all the time. Choosing the learning strategies is crucial for learners not to have problems in the learning process.

Practice: Practice is one of the most important parts of the language learning process. Learners reflect all their preparations on the task. Learners cannot learn the language without practising it. Tasks and materials are for practicing what learners learn in the lesson. Teachers can give opportunities to the learners to do their tasks on their own but teachers follow their improvement. When they need help, teachers immediately give feedback to them and encourage them to complete the tasks. Learners think themselves that they are autonomous. In task process, giving learners freedom does not mean that teachers do not follow the process and do not give immediate feedback to the learners. Learners need feedback from others all the time in the language learning process. They can regulate themselves sometimes but they can give up when they think that the task exceeds their level. So, teachers think logically and know in which situations they take part in learners' learning process. It is not difficult to balance this process. However, it is necessary for learners to be successful in learning a language.

Monitoring progress: Monitoring part is also important for a good language process. If teachers do not monitor the process, any mistakes cannot be realized. Learners' outcomes give clues whether learner understand the task or not. On the other hand, teachers should teach learners how to monitor their own progress in the language learning because teachers cannot follow them all the time. Learners should be more autonomous and monitor their learning process. As mentioned before, they can keep diaries to follow their ideas on writing version. They can forget about their previous days but when they read their diaries, they can realize their weaknesses, strengths and ideas about their learning process. Taking notes regularly is very important for them. If they have an organized notebook for your lesson, they can revise the subject after the class or before the exams and they can remember the important things that teachers say during the classes. If their diaries are not private, their teachers read and give some feedback to encourage them to regulate themselves and repair their weaknesses. The

teacher can show a model diary for learners to prepare a good one for themselves.

Assessment and Revision: One exam paper cannot account for achievement of learners. They have a very long process of language learning and evaluating this process is not fair for learners. They can be demotivated by the exam score. So, teachers use generally portfolios for assessing their learners with some project assignments related to their course subjects. Teachers can use some websites such as blogger and edublogs. They can share the class activities in this blog and they can watch them even at home. They make parents watch these videos and photos. Thus, their motivation increases and they can focus on the class easily. Moreover, the teacher can use worksheets for learners to practice what learners learn from their teachers.

Developing autonomy is a very long process and is not easy for teachers and learners. Implementing the framework above is a need for a successful learning process with teachers' persistence. It is not impossible to expect from learners to take their own learning responsibility in one day. It is a process in which teachers make efforts by collaborating with learners. Teachers should always encourage learners to reflect their ideas and opinions. Learners always need help from their teachers. Even if they work with peers and groups, they need to feel that their teacher is always in the class and they can get help from teachers. Learners can control their learning on their own. However, teachers guide them until they can monitor and evaluate their learning process correctly and they can regulate themselves. Regulating is a really important part of learning. If they do not regulate and repair their mistakes, they cannot learn anything from the task. It is just wasting time for learners. Learners need to be motivated before they become autonomous learners. If they are motivated to learn new things, they are likely to control their learning and take their own learning responsibilities. Taking risks in the learning process is another important topic. If learners are able to take risks, they can take their responsibility and they monitor their learning process. They can regulate themselves and repair their mistakes in the learning process. Learners should be self-motivated learners.

Teacher invention is in the learning process when learners need it to complete the task and when they want to give up. Teachers can guide them and encourage them to continue their tasks. Every task given by teachers gives learners an opportunity to think whether they are autonomous or not. They feel more autonomous when they complete a task even if they are not aware of the term 'learner autonomy'. The self-access centre is another choice where learners feel more confident. They decide correct

materials for themselves and it leads them to experience independent learning. So, they use cognitive and metacognitive strategies with self-access centres. Learner autonomy is a process to help learners to take their own responsibility, to feel more confident and decide on there own for their learning (Darasawang & Suranaree, 2007). Learners should feel more competent in language learning, at least in classroom environment (Ceylan, 2015). Turkish educational system blocks the improvement of learner autonomy in some aspects, such as, teacher-centred classrooms and less creative atmospheres. Learners just listen to their teacher in the classroom and they do not participate or do not experience any learning situations. This makes the learners less autonomous (Balçıkanlı, 2010). In the classrooms, teachers are inclined to control all of the things about the learners. Actually, teachers and learners have some responsibilities to foster learner autonomy. Teachers should facilitate learners to decide on their own for their learning. If they decide wrongly, they can experience it and they can choose another way for their learning (Cakici, 2017). According to Joshi (2011), teachers and learners have some roles to promote learner autonomy. He defines teacher as a manager, a resource person and a counsellor. Teachers lead learners to the right paths and learners choose their own ways. Teachers make learners promote learners' awareness about language learning strategies and learning styles. They can choose the best for themselves with teachers' guide. According to Joshi (2011), learners are more responsible for their autonomy in language learning. He defines learners as a good learner, responsible learner and aware learner. According to him, learners should choose the correct strategy, materials and styles for their learning, and they should monitor the progress all the time for their learning, and they should be aware of how they learn the language and what they need to learn. Learner autonomy requires readiness, self-management and interaction with others (Dafei, 2007) because learners improve their autonomy, they are expected to have a positive attitude to language learning, to reflect themselves with an instructor (Little, 1995).

In Cotterall's study, course tasks are explicitly linked to a simplified model of the language learning process. A simplified model of the language learning process was introduced in the first session in Figure 5.
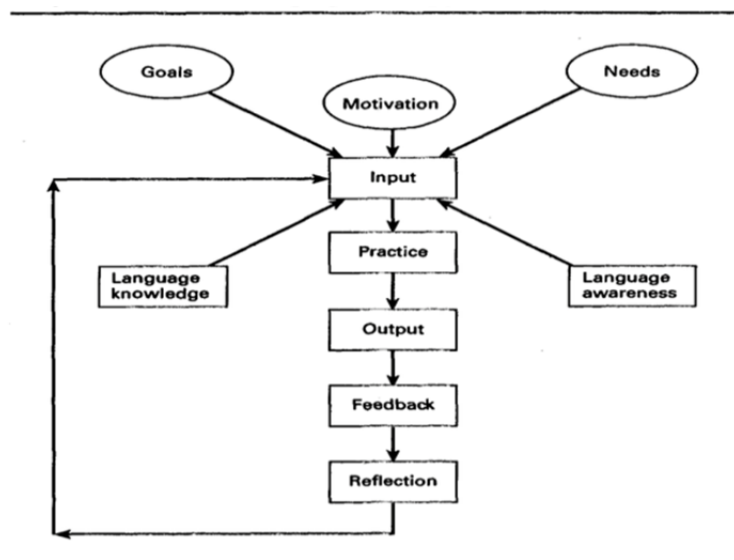
Figure 5. Simplified model of the language learning process

Language courses create opportunities to transfer responsibilities from teachers to learners. In Cotterall's study (2000), course tasks are organized to the simplified model of the language learning process. This model gave learners opportunities to use the concepts and metalanguage for discussing their language process. According to Cotterall (2000), courses should be designed to promote learners' sense of learner autonomy and encourage learners to set their goals, monitor and reflect their performance and lastly, change their attitude toward learning accordingly. All elements in the figure are very important to improve learners' sense of learner autonomy. With this simplified model of the language learning process, teachers help their learners in their language process. They can prepare the tasks according to it and they can monitor and guide their learners. Incorporating the tasks with a certain plan can determine teachers' way for learners' learning process. The main aim is to foster their learner autonomy, so teachers should be facilitator, helper and guider in the learning process. They are not out of the learning process but they should give opportunities to learners choose their own way for their learning. Language learners' aims vary from one to another. They want to learn the language to pass the exams, to speak the target language, to learn grammar and so on but the last aim is to be successful at the end of the learning process. There are a lot of factors that affect academic success, such as, motivation and attitude. The first thing is attitude toward language learning. Attitude is the first impression for learners and it affects the learners' learning process. If they have a positive attitude to learning a language, they become motivated learners to learn new

things and study for anything about language. Motivated learners are eager to complete a task by learning everything about it. They can plan everything on their own and regulate themselves. Learners have individual differences, so the way of being successful in the learning process is different for each learner. To choose the best way for their learning, they need to learn strategies and control their own learning (Mantiri, 2015). Teacher autonomy is also important as much as learner autonomy because it is crucial for teachers to be eager to help their learners to raise their awareness of the learning process (Lamb, 2008).

2.5. Other Studies About The Effects of The Constructs Of The Present Study on Academic Success

Many researchers investigated the relationship between grammar learning strategies, self-efficacy and learner autonomy and their affects on academic success. Some of them are mentioned in the present study. Supakorn, Feng and Limmun (2018) found that all six strategy categories, such as, metacognitive, memory, social and cognitive strategies were used by higher achievers. All definitions of self-efficacy have the same meaning. It explains learners' beliefs, what they can do in their whole life to be successful (Tılfarlıoğlu & Çiftçi, 2011). Learners' sense of self- efficacy has an important role on their way of thinking and feeling. According to Tılfarlıoğlu and Çiftçi (2011), learners' destiny is dependent on their beliefs of self-efficacy. Teachers help learners' to recall from past experiences. Learners may consider failures as disadvantage. This situation discourages them to learn new things (Flammer, 2001). According to him, feeling the sense of self-efficacy affects people's health positively, so it is not surprising that it has an important role on learners' success.

Cognitive and motivational strategies are important to predict learning goals. Learners' self-efficacy beliefs have a positive affect in learners' motivation and achievement (Sadi & Uyar, 2013). According to their study, self-efficacy can be considered as a big factor in biology course achievement. The other important point is task complexity. If the tasks have high complexity, the relationship between self-efficacy and performance decreases (Stajkovic & Luthan, 1998). They found that self-efficacy was positively and strongly related to performance.

In learner autonomy, teachers' role is to guide learners to choose their own way. Teachers do not choose learners' way or do not decide anything for their learners' learning. They just facilitate them to take their own responsibility. Tılfarlıoğlu and

Çiftçi (2011) found a positive relationship between self-efficacy and learner autonomy and their affect on academic success. Many researchers are interested in the relationship between self-efficacy and academic success. Meral, Çolak and Zereyak (2012) found a positive relationship between self-efficacy and academic success. According to Lane and Lane (2001), results of their study show that self-efficacy predicts academic success. Kolo, Jaafar and Ahmad (2017) verified the positive relationship in their study. The study concluded that 89% learners, who were in high category, had a high sense of self-efficacy. So, they found that there is a significant and positive relationship between self-efficacy and academic success. Köseoğlu (2015) also found the positive relationship between self-efficacy and academic success. Self-efficacy beliefs do not affect people's education. They affect their health positively, so they have positive effect in reduction of smoking. Chambliss and Murray (1979) think that person's general way of thinking affects one's own behaviour. In their study, the results show that self-efficacy beliefs are successful with the internal subjects. However, they are unsuccessful with external subjects. Schunk, Hanson and Cox (1987) found that observing peers is better for enhancing their self-efficacy than observing a mastery model in experiment 2. Also, in experiment 1, they found no significant effect due to gender of model. According to Joet, Bressoux and Usher (2012), boys, who are better at maths than girls, reported higher self-efficacy. However, girls, who outperformed boy in Maths, reported lower self-efficacy. In order for learners to cope with the difficulties, they need to have an idea about correct and appropriate strategy for them. So, it is necessary for learners to monitor their own learning process and be aware of their capability (Keskin, 2014). According to him, when learners face with a task, if they ask themselves whether they have a capacity to do it or not, it is about self-efficacy. However, if they ask why they do this task, it is about task value. The second question comes after the first question. It means that learners' task value requires their sense of self-efficacy. Keskin (2014) found that metacognitive awareness is a positive predictor of self-efficacy. The other study is about self-efficacy. It indicates that there is a direct, positive and significant effect of self-efficacy on learners' achievement (Betoret & Rosello & Artiga, 2017). Learners evaluate demand as a threat and a challenge. It is different from each other. Learners, who have high self-efficacy, are likely to comment demands as a task to complete and a challenge. On the other hand, demands are likely to be perceived by learners, who have low self-efficacy (Zajacova & Lynch & Espenshade, 2005). According to their study, self-efficacy is a strong predictor of

academic success. Tılfarlıoğlu and Cinkara (2009) investigate learners' self-efficacy levels in relation to their academic success. Their study shows that there is a positive correlation between self-efficacy and academic success. Moreover, they found that there is a significant difference between self-efficacy and learners' proficiency level. Motlagh et al. (2011) investigated the relationship between self-efficacy and academic achievement in high school students. The results revealed that among factors that affect academic success, self-efficacy is one of the best factors. In other words, self-efficacy predicts academic achievement. Hashemian and Soureshjani (2011) investigated the interrelationship of autonomy, motivation, and academic performance of Persian L2 learners in distance education contexts. The study revealed that there is a positive and significant relationship between autonomy and foreign language achievement. There is a positive and meaningful relationship between strategy use and academic achievement in Uslu, Şahin and Ödemiş's study (2016). They investigated the effect of language learning strategies on academic achievement. Shkullaku (2013) researched the relationship between self–efficacy and academic performance in the context of gender among Albanian students. In the study, the Pearson correlation coefficient presented a strong positive relationship between self-efficacy and academic performance. Gender differences in self-efficacy indicate that males had higher levels of self-efficacy. However, Learners' self-efficacy beliefs were related significantly and positively to academic performance according to Shkullaku's study. Mardjuki (2018) investigated learner autonomy: gender-based perception among EFL Indonesian students. This study tries to find out the EFL learners' perception and attitude on autonomous learner based on gender. There is no difference in terms of gender-based related to being autonomous learners in his study. Goulão (2014) found that there are no statistically significant differences between men and women regarding self-efficacy. Tenaw (2013) investigated difference in self-efficacy and achievement of students based on gender. They found that although the females' collective self-efficacy score was slightly lower than the males', this difference failed to reach significance. In other words, there was no significant difference in their study. Pawlak (2009) investigated the relationship between the use of grammar learning strategies (GLS) reported by 142 English Department students and target language attainment. However, the study failed to find out the evidence for the existence of a strong positive relationship between the use of grammar learning strategies and attainment.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

The aim of this study is to seek the relationship among grammar learning strategies, self-efficacy, learner autonomy and academic success. With this aim, this chapter is responsible for reporting on the descriptive study in which the statistical techniques are used, procedure of data collection and data analysis and the subjects are studied. First, research design is mentioned, and then research population and sampling, data collecting instruments, validity and reliability of these instruments are presented. In order to make the representation more concrete, a variety of tables and figures representing research population are illustrated in this chapter.

3.2. Research Design

The research design of this study is descriptive. Descriptive studies try to test whether the hypothesis are true or not and to answer research questions. In such studies, data are collected through questionnaires, interviews, observation or using these techniques together.

In the present descriptive study, both research questions and hypotheses are set to find out the relationship among grammar learning strategies, self-efficacy, learner autonomy and academic success. As population, preparatory school students from a university were chosen. Data was collected by means of a questionnaire (see Appendix A) and learners' first term scores.

3.3. Setting and Participants

350 volunteers out of 1229 preparatory level students from Gaziantep University Higher School of Foreign Languages participated in this study in 2018-2019 academic years. Students at Gaziantep University the School of Foreign Languages take 24 hours English lessons per week. Main course, reading, writing, listening and speaking are parts of their program. Students are in classes according to their level, which is stated with the exams. They are evaluated through teacher assessment, quizzes, midterm and final exams. Table 1 shows the numbers of the participants according to age, gender,

duration of studying English and proficiency levels of them.

Table 1.

Descriptive statistics of demographic characteristics

		N	**%**
Age	17-19	205	68,3
	20-22	78	26,0
	23-25	7	2,3
	25+	10	3,3
Gender	Female	114	38,0
	Male	186	62,0
Duration of Students' Studying English	0-6 Month	147	49,0
	1 Year	15	5,0
	2 Year	15	5,0
	3 Year	9	3,0
	4 Years over	114	38,0
Proficiency Level of the Participants	A1 Elementary	49	16,3
	A2 Pre-Int.	177	59,0
	B1 Intermediate	24	8,0
	B2 Upper-Int.	50	16,7
	Total	300	100,0

Note: N = Number of participants; % = Percentages of Participants
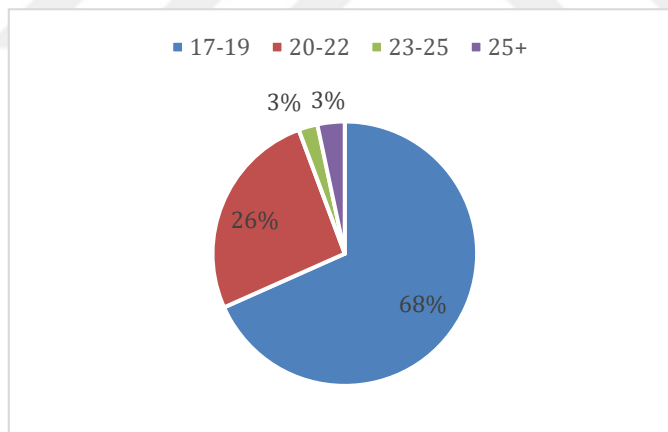
Figure 6. Age Distribution of the Participants

Participants are generally between 17 and 25. There are only ten students, which are aged over 25 and Figure 6 shows descriptive statistics for the age of participants. Figure 6 demonstrates that most of the students (68,3 %) are aged between 17-19 in the whole population. Students who are aged 20-22 makes 26 % of the whole research population. 2,3 % is consisted of students which are aged 23-25 and 3,3 % includes students aged over 25 in the present study.
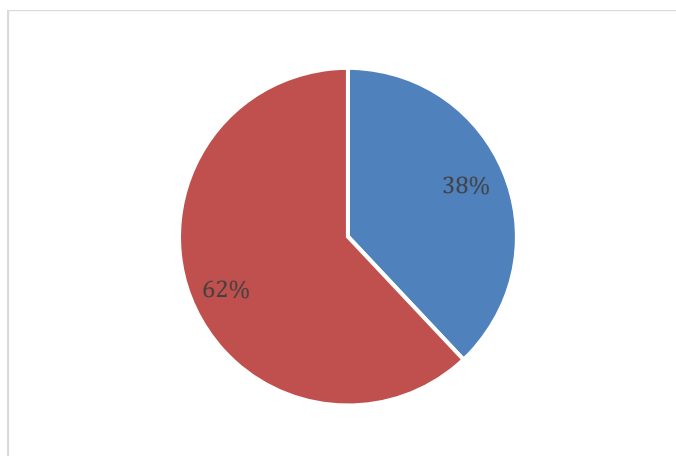
Figure 7. Gender Distribution of the Participants

Another factor of demographic variables of research population is gender, too. When looked at gender statistics of participants, the number of female students is 114 and the number of male students is 186 in the present study. Figure 7 illustrates that there are more male participants (62 %) than female participants (38 %).
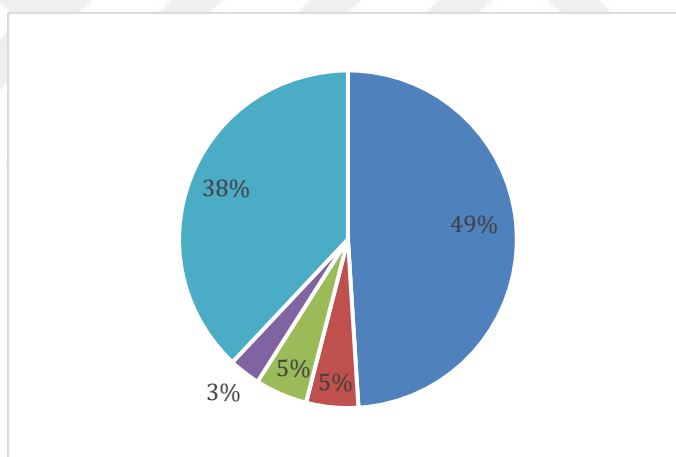
Figure 8. Duration of Students' Studying English

Duration of the students' studying English may affect the relationship among Grammar Learning Strategies, Self-Efficacy, Learner Autonomy and Academic Success. Therefore, it is necessary to examine how long students have studied English. Figure 8 shows the distribution of students' duration of studying English. 49 % of the participants of the present study have been studying English for 0-6 months. This is not an expected result according to Turkish education system. Students in Turkey generally have studied English at least for four years even though they do not speak English. The number of students who have been studying for 1 and 2 years is 15 (5%) and 38% of the participants have studied English for 4 years and over.
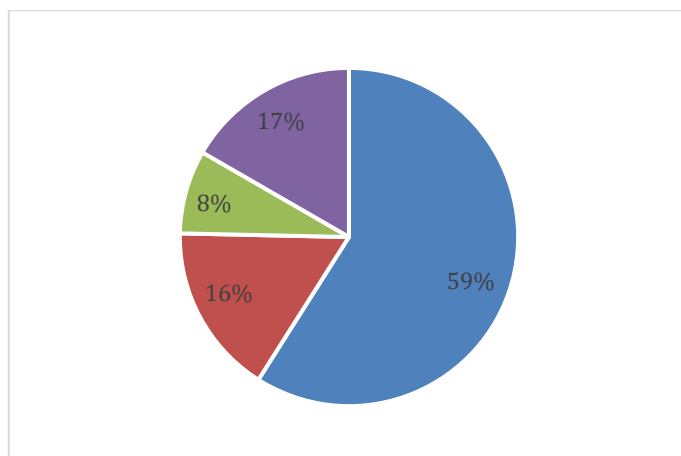
Figure 9. Proficiency Levels of the Participants

The level of forty-nine of the participants (16,3 %) were Elementary level according to Figure 9 and most of the students (177) were accounted 59 % in Pre-Intermediate Level. 8% of the participants (24) was Intermediate level and lastly, fifty of the participants (16,7 %) were upper-intermediate..

3.4. Data Collection Procedures and Instruments

Self-efficacy, learner autonomy and the use of grammar learning strategies are very crucial variables in academic achievement. There are two aims of this study. The first aim is to find out whether there is a relationship among the use of grammar learning strategies, self-efficacy and learner autonomy. The second aim is to find out what extent the use of grammar learning strategies, self-efficacy and learner autonomy account for academic achievement. With these two aims, data was collected through a questionnaire, which consists of three parts: Self-Efficacy Questionnaire (SEQ), Autonomous Learner Questionnaire (ALQ) and Grammar Learning Strategies (GLS). Cronbach's Alpha was used to determine the reliability. The results show that the reliability of the questionnaire "Grammar Learning Strategies" is .711, the reliability of the questionnaire "Self-Efficacy" is .833 and the reliability of the questionnaire "Learner Autonomy" is .768. The questionnaire used in this study consists of four parts. The first part is about participants' age, gender, duration of studying English and proficiency levels of participants. The second part, third part and last part measured Grammar Learning Strategies, Self-Efficacy and Learner Autonomy respectively. The questionnaire "Grammar Learning Strategies" has 25 items, the questionnaire "Self-Efficacy" has 20 items and the last questionnaire "Learner Autonomy" has 20 items

(See Appendix A). The questionnaires are scored according to a five-point Likert-type scale. The Likert-type scale ranges from 1 (Never) to 5 (Always).

The rearranged forms of the questionnaires were conducted with preparatory class students in Gaziantep University. As in the pilot study, the researcher took necessary permission and informed students about the purpose of the study by visiting classes. Moreover, they were assured that their information kept confidentially, and it was reemphasized that participation wasn't compulsory.

3.5. Data Analysis Procedure

Piloting procedure: Three questionnaires each of which separately proved reliability and validity were used in this study. These three questionnaires were adapted and modified according to the aim of the present study. So, it was necessary for piloting procedure to determine the reliability of the newly modified questionnaire and do arrangements if needed. First of all, the permission was taken from Gaziantep University High School of Foreign Languages (see Appendix B) to conduct the study. Then, the researcher explained the aim of the study to the pilot group. They were assured that their information would be used only for the present study. After that, the questionnaires were applied to fifty students.

Piloting procedure of this study is twofold:

- Validity and Reliability issue
- Item analysis

In order to test the reliability of the new questionnaires, the questionnaires were applied to a group of fifty students. The reliability of the questionnaire "Grammar Learning Strategies" is .711, the reliability of the questionnaire "Self-Efficacy" is .833 and the reliability of the questionnaire "Learner autonomy" is .768 as seen in Table 2 in this part. The reliability of the questionnaires is over .70, so the questionnaire is appropriate for the present study.

Table 2.

Reliability of the Questionnaires

	The number of	Reliability
Grammar Learning	25	0.711
Self-Efficacy	20	0.833
Learner Autonomy	20	0.768

Table 3.

Item Analysis of Grammar Learning Strategies

Items	Scale Mean if	Scale Variance if	Corrected	Cronbach's
Item 1	78,80	92,77	0,33	0,69
Item 2	78,78	91,19	0,46	0,68
Item 3	80,30	94,21	0,22	0,70
Item 4	79,84	94,50	0,21	0,70
Item 5	79,20	96,00	0,23	0,70
Item 6	79,14	99,51	0,10	0,72
Item 7	79,18	100,84	0,58	0,72
Item 8	79,74	99,62	0,18	0,72
Item 9	79,04	89,46	0,46	0,68
Item 10	79,36	97,94	0,05	0,71
Item 11	79,34	91,61	0,36	0,69
Item 12	80,00	99,63	0,87	0,72
Item 13	79,62	99,54	0,26	0,72
Item 14	79,66	93,33	0,22	0,70
Item 15	78,80	88,73	0,57	0,68
Item 16	79,28	92,94	0,37	0,69
Item 17	79,08	89,54	0,57	0,68
Item 18	78,86	91,55	0,44	0,69
Item 19	79,68	94,58	0,23	0,70
Item 20	78,76	90,22	0,40	0,69
Item 21	78,58	91,59	0,41	0,69
Item 22	79,28	85,26	0,54	0,67
Item 23	79,20	95,06	0,17	0,70
Item 24	80,72	91,71	0,34	0,69
Item 25	80,56	98,57	0,12	0,72

Table 4.

Item Analysis of Self-Efficacy

Items	Scale Mean if	Scale Variance	Corrected	Cronbach's
Item 1	62,26	110,36	0,40	0,82
Item 2	61,86	106,81	0,63	0,81
Item 3	62,10	107,35	0,61	0,81
Item 4	62,36	129,41	-0,34	0,86
Item 5	62,02	106,18	0,60	0,81
Item 6	62,44	105,84	0,51	0,82
Item 7	62,36	106,64	0,56	0,81
Item 8	61,94	105,32	0,63	0,81
Item 9	62,10	107,52	0,61	0,81
Item 10	62,06	111,16	0,38	0,82
Item 11	61,92	109,05	0,52	0,82
Item 12	62,34	112,59	0,23	0,83
Item 13	62,10	112,66	-0,27	0,83
Item 14	62,34	108,10	0,55	0,81
Item 15	61,58	109,55	0,56	0,82
Item 16	61,76	111,77	0,40	0,82
Item 17	61,72	108,98	0,53	0,82
Item 18	62,34	110,10	0,44	0,82
Item 19	62,16	114,05	-0,20	0,83
Item 20	61,70	113,52	-0,20	0,83

Table 5. Item Analysis of Learner Autonomy

Items	Scale Mean if	Scale Variance	Corrected	Cronbach's
Item 1	59,82	84,43	0,35	0,75
Item 2	60,16	82,42	0,46	0,74
Item 3	59,86	83,42	0,48	0,74
Item 4	60,82	86,35	-0,20	0,76
Item 5	60,50	85,68	-0,24	0,76
Item 6	59,92	83,21	0,45	0,75
Item 7	60,10	87,43	0,24	0,76
Item 8	59,74	86,48	0,28	0,76
Item 9	60,06	83,89	0,43	0,75
Item 10	60,20	84,49	0,30	0,76
Item 11	60,18	80,88	0,59	0,74
Item 12	60,40	80,00	0,57	0,74
Item 13	60,14	85,38	0,28	0,76
Item 14	59,96	87,30	0,27	0,76
Item 15	60,36	85,58	0,24	0,76
Item 16	59,82	83,49	0,45	0,75
Item 17	59,96	88,36	0,17	0,76
Item 18	60,94	89,16	0,15	0,76
Item 19	60,32	90,54	0,17	0,77
Item 20	60,20	84,40	0,37	0,75

The aim of this study is to seek the relationship among grammar learning strategies, self-efficacy, learner autonomy and academic success. With this aim, this chapter is responsible for reporting on the descriptive study in which the statistical techniques are used, procedure of data collection and data analysis and the subjects are studied. First, research design is mentioned, and then research population and sampling, data collecting instruments, validity and reliability of these instruments are presented. In order to make representation more concrete, a variety of tables and figures representing research population are illustrated in this chapter. Firstly, Cronbach's Alpha was used to determine the reliability.

As observed from the tables that items do not lower the reliability. Items are over .10 in the questionnaires. So, no items are deleted. As a result of piloting procedure, the questionnaire "Grammar Learning Strategies" has 25 items, the questionnaire "Self-Efficacy" has 20 items and the last questionnaire "Learner Autonomy" has 20 items.

As illustrated in Table 4, it was decided that the items "4, 13, 19 and 20" were needed to code reversely. At Table 5, items "4 and 5" were needed to code reversely. Reliability of final form is given in data analysis.

CHAPTER IV

4. FINDINGS

4.1. Introduction

The data collected through the questionnaires were analyzed by means of the quantitative method including calculating descriptive statistics. All of statistical computations were carried out by using SPSS. First, Cronbach's Alpha was used to determine the reliability. The results indicate that the reliability of the questionnaire "Grammar Learning Strategies" is .711, the reliability of the questionnaire "Self-Efficacy" is .833 and the reliability of the questionnaire "Learner Autonomy" is .768. The reliability of the questionnaires is over .70, so the questionnaire is appropriate for the present study. One-way ANOVA was calculated to find whether age, duration of students' studying and proficiency levels of participants affect Grammar Learning Strategies, Self-Efficacy and Learner Autonomy. Independent samples t-test was used to reveal if there was a meaningful difference between gender and other factors of the study. Pearson Moment Correlation was used to find out the relationship between factors and academic success. Finally, multiple regressions were conducted to find out the relationship between grammar learning strategy, self-efficacy, learner autonomy and academic success. Descriptive analysis gives some information about participants' demographic information. Pearson moment correlation is a measure of the strength of a linear association between two variables.

There are two aims of this study. The first aim is to find out whether there is a relationship among the use of grammar learning strategies, self-efficacy and learner autonomy. The second aim is to find out what extent the use of grammar learning strategies, self-efficacy and learner autonomy account for academic achievement. For these aims, the data was collected by a questionnaire through different analysis techniques. One-Way Anova, Independent Samples t-test, Pearson Moment Correlation and Multiple Regression are among techniques in the present study. Interpretations of outcomes from these techniques are presented in this part.

4.2. Analyses of Demographic Variables

First part of the questionnaire includes items about participants' demographic factor that are age, gender, duration studying English and proficiency level. Descriptive statistics were presented in chapter three. In this chapter, the effects of variables on Grammar Learning Strategies, Self-Efficacy and Learner Autonomy are discussed.

4.2.1. Age Factor

Table 6.

The Effect of Age Factor On Academic Success, Grammar Learning Strategies, Self-efficacy and Learner Autonomy

		df	Mean Square	F	Sig.
Academic Success	**Between Groups**	3	1320,276	9,555	**0,001**
	Within Groups	296	138,175		
	Total	299			
Grammar Learning Strategies	**Between Groups**	3	17,325	0,197	0,899
	Within Groups	296	88,164		
	Total	299			
Self-Efficacy	**Between Groups**	3	268,016	1,832	0,141
	Within Groups	296	146,307		
	Total	299			
Learner Autonomy	**Between Groups**	3	8,813	0,142	0,934
	Within Groups	296	61,845		
	Total	299			

Note: df = Degree of Freedom; Sig. = p values significant; F: F value

According to Table 6, there is a meaningful difference between age and academic success (sig.=.001<0.05). Age has been shown as an important factor affecting Grammar Learning Strategies, Self-Efficacy, Learner Autonomy and Academic Success. Table 6 reports the influence of age on constructs of the study with the results of One-Way Anova techniques.

Grammar learning strategies do not seem to be related to the age of learners (sig.= .89>05). The participants are adults who are generally 17. It means that grammar learning strategies is not affected by age.

Table 6 also illustrates whether age has an effect on self-efficacy or not. It seems that there is not a positive relationship between self-efficacy and age (sig.= .14>.05). Other studies found positive or negative relationship between self-efficacy and age. Bandura, Barbaranelli, Caprara and Pastorelli (2001) found that there was no significant age correlates for self-efficacy.

Table 6 also indicates the relationship between learner autonomy and age factor. It does not seem to be affected by age factor (sig.= .934>.05). One-way ANOVA was calculated to find whether age, duration of students' studying and proficiency levels of participants affect Grammar Learning Strategies, Self-Efficacy and Learner Autonomy.

To sum up, tables show whether age is a significant contributor or not for the construct of the study. Tables show the effect of age on Grammar Learning Strategies, Self-Efficacy, Learner Autonomy and Academic Success. According to the table, there is a meaningful difference between age and academic success (sig.=.001<0.05). On the other hand, on Grammar Learning Strategies (sig.= .889>0.05), Self-Efficacy (sig.= .141>0.05) and Learner Autonomy (sig.= .934>0.05) do not seem to be related to the age of participants.

4.2.2. Gender Factor

Many researchers have indicated gender as an important factor that has an affect on Grammar Learning Strategies, Self-Efficacy, Learner Autonomy and Academic Success. The present study also finds the effects on these factors. Table 7 demonstrates the results of the Independent t-test.

Table 7.

The Effect of Gender Factor On Academic Success, Grammar Learning Strategies, Self-efficacy and Learner Autonomy

	Female	Male	t	Sig.
	n=114	n=186		
Academic Success	77,08	69,63	5,346	0,001**
Grammar Learning Strategies	85,51	82,95	2,324	0,020*
Self-Efficacy	65,99	61,95	2,829	0,001**
Learner Autonomy	66,04	65,23	0,872	0,380

Note: Sig. = p values significant; t = t-statistic Student's t test

Independent samples t-test was used to reveal if there was a meaningful difference between gender and other factors of the study. Academic success mean of female participants is 77,08 while male's is 69,63 that indicates low difference between male and female participants. Student's t test results show that there is a difference between male and female participants (.001<.05).

As mentioned in Table 7, it is possible to see a low difference between females (85,51) and males (82,95). Moreover, Student's t test also verifies this difference. There is a statistically significant difference between male and female students (.02<.05). Like previous researchers, Green and Oxford (1995) found significant difference between women and men in strategy use in language learning.

Self-efficacy means of female participants is 65.99 while male participants is 61.95 in the study. Like other factors below, there is a low difference between male and female participant's (.005<.05) according to Student's t test results. In Bandura, Barbaranelli, Caprara and Pastorelli's study (2001), they found that there were no overall gender differences because boys judged themselves more efficacious in managing the social aspect of sports while girls judged themselves socially efficacious in making friends of the same gender.

According to independent t-test results of gender on learner autonomy, female participants' mean is 66.04 while male participants' is 65.23. Student's t test confirms that there is no significant difference between male and female participants (.38>.05).

To sum up, according to Table 7, student's t test shows that there is a significant difference between gender and academic success (sig.= .001<0.05). It also indicates that there is a meaningful difference between gender and Grammar Learning Strategies (sig.= .0021<0.05). Moreover, it exhibits independent samples t-test result of meaningful difference between gender and Self-Efficacy (sig.= .006<0.05). However, there is no significant difference between gender and Learner Autonomy (sig.= .384>0.05).

4.2.3. Duration of Studying English

Table 8.

Effect of Duration of Studying English on Academic Success, Grammar Learning Strategies, Self-Efficacy and Learner Autonomy

		df	Mean Square	F	Sig.
	Between Groups	4	2001,20	16,018	0,001
	Within Groups	295	124,93		
AS	**Total**	299			
	Between Groups	4	222,54	2,59	0,036
	Within Groups	295	85,62		
GLS	**Total**	299			
	Between Groups	4	1249,22	9,42	0,001
	Within Groups	295	132,59		
SE	**Total**	299			
	Between Groups	4	99,63	1,63	0,164
	Within Groups	295	60,79		
LA	**Total**	299			

Note: df = Degree of Freedom; Sig. = p values significant; F: F value
*p<0,05
**p<0,01

Table 8 indicates that whether Academic Success, Grammar Learning Strategies, Self-Efficacy and Learner Autonomy are affected by how long participants have studied English. The results indicate that duration of students' studying English has impact on Academic Success, Grammar Learning Strategies, Self-Efficacy (sig.= .001<0.05, sig.= .036<0.05, sig.= .001<0.05 respectively). However, it has no affect on Learner Autonomy (sig.= .164>0.05).

4.2.4. Proficiency Level

Table 9.

Effect of Proficiency Level on Academic Success, Grammar Learning Strategies, Self-Efficacy and Learner Autonomy

		df	Mean Square	F	Sig.
AS	**Between**	3	7461,21	98,25	0,001
	Within	296	75,93		
	Total	299			
GLS	**Between**	3	601,87	7,319	0,001
	Within	296	82,23		
	Total	299			
SE	**Between**	3	3003,73	25,33	0,001
	Within	296	118,58		
	Total	299			
LA	**Between**	3	204,74	3,42	0,018
	Within	296	59,85		
	Total	299			

Note: df = Degree of Freedom; Sig. = p values significant; F: F value
*p<0,05
**p<0,01

Table 9 indicates that whether Academic Success, Grammar Learning Strategies, Self-Efficacy and Learner Autonomy are affected by proficiency level of the participants. There is a significant difference between proficiency level and the constructs of the study of Academic Success, Grammar Learning Strategies, Self-Efficacy and Learner Autonomy (sig.= .001<0.05, sig.= .001<0.05, sig.= .001<0.05, sig.= .018<0.05 respectively).

4.3. Analyses of Research Questions

In this part statistics for each research question stated in chapter one will be answered with related tables. Pearson moment correlation, regression analysis and multiple regression analysis were used to find out the relationship between academic success and the factors of the present study and the relationship among them.

4.3.1. Research Question 1

Is there a relationship between the use of grammar learning strategies and foreign language achievement?

Table 10.

Relationship between Grammar Learning Strategies and Academic Success

		Academic Success	Grammar	Learning
Academic Success	r	1		,185[**]
	p			0,001
	n	300		300
Grammar Learning	r	,185[**]		1
Strategies	p	0,001		
	n	300		300

Pearson Moment Correlation was used to find out the relationship between grammar learning strategies and academic success. In order to find an answer for this question, participants' use of grammar learning strategy and academic success scores were analyzed with Pearson Moment Correlation. According to Table 10, there is a positive relationship between grammar learning strategies and academic success (r= .185 p>.01). This shows that the more learners use grammar learning strategies, the more their academic success increases. There is a positive and meaningful relationship between strategy use and academic achievement in Uslu, Şahin and Ödemiş's study (2016). They investigated the effect of language learning strategies on academic achievement.

4.3.2. Research Question 2

To what extent does the use of grammar learning strategies predict foreign language achievement?

Table 11.

Regression Model Summary of Grammar Learning Strategies and Academic Success

Model	R	R Square	Adjusted R Square	Std. Error
1	,185[a]	0,034	0,031	12,05650

	df	Mean Square	F	Sig.
Regression	1	1543,652	10,620	,001
1 **Residual**	298	145,359		
Total	299			

Model	Unstandardized Coefficients		Standardized	t	
	B	Std.	Beta		
1 **(Constant)**	52,075	6,296		8,271	0,001
GLS	0,243	0,075	0,185	3,259	0,001

Note: R = Determination; R Square = Determination Coefficients; Std. Error = Standard Error of Mean; df = GLS = Grammar Learning Strategies; SE = Self-Efficacy; LA = Learner Autonomy; df = Degree of Freedom; Sig. = p values significant; F: F value; t = t-statistic Student's t test

Regression analysis was used to find out what extent grammar learning strategies predicts academic success. Grammar learning strategies affect academic success in a positive way as shown in Table 10. Linear regression analysis verifies this relationship, too. However, its affect is not high. According to Table 11, grammar learning strategies account for 3% of academic success of the participants.

4.3.3. Research Question 3

Is there a relationship between self-efficacy and foreign language achievement?

As other variable of the study, self-efficacy is considered to affect academic success. Table 18 explains whether there is a relationship or not between self-efficacy and academic success.

Table 12.

Relationship between Self-Efficacy and Academic Success

		Academic Success	Self-Efficacy
Academic Success	r	1	,455**
	p		0,000
	n	300	300
Self-Efficacy	r	,455**	1
	p	0,000	
	n	300	300

Pearson Moment Correlation was used to find out the relationship between self-efficacy and academic success. According to Table 12, there is a positive relationship between self-efficacy and academic success (r= .455 p>.01). Like other studies, this study also shows that self-efficacy and academic success are positively related to each other. It means the higher learners have the sense of self-efficacy, the more their success increases. In order to understand to what extent self-efficacy affects academic success, it is necessary to look at the regression model summary of self-efficacy and academic success.

4.3.4. Research Question 4

To what extent does self-efficacy predict foreign language achievement?

Table 13.

Regression model summary of Self-Efficacy and Academic Success

Model	R	R Square	Adjusted R Square	Std.
1	,455a	0,207	0,204	10,92660

		df	Mean Square	F	Sig.
1	Regression	1	9282,273	77,747	,001
	Residual	298	119,391		
	Total	299			

Model		Unstandardized Coefficients		Standardized	t	
		B	Std.	Beta		
1	(Constant)	43,344	3,363		12,890	0,001
	SE	0,459	0,052	0,455	8,817	0,001

Note: R = Determination; R Square = Determination Coefficients; Std. Error = Standard Error of Mean; df = GLS = Grammar Learning Strategies; SE = Self-Efficacy; LA = Learner Autonomy; df = Degree of Freedom; Sig. = p values significant; F: F value; t = t-statistic Student's t test

Regression analysis was used to find out what extent self-efficacy predicts academic success. As shown in table 12, there is a positive relationship between self-efficacy and academic success. In addition, Table 13 verifies the positive relationship by accounting for the 20% academic success of the participants in this study. To sum up, self-efficacy affects learners' achievement to a significant extent. Learners' self-efficacy beliefs have a positive affect in learners' motivation and achievement (Sadi & Uyar, 2013). According to their study, self-efficacy can be considered as a big factor in biology course achievement. Meral, Çolak and Zereyak (2012) found a positive relationship between self-efficacy and academic success. According to Lane and Lane (2001), results of their study show that self-efficacy predicts academic success. Köseoğlu (2015) also found a positive relationship between self-efficacy and academic success.

4.3.5. Research Question 5

Is there a relationship between learner autonomy and foreign language achievement?

Table 14.

Relationship between Learner Autonomy and Academic Success

		Academic Success	Learner Autonomy
	r	1	,120[*]
Academic Success	p		0,03
	n	300	300
	r	,120[*]	1
Learner Autonomy	p	0,038	
	n	300	300

Pearson Moment Correlation was used to find out the relationship between learner autonomy and academic success. In Table 14, it seems that there is a positive correlation between learner autonomy and academic success (r= .120 p >.01). The relationship between learner autonomy and academic success is lower than the other factors.

4.3.6. Research Question 6

To what extent does learner autonomy predict foreign language achievement?

Table 15.

Regression Model Summary of Learner Autonomy and Academic Success

Model	R	R Square	Adjusted R Square	Std. Error
1	,120[a]	0,014	0,011	12,18098

		df	Mean Square		F	Sig.
	Regression	1	644,522		4,344	,038
1	Residual	298	148,376			
	Total	299				

Model		Unstandardized Coefficients		Standardized	t	
		B	Std.	Beta		
1	(Constant)	60,178	5,938		10,134	0,001
	SE	0,188	0,090	0,120	2,084	0,038

Note: R = Determination; R Square = Determination Coefficients; Std. Error = Standard Error of Mean; df = GLS = Grammar Learning Strategies; SE = Self-Efficacy; LA = Learner Autonomy; df = Degree of Freedom; Sig. = p values significant; F: F value; t = t-statistic Student's t test
*p<0,0
**p<0,01

Regression analysis was used to find out what extent learner autonomy predicts academic success. This research question tries to find out to what extent learner autonomy predicts academic success. It has low percentage but it accounts for 1% of academic success. On the other hand, Hashemian and Soureshjani (2011) investigated the interrelationship of autonomy, motivation, and academic performance of Persian L2 learners in distance education contexts. The study revealed that there is a positive and significant relationship between autonomy and foreign language achievement.

4.3.7. Research Question 7

Is there a positive relationship among these three concepts (self-efficacy, learner autonomy and the use of grammar learning strategies?

Table 16.

Correlation among Grammar Learning Strategies, Self-Efficacy and Learner Autonomy

		GLS	SE	LA
Academic Success	r		,185**	,455**	,120*
	p		0,001	0,001	0,03
	n		300	300	300
Grammar Learning Strategies	r			,402**	,543**
	p			0,001	0,001
	n			300	300
Self-Efficacy	r				,481**
	p				0,001
	n				300

Note: GLS = Grammar Learning Strategies; SE = Self-Efficacy; LA = Learner Autonomy

According to Table 16, there is a positive relationship between grammar learning strategies and self-efficacy (r= .402 p>.01), grammar learning strategies and learner autonomy (r= .543 p >.01) and self-efficacy and learner autonomy (r= .481 p>.01). In the present study, grammar learning strategies, self-efficacy and learner autonomy has an affect on academic success and each other positively. Tılfarlıoğlu and Çiftçi (2011) found that a positive relationship between self-efficacy and learner autonomy and their affect on academic success.

Table 17.

Multiple Regression Model Summary of Grammar Learning Strategies, Self-Efficacy, Learner Autonomy and Academic Success

Model	R	R Square	Adjusted R Square	Std. Error
1	,472	0,223	0,215	10,85128

	df	Mean Square		F	Sig.
1 Regression	3	3335,537		28,327	,001
Residual	296	117,750			
Total	299				

Model	Unstandardized Coefficients		Standardized	t	
	B	Std.	Beta		
1 (Constant)	48,956	6,244		7,841	0,001
GLS	0,092	0,081	0,071	1,134	0,258
SE	0,508	0,060	0,504	8,466	0,001
LA	-0,252	0,102	-0,161	-2,480	0,014

Note: R = Determination; R Square = Determination Coefficients; Std. Error = Standard Error of Mean; df = GLS = Grammar Learning Strategies; SE = Self-Efficacy; LA = Learner Autonomy; df = Degree of Freedom; Sig. = p values significant; F: F value; t = t-statistic Student's t test
*p<0,05
**p<0,01

According to multiple regression model of summary, there is a positive relationship among grammar learning strategy, self-efficacy, learner autonomy and academic success (r= .472 p>.01). It shows that the constructs of the study are dependent on each other. Moreover, Table 23 accounts for 22% of academic success. The rest (78%) of academic success can be related to other factors. This study is the first in the field to investigate the effect of grammar learning strategies, self-efficacy and learner autonomy on academic success. Learners' academic success is affected by many factors. This study investigates three of these factors. The results are shown in findings part.

CHAPTER V

5. CONCLUSION

5.1. Introduction

The present study has researched the relationship among grammar learning strategies, self-efficacy, learner autonomy and academic success. In chapter one, background of the study, problem statement, purpose and significance of the study, research questions and hypotheses were presented. Second chapter presents literature review with similar studies and definitions. In the third chapter, there is information about descriptive statistics of participants such as age, gender, duration of studying English and proficiency levels. The fourth chapter includes statistical outputs which shows the relationship among variables. Lastly, this chapter presents the summary of the study. The parts of this chapter are conclusion and suggestion for further studies.

This study tried to find out the relationship between grammar learning strategies, self-efficacy, learner autonomy and academic success. Three different questionnaires were adapted according to the purpose of the study to find out the relationship among variables. Students' end of the term scores was used to determine their academic success. So, the scores were compared with other variables as academic success. Before conducting the research, the piloting procedure was in progress with fifty students from the volunteers. The number of participants of the present study is three hundred fifty from Gaziantep University High School of Foreign Languages.

5.2. Summary and Discussions

This study carried out to find out the relationship between grammar learning strategies, self-efficacy and learner autonomy toward academic success. Three different questionnaires were adapted to the aim of the present study. One hundred fourteen of the participants are female while one hundred eighty four of participants are male. These participants have different characteristics such as age, gender, duration of studying English and proficiency level. Most of the participants are aged between 17 and 19. 49% of participants have been studying English for 6 months and 38% of the participants have been studying English for at least four years. Their proficiency levels are elementary, pre-intermediate, intermediate and upper-intermediate.

After conducting the questionnaires, the data was analysed through SPSS. The reliability of the final form of the questionnaire 'grammar learning strategies, self-efficacy and learner autonomy' are respectively found as .711, .833 and .768 which are appropriate for the present study. Demographic variables were analysed through Independent samples t-test and One-Way Anova. The correlations between variables were accounted by using Pearson Moment Correlation and Regression analysis in SPSS 16.0. According to the results, there is a positive relationship between grammar learning strategies and academic success (r= .185 p>.01). It does not affect academic success significantly. On the other hand, there is a positive relationship between self-efficacy and academic success (r= .455 p>.01) and between learner autonomy and academic success (r= .120 p>.01). Moreover, there is a positive relationship between grammar learning strategies and self-efficacy (r= .402 p>.01), grammar learning strategies and learner autonomy (r= .543 p>.01) and self-efficacy and learner autonomy (r= .481 p>.01). When grammar learning strategies, self-efficacy, learner autonomy and academic success are analysed together, it was found that there was a positive relationship among them (r= .472 p>.01)

Apart from these results, effects of age, gender, durations of studying English and proficiency levels investigated on grammar learning strategy, self-efficacy, learner autonomy and academic success. Grammar learning strategies does not seem to be related to the age of participants (sig.= .08 >.05). In addition, there is not significant difference between self-efficacy and age (sig.= .934 >.05). To sum up, results show that age is not a significant contributor of the constructs of the present study. When looked at the effects of gender, there is a significant difference between gender and academic success (sig.= .001 <.05), gender and grammar learning strategies (sig.= .0021 <.05) and between self-efficacy and gender (sig.= .006 <.05). However, there is no significant difference between gender and learner autonomy (sig.= .0384 >.05). The results indicate that duration of students' studying English has impact on Academic Success, Grammar Learning Strategies, Self-Efficacy (sig.= .001<0.05, sig.= .036<0.05, sig.= .001<0.05 respectively). However, it has no affect on Learner Autonomy (sig.= .164>0.05).

There is a significant difference between proficiency level and the constructs of the study Academic Success, Grammar Learning Strategies, Self-Efficacy and Learner Autonomy (sig.= .001<0.05, sig.= .001<0.05, sig.= .001<0.05, sig.= .018<0.05 respectively).

Many researchers have studied on the relationship between grammar learning strategies and academic success, self-efficacy and academic success and learner autonomy and academic success. The results of this study show that there is a positive relationship between mentioned constructs of the present study and academic achievement. As Tılfarlıoğlu and Çiftçi (2011) found a positive relationship between self-efficacy and academic success, the present study also revealed a positive relationship between self-efficacy and academic achievement. Moreover, Sadi and Uyar (2013) found that self-efficacy beliefs have a positive effect on learners' motivation. The findings also supports the results of the study conducted by Lane and Lane (2001) who aimed to investigate the relationship between self-efficacy and academic success. The present study also tried to investigate the relationship between learner autonomy and academic success. Hashemian and Soureshjani (2011) found that there is a positive relationship between learner autonomy and academic success like the present study. According to the current study, there is also a positive relationship between learner autonomy and academic success. Likewise the findings of the current study are parallel with the results of a study carried out by Mardjuki (2018). He attempted to investigate learner autonomy in terms of gender-based perception. According to his study, there is no difference in terms of gender-based related to being autonomous. The present study also supports that there is no difference between gender and learner autonomy. This study is the first in the field to investigate grammar learning strategies, self-efficacy, learner autonomy and their affects on academic success. Learners' academic success is affected by many factors. This study investigates three of these factors. The results are shown in findings part.

5.3. Limitation of the Study

This study has a set of limitations like other studies. The main limitation is about participants. The data were collected from learners from just one university at high school of foreign languages of Gaziantep in Turkey but it is generalized for Turkey. Their scores are gathered for some quizzes and these scores are not clear about their successes. 350 volunteers out of 1229 preparatory level students from Gaziantep University Higher School of Foreign Languages participated in this study in 2018-2019 academic years. Students at Gaziantep University Higher of Foreign Languages take 24 hours English lessons per week. Main Course, reading, writing, listening and speaking

are parts of their program. Students are in classes according to their level, which is stated with the exams. They are evaluated through teacher assessment, quizzes, midterm and final exams. The study does not have result from private school, or other state universities. The results are just from a state university. The study does not give information about younger and older than 17-25 aged in terms of learners.

5.4. Implications and Suggestions for Further Studies

This study is the first in the field to investigate the relationship among grammar learning strategies, self-efficacy, learner autonomy and academic success. The results show that grammar learning strategies, self-efficacy and learner autonomy are good predictors for academic achievement at foreign language education. This study has implications and suggestions for further studies. Learners' problem is that they do not have information about the factors that affect their academic success. Teachers' task is to search for factors and give information about them to their learners. Being aware of the existence of learning strategies and individual differences are very crucial for them to be successful. Teachers should follow their learners and try to find ways to increase their awareness and make them feel self-efficacious and autonomous learners. Risk-taking is another important issue. Teachers should be aware of the importance of risk-taking for their learners. If learners take risks, they can take their own responsibility. The data of the present study were collected from participants aged 17-25. This study is the first on the field but it has limitations. So, the results cannot be generalized to all age groups. In addition, this study was conducted at a state university so; the results of participants from private universities can be studied in the future researches.

Teachers should give importance to the construct of the study in order for their learners to improve them. Moreover, further research may be conducted in relation with other factors of language learning such as aptitude, motivation, socio-cultural factors and cognitive style in the process of language learning process. The present study was conducted by using qualitative methods. The other researches can be conducted by using qualitative methods. Future researchers may conduct the study to a wide range of groups in terms of age to investigate it in a different way because the results cannot be generalized to all age groups.

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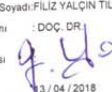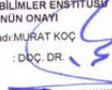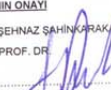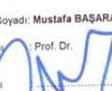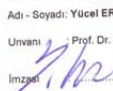
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7. APPENDICES

Appendix 1: Ethics Committee Permit Document

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

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PROGRAM ADI	YÜKSEK LİSANS
BİLİM DALININ ADI	
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2017 / 2018 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER

TEZİN KONUSU	AS FACTORS OF ACADEMIC SUCCESS IN EFL CLASSROOMS, GRAMMAR LEARNING STRATEGIES, SELF-EFFICACY AND LEARNER AUTONOMY (A CASE STUDY)
TEZİN AMACI	Self-efficacy, learner autonomy and the use of grammar learning strategies are very crucial variables in academic achievement. There are two aims of this study. The first aim is to find out whether a relationship among the use of grammar learning strategies, self-efficacy and learner autonomy. The second aim is to what extent the use of grammar learning strategies, self-efficacy and learner autonomy account for academic achievement.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma İingilizcenin yabancı dil olarak öğrenildiği sınıflarda dilbilgisi öğrenme stratejileri, öz-yeterlilik ve öğrenen özerkliği faktörlerinin akademik başarı ile ilişkisini incelemeyi amaçlamaktadır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	GAZİANTEP ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	GAZİANTEP ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU-ŞAHİNBEY/GAZİANTEP
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	YABANCI DİLLER YÜKSEKOKULU ÖĞRENCİLERİ
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	GRAMMAR LEARNING STRATEGIES - SELF-EFFICACY QUESTIONNAIRE - AUTONOMOUS LEARNER QUESTIONNAIRE
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ...... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	4 SAYFALIK TEK BİR ANKETTİR. 3 BÖLÜMDEN OLUŞMAKTADIR. BÖLÜMLER; GRAMMAR LEARNING STRATEGIES - SELF-EFFICACY QUESTIONNAIRE - AUTONOMOUS LEARNER QUESTIONNAIRE

ÖĞRENCİNİN ADI - SOYADI:FATMA İREM GÖRKEM	ÖĞRENCİNİN İMZASI:	TARİH: 13 / 04 / 2018

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu .... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D.BAŞKANININ ONAYI
Adı - Soyadı:FİLİZ YALÇIN TILFARLIOĞLU.	Adı - Soyadı :	Adı - Soyadı:MURAT KOÇ	Adı - Soyadı: ŞEHNAZ ŞAHİNKARAKAŞ
Unvanı : DOÇ. DR.	Unvanı :	Unvanı : DOÇ. DR.	Unvanı : PROF. DR
İmzası	İmzası :	İmzası :	İmzası :
13/04/2018	13 / 04 / 2018	13 / 04 / 2018	13 / 04 / 2018

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: ....
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : ....
İmzası	İmzası	İmzası	İmzası :	İmzası :	İmzası : ....
...... / ..... / 20....	...... / ..... / 20....	...... / ..... / 20....	...... / ..... / 20....	...... / ..... / 20....	...... / ..... / 20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Yedek Üyesi

Adı - Soyadı:	OY BİRLİĞİ İLE ◯	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, .../....20.... - ..../....20.... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.
Unvanı :		
İmzası :	OY ÇOKLUĞU İLE ◯	
...... / ..... / 20....		
Etik Kurulu Jüri Yedek Üyesi		

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLERİ:
4 (dört) Sayfa GRAMMAR LEARNING STRATEGIES - SELF-EFFICACY QUESTIONNAIRE - AUTONOMOUS LEARNER QUESTIONNAIRE Anket.

SoBE - 789

Appendix 2: Questionnaire (In Turkish)

Sevgili Öğrenciler,

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı'nda yüksek lisans öğrencisiyim. Bu anket "Dilbilgisi öğrenme stratejileri, öz yeterlilik, ve öğrenen özerkliği faktörlerinin akademik başarı ile ilişkisi" adlı tez çalışmasının bir bölümüdür. Ankette belirtilen maddelerden size uygun olanı X koyarak işaretleyiniz. Bu anketten elde edilen sonuçlar yukarıda belirtilen amaç dışında kullanılmayacaktır.

Örneğin; İngilizce konuşurken kaygılanırım.

*Hiçbir zaman ( )   Nadiren ( )   Bazen ( )   **Genellikle (X)** Her zaman ( )*

Saygılarımla,

Fatma İrem Görkem

T.C. Çağ Üniversitesi

İngiliz Dili Eğitimi Anabilim Dalı

Yüksek Lisans Öğrencisi

ÖĞRENCİ NUMARANIZ: _____

Lütfen size uyan seçeneği işaretleyiniz.

- **Yaş:**

17-19 ( )

20-22 ( )

23-25 ( )

25 üstü ( )

- **Cinsiyet:**

Kadın ( )

Erkek ( )

- **Ne kadar süredir İngilizce öğreniyorsunuz? Lütfen işaretleyiniz.**

0-6 ay ( )

1 yıl ( )

2 yıl ( )

3 yıl ( )

4 yıldan fazla (   )

- **Devam etmekte olduğunuz seviye hangisidir? Size uygun olanı işaretleyiniz.**

1) TEMEL DÜZEY

A1 TEMEL (   )

A2 BAŞLANGIÇ (   )

2) BAĞIMSIZ DÜZEY

B1 ORTA (   )

B2 ÜST ORTA (   )

B2+ ALT İLERİ (   )

3) YETKİN DÜZEY

C1 İLERİ (   )

BÖLÜM A	Hiçbir	Nadiren	Bazen	Genellikle	Her zaman
	1	2	3	4	5
1. Dilbilgisi kurallarının tahtaya yazılması daha iyi anlamamı					
2. Öğretmenim, yeni bir dilbilgisi kuralının Türkçe anlamını					
3. Dilbilgisi kurallarını hatırlamak için kafiyeler kullanırım. (eş					
4. Türkçe dilbilgisi kuralları, İngilizce dilbilgisini öğrenirken					
5. Sadece emin olduğum dilbilgisi yapılarını kullanırım.					
6. Duyduğum cümleleri, ana dilime kelime kelime çevirmeden					
7. Okuduğum cümleleri, ana dilime kelime kelime çevirmeden					
8. Dilbilgisi hataları yaptığımda, iyi bir öğrenci olmadığımı					
9. Yeni dilbilgisi yapılarını anlamak için bunları bütün					
10. Dilbilgisi yapısını kavramada yetersizliğim olduğu zaman					
11. Öğretmenin yeni dilbilgisi yapılarını tümdengelim					
12. Öğretmenin yeni dilbilgisi yapılarını tümevarım (özelden					

	Hiçbir	Nadiren	Bazen	Genellikle	Her zaman
13. Grup çalışmasını bireysel çalışmaya tercih ederim.					
14. Bireysel çalışmaları grup çalışmalarına tercih ederim.					
15. Herhangi bir dilbilgisi yapısını öğrenirken eksikliğim varsa,					
16. Yeni dilbilgisi yapılarını düzenli bir şekilde tekrar ederim.					
17. Yeni öğrendiğim dilbilgisi yapıları, dinleme parçalarını					
18. Yeni öğrendiğim dilbilgisi yapıları, okuma parçalarını					
19. Arkadaşlarımın dilbilgisi hatalarına dikkat ederim.					
20. Öğretmenin sınavlarımda yaptığım hataları göstermesini					
21. Öğretmen, yeni bir dilbilgisinin yapısını ve kullanımını					
22. İngilizce notlar yazarım.					
23. İngilizce mesajlar yazarım.					
24. İngilizce mektuplar yazarım.					
25. İngilizce raporlar yazarım.					

	Hiçbir	Nadiren	Bazen	Genellikle	Her zaman
BÖLÜM B	1	2	3	4	5
1. İngilizce dersini hevesle ve sabırsızlıkla beklerim.					
2. İngilizcede bilmediklerimi çok kısa sürede öğrenirim.					
3. İngilizce derslerinde en zor konuları bile anlayabilirim.					
4. İngilizce düzeyinde hala iyi değilim.					
5. İngilizceyi sevdiğim için İngilizce dersinde başarılı					
6. İngilizce hava durumuyla ilgili bir telefon konuşmasını					
7. Bir ailenin yaşamının anlatıldığı İngilizce bir romanı okuyup					
8. Bir süpermarkette alışverişle ilgili bir İngilizce konuşmayı					
9. Bir ebeveynin genç çocuğuna İngilizce öğütlerini dinledikten					
10. Ana dili İngilizce olan iki kişinin hafta sonu planları					
11. Kişisel konular hakkında İngilizce konuşan iki kişinin kısa					
12. İngilizce ödev/proje/sunum yapmak zorunda olduğum					
13. İngilizce konuşurken kaygılanırım.					
14. İngilizce yazılmış bir emlak okuduktan sonra anlayabilirim.					
15. Arkadaşa yazılan İngilizce kısa mektubu okuduktan sonra					
16. İngilizce derslerinde iyi notlar alırım.					

	Hiçbir	Nadiren	Bazen	Genellikle	Her zaman
17. İngilizce derslerinde öğrendiğim konulara ilgim var.					
18. İngilizce dersi hakkında araştırma yapmak hoşuma gider.					
19. İngilizceyi anlamadığım zaman kendimi çok çaresiz					
20. İngilizce derslerinden düşük not aldığım zaman çok					

	Hiçbir	Nadiren	Bazen	Genellikle	Her zaman
BÖLÜM C	1	2	3	4	5
1. İngilizce öğrenirken kendi öğrenme hedeflerimi koyarım.					
2. Zaman planlamamı İngilizce öğrenmeye yeterli zaman					
3. İngilizcedeki sözcükleri öğrenmek için kendi yöntemlerimi					
4. İngilizce bir konuyu öğretmen anlatmazsa onu					
5. İngilizceyi kendi kendime öğrenmek zorunda kalmayı					
6. İngilizce dersinde öğrenemediğim konuyu tek başıma					
7. İngilizce öğrenirken öğretmenin yanımda olması beni					
8. İngilizce öğrenirken zorlansam bile pes etmem.					
9. İngilizce dilbilgisini kendi kendime öğrenebilirim.					
10. Sadece öğretmenin not vereceği ödevleri tamamlarım.					
11. İngilizce dersinde bir konuyu öğrenmişsem kendi çabamdan					
12. Diğer öğrencilerle çalışabileceğim İngilizce proje					
13. Bireysel olarak yapacağım proje ödevlerinden hoşlanırım.					
14. Dil öğrenme sürecinde kaydettiğim genel ilerlemeyi					
15. İngilizce dersinde öğretilecek konuları kendim belirlemek					
16. İngilizce ile ilgili zayıf yönlerimi tespit ederim.					
17. İngilizce ile ilgili güçlü yönlerimi tespit ederim.					
18. İngilizceyi sadece öğretmenimin yardımıyla öğrenirim.					
19. İngilizce okumayı sınıf dışında yapmayı tercih ederim.					
20. İngilizce dinlemeyi sınıf dışında yapmayı tercih ederim.					

Appendix 3: Permission To Conduct The Questionnaire

T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/865   13.04.2018
KONU: Tez Anket İzini Hakkında

T.C
GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

GAZİANTEP

1. Üniversitemiz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20158012 numaralı **Fatma İrem GÖRKEM**, "As factors of Academic success in EFL classrooms, grammar learning strategies, self-Efficacy and learner autonomy (A case study)" konulu tez çalışmasını Gaziantep Üniversitesi öğretim üyesi olan Doç. Dr. Filiz YALÇIN TILFARLIOĞLU Üniversitemiz Sosyal Bilimler Enstitüsü Müdürlüğünün Enstitü Yönetim Kurulu 2018/16 sayılı ve 02.04.2018 tarihli kararınca tez danışmanlığına atanmış ve halen tez çalışması yürütülmektedir.

2. Adı geçen öğrencinin bu tez çalışması kapsamında Üniversiteniz Yabancı Diller Yüksekokulu bünyesinde halen ders almakta olan öğrencileri kapsamak üzere kopyası Ek'te sunulan bir anket uygulaması yapması planlanmıştır.

3. Bu kapsamda, adı geçen öğrencinin bu tez çalışması ile ilgili Ek'lerde sunulan anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.

Arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

EKLERİ: 4 (Dört) Sayfa Anket Formu Listesi.

Appendix 4: Permission To Conduct The Questionnaire (Gaziantep University)

T.C.
GAZİANTEP ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

24.04.2018

İLGİLİ MAKAMA

İlgi   : 13.04.2018 tarihli, 865 sayılı ve "Tez Anket İzini Hakkında" konulu yazı

İlgi yazıya istinaden; Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup,programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20158012 numaralı Fatma İrem GÖRKEM, "As factors of Academic success in EFL classrooms, grammar learning strategies, self-Efficacy and learner autonmy (A case study)" konulu tez çalışmasını Gaziantep Üniversitesi öğretim üyesi olan Doç.Dr. Filiz YALÇIN TILFARLIOĞLU tarafından, Yüksekokulumuz bünyesinde halen ders almakta olan öğrencilere anket uygulama talebiniz uygun görülmüştür.

Bilgilerinize rica ederim.

Öğr.Gör. Akın GÜRBÜZ
Müdür Yrd.

T.C. GAZİANTEP ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEK OKULU MÜDÜRLÜĞÜNE,

Yürütmekte olduğum "İngilizce'nin yabancı dil olarak öğrenildiği sınıflarda akademik başarının etkenleri olarak dilbilgisi öğrenme stratejileri, öz yeterlik ve öğrenen özerkliği (As factors of academic success in EFL classrooms, Grammar Learning Strategies, Self-Efficacy and Learner Autonomy) konulu yüksek lisans tezinin veri toplanması aşamasında hazırlık öğrencilerine ekte sunduğum anketin uygulanabilmesi için gereğinin yapılasını arz ederim.

24/04/2018
Fatma İrem Görkem

Ek: Öğrenci Anketi

Dr. Öğr. Üyesi Emrah CİNKARA
Yabancı Diller Yüksekokulu Müdürü

8. CURRICULUM VITAE

Fatma İrem Görkem was born in GAZİANTEP. She graduated from the Foreign Language Education Department English Language Teaching Program at Marmara University in 2014. She started working at a private school as an English Language Teacher. She speaks English fluently.