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**AN EVALUATION OF ENGLISH COURSEBOOKS USED IN TURKISH HIGH  
SCHOOLS FOR LEARNER AUTONOMY: A DESCRIPTIVE STUDY**

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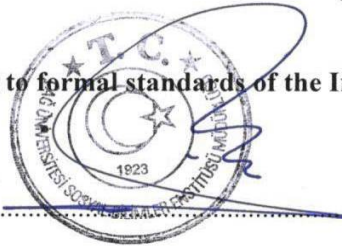
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I dedicate this Master thesis to its real owners

my deceased father, **Zekeriye KISSACIK**

and my beloved mother, **Nigar KISSACIK**

Mehmet KISSACIK

23.12.2016

## ÖZET

# TÜRKİYE'DE LİSE DÜZEYİNDE KULLANILAN DİL ÖĞRETİMİ KİTAPLARININ ÖĞRENEN ÖZERKLİĞİ AÇISINDAN DEĞERLENDİRİLMESİ: BETİMSSEL BİR ÇALIŞMA

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Materyal değerlendirme alanında yapılan araştırmalar, gelecekte karşılaştığımız materyalleri şekillendirmektedir. Her bir yeni çalışma ile öğrenim ve öğretim materyallerini öğrencilerin ihtiyaçlarına göre düzenlemek konusunda yeni bir adım daha atıyoruz. Günümüzde, eğilimler daha öğrenen merkezli yaklaşımlara doğru olduğu halde, öğrenci merkezli eğitimin en önemli konularından olan öğrenen özerkliği biz öğretmenlerin inşa etmeye çalıştığı yapının üst katlarında yer bulmalıdır. Bu çalışmada ise, Türkiye’de lise düzeyinde kullanılan İngilizce kitabının öğrenen özerkliğinin geliştirilmesine ne ölçüde katkıda bulunduğunu araştırdık. Sonuçlar, yayıncı kuruluşların basılı materyallerde öğrenen özerkliğini daha etkili bir şekilde desteklemeleri gerektiğini göstermektedir.

**Anahtar Kelimeler:** Öğrenen özerkliği, materyal değerlendirme, ders kitapları

## **ABSTRACT**

### **AN EVALUATION OF ENGLISH COURSEBOOKS USED IN TURKISH HIGH SCHOOLS FOR LEARNER AUTONOMY: A DESCRIPTIVE STUDY**

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Research on materials evaluation shapes what materials we are to face in the future. With every single study, we take one more step towards adapting learning and teaching materials according to learners needs. While the trend nowadays is in favor of more learner-centered approaches, one of the fundamentals of learner-centered education, autonomy, must find its place on the upper levels of the structure we, teachers, are trying to build. In this study, we tried to find out to what extent English coursebooks used in high schools in Turkey help learners develop autonomy. Results indicate that coursebook publishers need to support learner autonomy in their print materials more effectively.

**Keywords:** Learner autonomy, materials evaluation, coursebooks

## ABBREVIATIONS

<b>CEFR</b>	: Common European Framework of References for Languages
<b>EFL</b>	: English as a Foreign Language
<b>ELT</b>	: English Language Teaching
<b>ESL</b>	: English as a Second Language
<b>SAC</b>	: Self Access Center
<b>MEB</b>	: Milli Eğitim Bakanlığı (Ministry of Education)

## LIST OF TABLES

Table 1. Details of the books selected.....	28
Table 2. Coursebook Evaluation Checklist.....	32
Table 3. Participants: Age and Experience.....	36
Table 4. The Questionnaire.....	38
Table 5. Coursebook analysis – Self-setting goals.....	42
Table 6. Coursebook Analysis – Self-selecting Learning Strategies .....	43
Table 7. Coursebook Analysis - Self-selecting materials and classroom activities.....	46
Table 8. Principle 4- Self and Peer Evaluation .....	51
Table 9. Principle 5 - Self-reflection .....	53
Table 10. Summary of Coursebook Analysis .....	56

## LIST OF FIGURES

Figure 1. A Hypothetical Example of Learners and Their Varying Needs .....	11
Figure 2. The cycle of self-directed learning (Reinders & Balçıkanlı, 2011) .....	24
Figure 3. Counting Instructions.....	35
Figure 4. Determining Keywords - Yes You Can B1.1 Student's Book 5C .....	36
Figure 5. Coursebook Levels Taught by The participants.....	37
Figure 6. Unit Objectives, Yes You Can A1.1, Theme 1 .....	41
Figure 7. Results of the Questionnaire, Principle 1.....	43
Figure 8. Results of The Questionnaire, 2A and 2B .....	44
Figure 9. Yes You Can A2.3 , Theme 4 Chapter B p. 53, Principle 2A.....	45
Figure 10. Yes You Can B1.1, p. 63, Principle 2B .....	45
Figure 11. Results of The Questionnaire, Principle 3 .....	46
Figure 12. Principle 3A, Yes You Can B2.1, 3C .....	47
Figure 13. Extract from Yes You Can B2.1, p 53, Principle 3B.....	48
Figure 14. Principle 3D, Yes You Can B2.2, 9C, p155.....	49
Figure 15. Principle 3D, Yes You Can B1.1, p. 87 .....	49
Figure 16. Yes You Can B1.1 Student's Book 6B, Principle 3E.....	50
Figure 17. Yes You Can B1.1 Student's Book, p 73- Principle 4A. ....	51
Figure 18. Results of The Questionnaire, Principle 4 .....	52
Figure 19. Yes You Can A2.3. p 84, Principle 4B.....	53
Figure 20. Questionnaire Results, Principle 5.....	54



## TABLE OF CONTENTS

<b>COVER</b> .....	I
<b>APPROVAL PAGE</b> .....	II
<b>ACKNOWLEDGEMENTS</b> .....	III
<b>ÖZET</b> .....	IV
<b>ABSTRACT</b> .....	V
<b>ABBREVIATIONS</b> .....	VI
<b>LIST OF TABLES</b> .....	VII
<b>LIST OF FIGURES</b> .....	VIII
<b>TABLE OF CONTENTS</b> .....	IX

### CHAPTER I

<b>1. INTRODUCTION</b> .....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	6
1.3. Purpose of the Study.....	6
1.4. Significance of the Study .....	7

### CHAPTER II

<b>2. LITERATURE REVIEW</b> .....	9
2.1. Introduction .....	9
2.2. What Is Autonomy? .....	9
2.3. Why Does Autonomy Matter? .....	15
2.4. Principles of Learner Autonomy .....	17
2.5. Autonomy and Materials Evaluation .....	22

## CHAPTER III

<b>3. METHODOLOGY</b> .....	27
3.1. Introduction .....	27
3.2. The Context of the Study .....	27
3.3. Research Design .....	30
3.4. Data Collection Tools .....	31

## CHAPTER IV

<b>4. RESULTS</b> .....	40
4.1. Introduction .....	40
4.2. Coursebook Analysis .....	40

## CHAPTER V

<b>5. CONCLUSION</b> .....	57
5.1. Introduction .....	57
5.2. Conclusion and Discussion .....	57
5.3. Implications .....	62
<b>6. REFERENCES</b> .....	64
<b>7. APPENDIXES</b> .....	71
7.1. Appendix 1. Summary of the Coursebook Evaluation Checklist Data ...	71
7.2. Appendix 2. Coursebook Evaluation Checklist - Yes You Can A1.1 .....	72
7.3. Appendix 3. Coursebook Evaluation Checklist - Yes You Can A1.2 .....	73
7.4. Appendix 4. Coursebook Evaluation Checklist - Yes You Can A2.1 .....	74
7.5. Appendix 5. Coursebook Evaluation Checklist - Yes You Can A2.2 .....	75
7.6. Appendix 6. Coursebook Evaluation Checklist - Yes You Can A2.3 .....	76
7.7. Appendix 7. Coursebook Evaluation Checklist - Yes You Can B.1.1 .....	77

7.8. Appendix 8. Coursebook Evaluation Checklist - Yes You Can B.1.2 .....78

7.9. Appendix 9. Coursebook Evaluation Checklist - Yes You Can B2.1 .....79

7.10. Appendix 10. Coursebook Evaluation Checklist - Yes You Can B2.2 ....80

7.11. Appendix 11. The Questionnaire in Turkish.....81



## CHAPTER I

### 1. INTRODUCTION

In this first chapter of the study, the background, statement of the problem, the purpose of the study, the context of the study, and the limitations will be presented.

#### 1.1. Background of the Study

To have a deeper understanding of what the term ‘autonomy’ means, it is crucial to know where the word comes from and why it fits our area of study well. According to a number of dictionaries and web-based sources such as Wikipedia (2016), the term comes from the ancient Greek word *αὐτονομία* (autonomia). When broken down, it comes to mean “self-law”. Oxford University Press (n.d.) provides a similar definition to the term. According to its web based reference the word autonomy means “free will; self-governing”. Used in this way, the term means determining rules for and because of one’s own needs and desires. As it was used in Ancient Greek, the term is also used now in a variety of disciplines ranging from medicine to sociology and most importantly (for us) in education.

Autonomy, generally in education and more specifically in English Language Teaching (ELT), has widely been studied, yet there is no consensus regarding its scope and true meaning. While Holec (1981) defines it as “taking charge of one’s own learning” and assumes that there is a passage from a non-autonomous learner to an autonomous one, Little (1991) thinks that every learner has the innate ability to be autonomous, but it may not always be reflected in the learners work in the learning environment. Furthermore, Sinclair (2000) states a number of criteria while trying to define autonomy, the most outstanding of which is that autonomy does not necessarily need to take place in the classroom. However, the side this research takes at this point is, as Little (1991) suggests, the aim should be to make use of

already existing skill of autonomy and integrating it into learning and show effort to get results as good as possible. In support of this, citing Boyd (1956), Benson (2011) also points out that JJ Rousseau's view that learner autonomy naturally occurs in learners but institutional learning suppresses it.

An autonomous learner is usually assumed to be able to choose how and what to study, and is one who keeps track of his/her learning process and uses instruments such as self-evaluation and peer evaluation freely and openly in order to have a full control of the learning process. As Gardner (2000) explains, an autonomous learner is one who makes self-evaluation and learning his/her own so s/he wants to be aware if s/he is doing well in that language.

In order to achieve these goals, various tools have been offered by researchers and teachers. Keeping journals or portfolios, for instance, have been found effective in fostering autonomy in various studies as they provide the learner with a good account to refer to while deciding what to do next, how to do it (by referring to previous experience) and even as a form of motivation as they show what have been completed. Self-Access Centers(SACs), on the other hand, are closer to our day and they have managed to provide students with good opportunities to access materials to refer to while studying, and to do group or individual work on their own or with help from a supervisor in the SAC. In these centers students have had a wide range of audial, visual and printed materials all of which are dedicated to help them lessen the difficulty in deciding where, how, and what to study both when they need this time of practice to achieve something else, and when they merely want to improve their language skills. However, one problem with SACs is they require constant 'maintaining' by all means. What is meant by 'by all means' is that besides academic update, they also require physical update, such as providing the center with the latest technology possible, always

keeping it ready for learners and having an expert ready for students to consult when they need.

As teachers, we have usually found ourselves trying to adapt our teaching strategies to what learners are already in favor of doing in order to learn. As in the case of young learners, for example, teachers tend to construct lessons which appeal to the young learners' needs; such as using flashcards, classroom games and storytelling. Similarly, when we found out that some learners feel more comfortable when they are corrected by their peers, we started employing activities including peer correction more often. How we prepare lessons and instruct in the classroom is to a great extent shaped by what the learner is already doing in his/her daily life. Therefore, in order to foster autonomy, we need to do the same. Instead of seeing autonomy a separate part that can be attached to one's learning skills and process, it is more effective to activate and modify this skill. How teachers and learners see learners autonomy is explained by Benson:

My argument is that, from the teachers' perspective autonomy is primarily concerned with institutional and classroom learning arrangements within established curricula. In other words from the teachers' perspective, autonomy tends to imply the learner taking control of arrangements whose underlying legitimacy is unquestioned. From the learners perspective (which I view tangential to, rather than opposed to, the teachers' perspective) autonomy is primarily concerned with learning, in a much broader sense, and its relationship to their lives beyond the classroom (2008, p. 15).

As mentioned above, any learner from the start is autonomous to some extent. Little (2007) states that it is the human's nature to be autonomous. It would be unfair to regard students who are dependent on their teachers as non-autonomous students because we mostly define an autonomous learner by his/her being desire driven while accessing information.

Teacher-dependent learners in this case are not doing anything more than accessing the information by the easiest way possible. They expect their teachers to lead them to the best as they see their teachers not only a source of information but a helper in their deciding what to choose or what to study next as well. Benson (2013, p. 81) states that it seems learners take some degree of responsibility even when they get direct instruction in the classroom. This view also justified by Fenner (2000) who believes that there is no single method a self-directed learner uses, but a self-directed learner will use any method that proves useful for him or her. Therefore, the teacher should show his/her learners tools by means of which the learners can get educational consultancy as well as reach the kind of information they need.

Besides every tool mentioned above, coursebooks (whether as a part of a self-access center or on its own) are our time's most frequently used tool in language learning and it is believed by most teachers to be very practical. It is also crucial to realize that coursebooks in the last decades have changed greatly in shape and content. When we have a look at the books from 60s and 70s, we see that the core aim of a coursebook was to provide language input for the learner, which was transmitted by the teacher. The coursebooks viewed themselves as 'assistant of the teacher'. However, the approach in our day is different to a great extent. Coursebook publishers 'finally' realized that after the end of a lesson, books stay with the student.

This study regards coursebooks as tools that help learners maximize the benefit from their language learning experience. Therefore, as well as giving the best instructions, tasks and exercises, a textbook should also do its best to help a learner become autonomous by helping the student make decisions, keep track of his/her learning and get better at any other requirement of becoming an autonomous language learner.

More specifically, language teaching and learning programmers in Turkey have also taken steps towards making their materials as close to the current trends and general needs of

the learner as possible. In the latest language curriculum published by Ministry of Turkish National Education (2014), learner autonomy and its necessity and integration into the program are mentioned many times. First, Language Education Program for Secondary Schools by Ministry of Education (2014) puts learner autonomy in the rationale behind the program. According to the program, adolescents go through various stages and they are in the search of an identity and independence. The language program is very clear in its understanding of learner autonomy and how it should be fostered:

In the curriculum, students of English are intended to get support and guidance from their teachers, peers, learning materials, and learning tasks so that there is a gradual increase in learner autonomy through collaboration, interaction, and communication in a safe learning environment. In addition, learners are encouraged to be reflective in their own learning by recognizing and assessing their own needs, strengths, weaknesses as effective managers of their own learning (*Penafiorida, 2002*). *Another way to increase autonomy among learners is to include them in the decision making process, especially in providing supplementary language learning materials, which can also increase learner motivation in the classroom (McGrath, 2013). Throughout the 9th-12th grades English curriculum students are encouraged to be involved in **task-based**, collaborative, and **project-based** language activities that would empower learners by increasing their self-esteem, autonomy, and language skills (Stoller, 2002) (T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı, 2014).*

The language program also defines language learning environment with a set of criteria, which we considered as the starting point of this research. According to the related criterion, one characteristic of the language learning environment in the program is that students are supported in becoming more autonomous in their learning both inside and outside the classroom. (T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı, 2014, p. xi)



## **1.2. Statement of the Problem**

Research on materials evaluation shapes what materials we are to face in the future (Swales, 1980). With every single study, we take one more step into adapting learning and teaching materials according to learners needs. While the trend is nowadays towards more learner-centered approaches, one of the fundamentals of learner-centered education, autonomy, must find its place on the upper levels of the structure we, teachers, are trying to build.

Although this is the case, and it has usually been reported that the learning materials provided by the Ministry of Education in Turkey are not satisfactory, the problems related to coursebooks have not been solved yet (Şimşek & Dündar, 2016). Among many studies describing the situation, for example, Tok (2010) evaluated the coursebook *Spot On* used in Turkish state schools and concluded that the book's negative sides were far more than their advantages.

With this prospect in hand and seeing that our coursebooks still need a number of adaptations, more studies in the field are required. However, for these adaptations to be made we first need to detect the problem with our teaching/learning materials concisely.

## **1.3. Purpose of the Study**

With the change in the philosophy and practice of ELT, a great many adaptations have been made in the ELT programs in Turkey. One of the biggest adaptations was turning the design of the curriculum, more specifically coursebooks, into a more learner-centered one. However, changes may not always fit into the system right away; they need constant evaluation and maintenance. This study might be helpful in understating the present situation and pave the way for more improvement in language coursebooks primarily in Turkey and

hopefully in ELT worldwide. As a result, the aim of this study is to explore language coursebooks used in Turkish high schools in terms of learner autonomy. To this end, the coursebook series, Yes You Can, were evaluated using the criteria proposed by Kong (2014).

#### **1.4. Significance of the Study**

When we use the term learner autonomy, it directly reminds us of language learner autonomy, however, learner autonomy is for all kinds of learning (Benson, 2012). In this sense, this study might be of use for the ELT context as well as other areas of learning. The criteria determined to evaluate the coursebook series described in this study can also be adapted for describing other learning materials.

In addition, what we believe to be useful and what we are doing in classrooms or in any other learning/teaching context should match. Similarly, according to Wachob (2006, p. 97) selection of materials must be in line with the method we adopt. However, although authors and organizations might think that the design and the content of the materials they publish are in line with the latest advancements in teaching and learning (as they claim), this may not be reflected well in the learning environments due to various reasons. According to Reinders and Başıkanlı (2011) coursebooks may deliberately focus on the learning process and reflection on it; and doing so, they might be of use for learners to develop self-directedness. However, it is not clear if coursebooks really do this. For this reason, the present study might also be useful in that it examines the integration of a widely accepted goal, learner autonomy, in coursebooks, and it serves for making the bridge between the material designers and the parties using it, namely language teachers and learners.

## **1.2.Limitations of the Study**

It is important to keep in mind that learner autonomy has a cultural aspect. This study was done in Turkey, and the materials that were evaluated were designed to cater for Turkish EFL learners. Therefore, similar studies may yield different results in different cultural contexts.

In addition, for the evaluation of the language learning materials described in this study, only an evaluative checklist and interview with teachers were used. The study does not include students' views or experiences. More studies including learners as a source of data could give better insights in the future.

## CHAPTER II

### 2. LITERATURE REVIEW

#### 2.1. Introduction

Up until now, a number of studies have been carried out in the area of materials design and evaluation, and autonomy. Most of these studies and books point to the popularity and necessity of integrating principles of learner autonomy in the language learning materials. For example, Reinders and Baliçkanlı (2011) state that improving learner autonomy has become very common all over the world. This popularity is nothing to be surprised at as the goal of developing learner autonomy is not different from what we are already trying to achieve in the classroom: our efforts to use learner centered methods, the necessity that the learner take an active role in the learning process, and the aim of aiding learners in becoming independent learners (Littlewood, 1996).

Both in order to put into a frame what this studies focuses on, and to give a summary of background to this research, related literature review will be provided in this chapter. The chapter discusses the background, definition, importance, main principles of learner autonomy and finally its relation to materials evaluation and development, more specifically coursebook evaluation.

#### 2.2. What Is Autonomy?

Autonomy is not a new term. Just as Holec (1981) and Little (1990) admit, the term autonomy existed long before it appeared in educational science and it was adapted to education. Schmenk (2005) states that its roots can be traced back to the enlightenment period in Europe. However, Benson (2011, p. 15) points out that density in philosophical writing

hints 18<sup>th</sup> century as the starting point although he warns that autonomy in our day has a very “modern character”. Closer to our day, Reinders (2011) holds international trade, cheaper transport and facilitation of communication after World War II responsible for this change to occur.

The improvements Reinders mentions gave rise to a fundamental changes in society as a whole. With the rate of increase in technologies and population, the number of university students went up as well. This increase required more investment in universities although people knew that it was not possible. Trim (1976, p. 3) stresses that it was not “economically efficient” to provide the learners with a fixed amount of knowledge presented by formal or informal authorities for the sake of so-called long term benefits of the learner. In other words, the stereotype of idea and saying of teachers’ “ *You should learn this in this way, because you do not know yet what is good for you and how you should learn it, but you will be thankful to me in the future.*” was not proving effective in the long run, and in turn it was expensive for societies. Crabbe’s (1993, p. 443) interpretation, was that if individuals wanted to get the kind of education they desired, they were to provide for their own learning needs, because education at the level of the individual was not affordable. Van Ek (1975, p. 2) provides a hypothetical example in which a group of learners (coded as V,W,X,Y and Z) with different needs (coded as a, b, c, d, e, f, g, h and i) are given:

Learners	Components of ability required								
V	a		c	d	e			g	
W	a	b	c		e				
X	a		c			f	g	h	
Y	a	b	c	d				h	i
Z	a		c	d		f	g		

**Figure 1 A Hypothetical Example of Learners and Their Varying Needs. Note: Reprinted from Systems Development in Adult Language Learning: The Threshold Level in a European Unit/Credit System for Modern Language Learning by Adults (p. 2) by J. A. Van Ek, 1975, Council for Cultural Cooperation, Strasbourg**

Van Ek states that providing all the needs (a-i) in one curriculum would be uneconomical, while providing only what all the learners commonly need (a, c) would not satisfy everyone's needs. Reinders (2011) puts that this situation has led us to adopt ways in which individuals must be trained in acquiring life-long learning skills or the ability to direct their own learning. Driven by these practical as well as political changes, founded in 1949, Council of Europe's ultimate desire was to:

make the process of language learning more democratic by providing the conceptual tools for the planning, construction and conduct of courses closely geared to the needs, motivations and characteristics of the learner and enabling him so far as possible to steer and control his own progress. (Trim, 1978, p. 1, as cited in Little, 2007, p. 16)

The ideal Council of Europe envisioned gained a popularity with Henri Holec. With definition of an autonomous learner Holec (1981, p. 3) provided, it would be suitable to say that the focus seems to have moved from teaching to learning. More importantly, before self-directed learning started to be discussed, the learner was thought to be unable to decide what s/he needed. Instead, teachers and print materials were in charge of giving the student how and what to study next. This shift in education philosophy led new researches, education

materials and teachers to turn their attention to the learner. According to Inozu (2011, p. 523) with the appearance of the idea that learner is at the center of learning and learning a foreign language is about learning how to communicate in the target language, the concept of learner autonomy started to be discussed in language teaching. Before this, the learner was seen as the receiver of the input provided by the teacher and teaching materials. According to Brown (2000) until some “designer” methods started to appear in 1970s, students were supposed to go to the classroom, sit down and wait for the teacher to tell them what to do as a duty.

As to what autonomy means, the definition Holec (1981) made – to take charge of one’s own learning - is now the ‘catchphrase’ of the related literature. This definition is “resilient” as a starting point compared to its counterparts (Benson, 2011, p. 16). Setting off from this definition, as well as rephrasing the definition many other additions and adaptations have been made:

- Learners take their first step towards autonomy when they recognize that they are responsible for their own learning (Holec, 1979; Little, 1991)
- They exercise that responsibility through their involvement in all aspects of the learning process – planning, implementing, evaluating (ibid)
- for Holec autonomy is an ability, not an action (Reinders, 2011)
- the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning (Cotterall, 1995b, p. 195)
- self-management (Little, 2004a)
- the competence to develop as a self- determined, socially responsible and critically aware participant in (and beyond) educational environments, within a vision of education as (inter)personal empowerment and social transformation (Raya, Lamb, & Vieira, 2007, p. 1)

- capacity and willingness to act independently and in co-operation with others (Dam, 1995, p. 1, as cited in Fenner, 2000)
- Autonomy in foreign language learning is more of an ‘attitude’ or even a philosophy than a methodology (Fenner, 2000)
- We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions (Littlewood, 1996, p. 428)
- The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction (Cotterall, 1995a)
- Autonomy grows as a result of learner’s never- ending effort to understand the WHY, the WHAT and the HOW of their learning (Dam, 1995, as cited in Little, 2004b)
- Autonomy can be seen as an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning (Dickinson, 1995)
- autonomy can be seen as an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning (Dickinson, 1995)

However, this large modification and different interpretations have raised questions as well. Benson (2012) asks if autonomy means learners’ being independent in controlling their learning without any condition. Benson’s answer to this question comes as a ‘Yes’ stating that personal autonomy entails learner autonomy and learner autonomy entails language learner autonomy. Benson develops this argument further:



Having a choice in their own language learning means the language learner or user taking control not only of the language being learnt, but also of the goal and purpose of that learning. ... Autonomy resides in being able to say what you want to say rather than producing the language of others (2012).

Fenner (2000) also carries the issue out of school context and points out that it is a “life-long process of constantly developing awareness”.

Another interesting fact is also brought up by Benson (2012). He says that when using the term ‘learner autonomy’ it brings issues related to ‘language learner autonomy’ to our mind, and we tend to use ‘learner autonomy’ in that way. This is probably because learner autonomy is mostly studied in the area of ELT.

In addition, abundance of arguments even related to its definition (let alone its scope or implications) is enough for us to see how wide a topic learner autonomy is. However and naturally, an area of research with this abundance brings about misconceptions too. Some teachers’ and learners ideas are even contradictory to fundamentals of learner autonomy (Dickinson, 1995). Therefore, as well as having an idea what learner autonomy is, what it is not should be considered as well.

Doğan (2015) states that although learner autonomy is related to self-instruction, self-access, self-study, self-education, out-of-class learning or distance learning, it does not have the same meaning as these terms. Additionally, learner autonomy is not:

- the natural state that individuals are in when left to exercise free choice (Raz, 1986, p. 83, as cited in Benson, 2012)
- a matter of the unfettered freedom of the individual (Benson, 2012)
- synonymous with autism: it is not a matter of learners working on their own; like all other culturally determined human capacities, it develops in interaction with others (Little, 2004b)

- necessarily the same thing as autonomous learning (ibid.)
- that learners (and their teachers) should have the freedom to do whatever they please, presumably including nothing.(Little, 2007, p. 15)

Relating his ideas to the same issue as above, Littlewood (1996, p. 427) states that learner autonomy, like other widely accepted concepts, has reached a point where nobody questions its merit; however, it allows so many different understandings that its value in discussion has dropped.

Another thing to be considered is, even if we have an understanding of where the term learner autonomy came from, what it is and what it is not; the use of it for the learners and teachers is still an unquestioned up to this point. If we have a look back at the argument related to how autonomy appeared in education, we see that the demand for personalized education was no longer one that the society could afford. Nevertheless, does it mean that we should abandon it as soon as we have enough ‘money’ to afford it? Below, we will attempt to bring an answer to this question.

### **2.3. Why Does Autonomy Matter?**

Regardless of how good a teacher is, it is not very easy to learn a language if the learner does not think about learning outside the classroom or the school as well (Cotterall, 1995b, p. 220). Language is sophisticated and achieving competency might take several months or even years. The teacher cannot always be there for the learner, waiting behind him/her to interfere with mistakes or to provide statements. For this specific reason, learners need to be helped in discovering the right strategies for themselves and become autonomous learners (ibid). Also, limits of the classrooms can be overcome through training learners to be autonomous(Harmer, 2007).

According to Cotterall (1995b, p. 200), the literature has shown us that learner independence has implications for leaning languages effectively. She states that autonomous

learners can deal with problems related to educational background, cultural norms and previous experiences.

Benson (2012) writes that the ability to speak a foreign language is highly related to personal autonomy where lots of different languages are used to communicate. Related to this, Reinders (2011) points out that it is impossible to teach everything to learners as they are a part of the society and the language they are learning; therefore, they affect and change the target language as well as being affected and changed by it. For this reason, learners should find their own ways in coping with this mutual change.

Another point made by Fenner (2000) is that the learning process is greatly affected by what the learner already knows and the change in this knowledge can be observed only by the learner him/herself. Dickinson (1995) supports this by saying that as an autonomous learner takes the responsibility, the problems such as the barriers between the learning and living which are usually found in traditional teacher-centered approached do not appear.

What is more, learner autonomy is not only of use for learners, this because it offers a solution to the problem in learning and teaching in general. Promoting learner autonomy is also useful because it increases success in learning. This view is supported by Wang and Peverly (2016), who link general learning performance with the degree of autonomy.

However, although autonomy has useful implications for education in general and language education in particular, its integration into learning/teaching context should be done with care. Stating this is important mainly because knowing how culture is perceived in the literature related to learner autonomy will pave the way for understanding the current study and its implications better.

Considering this, we realize that there is strong agreement and warning in the literature that autonomy has a cultural dimension. Schmenk (2005) writes that autonomy is directly related to culture and it is a product of it and neglecting this fact puts the researcher in

the risk of being “culture blind”. Autonomy’s roots lay in Western culture and most of its principles apply best to people who belong that culture (ibid). Therefore, while studying autonomy, cultural aspect should be handled carefully as it may yield an incomplete or faulty understanding of self-directed learning in that culture. According to Benson (2011, p. 16), autonomy has a lot of dimensions and the individual, place and time and a lot of other factors shape the form of autonomy.

Another warning about culture is made by Reinders (2011). He points out that language has to be studied with the sociocultural context in mind, because learners with personal needs and plans reflect themselves according to the group they belong to.

#### **2.4. Principles of Learner Autonomy**

Although “taking charge of one’s own learning” is a concise term, both because of the misinterpretations argued above and as a reference point for its practice in the real learning environment, the steps in improvement of this skill should be argued.

According to Holec (1981) learner autonomy includes:

- identifying goals;
- determining the contents and the procedures;
- choosing strategies that will be employed;
- monitoring learning;
- evaluation of learning.

These steps (referred to as principles here) have been confirmed by several other authorities and researchers in the field of learner autonomy. For example, defining autonomy as “the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning”, Cotterall (1995b) mentions these tactics as:

- tactics for setting goals,
- choosing materials and tasks,

- planning practice opportunities and monitoring and evaluating progress

Trying to build up a course design that helps foster learner autonomy Cotterall (2000) derives five principles of such a course design. The principles are defined as:

- learner goals
- the language learning process
- tasks
- learner strategies
- reflection on learning

According to her, these principles are supposed to transfer the responsibility from the teacher to the learner in a course design that helps foster learner autonomy. Benson (2012) implies the same principles stating that autonomous learners determine “where, with whom, how, what and why” they are learning.

Little (2004a) mentions three principles:

- learner empowerment: giving the learner responsibility
- learner reflection: giving the learner the chance to review the learning process and content
- appropriate target language use: genuine language use which is also scaffolded for the learner to discover his/her possibilities.

Another example worth mentioning is Little’s (2004a) account of Leni Dam’s classroom practice (1995). According to Little, Leni Dam’s practice proved successful for six main reasons:

- using the target language in the whole process
- employment of quality learning materials which were open to sharing and discussion with the learners

- giving the learners the chance to choose their own learning strategies and content which were open to evaluation and discussion
- support for and control of group work for the personal goals
- keeping ping a record of whatever they plan, produce and assess
- engaging learners in regular evaluation of their progress as individual learners and as a class. (Dam, 1995, as cited in Little, 2004a)

These principles, especially the ones that we considered the main ones in our study are also mentioned separately in the following sections. However, this is not a separation of one principle from the others because, although it is possible to focus on specific ones of these principles, each of them has a “spill-over” effect on the others (Littlewood, 1996, p. 432).

#### **2.4.1. Identifying Needs and Setting Goals**

Identifying needs and setting goals accordingly, is usually considered to be the first step in becoming autonomous. Unless the learner is aware what s/he is trying to achieve, regardless of the vagueness of the upcoming input, it is very unlikely that s/he will learn anything (Cotterall, 2000).

According to Fenner (2000), as only the individual learner can tell how much s/he already knows, what comes next must be in the hands of her/him. She adds that it should be made possible for the learner to identify his/her own needs and set goals through the coursebook. According to Nunan (1995, p. 147) learners who reached a level where they have the ability to determine their own goals and create opportunities for learning are “autonomous by definition”. Furthermore, Holec (1981) states that once the learner sets personal goals and chooses the content, s/he builds his own reality over which s/he has a full control.

### **2.4.2. Selecting Learning Strategies**

If an autonomous learner wants to reach the goals s/he has chosen, how to reach those goals must be planned so that the possibility of problems in learning should be minimized as much as possible. Cotterall (2000) states that the concept of choice is the most central notion of learner autonomy.

However, in order for the learner to find strategies that can help him/her best, s/he needs to have tried several methods. Some learners lack strategies that they have tried and found useful for themselves, most probably because these learners have not been given chances to try several strategies. Therefore, if they are given the chance to choose, they choose one of the strategies they have, of which they are already short (Fenner, 1995, as cited in Fenner, 2000, p. 83). As a result, we should both give our students the chance to choose strategies which can help them in their learning, and introduce them to new strategies.

### **2.4.3. Choosing Content**

Autonomy lacks sense if it does not include helping learners choose learning activities that match their own interests and needs (Benson, 2011, p. 17). Benson's (2012) answer to his own question, if autonomy implies choosing content or not, is positive as he believes that one of the implications of personal autonomy for learner autonomy is freedom in content.

Moreover, Benson (2012) is of the opinion that language learners should make decisions about the content of their learning. To a certain point, learning a foreign language may include acquiring a particular body of knowledge such as basic grammar structures and frequently used words; however, there is much more about what needs to be learned. This brings us to a point where it is directly related to why language learning occurs, what the learner wants to do with the language, who the learner wants to become as a user of it (ibid).

When it comes to classroom materials, textbook authors can accommodate autonomy through options within the book. As Fenner (2000) describes, choice of content can be provided on different levels such as “choice of subject-matter, choice of different types of texts, choice of different levels, choice of varying amount (of texts and tasks), choice of approach to a text, choice of tasks, choice of approach to tasks, and choice of progression”. Fenner (2000) adds that for example, easier versions of texts can be placed in textbook so as to let the learner choose the one matching to his/her own level. More importantly, Fenner (ibid) emphasizes that together with a variety of texts, the student should be given chances to express his/her own way of understanding with the help of open-ended tasks. This way the barrier between the learner and his/her interpretation of the material can be minimized.

Finally, although the necessity for free choice finds a place in the literature, it may not always be possible for the learners in the actual learning context to realize this because they are sometimes supposed to follow a fixed curriculum required by an authority such as the Ministry of Education, or they are they are in the learning context because of an examination. However, choice of content can also be applied through methodologies and help of the teachers (Benson, 2012, p. 35).

#### **2.4.4. Monitoring Progress**

Without monitoring progress, setting goals becomes meaningless because setting goals has no value in itself alone unless some meaningful work is done to achieve those goals. Knowledge, if aimed, has to be gauged and kept track of by the individual learner as it is not something that is directly transmitted from one to the other(Fenner, 2000). Additionally, the act of self-monitoring is one of the main qualities of both successful and autonomous learners (Peverly & Wang, 2016). Related to the same issue, Gardner (2000) states that “self-



assessment provides an opportunity to self-tailor an assessment regime which can parallel a self-tailored study regime”.

However, self-assessment is not the only way that a learner can keep track of his/her learning. This is also necessary because, without feedback from others, the errors that learners make can go undiscovered and those errors can become the ‘norms’ of what is learnt (Cotterall, 1995a). Peer feedback comes as an option here. According to Stern (1975) autonomous learners do not see the teacher as the only option for feedback, they get feedback from other sources such as from their peers.

#### **2.4.5. Reflection on Learning**

Reflection on learning provides learners with the opportunity to know what to do next in order to solve the problems that arise at the end of the learning process. Cotterall (1995a) points out that “evaluation has a retrospective and prospective function, in which the learning experiences of the past are reflected upon and transformed into plans for future action”. She further writes that the degree of autonomy rises as the “awareness” grows. Dam and Legenhausen (1999, p. 90, as cited in Cotterall, 2000) state that how much learners can reflect on learning is a measure of how effective the learning environment is.

Finally Fenner(2000, p. 83) believes that reflection on choices and learning strategies can be encouraged in a coursebook. In her study Fenner provides several examples from a coursebook in which the students are encouraged to answer questions such as “ *What can I do to improve my writing?*” (ibid).

#### **2.5. Autonomy and Materials Evaluation**

As Swales (1980) points out, research on materials evaluation is what shapes the books to come. Therefore, we should aim for the central goals in education: learner autonomy to be promoted through materials as well. Littlewood (1996, p. 428) believes that since our

ultimate goal as teachers is to carry the learners where they can take steps independently “within a chosen range of domains”, this must be reflected in our methodology in the classroom. With the same vision, Cotterall (1995a) believes that learner autonomy should be made a part of our timetables, tasks, materials and any conversation about language learner.

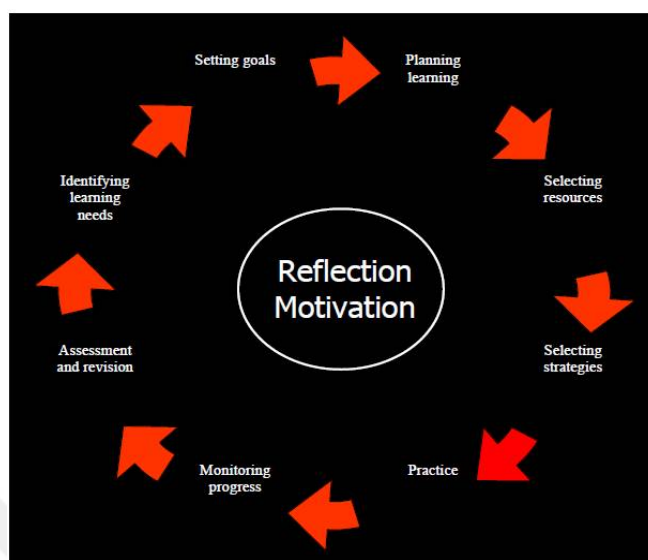
In line with this, Fenner(2000), to whom we can refer to as one of the biggest authorities in learner autonomy and materials evaluation/development, states that by following certain steps in the textbooks, we can promote learner autonomy. According to her in an autonomous learning environment, the learner is responsible for any tool to be used to improve his/her learning. For this reason, the activities and tasks given in the learning material should be open to being accepted or rejected by the learner. She also provides a list of headings under which she and her colleagues evaluated various materials:

- Reflection
- Objectives and levels
- Evaluating learning
- Learning styles and strategies
- Materials and classroom activities
- External resources
- Language awareness (2000, p. 88)

When it comes to other studies which examined if the principles of learner autonomy are given importance in coursebooks, we see that there are only a few studies. Some of these studies evaluated SAC materials, while others referred to coursebooks used in classrooms.

For example, Reinders and Balçıkanlı (2011) did a research on the ability of a set of textbook series to encourage autonomy. Their work was predictive, which means they were evaluating the materials in advance to see if they were suitable for use in an upcoming course. They evaluated the materials according to the checklist prepared by one of the authors, Reinders (2010). The checklist depends on a cycle created by Reinders in a previous study

(see Figure 2) They concluded that the coursebooks were very inadequate in their fostering learner autonomy.



**Figure 2. The cycle of self-directed learning (Reinders & Balçıkanlı, 2011)**

*Note. Figure retrieved from “Do Classroom Textbooks Encourage Learner Autonomy” by Reinders H. and Balçıkanlı C., 2011, Novitas-ROYAL (Research on Youth and Language), 2011, 5(2), 265-272. Retrieved with permission.*

In another study by Reinders and his colleague Lewis (2005) the researchers cite a list by Tomlinson (1998) which is about the qualities of a good self-access material:

- Authenticity of language
- Reading to include listening
- Responses include both global responses which develop high level skills and focused, specific tasks
- Production tasks situationally based and in the target language
- Learning choices should cater for a variety of language levels, learning styles and time available
- Some activities involve other students

- Feedback through commentaries rather than answer keys
- Emphasis on learner training
- Suggestions for individual follow-up activities

Setting off from this criteria, the authors developed a checklist and evaluated a small part of materials used in a self-access center at a New Zealand university. While quantitative analysis shows that materials are not suitable for self-access, according to qualitative data teachers believe that the materials are “ease of access and support for wider development” (as is cited in Reinders&Lewis, 2005).

Another study directly related to this research was done by Fenner (2000). Fenner takes Holec’s (1981) ideas as the starting point and builds the principles accordingly. She built a large list of criteria that should be taken into consideration while preparing materials that aim to foster learner autonomy. In the study, clear examples of tasks/ practices that suits the needs of an autonomous learner are shown.

These criteria were later adapted and used by Kong (2014) to evaluate coursebooks used in Hong Kong in terms of to what extent they help foster learner autonomy. The researcher’s checklist was accompanied by interviews with teachers as well as classroom observations, which were analyzed qualitatively. The researcher concluded that, the coursebooks evaluated needed serious revision and adaptation.

Another study from Hong Kong was done by Wu (2005) who evaluated 12 coursebooks published by Oxford University Press. The author concluded that limited exposure to learning strategies hindered learners from becoming more autonomous with the help of the learning materials, therefore, they needed to foster learner autonomy with their own and teacher’s efforts.

To sum up, there is still debate as to whether coursebooks are a burden or a possible facilitator of promoting learner autonomy; and although there is a huge body of research in

autonomy and materials evaluation separately, research into the combination of these two is quite limited.



## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Introduction

In this chapter, information about the research procedure will be given. Adopted methodology, context of the study data sources and details of the analysis will also be shared.

#### 3.2. The Context of the Study

The coursebook series subject to evaluation in this study, *Yes You Can*, is used in high schools in Turkey. According to MEB (acronym for Ministry of National Education in Turkey) statistics (2016, p. 122) there are 10550 secondary schools (high schools) in Turkey. This number includes Anatolian (regular) high schools, vocational and technical high schools, and one open education school. The coursebooks are used in all of these schools except for the open education school. In addition, it is a must to use the coursebook *Yes You Can* in all the high schools (both state and private), no replacements can be made according to the rules of Ministry of National Education.

The coursebooks are also supported by workbooks and teacher's books; however, these additional resources were not included in the analysis. Only the student's books were taken into consideration. However, when the instructions in the student's book required further information or clarification, we referred to the teacher's book.

The details of the books selected are summarized in Table 1 below. Although the number of the books selected might seem limited, the number of schools using it both proves the necessity to carry out this research and compensates for the fact that the number of the books selected was limited.

**Table 1. Details of the books selected**

<b>Name of the Book</b>	<b>Level (CEFR)</b>	<b>Number of Units/themes</b>	<b>Publisher</b>	<b>Author</b>
YES YOU CAN	A1.1	6 Themes	Ministry of Education	Fatih ERTÜRK, Mehmet ATEŞ, Sedat ALKAN Yalçın ALBAYRAK
YES YOU CAN	A1.2	6 themes	Evrensel İletişim Yayımları	Baykal TIRAŞ, Mehmet ŞENER
YES YOU CAN	A2.1	6 Themes	Ministry of Education	Fatih ERTÜRK, Mehmet ATEŞ, Sedat ALKAN
YES YOU CAN	A2.2	8 Themes	Ministry of Education	Funda BAYDAR ERTOPCU, Hatice İNCİ, Sevinç ÖZBIÇAKCI SAMUR
YES YOU CAN	A2.3	8 Themes	Ministry of Education	Ertuğrul PERŞEMBE, Nermin ULUĞ, Z. Zeynep EROĞLU CANMETİN
YES YOU CAN	B1.1	8 Themes	Ministry of Education	Devrim ÖZBEK, Hatice KUMRAL, Sevinç ÖRER
YES YOU CAN	B1.2	8 Themes	Ministry of Education	Cansu ÇAĞLAR, Esra Emel HOYRAZ, Havva ARSLAN
YES YOU CAN	B2.1	10 Units	Ministry of Education	Hatice Selcan AĞIRBAŞ, Kader UYANIK BEKTAŞ, Zülal İŞBİLEN
YES YOU CAN	B2.2	10 Themes	Ministry of Education	Bahriye PİRE ŞAHİN, Ceyhun Han SAĞDIÇ, Deniz CANPOLAT

In high school education, all 9<sup>th</sup> and 10<sup>th</sup> grade students follow the same curriculum, but at the 11<sup>th</sup> grade students are supposed to choose their majors such as quantitative, verbal,

equally weighted or language sciences. While 9<sup>th</sup> graders have 6 hours of English classes a week, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders have 4 hours a week. However, after the 10<sup>th</sup> grade, if the students chooses language sciences, their weekly schedule includes up to 12 hours of English lessons. 8 hours of these 12 hours are optional classes but they have to be related to English, such as English Literature.

### **3.2.1. Autonomy and The ELT Curriculum in Turkey**

The last Turkish ELT curriculum was prepared in 2014 and it was revised according to the principles of CEFR. The curriculum puts a great emphasis on the learner and claims to place the students in the center of the learning process. It is stated that the program was prepared according to the vision that the learner is more active and autonomous, and can also participate in designing the course by bringing in extra materials prepared by them (T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı, 2014, p. ii). While describing the rationale behind the curriculum in terms of the learners, it is explicitly stated that the curriculum's aim is to make learners more autonomous. It is crucial to cite this part exactly it is:

The new English curriculum is designed to encourage learners to be more active and autonomous. Under the supervision of their teachers, learners can also contribute to material and task design by bringing in self-prepared materials to the learning environment and act as decision makers/reflective individuals in their own learning (2014)

Furthermore, under the title named *Rationale behind 9-12<sup>th</sup> Grade Curriculum* (2014, p. iv,v) the authors cite Crawford (2007) who emphasizes the fact that interaction with their friends, learning new things and becoming autonomous are what adolescents crave for. Considering this, it is repeatedly stated that learner autonomy is one of the most important



principles adopted in this curriculum. This point is further clarified through the statement that ‘autonomous’ is not synonymous with ‘alone’.

Another point the curriculum specifies is the learning environment. The learning environment, according to the curriculum, is one that supports learner autonomy by all means. In the learning environment, the students are seen as creative individuals who can participate in the production of learning materials; doing so they are encouraged to be autonomous both in and out of the classroom. In addition, it is stated that teachers encourage and train learners in terms of learning how to learn English, in other words, learning English autonomously. Added to this, the assessment process is claimed to allow the involvement of multiple feedback providers for different assessment tasks: self, peer, teacher, computer-mediated, and/or parent evaluation. Consequently, it is claimed that students are provided with a safe learning environment which gives learners the chance to;

- identify their needs
- find their own strategies
- apply those strategies
- reflect on their choices and learning through constant assessment.

As a result, it is obvious that learner autonomy is one of the many skills the language program for secondary schools in Turkey attempts to achieve. The rationale and the implications in the classroom and the learning materials are stated clearly, but they are open to questioning.

### **3.3. Research Design**

A descriptive approach through quantitative data was adopted to carry out this research especially because the study aims to explore the coursebook series used in high school ELT classroom in Turkey in terms of its integration of learner autonomy and its

principles. According to Vogt(1999) a descriptive study makes it possible for the researcher to describe an existing situation, this kind of studies are of use in discovering possible research areas that are overlooked by previous studies. Therefore, the main aim here is to be able to see a detailed picture made possible both directly and indirectly by the data collected. For this reason, the study focuses on meanings of the numbers obtained from the coursebook evaluation checklist. To derive these meanings we analyzed the descriptive percentages that emerged from the checklist. Besides, in this research a survey with 63 high school English teachers was conducted, the aim of which was to crosscheck the data obtained from coursebook evaluation.

### **3.4. Data Collection Tools**

As stated before, the study uses quantitative data in order to describe the coursebooks selected. The data collection tools of this particular research, therefore, are the coursebook evaluation checklist applied to the coursebook series *Yes You Can*, which consists of 9 different level coursebooks; and a questionnaire answered by 63 English teachers who have been using this coursebook series.

#### **3.4.1. Coursebook Evaluation Checklist**

The main data collection tool of this research is the checklist used to analyze coursebooks described above in accordance with fundamental principles of learner autonomy adapted from the study done by Kong (2014). Kong employed a detailed checklist to evaluate coursebooks used in Hong-Kong. The researcher analyzed the coursebooks using 5 main criteria: self-setting goals, self-selecting learning strategies, self-selecting materials and classroom activities, self-assessment and self-reflection.

In accordance with checklist prepared by Kong (2014), our study questioned and described to what extent each principle was allocated importance in each unit of each of the nine books. These principles, sub-principles, illustrative examples of instructions that are related to learner autonomy and rationale behind judgement is provided in the checklist itself (see

Table 2). Each principle and sub-principle was given a code such as *Principle 1* and *Principle 2A* for the sake of clarity in addressing current principles regarded in this study.

**Table 2. Coursebook Evaluation Checklist - Principles Considered While Analyzing the Coursebook Content, Examples and Rationale for Judgement**

Principles	Illustrative examples	Rationale for judgment
<b>Principle 1: Self-setting goals</b>		
<b>1A.</b> Learners are aware of their own objectives	What do you feel more confident about? What do you want to improve? Make a note of your goals.	The textbook allows learners to realize their needs and helps them determine their objectives and plan their learning.
<b>1B.</b> Learners determine their own level	There are two versions of this text. This is the easier one. If you want to read the original version you will find it on page XX.	Learners are allowed to decide and choose whether to read a simpler or more difficult text. This enables learners to decide the appropriate level they can achieve and then discover their goals.
<b>Principle 2: Self-selecting learning strategies</b>		
<b>2A.</b> Raise awareness of learning strategies	2A. Tips for drawing a mind map: 1. XXX 2. XXX	Learners are given advice on how to apply various strategies.
<b>2B-</b> Learners choose their own learning strategies	To improve your writing, you can: 1. XXX 2. XXX Choose the ways which suit you best	Various methods and strategies are offered. Learners can choose among a wide range of strategies which suit their needs.

### **Principle 3: Self-selecting materials and classroom activities**

<b>3A</b> - Learners choose content of learning	You may choose or find your own topic related to this chapter.	Various options related to the topic are suggested and learners can choose any of these or find their own topic they what to explore.
<b>3B</b> - Learners produce their own materials.	Produce your own poster to suggest ways to solve the pollution problem. Present it to the class.	The textbook provides information on certain topics and proposes an activity to let learners produce their own materials. Learners are encouraged to take an active role in lesson planning.
<b>3C</b> - Learners express their own feelings	Have you ever ....? How would you describe the incident?	Learners are encouraged to express their own feelings. Personalized activities help learners engage more in their learning.
<b>3D</b> - Learners make use of additional resources for gathering information	Find out more about XXX in an encyclopedia or have a search on Internet.	Instead of providing necessary information, the textbook suggests resources (e.g. Internet, encyclopedia) that learners may make use of. Learners are encouraged to take an active role in learning.
<b>3E</b> - Learners develop social aspects of learning by group work or pair work	Write about your favorite activities with your group members. Did you enjoy watching the dolphin shows? In pairs, discuss with your partner.	Working in groups or pairs shifts the responsibility from teachers to learners, This encourages learners to take initiative and builds opportunities for decision-making.

### **Principle 4: Self and Peer Assessment**

<b>4A</b> - Learners assess their own learning progress	For self-assessment, fill in the table on page 62.	There are checklists to encourage learners to assess their learning.
<b>4B</b> - Learners get help from their peers in assessing their progress	Assess your friend's progress. Check your friend's answers	Learners are assessed by their peers and there are clear instructions on this.

## Principle 5: Self-reflection

<b>5A</b> - Learners reflect on their choices	What did I enjoy most in this chapter? Why? Did I make the right choice of task? Why? Why not?	The textbook contains activities that encourage learners to reflect on their choices. This allows learners to discover their needs and decide what to do next to improve their learning.
<b>5B</b> - Learners reflect on their learning	What tasks have I done so far? How can I improve my writing skill?	Learners are encouraged to reflect on previous work, which will prepare them to plan for future learning.

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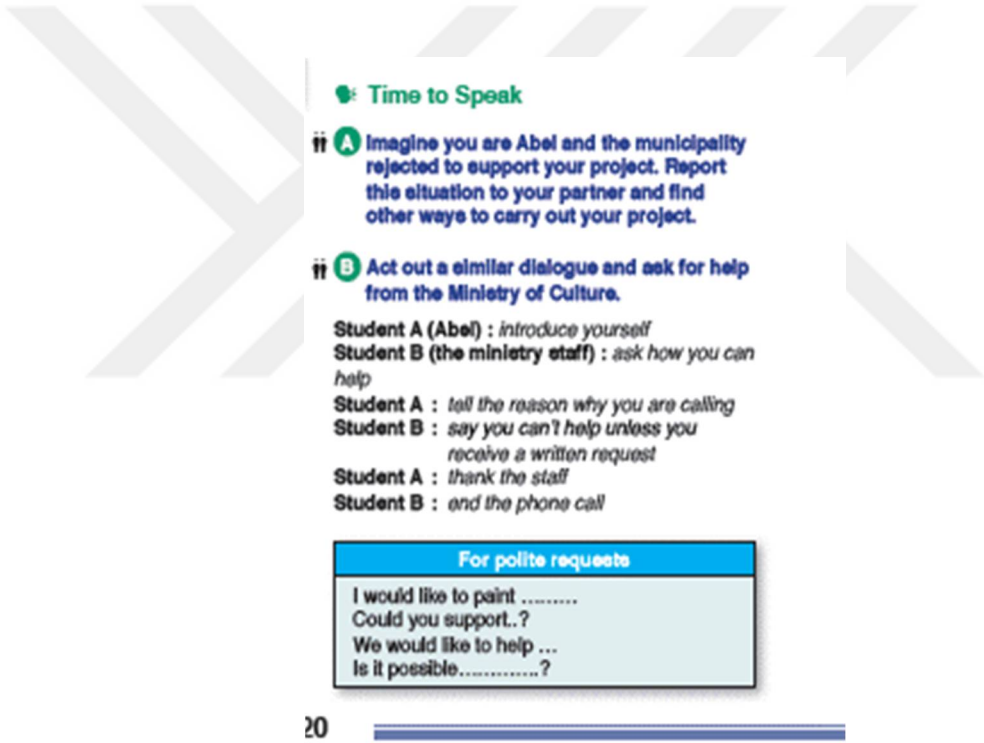
Note: Adapted from “*An Evaluation of The Design of ELT Textbooks Used in Hong Kong Primary Schools: Do Authors Integrate Principles of Learner Autonomy into Textbooks?*” by Kong, 2014.

The adaptation to the checklist was dividing self-assessment (Principle 4) into two sub-principles and adding “peer assessment”. With peer assessment, the learner has another chance to monitor his/her own learning. The importance of this is also apparent in the study done by Thi (2012), who states that peer assessment is ever more increasingly becoming a more credible source of self-assessment. According to Cotterall (1995b, p. 199) autonomous learners also seek for alternative ways of getting feedback. Besides, although peer assessment is added as a sub-principle, the main principle was not replaced with a more general principle such as “assessment”. The focus is still the learners’ monitoring their own progress.

To analyze the data, the instructions (or prompts), which are given to students to follow were counted and noted. For example, as it can be seen in Figure 3, rather than taking the whole activity as one, the individual stages at each activity and the related instructions were considered as data sources (*A- Imagine you are...* and *B- Act out a similar...*). Following this, prompts that are related to principles of learner autonomy (in line with the checklist above) were noted. Then, the number and ratio of each principle (compared to the total number of the instructions in the books) were recorded in tables for each book in the series.

After that, the data from all the books in the series were summarized in one table (see Appendixes for the tables, p.71) Percentage of instructions that are related to the principles for each book and for all the books (vertically) were provided as well as the percentage of each principle's appearing in all of the books (horizontally). With this first step of the analysis, it was made possible to see 'what is in the books'.

As stated before, only the instructions in the student's books were taken into consideration during the evaluation, and when any ambiguity showed up, explanations in teacher's books were referred to for further details and explanation.



**Figure 3. Counting Instructions**

While deciding if a particular prompt can be related to learner autonomy, the researcher looked for certain keywords in the instructions. To do this, the researcher analyzed the instructions to identify the keywords that signal the principles explored in the coursebooks. For example in order to find out if the coursebook is encouraging learners to

select learning strategies which suit them best (Principle 2), we searched for tasks where the learners are given information about various strategies and asked to choose among. The keywords or prompts that we identified are such as “tick” (here the word tick implies ‘choose’) or “decide” as shown in the following example from *Yes You Can B1.1*.

**🗣️ Time to Speak**

⇌ **Work in pairs. Tick (✓) the useful tip(s) in Learning English and discuss.**

SPEAKING	WRITING
<input type="checkbox"/> have foreign friends	<input type="checkbox"/> write simple and clear sentences in English
<input type="checkbox"/> talk to friends in English	<input type="checkbox"/> write e-mails in English
<input type="checkbox"/> do not care about mistakes while speaking English	<input type="checkbox"/> write text messages in English
<input type="checkbox"/> imitate the native speakers	<input type="checkbox"/> write as much as you can in English
READING	LISTENING
<input type="checkbox"/> read regularly	<input type="checkbox"/> concentrate on listening
<input type="checkbox"/> read English Newspapers	<input type="checkbox"/> focus on intonation
<input type="checkbox"/> read without using a dictionary	<input type="checkbox"/> focus on pronunciation
<input type="checkbox"/> read aloud	<input type="checkbox"/> listen to songs in English and sing them

**Figure 4. Determining Keywords - Yes You Can B1.1 Student’s Book 5C – Principles 2A and 2B**

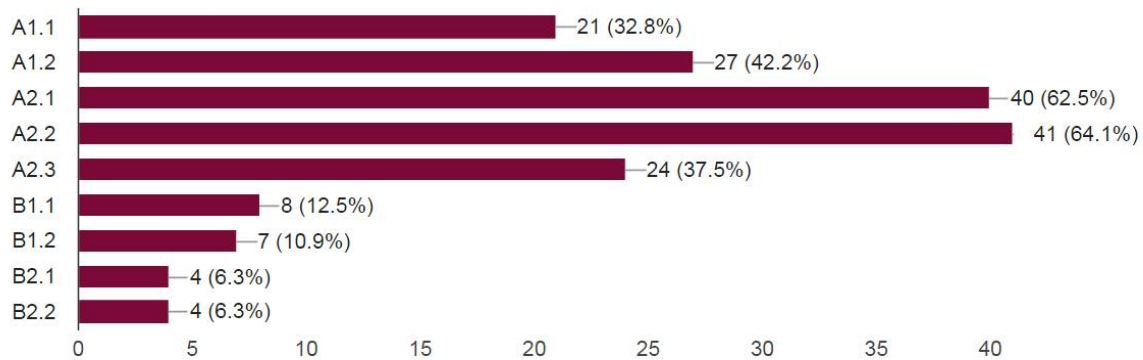
### 3.4.2. Questionnaire

In order to verify the findings reached through the coursebook evaluation checklist, we conducted a survey with 63 teachers who use the coursebooks under investigation in this study. The participants’ ages range from 21 to 51, and the average age is 31,8. Besides, their experiences range from 1 year to 27 years and the average is 7,4 (see Table 3). While 47 of the participants are females, 16 are males.

**Table 3. Participants: Age and Experience**

	N	Minimum	Maximum	Mean	Std. Deviation
Age	63	21	51	31,87	5,835
Experience	63	1	27	7,46	5,705

Each participant teaches a different set of the coursebooks. As it can be seen from Figure 5, most of the participants teach A levels (A1.1 – A2.3). On the other hand, B levels (B1.1 – B2.2) are only taught by a small number of the participants.



**Figure 5. Coursebook Levels Taught by The participants**

The survey was carried out through a questionnaire over the internet using Google Forms. Regardless of their age, experience, gender or place of work (city), all the teachers who were in reach of the researcher and who work at state schools in Turkey were invited to participate in the survey. Each participant was delivered a link to the questionnaire. Participation in the survey was completely voluntary and the participants were given the chance to change or completely delete their answers until the end of the data collection process.

According to Milne (1998, p. 52) questionnaires provide standardized answers, therefore they are objective sources of data, and they provide straightforward analysis (Wilson & McClean, 1994). Besides according to Cohen, Manion and Morrison (2005, p. 246) operation of questionnaires makes it possible to turn purposes into solid fields about which actual data can be gathered.



The questions in the survey (see Table 4) were prepared by the researcher in line with the coursebook checklist that was adapted from the study by Kong (2014) and used for evaluation of the coursebook series *Yes You Can*. The questions ask the participants if the coursebook series integrate the principles specified in this study. Each question asks about the related sub-principle coded next to the question. The codes (such as 1A), content and the rationale for each question are parallel to the coursebook analysis checklist (see Table 2, p. 32). The questions are dichotomous. That is the answers to the questions were either “Yes” or “No”.

The questionnaire was originally written and delivered to the participants in Turkish in order to communicate meanings better (see Appendix 11 on page 81 for the original questionnaire). The questionnaire was later translated into English by the researcher.

**Table 4. The Questionnaire**

<b>Questions</b>	
<b>1A</b>	Does the coursebook series <i>Yes You Can</i> help learners identify their needs and plan their learning?
<b>1B</b>	Do the books offer learners tasks and activities with different levels, from which students can choose according to their own level?
<b>2A</b>	Do the books offer learners suggestions on how to apply various learning strategies?
<b>2B</b>	Do the books give learners information about various learning strategies let them choose among these strategies?
<b>3A</b>	Can the learners choose the content in the books?
<b>3B</b>	Do the books ask learners to produce their own materials?

- 3C Do the books allow the learners to express and share their own ideas?
  - 3D Do the books ask learners to use external resources?
  - 3E Do the books provide learners with activities or tasks that can contribute to the social learning skills of the learners?
  - 4A Do the books give the learners chances to assess their own progress?
  - 4B Do the books let learners assess their peers or be assessed by them?
  - 5A Do the books include instructions in which students are told that they can or should assess their choices of the learning strategies?
  - 5B Do the books help learners to detect problems with their learning and help them about what to do?
- 

The descriptive analysis of the questionnaire data was done by calculating the percentage of answers “Yes” and “No” to the questions. Results for each question were linked with the related sub-principle and interpreted in the results chapter of this research.

### **3.4.3. Trustworthiness**

As described above, while making judgments if an instruction in the books is suitable to the principles determined here, the instructions themselves were taken into consideration. When further explanation was necessary, teacher’s book’s explanations for the related instruction was read. To make the judgements as objective as possible, the criteria, keywords and the rationale behind were reviewed by the supervisor of this thesis as well. Colleague reviews were also used to establish reliability. The reliability of prompts within categories of principles was evaluated by two independent researchers for trustworthiness.

## CHAPTER IV

### 4. RESULTS

#### 4.1. Introduction

In this chapter, results of the coursebook analysis and the survey will be presented together under 5 subtitles that we specified as principles:

- 1- Self-setting goals
- 2- Self-selecting learning strategies
- 3- Self-selecting materials and classroom activities
- 4- Self and peer Assessment
- 5- Self-reflection.

#### 4.2. Coursebook Analysis

As it was described above, the analysis of the coursebooks was done according to the main principles of learner autonomy as listed and explained by Kong (2014) in her checklist. For each book, the number of instructions given in each section of each unit of the books were counted. Following this, the prompts that suited the principles were noted and counted. In the next step, the number of times prompts of an instruction were found to be suitable to the principles as well as their ratio to the total number of prompts were summarized in tables. In the final step, all the data from the books were summarized in one concluding table (see Appendixes, p. 71).

##### 4.2.1. Principle 1: Self-setting goals

Under this principle, we looked for two sub-principles:

1A- Learners are aware of their own objectives

1B- Learners determine their own level

In the books we analyzed, in a total of 3517 prompts (100%), the students were not given any instruction with an aim of making them aware of their own objectives. However, at the beginning of every unit, as an independent introduction to the unit, the coursebook presents the overall objectives of the unit. Although this introductory informs the students about the objectives of the unit, it is not intended particularly for raising the students' awareness regarding their own personal objectives. Therefore, such instructions were not recorded as suitable examples for promoting learner autonomy.



**Figure 6. Unit Objectives, Yes You Can A1.1, Theme 1**

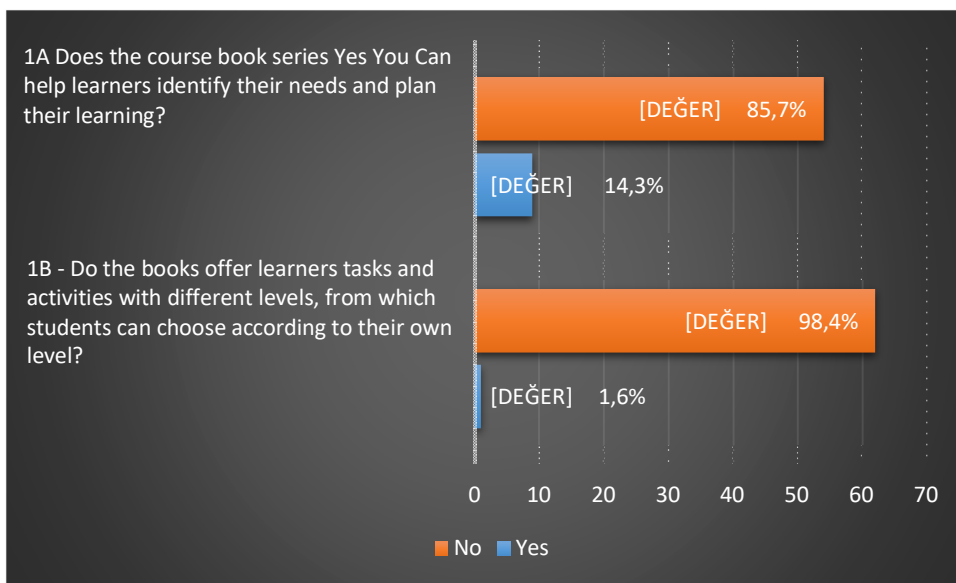
The questionnaire results for principle 1A are in line with the results of the checklist. As it can be seen from Figure 7, 86% of the participants think that the coursebook series does not help learners identify their needs and plan their learning. Nonetheless, the percentage of the participants who responded positively to this question is also considerable (14%). It might be implied that some teachers thought that the unit objectives at the beginning of the units

help learners be aware of their learning objectives. Although this might be the case, negative answers are overwhelmingly more than the positive ones.

**Table 5. Coursebook analysis – Self-setting goals**

Principle	Total Number of		Number of Appearance	Ratio
	Prompts/activities/ tasks	Ratio		
1A	3517	100%	0	0%
1B	3517	100%	0	0%

As for principle 1B, no examples of students determining their own level appear in the books (0%), neither at the level of setting goal nor in the choice of specific tasks or practices. Learners are always given one level or form of a piece of material such as a reading extract or listening exercise, and all the students are supposed to do the same activity or task for these materials. In support of this, almost all of the participants agree that the books do not include activities or tasks that are suitable for learners with different proficiency levels; only one participant (1,6%) thinks that there are activities/tasks of this kind (see Figure 7).



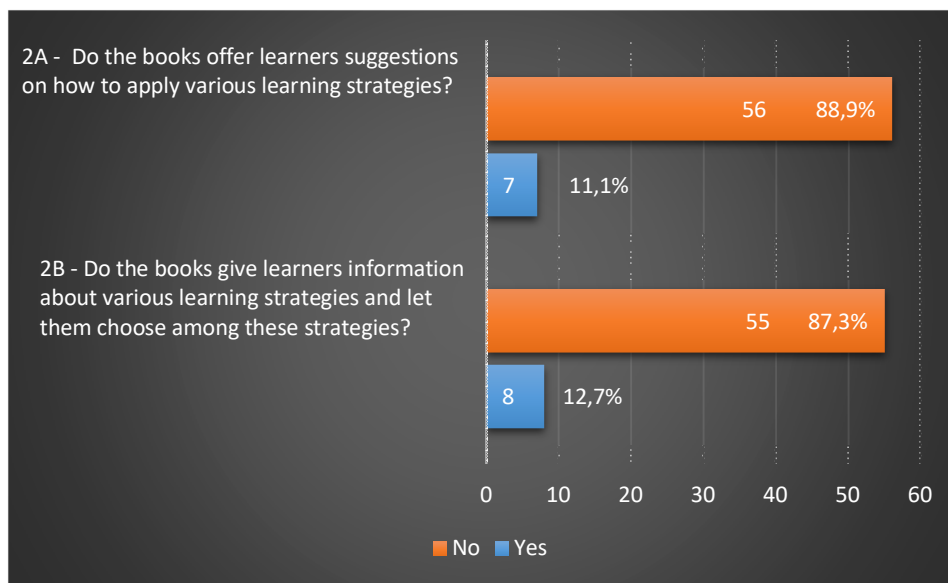
**Figure 7. Results of the Questionnaire, Principle 1**

#### 4.2.2. Principle 2: Self-selecting Learning Strategies

The second principle determined is self-selecting learning strategies and it includes: raising awareness of learning strategies (2A) and learners' choosing their own learning strategies (2B).

**Table 6 Coursebook Analysis – Self-selecting Learning Strategies**

Principle	Total Number of		Number of	
	Prompts/activities/ tasks	Ratio	Appearance	Ratio
2A	3517	100%	2	0,06%
2B	3517	100%	1	0,03%



**Figure 8. Results of The Questionnaire, 2A and 2B**

Generally, the nine books are extremely weak in their supporting learner autonomy in terms of making the learners aware of learning strategies and helping them choose their own strategies. Out of 3517 (100%), only two activities (0,06%) for 2A and one (0,03%) for 2B are given part.

In the example below (Figure 9), it can be seen that learners are instructed to talk about their phobias. While doing this, it is reminded to the learners that they can use conversation fillers to ‘improve speaking strategies’. It is made possible for the learners to add this strategy to their own repertoire if they find it useful. Next, as an example of principle 2B, the activity *Time to Write* in Figure 10 requires the learner to write a paragraph about 5 most useful tips with their reasons. This activity requires a very subjective point of view of the learner. This way, the learner will be able to identify his/her own strategies.

When it comes to the results of the questionnaire, they are in line with the analysis through the checklist. A big percentage of the teachers (2A=88,9%; 2B=87,3%) believe that the books do not help learners in applying learning strategies or finding strategies of their own (Figure 8).

**D. Talk about your hobbies and phobias. You can improve your speaking strategies considering the fillers in bold in the example.**

Well, I like swimming. **Er...** I swim three days a week. **You know**, I want to be healthy. Swimming is good for health. **Um, I mean**, to be fit, you need to do some exercise. **Actually**, swimming is the easiest and the most enjoyable one for me. **On the other hand**, I don't like extreme sports. **That's to say**, I hate taking risks. I'm afraid of flying and I'm an agoraphobic person, **in other words**, I can't stand being in open spaces.

**Figure 9. Yes You Can A2.3 , Theme 4 Chapter B p. 53, Principle 2A**

 **Time to Write**

- A** Write 5 sentences about the most effective tips for learning a foreign language in a brief paragraph by giving examples and reasons.

**Figure 10. Yes You Can B1.1, p. 63, Principle 2B**

### **4.2.3. Principle 3: Self-selecting materials and classroom activities**

The third principle in the checklist concerns the issue of learners having an active role in the selection and development of materials, and choosing the ways in which these materials are used. Related to this point, the analysis of the activities have shown that although very limited in number, the coursebook 'Yes You Can' offers opportunities for the learners to choose content of learning, prepare and present their own materials, use external sources to gather information and learn cooperatively. The books provide a lot of tasks and/or practices where the learners can express their own ideas.

Principle 3 (self-selecting learning materials) includes;

3A- Learners choose content of learning

3B- Learners produce their own materials

3C- Learners express their own feelings

3D- Learners make use of additional resources for gathering information

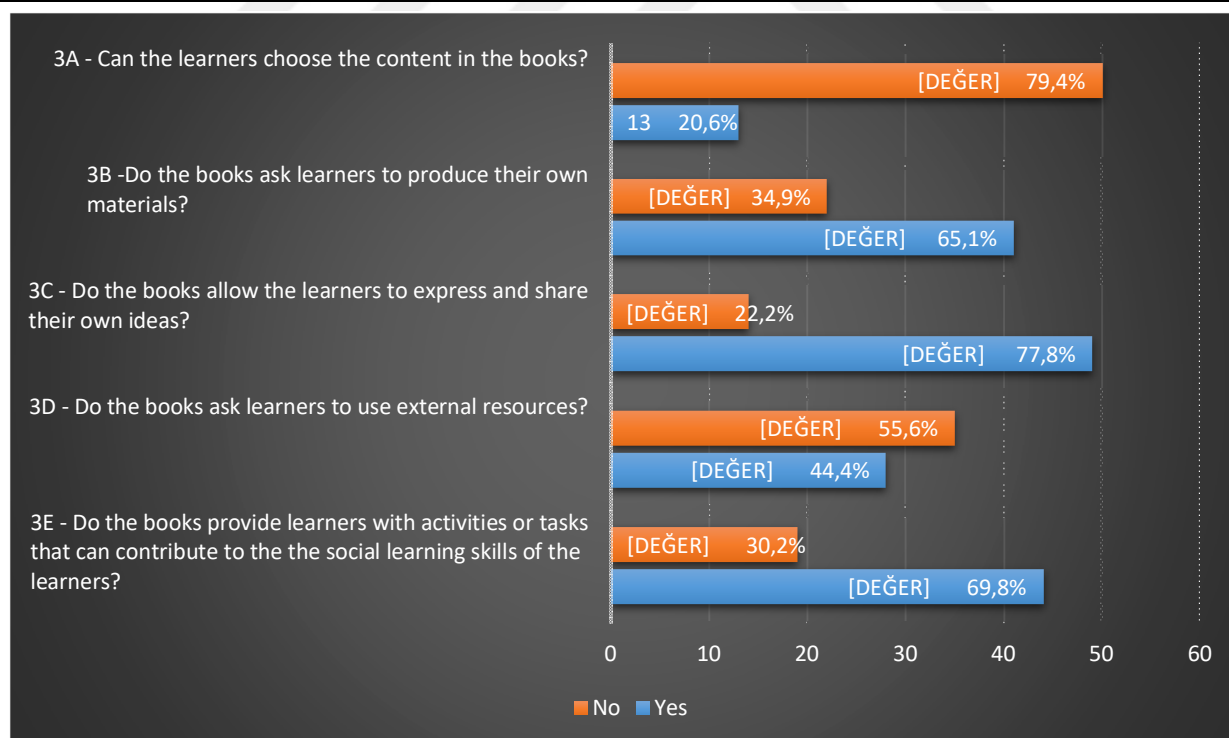
3E- Learners develop social aspects of learning by group work or pair work



This principle (3) is the one that appears the most in the 9 coursebooks. Numerically, ‘self-selecting learning materials’ stands for 18,71% of all the prompts given in the books (see Table 7 below)

**Table 7. Coursebook Analysis - Self-selecting materials and classroom activities**

Principle	Total Number of Prompts/activities/tasks	Ratio	Number of Appearance	Ratio
3A	3517	100%	18	0,51%
3B	3517	100%	37	1,05%
3C	3517	100%	437	12,43%
3D	3517	100%	26	0,74%
3E	3517	100%	140	3,98%
Total	3517	100%	639	18,71%






**Figure 11. Results of The Questionnaire, Principle 3**

However, these high numbers come mainly from two sub-principles: 3C and 3E. That is prompts related to self-selecting materials and classroom activities are not equally distributed among the sub-principles of this principle. While 3C and 3E comprise 16,41% of all the prompts in the books; 3A, 3B and 3D make up only 2,30%.

If we have a look at each sub-principle and their examples, sub-principle 3A is present in only 0,51% of the instructions. These examples are both few and randomly distributed in the book series. While some of the books have a few examples, the others do not have examples of 3A at all. For instance, as it can be seen from Figure 12, the learners are given three different advertisements and they can ‘choose’ to do any one they find interesting. Results of the questionnaire (see Figure 11) also show that the majority of the teachers who use this book are not of the opinion that the books let the learners choose the content. On the other hand, the ones who believe that there are chances for the learners to choose content are not too few in number. However, when compared to the checklist results (0,51%), the rate can be claimed to be parallel to the checklist results.

**D. Choose one of the ads and write an e-mail to get more information about it.**

<p><b>WORK AND TRAVEL</b></p>  <p>Work and travel for up to 4 months in the USA between May and Oct on a J1 visa.</p>	<p><b>AIESEC</b></p> <p>Welcome to AIESEC Differentiate Yourself!</p> <p>*Joining AIESEC would be the best experience you have ever had! Where you can improve, build, and develop your skills and a chance to achieve your goals.</p> <p>*60 year-old global organisation develops students</p> 	 <p><b>au pair</b></p> <p>Live as an extended member of your host family and provide childcare in exchange for room and board, and a weekly stipend. *Brush up on your language skills and gain first-hand experience of a new culture! Some programmes also offer insurance, language classes and paid vacation.</p>
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**Figure 12. Principle 3A, Yes You Can B2.1, 3C**

Principle 3B, however, appears 37 times (1,05%) in the books. As it can also be seen in Table 10 on page 56, these appearances are 14 times in *Yes You Can A1.1*, 6 times in *A2.2*

and B2.1 each and 1 or 2 times in the rest of the books. Principle 3B questions if students are encouraged to produce their own materials. The appearances show us that in 216 chapters of 72 themes/units from the 9 books, the total number 37 (1,05%) seems limited. Compared to other sub-principles mentioned so far, the questionnaire results for 3B present a difference. The participants seem to be a bit more positive about this sub-principle. However, the ratio of the positive answers, 34,9%, is still dominated by the negative answers (65,1%). Figure 13 presents an example from *Yes You Can B2.1*. The prompt asks the students to prepare a presentation and present it to the class and answer if any questions arise. In this example, rather than going through readily available material, they ‘make’ or ‘produce’ their own content, which makes this example suitable to principle 3B.



**Figure 13. Extract from *Yes You Can B2.1*, p 53, Principle 3B**

Principle 3C is the most frequently emerging principle in the checklist analysis. It appears in 194 of 216 chapters in the books (see Table 10, p. 56). Besides, in each chapter it appears more than once and up to 8 times. Hence, we see this principle 437 times (12,43%) in total. The books usually encourage the learners to express their feelings and ideas on a variety of topics. The key phrases “have you ever...?”, “what do you think...?”, and “what is your opinion...?” are very common among the instructions. The books usually ask the students about their ideas and engage them more in the learning process. Besides, although some of the participants (22,3%) find the books insufficient in terms of letting learners share their ideas, the big majority (77,8%) are of the opinion that this is not the case.

Other than this, principle 3D also appears in the books. These appearances are very limited as it can be seen from the number 26 (0,74%). As to what the teachers think about this sub-principle, more than half of them (55,6%) disagree that the books offer learners chances to use extra resources to access information. Figure 14 shows an example where the book encourages the learners to use external sources, namely the internet, by instructing “make a search”. Additionally, as shown in Figure 15, other than the internet, the books also tell the students to use resources like dictionaries.

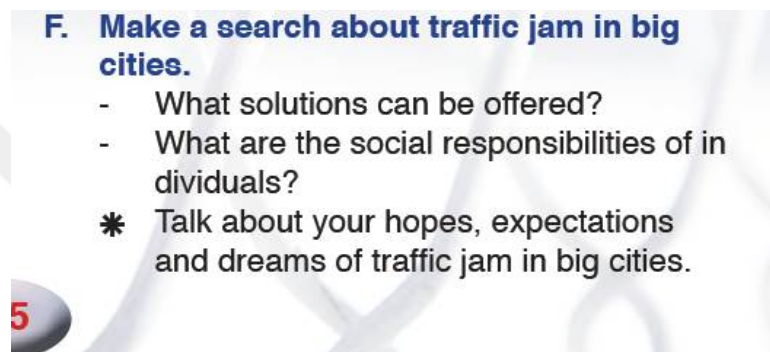


Figure 14. Principle 3D, Yes You Can B2.2, 9C, p155

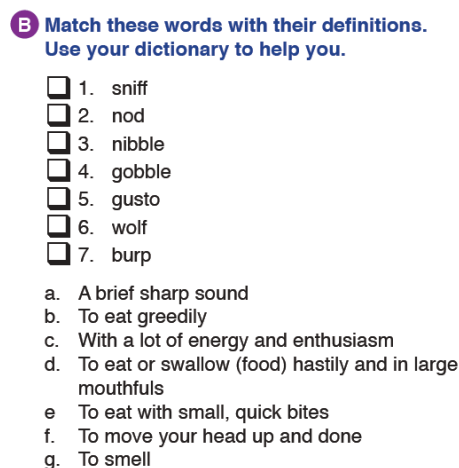


Figure 15. Principle 3D, Yes You Can B1.1, p. 87

The last sub-principle questioned for principle 3 is if the learners are encouraged to develop social aspects of learning by doing group and pair work. This sub-principle is the second most commonly appearing one under this principle as well as among all other

principles and sub-principles (3,98% = 140 instances). Additionally, although not in every chapter, the sub-principle appears at least once in every theme. The key words and phrases “work in groups and prepare”, “work in groups and write”, “work in pairs and make” and “cooperate” are repeated in these kind of instructions as shown below:

ii **A** Work in groups. Look at the common problems in a modern society among the people. Write your group's solutions for the problems. Compare and discuss the solutions with the other groups.

PROBLEMS	SOLUTIONS
Short temper	
Memory problems	
General unhappiness	
Fatigue	

ii **B** Work in groups. Write the common solutions for the problems.

PROBLEMS	COMMON SOLUTIONS
Short temper	
Memory problems	
General unhappiness	
Fatigue	

**Figure 16. Yes You Can B1.1 Student's Book 6B, Principle 3E**

The abundance of sub-principle 3E in the books is also approved by the teachers who participated in the questionnaire. According to the descriptive analysis, 69,8% of the teachers support the idea that learners can develop social aspects of learning through the coursebooks. However, a considerable 30,2% of the teachers are still of the opinion that the books fail to help learners in this respect.

#### 4.2.4. Principle 4: Self and Peer Assessment

The principle regarding self and peer assessment was reflected in the checklist with two sub-principles: 4A. Learners assess their own learning progress, and 4B. Learners get help from their peers in assessing their progress

As it can be seen in Table 8 below, this principle appears 123 times in the books and it equals to 3,50%. Although these numbers are below the average, more significant data comes from the summary table (p. 56). The appearances are at the end of every unit and they aim to

let the learners evaluate their progress for the whole unit. The participants of the survey are supportive of the checklist results. While 41,3% think that there are not activities for the students to evaluate their learning, 58,7% support that students can monitor their progress through the instructions in the books.

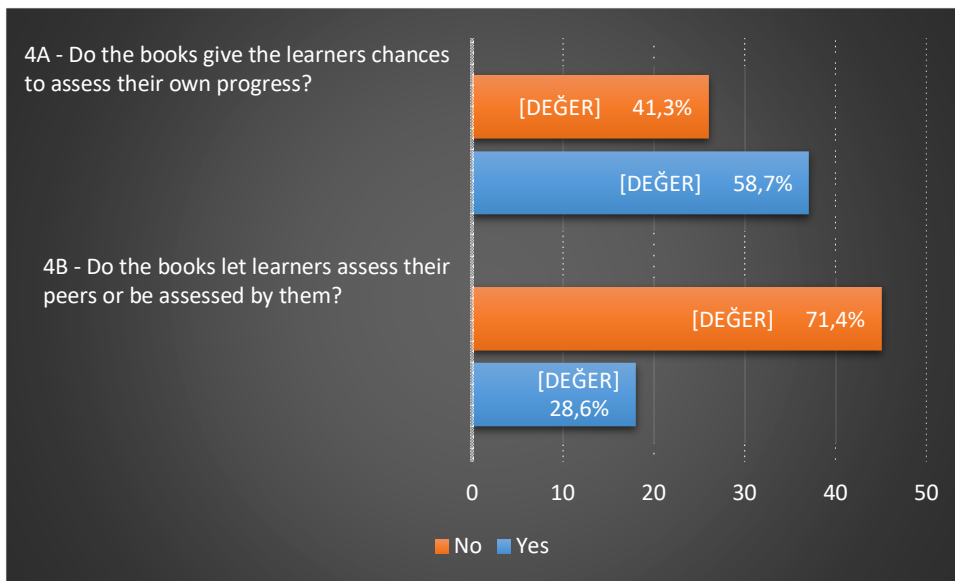
**Table 8. Principle 4- Self and Peer Evaluation**

Principle	Total Number of Chapters	Ratio	Number of Appearance	Ratio
4A	3517	100%	86	2,45%
4B	3517	100%	37	1,05%
Total	3517	100%	123	3,50%

The keywords in the instructions, such as “check your progress” or “how much do I know?” illustrate how principle 4A is put into practice in the coursebook. As in Figure 17 below, the learner is encouraged to evaluate his/her progress using a checklist provided by the book. The elements in the checklist are divided into skills and the items in these skills are the unit objectives that were given at the beginning of the unit. Therefore, the students evaluate what is imposed rather than their ‘own’ learning.

HOW MUCH DO I KNOW?				
I CAN		☆	☆☆	☆☆☆
LISTENING	understand the main points of a clear standard speech of feelings, stress and success stories.			
READING	understand the descriptions of events, feelings, wishes and texts about feelings understand simple messages and texts about feelings.			
SPOKEN INTERACTION	enter into a conversation on topics that are familiar or of personal interest			
SPOKEN PRODUCTION	describe experiences, dreams, ambitions and plans about feelings.			
WRITING	write personal letters to express feelings, impressions about dealing with stress and success stories.			

**Figure 17. Yes You Can B1.1 Student's Book, p 73- Principle 4A.**



**Figure 18. Results of The Questionnaire, Principle 4**

When it comes to peer evaluation, according to the checklist there are 37 examples (1,05%) of this sub-principle(4A) in the coursebook series. Figure 19 shows an instance of students' evaluating each other's work. In this example, the learner is provided feedback through his/her peer. In addition, a peer evaluation checklist is provided to minimize errors in feedback. The sub-principle 4B usually appears with the keywords "assess your friends' progress.", "check your friend's answers", "peer assessment", and "peer evaluation". In addition, in most of the examples, the students evaluate each other's progress at the level of tasks and practices. The results of the questionnaire also show that most of the teachers (71,4%) find the books inadequate in their supporting learners to be evaluated by their peers. The low percentage from the checklist (1,05%) is similarly recognized by a relatively small number of teachers as well (28,6%).

- E. Search the Net and find a natural disaster in the history of your country and write a paragraph about it considering the questions below. Then, change your writing with your partner, check each other's writing and rearrange yours according to your partner's feedback.

<ul style="list-style-type: none"> <li>o Where did the event happen?</li> <li>o When did it happen?</li> <li>o What caused the disaster? (natural reasons / human error, etc )</li> <li>o How many people were killed because of the disaster?</li> <li>o How many people suffered from it?</li> </ul>	<p><b>Peer Correction Code</b></p> <p>? : Meaning is not clear          WO : Word Order          WW : Wrong Word          S : Spelling          P : Punctuation          G : Grammar</p>
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Figure 19. Yes You Can A2.3. p 84, Principle 4B

#### 4.2.5. Principle 5: Self-reflection

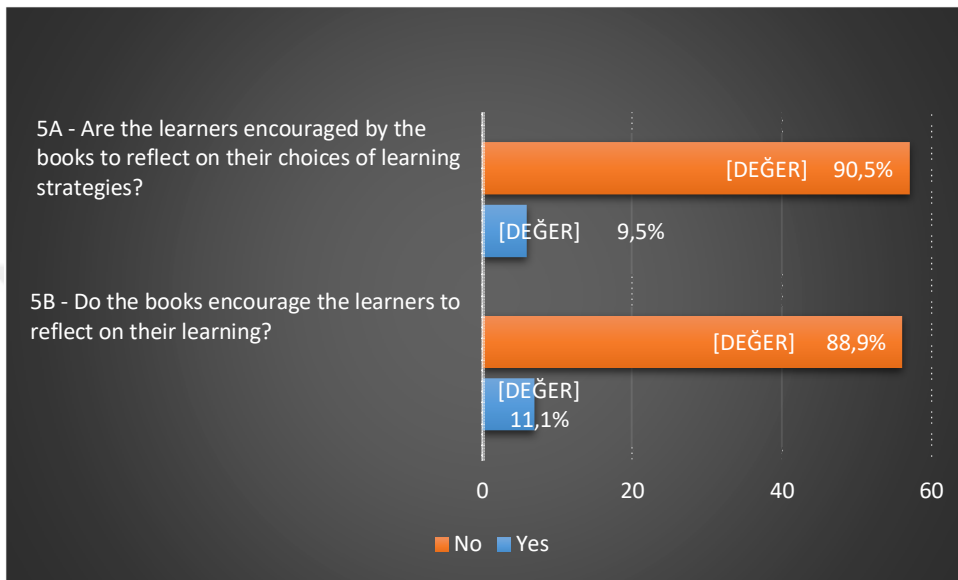
According to principle 5, the books are supposed to provide the learners with activities or tasks through which they can monitor their choices (5A) and monitor their learning (5B). The rationale behind this principle is that an autonomous learner reflects on the choices s/he made and acts accordingly. In a way, this step is the one where the student restart the cycle of principles of learner autonomy. That way, the student has already completed the first step of the next cycle, which is identifying needs. The books, however, fail to do their part at this level. No instances reflecting this particular principle was observed in the books evaluated (see Table 9 below). This deficiency is also approved by the teachers. According to the results of the questionnaire, for 5A 90,5% and for 5B 88,9% of the participants answered “No” (see Figure 20).

Table 9. Principle 5 - Self-reflection

Principle	Total Number of	Ratio	Number of	Ratio
-----------	-----------------	-------	-----------	-------



Prompts/activities/ tasks		Appearance		
5A	3517	100%	0	0,00%
5B	3517	100%	0	0,00%
Total	3517	100%	0	0,00%



**Figure 20. Questionnaire Results, Principle 5**

#### 4.2.6. Summary of Coursebook Analysis Checklist Data and The Questionnaire

Table 10 (p. 56) summarizes the data obtained from coursebooks in the series. The average of instructions that help promote learner autonomy is 22,3% in all of the 9 books in the book set. However, the instruction that are related to learner autonomy are not distributed evenly; while some principles or sub-principles are not available at all, some are far above the average.

For example, while principle 3 comprises 18,71% of all the instructions, principle 2 make up only 0,9%. On the other hand, principle 1 and 5 are not available at all. When it comes to what these numbers mean in terms of learner autonomy, students in this context do

not know what their goals are at the level of units, and it is not allowed by the books to choose specific ones (1A and 1B). At the next stage, learners are almost never given support in discovering new ways to learn and choose among them (2A and 2B). As for principle three, although the number is high, the principle 'choosing content' is facilitated through variety in content of the book such as preparing materials (3B=1,05%), expressing feelings and opinions (3C) using additional resources (3D) and learning with peers (3E). Nevertheless, although learner's repertoire in terms of learning opportunities is enhanced with these kinds of tasks or practices, the act of choice, which lays in the heart of learner autonomy, is given limited importance (3A=0,51%). Next, learners can assess their progress through self-check on his/her own (4A) and with relatively small help from peers (4B). Finally, learners cannot reflect on their learning or the choices they make (which they do not).

The results follow a very similar pattern to the coursebooks checklist data. While the teachers' answers for questions 3B,3C,3E and 4A( which are also the subprinciples) are mostly "Yes", their answers are dominantly "No" for the rest of the subprinciples.

**Table 10. Summary of Coursebook Analysis**

Level	A1.1	A1.2	A2.1	A2.2	A2.3	B1.1	B1.2	B2.1	B2.2	Total
<b>No. of Units</b>	6	6	8	8	8	8	8	10	10	72
<b>Chapters</b>	18	18	24	24	24	24	24	30	30	216
<b>No. of Instructions</b>	303 100%	349 100%	423 100%	413 100%	277 100%	346 100%	398 100%	507 100%	501 100%	3517 100,0%
Principles	A1.1	A1.2	A2.1	A2.2	A2.3	B1.1	B1.2	B2.1	B2.2	
1A	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,00%
1B	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,00%
2A	0 0,0%	0 0,0%	0 0,0%	0 0,0%	1 0,4%	1 0,3%	0 0,0%	0 0,0%	0 0,0%	2 0,06%
2B	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	1 0,3%	0 0,0%	0 0,0%	0 0,0%	1 0,03%
3A	0 0,0%	2 0,6%	3 0,7%	0 0,0%	2 0,7%	2 0,6%	3 0,8%	3 0,6%	3 0,6%	18 0,51%
3B	14 4,6%	2 0,6%	4 0,9%	6 1,5%	1 0,4%	1 0,3%	1 0,3%	6 1,2%	2 0,4%	37 1,05%
3C	17 5,6%	88 25,2%	27 6,4%	55 13,3%	42 15,2%	40 11,6%	51 12,8%	74 14,6%	43 8,6%	437 12,43%
3D	1 0,3%	0 0,0%	1 0,2%	4 1,0%	7 2,5%	1 0,3%	2 0,5%	4 0,8%	6 1,2%	26 0,74%
3E	13 4,3%	19 5,4%	14 3,3%	13 3,1%	11 4,0%	10 2,9%	16 4,0%	21 4,1%	23 4,6%	140 3,98%
4A	6 2,0%	5 1,4%	15 3,5%	12 2,9%	8 2,9%	9 2,6%	8 2,0%	13 2,6%	10 2,0%	86 2,45%
4B	0 0,0%	4 1,1%	20 4,7%	1 0,2%	2 0,7%	0 0,0%	6 1,5%	3 0,6%	1 0,2%	37 1,05%
5A	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,00%
5B	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,00%
<b>Total</b>	51 16,8%	120 34,4%	84 19,9%	91 22,0%	74 26,7%	65 18,8%	87 21,9%	124 24,5%	88 17,6%	784 22,3%

## CHAPTER V

### 5. CONCLUSION

#### 5.1. Introduction

This chapter of the paper summarizes the most important patterns emerging from the data and presents discussion regarding these findings. This is followed by implications and suggestions for further studies.

#### 5.2. Conclusion and Discussion

Little (1991, p. 7) believes that the transfer of responsibility from the teacher to the learner has implications for the organization of the education, therefore, the curriculum should actually be determined personally by the learner's past experiences regarding the language as well as the present needs. In support of this idea, Fenner (2000) believes that textbooks should give rise to autonomous learning. According to her, textbooks should make it easy for the learner to determine his/her own goals, modify learning content; and evaluate and reflect on learning. However the integration of learner autonomy must be done right away and fully so as to be taken seriously by the learners (Hammond & Collins, 1991).

The claims made by the Turkish ELT curriculum for secondary schools (2014) regarding this facilitation -learner autonomy- and how it is integrated in the learning environment, more specifically the materials, are very clear. Besides, the curriculum does not assign different degrees of responsibility to the parties of the learning process (learners, teachers and materials) for the achievement of this central goal of the curriculum: fostering learner autonomy. Speaking within the scope of our research, therefore, learning materials are held equally responsible for helping learners become more autonomous.

Regarding this rationale in the literature and the claims of the current high schools English curriculum, in the present study, we tried to describe the coursebook series *Yes You Can* in terms of its integration and facilitation of learner autonomy and its principles. For the aim of making an in depth description, we employed two data gathering tools:

1. Coursebook evaluation checklist
2. Questionnaire with teachers

The coursebook evaluation and the questionnaire with teacher were done according to five criteria specified in the checklist: (i) self-setting goals, (ii) self-selecting learning strategies, (iii) self-selecting learning materials, (iv) self-evaluation and (v) self-reflection.

The first major finding is that the coursebooks both do not give the learners a chance to see their own goals (Principle 1A) and the learners also cannot determine their own level (Principle 1B). Holec (1981) states that once the learner sets personal goals and chooses the content, s/he builds his own reality over which s/he has a full control. However, although learners are aware of their own goals implicitly with the help of the coursebook *Yes You Can*, they do not have a full control over this reality as argued by Holec.

Surma (2004) suggests that both inside and outside the school, learning strategies should be improved. More importantly, Wu (2005) puts in his interpretation of Dickinson (1995:166) that when learners attribute their failure to the learning strategies they have chosen rather than to their general ability to learn a foreign language, they are less likely to abandon their efforts. Therefore, raising awareness of learning strategies and letting learners choose from them or letting them formulate their own should be among the aims of the coursebooks. The book series *Yes You Can*, on the other hand, has only a few insignificant activities which presents learning strategies (considering the size of the course and the materials), and the teachers who use the books give accounts that support the findings.

Another quality that was questioned in the books was the learners control over the content of learning. In an autonomous learning environment, the learner is encouraged to have a say in the choosing of the content, because learners become active through self management (Little, 2009, p. 5). However, the book series that we evaluated is not in favor of letting the learner make this decision to a large extent. The curriculum and the books have a very strict pace and they do not allow or suggest any change of the content although a few options are provided within the framework of the actual activities and tasks. Under the same principle, it was also considered that rather than only choosing materials, learners should also make their own materials. *Yes You Can* coursebook series holds 37 (1,05%) examples of this sub-principle. However, these examples are mostly of the same kind, that is, students preparing posters and presenting it.

Placing the learner at the center of learning process, any material that supports learner autonomy should give learners adequate chances to express their own views and experiences. The coursebook series *Yes You Can* seems to do its part regarding this rationale. With a high percentage of instances of this sub-principle (12,43%) and confirmation by the participants, learners usually make opinions and experiences a part of the learning process.

As we explained before, students who see their teacher as a source of information as well as a guide in their deciding what and how to do next are not doing anything more than accessing the source of information in the easiest way possible. Although there seems no problem with this act, practical issue is that it is not possible for the teacher to be there for learners every single moment (Cotterall, 1995a). Besides, not every learner might find consulting the teacher a useful idea or some of them may feel uncomfortable doing so. For this reason, presenting learners other sources of information and guidance have considerable importance, especially in a book which claims that it supports self-directed learning. Using additional resources for learning in *Yes You Can*, however, prompted only 26 times which

amounts to 0,74% of all the instructions. The number is far from being enough to make it a habit for the students to seek additional resources for learning.

As also referred to elsewhere in this thesis, Benson (2010) points out that in learner autonomy social interaction has great importance, because autonomy is not synonymous to working 'alone'. This way learners get access knowledge through discussion and sharing ideas, which also contributes to the social development as an individual. The analysis reveals that 3,98% of all the instructions in the books support learners in this way. This is also supported by 69,8 of the teachers who participated in the questionnaire. Therefore, it can be said that the books series give learners opportunities to learn socially.

An autonomous learner has various needs in terms of assessment, and these needs seem to be met best with self-assessment (Gardner, 2000). When it comes to *Yes You Can*, self-assessment is given a large part in the material. Rather than the number of appearances (86), the content which these self-assessment parts cover gives more important clues related to how well the books give importance to this subtitle of principle 4. The self-assessment parts in the books are placed at the end of each unit and they cover the whole unit. Therefore, self assessments can be said to given part in and for %100 of the books. The participants of the questionnaire, however, do not show unanimity regarding principle 4A. Therefore, the interpretation of the coursebook checklist seems to be too optimistic. Teachers probably take frequency of these kind of activities or suggestions for learners into consideration more that how much of the learning material these parts cover.

As well as self-assessment, peer assessments help learners keep track of their learning. Ashraf and Mahdinezhad (2015) did a study with 48 similar level EFL learners to see the role of peer assessment versus self-assessment in promoting learner autonomy. According to their conclusion when we use peer assessment, it both helps learners see their progress from a different point of view and it makes those peers, who assess their friends' works, feel that

they are “a part of community of scholarship” as they are asked to be present in an important process in education and they make critical judgements on what other people have achieved. Having provided a number of opportunities for self-assessment, what *Yes You Can* does in peer evaluation is that it gives learners chances to assess their friends’ works and be assessed by them in 36 instructions (1,02%), which shows that this feature of learner autonomy is underestimated. However, it is also important to point out that despite the low number, the examples of peer-assessment is of high quality in that they also include lists of criteria for the learners to assess their friends works in line with. In addition, evaluating someone else’s work improves general assessment skill as it is done through the eyes of someone else, this skill and points taken into consideration while doing the evaluation can be transferred to evaluating one’s own work.

Finally, the findings of the analysis show that the book series never helps learners reflect on their choices (which they already do not make) and their learning, which is also supported by the teachers with a high agreement. Sinclair (2000) point to ‘conscious’ reflection and decision making of the learners to become fully autonomous. The students here are left with the general picture of their progress. They are not encouraged to find out ways in which they can solve the problematic areas with their learning and learning strategies.

The thing that separates a book which helps foster learner autonomy from a traditional coursebook is that the second one hands the responsibility of learning to the learner (Fenner, 2000, p.79). What the books that we investigate do, however, is to ‘spoon-feed’ learners the content for the most part. Fenner explains this through her words that book authors equip books with contents they think is the best for the consumers, namely teachers and students. However, the clear mismatch between what is intended in the curriculum (2014) and what is in the coursebooks shows that these expectations of the authors go no further than their initial state as “expectations” and fail to realize themselves.



To sum up, the coursebook series *Yes you Can* does not support autonomous learning, although it meets a couple of criteria. The criteria it meets loses its importance in that the set of criteria we have depended on includes elements which complement one another. Autonomous learning is to a great extent shaped by the act of decision-making. In this sense, the books series we have evaluated does not give the power to “choose” to the learners.

Similar studies that look for learner autonomy in learning/teaching materials have reached conclusions that are parallel to our conclusions. For example, Kong (2014) evaluated two sets of textbooks used in Hong Kong primary schools through the checklist that we explained before in this study as well as classroom observations and interviews with teachers. According to her conclusion, the necessities of learner autonomy are not translated into the books evaluated although this necessity is pointed out in the related curriculum.

Reinders and Balçıkanlı (2011) evaluated 5 popular English coursebooks, Face to Face, New Cutting Edge, New Opportunities, The Interchange Series, and New Headway, through the checklist prepared by Reinders (2010). Similarly, their conclusion is that the coursebooks they evaluated do not promote learner autonomy explicitly.

### **5.3.Implications**

Language learning is a continuous process and it cannot be fitted into a mere forty minutes of class time. When the learner leaves the controlled environment of the classroom, the process does not stop and learning continues to take place where a teacher or material cannot intervene. The content and strategy of learning and its outcomes and reflections, however, needs a watchful eye but language teaching professionals cannot always be in direct reach of learners all the time. Rather than this direct support, learners should be accustomed to the idea that they are in the center of the learning process, therefore, they are the ones who should be responsible and who know what works best for their own needs. For this to happen,

rather than providing the input directly to the learners, learning materials should take the role of helping learners become more autonomous in their learning in general.

The present situation implies that language learning materials in high schools in Turkey should be adapted and improved in terms of promoting learner autonomy both in order to match the claims made by the current curriculum and to let them learn how to learn, discover their own needs/goals and strategies, the kind of materials that suit them best and so on. This will help learners improve their language learning skills as well as improving their general state as a discoverer.

#### **5.4.Limitations of the Study and Suggestions for Further Studies**

As it was mentioned before, this study does not include data from learners/students; therefore, further studies including learners could yield better results. If possible, it would also be of use to contact and get data or clarification from authors of the printed materials.

Another thing is, this research collected data from only high school English coursebooks, and from only one particular coursebooks series. Carrying out similar researches in primary schools and/or in higher education might give a clearer picture of integration of learner autonomy principles in coursebooks in Turkey.

Finally, rather than only the instructions in the coursebooks, which this study focuses on, deeper analysis of practices and tasks (preferably with smaller number of coursebooks) might give more comprehensive ideas about the actual process of application of the curriculum in the classrooms.

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## 7. APPENDIXES

### 7.1. Appendix 1. Summary of the Coursebook Evaluation Checklist Data

Level	A1.1	A1.2	A2.1	A2.2	A2.3	B1.1	B1.2	B2.1	B2.2	Total
<b>No. of Units</b>	6	6	8	8	8	8	8	10	10	72
<b>Chapters</b>	18	18	24	24	24	24	24	30	30	216
<b>No. of Instructions</b>	303 100%	349 100%	423 100%	413 100%	277 100%	346 100%	398 100%	507 100%	501 100%	3517 100,0%
Principles	A1.1	A1.2	A2.1	A2.2	A2.3	B1.1	B1.2	B2.1	B2.2	
1A	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,00%
1B	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,00%
2A	0 0,0%	0 0,0%	0 0,0%	0 0,0%	1 0,4%	1 0,3%	0 0,0%	0 0,0%	0 0,0%	2 0,06%
2B	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	1 0,3%	0 0,0%	0 0,0%	0 0,0%	1 0,03%
3A	0 0,0%	2 0,6%	3 0,7%	0 0,0%	2 0,7%	2 0,6%	3 0,8%	3 0,6%	3 0,6%	18 0,51%
3B	14 4,6%	2 0,6%	4 0,9%	6 1,5%	1 0,4%	1 0,3%	1 0,3%	6 1,2%	2 0,4%	37 1,05%
3C	17 5,6%	88 25,2%	27 6,4%	55 13,3%	42 15,2%	40 11,6%	51 12,8%	74 14,6%	43 8,6%	437 12,43%
3D	1 0,3%	0 0,0%	1 0,2%	4 1,0%	7 2,5%	1 0,3%	2 0,5%	4 0,8%	6 1,2%	26 0,74%
3E	13 4,3%	19 5,4%	14 3,3%	13 3,1%	11 4,0%	10 2,9%	16 4,0%	21 4,1%	23 4,6%	140 3,98%
4A	6 2,0%	5 1,4%	15 3,5%	12 2,9%	8 2,9%	9 2,6%	8 2,0%	13 2,6%	10 2,0%	86 2,45%
4B	0 0,0%	4 1,1%	20 4,7%	1 0,2%	2 0,7%	0 0,0%	6 1,5%	3 0,6%	1 0,2%	37 1,05%
5A	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,00%
5B	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,0%	0 0,00%
<b>Total</b>	51 16,8%	120 34,4%	84 19,9%	91 22,0%	74 26,7%	65 18,8%	87 21,9%	124 24,5%	88 17,6%	784 22,3%

## 7.2. Appendix 2. Coursebook Evaluation Checklist - Yes You Can A1.1

Title	Yes You Can A1.1																		Total	Total %
	1			2			3			4			5			6				
Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B	4C	5A	5B	5C	6A	6B	6C	18	
No. Of Activities and/or tasks	46			45			56			53			57			46			303	100%
1A																			0	0,0%
1B																			0	0,0%
2A																			0	0,0%
2B																			0	0,0%
3A																			0	0,0%
3B				2	3	1				1		1		2	2			2	14	4,6%
3C					2	1		2		1	4		1	2	1		2	1	17	5,6%
3D											1								1	0,3%
3E		1		2				1				1		2	1	1	3	1	13	4,3%
4A			1			1			1			1			1			1	6	2,0%
4B								1			1									0,0%
5A																			0	0,0%
5B																			0	0,0%
Total	0	1	1	4	5	3	0	4	1	2	6	3	1	6	5	1	5	5	53	17,5%
Total	4,3%			26,7%			8,9%			20,8%			21,1%			23,9%			17,5%	

### 7.3. Appendix 3. Coursebook Evaluation Checklist - Yes You Can A1.2

Title	Yes You Can A1.2																		Total	Total %
	1			2			3			4			5			6				
Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B	4C	5A	5B	5C	6A	6B	6C	6	
CHAPTERS																			18	
No. Of Activities and/or tasks	61			58			55			63			61			51			349	100%
1A																			0	0,0%
1B																			0	0,0%
2A																			0	0,0%
2B																			0	0,0%
3A													1			1			2	0,6%
3B					1										1				2	0,6%
3C	2	8	3	5	4	7	2	6	2	4	6	4	4	8	6	4	7	6	88	25,2%
3D																			0	0,0%
3E			1		2	1		2	2	1	3	1		2		3	1		19	5,4%
4A			1			1			1						1			1	5	1,4%
4B					1					1		1		1					4	1,1%
5A																			0	0,0%
5B																			0	0,0%
Total	2	8	5	5	8	9	2	8	5	6	9	6	5	11	8	8	8	7	120	34,4%
Total %	24,6%			37,9%			27,3%			33,3%			39,3%			45,1%			34,4%	

#### 7.4. Appendix 4. Coursebook Evaluation Checklist - Yes You Can A2.1

Title	Yes You Can A2.1																								Total	Total %			
	1			2			3			4			5			6			7			8					8		
Units	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	8				
CHAPTE RS	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	24	
No. Of Activities and/or tasks	54			54			52			57			52			50			51			53			423	100%			
1A																												0	0,0%
1B																												0	0,0%
2A																												0	0,0%
2B																												0	0,0%
3A							1						1							1								3	0,7%
3B																	2		1	1								4	0,9%
3C	1	1	1	2	2	1	4	1	1	1	1	2	1	1	1	2				2	1		1					27	6,4%
3D									1																			1	0,2%
3E			1			2		1	1	1				2		1	2			2				1				14	3,3%
4A	2		2			2			2			2			1			2								2		15	3,5%
4B	1	1			1		2	1	1	1	1	1	1		1	2		1		2	1	1				1		20	4,7%
5A																												0	0,0%
5B																												0	0,0%
<b>Total</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>84</b>	<b>19,9%</b>			
<b>Total %</b>	<b>18,5%</b>			<b>18,5%</b>			<b>30,8%</b>			<b>17,5%</b>			<b>17,3%</b>			<b>24,0%</b>			<b>21,6%</b>			<b>11,3%</b>			<b>19,9%</b>				

### 7.5. Appendix 5. Coursebook Evaluation Checklist - Yes You Can A2.2

Title	Yes You Can A2.2																								Total 1	Total %			
	1			2			3			4			5			6			7			8					8		
Units	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	8				
CHAPTERS	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	24	
No. Of Activities and/or tasks	51			50			56			54			51			52			50			49			413	100%			
1A																												0	0,0%
1B																												0	0,0%
2A																												0	0,0%
2B																												0	0,0%
3A																												0	0,0%
3B							1		1	1			1	1							1							6	1,5%
3C	3	4	2		1	5	4	1	1	3	1	1		2	3	1	3	4	1	4	2	4	2	3				55	13,3%
3D	1								1						1						1							4	1,0%
3E	1		1			1		2			1		1			3					1				1	1		13	3,1%
4A			1			1			2			2			1			2			1						2	12	2,9%
4B	1																											1	0,2%
5A																												0	0,0%
5B																												0	0,0%
Total	6	4	4	0	1	7	5	3	5	3	3	3	1	3	6	4	3	6	2	6	3	5	3	5				91	22,0%
Total %	27,5%			16,0%			23,2%			16,7%			19,6%			25,0%			22,0%			26,5%			22,0%	%			

### 7.6. Appendix 6. Coursebook Evaluation Checklist - Yes You Can A2.3

Title	Yes You Can A2.3																								Total	Total %			
	1			2			3			4			5			6			7			8					8		
Units	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	8				
CHAPTERS	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	24	
No. Of Activities and/or tasks	42			38			32			32			35			32			34			32			277	100%			
1A																												0	0,0%
1B																												0	0,0%
2A										1																		1	0,4%
2B																												0	0,0%
3A				1														1										2	0,7%
3B							1																					1	0,4%
3C	3		1	1	2	2	2	1		3	7	5	2	1	3	3	1		2	1	3	1						42	15,2%
3D							2												1	1	1		1	1				7	2,5%
3E	1		1		2		1			1				1				1			1				2			11	4,0%
4A			1		1				1			1			1			1			1				1			8	2,9%
4B													1								1							2	0,7%
5A																												0	0,0%
5B																												0	0,0%
Total	4	0	3	0	2	5	4	2	2	3	9	6	3	2	4	3	1	3	4	2	6	1	1	4				74	26,7%
Total %	16,7%			18,4%			25,0%			56,3%			25,7%			21,9%			35,3%			18,8%			26,7%				

### 7.7. Appendix 7. Coursebook Evaluation Checklist - Yes You Can B.1.1

Title	Yes You Can B1.1																								Total	Total %
	1			2			3			4			5			6			7			8				
Units	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	24	
CHAPTERS	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	24	
No. Of Activities and/or tasks	44			45			41			45			43			46			40			42			346	100%
1A																									0	0,0%
1B																									0	0,0%
2A															1										1	0,3%
2B															1										1	0,3%
3A									1									1							2	0,6%
3B															1										1	0,3%
3C	1	1	4	1	1	3	1	2	3	1	3	2	3	1		2	2	2	1	1	1	2	1	1	40	11,6%
3D																								1	1	0,3%
3E	1			1					1			1			2			1			1			2	10	2,9%
4A			1			1			1			1			2			1			1			1	9	2,6%
4B																									0	0,0%
5A																									0	0,0%
5B																									0	0,0%
Total	2	1	5	2	1	4	1	2	6	1	3	4	3	1	7	2	2	5	1	1	3	2	1	5	65	18,8%
Total %	18,2%			15,6%			22,0%			17,8%			25,6%			19,6%			12,5%			19,0%			18,8%	%



### 7.8. Appendix 8. Coursebook Evaluation Checklist - Yes You Can B.1.2

Title	Yes You Can B.1.2																								Total	Total %
	1			2			3			4			5			6			7			8				
Units	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	24	
CHAPTERS	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	24	
No. Of Activities and/or tasks	47			53			50			51			49			50			50			48			398	100%
1A																									0	0,0%
1B																									0	0,0%
2A																									0	0,0%
2B																									0	0,0%
3A					1							1						1							3	0,8%
3B																					1				1	0,3%
3C	3	1	1		2	4	3	3	3	1	3	2	3	1	2	4	1	1	4		1	2	4	2	51	12,8%
3D																						1	1		2	0,5%
3E			1		1	1		1	1		2	1		1	1		1	1		1	1	1		1	16	4,0%
4A			1			1			1			1			1			1			1			1	8	2,0%
4B					1							1				1	1					1		1	6	1,5%
5A																									0	0,0%
5B																									0	0,0%
Total	3	1	3	0	5	6	3	4	5	1	5	6	3	2	4	5	3	4	4	1	4	5	5	5	87	21,9%
Total %	14,9%			20,8%			24,0%			23,5%			18,4%			24,0%			18,0%			31,3%			21,9%	%

### 7.9. Appendix 9. Coursebook Evaluation Checklist - Yes You Can B2.1

Title	Yes You Can B2.1																											Total	Total %			
	1			2			3			4			5			6			7			8			9					10		
Units	1A 1B 1C			2A 2B 2C			3A 3B 3C			4A 4B 4C			5A 5B 5C			6A 6B 6C			7A 7B 7C			8A 8B 8C			9A 9B 9C			10A 10B 10C			10	
CHAPTERS	1A 1B 1C			2A 2B 2C			3A 3B 3C			4A 4B 4C			5A 5B 5C			6A 6B 6C			7A 7B 7C			8A 8B 8C			9A 9B 9C			10A 10B 10C			30	
Activities and/or tasks	51			50			47			55			51			53			50			52			48			50			507	100%
1A																													0	0,0%		
1B																													0	0,0%		
2A																													0	0,0%		
2B																													0	0,0%		
3A							1	1											1										3	0,6%		
3B	1				1				1			1				1	1												6	1,2%		
3C	1	3	2	1	2	5	3	2	4	3	2	2	3	1	1	1	3	2	5	2	3	2	4	2	1	5	3	3	2	1	74	14,6%
3D														1													1	2	4	0,8%		
3E	1		1	1			1			1	1			1	1		2	1		1	1	1		2		1	1	1	1	1	21	4,1%
4A			1			1			1			1			1		1		1	1	2	1			1		1		13	2,6%		
4B							1			1															1				3	0,6%		
5A																													0	0,0%		
5B																													0	0,0%		
Total	3	3	4	2	3	6	6	3	6	5	3	4	3	3	3	1	6	5	5	4	5	4	6	5	1	7	5	5	3	5	124	24,5%
Total %	19,6%			22,0%			31,9%			21,8%			17,6%			22,6%			28,0%			28,8%			27,1%			26,0%			24,5%	0,00

**7.10. Appendix 10. Coursebook Evaluation Checklist - Yes You Can B2.2**

Title	Yes You Can B2.2																											Total	Total %			
	1			2			3			4			5			6			7			8			9					10		
Units	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B	4C	5A	5B	5C	6A	6B	6C	7A	7B	7C	8A	8B	8C	9A	9B	9C	10A	10B	10C	10	
CHAPTERS																															30	
No. Of Activities and/or tasks	50			48			51			47			53			52			50			49			51			50			501	100%
1A																														0	0,0%	
1B																														0	0,0%	
2A																														0	0,0%	
2B																														0	0,0%	
3A				1												1						1								3	0,6%	
3B													1						1											2	0,4%	
3C	1	1	2	3	2	1	2	2	3	1	1		1	2	1				1	1			1	2	2	2	2	4	3	2	43	8,6%
3D									1							1						1				1	2			6	1,2%	
3E	1		1			1		2	1	1	1		1	1			2	1		1	1		2	1		1	1	1	1	1	23	4,6%
4A			1			1			1			1						1			1			1			1		1	10	2,0%	
4B																					1									1	0,2%	
5A																														0	0,0%	
5B																														0	0,0%	
Total	2	1	4	3	3	3	2	4	6	2	1	2	3	0	4	2	3	2	2	2	4	1	3	4	2	4	6	5	4	4	88	17,6%
Total %	14,0%			18,8%			23,5%			10,6%			13,2%			13,5%			16,0%			16,3%			23,5%			26,0%			17,6%	

## 7.11. Appendix 11. The Questionnaire in Turkish

### Learner Autonomy in "Yes You Can A1.1 - B2.2"

Bu anket içerisinde 13 adet soru bulunmaktadır. Sorulara vereceğiniz cevaplar sadece 'Evet' ya da 'Hayır' şeklindedir, dolayısıyla çok kısa bir vaktinizi ayırarak tamamlayabilirsiniz.

Bu anket Milli Eğitim Bakanlığı'na bağlı okullarda kullanılan "Yes You Can" isimli ders kitabı serisinin 'öğrenen özerkliği' destekleyip desteklemediğini araştırmak amacı ile yapılmaktadır. Siz değerli katılımcıların vereceği cevaplar büyük önem arz edip, okullarımızda çocuklarımız tarafından kullanılan ders kitaplarının nasıl güncelleneceği konusunda yol gösterici olacaktır. Bu yüzden, soruları dikkatlice okuyup kararınızı somut delillere dayandırarak vermeniz sağladığımız bilginin geçerliliğini artırarak daha kullanışlı ders kitaplarımız olmasını sağlayacaktır.

Bu anket sadece bilimsel çalışmalarda kullanılmak için yapılmaktadır. Anket, size adınız, adresiniz gibi kişisel bilgilerinizi sormaz. Ancak yaş, tecrübe, çalışılan şehir gibi bilgiler karşılaştırma yapabilmek için sorulmaktadır. Bu bilgiler araştırmacının eline sadece sayısal veri olarak ulaşır.

Öğrenen özerkliği ( learner autonomy) hem ülkemizde hem de dünya çapında dil eğitimi verilen bir çok kuruluş, araştırmacı ya da öğretmenler tarafından en çok önem verilen konulardan biridir. Öğrenen özerkliğinin temelinde ise öğrencilerin kendi eğitimleri ile ilgili ' sorumluluk' almaları yatar. Bu sorumluluğun edinilmiş olmasını bize gösteren ise öğrencinin;

\* Kendi hedeflerini belirlenmesi ( Bu dersin sonunda X ve Y'yi öğrenmek istiyorum)

\* Bu hedeflere ulaşabilmek için kullanacağı yöntemleri belirlemesi (X ve Y'yi öğrenmek için dinleme ya da yazma aktivitesi yapacağım)

\* Bu doğrultuda öğrenim materyallerini belirlemesi ( yazma aktivitesini grup halinde yapmak istiyorum, dinleme aktivitesini internetten bulduğum dinleme parçaları ile yapacağım)

\* Hedefine ne ölçüde ulaştığını kontrol edebilmesi için öz değerlendirme yapması ( X ve Y'yi şu kadar öğrenmişim)

\* Öz-değerlendirmesi sonucunda seçimlerinin ne kadar etkili olduğunu değerlendirmesi, bir sonraki adımda ne yapması gerektiğini belirlemesidir. ( X ve Y'de eksiklerim var bunları geliştirmek için neler yapabilirim. İnternet'ten bulduğum dinleme aktiviteleri işime yaramadı, başka nasıl öğrenebilirim?)

Milli Eğitim Bakanlığının 2014'te yayınladığı öğretim programına göre ise, öğrencilerin bu konuda ders kitapları aracılığı ile desteklendiği belirtilmektedir. Bu yüzden, çalışmamızın amacı, liselerde kullanılan ders kitaplarının öğrenen özerliğine verdiği önemin betimlenmesidir.

Sorularınız için:

mehmet.kissacik@gmail.com

Zamanınızı ayırıp anketimize katıldığınız için çok teşekkür ederiz

Saygılarımızla

**Lütfen cinsiyetinizi seçiniz.**

Kadın Erkek

**Kaç yaşındasınız?**

---

**Kaç yıldır İngilizce öğretmeni olarak çalışıyorsunuz?**

---

**Yes You Can serisinde hangi seviyeleri okutuyorsunuz?**

---

### **Öğrenen Özerkliği Presnipleri**

Lütfen soruları cevaplarırken soruların hemen altındaki açıklamalardan yardım alınız.

**1. Yes You Can ders kitabı, öğrencilerin kendi hedeflerini belirlemelerinde yardımcı oluyor mu? (setting own goals)**

Örneğin kitapta şu şekilde yönergeler var mı : "Aşağıdaki hedeflerden hangisi/hangileri senin için uygun?", "Kendini hangi konuda geliştirmek istiyorsun?", " Hedeflerini yaz."

Evet Hayır

**2. Yes You Can ders kitabı, öğrencilerin kendi seviyelerine göre seçebilecekleri aktivite ya da task'lar sunuyor mu? (determining one's own level)**

Örneğin, " Bu okuma parçasının basitleştirilmiş bir şekline şu sayfadan ulaşabilirsin.", "Bu dinleme parçası senin için zor ise, bu dinlemeyi yerine şunu yapabilirsin" gibi yönergeler sunuyor mu?

Evet Hayır

**3. Kitaplar öğrencilere, öğrenme yöntemlerini nasıl uygulayacakları konusunda öneriler sunuyor mu? (making aware of learning strategies)**

Örneğin: " Kavram haritası çıkararak öğrenmek için şu adımları takip et.", "

Hikaye kitapları okurken şunlara dikkat et." gibi önerilerde bulunuyor mu?

Evet Hayır

**4. Kitaplar öğrencilere çeşitli öğrenme yöntemleri hakkında bilgi sunuyor mu? (selecting learning strategies)**

"Okuma becerini geliştirmek için şu yöntemleri deneyebilirsin.", " Resmi konuşmaları daha iyi anlamak için şunları yapabilirsin" gibi yönergeler var mı?

Evet Hayır

**5. Öğrenciler kitaplardaki içeriği seçebiliyor mu? (choosing content)**

Örneğin : "Aşağıdaki başlıklarından birini seçebilirsin." gibi yönergeler var mı?

Evet Hayır

**6. Kitaplar öğrencilerden kendi materyallerini hazırlamalarını istiyor mu? (producing one's own materials)**

Örneğin: "Bu konu hakkında bilgi toplayın ve sunum yapın." ya da " Bu konu ile ilgili bir poster hazırlayın"

Evet Hayır

**7. Kitaplar öğrencilerin kendi fikirlerini ifade etmelerine ve paylaşımlarına izin veriyor mu? (expressing/ sharing ideas)**

Örneğin: " Daha önce yurtdışında bulundun mu? Neden gittin? Gittiğin yeri sevdim mi?", "Sence sokak hayvanlarını korumak için neler yapılabilir?"

Evet Hayır

**8. Kitaplar öğrencilerden ek kaynaklar kullanmalarını istiyor mu? (additional resouces)**

Örneğin: "Bu konuyu internetten araştırın.", " Sözlükten yardım alın"

Evet Hayır

**9. Kitaplar öğrencilerin sosyal öğrenme becerilerine katkıda bulunacak aktivite ya da tasklar sunuyor mu? (social learning through group and pair work)**

"Gruplar halinde aşağıdaki yazı çalışmasını yapın", "Arkadaşlarınızla şu konuda fikir alışverişi yapın", " Sıra arkadaşına bu konudaki deneyimlerini anlat" "Arkadaşınla birlikte bir poster hazırla."

Evet Hayır

**10. Kitaplar öğrencilere kendilerini değerlendirme fırsatları sunuyor mu? (self-assessment)**

"Neler öğrendim: aşağıdaki kutuları işaretle- Birinin yaşını sorabilirim. Mesleği hakkında ayrıntılı bilgi alabilirim." "Ünite hedeflerini gerçekleştirdin mi?: kutucukları işaretle. Neler öğrendin?"

Evet Hayır

**11. Kitaplar öğrencilerin arkadaşlarını değerlendirmelerini ya da onlar tarafından değerlendirilmelerini sağlıyor mu? (peer assessment)** "Arkadaşınla kitaplarınızı değiştirin ve birbirinizin cevaplarını kontrol edin", "Arkadaşını dinle, konuşmasının güçlü ve zayıf yanlarını değerlendir. Aşağıda peer evaluation formunu bulabilirsin."

Evet Hayır

**12. Kitaplar, öğrencilerin kendi belirledikleri öğrenme stratejilerini değerlendirip bunları adapte etmeleri ya da değiştirmeleri gerektiği/ değiştirebilecekleri konusunda yönergeler barındırıyor mu? (reflecting on choices)**



Dođru seimleri yaptım mı? En ok hangi strateji iřime yaradı. Bařka ne gibi stratejiler kullanabilirdim?

Evet Hayır

**13. Kitaplar đrencilere kendi sonularını deđerlendirip, problemleri belirleyip, neler yapabilecekleri konusunda yardımcı oluyor mu? (reflecting on learning)**

Örneđin " Yazma becerilerimin zayıf olduđunu görüyorum, bunu geliřtirmek için neler yapabilirim" gibi sorular sormaları konusunda farkındalık yaratıyor mu?

Evet Hayır

Zamanınızı ayırıp anketimize katıldığınız için teřekkür ederiz. Saygılarımızla