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EFL LEARNERS' CONCEPTIONS OF LEARNER AUTONOMY

THESIS BY

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ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN ÖĞRENEN ÖZERKLİĞİNE İLİŞKİN ALGILARI

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İngilizcenin yabancı dil olarak öğrenildiği sınıflarda öğrenen özerkliğinin sağlanması eğitimin temel hedeflerinden biri haline gelmiştir. Ülkemiz eğitim sisteminin öğrencilerin özerk öğrenen davranışları geliştirmesine engel olan geleneksel yaklaşımları olduğu bilinmektedir. Öğrenen özerkliği çok boyutları olan bir kavramdır. Bu çalışmanın amacı öğrencilerin kendi öğrenmeleri üzerinde sahip olmaları beklenen farklı özerk davranışlara ilişkin algılarını ortaya koymaktır. Bu alanlar; öğrencilerin dil öğreniminde öz yönetime hazır bulunuşluğu, bağımsız çalışmaya ilişkin görüşleri, öğrenciler için sınıf ve öğretmenin önemi, öğrencilerin öğretmenin açıklayıcı ve denetimci rolüyle ilgili görüşleri, belirli dil öğrenme aktivitelerine karşı tutumları, ders içeriğinin belirlenmesinde sorumluluk paylaşmaya yönelik hazırbulunuşlukları, hedef belirleme ve öz değerlendirme yetileri, dış değerlendirmenin öğrencilerin motivasyonuna etkileri, öğrencilerin öğrendiği dilin kültürüne ilişkin tutumlarını içermektedir.

Veri toplama aracı olarak Öğrenen Özerkliği Anketi kullanılmıştır. Çalışma Hakkari ili Şehit Selahattin Ortaokulunda 7. sınıfa devam eden 114 öğrenciye uygulanmıştır. Veri analizi nicel (frekans analizi, ortalamalar) analizlerle yapılmıştır. Elde edilen bulgular katılımcıların bazı öğrenme davranışlarında daha fazla özerkliğe sahip olurken, bazılarında daha az hazırbulunuşluk ve farkındalık gösterdiğini ortaya koymuştur.

Anahtar Kelimeler: Öğrenen Özerkliği, Öz Denetim, Bağımsız Çalışma,
Hazırbulunuşluk, Farkındalık

ABSTRACT

EFL LEARNERS' CONCEPTIONS OF LEARNER AUTONOMY

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Promoting learner autonomy in EFL classes has been one of the most fundamental objectives of education. It is known that Turkish educational system has traditional educational methods that constrain autonomous language learning. Learner autonomy is a concept that has many dimensions. The concern of this study is to find out EFL learners' conceptions of different autonomous behaviours that learners need to have in their learning. Those areas include learners' readiness for self-direction, learners' conceptions of independent work, learners' beliefs related to the role of class and teacher, learners' conceptions of the role of the teacher in explanation/supervision, learners' attitudes towards particular language learning activities, learners' readiness to share responsibility in selection of content, learners' roles in determining objectives and self-evaluation, learners' conceptions of external assessment in their motivation, and learners' attitudes towards the culture of the language they are learning.

As the data collection tool Autonomy Learner Questionnaire was used. The survey was administered to 114 7th grade students at Şehit Selahattin Elementary School in Hakkari, Turkey. The data analysis was carried out through quantitative (frequencies, percentages) analysis techniques. The findings of the study showed that while the learners have more autonomy over some aspects of learning, they have less readiness and awareness over the others.

Key Words: Learner Autonomy, Self Direction, Independent Work, Readiness, Awareness

ABBREVIATIONS

- EFL** : English as a Foreign Language
SCL : Student Centered Learning
SRL : Self-Regulated Learning
CLT : Communicative Language Teaching
CL : Cooperative Learning
CEFR : Common European Framework of Reference
ALQ : Autonomy Learner Questionnaire

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CHAPTER 1

1. INTRODUCTION

This study focuses on EFL learners' conceptions of different aspects of autonomous learning. This chapter respectively presents background to the study, statement of the problem, aim and scope of the study, research questions, significance of the study, and definitions of terms.

1.1. Background to the Study

Throughout the history foreign language teaching has always been an important practical concern. English Language teaching has witnessed many changes as a consequence of the shifted views in the field. Since 1970s one of the most crucial changes has been the great emphasis put on the roles of learners. Language learners have come to take a more significant role in the language learning process in the early 1970s as explicitly stated by Richards (2002).

This shift led way to the rise of learner-centered approach which is a method of learning or teaching that put learners at the centre of the learning process. MacHemer and Crawford (2007, p. 11, in *European Students' Union*, 2010, p. 9) contend that:

By its very nature, SCL (student centered learning) allows students to shape their own learning paths and places upon them the responsibility to actively participate in making their educational process a meaningful one. By definition, the student centered learning experience is not a passive one, as it is based on the premise that 'student passivity does not support or enhance learning' and that it is precisely 'active learning' which helps students to learn independently.

Doyle (2011) explains the main goal of learner-centered practice is "to create learning environments that optimize students' opportunities to pay attention and actively engage in authentic, meaningful, and useful learning" (p. 9). It is fair to say that students have started to have more participatory roles in their learning process than in traditional approaches. In line with this point of view, Johnson and Paulston (1976, as

cited in Richards & Rodgers, 2001) characterize the learners in learner-centered approach as the ones who plan their own learning program and thus ultimately assume responsibility for what they do in the classroom, the ones who monitor and evaluate their own progress, the ones who learn from the teacher, from other students, and from other teaching sources, and the ones who are members of a group and learn by interacting with others. In learner-centered classrooms, the role of teachers has changed, as well. Nunan (1988a) emphasizes the importance of cooperation between learners and teacher in a learner-centered classroom. Richards and Rodgers also (2001) point out teachers' roles that are related to the following issues:

- the types of functions teachers are expected to fulfill, e.g. whether that of practice director, counsellor or model,
- the degree of control the teacher has over how learning takes place,
- the degree to which the teacher is responsible for content,
- the interactional patterns that develop between teachers and learners. (p. 28)

According to Nunan (1988b) learner-centered contexts can be possible only by developing learner-centered curricula. The learner centered curricula is different from traditional curriculum in that it involves cooperative effort between teachers and learners. Learner centered curricula enables learners to actively participate in some phases of learning such as having a say on the content of the curriculum, the way it is taught, and evaluation process.

Nunan (1988b) further asserts that one of the leading assumptions behind the learner centered philosophy is that, it is not possible to teach learners everything they need to know in class. Since it is impossible to teach them everything, limited class time needs to be used effectively to provide those aspects of language:

- To provide learners with efficient learning strategies
- To assist learners identify their own preferred ways of learning
- To develop skills needed to negotiate the curriculum
- To encourage learners to set their own objectives
- To encourage learners to adopt realistic goals and time frames
- To develop learners' skills in self-evaluation. (Nunan, 1988b, p. 3)

The other concept that entered in the field of English Language Teaching with learner-centeredness is “Self-Regulated Learning” (SRL) that garnered a great deal of interest. Zimmerman (2002) stated that “self-regulation is not a mental ability or an academic performance skill; rather it is the self directive process by which learners transform their mental abilities into academic skills” (p. 65). Zimmerman also describes the characteristics of self-regulated learners as the ones who are active in their efforts to learn because they are aware of their strengths and limitations. These learners are able to monitor their learning in terms of their goals and self-reflect on their process. Besides, Paris & Paris (2001) state that “some educational movements such as “learning to learn,” “higher order thinking,” “mindful learning,” “reflective teaching and learning,” “autonomous learning,” and “flow experiences” all emphasize the core principles of SRL” (p. 91). Schunk & Zimmerman (1994; 1998, as cited in Zimmerman, 2002) underlines SRL involves the selective use of specific processes that must be personally adapted to each learning task. These self-regulatory processes include:

- setting specific proximal goals for oneself,
- adopting powerful strategies for attaining the goals,
- monitoring one’s performance selectively for signs of progress,
- restructuring one's physical and social context to make it compatible with goals,
- managing one’s time use efficiently,
- self-evaluating one’s methods,
- attributing causation to results, and
- adapting future methods. (p. 66)

In addition to the description of the processes above, Smith (2001, as cited in Brenan & Scholoemer, 2006) “groups processes that self-regulated learners employ to enhance their learning as “attributions, setting goals, and employing monitoring strategies” (p. 82).

“A major impetus to the development of learner-centered language teaching came with the advent of Communicative Language Teaching. In fact, this is more a cluster of approaches than a single methodology, which grew out of the dissatisfaction with structuralism and the situational methods of the 1960s” (Nunan, 1988b, p. 24). Littlewood (1981) defines CLT as “a method that pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (p. 1). Littlewood (1981) further adds that communication ability

is the essential goal to reach in language learning. The communicative approach claims that learning a foreign language should not only be focused on structural aspects of language (grammar and vocabulary), but also on the communicative functions of language. Richards & Rodgers (2001) summarize some of the basic characteristics of communicative view of language as in the following:

- Language is a system for the expression of meaning
- The primary function of language is to allow interaction and communication
- The structure of language reflects its functional and communicative uses
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (p. 161)

Communicative Language Teaching (CLT) aims to make language learners communicatively competent (Richards, 2006). Richards (2006, p. 3) also states that communicative competence includes the following aspects of language knowledge:

- knowing how to use a language for a range of different purposes and functions,
- knowing how to vary our use of language according to the settings and participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication),
- knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations),
- knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

In line with Richards' depiction of communicative competence, Littlewood (2004) elaborates various aspects of communicative competence as follows:

- linguistic competence, which includes the knowledge of vocabulary, grammar, semantics, and phonology that have been the traditional focus of second language learning;
- discourse competence, which enables speakers to engage in continuous discourse, e.g., by linking ideas in longer written texts, maintaining longer spoken turns, participating in interaction, opening conversations and closing them;

- pragmatic competence, which enables second language speakers to use their linguistic resources in order to convey and interpret meanings in real situations, including those where they encounter problems due to gaps in their knowledge;
- sociolinguistic competence, which consists primarily of knowledge of how to use language appropriately in social situations, e.g., conveying suitable degrees of formality, directness and so on;
- sociocultural competence, which includes awareness of the background knowledge and cultural assumptions which affect meanings and which may lead to misunderstandings in intercultural communication. (p. 503)

Putting an emphasis on learners in foreign language learning process, CLT also suggested new roles for learners and teachers in classes. Littlewood (1981, p. 19) states that “teachers have no more direct role in the activities, but act like as a co-communicator. Provided he can maintain this role without becoming dominant, it enables him to give guidance and stimuli from inside the activity”. It is clear that their function becomes less dominant than before, but no less crucial. They now have to embrace the role of facilitator and monitor. Thinking that the emphasis is on learning to communicate through interaction in the target language (Nunan, 1991), “learners now need to participate in classroom activities that are based on cooperation rather than individualistic approach in learning” (Richards, 2006, p. 5). Richards (2006) also adds that cooperatively working demands learners to assume more responsibility over their learning.

Another technique stemmed from learner-centered approach is Cooperative Language Learning. Crandall (1999) defines Cooperative Learning (CL) as social interaction among members of a group which is composed of different multiple dimensions. The members of the group actively take part in group activities that demand all group members to contribute and learn from the others. She also states that cooperative learning activities encourage communication by creating information gap necessary for real interaction. Moreover, Richards & Rodgers (2001) assert that CL is viewed as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom method with its goals as in the following;

- to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities,

- to provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings,
- to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks,
- to provide opportunities for learners develop successful learning and communication strategies,
- to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate. (p. 193)

They also emphasize the main focus of CL is learners' development of communicative competence in a language by communicating in socially or pedagogically structured situations. Johnson et al. (1994, as cited in Richards & Rodgers, 2001) further state that:

The role of teacher in CL differs considerably from the role of teachers in traditional teacher-fronted classes. The teacher has to create a highly structured and well organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time. (p. 199)

It is obvious that the role of teacher in CL is the facilitator of learning rather than authority figure. Needless to say, learners need to learn in a context where they feel safe. CL may provide the supportive community that learners need as asserted by Hiçyılmaz (2005). Consequently, it is fair to say that CL enables learners to foster mutual responsibility and develop communicative competency putting them at the centre of the learning process.

In most broad sense the concept of self-directed learning has been used with other concepts such as self-regulated learning and learner autonomy in the context of EFL teaching. All these concepts are concerned with teaching students how to think, how to learn and how to take control of their learning with the aid of critical thinking skills, problem solving skills, and learning strategies. Autonomy has been characterized in many ways in relation to language learning. The most often used definition is that of

Holec (1981, p. 3, as cited in Benson, 2009, p. 17), who defines autonomy as “the ability to take charge of one’s own learning”. Holec (1981, p. 3, as cited in Benson, 2009, p. 18) elaborates on this definition stating that learners need to hold the responsibilities of their decisions as regards to all aspects of their learning process following:

- determining the objectives;
- defining the contents and progressions;
- selecting methods and techniques to be used;
- monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.);
- evaluating what has been acquired.

Benson (2006) makes a general description for autonomy and defines it as the ability for people to take control over their lives not only individually but also collectively. As regards to autonomy in language learning he asserts that autonomy in language learning is about people having control over their learning and also the ways they follow in learning process both in classrooms and outside them. Benson & Voller (1997, pp. 1-2, as cited in Yıldırım, 2012a, pp. 307-308) explain how “autonomy” is used at least in five ways in language education as in the following:

- for situations in which learners study entirely on their own;
- for a set of skills which can be learned and applied in self-directed learning;
- for an inborn capacity which is suppressed by institutional education;
- for the exercise of learners’ responsibility for their own learning;
- for the right of learners to determine the direction of their own learning.

Another definition is offered by Scharle and Szabo (2000) as follows:

In theory we define autonomy as the freedom and ability to manage one’s own affairs, which entails the right to make decisions as well. Responsibility may also be understood as being in charge of something, but with the implication that one has to deal with the consequences of one’s own actions. Autonomy and responsibility both require active involvement, and they are apparently very much interrelated. (p. 4)

In accordance with the point that the learners are responsible for all aspects of their learning, Nunan (2003) characterizes autonomous learners as the ones who play the kind of active role in their own learning. Little (1991) argues that it is difficult to define autonomy shortly and prefers discussing the common misconceptions about autonomy. The following are what Little (1991, pp. 3-4) has stated on what autonomy is not:

- Autonomy is not a synonym for self- instruction; in other words, autonomy is not limited to learning without a teacher.
- In the classroom context, autonomy does not entail giving up responsibility on the part of teacher; it is not a matter of letting the learners get on with things as best they can.
- Autonomy is not something that teachers do to learners; that is, it is not another teaching method.
- Autonomy is not a single, easily described behaviour.
- Autonomy is not a steady state achieved by learners once.

Since autonomy has gained great deal of importance in the field, there are numerous studies conducted on the different aspects of it. Thinking that independent learning aims to make learners, who wish to become partly or wholly, autonomous in their learning (Dickinson, 1992), this notion led learners to take more responsibility for their own learning. In accordance with this responsibility shift, Scharle and Szabo (2000) support the investigation of learners' readiness for this change. They state the importance of determining learners' beliefs, study habits, motivation levels, attitudes, use of metacognitive strategies, performance of out of class activities in learning a language for any attempt to promote learner autonomy in classroom contexts. Dickinson (1992) emphasizes the fact that self-direction can only be promoted by giving both psychological and methodological preparation, which highlights the crucial role of language teachers, and the institutional contexts. She asserts that psychological preparation demands to persuade learners that they have the abilities to take more participatory and independent role, and they may change their attitude to learning, whereas methodological preparation can be promoted by learner training techniques. In another study by Jing (2006) it is explicitly stated that although there may be many constraints on fostering autonomy in any learning contexts, "autonomy within these constraints can only be promoted by teachers' willingness and capacity to live through a

continuous process of mediation, negotiation and personal interpretation concerning the teaching - learning content, process and environment” (p. 54).

In literature, there are also studies that researched some other aspects of autonomous learning. Yıldırım (2012) asserts the learners’ cultural and educational background may have an impact on learners’ autonomous behaviours. Another study that concluded that learners may have the capacity to be autonomous, but “this quality may not be revealed possibly because of the influence of socio-cultural factors” was conducted by Alias and Ming (2007, p. 16).

To sum up, in the light of many studies conducted by various researches, it can be inferred that learner autonomy is of great importance in language learning and classroom contexts. In this respect fundamental aspects of autonomy need to be researched to raise awareness of learners. Along with the support of the previous studies, readiness for self direction, independent work in language learning, learners’ role in their learning process, teachers’ roles, learners’ attitudes towards their learning can be said to worth investigating for the learners’ readiness to promote autonomy in classrooms contexts.

1.2. Statement of the Problem

The major concern of the present study is the lack of autonomy that students’ need to have over their learning. Since I started teaching, I have observed that the characteristics of old paradigm in education still exist in each level of educational contexts. Accordingly, Yumuk (2002) states that Turkish educational system has some barriers that constrain autonomous language learning as in the following:

In Turkey recitation is a common mode of teaching in both the primary and secondary educational systems. The majority of learners undergo the process of learning through traditional educational methods in which the teacher is the ‘authority’ rather than the ‘facilitator’. (p. 143).

Unfortunately, in line with mine and my colleagues’ observations, students have no idea about their learning needs, their goals, their planning to learn language. They are not aware of the importance of developing appropriate strategies and their own

responsibility to monitor and assess their own learning progress. Due to the fact that language learning starts at earlier stages of education in our local context, it would be beneficial to establish awareness in learners to facilitate autonomy. For that reason, we believe that this study will shed light on learners' conceptions of different aspects of autonomous behaviours.

1.3. Aim and Scope of the Study

This study intends to find out whether a group of 7th grade students have autonomy over their learning, or not. It aims to explore learners' awareness in different areas that autonomy implies. These areas are as follows:

- Learners' beliefs related to readiness for self direction,
- Learners' beliefs related to independent work in language learning,
- Learners' beliefs related to the role of teacher in learning process,
- Learners' attitudes towards teacher explanation/supervision,
- Learners' attitudes towards particular language learning activities,
- Learners' roles in selection of content,
- Learners' roles in determining objectives/evaluation,
- Learners' beliefs related to the role of external assessment in motivating their work,
- Learners' attitudes towards the culture of other countries.

More recent developments in education have recognized the role of the individual in the learning process. It is a fact that learners differ in their capacity to process, store and retrieve information. They also differ in terms of age, intelligence, attitudes towards language learning and approaches to learning. Thinking all those differences in learners, the study claims that the prospective results obtained in that particular educational setting where the research is to be conducted will raise the awareness of the all parties of language learning (learners, teachers, and curriculum developers) as regards to the significance of learner autonomy.

1.4. Research Questions

The general purpose of the study is to investigate the readiness of a group of 7th grade students for autonomous learning. In more detail, the present study attempted to respond to the following research questions:

1. To what extent do learners have readiness for self direction?
2. To what extent do learners work independently?
3. How do learners perceive the class/teacher's role in their learning process?
4. To what extent do learners give importance to teacher explanation/supervision?
5. What are learners' attitudes towards language learning activities?
6. To what extent do learners have roles in the selection of content?
7. What are learners' roles in determining objectives/evaluation?
8. How do learners regard the role of external assessment in motivation of their work?
9. What are learners' attitudes towards the other cultures?

1.5. Significance of the Study

Many EFL teachers may face the situation of making considerably effort for the learners' learning, but getting dissatisfied in the process. It is probable that they have students who are not aware of their own learning needs, and goals. They may not be able to use appropriate strategies, arrange and plan their learning, work independently and monitor their own learning process. The main reason of this behaviour might be teacher-dependency, and can only be handled by raising the learners' consciousness to take responsibility of their learning, and become autonomous learners. However, teachers need to know to what extent their students are autonomous over their learning, and whether, or not, they are ready for learning autonomously. The current study intends to provide an insight into the areas considered to be vital in promotion of autonomy in EFL classes. In accordance with the importance of autonomous awareness that the current study aims to raise, Zou (2011) claims that:

Helping learners to raise awareness, to reflect on their own learning, to share such reflections with others and gain

understanding of the factors influencing the learning processes are important for the development of autonomous learning competence and positive attitudes towards learner autonomy. (p. 422)

1.6. Definitions of Terms

Autonomy

“Autonomy is the ability to take charge of one’s own learning” (1981, p. 3, as cited in Benson, 2009, p. 17).

Self Regulated Learner

Self-regulated learners are the ones who are active in their learning process. They are aware of what they “can do” and “cannot do”. These learners are capable of pre-determining their goals and act accordingly, self-monitor, and self-evaluate their own process (Zimmerman, 2002).

Learner-Centered Teaching

Learner-Centered Teaching (LCT) is an approach that aims “to create learning environments that optimize students’ opportunities to pay attention and actively engage in authentic, meaningful, and useful learning” (Doyle, 2011, p. 9).

CHAPTER 2

2. LITERATURE REVIEW

This present chapter reviews the literature related to the background of the concept. It also deals with the origins of autonomy, features of autonomous learners, and the roles of teachers in fostering learner autonomy.

2.1. Origins of Autonomy

In broad sense, Benson (2009) indicates that the idea of autonomy is not indigenous to language learning and teaching, but, it is basically non-linguistic concept that has been adapted to language teaching by means of psychology and educational theory, from the field of political and moral philosophy and it was only in the 1960s the theories concerned with language learning emerged in the field. “Autonomy, or the capacity to take charge of one’s own learning, was seen as the natural product of self-directed learning, or learning in which the objectives, progress and evaluation of learning are determined by learners themselves”. (Benson, 2011, p.10). He also explains that self-access resource centre and the idea of learner training were considered as the means for provision of self direction and first centres were founded with the aim of fomenting self directed learning through a variety of second language sources.

In harmony with the reason of the emergence of self-access, Jones (1995) asserts that outside the normal classroom environment, but still within the framework of the curriculum, self-access gives a great opportunity to promote self-direction. Benson (2011) underlines the perception that self-access learning is often regarded as a synonym for autonomous learning. However he clarifies that (2011, p. 11), “in many institutions, self-access centres have been established without any strong pedagogical rationale and it is assumed, without any strong, justification for the assumption that self-access work will automatically lead to autonomy”. Thinking that autonomy is a “multidimensional capacity that will take different forms for different individuals, and even for the same individual in different contexts or at different times” (Benson, 2001, p. 47, in Benson, 2009, p. 15), it is not fair to accept that self-access will directly lead to autonomy as students need a great deal of preparation, encouragement, and support before they are able to take on responsibility for their learning process as stated by Edge and Warton (1998).

Another concept which is used hand in hand with autonomy is learning training that is concerned with the development of learners' skills related to self-management, self-monitoring, and self assessment (Benson, 2011). Sheerin (1997, pp. 59-60, as cited in Benson, 2011, p. 154) preferred the term learner development to learner training "because the latter implied something that is done or imposed by someone to someone else". Benson (2011) who uses the term learner development rather than training as Sheerin also supports the idea that the primary goal of learner development is to enable learners be much better in language learning.

Harris (1993) also emphasizes that learner autonomy and learner training is not synonym, though they are closely linked, and asserts that "fundamentally, learner training involves a conscious focus on the learning process itself, not just on the language. A working definition could be that learner training is the systematic and explicit training of learners in learning strategies in general (meta - cognitive strategies) and strategies for dealing with language and communication in particular (cognitive strategies)" (p. 7). In compatible with the Harris' definition, Dickinson (1992), puts forth that learner training is a mutual and collaborative process between teacher and learner and aims to provide learners with the efficiency of control over the management of their own learning by giving a greater degree of responsibility.

2.1.1. Metacognitive Strategies

Learner training aims to enable learners to consider the factors that have impacts on their learning and find out the learning strategies those match appropriately with their objectives. It aims to help them gain awareness on how to learn rather than what to learn (Ellis & Sinclair, 1989, as cited in Dickinson, 1992). According to Ridley (1997) "there is an increasing interest in the role which strategies play in language learning – an interest which stems from research in cognitive psychology and which is at the core of learner-centred curricula" (p. 2). In literature many definitions exist for language learning strategy. Oxford (1990) defines them as the actions taken by learners to empower their learning. Wenden (1987, pp. 7-8, as cited in Lee, 2010, p. 134) says "learning strategies are the various operations that learners use in order to make sense of their learning". Oxford (1990, p. 9) claims that language learning strategies have the following features:

- Contribute to the main goal, communicative competence

- Allow learners to become more self - directed
- Expand the role of teachers
- Are problem-oriented
- Are specific actions taken by the learner
- Involve many aspects of the learner, not just the cognitive
- Support learning both directly and indirectly
- Are not always observable
- Are often conscious
- Can be taught
- Are flexible
- Are influenced by a variety of factors.

Metacognitive strategies are considered to be crucial in language learning for various reasons. Oxford (1990) stated that “they allow learners to have control over their own cognition- that is, to coordinate the learning process by using functions such as centering, arranging, planning and evaluating” (p. 135). Oxford’s (1990, p. 137) taxonomy of metacognitive strategies is as follows:

A. Centering Your Learning

1. Overviewing and linking with already known material
2. Paying attention
3. Delaying Speech production to focus on listening

B. Arranging and Planning Your Learning

1. Finding out about language learning
2. Organizing
3. Setting goals and objective
4. Identifying the purpose of a language task
5. Planning for a language task
6. Seeking practice opportunities

C. Evaluating Your Learning

1. Self-monitoring
2. Self-evaluating

Ridley (1997) underlines that metacognitive strategies enable learners to be aware of their own thought process, and they have obvious implications for learner autonomy: autonomous learners are capable of reflecting on their own learning

experiences. A research conducted by Victori and Lockhart (1995) indicated that enhanced metacognition leads to more autonomy through the use of more efficient strategies and a variety of resources. Chamot & Rubin also (1994, as cited in Benson, 2011) asserted the strong correlations between use of strategy and enhanced language learning performance in accordance with their research findings. In another study conducted by O' Malley et al. (1985, as cited in Griffiths, 2004, p. 12) "higher level students reported greater use of metacognitive strategies (that is strategies used by students to manage their own learning), leading the researchers to conclude that the more successful students are probably able to exercise greater metacognitive control over their learning".

Learners who have metacognitive abilities seem to have the following advantages over others who are not aware of the importance of metacognitive strategies:

- They are more strategic learners,
- Their rate of progress in learning as well as the quality and speed of their cognitive engagement is faster,
- They are confident in their abilities to learn,
- They do not hesitate to obtain help from peers, teachers, or family when needed,
- They provide accurate assessments of why they are successful learners,
- They think clearly about inaccuracies when failure occurs during an activity,
- Their tactics match the learning task and adjustments are made to reflect changing circumstances,
- They perceive themselves as continual learners and can successfully cope with new situations. (Wenden, 1998, cited in Coşkun, 2010, pp. 36-37)

2.2. Philosophies Underlying Autonomy

For a better understanding of learner autonomy, the fundamental philosophies behind the concept need to be clearly articulated. One of the primary philosophies related to autonomy is humanism, the keen advocate of which is Carl Rogers. Roger's humanistic psychology focuses more on affective factors than cognitive ones, and

emphasizes qualities such as self-concept and personal assumptions of responsibilities (Brown, 2006).

Benson (2011, p. 35) contends that in broad sense “humanistic psychology accepts people as ‘self-actualizing’ beings striving for health individual identity, integrity, and autonomy”. Vasuhi (2011) also states that humanistic approach is a learner-centered approach that gives importance to the self or the individual. It values the development of the potential in human. Stevick (1990, as cited in Pigot, 2012) elicits that the developments of social relations through friendship and collaboration, the developments of the sense of responsibility, and intellectual stimulations are among the objectives of humanistic approach.

The role of teachers in humanistic approach is a kind of understanding figure who is ready to aid learners in the learning process (Vasuhi, 2011), and a facilitator to help learners acquire “self-realization and intervenes as little as possible in the natural development of the person” (Benson, 2011, p. 35). Teachers are agents who trust, accept and prize students, regard them as real worthwhile people. They also have a role in creating nurturing and emotionally secure contexts for learners to interact with others in a communicative environment (Brown, 2006). As for the roles of students in humanistic approach, Vasuhi (2011) contends that they manage to self-evaluate themselves and realize their self-worth and responsibility in the learning process that helps them learn out of interest and not because of compulsion. It is quite clear that crucial elements of learner autonomy such as developing awareness and responsibility, self-monitoring, self-evaluation, learning in a communicative environments through cooperation and collaboration, the role of teachers as facilitators of learning, the active role of learners in the processes of content selection, methodology and assessment as valuable individuals match the principles of humanistic approach.

Another philosophy underlying autonomy is experiential learning. Rogers (1969, p. 5, as cited in Knutson, 2003, p. 54), a strong proponent of experiential learning, describes this basic philosophy as in the following:

It has a quality of personal involvement-the whole person in both his feeling and cognitive aspects being in the learning event. It is self-initiated. Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching

out, of grasping and comprehending comes from within. It is pervasive. It makes a difference in the behaviour, the attitudes, perhaps even the personality of the learner.

Kohonen (2007, p. 1) also defines it as an “educational orientation which aims at integrating theoretical and practical elements of learning for a whole person approach, emphasizing the significance of experience for learning”. Kohonen (2007), who emphasizes that as part of autonomous learning learners need to contribute to their language learning by initiative-taking and active involvement, also suggests experiential learning techniques in which students can actively and personally engaged as follows:

- personal journals, diaries
- portfolios
- reflective personal essays and thought questions
- role plays, drama activities
- games and simulations
- personal stories and case studies
- visualizations and imaginative activities
- models, analogies and theory construction
- empathy-taking activities
- story-telling, sharing with others
- discussions and reflection in cooperative groups. (pp. 1-2)

Dewey, a leading figure in experiential learning, sees education as “social participation, problem solving, and the classroom organization” (1916; 1966, as cited in Benson 2011, p. 29). His view supports Knutson’s (2003, p. 56) claim that through experiential learning, “language-learning is facilitated when students are cooperatively involved in working on a project or task, and when the project includes the phases of exposure, participation, internalization, and dissemination”.

As regards to teachers’ roles, experiential learning also demands teachers to take time to encourage reflection by taking on a different role in the classroom as guides and helpers than the traditional teachers as experts (Knutson, 2003).

2.3. Why Autonomy?

This question has arisen a great deal of interest within the field of language education due to the fact that it has been advocated as one of the ultimate education goal as stated by Benson (2011). However; Riley (2009) underlines the importance of dealing with the ambiguity how to set autonomy in its “overall intellectual, practical, and social context” (p. 46). From this point of view, he highlights at least three requirements need to be met. First one is to hold a view about the relationship between society and the individual to understand the position of individual for the integration into society. Second is to get an insight about different pedagogical traditions of the culture, which is required to get some ideas and information about just how approaches to teaching and learning are appreciated in the culture. Third is to have an opinion for how popular beliefs regarding language and language learning influence official, institutional methods, and practices. It is explicitly related to the attitudes of the culture towards language and language learning.

To discuss the answer to the question of *Why Autonomy* also entails to suggest ways to its development. Benson (2011, p. 124) draws attention to a point that “most researchers agree that autonomy cannot be “taught” or “learned”. For this reason, the term “fostering autonomy” is often used to stimulate or support the “development” of autonomy among learners”. Scharle and Szabo (2000) suggested some stages in the process of developing learner autonomy. They asserted that “Raising Awareness” is the first stage. They claim learners need to be presented “new viewpoints and new experiences and encouraged to bring the inner processes of their learning to the conscious level of their thinking” (p. 9). The next step offered by them (2000) is to “Change Attitudes and Raise Motivation”. It is a “slow process requiring a lot of practice and patience, since it takes time to go from understanding to practising new roles and habits, especially when this involves breaking away from stubborn old patterns of behaviour” (p. 6). The last stage suggested by Scharle and Szabo (2000) is “Transferring Roles” to the learner, which requires a considerable change in classroom management and in the traditional role of teacher as the supplier of the information to the guide, model, counsellor, and facilitator. Another suggestion to develop greater autonomy is by Sinclair (2009) who asserts that “teachers need to be allowed to experience a carefully scaffolded program which provides opportunities for developing the skills and knowledge that enable them to develop the capacity for autonomy as

learners” (p. 184). Sinclair (2009) also pinpoints on the necessity of overcoming the contextual and pedagogical constraints that hinder the promotion of learner-centered methodology and autonomy, for example, student attitudes and preferences, large classes, examinations, time constraints, curriculum frameworks.

Benson (2011) also suggested six approaches to the development of autonomy. This view of approaches is depicted in the following figure:

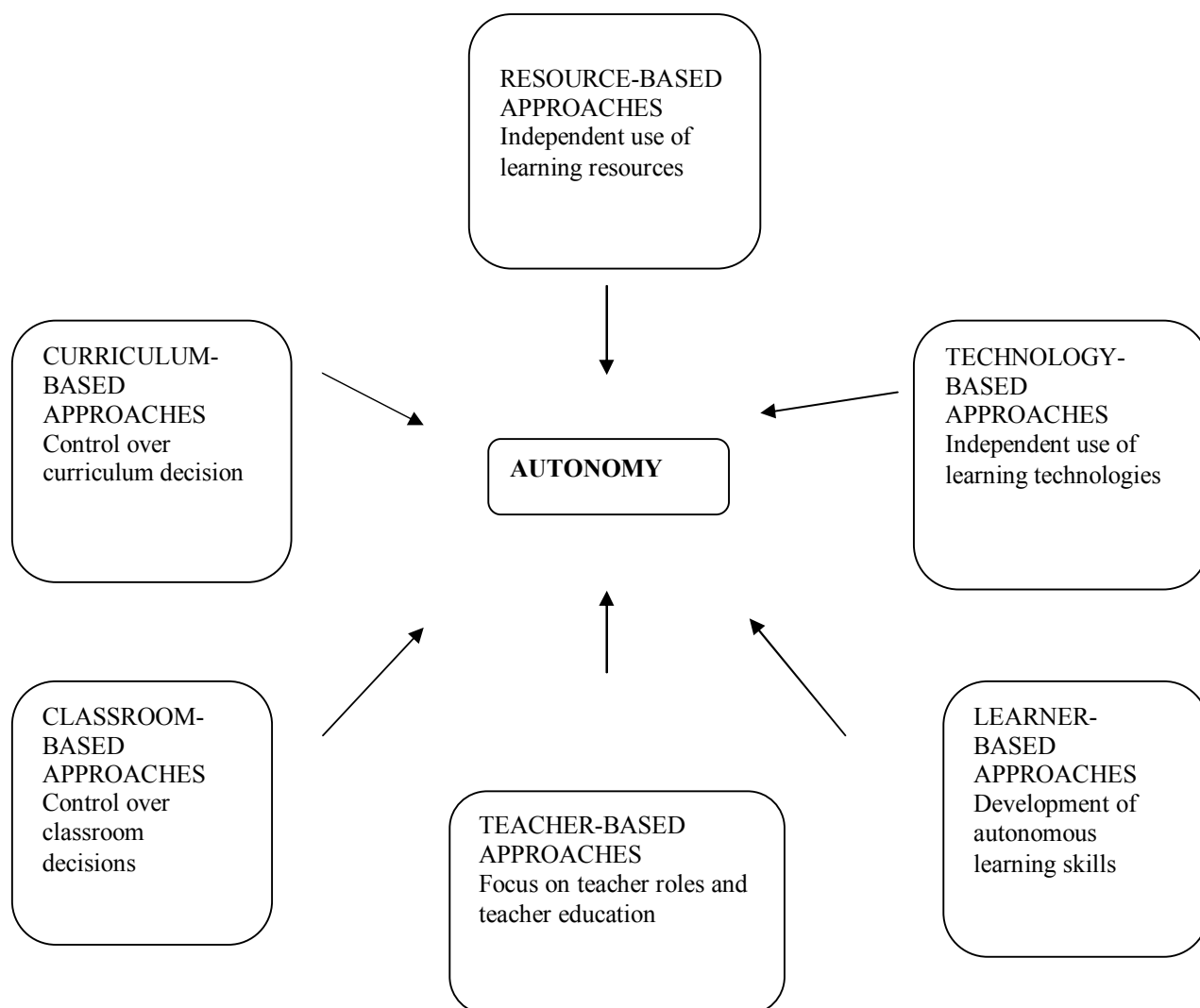


Figure 2.1: Autonomy in language learning and related areas of practice (Benson, 2011, p. 125).

Benson (2011, pp. 125-126) elaborates on those practices associated with the development of autonomy under six broad headings:

- Resource-based approaches emphasizes independent interaction with learning materials,

- Technology-based approaches emphasize independent interaction with educational technologies,
- Learner-based approaches emphasize the direct production of behavioural and psychological changes in the learner,
- Classroom-based approaches emphasize learner control over planning and evaluation of classroom learning,
- Curriculum-based approaches extend the idea of learner control to the curriculum as a whole,
- Teacher-based approach emphasizes the role of the teacher and teacher education in the practice of fostering autonomy among learners.

2.3.1. The Common European Framework of Reference

Along with the stages suggested to develop learner autonomy, there is also a newly taken step in language teaching field to foster it: The Common European Framework of Reference (CEFR). In its own words, “the CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.” (Council of Europe, 2001, p. 1). It is neither a methodology that recommends a way of teaching, nor a cultural mean used to promote European education systems, but a guide to teachers’ teaching, the ways they choose course books and resources. The CEFR basically helps to specify what learners are able to do at certain levels (Pearson Longman CEF, n.d). The central objective of the framework is the development of learners’ cultural enrichment, learner autonomy, and the competency of self-assessment (Council of Europe, 2001). In parallel with the central objectives of the Framework, the planning of self-directed learning has a crucial place in the CEFR. The planning of self-directed learning includes:

- raising the learner’s awareness of his or her present state of knowledge,
- self-setting of feasible and worthwhile objectives,
- selection of materials,
- self-assessment. (Council of Europe, 2001, p. 6)

It is essential that learners comprehend what the framework means to them so that they can benefit from self-assessment and learner autonomy to become more effective learners both inside and outside the classroom (Pearson Longman CEF, n.d). To manage this, benefits of using the CEFR needs to be clearly understood by language

teachers. The benefits related to using a common framework is listed in Pearson Longman CEF (n.d) as in the following:

- Teachers have access to a meaningful and useful point of reference that is understood globally and that informs their decisions on measuring language knowledge and skills.
- Teachers receive a detailed description of learning, teaching, and assessing languages, how learners compare to a set of competencies, and how they carry out communicative tasks.
- Teachers and learners move toward specific levels and specific goals of those levels.
- Teachers may want to select teaching materials (course books and resources) that are referenced to the CEFR.
- CEFR levels provide an indication of performance and ability to function in communicative contexts in a foreign language.
- There are no requirements in the CEFR; it is a framework of reference. It is up to the teacher and learner to plot a course for language development. The CEFR does not tell them what to do or how to do it.
- The CEFR invites practitioners (all those involved in teaching and learning a language) to reflect on their approach to teaching, learning, and assessment. (pp. 6-7)

Language Portfolios are the ways in which students may intend to make use of the CEFR. Language Portfolios are designed to help learners be more conscious of their language learning and to encourage them to monitor their own process. They encourage students to self-assess themselves (Pearson Longman CEF, n.d). It can easily be inferred that Language Portfolios are the property of the learners, so they help learners manage their own learning process autonomously.

2.4. Features of Autonomous Learners

Autonomous learners are described by Dickinson (1993) as learners who are capable of identifying their learning objectives, who know what to learn and how to formulate their learning objectives in parallel with their teachers'. Autonomous language learners also manage to choose and implement appropriate learning strategies, monitor their use of strategies. They also monitor to what extent they are effective and change them if essential.

In addition to Dickinson's description of autonomous learners, Chan (2001) who conducted a study to research a group of students' perceptions of autonomy stated that the class identified some characteristics of the autonomous learners as in the following:

- highly motivated
- goal-orientated
- having an inquisitive mind (e.g willing to ask question in class)
- well-organized (e.g having good time management skills)
- hardworking
- curious about language,
- interested and enthusiastic about what is learnt,
- active (e.g trying different ways to improve one's learning)
- having initiative,
- making use of every opportunity to improve one's standard,
- flexible. (pp. 512-513)

Candy (1991, pp. 459-66, in Benson, 2011, p. 117) listed some competencies associated with the features of autonomous learners as follows:

- methodical /disciplined
- logical / analytical
- reflective / self-aware
- curious/open/motivated
- flexible
- interdependent/interpersonally competent
- persistent / responsible
- venturesome / have a positive self-concept
- independent/ self-sufficient

- skilled in seeking / retrieving information
- knowledgeable about / skilled in learning
- able to develop / use evaluation criteria.

Reinders (2010) also identified the characteristics of autonomous learners as the ones who are able to determine their needs, set their goals, plan their learning, select the appropriate resources, select effective learning strategies, implement the strategies, manage to monitor their process, and finally assess and revise the process. Reinders (2010, pp. 50-51) also presented nature of autonomous learning process in the following figure:

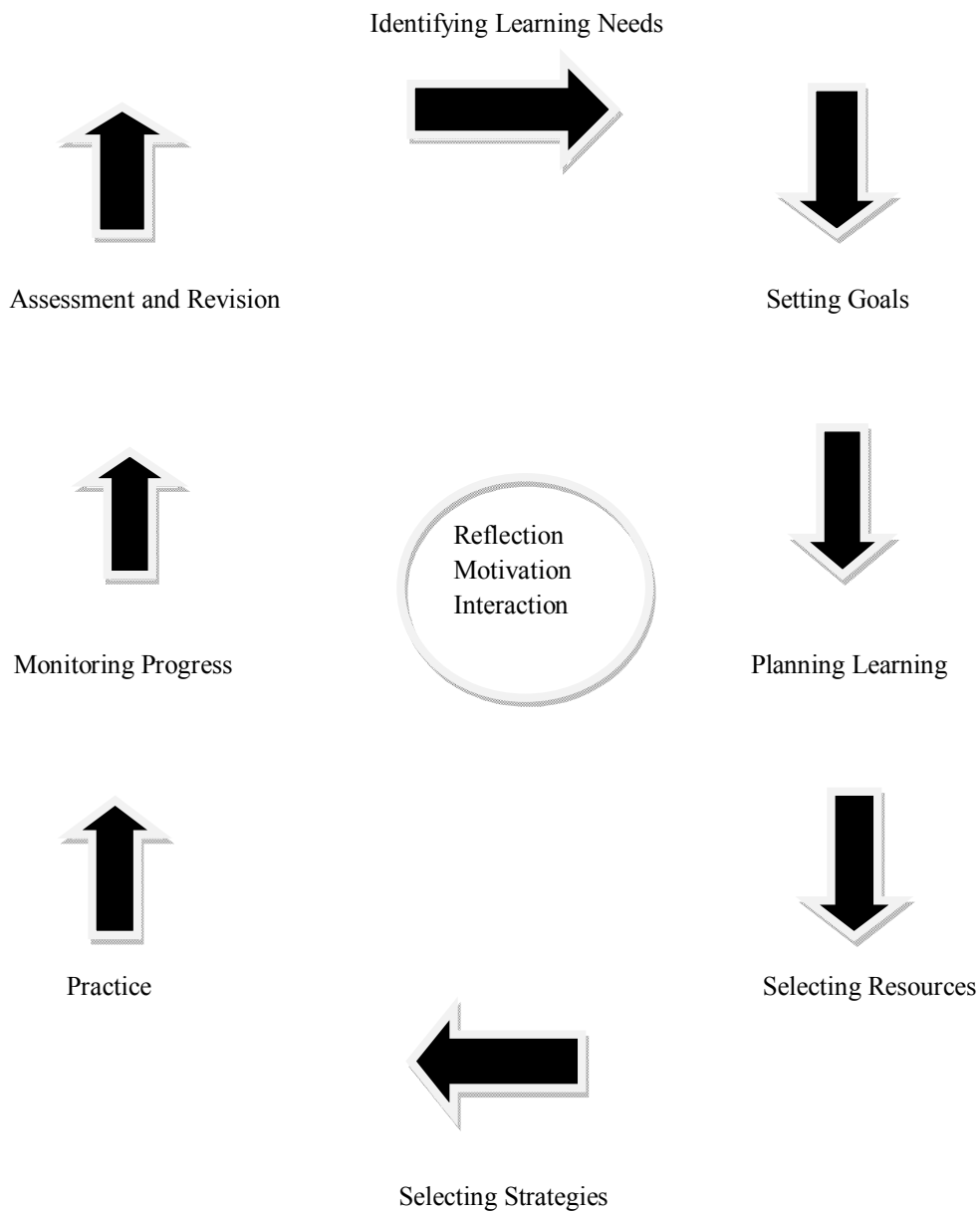


Figure 2.2: Cyclical nature of the autonomous learning process (Reinders, 2010).

2.5. Teachers' Roles in Fostering Learner Autonomy

Wolff (1994, p. 16, as cited in Ridley, 1997, p. 69) in outlining new approaches to language teaching in the post communicative era, makes a distinction between on the one hand instructivism “where teachers play the active role learners are participants”, and on the other hand constructivism where “students construct their own knowledge on the basis of their personal experience and in which teachers help with their individual language construction process”. Ridley (1997) clearly states that the link between how to construct knowledge and autonomy is clear:

Autonomous learners construct knowledge of themselves as well, whether at implicit or explicit level. Teachers are not usually aware of these learner-internal processes, but in their classroom management they can provide not only linguistic input, but also the space and time for learners to have the chance of being aware of different aspects of learning process. (p. 69)

Wolff (2009) emphasizes that teachers need to think over themselves, what they can change about how they work in classrooms to foment autonomy and responsibility. She underlines such roles teachers need to take to foster learner autonomy as, stimulating and encouraging learners, guiding them to discover their own best learning style, fostering meaningful learning via cooperative learning, helping them be risk takers rather than be fearful of making mistakes, setting up appropriate conditions for learning, and also offering them out of class tasks to make them feel the language as theirs even outside classroom contexts. In parallel with the importance of teacher awareness in fostering learner autonomy, Nakata (2011) who researched a group of EFL high school teachers' readiness to promote autonomy concluded that teachers may not be ready to promote it in their learners even if they understand the importance of autonomy.

Little (2000, p. 45, in Lamb, 2008, p. 10), on the other hand, claims that teachers can only foster learner autonomy if they themselves are autonomous and adds:

[...] the development of learner autonomy depends on the development of teacher autonomy. By this I mean two things: (i) that it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner; and (ii) that in determining the initiatives they take in the classrooms, teachers must be able to exploit their professional skills autonomously, applying to their teaching those same reflective and self managing processes that they apply to their learning.

CHAPTER 3

3. METHODOLOGY

This chapter presents the methodological details of the study. In sequence, research design, and procedures are reported. In the other sub-sections, the construction of the instrument, the participant group and setting are presented. Finally, data collection and analysis are described.

3.1. Research Design

In this present study, survey research design, which employed quantitative data, was used to see whether, or not, a group of 7th grade students at an elementary school have autonomy over nine different areas that autonomy implies. Fraenkel & Wallen (2009) clearly explain that in survey research the main goal of the researchers is to discover in what way the samples of a population evaluate themselves on one or more variables through a survey. Punch (2003) also states that “on a quantitative survey, though not all surveys are quantitative, the survey is designed to produce numerical data, and proceeds by measuring variables” (p. 3).

In the light of the characteristics of survey research mentioned, this study aimed to find answers to the following questions:

1. To what extent do learners have readiness for self direction?
2. To what extent do learners work independently?
3. How do learners perceive the class/teacher’s role in their learning process?
4. To what extent do learners give importance to teacher explanation/supervision?
5. What are learners’ attitudes towards language learning activities?
6. To what extent do learners have roles in the selection of content?
7. What are learners’ roles in determining objectives/evaluation?
8. How do learners regard the role of external assessment in motivation of their work?
9. What are learners’ attitudes towards the other cultures?

In order to find answers to the research questions, participants were given a questionnaire, and a demographic data sheet. For the analysis of the data, descriptive

statistics were obtained. In the proceeding table, there is the general framework of the research process.

Table 3.1: Research Process

1. Research Questions	Literature Review, Previous Studies
2. Sampling	Cluster Random Sampling
3. Research Design	Survey Research
4. Data Collection Tool	Autonomy Learner Questionnaire
5. Data Collection Procedure	Administration of the questionnaire to 114 7 th grade students at an elementary school in their classes
6. Analysis Procedure	Descriptive statistics

3.2. Participants of the Study

The sample of the present study was a total of 114 7th graders at Şehit Selahattin Elementary School, located in Hakkari, Turkey. It is one of the most populated state schools of Hakkari. The participants of the study were, as stated above, 114 7th graders who were between 11-16 ages. Out of 114 participants 64 were males, 50 were females. The researcher especially chose an elementary school as she believed autonomy awareness should be established at earlier stages of education. For the selection of the sample group, cluster random sampling, which demanded to choose some classes from a selected school, was used. The qualities of the sample group are also illustrated in the following table.

Table 3.2: Characteristics of the Participants

Gender	Males 64 Females 50 Total Number 114
Age	11 – 12 aged 9 participants 13 – 14 aged 103 participants 15 – 16 aged 2 participants Total Number 114

3.3. Data Collection Tool

The data source of this study is Autonomy Learner Questionnaire (ALQ). It is the most important instrument of this research. The function of a questionnaire, as an important measurement tool, is explained by Fraenkel & Wallen (2009) as in the following:

In a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet. Advantages of questionnaires are that they can be mailed or given to large numbers of people at the same time. The disadvantages are that unclear or seemingly ambiguous questions cannot be clarified, and the respondent has no chance to expand on or react verbally to a question of particular interest or importance. (pp. 125-126)

In our study we administered Autonomy Learner Questionnaire (ALQ) to find out whether, or not, learners have autonomy over the related areas that autonomy implies (See Appendix 7.1.). The original form of the Autonomy Learner Questionnaire was developed by Egel (2003, in Karagöl, 2008) and piloted by her on fourth and fifth graders. The Cronbach Alpha reliability of this questionnaire was measured by Egel, and it was found out that the Cronbach Alpha coefficient of ALQ was 0,807023, which was reliable to use the instrument as a measurement tool (Karagöl, 2008). ALQ has 44 statements that are consisted of nine dimensions related to specific aspects of learner autonomy. The following table presents the nine areas in the autonomy learner questionnaire (Egel, 2003, as cited in Karagöl, 2008, p. 29). ALQ is a questionnaire that obtains data through rankings. In this Likert type scale, the respondents were directed to answer forty four statements, and the statements have five options to circle “always true”, “mostly true”, “sometimes true”, “rarely true”, and “never true”. “Always true” stood for five points, “mostly true” stood for four points, “sometimes true” stood for three points, “rarely true” stood for two points, and “never true” got the point of one. Besides, the questions in the questionnaire consisted of dependent and independent statements that demands reverse scoring method to elicit the differences between autonomous and non-autonomous behaviours. To be more precise, in this reverse

scoring system when the score is higher in the independent statements, the learners have more autonomy. On the other hand, when the score is higher in the dependent statements, the less autonomy learners have in the related area (Karagöl, 2008).

Table 3.3: *Nine Dimensions in the Autonomy Learner Questionnaire*

Section	Number of the Items	Focus	Number of the Questions
Dimension 1	6 items	Readiness for self direction	Q1, Q3, Q4, Q16, Q28, Q32
Dimension 2	7 items	Independent work in language learning	Q2, Q5, Q6, Q7, Q10, Q20, Q35
Dimension 3	8 items	Importance of class/teacher	Q8, Q11, Q12, Q13, Q18, Q19, Q27, Q36
Dimension 4	5 items	Role of teacher: Explanation/Supervision	Q9, Q14, Q15, Q21, Q22
Dimension 5	4 items	Language learning activities	Q17, Q23, Q24, Q37
Dimension 6	3 items	Selection of content	Q25, Q26, Q29
Dimension 7	2 items	Objectives/Evaluation	Q31, Q33
Dimension 8	5 items	Assessment/Motivation	Q30, Q34, Q38, Q39, Q40
Dimension 9	4 items	Other cultures	Q41, Q42, Q43, Q44

3.4. Data Collection Procedure

Before the Autonomy Learner Questionnaire (ALQ) was administered, necessary permission was taken from the Directorate of National Education (See Appendix 7.2.). After the permission was taken, the instrument was implemented to the members of the group at the same time. The allotted time for the implementation was approximately 20 minutes in each class. The researcher attached great importance to the manner in which the items were written to make them easily understandable by the respondents. During the implementation, participants were informed about the purpose of the study, and they were ensured that their answers would be kept confidential.

3.5. Data Analysis

The data gained through Autonomy Learner Questionnaire (ALQ) was analysed using quantitative analysis techniques. These techniques were descriptive statistics, frequency distributions, and percentages.

CHAPTER 4

4. DATA ANALYSIS AND RESULTS

This chapter presents the data, and the findings of the study. Then statistical data obtained from each aspect of the tool are examined in sequence.

4.1. Analysis and Results of the Study

In the current study nine research questions were asked to determine learners' awareness for nine different dimensions of learner autonomy. Table 4.1.1. presents the results regarding learners' readiness for self-direction. Table 4.1.2. presents the results regarding learners' conceptions of independent work in language learning. Table 4.1.3. presents the results regarding learners' conceptions of importance of class/teacher in language learning. Table 4.1.4. presents the results regarding learners' conceptions of the English teacher's roles in supervision and explanation. Table 4.1.5. presents the results regarding learners' attitudes towards particular language learning activities. Table 4.1.6. presents the results regarding learners' conceptions of their roles in selection of content. Table 4.1.7. presents the results regarding learners' conceptions of objectives/evaluation. Table 4.1.8. presents the results regarding learners' conceptions of the role of external assessment in motivation of their work. Table 4.1.9. presents the results regarding learners' attitudes towards the culture of the language they are learning.

4.1.1. Findings Regarding Readiness for Self-Direction

The first research question aims to investigate to what extent respondents are ready to engage in self-directed learning. This dimension consists of six items that are based upon learner independency. Table 4.1.1. displays the percentages, and frequencies of learners' responses to self-directed activities in question.

Table 4.1.1: Learners' Readiness for Self-Direction

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q1	When I am learning English I try to relate the new things I have learned to my former knowledge INDEPENDENT	32	28.0	32	28.0	34	29.8	9	7.8	7	6.1
Q3	When I hear someone talking in English, I listen carefully INDEPENDENT	53	46.4	26	22.8	17	14.9	10	8.7	8	7.0
Q4	I want to talk in English with my family or friends INDEPENDENT	19	16.6	18	15.7	12	10.5	15	13.1	50	43.8
Q16	In the future, I would like to continue learning English on my own/without a teacher INDEPENDENT	54	47.3	25	21.9	11	9.6	9	7.8	15	13.1
Q28	If I haven't learnt something in my English lesson, I am responsible for it INDEPENDENT	49	42.9	22	19.3	19	16.6	10	8.7	14	12.2
Q32	I hesitate on the matter of compensating what I have missed in English lessons INDEPENDENT	29	25.4	48	42.1	13	11.4	11	9.6	13	11.4

Drawn from the responses given to learners' readiness to relate what they already know with new things (Item 1), many of them reported their agreement with nearly equal responses of "always true", "mostly true", and "sometimes true". Nearly half of the respondents (n=53) showed willingness to listen carefully when they hear people speaking English (Item 3), whereas they have low determination to use English out of class with the percentage of 43.8% (n=50) as drawn from the Item 4. Responses to item 16 revealed that learners have high expectation for learning English on their own in the future. Furthermore, it's almost certain that majority of the learners have readiness for taking the responsibility of not learning in English classes with the number of 49 respondents as shown in item 28. Additionally, many students (42.1%, n= 48)

reported that they have awareness for their deficiencies to make up in English lessons as indicated in the Item 32.

4.1.2. Findings Regarding Independent Work in Language Learning

This dimension has seven items which survey learners' conceptions of independent work, and to what extent they can work on their own without teacher. All the items in the dimension are based upon learners' independency.

Table 4.1.2: Independent Work in Language Learning

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q2	I use other English books and resources on my own will INDEPENDENT	19	16.6	21	18.4	48	42.1	15	13.1	11	9.6
Q5	It is my own preference to read English books written in basic English INDEPENDENT	17	14.9	20	17.5	52	45.6	13	11.4	12	10.5
Q6	While learning English, I like activities in which I can learn on my own INDEPENDENT	24	21.0	25	21.9	24	21.0	22	19.3	19	16.6
Q7	I like trying new things while I am learning English INDEPENDENT	13	11.4	14	12.2	11	9.6	57	50	19	16.6
Q10	If I cannot learn English in the classroom, I can learn working on my own INDEPENDENT	20	17.5	16	14.0	27	23.6	41	35.9	10	8.7
Q20	I like learning English words by looking them up in a dictionary INDEPENDENT	27	23.6	41	35.9	23	20.1	13	11.4	10	8.7
Q35	I think that I learn English better when I work on my own INDEPENDENT	18	15.7	14	12.2	17	14.9	46	40.3	19	16.6

As illustrated in the data (Item 2 and Item 5), majority of the subjects (Item 2, n=48) stated that they sometimes use English sources and books without force, and voluntarily read English books (Item 5, n=52). Subjects' responses to the item 6, which investigated learners' attitudes toward activities to do on their own, reveal small distinctions with nearly equal distributions to the scale (21.0%, 21.9%, 21%, 19.2%, 16.6%). Furthermore, it is clear that half of the subjects (n=57, 50%) are reluctant to use new things during English learning process as shown in the data (Item 7). Similarly, they appear to have little belief to learn English out of class on their own (Item 10 and Item 35) with 41 and 46 "rarely true" responses in sequence. Finally, almost one third of the respondents (35.9%) stated that they have positive attitude towards learning English words through dictionaries as a part of independent work (Item 20).

4.1.3. Findings Regarding Importance of Class/Teacher

The items in this section aim to find out how the learners regard their classroom setting and English teacher's roles in language learning process. It constitutes of eight items. Five out of eight items are based on dependency, which means the higher scores they get in some parts of the scales (always true, mostly true), the more non-autonomous behaviours they have. On the other hand, the other three items are based on learners' independency. The following table illustrates the statistics of the current dimension.

Table 4.1.3: Importance of Class/Teacher

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q8	I am afraid that I won't learn a topic if the teacher doesn't explain it in the English class DEPENDENT	38	33.3	34	29.8	20	17.5	10	8.7	12	10.5
Q11	I feel confident when the teacher is beside me while I am learning English DEPENDENT	45	39.4	35	30.7	18	15.7	9	7.8	7	6.1
Q12	I can learn English only with the help of my teacher DEPENDENT	39	34.2	33	28.9	24	21.0	8	7.0	10	8.7
Q13	My teacher always has to guide me in learning English DEPENDENT	51	44.7	32	28.0	21	18.4	6	5.2	4	3.5
Q18	I can learn the English grammar on my own/ without needing a teacher INDEPENDENT	18	15.7	19	16.6	17	14.9	33	28.9	27	23.6
Q19	I use my own methods to learn vocabulary in English INDEPENDENT	25	21.9	22	19.3	44	38.5	13	11.4	10	8.7
Q27	I know how I can learn English the best INDEPENDENT	18	15.7	14	12.2	16	14.0	36	31.5	30	26.3
Q36	I only study for the English lesson when the teacher gives homework DEPENDENT	33	28.9	35	30.7	19	16.6	14	12.2	13	11.4

In the light of the data in the table 4.1.3 it is possible to say that nearly one third of the respondents (33.3%) have concerns that they are not able to learn unless the English teacher explains the topics (Item 8). This statistic is followed by the respondents' (n=34) "mostly true" responses (29.8%). The responses to the items (Items 11 and 12) also reflect teacher dependency in that only 6.1% of the learners have self-confidence (Item 11), and only 8.7% of them believe they can learn on their own (Item

12). Besides, approximately half of the participants (n=51) stated that they always need the guidance of the English teacher (Item 13). The responses to the last dependency statement (Item 36) reveal that 30.7% of the subjects study just when the teacher gives homework. It leads to the fact that almost one third of the subjects have more teacher dependency in this statement. As for the learner independency statements, it is clear that the number of the learners (n=18) who manage to learn grammar on their own is quite low (Item 18). As regards to vocabulary learning majority of the respondents (n=44) reported that they sometimes use their own method. It is similarly a sign for less learner independency (Item 19). In addition to this, while 15.7% of the respondents stated they always know how to learn English the best, 31.5% of them reported they rarely know the ways to learn English.

4.1.4. Findings Regarding Role of Teacher: Explanation/Supervision

The fourth research question of this study attempts to investigate the learners' views for the role of the teacher in explanation and supervision. All the statements in the present dimension are based on learner independency.

Table 4.1.4: Role of Teacher: Explanation/Supervision

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q 9	I don't like learning English on my own DEPENDENT	46	40.3	41	35.9	12	10.5	6	5.2	9	7.8
Q14	While learning English I would like my teacher to repeat grammatical rules DEPENDENT	34	29.8	45	39.4	14	12.2	8	7.0	13	11.4
Q15	I feel happy when my teacher explains every detail of English DEPENDENT	50	43.8	23	20.1	18	15.7	10	8.7	13	11.4
Q21	Only my teacher can teach me the English grammar. I cannot learn on my own DEPENDENT	52	45.6	27	23.6	14	12.2	10	8.7	11	9.6
Q22	I want the teacher to give us the words that we are to learn DEPENDENT	30	26.3	47	41.2	14	12.2	11	9.6	12	10.5

As the data indicate majority of the subjects (40.3%, always true and 35.9% mostly true) stated that they are not voluntary to self regulated learning (Item 9). For learning the different aspects of language (for instance; grammar) the subjects also showed great reliance on the teacher stating they can only learn grammar with the aid of the teacher rather than on their own (Items 14 and Item 21). The percentage of the responses to the item 14 is 39.4% mostly true, and 45.6% always true to the item 21. Furthermore; the role of the teacher in vocabulary teaching is also important for the learners (n=47, 41.2% mostly true) as displayed in the Item 22. It might be inferred that the learners have dependence on the teacher for learning grammar and vocabulary. Finally, the responses to the item 15 clearly indicate that about half of the subjects (n=50, always true) want to be explained every detail by their teacher, which proves their belief concerning the dominant role of teacher on them.

4.1.5. Findings Regarding Language Learning Activities

The fifth research question of this study aimed to find out the subjects' attitudes towards particular language learning activities. The items in this dimension which all are independent statements investigate to what extent the learners are ready to work in collaboration, and outside the classroom.

Table 4.1.5: Language Learning Activities

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q17	In the English lesson I like projects where I can work with other students INDEPENDENT	17	14.9	15	13.1	27	23.6	33	28.9	22	19.3
Q23	I would like to use cassettes/ video/ CD's in the foreign language, outside of the classroom INDEPENDENT	21	18.4	17	14.9	16	14.0	36	31.5	24	21.0
Q24	In fact I like to listen and read in English outside of the classroom INDEPENDENT	17	14.9	21	18.4	14	12.2	39	34.2	23	20.1
Q37	I find it more useful to work with my friends than working on my own for the English lesson INDEPENDENT	27	23.6	61	53.5	16	14.0	4	3.5	6	5.2

With the help of the data in the Table 4.1.5, it is revealed that nearly one third of the respondents (n=33) stated they do not like projects where they can work with other students (Item 17), whereas more than half of the respondents (53.5%) stated they are eager to work cooperatively rather than on their own (Item 37). Although both of the items 17 and 37 are highly related to collaborative work, the statistics of the responses

seem to be different. Actually the reason might be that the subjects have negative views for project works, in other words, they may be willing for peer work or group work but not on projects. Moreover, the responses to the Items 23 and 24 indicate that the subjects are not ready to independently work in the related areas such as receptive skills (reading and listening). 31.5% (Item 23) and 34.2% (Item 24) of the respondents seem not to have interest in listening, reading, and using audio and visual materials outside the classrooms.

4.1.6. Findings Regarding Selection of Content

This dimension constitutes of three items which are based upon independency. The items intend to find out the subjects' attitudes towards actively participating in selection of content and materials in English lesson. The preceding table displays the frequencies and the percentages of the responses to the items in this present dimension.

Table 4.1.6: Selection of Content

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q25	I would like to select the materials for my foreign language lessons INDEPENDENT	14	12.2	13	11.4	48	42.1	19	16.6	20	17.5
Q26	I would like to share the responsibility of deciding what to do in the English lesson INDEPENDENT	13	11.4	12	10.5	19	16.6	49	42.9	21	18.4
Q29	I would like to choose the content of what is to be taught in the English lesson INDEPENDENT	17	14.9	12	10.5	45	39.4	22	19.3	18	15.7

As can be drawn from the data, the responses (Items 25, 26) reflected that the subjects (n=48, n=45 respectively) are not always or mostly willing to share responsibilities for the selection of content and materials. Based on the respondents'

indications as “sometimes true”, it is clearly shown that they do not have active involvement in the selection process all the time. On the other hand, 42.9% of the respondents clearly reported their reluctance to share responsibility for what to do in English lesson (Item 26). In other words, nearly half of the subjects did not show interest in being a party to the selection.

4.1.7. Findings Regarding Objectives/Evaluation

This dimension has two items that are based on independency. The items aim to indicate to what extent the subjects are intrinsically motivated to learn language. They also attempt to investigate how confident they are to set their objectives, and evaluate themselves.

Table 4.1.7: Objectives/Evaluation

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q31	I think my friends are better than me in the foreign language. I want to reach their level of English INDEPENDENT	63	55.2	15	13.1	15	13.1	8	7.0	13	11.4
Q33	I believe that I will reach a good level in the English language INDEPENDENT	56	49.1	27	23.6	14	12.2	8	7.0	9	7.8

Table 4.1.7. reveals that a large number of the subjects (n=63, 55%) manage self evaluate themselves and accordingly determine their objectives (Item 31). It is also clearly illustrated in the item 33 that respondents (49.1%) have confidence to reach their aims, which shows they are intrinsically motivated to be successful in language learning.

4.1.8. Findings Regarding Assessment/Motivation

The items in the present dimension attempt to give answers to the eighth research area of this study: the subjects' views for the role of external assessment in motivation of their work. The dimension has five items all of which are independent statements except thirty-nine. Four items are based on dependency, which means that the higher scores they get in some parts of the scale (always true, mostly true), the less autonomous behaviours they have in the related items. The following Table 4.1.8 displays the descriptive statistics of this dimension.

Table 4.1.8: Assessment/Motivation

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q30	I don't study the topics after I get a good grade from my test DEPENDENT	19	16.6	9	7.8	8	7.0	11	9.6	67	58.7
Q34	I study English when we are going to have a test DEPENDENT	20	17.5	12	10.5	17	14.9	52	45.6	13	11.4
Q38	I do the English lesson activities only when my teacher is going to grade me DEPENDENT	21	18.4	20	17.5	45	39.4	11	9.6	17	14.9
Q39	I like it when my teacher gives us different test types, other than written tests INDEPENDENT	19	16.6	58	50.8	13	11.4	8	7.0	16	14.0
Q40	I like it when my teacher does a lot of tests in our English lesson DEPENDENT	13	11.4	12	10.5	23	20.1	47	41.2	19	16.6

As the data in the table (Item 30) indicate a marginally large number of the respondents (67%) stated that they do not give up studying even after they get good

grades. Only a small number (n=19) of the participants seem to be reluctant to continue working after they have good results. The responses to the item 34 show that 45.6% of the respondents do not study only when they have a test from which it might be inferred that they are not motivated only by external assessment. Furthermore; only 18.4% (always true) of the subjects reported their dependency on the grades in English lesson activities (Item 38). The only independent item (Item 39) which investigates the respondents' attitudes towards different test types showed their willingness to have other types of tests rather than written tests with the percentage of 50.8%. In line with the results of this dimension, the responses to the last item (Item 40) show that most of the participants (n=47) rarely like it when they have a lot of tests in English lesson. It might be inferred that the respondents have positive views for different types of tests other than written tests. In fact, it seems that the only motive source for them is not external.

4.1.9. Findings Regarding Other Cultures

This dimension constitutes of four items that aim to find out the subjects' attitudes towards the culture of the language they learn. All the items are independent statements. The preceding table illustrates the frequencies and the percentages of the participants' responses.

Table 4.1.9: Other Cultures

	ITEMS	Always True		Mostly True		Sometimes True		Rarely True		Never True	
		f	%	f	%	f	%	f	%	f	%
Q41	I try to understand the jokes and riddles of the foreign language INDEPENDENT	19	16.6	20	17.5	49	42.9	14	12.2	12	10.5
Q42	I also investigate the culture of the foreign language I am learning INDEPENDENT	20	17.5	55	48.2	19	16.6	9	7.8	11	9.6
Q43	I also investigate the idioms and sayings of the foreign language I am learning INDEPENDENT	14	12.2	19	16.6	52	45.6	21	18.4	8	7.0
Q44	I ask people who have lived abroad about the lifestyles of the people living there INDEPENDENT	59	51.7	23	20.1	14	12.2	8	7.0	10	8.7

Responses to the items 41 and 43 reveal the fact that participants are sometimes interested in learning the jokes and riddles (n=49, 42.9%), and the idioms and sayings of the language they are learning (n=52, 45.6%). As for the interest in the culture of the language they are learning (Item 42), 55 out of 114 participants stated it is mostly true (48.2%). The number of the participants who have no desire to learn the culture is quite low with the percentage of 9.6%. Finally, slightly more than half of the respondents (51.7%) appeared to investigate and show interest in the lifestyles of the people living abroad while only 8.7% of them reported no involvement in learning it.

CHAPTER 5

5. DISCUSSIONS AND CONCLUSIONS

This chapter presents a general discussion of the topic and conclusion. It also provides limitations of the study and suggestions for further studies.

5.1. Discussions and Conclusions

Following the general framework presented so far, we find it necessary to underline some reasons for developing autonomy. According to Scharle and Szabo (2000), “some degree of autonomy is essential for successful language learning. No matter how much students learn through lessons, there is always plenty more they will need to learn by practise, on their own” (p. 4). However, they still believe that students’ autonomy or responsibility level might change to varying degrees. That’s why they discuss the possibility of limitation to the development of autonomy because of personality traits, preferred learning styles, and cultural attitudes. This change to varying degrees in autonomous behaviours is clearly seen in the results of the first aspect of our study. Thinking that taking charge of one’s own learning is considered as the natural product of self-directed learning in which all stages of learning are determined by the learners themselves (Benson, 2011), it is possible to say that while the subjects of this study are more self-directed, in another saying, are more autonomous in some areas, they are less self directed in the others.

Another issue pointed by Scharle and Szabo (2000) is the changing role of teachers as facilitator or counsellor in the process of developing autonomous attitudes of learners. Drawn on this view, however, the results regarding independent work showed that learners are not fully ready to work independently outside the classroom. They consider the English language teacher as a figure whom they can’t learn without. Obviously, the findings in Independent Work section are in parallel with the ones in learners’ views for the “Importance of Class/Teacher”. The subjects show more reliance on the teacher that means they are rather teacher dependent than be independent. Yet, Dam (1995) suggests that developing autonomy and responsibility demands a capacity and willingness of the learners themselves to act independently and in cooperation with others as responsible people. As for the findings of the section “Role of Teacher in Explanation/Supervision”, learners also showed much dependency when learning some

aspects of English (grammar and vocabulary), and stated they wanted the teacher beside them all the time. In contrast with the data, Zou (2011) emphasized that successful autonomous learning is the ability to learn and work individually and collaboratively in autonomous learning contexts.

The findings regarding learners' attitudes towards specific language learning activities also indicated interesting results. Learners were found voluntary to collaboratively work in a group, but reluctant for collaboration on a project work. It might be because the word "project" seemed intimidating for them. Other findings in this section revealed that many of the learners are not ready to devote considerable time, more on receptive skills rather than productive, to practice English outside the classroom. Although one of Nunan's studies of successful language learners asserts (1991, p. 175, as cited in Hyland, 2004, p. 180) that "the determination to apply their developing language skills outside the classroom can play a crucial role for learners in terms of their second language development", subjects of this study do not seem ready to manage this. The reason why they are not interested in studying and practicing English outside the classroom might be that they are unaware of the ways to do them. As Freeman (1999, as cited in Hyland, 2004) suggests learning English outside the class can be effective only when learners find out how to effectively use their time on these activities.

The sixth research question of the study which intended to investigate learners' readiness for content and material selection concluded that they are not much eager to share responsibility. Obviously, those findings are not consistent with Nunan's (1989) view that in learner-centered classrooms information by learners will be appreciated into every phase of the curriculum process. Thus, teachers and learners will work collaboratively for the curriculum development and learners will actively participate in the process of making decisions on content selection, methodology and evaluation. The results lead us to the opinion that learner-centeredness which is an essential aspect to foment autonomy is not wholly promoted in the classes of this research.

The seventh area of this research put forward that majority of the subjects have the ability of self-evaluation, and intrinsic motivation to reach their aims. The findings in this section are in parallel with Ushioda's (1996) assertion that autonomous learners are motivated learners, and Dörnyei's (2001) argument that motivation and autonomy go in harmony. The learners in this research also revealed results supporting the idea

that “enhanced motivation is conditional on learners taking responsibility for their own learning [...] and perceiving that their learning successes and failures are to be attributed to their own efforts and strategies rather than to factors outside their control” (Dickinson, 1995, pp.173-74, as cited in Dörnyei & Otto, 1998, p. 55).

The results of the eighth research question of the study can be accepted as an important indicator of the subjects’ independency on the role of external assessments in motivation of their work. As the findings reported the only motive source for them is not “grades”. This finding goes hand in hand with Sharp’s (2002) suggestion that autonomous learners are more intrinsically motivated while they are less probable to be externally motivated. Obviously, learners of this study can be considered to have autonomy in their attitudes towards assessment. Another finding in this section revealed learners’ readiness to take different types of tests rather than written tests. In compliance with the main aim of CEFR, as elaborately mentioned in our study, the different process based assessment techniques such as portfolios, dossiers, project works might be used for these learners to guide them to manage and monitor their process more autonomously (Pearson Longman CEF, n.d).

The results of the last research area of the current study indicate that the learners have a bit less interest in learning the idioms, sayings, jokes, riddles of the language they are learning whereas they have much interest in learning its culture, and lifestyles of the people of that culture. Their willingness for learning the culture, the lifestyles of those people might be because of the place where this research was carried out. Actually, the difference of the context they are living in might have led the participants to be curious about the culture of the language they are learning. In the light of the views discussed so far, it is possible to conclude that this interest might be used as source of motivation to motivate the learners, and as a result to make them more autonomous with the aid of this motive.

As a general conclusion drawn from all the findings of this research, we can say that while the learners have more autonomous behaviours in some aspects of learning, they have less awareness and readiness in the others. This argument is in line with the conclusion of Yıldırım’s (2012b, p. 27) study that asserts “learner autonomy is not an all-or-nothing kind of concept. In other words, it does not seem possible to talk about completely non-autonomous or completely autonomous students”.

5.2. Limitations of the Study

This study was carried out with 114 7th grade students at an elementary school. When the size of the sample is considered it can be said that it is a small group, so it makes it hard to generalize the findings in different groups at this stage of education. Despite of the detailed descriptive information about the sample group, no comparison was also made between the variables such as gender, age, and learners' native language. Another limitation is about the aspects to be investigated in the survey. The study focused on nine different areas related to learner autonomy. But, Benson (2001, as cited in Benson 2009) emphasizes autonomy has many dimensions that might vary to different learning environments, and to different learner types. So, it is not fair to claim the survey literally measured learners' autonomous behaviours. Finally, the type of the study was "survey research", which just included quantitative data. However, content analysis might have provided more data about the learners' autonomous behaviours.

5.3. Suggestions for Further Studies

The present study was conducted to find out whether, or not, a group of sample have autonomous behaviours over different areas. The data were gathered only from seventh grade students. However, further studies could be done with different groups to get a more detailed picture of the local setting. A further research could also carried out taking into account different variables that might have relations with learner autonomy, for instance age, gender, economical background, cultural factors, learning environments. Moreover, further studies can be conducted as experimental researches to promote autonomy in related areas in EFL classes. Finally, a further research can be done with language teachers to raise their awareness for their learners' autonomous behaviours. Thus, they might shed light on their own methodology, and teaching practices that may have an effect on the promotion of autonomy in learner

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7. APPENDICES

7.1. Appendix 1: Autonomy Learner Questionnaire

AUTONOMY LEARNER QUESTIONNAIRE

DEMOGRAPHIC QUESTIONS

Please put a tick ✓ for the options correct for you

1. Gender:

- Male
- Female

2. Please write your age.

-

Please be sure that your answers will be kept confidential.

- 5= Always True (Her Zaman Doğru)
 4= Mostly True (Çoğu Zaman Doğru)
 3= Sometimes True (Bazen Doğru)
 2= Rarely True (Nadiren Doğru)
 1= Never True (Hiçbir Zaman Doğru Değil)

		5	4	3	2	1
1.	İngilizce öğrenirken bildiklerimle yeni öğrendiklerim arasında ilişkiler kurmaya çalışırım. When I am learning English I try to relate the new things I have learned to my former knowledge.					
2.	İngilizce yazılmış olan kitaplardan ve kaynaklardan kendi isteğimle faydalanırım. I use other English books and resources on my own will.					
3.	İngilizce çalışan bir insan duyduğumda onu çok dikkatlice dinlemeye çalışırım. When I hear someone talking in English, I listen very carefully.					
4.	Arkadaşlarımla veya ailemle İngilizce konuşmak istiyorum. I want to talk in English with my family or friends.					
5.	Basit İngilizce ile yazılmış olan kitapları kendi isteğimle okurum It is my own preference to read English books written in basic English.					

6.	<p>İngilizce öğrenirken kendi kendime öğrenebileceğim alıştırmaları severim.</p> <p>While learning English, I like activities in which I can learn on my own.</p>					
7.	<p>İngilizce öğrenirken kendi kendime yeni şeyler denemeyi severim.</p> <p>I like trying new things while I am learning English.</p>					
8.	<p>İngilizce bir konuyu öğretmen anlatmazsa, onu öğrenemeyeceğim diye korkarım.</p> <p>I am afraid that I won't learn a topic if the teacher doesn't explain it in the English class.</p>					
9.	<p>İngilizce'yi kendi kendime öğrenmek zorunda kalmayı sevmem.</p> <p>I don't like learning English on my own.</p>					
10.	<p>İngilizce dersinde öğrenemediğim konuyu tek başıma çalışarak öğrenebilirim.</p> <p>If I cannot learn English in the classroom, I can learn working on my own.</p>					
11.	<p>İngilizce öğrenirken öğretmenimin yanımda olması beni rahatlatıyor.</p> <p>I feel confident when the teacher is beside me while I am learning English.</p>					

12.	<p>İngilizce'yi sadece öğretmenin yardımıyla öğrenebilirim.</p> <p>I can learn English only with the help of my teacher.</p>					
13.	<p>İngilizce öğrenmem için öğretmenim bana her zaman yol göstermelidir.</p> <p>My teacher always has to guide me in learning English.</p>					
14.	<p>İngilizce öğrenirken öğretmenimin dilbilgisi kurallarını tekrarlayarak anlatmasını isterim.</p> <p>While learning English I would like my teacher to repeat grammatical rules.</p>					
15.	<p>Öğretmenim bize İngilizce'deki her ayrıntıyı anlatınca sevinirim.</p> <p>I feel happy when my teacher explains very detail of English.</p>					
16.	<p>Gelecekte İngilizce'yi tek başıma/öğretmenim olmadan öğrenmeye devam etmeyi isterim.</p> <p>In the future, I would like to continue learning English on my own/ without a teacher.</p>					
17.	<p>Diğer öğrencilerle çalışabileceğim İngilizce proje ödevlerinden hoşlanırım.</p> <p>In the English lesson I like projects where I can work with other students.</p>					

18.	<p>İngilizce'nin dil bilgisini kendi kendime/ öğretmene gerek duymadan öğrenebilirim.</p> <p>I can learn the English grammar on my own/ without needing a teacher.</p>					
19.	<p>İngilizce'deki sözcükleri öğrenmek için kendi yöntemlerimi kullanırım.</p> <p>I use my own methods to learn vocabulary in English.</p>					
20.	<p>İngilizce'deki sözcükleri sözlük karıştırarak geliştirmeyi severim.</p> <p>I like learning English words by looking them up in a dictionary.</p>					
21.	<p>Sadece öğretmenim İngilizce dil bilgisi kurallarını bana öğretebilir. Tek başıma öğrenemem.</p> <p>Only my teacher can teach me the English grammar. I cannot learn on my own.</p>					
22.	<p>Öğreneceğimiz sözcükleri öğretmenin vermesini isterim.</p> <p>I want the teacher to give us the words that we are to learn.</p>					
23.	<p>Yabancı dil derslerimle ilgili kaset/video/ CD'leri sınıf dışında kullanmak isterim.</p> <p>I would like to use cassettes/video/CD's in the foreign language, outside of the classroom.</p>					

24.	<p>İngilizce okumayı ve dinlemeyi aslında sınıf dışında yapmayı tercih ederim.</p> <p>In fact I like to listen and read in English outside of the classroom.</p>					
25.	<p>Yabancı dil derslerim için malzemeleri kendim seçmek isterim.</p> <p>I would like to select the materials for my foreign language lessons.</p>					
26.	<p>İngilizce dersinde neler yapılacağı konusunda sorumluluk paylaşmak isterim.</p> <p>I would like to share the responsibility of deciding what to do in the English lesson.</p>					
27.	<p>Ben İngilizce'yi nasıl en iyi şekilde öğrenebileceğimi bilirim.</p> <p>I know how I can learn English the best.</p>					
28.	<p>İngilizce dersindeki bir konuyu öğrenmemişsem, sorumlusu benim.</p> <p>If I haven't learnt something in my English lesson, I am responsible for it.</p>					

29.	<p>İngilizce dersinde öğretilecek konuları kendim belirlemek isterim.</p> <p>I would like to choose the content of what is to be taught in the English lesson.</p>					
30.	<p>Yazılıdan iyi bir not alınca, bir daha o ders konularını çalışmam.</p> <p>I don't study the topics after I get a good grade from my test.</p>					
31.	<p>Arkadaşlarımın yabancı dilde benden daha iyi olduğunu düşünürüm. Onların seviyesine ulaşmak isterim.</p> <p>I think my friends are better than me in the foreign language. I want to reach their level of English.</p>					
32.	<p>İngilizce derslerimle ilgili eksiklikleri nasıl telafi edeceğim konusunda endişelenirim.</p> <p>I hesitate on the matter of compensating what I have missed in English lessons.</p>					
33.	<p>İngilizce'de iyi bir seviyeye geleceğime inanıyorum.</p> <p>I believe that I will reach a good level in the English language.</p>					
34.	<p>İngilizce'yi sınav olacağımız zaman çalışırım.</p> <p>I study English when we are going to have a test.</p>					

35.	İngilizce'yi kendi kendime çalışınca daha iyi öğrendiğimi düşünüyorum. I think that I learn English better when I work on my own.					
36.	İngilizce dersini sadece öğretmenimin verdiği ödev için çalışırım. I only study for the English lesson when the teacher gives homework.					
37.	İngilizce'yi yalnız çalışmaktansa arkadaşlarımla çalışmak bana daha faydalı oluyor. I find it more useful to work with my friends than working on my own for the English lesson.					
38.	İngilizce alıştırmaları sadece öğretmenim not vereceği zaman çalışırım. I do the English lesson activities only when my teacher is going to grade me.					
39.	Öğretmenimin yazılı sınavlardan daha farklı sınav türleri yapması hoşuma gider. I like it when my teacher gives us different test types, other than written tests.					
40.	Öğretmenimin İngilizce dersi için çok sınav yapması hoşuma gider.					

	I like it when my teacher does a lot of tests in our English lesson.					
41.	Öğrendiğim yabancı dildeki fıkraları anlamaya çalışırım. I try to understand the jokes and riddles of the foreign language.					
42.	Öğrendiğim yabancı dilin kültürünü de araştırırım. I also investigate the culture of the foreign language I am learning.					
43.	Öğrendiğim yabancı dilin atasözlerini ve deyimlerini de araştırırım. I also investigate the idioms and sayings of the foreign language I am learning.					
44.	Yurtdışında yaşamış olan insanlara, oradaki insanların yaşam biçimleriyle ilgili sorular sorarım. I ask people who have lived abroad about the lifestyles of the people living there.					

Katkılarınız için teşekkür ederim.

Thanks for your contributions.

7.2. Appendix 2: Permission Document from the Directorate of National Education



T.C.
HAKKARİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59821214/821.05/1176778
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MİLLÎ EĞİTİM MÜDÜRLÜĞÜ MAKAMINA
HAKKARİ

Hakkari Üniversitesi İngilizce Okutmanı Aliye Neşe YAPIÖRER İngilizce Dil Eğitimi Tezi Yüksek Lisans programında kayıtlı olup, halen tez aşamasını yürütmektedir.

Aliye Neşe YAPIÖRER'in bu tez çalışması kapsamında Merkez İlkokullarda okuyan öğrencileri kapsamak üzere Merkez Şehit Selahattin İlköğretim okulunda ekte sunulan anket uygulanmasının yapılması planlanmaktadır.

Aliye Neşe YAPIÖRER'in bu tez çalışması kapsamında yukarıda belirtilen anketin uygulaması uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde gereğini Olurlarınıza arz ederim.

Nurettin ÖZDEMİR
Şube Müdürü

Uygun Görüşle Arz Ederim

----/ 05 / 2013

Şerafettin SARAÇOĞLU
Müdür Yardımcısı

OLUR :
---/ 05/ 2013

Mahmut KURTARAN
Millî Eğitim Müdürü

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır. Evrak teyidi <http://evraksorgu.meb.gov.tr> adresinden b262-46d8-3972-96a3-1331 kodu ile yapılabilir.

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