

KARADENİZ TEKNİK ÜNİVERSİTESİ * SOSYAL BİLİMLER ENSTİTÜSÜ

BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI
UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI

**AN INVESTIGATION INTO TERTIARY LEVEL TURKISH EFL STUDENTS'
AWARENESS LEVEL OF LEARNER AUTONOMY AND THEIR ATTITUDES**

YÜKSEK LİSANS TEZİ

Özlem DOKUZ

EKİM - 2009

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Karadeniz Teknik Üniversitesi - Sosyal Bilimler Enstitüsü'nce

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01. Contents

0. ACKNOWLEDGEMENTS	III
01. Contents	IV
02. Abstract	VIII
03. Özet	IX
04. List of Tables	X
05. List of Figures	XI
06. List of Abbreviation	XII

CHAPTER ONE

1. INTRODUCTION	1-10
10. Introduction	1
11. Nature of the Study	1
12. Learner Autonomy	3
13. Statement of the Problem	4
14. Purpose of the Study	5
140. Research Questions	7
15. Significance of the Study	7
16. Outline of the Study	8
17. Summary of the Chapter	9

CHAPTER TWO

2. LITERATURE REVIEW	1-46
20. Introduction	11
21. Learner Autonomy	11
22. The Historical Overview of the Concept of Autonomy	19
220. Roots of the Concept of Autonomy	19
221. Self-Appraisal and Self-Access Facilities	20

222. Two Incompatible Notions: Individualisation and Interdependence	22
223. Learner Training in the Educational Context	23
23. Some Misconceptions about the Concept of Autonomy	25
24. The Importance of Promoting Learner Autonomy in Turkey	28
25. Pre-Conditions to Promote Learner Autonomy	33
250. Psychological and Institutional Preparations	34
251. Organization of the Autonomous Classroom Settings	38
26. Particular Roles of Learners and Teachers in an Autonomous Classroom	42
260. Roles of Learners	42
261. Roles of Teachers	44
27. Summary of the Chapter	46

CHAPTER THREE

3. METHODOLOGY OF THE STUDY	47-82
30. Introduction	47
31. Nature of the Research	47
32. Research Design and Methodology	52
320. The Research Problem(s)	53
321. Research Setting	56
322. Sampling	57
323. Research Instrument(s)	58
324. Construction of the Items in the Student Questionnaire	67
325. Construction of the Questions in the Semi-structured Interview	72
326. Piloting	73
327. Field Work	76
33. Data Analysis	80
34. Summary of the Chapter	80

CHAPTER FOUR

4. FINDINGS	83-145
40. Introduction	83

41. Data Analysis Procedures of the Questionnaire.....	83
410. Findings Regarding the Students' Awareness Level of L.A.	84
411. Findings Regarding the Autonomous Behaviors.....	90
412. Findings Regarding the Attitudes towards the Requirements of L.A.	97
413. Findings Regarding the Current Exercises of L.A. outside the Classroom	102
414. Findings Regarding the Attitudes towards the Promotion of L.A.....	108
42. The Analysis of the Semi-structured Interview	116
420. Interview Findings Related to the General Understanding of L.A.....	117
4200. The Interviewees' Perspectives of L.A.	117
4201. Conditions of Asking for Help from Teachers	121
4202. The Interviewees' Suggestions of Designing Autonomous Classrooms.....	124
4203. The Interviewees' Opinions about Themselves.....	128
421. Interview Findings Related to the Current Exercises of L.A. outside the Classroom	132
4210. Project Assignments	133
4211. Preparations of Presentations.....	133
4212. Current Exercises.....	134
422. Interview Findings Related to the Attitudes towards the Promotion of L.A.	136
4220. Attitudes towards the Teacher's Supervision in Developing L.A.....	136
4221. Attitudes towards the Contributions of L.A.....	139
43. Summary of the Chapter	145

CHAPTER FIVE

5. CONCLUSION AND DISCUSSION	146-174
50. Introduction.....	146
51. Overview of the Study	146
52. Conclusions of the Questionnaire	148
520. Conclusions Regarding the General Understanding of L.A.	148

521. Conclusions Regarding the Attitudes towards L.A.	151
522. Conclusions Regarding the Attitudes towards the Requirements of L.A.	154
523. Conclusions Regarding the Current Exercises of L.A. outside the Classroom	157
524. Conclusions Regarding the Attitudes towards the Promotion of L.A.	159
53. Conclusions of the Semi-structured Interview	161
530. Interview Conclusions Concerning the Interviewees' General Understandings of L.A.	162
531. Interview Conclusions Concerning the Current Exercises of L.A. outside the Classroom	164
532. Interview Conclusions Concerning the Attitudes towards the Promotion of L.A.	165
54. Comparison of the Findings of the Questionnaire and Semi-structured Interview	167
55. Pedagogical Implications of the Study	169
56. Prospects for Further Research on L.A.	172
57. Limitations of the Study	173
58. The Author's Outlook	173
59. Summary of the Chapter	174
REFERENCE	175
APENDICES	
CURRICULUM VITAE	

02. Abstract

One of the requirements of the global world is to learn English and use it effectively both in written and spoken discourse. Since traditional education system may not, however, ensure one to learn it sufficiently, new notions have been developed. One of the most important notions to be developed is learner autonomy or student autonomy as it is also called. Recently, in our country learner autonomy has also been attempted to be examined and revealed its main avails. However, since workings on learner autonomy are not very satisfactory, it is mandatory to give point to the main notion and to examine how it is perceived and how it should be perceived. This study, then, examined the notion of learner autonomy on the basis of its several dimensions. First of all, it investigated how learner autonomy was perceived by students and revealed their reactions about its main requirements and attributes. Secondly, it underlined the particular outside-the-classroom activities that students performed in an attempt to develop their autonomy level. Thirdly, it examined students' thoughts about its promotion in their learning setting. Data were collected by use of a student questionnaire and semi-structured interview. The sampling group was constructed by selecting students of Karadeniz Technical University in Western Languages and Literatures. Firstly, 70 students, who were selected by purposive sampling, were distributed the questionnaire. Secondly, 6 students were selected using the same sampling technique and they were interviewed. Data obtained from the questionnaire were analyzed using SPSS (15.0 versions) (e.g., reliability statistics, descriptive statistics, means, standard deviations, frequencies, percentages and Chi-square Tests). Data obtained from the semi-structured interview were analyzed by using qualitative analysis techniques (e.g., listening to records, listing, interpretation etc.). The results revealed that respondents are familiar with autonomous learning and attempt to fulfill its requirements. In this respect, it was not seen a significant difference between the respondents' attitudes towards what was researched and their grades. Secondly, it was revealed that the respondents tend to make practice outside the classroom to develop their autonomy. Thirdly, it can be said that the respondents have positive attitudes towards the promotion of learner autonomy in their current educational setting.

03. Özet

Global dünyanın temel gereksinmelerinden biri İngilizce öğrenmek ve bu dili gerek yazılı gerekse sözlü olarak en iyi şekilde kullanmaktır. Ancak klasik eğitim sistemi yeterli öğrenmeyi sağlayamadığından yeni kavramlar geliştirilmiştir. Bu kavramların en önemlilerinden biri öğrenci/öğrenen özerklidir. Ülkemizde son yıllarda bu konu incelenmeye ve bu becerinin yararları ortaya çıkarılmaya çalışılmıştır. Ancak çalışmalar fazla yeterli olmadığından bu konunun daha fazla üzerinde durulması gerekmekte ve söz konusu becerinin yabancı dil ortamında nasıl algılandığı veya algılanması gerektiği incelenmelidir. Bu çalışma öğrenci otonomisi kavramını çeşitli boyutlarıyla incelemektedir. Öncelikle, söz konusu kavramın öğrenciler tarafından nasıl algılandığı, bu becerinin gereklilikleri ve temel özellikleri konusunda öğrencilerin tepkileri saptanmıştır. İkinci olarak, öğrencinin otonom öğrenmesini geliştirme adına yaptığı sınıf dışı faaliyetler üzerinde durulmuştur. Üçüncü olarak, otonomi kavramının öğrenme ortamında geliştirilmesi konusunda katılımcıların tutumları incelenmiştir. Veriler, öğrenci anketi ve yarı yapılandırılmış mülakat kullanılarak elde edilmiştir. Örneklem grubu Karadeniz Teknik Üniversitesi Batı Dilleri ve Edebiyatı bölümündeki öğrenciler seçilerek oluşturulmuştur. Öncelikle, amaçsal seçim yöntemiyle belirlenen 70 öğrenciye anket dağıtılmıştır. İkinci olarak, 6 öğrenci aynı seçim yönteminin kullanılmasıyla belirlenmiş ve kendileriyle mülakat yapılmıştır. Anketten elde edilen nicel veriler SPSS (15.0 versiyon) kullanılarak incelenmiştir (örn, güvenilirlik analizi, tanımsal istatistik, ortalama, standart sapma, frekans, yüzdeler ve Chi-Square Testi). Mülakattan elde edilen veriler ise nitel analiz teknikleri (örn, kayıt çözümü, listeleme, yorumlama v.b.) kullanılarak elde edilmiştir. Sonuçlar, katılımcıların otonom öğrenme kavramına aşina olduklarını ve otonom öğrenmenin gerektirdiği birçok beceriyi yerine getirmeye çalıştıklarını göstermiştir. Bu noktada öğrencilerin görüşleri ve eğitim kademeleri arasında önemli bir fark görülmemiştir. İkinci olarak, katılımcıların otonom öğrenme süreçlerini geliştirmek için sınıf dışı faaliyetlere katılma eğilimi gösterdikleri saptanmıştır. Üçüncü olarak katılımcıların söz konusu becerinin geliştirilmesi konusunda olumlu tutumlara sahip olduğu söylenebilir.

04. List of Tables

<u>No of Table</u>	<u>Name of Table</u>	<u>Page No</u>
1	Functions of the Statements in the Questionnaire	65
2	The Structure of the Questionnaire.....	66
3	The Structure of the Semi-structured Interview	66
4	List of the Authors Whose Ideas were Used in Constructing the Questionnaire.....	71
5	General Profile of the Sample Group	79
6	General Profile of the Interviewees	79
7	The Main Stages of the Research	82
8	Frequency and Percentage Distributions of the First 7 Statements	85
9	X^2 Tests Showing the Relation between Understanding of L.A. and Grades.....	90
10	Frequency and Percentage Distributions of the Statements 8-14.....	91
11	X^2 Tests Showing the Relation between Autonomous Behaviors and Grades.....	96
12	Frequency and Percentage Distributions of the Statements 15-18.....	98
13	X^2 Tests Showing the Relation between the Requirements of L.A. and Grades.....	102
14	Frequency and Percentage Distributions of the Statements 19-23	103
15	X^2 Tests of the Relation between the Current Exercises of L.A. and Grades.....	107
16	Frequency and Percentage Distributions of the Statements 24-30	109
17	X^2 Tests Regarding the Attitudes towards the Promotion of L.A. and Grades.....	114
18	Findings of the Questionnaire.....	115
19	Findings of the Semi-structured Interview	144

05. List of Figures

<u>No of Figure</u>	<u>Name of Figure</u>	<u>Page No</u>
1	Autonomy and Some Concepts which are used Synonymously with Autonomy	18
2	Printed and Visual Materials to be Used in Autonomous Learning Locations	38
3	Pre-conditions to Promote L.A.....	42
4	Cumulative Frequency Values of the Statements 1-7	88
5	Cumulative Frequency Values of the Statements 8-14	94
6	Cumulative Frequency Values of the Statements 15-18	100
7	Cumulative Frequency Values of the Statements 19-23	105
8	Pie-Diagram of Current Exercises of L.A. Outside-the-Classroom	106
9	Cumulative Frequency Values of the Statements 24-30	112

06. List of Abbreviation

A.	: Agree
A.A.T.	: Almost Always True for Me
A.N.T.	: Almost Always True for Me
α	: Cronbach's Alpha
CRAPEL	: The Council of Europe's Modern Languages Project
D.A.	: Disagree
EFL	: English as a Foreign Language
ESL	: English as a Second Language
f	: Frequency
KTU	: Karadeniz Technical University
L.A.	: Learner Autonomy
M	: Mean
M.U.	: Much
N	: Neutral
N	: Number of the Students
N.E	: Never
n.d.	: No Date
N.M.	: Not Much
N.O.T.	: Not Always True for Me
P.A.	: Partly
R.Q.	: Research Question
S.A.	: Strongly Agree
S.D.	: Standard Deviations
S.D.A.	: Strongly Disagree
SPSS	: Statistical Package for Social Science
Std. Deviations	: Standard Deviations
U.T.	: Usually True for Me
χ^2	: Chi-square Tests

CHAPTER ONE

1. INTRODUCTION

10. Introduction

This chapter is an introduction to the nature of the study. It presents the statement of the problem, purpose, and significance of the study. It gives the particular research questions. It ends with an outline of the study.

11. Nature of the Study

The increase of worldwide social relationships and the coalescence of nation states, their economies and cultures have brought about an increase in the learning of second and foreign languages all over the world (Hansen, 2008). English, which is spoken by around one fifth of the world's population, has become the language of international trade, popular culture and the internet. In the light of these global changes, it has been felt the importance of learning English. In the past few decades, developments in Applied Linguistics and Foreign Language Pedagogy, which were potentially affected by several researches into second language acquisition and foreign language learning, have stated the significance of the individual language learner (Hansen, 2008).

Today's matter in student education is to regard learner development as a progression that contains both the acquisition of eligible knowledge and skills and the inquisition of learning styles and strategies, and in turn, how they affect the ways that students proceed. At present, the language teaching is being more communication oriented, and as a result of this tendency, the traditional classroom teaching is being confronted with a grand challenge and is being replaced by a learner-centered one, which essentially takes the learner into consideration (Breen and Mann, 1997). In such a classroom circle, the teacher

is not anymore a control mechanism who administers the whole class and gives strict directions and instructions about what to do and how to do it. Rather, the teacher acts as a facilitator, helper, knower and consultant, who guides students in accordance with their requirements and who gets in touch, and collaborates, with them for the main intention of organizing the classroom environment where students are given the chance of taking encumbrance of their learning at the very most (Camilleri, 1997). This learner-centered approach in English as a Foreign Language (EFL) and English as a Second Language (ESL) has unveiled the notion of learner autonomy which has been defined by Holec (1981, cited in Finch, 2000) as “the capacity to take charge of one’s own learning” (p.4).

The concept of learner autonomy has become more and more significant and attempted to be fostered more in the scope of language learning and teaching for the last decades owing to the progression of the learner-centered approaches (e.g., the learner is no longer the passive receiver of knowledge, rather, he/she actively participates in the learning process by reflecting on his/her learning needs and objectives) in education. Literature on learner autonomy has unveiled that the comprehension and practice of autonomous learning may differ in according to particular cultural and educational contexts. As also pointed out by Üstünoğlu (2009), autonomy is context-specific and is conceived differently by different cultural backgrounds. That is, autonomy is an important element which can be promoted in different cultures if the pre-conditions to develop and promote it are provided. The main point here is how students perceive and react about it. As accepted by many authors (Little, 1995; Ho and Crookall, 1995; Scharle and Szabo, 2000; cited in Yıldırım, 2008), it is crucial to show students’ attitudes and perceptions towards the nature of learner autonomy in the process of organizing the classroom activities to foster autonomous learning. They also state that the comprehension of general perceptions of students on learner autonomy may be useful in designing classroom exercises, and may serve as a directory for material modification, proofreading and adaptation, design of classroom assignments, syllabus arrangement and teacher treatment.

Since it is theorized that the creation of the learning environments in which students are given the opportunities to improve their level of autonomy is grounded on the teachers’ context support, it is highly important to investigate the students’ reactions towards the classroom settings that are oriented to develop their autonomy. In the light of all these, this

study investigates the tertiary level EFL students' general understandings of the nature of learner autonomy. The study sheds light on their attitudes towards whether there is any prominence to promote learner autonomy in an EFL context. During the study, their current exercises of learning autonomously are also investigated. To shed light on these considerations, tertiary level Turkish EFL students are selected. Note that "EFL" used in the following paragraphs refers to all classes (such as advanced level EFL classes of higher education), and all levels of English (such as intermediate, elementary, advanced). This implies that autonomy is not only based on the personal efforts put by lower level EFL students in learning something independently of the teacher (such as grammar practice), but it may also refer to the labors of the advanced level EFL students in the process of accessing learning material independently of an authority. This study attempts to see whether university level students who have studied English as a foreign language for a long time are able to inspect their learning process by taking the necessary steps to supervise their learning environment.

12. Learner Autonomy

Learner autonomy has been defined by many researchers and theorists. For Little (1991), autonomy is an ability which learners should act independently, reflect on their learning needs critically, and to make their own decisions. The notion of learner autonomy has been more explicitly pointed out by Wenden (1991, cited in Finch, 2000) who clarifies the notion under consideration as:

In effect, successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous (p.45).

According to Benson (2001), in the scope of second and foreign language teaching and learning, as the theory and practice of language teaching enters a new century, the necessity of assisting students to become more autonomous in their learning has become one of its more momentous antecedents. According to its advocates (e.g. Holec, 1985), autonomy is a pre-condition for effective learning. This is based on the idea that if students

are able to foster their level of autonomy, they may become better language learners and also make progress in taking charge of their learning process and critically look at the society in which they live.

One of the important reasons for students to be autonomous in an EFL or ESL setting is to put them in the way of revising their own potential of learning process and to make them apprehend their weaknesses and strengths. If students make necessary moves in order to understand their major discomposures and concerns about what is expected from them, to find out solutions for slimming down these discomposures, and to keep some registry of what they have studied or learned, they may be better learners and also they may take further steps to develop their future profession. It is equally important for learners to become aware of what they have to do to become more autonomous and what contributions that autonomy makes to their process of learning as current EFL learners and prospective teachers. In this sense, their ways of behaving towards the notion of autonomy should be examined to see whether or not it works in their immediate learning environment.

Consequently, autonomy is an important element that needs to be examined in order to understand its main principles and contributions for the field of language education. The following paragraphs present the main considerations of the study by underlying particular research questions that the study intends to answer.

13. Statement of the Problem

In Turkey, until recent years, learning has chiefly been directed, supervised and evaluated by the instructors (Sert, 2006). Because of this system, learners do not tend to take responsibility for their own learning during the educational process (Balçıklanlı, 2008). However, in recent years, there have been efforts to enhance the effectiveness of promoting learner autonomy in Turkey. That is, learner autonomy has also been accepted as a crucial element to be improved in the EFL (including primary, secondary, and higher education) context of Turkey on the basis of its increasing effectiveness on language proficiency within and beyond classroom. For instance, Council of Europe Language Portfolio has lately been built up to improve students' skills of planning, practicing and

accessing in the process of learning, which in turn develop their level of autonomy (Karacaoğlu and Çabuk, 2002).

On the other hand, it is equally consequential to identify how EFL students may conceive the main hallmarks of learner autonomy for the main intention of making useful attempts to develop it and create the learning environments in which learners may benefit from its advantages. Because of the fact that the attitudes and perceptions of learner autonomy change according to different cultural and educational conditions, it is also necessary to figure out the awareness level of students towards autonomous learning states and its contributions.

Based on what we have said so far about learner autonomy, the researcher has developed an interest in whether students recognize the attributes of the concept of autonomy and how they feel about it. She also attempts to shed light on what they do outside the classroom to enhance their level of autonomy and to understand whether they feel the necessity of promoting autonomy in their EFL context. To highlight the issues that the study intends to reveal, Turkish EFL students in the Department of Western Languages and Literature of KTU have been selected.

14. Purpose of the Study

Learner autonomy in language learning has been scrutinized for some time now owing to the developments in the power relationships between teachers and students (e.g., the classrooms are no longer perceived as the settings where the passive transmission of the knowledge from the teacher to the student is made). These new trends in language education have disclosed the notion of learner autonomy. Autonomy is mirrored in the variety of possible approaches for fostering autonomy in learners, many of which are generally associated with the broader ideas of learner-centered education. Since learner autonomy is a question not of resources, but a way of behaving and personal experiences (Breeze, 2002) and the cultural contexts of students affect the realization of learner autonomy, it is highly important to identify students' awareness level of autonomy in order to both clarify its benefits and to shed light on the possible ways of promoting it.

On account of the fact that language users (e.g., students of primary, secondary, or higher education) may become gradually more autonomous only through the practice of autonomy, the major objective of pedagogy associated with learner autonomy development should be to ornament learners with a potential to use and learn their target language beyond the physical boundaries of their immediate learning settings. One central point here is that there is also a considerable requirement to see the attitudes of students towards the notion of autonomy to get a grip on whether or not it contributes to their language development and whether students are taking the necessary steps to foster their autonomy for meeting their learning needs.

As a result of what has been said, this study, then, intends to figure out whether or not students of Western Languages and Literatures of Karadeniz Technical University take cognizance of learner autonomy on the basis of its properties, requirements and benefits. This study is also an attempt to explore how these students adapt their learning behaviors in order to become more autonomous outside the classroom and to measure their reactions about whether or not it is indispensable to promote learner autonomy in an EFL context. The main reason of selecting university level EFL students to highlight the issues that the study attempts to reveal is that university offers a wide range of resources and facilities that are accepted as playing important roles of promoting autonomy. Consequently, the study attempts to have a picture of the attitudes and perceptions of the EFL students towards:

- the notion of learner autonomy (L.A.) on the basis of its traits, requirements and nature;
- whether they currently practice outside the classroom to promote their autonomous learning;
- whether there is any exigency to promote L.A. in their immediate learning environment.

These considerations also shape the research questions presented below:

140. Research Questions

Based on the discussions in the earlier paragraphs, then, this study seeks to answer the following research questions:

1. Do the EFL learners in the Department of Western Languages and Literatures of Karadeniz Technical University (KTU) have notice of learner autonomy? If so, what are their attitudes towards learner autonomy?
 - 1a. What are their attitudes towards the behaviors of autonomous learning?
 - 1b. What are their attitudes towards the requirements of learner autonomy?
2. What are EFL learners' current exercises for autonomous learning outside the physical boundaries of their immediate learning environment?
3. What are EFL learners' attitudes towards the promotion of learner autonomy in their learning context?

This study also seeks to answer the following minor research questions:

4. Is there a statistical relationship between the general understandings of the EFL learners and their grades?
5. Is there a statistical relationship between the current exercises for autonomous learning of the EFL learners and their grades?
6. Is there a statistical relationship between the attitudes of the EFL learners towards the promotion of learner autonomy in their learning context and their grades?

15. Significance of the Study

In recent years, the language learning in Turkish educational system has been substantially directed and evaluated by the authority (e.g., teacher), and there has been little prominence on the attempts of promoting learner autonomy. While looking at the current literature on autonomy, readers can easily recognize that there are lots of studies regarding the promotion of learner autonomy in ESL settings. However, there are no significant studies conducted in Turkey on learner autonomy which is accepted as one of the provisions of efficacious language learning. However, there is more than enough need

to examine this concept since the pace of alteration in the information technology which is associated with the worldwide communication capabilities has ensured EFL teachers an unequalled opportunity to make considerable changes in the scope of teaching and learning. It is obligatory to accept this change and improve education in order to keep up with the pace of technological development.

The concept of learner autonomy is one of the most important elements that should be accomplished in today's educational settings. However, it is equally momentous to conceive whether students have notice of this concept in order to design the autonomous classroom settings in a way to reflect students' needs and, in turn, to help them for their particular problems. In light of these circumstances, this study sheds light on learner autonomy through interpreting university level EFL students' cognizance states of the issues associated with the particular research questions. The diagnoses of the considerations associated with the promotion of learner autonomy are revealed. That is, it gives the educators some suggestions about how they should behave in their classroom if the aim is to promote learner autonomy, and makes educators question whether they are able to design the tasks and activities, within and beyond the classroom, to promote autonomous learning. This study also attempts to have a picture of the pre-conditions to promote learner autonomy by suggesting some possible ways about how to design the educational context. This study gives some considerable reasons of promoting learner autonomy in Turkish EFL settings by elaborating on the Turkish educational system and presenting the ideas of important authorities who develop an interest on learner autonomy. Above all, on the basis of the findings that the study unveils, it can also be easily concluded that this study will be one of the important guides for researchers to deal with learner autonomy.

16. Outline of the Study

Chapter One, Introduction, introduces the nature of the study. It presents the statement of the problem, and gives the purpose and significance of the study by also providing the particular research questions.

Chapter two, Literature Review, initially provides detailed information about the historical development of the notion of autonomy by also giving its multi-dimensional definitions. This chapter, then, provides information about certain misconceptions about the notion of learner autonomy by elaborating on the ideas of different authorities. In the following paragraphs, it underlines the particular reasons of promoting autonomy in EFL contexts of Turkey by also elaborating on the Turkish educational system. This chapter, then, presents the pre-conditions that should be taken into consideration in the process of organizing autonomous learning circles. Lastly, it intends to have a picture of the particular roles of the learners and teachers if the aim is to develop and encourage students' autonomous learning.

Chapter Three, Methodology of the Study, mainly attempts to define methods, procedures and participants chosen for the study, the research design, the data collection instruments and the processes which will be adopted for data collection and its analysis.

Chapter Four, Findings and Discussion, presents the main findings obtained from the questionnaire and semi-structured interview which have been supervised and conducted. It also discusses the results obtained from the questionnaire quantitatively and from the interview qualitatively.

Chapter Five, Conclusion, is an overview of the study, discussion of the findings, pedagogical implications, suggestions for further research, the author's outlook and limitations of the study.

17. Summary of the Chapter

This chapter started with a brief overview of learner autonomy. It created a rationale of the study by recalling the significance of autonomy in the field of language education in recent years. The chapter, then, gave some definitions of autonomy made by different theorists (e.g., Little, 1991) by also elaborating on the concept of autonomy on the basis of its certain attributions. The chapter, then, presented the main reasons of conducting such a study by giving the particular research questions. It was highlighted that autonomy is an important element that has gained a great perspective in recent years because of the main

tendencies to position the learner at the centre of the learning context rather than the teacher. On the other hand, its promotion in an EFL context (such as EFL context of Turkish educational system) is not an easy process and it requires measuring the students' perceptions towards learner autonomy, their states and demands for the main approach. It was also stated that these circumstances should be examined in the creation of a classroom setting where they were given the chance of taking responsibility of their own learning. This implies that this chapter also gave the prominent points that constituted the rationale of the whole study. Finally, this chapter presented the outline of the study in order to help readers to follow each chapter in an easier way.

CHAPTER TWO

2. LITERATURE REVIEW

20. Introduction

This chapter provides an overview of the notion of learner autonomy. It specifically underlines the definitions and historical development of learner autonomy by also giving its main attributes. Certain misconceptions about learner autonomy are given in the subsequent section, and main reasons of promoting learner autonomy in language educational contexts of Turkey are revealed. Throughout the chapter, other considerations such as particular roles that learners and students should take on when the level of autonomy is attempted to raise and the importance of arranging conditions where the learner autonomy may be promoted are examined.

21. Learner Autonomy

Language teachers, like other teachers in diverse areas of education, nowadays perceive autonomous learning as one of the most crucial purposes which are aspired to be accomplished. At present, more and more ESL (English as a second language) and EFL (English as a foreign language) teachers are emphasizing the development of students' ability in autonomous language learning and attempting to help their students to have an understanding of themselves, an awareness of the environment and its dealings, and to learn how to contemplate it and how to learn it. All these points actually stress an important concept of the field of language education: learner autonomy.

Definitions of learner autonomy incline to represent broader educational and sociological links. For instance, Holec (1980, cited in Benson, 2001) defines the concept of learner autonomy as "ability, a power or capacity to do something, and not type of conduct,

behavior... To say of a learner that he is autonomous is therefore to say that he is capable of taking charge of his own learning and nothing more. This ability is not unborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, in a systematic, deliberate way" (p.4). This implies that autonomy is explicit and conscious contemplation. That is, learner's active participation in his/her learning is important to develop his/her autonomy. Dickinson (1992), on the other hand, defines the concept of autonomy as both a way of behaving towards learning activity and a capability for independent learning. According to him (1992), autonomy appears within a situation where the learner is completely accountable for all the particular decisions which are chiefly related to his learning and the use of these decisions independently. He (1992) also defines autonomy as "a complete responsibility for one's learning, carried out without the involvement of a teacher or pedagogic materials" (pp.21-23). All these statements also indicate that autonomy is a flexible concept. However, it does not mean that it does not have common points accepted by theorists.

Little (1991) states that autonomy is an experience having a function to induce the learners to be alert of the demands of a learning task and the particular techniques with which they may approach on the basis of their learning needs. She (1991) also states that autonomy arises from the requirements of critical reflection and acting independently of the others. It requires student to develop a particular kind of psychological relation to the process and content of his/her learning. In this sense, the capacity of autonomy may be seen both in the particular ways the student learns and in the ways he/she transmits what he/she has studied to the broader contexts. On the basis of what Little said, to take responsibility for one's learning is chiefly grounded on the control of cognitive processes which are involved in effective self-management of learning. The definitions and interpretations of the concept of autonomy also remind the reader that responsibility and control are two of the most remarkable points of all representations of learner autonomy. However, showing an 'ability to take charge of one's own learning' is not sufficient to understand the nature of autonomy. In Holec's (1981, cited in Blin, 2005) point of view, the autonomous learner may be defined as the one who is sufficiently desirous to and able to designate his/her aims and objectives, describes strategies to reach his/her learning goals, and finally selects criteria and makes use of them for self-evaluation. This implies that to take the responsibility of one's learning requires student's permanent exertion. Young

(1986, cited in Finch, 2000), on the other hand, expounds what the autonomy refers to him as “the fundamental idea in autonomy is that of authoring one’s own world without being subject to the will of others” (p.19). According to Boud (1988, cited in Finch, 2000), in the process of autonomous learning “learners take some considerable responsibility for their own learning process over and above responding to instruction” (p.30). Allwright (1990, cited in Benson, 2001), on the other hand, defines the attributes of learner autonomy as “an important concept which is constantly changing, but at the same time an optimal state of equilibrium between maximal self-development and human interdependence” (p.12).

Candy (1991) suggests that autonomy is an essential way of effective learning. According to her, learner autonomy is a dynamic process which is convenient for educational contexts. It does not mean the total detachment of the teacher. Rather, the teacher and student collaborate to meet the students’ learning needs: decision-making, critical thinking etc. Hunt, Gow and Barnes (1989, cited in Finch 2000), on the other hand, describe learner autonomy as “a decision making process involved in identifying problems and marking relevant decisions for their solutions through access to sufficient sources of information” (p.209). According to Littlewood (1996, cited in Yangling, 2005), autonomy can be comprehended as a self-initiated behavior. Ability and willingness are two of the most prominent elements to accomplish and foster this behavior. That is attached to the idea that taking control and responsibility of one’s own learning entails the learner to get prepared for his learning and to be sufficiently eager to put in an appearance in learning setting. Littlewood (1996, cited in Yangling, 2005), too, claims that willingness is essentially based on having both the motivation and confidence to take the steps of making useful choices. This also implies that willingness and ability are interdependent on account of the fact that the more knowledge and skills students have, the more self-assured they may feel once they are asked to work independently; and the more self-assured they can feel, the more they may build up their knowledge and skills in order to perform more effectively and so on.

The term learner autonomy is also explained by Benson and Voller (1997, cited in Thanasoulas, 2000) in five different ways as:

1. Situations in which learners study entirely on their own;

2. A set of skills which can be learned and applied in self-directed learning;
3. An inborn capacity which is suppressed by institutional education;
4. The exercise of learners' responsibility for their own learning;
5. The right of learners to determine the direction of their own learning (p.1).

As understood from the statements which take cognizance of the ways in which learner autonomy is being construed, autonomy entails learners as well as teachers and institutions for which they are working to transmit their critical energy into learning. Along with the definitions which were made by several authors, Hedge (2000), too, asked a group of language teachers from around the world to define the term learner autonomy in the late 1970s. Their definitions ranged from the tentative "It means letting students choose their own topics and activities for homework" to the passionate "It means students' emancipation from the hands of teachers" and to reflective "An autonomous learner is one who is self-motivated, who takes the initiative, who has his own plan for pursuing and achieving his goal, and who has a clear idea of what he wants to learn" (p.76). Hedge (2000) built up a picture of teachers' perceptions of learner autonomy. She (2000) suggests that autonomous learners should be like the ones who:

- know their needs and work productively with the teacher towards the achievement of objectives;
- learn both inside and outside the classroom;
- may learn with active thinking;
- adjust their learning strategies when necessary to improve learning;
- manage and divide the time in learning properly;
- know how to use resources independently;
- can take classroom-based material and build on it;
- do not think the teacher is a strict authority who may give them the ability to master language (pp.76-77).

It is also understood from the definitions of language teachers in Hedge's study (2000) that teachers have certain roles to offer students the opportunities in order to determine their own intentions. They should grow their students' awareness level about how to use language materials appropriately and attentively organize the time for the learning process.

It is also important for them to develop learner strategies which are convenient for students' learning objectives. In order to better conceive the main issues under consideration, we also highlight in subsequent chapters what particular roles that EFL teachers should undertake to make their students more autonomous.

According to Moment and Fisher (1975), autonomous individuals make their own decisions. All people including students make decisions about their lives and careers. They may select which part of life they are going to take seriously and which parts they are going to endure as burdensome but important. They may choose to invest in certain activities with high interest and excitement. They may decide on how to spend their times and with whom for educational reasons. Individuals in every context of life may differ from one another in many ways. In this sense, they autonomously intend to shape their lives to meet their needs by searching for different but convenient ways. This also implies that autonomy is a concept that has different ways of interpretation and synonymous concepts which are accepted as being associated with it.

One of the most important concepts associated with the notion of learner autonomy is "self-instruction". Benson (2001) describes self-instruction as "a deliberate long-term learning project instigated, planned and carried out by the learner alone, without teacher intervention" (p.131). In the light of this definition, it can be said that self-instruction is one of the ways that provides the learner with the opportunity to use his own potential to decide on how to make plans for reaching learning materials and appropriately make use of them.

The second term which is riddled with the notion of learner autonomy is "distance learning". Distance learning involves a teacher who is separated locally from the students. However, she/he still controls their learning process (Richards and Roe, 1994, cited in Jones, 2003). Distance learning teachers and students traditionally communicate by post and telephone. However, as a result of the computer technology, e-mail and web contact is more common in present days (Jones, 2003). Lewis (1995, cited in Finch, 2000), on the other hand, describes distance learning as a particular way of inspecting learners, which often permits them to control over access.

The third term which is accepted as playing important role to understand the nature of learner autonomy is “individualized instruction”. Logan (1973, cited in, Dickinson, 1976) describes individualized instruction as: “The teacher provides materials and activities with which students can work ‘independently’, thus releasing the teacher to minister to individual needs” (p.15). Chaix and O’Neal (1978, cited in Braganorte, 2005) define individualized instruction as “where a learning process in relation to objectives, content, methodology and rhythm is adapted to a specific individual, taking one’s characteristics into consideration” (pp.148-149).

The fourth concept which is used synonymously with the concept of learner autonomy is “flexible learning”. Flexible learning can be described as a group of educational philosophies and systems which address to provide an increased choice, convenience, and personalisation for meeting students’ learning needs. Flexible learning provides students with a range of choices about where, when, and how learning occurs (Adapted from Wikipedia, the free encyclopedia).

The fifth concept which is underlined by many authorities (e.g., Benson, 2001) as playing considerable roles in understanding the attributes of learner autonomy may be identified as “self-access learning”. Benson (1992) states that “self-access refers to the design and organisation of resources for self-directed learning” (p.31). Dickinson (1987) describes self-access as the particular way of regularizing the materials to facilitate the learning process. Self-accessing, as accepted by many theorists (e.g. Benson, 2001), is an essential way of fostering autonomy by offering them with opportunities in order to direct their own learning. One of the core concepts which is, in parallel, used with the notion of self-access is “self-direction”.

Dickinson (1987) claims that self-direction is a way of behaving towards the learning assignment, where learner takes charge of his/her learning to make useful decisions which are related with his/her learning. On the other hand, learner does not undoubtedly warrant administering these decisions. Self-direction may also be perceived as a particular process in which learners may take charge of major decisions such as why, what, where, when and how they are going to study. According to Benson (1992), self-direction can be considered as a learning situation that necessitates certain skills on the part of the learner if it is to be

productive. Yangling (2005), too, points out that self-directed learning refers to a particular process where learners can take the initiative in deciding on their learning needs, formulating learning objectives, describing human and material resources for learning, selecting and using appropriate learning strategies, and assessing learning results. According to Dickinson (1987), self-directed learning should be accepted as an approach that an educated person can adapt. Since an educated person can successfully describe his/her own learning needs, establish his goals, and attempt to improve range of strategies, he can be more successful of adapting this approach in his study environment.

The seventh notion which is used synonymously with the notion of learner autonomy is called as “semi-autonomy”. Dickinson (1987) describes semi-autonomy as the stage where students are getting themselves ready for autonomy. As accepted by many authorities (e.g., Dickinson, 1987), if students are to be full autonomous, they also need to be encouraged to use the “self-access” materials to develop their skills of autonomous learning. In this sense, the selection and design of learning materials for self-study are important factors in organizing conditions where learner autonomy should be promoted. Dickinson (1987) identifies three types of self-access materials which can be categorized as authentic texts, commercially produced course books, and materials which are specifically designed for self-instruction. According to Dickinson (1987), self-access materials provide learners with the chance of accessing the learning material individually.

Figure 1 presents the related terms in the current literature on autonomy. The concept of autonomy is put on the center of the diagram. This implies that it is the most important concept that needs to be particularly emphasized. Thus, it is also written in bold. The other concepts are given around the main concept as synonymous meanings of autonomy. The concepts are put randomly around the diagram since there is no a hierarchical relationship among them.

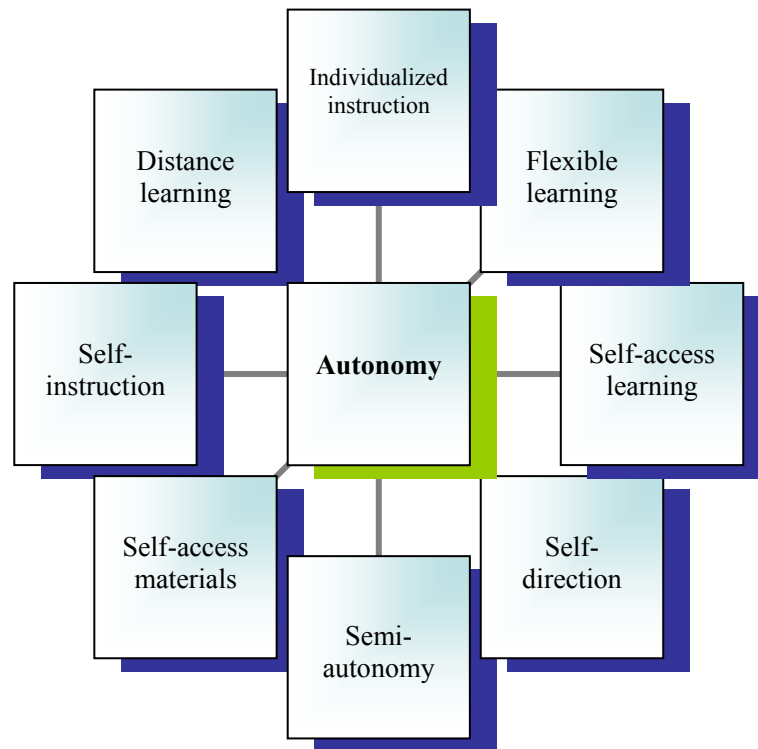


Figure : 1

Autonomy and Some Concepts which are used Synonymously with Autonomy

The notion of learner autonomy may also be “operationally” defined. The notion of learner autonomy is operationally defined as one of the learner approaches that makes students take the necessary steps in becoming the manager of their learning process. While looking at this definition, one may assume that students may control their pace of their learning by studying autonomously. Autonomous learners have the chance of criticizing what they have studied or learned in their immediate learning context.

To sum up what has been said so far, learner autonomy is an important concept which has been differently described by different theorists and researchers (e.g. Little, 1991) in the recent decade. That is, it is a flexible concept. Thus, it may be wrong to view the learner autonomy as a concept which only refers to the personal efforts of the individuals to take control of their own learning. In the following paragraphs, the concept of autonomy is explicitly explained on the basis of its main attributes and historical roots. The following

paragraphs provide detailed information in order to understand the nature of autonomy and to make some inferences about it on the basis of the ideas of different authors.

22. The Historical Overview of the Concept of Autonomy

This section presents the concept of autonomy by underlying its origin, historical development and certain essential concepts which are associated with it.

220. Roots of the Concept of Autonomy

The development of concern with autonomy as an educational goal may be explained in the developments which took place in the 20th century in the field of social sciences, psychology, philosophy and political science (Finch, 2000). Second language acquisition predates formal learning by many centuries and even in the contemporaneous world in which many individuals keep on learning second or foreign languages without any formal education. In spite of the fact that there is much that may be learned from their exertions, however, the theoretical properties of the concept of autonomy in language learning are particularly grounded on the organization of formal or institutionalised learning (Benson, 2001).

According to Gremmo (1995, cited in Benson, 2001), early concerns with the notion of autonomy within the domain of language education was a reaction to principles and expectations which were alleged by the political commotion which took place in European countries in the last days of 1960s. In these days, there was an irresistible movement in some of the Western countries, which were politically and industrially powerful, in order to identify social progress in terms of progress in the quality of life, which gave rise to various kinds of social awareness, from ecology to the status of women, the rights of patients, and education. Holec's report (1981, cited in Little, n.d.), at these times, should be accepted as a contribution to the Council of Europe's work in adult education, which attempted to develop the individual's liberty. Holec (1981, cited in Benson, 2001) states that in Western countries which were industrially prepotent, there was no longer tendency to increase materials of well-beings, and rather, there was an increase in the quality of life. In second language learning, this humanistic movement that takes into consideration the

importance of improving the quality of life of the learner produced extensional scope of examination on the concept of autonomy in the 1960s and 1970s. In the following years, various socio-linguistic disciplines came into sight, many of which embrace autonomy and independence of learning. Some of these discipline areas varied as: learner-centered curriculum, negotiated syllabus, learner training and so on. These can be seen as the progressing areas of work on learner autonomy. The concept of autonomy first entered the arena of language education in 1970s.

The Council of Europe's Modern Languages Project, which was founded in 1971, intended to provide students with opportunities for lifelong learning. The main movement at the Council of Europe's Modern Languages Project (or as it is shortly called) CRAPEL was, therefore, affected by proposals from the emerging area of adult self-directed learning, which underlines the stature of the development of individual's freedom by enhancing the abilities which ensure him to act more responsibly (Benson, 2001). Benson (2001) states that the potential to take charge of one's own learning was being deemed as a connatural product of the practice of self-directed learning, or learning where goals, progress and assessment of learning were chosen by the learners themselves. He (2001), too, points out that one of the crucial fundamentals of learning in the CRAPEL was to provide opportunities and support for self-directed language learning. In this respect, learner training arose from the ideas of facilitating self-directed learning process. The main attributes of learner training are given in following paragraphs in detail.

221. Self-Appraisal and Self-Access Facilities

The idea of assessing the second language materials to provide learners with the best opportunities for the experimentation with autonomous learning was one of the core points of self-access language learning at Council of Europe's Modern Languages Project (Benson, 2001).

The notion of self-access language learning may be clarified as the particular studies where the learners themselves are given the chance of taking charge of organising their studies. That is, they define their personal goals, select their materials and evaluate their learning process. Thus, the studies are arranged in respect of the student's needs. At CRAPEL, the process of self-access activity was prospected as an integral way of

facilitating the process of self-directed learning, which mainly refers to the point that learner, takes the ultimate control and responsibility for whatever puts in an appearance. The learner selects, manages, and evaluates his/her own learning activities, which may be attended at any time, in any location, through any means, and at any age level. In schools, educators can work toward self-directed learning as a stage at a time (Benson, 2001). This also comprises giving students direct access to the learning materials without any direct supervision beyond the classroom, and allowing them a measure of choice in when and how they may use them. It is also economical especially when the students get cluttered, and when teachers are few or costly to the institution. It has also been associated closely with technological equipment such as language laboratories and computer systems (e.g., soft wares). Other methods and practices that have been associated with autonomy are more classroom-based, and comprise project work (Palfreyman, 2001).

In formal educational contexts, learner autonomy entails reflective involvement in planning, implementing, monitoring and evaluating learning. In formal language learning, the field of learner autonomy is always bounded by what the student can do in the language he/she is mastering. By the help of self-access facilities, a learner is given the required freedom to choose his/her learning materials, and, in turn, the responsibility to manage and appraise his/her learning process (Little, 1991). In the light of these circumstances, it can be concluded that, the concept of self-appraisal directly refers to the particular processes which students may reflect, make choices and arrive at personally constructed decisions, and in turn judge their performance in learning. That is, they make use of their skills of judgement and decision-making in order to take more responsibility for their learning process. In the last ten years, however, self-access facilities have accessed to the point where self-access language learning is often conceived as a synonym for self-directed or autonomous learning (Benson, 2001). He (2001), too, argues that in many institutions, self-access centers are founded without any mighty pedagogical background and strong grounds for the supposition that self-access workings may automatically lead to autonomy. The procedures of self-instructional and distance learning materials suppose that autonomy may be one outcome of these modes of learning.

222. Two Incompatible Notions: Individualisation and Interdependence

The concept of autonomy was closely riddled with two important but incompatible notions which can be called as individualisation and interdependence. Benson (2001) stresses the concept of individualisation by suggesting that it may refer to individualised instruction or learning that the learner can make his own choices in order to achieve what he desires to prosper without the direct countenance of the instructor. The requisites of individualisation can be given as follows: comprehension of a need, definition of an object that may meet that need, and identification of a strategy for reaching that objective. That is, the individualisation process may constitute the exertion of individuals to build knowledge through individual reflection about external stimuli and learning resources. Autonomy, on the other hand, may not be perceived in independent and technical terms only (Blin, 2005).

The other term which is associated with autonomy is the concept of interdependence, which causes some discussions on the basis of the issue about whether or not there is a mutual link between autonomy and interdependence. The concept of autonomy to define learning situations led to some degree of conceptual complexity and in turn debates in the field of language education in the late 1980s. Theorists (e.g. Holec, 1985; Dickinson, 1987) who dealt with the concept of autonomy were aware that in order to develop autonomy, learners had to be unobstructed. At the same time, they were well aware that learners who chose, or were forced by circumstances, to study languages in isolation from teachers and other learners, would not develop autonomy (Benson, 2001). That is, students should be encouraged to work both collaboratively and individually. According to Esch (1997, cited in Blin, 2005), to ground autonomy on individualisation and to isolate it from society is wrong. For Blin (2005), learner autonomy should also be grounded on the interactive relationships with other individuals and with the knowledge areas which are of interest. Furthermore, the theoretical prospect of autonomy is, to some extent, put in the practice of individualised self-directed learning, and conceived by many theorists as irrelevant to classroom learning.

The notion of independence as a synonym for the term of autonomy, which was used by some theorists, also gave rise to some discussions since autonomy has also social characteristics (e.g. Holec, 1980, cited in Benson, 2001). Holec (1981, cited in Benson,

2001), on the other hand, states that learning treatment should be comprised of self-discovering the knowledge needed. In this sense, learners should attempt to explore, with or without the supervision of their teacher or classmates, the knowledge and the techniques as they tried to find invaluable answers to the problems that were faced with. According to Brookfield (1986), “the most fully adult form of self-directed learning...is one in which critical reflection on the contingent aspects of reality, the exploration of alternative perspectives and meaning systems, and the alteration of personal and social circumstances are all present” (p.59, cited in Blin 2005). The amendment of such circumstances may not be maintained in isolation from those who share them and may ensure some interaction with other students in the field of education. This also implies that autonomy should not just be perceived in independent and technical terms. According to Kohonen (1992, cited in Lin, 2004), autonomy should be perceived as a concept that is related to the notion of interdependence. This implies that when the learner is able to cooperate with other learners to solve his/her particular problems in constructive ways, his/her level of autonomy may also be developed.

223. Learner Training in the Educational Context

As a result of the new prospective in educational context and researches into the second language acquisition, ELT (English Language Teaching) methodology has moved towards the view that adult and adolescent learners are likely to develop their skills of self-direction and to organize and undertake language learning with the kind of self-reliance which they use in other areas of their lives (Hedge, 2000). Brown (1994) often calls this as a strategic investment by learners in their own learning.

It is assumed by Dickinson and Carver (1980, cited in Benson, 2001) that in order to proceed throughout an effective autonomous learning; learners should enhance their skills of self-monitoring, self-assessment and self-management. At its simplest definition, self-monitoring comprises a subject who frequently keeps a record of his or her own targeted behavior. Self-assessment can be described as a particular process by which learners learn more about themselves, and as a result of this, they make an evaluation of their weaknesses and strengths in certain situations. Self-management, on the other hand, may be conceived

as the ability in order to employ particular procedures and to access one's knowledge in order to accomplish their learning goals in a dynamically changing environment.

Learners who are conversant with a traditional education system may also be psychologically prepared for a more student-centered scope of learning. Some learners may come to the task of learning a foreign language with an anticipation of being an active learner; however, others may come as the passive consumers of knowledge. For the latter group, perhaps the most beneficial service which the teacher can provide is to motivate them in positive attitudes and make them prepared to effectively use the learning strategies. Dickinson (1987) makes a distinction between psychological and practical preparation. The first one may be conceived as an alteration in the expectation that language can only be learned by a cautious control and supervision of a teacher. The other may be defined as a process of acquiring certain techniques with which learners can build up for their learning. When these two kinds of preparation techniques are considered as a whole, another concept which is called as learner training reveals. Learner training may be comprehended as a set of procedures, strategies and activities which serve to enhance students' awareness of what is involved in learning a foreign/second language, which also makes learners motivated, active and responsible for their own learning (Hedge, 2000).

On the basis of what has been underlined, it can be said that students who are more familiar with a traditional education system may not manage their own learning process since they are strictly guided by an authority who gives the directives about what they have to do and how to do it. However, as a result of the trends in educational thinking and research into the second language acquisition, it is understood that students have the potential to take control of their own learning if they are given a useful treatment on their learning. One important point here is that whether second/foreign language users with different cultural backgrounds can be given the same treatment to develop their autonomy or whether autonomy may be simply developed in Western countries. The following paragraphs verify some of these points by broadly looking at the considerations about whether autonomy is solely a Western concept or it can be improved in every educational context beyond the cultural boundaries.

23. Some Misconceptions about the Concept of Autonomy

For language educators, one of the important questions is whether autonomy can be promoted in every society as a universal intention, or whether it is invalid, irrelevant or less effectual in particular national cultures, for instance, Japanese culture or Arabic culture. Studies on learner autonomy have been carried out in the Western countries where autonomy has an important place in the society. On the other hand, the idea of learner autonomy has been promoted and ventured largely by Western educators and academicians. When educators attempted to promote autonomy beyond a field, they confronted with a range of drawbacks which were often seen as a result of cultural differences between the occidental countries and other communities (Palfreyman and Smith, 2003). Besides, the national, cultural rationale of students has continually been perceived by educators as an obstacle to develop learner autonomy. Ho and Crookall (1995, cited in Palfreyman and Smith, 2003), for instance, state that Chinese culture has some features which may hinder the development of learner autonomy because of its collectivist nature. In recent years, authors (e.g. Jones, 1995, cited in Palfreyman and Smith, 2003) have claimed that the concept of autonomy can be ethnocentric and culturally noncurrent in non-Western cultures.

On the other hand, although particular cultural contexts draw the limits of autonomy, some studies show little relation to reality. For instance, Radloff (1997, cited in Palfreyman, 2001) saw that Australian students did not denote especially high levels of autonomy in their learning in spite of their cultural background. In spite of the fact that many studies on learner autonomy have been conducted in Western countries, which have similar educational systems, the notion of autonomy in learning should be regarded as a socio-cultural reflection (Kasworm and Bing, 1992). Besides, learner autonomy has often been accepted as a learner approach which can solely be promoted in countries where self-access centers are located; however, as pointed out by Kojima (2006), autonomy should also be accepted as a concept which has different interpretations and is universally appropriate, rather than grounded solely on Western, or permissive valuations. Dickinson and Sinclair (1996; 1997, cited in Palfreyman and Smith, 2003) also argue that different interpretations of autonomy may be adapted by different cultural backgrounds. According to Nordlund (1997), there have been autonomous systems which are well implemented and

adapted in a wide range of cultures. This implies that the problem may be more a misunderstanding about the deep values of different societies.

Sinclair (1997, cited in Palfreyman, 2001) distinguishes different versions of autonomy to support its applicability across cultural settings. He states that the Western point of the notion of autonomy has seemed to be one of the approaches which emphasizes the individual and psychological elements of autonomy, while the type of autonomy which focuses on social aspects of autonomy is more commonly seen in cultures which have collectivist or Confucian-based nature. On the other hand, versions of the notion of autonomy in which the political dimension is accentuated may be seen in certain South-East Asian educational contexts where the governments are actively developing “nation-building”. According to Aoki and Smith (1996, cited in Kojima, 2006), “it is not whether autonomy itself is appropriate, but how negotiated versions of autonomy can best be enabled in all contexts, in varying ways, in educative counterbalance to more authoritarian, teacher dominated arrangements” (p.3). This also implies that autonomy arises from the requirements of liberty which is one of the major demands of individuals across cultures.

The expanding interest in learner autonomy in an EFL/ESL context also emphasizes some advantages at various levels to underline its applicability across different cultural contexts. According to Tria (1976), the most important of these is the socio-political level since there is a considerable need to contact other countries for trade, commerce, social relations and so on. Moving from socio-political to economical elements, the accomplishment of autonomy is regarded as being an educational intention which is more favorable to the sort of society in which individuals live. It is not anymore economically effective for educational setting to take the form of stationary knowledge, and transmit it to the students. It does not seem logical to assume that pre-determined skills by some formal or informal educational authority help to increase long-term interest of a learner.

There are, of course, financial and economic considerations of autonomy. The traditional educational systems are highly labor concentrated. If increased learning brings about a directly proportional augmentation in the number of people who are called as full-time educators, the economic expectations and standards of teaching staff may be harmed. New methods of organization should be developed which are more economical of teaching

effort with investment ranging from the direct teacher-student relationships to the development of systems. Besides, there are also technical and organizational advantages. The more the student may behave autonomously, the less abstruse may be the educational tool which is required to support him or her. On the basis of what has been said, the importance of promoting autonomy has been rooted on political, social, economical, financial, technical and organizational considerations which constitute the development of any country.

Consequently, even though there are some critics about whether autonomy is only a Western concept or it may be enhanced in a variety of cultural contexts, there are some common points regarding the fact that autonomy may be promoted in different cultures when some conditions are provided. There are also some common considerations (e.g., political, social) which unveil the importance of promoting autonomy in any EFL or ESL context. The concept of autonomy is certainly associated with particular aspects of learners' national or regional cultures. On the other hand, if autonomy is largely promoted in Eastern and Western countries, it may also be promoted and developed in countries that have similar educational systems. For instance, as pointed out by Üstünoğlu (2009), Turkey is a country which is located between the West and the East. When widely looked at Turkey's educational system, it may be noticed that it is not greatly different from those of other eastern countries. This also implies that in the EFL context of Turkey, autonomy may be improved when the necessary precautions are taken. The following paragraphs present more detailed information about the educational system of Turkey by probing into the importance of promoting autonomy in the EFL contexts of this country.

Note that "EFL" used in the following paragraphs refers to all classes of English (such as EFL classes of higher education), and all proficiency levels of English (such as beginner, elementary, intermediate and advanced). The reason for this is that autonomy is not merely grounded on the personal struggles of learning and practicing grammar or other language domains (such as writing); rather, it is an important approach which may be adapted in each EFL context, and which is appropriate for making any individual practice (e.g., to make a search to complete the project which is written in English, to read English newspapers to make daily practice in reading, to watch foreign T.V. channels to improve fluency, and pronunciation, and so on) beyond the classroom setting. As Nordlund (1997)

also states, autonomy is not simply a method of language teaching or learning; however, it has much deeper implications for the identity of the individual learner at each level.

24. The Importance of Promoting Learner Autonomy in Turkey

The use of English as a foreign language has become more significant due to the social and political changes in many countries; one of these countries is Turkey over the past decade. Owing to the fact that Turkey has close relationships with the West countries such as Great Britain and United States of America, the need to learn English has ascended for both political and economic reasons. Turkish educational system has also been shaped as a result of these changes in the society. Williamson (1987, cited in Palfreyman, 2001) states that the integral construction of the Turkish educational system may be categorized in diverse levels. In state schools, the learning resources are not sufficient since there are many students. On the other hand, there is an expanding private sector which procures better resources at a cost. State schools may be categorized differently. They include Science High Schools for students who are good at science subjects such as maths, physics etc.; Technical High Schools serve for the students who have less academic attainments; Anatolian High schools, on the other hand, provide a syllabus which is chiefly studied in English. Students who graduate from high schools may sit for the oss or as it is also called as University Entrance Examination. They gain the chance of entering a university department in accordance with their scores of the exam. University education in Turkey may be seen as a source of personal prestige, and a useful way to find a job.

Palfreyman (2001) states that as a result of social and economical movements in the society, English is taught as a foreign language in the current educational system of Turkey. Turkey indeed has a long tradition of EFL education, commencing in the late days of Ottoman Government with English language schools which were allocated for the children of British diplomats and traders. Learner autonomy, on the other hand, shapes a part of a linked set of discourses surrounding English, development and technology that has been taken up with great keenness, although not completely without resistance in Turkey. There are also certain cultural currents in Turkish society which appear appropriate to certain interpretations of 'autonomy'. However, whether these are unveiled may be based on the interaction between students and teachers (Palfreyman, 2001).

On the other hand, when we look at the EFL settings of Turkey, a teacher, in general, takes on the role of authority. Moreover, schools are formed in a structure where the students and teachers do not largely share the authority; individualisation and productivity are less ventured (Balçıkanlı, 2008). Turkish educational system is teacher centralized and inflexible on the basis of its organization and its structural forms that inhibit autonomous learning. Yumuk (2002, cited in Balçıkanlı, 2008) describes Turkish educational system by suggesting some of these points that hinder autonomous language learning:

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).

As a result of this system, EFL students (e.g., Turkish EFL students of a particular state school) who attend such educational contexts do not intend to take responsibility for their own learning during their educational processes. Students in such settings are accustomed to an immoderate power relationship. They are given little chance to say what, how, when and why they should learn. Besides, educators are accepted as a mechanical figure who sovereigns the whole class and has a potential of supervising and directing students’ behaviors about what to do, how to do it, what to learn, how to learn it, how to speak it, how write it, what to read outside the classroom (e.g., the book that the teacher has advised for reading outside the classroom), and so on. Through this way, students just proceed to the knowledge to which their teacher has taught them without making them involved in the process of classroom discussion about what to teach according to their needs, without giving them the chance of saying what they need to say about, for instance, choosing the language material which will be dealt with outside the classroom, or without making them critically reflect their ideas about what to write in a writing course. However, EFL classrooms should be regarded as sociolinguistic environments and discourse communities in which active interaction is believed to contribute to learners’ language development.

Little (1991) says that learner autonomy is an important approach that has deep origins. All learning is the outcome of interaction. That is, learner autonomy does not occur automatically, rather, it enhances when student sufficiently interacts with the world in which she/he lives. She (1991) also argues that the total detachment from other people is

not the attribution of learner autonomy but of autism which means that an individual may not contact others in a social context. On the other hand, students who (more or less) are attending such traditional education settings take a limited control over their learning. In other words, what teachers do and how they conduct their classes may necessarily have an impact on the learning process. Besides, they are unlikely to develop the skills necessary to learn how to assess and control their own progress beyond the classroom. In such cases, they do not sufficiently develop the skills to perform real-life communicative tasks effectively. For instance, as pointed out by Karasar and Büyüköztürk (1984; 1996, 1999; cited in Sert, 2006), the majority of university level students lack necessary critical thinking and reflection skills to cope with the requirements of academic life such as skills of how to plan, conduct and evaluate research since their level of autonomy is not sufficiently promoted. It is, then, clear that there is a considerable need to develop learner autonomy in the context of language learning/teaching, one of which is the Turkish EFL context (Balçıklı, 2008).

In today's democratic society, one of the preceding purposes of education is to make students prepared for taking an active part in both social and political life by making them gain the skills and attitudes which are important for democratic and social participation (Dewey, 1916, cited in Balçıklı, 2008). In the field of foreign language education, there has been a slight movement in focal point from the teacher to the learner, from exclusive focus on how to develop teaching to an inclusive concern for how individual learners can go through their learning (Gremmo, 1995, cited in Benson, 2001). In the light of these circumstances, the last decade witnessed a remarkable amount of attention pertaining to the concept of learner autonomy.

Many of the studies on learner autonomy have been conducted in ESL settings, and teachers are more encouraged to take the contributions of autonomy into consideration. On the other hand, the situation in Turkey regarding autonomous learning is not very satisfactory, the reason of which basically depends on that teachers are also used to the traditional elements of administering their classes in that they have already been educated within the same educational system. As a result of this tradition, they have some sort of difficulty to alter their habits (Erdoğan, 2003, cited in Sert). Usiki (2002, cited in Sert, 2006), however, states that teachers' attitudes towards their students play a considerable

role in learner autonomy. Consequently, even though Turkish learners are fairly motivated and are willing to learn and use English for both socio-cultural and economic reasons, teacher feedback and classroom observation at various educational departments (such as universities) have indicated that their proficiency in English is not at the desired level. In such a context, Turkish EFL learners, at any level, have to develop a critical awareness of language learning and learning communication by being encouraged to become more autonomous (Sert, 2006). Besides, it is important for them to be sufficiently encouraged to trust their potential to reach the learning material and to reflect on their learning needs, which is one of the most important considerations of learner autonomy.

Some theorists (e.g. Ellis and Sinclair, 1989) state that orientation of a classroom setting (whether it is EFL or ESL) where autonomous learning takes place is highly crucial since students always need to find their own ways to create the intellectual and practical aspects of what they have learned, and are still learning, for the main purpose of shaping both the form and content of the target language as well as the processes and outcomes of their individual development inside and outside the classroom. These considerations need also to be taken into consideration in organizing the EFL contexts of Turkish educational system. Besides, as Holmes and Ramas (1991, cited in Benson, 2001) state, what needs to be permeated in the process of learning English and using it effectively is to be able to help learners to become aware of, and to identify, the strategies that they already use or may potentially use in order to meet their learning needs. It is also theorized that students' achievement of motivation, which chiefly regards with the academic confidence, achievement of goals, and learning strategies, require some range of learner autonomy which is not sufficiently promoted in our country. For instance, it does not seem possible that a student who has a poor academic confidence may easily become an autonomous learner.

As Gardner and Miller (1999, cited in Benson, 2001) state, students in foreign language classrooms may be in different levels which no formal classroom teaching can meet their learning needs. In this respect, the importance of autonomous learning reveals since it is a flexible concept which can be conducted in a classroom, in a self-learning center, in a library, in a special corner, in students' own home or any location that is allocated for autonomous learning (e.g., philology clubs in Turkey). Autonomy may also function in all

four language skills and at all proficiency levels (e.g., in all the educational contexts in Turkey including primary, secondary, and higher education). The concept of autonomy shelters individual differences in learning styles and strategies. Besides, since it allows students to select the content of learning materials, students and teachers may work together in order to create the intellectual and practical activities that may shape both the content and the form of the target language. This, then, implies that autonomy strongly supports individualism; however, it does not mean that it refuses collaborative learning. The main reason behind it is that language (whether is foreign or second language) is not an individual phenomenon, but a social one, involving a range of linguistic resources whose meanings are both concretized their social, cultural and political contexts (Hall, 2002). He (2002) also states that “residing in these linguistic resources are structures of expectations for using and interpreting their uses. The specific components of language, then, are considered to be fundamentally communicative” (p.28).

In the light of these circumstances, it can be said that EFL classrooms should be accepted as sociolinguistic environments and discourse communities in which active interaction is believed to contribute to learners’ language development in terms of both written and spoken discourse of the target language. An additional point to be emphasized is that language learning is a social enterprise, which is jointly constructed, and intrinsically linked to learners’ repeated and regular participation in classroom activities. There is an important relationship between the concept of interdependence and the concept of autonomy. In this respect, EFL classrooms allocated for different levels of language users present a framework of society in which learners are in contact with one another. Social responsibility may be enhanced by teaching that upholds the examination of the new language on the basis of its relevance, meaning and human purposes for students.

All the points underlined in the earlier paragraphs also force the reader to think that EFL students in Turkey should be sufficiently encouraged to become more autonomous to manage their learning process, to act as a tracker and critical observer to detect, revise and make essential moves to improve the aspects of learning which seem problematic, and to develop both their social and individual skills inside and outside the classroom circle. On account of the fact that there is an ascendancy of the teacher-directed English language instruction in Turkey, it seems a bit inconvenient for expecting the students to develop

these skills in a short period of time. On the other hand, if the necessary precautions are gradually taken to promote autonomy, students may also develop their skills to learn how to assess and control their own progress. In this respect, both teachers and students should revise their particular roles and attempt to make modifications and adaptations to their roles if necessary.

Consequently, all the statements given above make it clear that there is a considerable need to promote learner autonomy in EFL contexts of Turkish educational system on the basis of its main contributions and attributes. However, to promote learner autonomy is not an easy process and it requires some struggle to adapt this approach in our EFL classrooms and to acquaint students with it. That is, there are particular pre-conditions of organizing autonomous classroom environments and roles that both teachers and students should take on. The following section presents the issues under consideration.

25. Pre-Conditions to Promote Learner Autonomy

In spite of cultural differences, the aptitude for using English as a Foreign Language includes phases of self-instruction. Through learner diaries and oral statements, it is concluded that these modulations usually fall within the language classroom. Learners normally follow their own agendas (Sert, 2006). Since all learning is highly individual, there is a natural slope for the learner to take control over his or her own learning. From research into individual learner differences, it can also be conceived that effective learning and using language take place once learners are freehearted to learn in the ways that are appropriate to them (Hansen, 2008). The following paragraphs probe into the typical conditions to promote learner autonomy. The suggestions given below can be used in the organization of autonomous EFL classrooms of any cultural context and for different proficiency levels. That is, the suggestions given below may be taken into consideration before making any attempt to organize autonomous language by making some adaptations and modifications.

250. Psychological and Institutional Preparations

There are many suggestions of organizing an autonomous class. In this sense, before making any attempts to transform teacher-based style of teaching into more student-centered style of learning, it seems initially necessary for teachers to explore students' level of preparedness and motivation for the change. According to Wachop (n.d.), motivation is an important point to be underlined when it comes to the concept of autonomy. That is, learner autonomy is a goal which is conceived as being riddled with motivation.

Motivated students may show great enthusiasm for acquiring the necessary information of language which is useful for the production process. It is also unlikely that a student who lacks motivation, which is mainly intrinsic, is able to develop his skills of academic learning. According to Little (n.d.), one's intrinsic motivation is based on the development of his/her autonomy. That is, autonomous students put account their intrinsic motivation when they take charge of their own learning and intend to foster their capacity of reflecting on their needs, self-management in their learning, and their accomplishment in their learning strengthens their intrinsic motivation. Individuals, who are intrinsically motivated, are able to display their whole potential to meet their learning needs. When students are sufficiently motivated, it is also possible to activate their inner capacities that may involve their autonomy, self-realization and self-confidence (Dörnyei, 1998). A motivated learner may need stronger incentives to study language than an unmotivated learner, who acquires no information about how best to obtain the knowledge of developing his skills of language.

According to Masgoret and Gardner (2003, cited in Wachop, n.d.), learners' motivation is based on various factors such as how they may comprehend their own success in language. Another factor may be associated with which materials they employ and what tasks they do in and outside the classroom. Other factors may comprise: how autonomous learners sense and how imperative it is to become autonomous; classroom methods which are particularly amusing and endearing; learners' relations to the classroom group and to the society in which they live; how they view their teacher and power relations with the educational institution; and their level of anxiety, particularly in classroom tasks that

engage them in speaking and test taking. There are also factors that have a potential to affect the level of motivation, they typically comprise the culture, learning experiences, habits, and expectations which the learner may bring to the classroom. For example, the Turkish culture differs from Japanese culture. As a result of this cultural difference, the motivation level may also differ. Autonomy is also seen to be more closely associated with motivational factors than with performance, and appears to foster intrinsic goal orientation, task value, and self-efficacy, all of which are climacteric elements of continuing motivation (Garcia and Pintrich, 1996, cited in Wachop, n.d.). It is also stated that learners' progression of motivation, which chiefly regards with the academic confidence, achievement of goals, and learning strategies, may result in a full range of learner autonomy. For instance, it is unlikely that a student with feeble academic reliance may become an autonomous learner with ease.

In the light of the points underlined, it can be said that there is a close relationship between the concept of autonomy and motivation. It is clear, then, that teachers should take the necessary steps to raise students' motivation level, which in turn enhance students' autonomy. For this purpose, teachers should pay attention to students' needs when they attempt to organize their classroom activities. There are certain classroom activities (e.g., team and individual works, reflective activities such as portfolio assignments, self-reporting, performance tests, projects etc.) which suggest to be more developed when it is attempted to orient a classroom where students are more autonomous. These and similar activities are not simply designed to develop grammar skills or other language domains. Rather, they have a nature that may be easily adapted in any level of EFL context according to students' learning needs and preparedness. The essential point here is that educators should help their students to reflect on their beliefs in order to revise or refuse what is inadaptable; to form new insights into language learning and use them favorably (Yang, 1998, cited in Wachop, n.d.).

In an autonomous learning circle, students are heartened to independently interact with learning resources, and are provided with series of facilities in order to exercise superintendence over their learning plans, the selection of language materials, and the evaluation of their learning. In this respect, learners are engaged in developing the skills which are associated with these activities throughout the process of experimentation, and

self-exploration is a principle factor (Benson, 2001). In Turkey, for example, there are locations such as computer labs, philology clubs, libraries etc., which are established to provide learners (in all classes and proficiency levels of English) to select and work on task on their own. These locations such as philology clubs normally include computers, videotapes, computer software, and series of printed materials (e.g. newspapers, books, journals etc.). The consultant gives advice about, for instance, how to find a book which is needed or when students should return the books which are borrowed. Since the world is getting globalized, computer technology has gained a great popularity in recent years.

Matteram (1997, cited in Benson, 2001) points out that new language learning technologies have a long association with autonomy. In recent literature, a number of interesting technology-based projects have been reported incorporating student-produced videos, computer-enhanced interactive videos, electronic writing environments, e-mail language advising, hypermedia systems and computer simulations. According to Benson (2001), in most of these technology-based projects, it is the interactive relationship with the technology itself which is seen to be supportive of autonomy. In others, it is the potential of the technology to facilitate interactions among learners which are difficult or even impossible in classroom circles. Many educational institutions (e.g., Universities) include areas which are allocated to make self-practice.

Since educational technology is now broadly contains computers and the internet, institutions also attempt to install computer equipment in their settings to help learners to access a variety of sources which are provided for them through the internet. For example, in almost every university of Turkey, computer technology has a major place. The main reason is that English is a global language and computer technology provides a variety of facilities that improve English. For instance, students may search through the internet to find available sources (e.g., e-books, journals, etc.) to develop their language domains. Kartal (2003) points out that in today's technological and globalizing world, there are different kinds of teaching websites or pages on the internet which have been prepared with respect to the teaching of language domains that may provide facilities to practice grammar, phonetics, vocabulary etc., or language skills such as writing, speaking. On the other hand, there are websites which procure course books and procedures which are especially designed for more advanced level of English learners or teachers. These

websites offer great facilities for students at each level of English with their wide series of contents. Internet packages may also be constituted to engage students in testing their knowledge of language domains and to engage them in problem solving activities that are appropriate in stimulating cognitive involvement with the target language.

Besides, the implementation of computer technology streamlines interaction among learners, between learners and target language users, and between learners and teachers that may otherwise be uneasy or may not be always feasible to achieve in the classroom (Benson, 2001). Rogers (1973, cited in Benson, 2001) also argues that “the true learning is what a person discovers all by himself” (p.105). Rogers’ quotation is valid once the students work with the computer. That is, they are encouraged to search out about what they need to learn.

Consequently, in the light of the importance of promoting learner autonomy, many locations are established to enable learners to be the tracker of their learning process. In Turkey, there are also some locations which provide students with range of facilities to control their learning process. These places may be a compartment of a school library, a special classroom, or any location such as philology clubs which are allocated by the institution itself. These locations are particularly constructed to foster student’s autonomy since the student is encouraged to take change of his/her learning process. That is, he/she searches through the internet, borrows books to read outside the classroom, makes English practice to develop language domains by using the videotapes and computer software programs, and so on. In Turkey, school libraries often provide these facilities. Figure 2 shows some of the printed and visual materials which are used in locations allocated for autonomous learning.

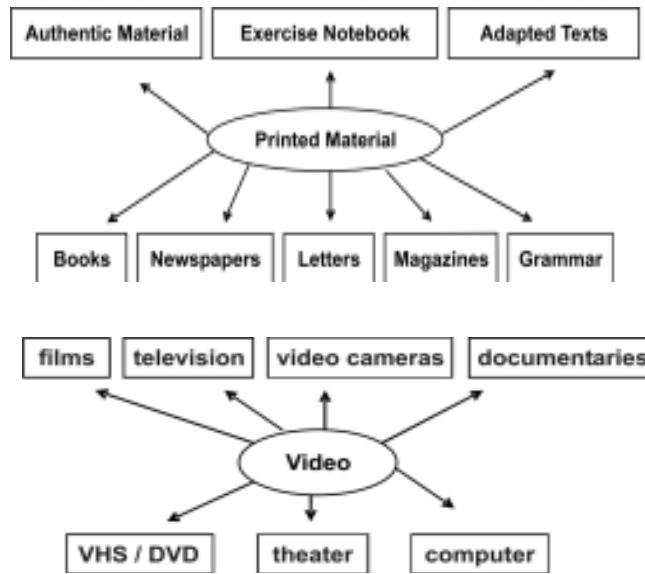


Figure : 2

Printed and Visual Materials to be Used in Autonomous Learning Locations (Adapted from Braganorte, 2005, p.152).

251. Organization of the Autonomous Classroom Settings

As pointed out by Hedge (2000), it is often considered that the major factor in the development of autonomy is the opportunity for foreign language students (EFL or ESL) to make useful decisions regarding their learning within a cooperative and supportive classroom environment. Perhaps the most difficult task for the teacher in learner training with learners who have been used to a teacher-directed classroom is to encourage the belief that the learner can undertake more responsibility. Holec (1985) deems the psychological preparation as a gradual de-conditioning process through which a learner is footloose from the discussions which support teacher dependence. One point to be stated here is that to be able to teach the value of autonomous learning to students requires the belief in democracy and the minimizing the authoritarian rule and role, a belief in the value of alteration of the power relationships between teachers and students and innovation, the ability to one's profit and not to allow planning to get in the way and willingness to give frequent feedback (Cotterall, 1995). As understood from the statements of different authors (e.g., Hedge, 2000), the teacher (whether she/he is teaching in an EFL or ESL setting) has an essential role in organizing a classroom where the students are encouraged to be autonomous, and in providing them with the opportunities to take charge of their own learning.

However, to foster learner autonomy in EFL (e.g. prep English classes of Higher Education in Turkey) classrooms is not a very easy process which can be achieved in a short time, and it requires following certain procedures. In becoming actively involved in the process of learning, students should define their own learning objectives. That is, they should be engaged in tasks that enable them to study autonomously. According to Dam (1995, cited in Little, 2000), teachers should encourage their students to express their individual feelings and opinions. She (1995, cited in Little, 2000) suggests that teachers should use English as the preferential means of teaching and learning. That is, students are more encouraged to use the target language. Besides, she points out that there is a considerable need to make the learning environment meaningful for the student. This implies that teachers should teach the lesson by creating situations for their students to learn by doing and speaking, and by collaboratively working with them. When students are interested in meaningful learning, which is one of the most essential elements to be accomplished, they may be intrinsically motivated to learn independently. Once learners have a strong interest in doing something, one can have an expanding desire to learn and become more confident in learning. The other point that she underlines is that evaluation of the learning process should be accomplished by teacher and student together. Finally, she emphasizes the importance to use authentic materials such as posters and learning logbooks that are particularly useful in making learners receive much of the content of learning, encourage the development of speaking, and develop a focus for self-evaluation.

Özcan (2007) similarly states that teachers should provide a supportive classroom environment by keeping in mind that students enter the learning environment as intuitional independent learners. As a result of this point, the classroom should be oriented in a way in which teachers are more reflective. That is, teachers should look at what they are doing to maintain their courses, consider about why they do this (whatever they do), and attempt to see the results of what has been done. She also argues that the EFL classrooms should be designed in a way that students are more encouraged to ask questions, evaluate sources, and develop their awareness of learning styles. That is, an EFL teacher should choose learning materials to help students with diverse styles in the classroom.

Özcan (2007) additionally suggests some ways about how to organize an EFL setting where students with diverse levels may be usefully encouraged to be more autonomous.

For example, she states that there is a considerable requirement to make use of visuals in the classroom for visual learners; audio tapes and videos, songs, memorization and drills for auditory learners; physical activities such as role plays for kinesthetic learners; demonstrations, projects for tactile learners. In general, these and similar suggested ways aim at helping students with their needs, putting things into perspective and in turn making them more autonomous learners.

The techniques that are suggested so far are assumed to ensure a personable rapport between the teacher and students on account of the fact that the students are given the chance of reflecting on their needs, and to provide a risk-free classroom environment. To ensure a risk-free autonomous classroom environment that allows students to engage in the task, the following criteria, which are pointed out by Fantini (1997), should also be kept in mind:

1. **Instructions:** Teachers should be clear and consistent when they are giving instructions; use clear language, provide examples and models. Instructions should also be given both orally and in writing, when in doubt, teachers should have the students restate their understanding of directions.
2. **Pacing:** Teachers should decrease anxiety by having a set of routines; proceed slowly in step by step manner. They should also give students extra time to work by their own.
3. **Teacher participation and intervention:** Teachers should act as a guide and encourage students to take their own learning responsibility; balance their desire for students to be the source of their own learning with their need for direction and help.
4. **Student participation:** This involves the issue of risk and trust. Some activities such as role plays and simulations which are advised to make learners autonomous have nevertheless high risks due to the uncertainty which is involved and the possibility of failure or exposure. In this respect, risks may be reduced by having the small group rather than an individual who is given responsibility for a role or task.
5. **Learner preferences:** Since the concept of autonomy directly focuses on the learner, learner preferences are also essential in organizing the classroom

environment. In this respect, learning tasks should be varied so that all learning style preferences are acknowledged; for instance, students should be given the option to work alone.

6. **Students as source of information:** To help learners realize that they are valid sources of information, teachers may write down major ideas from discussions on newsprint. These ideas can, then, be transcribed, copied, and distributed to the class. Matching this with a professional article that makes similar points helps learners gradually realize that they are also valid sources of information, which is also effective to develop students' self-confidence because they are shown that their ideas are important.
7. **Teacher as a source of information:** To establish autonomy, teachers may meet students' more traditional expectations initially, for instance, by giving short lectures, guidance, and input; and then, adapt teacher student roles gradually over time, introducing a more student-fronted type activities.
8. **Creating a positive interdependence:** Learning a foreign language without interdependent communication may not be a real success because interdependent communication is usually both a way and a goal to learn a foreign language. Learner autonomy is not only individual but also a social phenomenon; thus, it requires a capacity and willingness to act out independently and in cooperation with others, as an individual person. In this sense, teachers should create a classroom environment where students may work both individually and collaboratively.

In the light of what has been said so far, it can easily be seen that the collocation of an autonomous classroom is not an unlabored continuum. There are many suggestions that should be taken into consideration when the attempt is to design an autonomous classroom circle in which the responsibility has to be shared by both teachers and students. These points also force the readers to consider which specific roles teachers and learners should assume in the creation of autonomous classroom settings. Figure 3 shows the overall picture of the pre-conditions to develop learner autonomy (L.A.) underlined in this section. The following paragraphs review the roles of teachers and learners in any EFL or ESL context (e.g., EFL contexts of Turkish educational system).

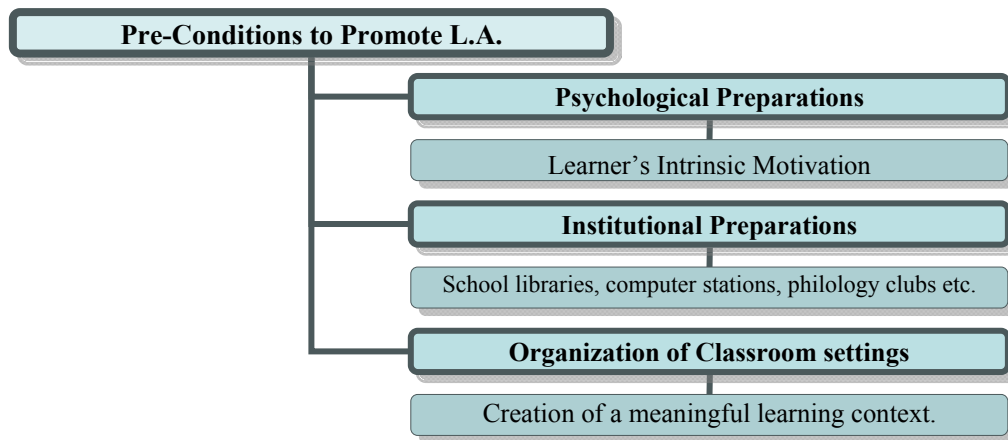


Figure : 3
Pre-conditions to Promote L.A.

26. Particular Roles of Learners and Teachers in an Autonomous Classroom

All learners have to learn, to some extent, to become independent of the instructor whose main role should be a facilitator on the basis of the ideas given so far. However, this is not an easy and fast process, and teachers and as well as learners should be able to redefine their roles. The following paragraphs give a detailed description of learner and teacher roles which have to be undertaken if the aim is to create learning environments in which students may be more autonomous.

260. Roles of Learners

Learners do not automatically assume responsibility in formal contexts and do not necessarily find it effortless to reflect on the learning process. It is, then, obvious that they should be encouraged to practice using the appropriate materials which are provided for them. Since learning is not a stationary experience which is directly quoted by the instructor to the students, they should redefine their particular roles (Little 1995; Dickinson, 1987).

Breen and Mann (1997) profile autonomous learner's roles in an EFL/ESL context. According to them, first of all, autonomous learners should discern their relations to what is to be learned, to how they may learn, and to the resources which are in hand as one which they are in charge or in control. Second, they should develop a mighty sensation of self which can not be affected easily by any negative evaluation about themselves, their performance or their works. Third, they should be vigilant for any change, that is, they should be able to modify their learning plan and reflect upon it. This also implies that autonomous learners should be, to some extent, flexible. Fourth, they need to develop a capacity in order to learn that is independent of the educational processes with which they are preoccupied. Fifth, they should be able to make well use of the language setting in which they are strategically involved. Finally, they need to negotiate between strategic meeting of their own learning needs and responding to the needs and desires of other students with whom they should communicate.

According to Özcan (2007), autonomous EFL learners or as she calls, the independent learners, should be able learn by themselves. That is, they need to evaluate their weaknesses and strengths in the learning process. They should develop their skills of critical thinking. This implies that they should be adequately encouraged to search out, and develop new questions regarding their learning process. Additionally, they should be able to know how to ask questions and know how to look for the answers to make reasonable decisions.

Similarly, for Candy (1991), autonomous learners should characteristically be methodical and disciplined to achieve the learning task by using their whole potential; logical and analytical in order to make useful decisions on their learning process; reflective and self-aware to identify their failures and strengths. They should demonstrate curiosity, openness, and motivation in order to take the necessary risks to achieve their learning objectives. Besides, it is crucial for them to take the necessary steps to be flexible and interdependent for making modifications on their learning plans and contacting teachers to make need analysis. It is also momentous for them to be able to develop their skills of being persistent and responsible to retain their learning desires, and having a positive self-concept. That is, they should believe their potential in achieving their learning goals.

Tria, (1976), too, underlines the pre-requisites of good autonomous learners. According to him, autonomous learners, at each level, need to improve a positive way of behaving towards the language they are proceeding to master and its speakers; be given countenance to develop their skills of self-monitoring and try to communicate in real life circumstances; have sufficient linguistic knowledge on how to tackle a language; develop an active approach to the learning task. Students who may come through these pre-requisites may also develop their ways of autonomous learning. What has been mentioned so far forces the readers to think that there are particular characteristics that learners should undertake if they desire to develop their level of autonomy. In this respect, they should be encouraged to achieve their learning objectives.

On the other hand, the power relationships between teacher and students should be flexible. That is, in a strict classroom, students may not use their potential, which inhibits their autonomy. This also implies that there is also some sort of roles that should be undertaken by teachers to organize autonomous classrooms. The following paragraphs present these particular roles.

261. Roles of Teachers

The importance of educator's role in an autonomous learning circle is becoming clearer and more evident as more attempts are made at researching learner autonomy (Camilleri, 1997). Camilleri (1997) states that while the major part of the enquiry on learner autonomy is particularly based on learner, the roles of educators are not neglected. She (1997) also points out:

Teachers are already exercising learner autonomy to a smaller or greater degree. In reality, every teacher has to interpret the syllabus, and every teacher has got to mediate learning materials, even if they are compulsory. Every teacher has got to articulate a set of classroom procedures and processes (p.35).

Camilleri (1997) states that teacher should undertake the role of manager of activities. He should manage a class where students participate actively in decision-making procedures, in making use of strategies and materials which are useful and meaningful to them. The other important role that teacher should take on is to act as a resource person.

The teacher as a resource person optimizes the learning situations by assisting students to notice a wide range of alternative strategies, and by, for instance, assisting them to develop an awareness of learning styles. That is, teacher should help students to match resources to the needs of learners and to locate resources.

Several authors (e.g. Ash, 1985; Bauer, 1985; Brockett and Hiemstra, 1985) also state that teachers should create a partnership with the learner by negotiating a learning contract for goals, strategies, and evaluation criteria. According to them, teachers should help learners to acquire the need assessment techniques which are necessary to discover what objectives they should set. In this respect, teacher should act as a counselor. Teacher as a counselor may accompany individual learning processes, and respond to learning problems meaningfully. Besides, teachers should encourage setting of the objectives that can be achieved in several ways. They should help students to develop positive attitudes and feelings of autonomy which is relative to learning.

According to Özcan (2007), teachers should undertake some roles to organize their language classrooms. For example, they should be able to make students work on some activities on their own to gain independence. On the other hand, they should attempt to develop collaboration between learners since autonomy does not mean to learn something in isolation from other students or teacher. Besides, Özcan (2007) states that teachers should act as a guiding counselor and a facilitator to help their students to master their decision-making process. Additionally, she suggests that teachers should make the learning process more meaningful to them and provide support and permissiveness, however, never spoon-feed and pamper them. In this respect, teacher control is, to some extent, obligatory since any inattention of control may lead a disorganized environment, which hampers autonomous learning. Proper control is important since teacher has to interact with a group of students who are both listless and vigorous, active and passive, interested and bored, and so on (Yin, 2005).

Proper control, on the other hand, fosters students to gain the perceptiveness of liberty to learn the language as they enhance their knowledge. Many EFL teachers (e.g in Turkey) have a tendency to believe that, teacher's roles of acting as a controller is inevitably valid in their classroom. They do it so not to leave their students uncontrolled, which results in an undisciplined classroom environment. However, when it comes to the autonomous

classrooms, the control mechanism, which is provided by the teacher, is transmitted from the teacher to the student. However, it does not refuse the fact that the proper control is also necessary. That is, the teacher should not be a strict authority who gives ultimate directives on what to do in order to supervise every behavior of the student. This shows that the responsibility should be partaken both by teachers and students.

Consequently, in today's world, teacher should realize that his/her main mission is no longer that of knowledge transmission. Rather, he/she should act as counselor, helper, manager of activities, facilitator, knower (a resource person) and to some extent controller. Since the development of autonomy is not a fast process, teacher should redefine his roles to facilitate this process. In this respect, teacher and students should share the responsibility of learning. Power relationships between them should be more flexible since the roles of both teachers and learners can only be achieved in a flexible classroom environment.

27. Summary of the Chapter

This chapter started with the definitions of the concept of autonomy. It presented the main considerations which are associated with autonomy. It was highlighted that autonomy was a multi-dimensional concept which had no clear definition, and it needed to be interpreted on the basis of its main peculiarities and contributions in the field of education. The chapter, then, made an overview of the historical development of autonomy by underlying its main attributes. It was underlined that autonomy led some debates on the basis of the issues about whether it was based on independence or interdependence, what roles that self-evaluation and self-access facilities could play to promote it, what kind of learner treatment was required to promote autonomous/self-directed learning and so on. In the subsequent paragraphs, some misconceptions regarding to autonomy were presented. It was stated that autonomy should be regarded as a concept which had different interpretations and was universally convenient, rather than based solely on the Western, or liberal values. The following section gave the particular ways of designing an autonomous classroom and some suggestions. The chapter, then, underlined the main reasons of building up autonomy in EFL contexts of Turkish educational system by also clarifying its main contributions to students. The chapter finally displayed the roles which were peculiar to autonomous EFL learners and teachers.

CHAPTER THREE

3. METHODOLOGY OF THE STUDY

30. Introduction

This chapter presents in detail the methods and procedures employed in the study. It also presents the design of the study, sample selection and data collection tools, and the main procedures employed in their conduction.

31. Nature of the Research

One of the aims of this study is to find out the tertiary level Turkish EFL students' understanding of the attributes of L.A. On the other hand, the study attempts to bring to light how these students currently exercise outside the classroom to become autonomous. Besides, the study aims to unveil insights of the students about whether autonomy is a concept that requires countenancing and developing in an EFL context by investigating their reactions. The chief intention here is to examine the degree to which the notion of learner autonomy may avail in university level Turkish EFL classroom environments. The EFL students' attitudes towards what is researched are also attempted to be statistically compared with their grades. Given the aims of this study, then, it can be said that this study is descriptive in nature.

Descriptive research illustrates and discusses the present conditions. Its major intention is to be able to analyze the trends that are progressing, as well as current circumstances. Therefore, the data obtained from this research type may be used in illustrating a problem or in upholding a new or approved program. In the light of what is said, it can be concluded that one of the aims of descriptive research is to define accurately situations or events (e.g., characteristics of a population, a social condition etc.) and to solve present-

day problems. Solutions of present-day problems may be useful in projecting objectives and directions for the future, as well as information related to how to attain the designed goals. Information relevant to the present situation is a prerequisite in coping with problems (Taylor, 2005). In the process of descriptive research, data are collected and summarized, but the relationships between series of data and predictions are not usually remarked. As pointed out by Taylor (2005), descriptive research includes the scientific methods. Statistics such as frequencies, percentages, averages, standard deviations, and sometimes variability and correlations are preferred to audit and explicate the data. According to Baker (1999), descriptive research is one of the major types of research, which entails fewer skills; however, it is a very useful tool for community development. In social sciences, there are two main types of descriptive research: longitudinal and cross-sectional research.

The term longitudinal may be used to define a variety of studies that are administered over a period of time. The longitudinal study aims at gathering data over an extended period of time; a long term study may extend over many years. In this respect, the main strength of a longitudinal study is that it helps the researcher to measure the pattern of change and derive actual information, which entails collection of data on a regular or continuing basis (Cohen and Manion, 1994). On the other hand, longitudinal studies have certain weaknesses. For instance, longitudinal studies are time-consuming and expensive since the researcher has to wait for growth data to collect. Besides, there is adversity of sample mortality.

Cross-sectional research, on the other hand, may be viewed as a typical study of a group of diverse individuals or subjects at a single point in time, in order to measure or study a particular topic or aspect of language. In this approach, data are collected (usually only once) from different groups of individuals of different ages or different levels of proficiency (Hatch and Lazaraton, 1991). On account of the fact that this study aimed to gather data on the present conditions instead of looking at the effects of a variable over a period of time, and that it used different proficiency levels of subjects to collect the required data, it could be said that it also implemented the elements of cross-sectional research.

The other important point to be underlined is how the data derived from the data collection tool(s) should be analyzed. In this study, the data obtained through the questionnaire were analyzed quantitatively. On the other hand, the data obtained through the interviews were analyzed qualitatively. The terms quantitative and qualitative may be applied to both the data collection and data analysis steps of an investigation. Qualitative data, for instance, may be used to supplement, validate, explain, illuminate and discuss the quantitative data obtained from the same participants (Bogdan and Biklen, 1998), as we did while conducting the questionnaire and the semi-structured interview together. According to Allwright (1991), “There is clearly a connection between qualitative and quantitative approaches” (p.67).

The basic aim of adapting a quantitative approach (e.g., conduction of the questionnaire in the present study) in the research setting is to be able to make common-sensual and practical descriptions on the phenomena. In this respect, the descriptive statistical techniques are used (Allwright, 1991). Descriptive statistics is preferred to depict quantitatively how a particular characteristic is distributed among a group of individuals. Researchers implement descriptive statistics while they are reporting the findings of a study. Quantitative approach is used to methodize and present data in a summary form (Taylor, 2005). In adapting a quantitative approach, the researcher intends to represent how phenomena may be audited by manipulating the variables. He/she attempts to discover the principles and laws which may be broadened to a larger population (Taylor, 2005). He also argues that the researcher in this approach intends to prosper neutralism by not letting his personal biases affect the analysis and explication of the data. This implies that personal contacts with participant groups are kept at a minimum.

According to Johnson and Christensen (2000), quantitative researchers try to operate under the assumption of objectivity. They think that there is an external reality “out there” to be observed and that rational observers who look at the same phenomenon in the world will chiefly agree on its existence and its characteristics. They also attempt to remain value-free since they avoid human bias whenever possible. In this sense, quantitative researchers study the phenomenon that are of interest to them from a distance point. For instance, standardized questionnaires and other quantitative measuring tools are frequently implemented in order to measure what is observed.

The other important point about quantitative research is that researchers in this approach aim to comprehend the phenomena by isolating and investigating the relationships among and between variables in a controlled setting. Johnson and Christensen (2000) point out that quantitative researchers use narrow-angle lens according to only one or a few factors are attempted to be studied at the same period of time. (Taylor, 2005). Quantitative methods ensure numerical data and are assessed by implementing descriptive statistics. Statistical treatment of data through the use of descriptive or inferential means are preferred to test hypotheses and identify whether or not there are significant relationships or differences (Taylor, 2005).

The present study is mostly quantitative. In this study, the findings collected through the questionnaire were transformed into numbers (such as percentages, frequencies, means, standard deviations etc.) to clarify the narrative descriptions used in the qualitative approach. In judging the quantitative data, these statistical criteria are frequently used for the main purpose of forming calculations. In this study, all of these numerical terms were also presented in tables, and frequency of responses was presented in graphics. Quantitative research, in general, reduces measurement to numbers.

This study also employed the elements of qualitative research since it attempted to collect data by implementing interviews (e.g., semi-structured interview in the present study). Research studies which examine the quality of relationships, activities, conditions, or materials are often referred to qualitative research. In this research type, the focus is on holistic description. Holistic description may be defined as describing in detail what goes on in a particular activity or situation (Fraenkel and Wallen, 2008). According to Merriam (1998), qualitative research is an umbrella notion which covers several forms of inquiries enabling the researcher figure out and expresses the meaning of social phenomena with as little disruption of the natural setting as possible. The key point here is to understand the phenomena of interest from the participants' (e.g., interviewees in the present study) point of views rather than the researcher's. (Merriam, 1998). Merriam (1998) explains this as "this is sometimes referred to as emic, or insider's perspective, versus the etic, or outsider's view" (pp. 6-7).

According to Taylor (2005), qualitative research has multi-dimensional attributes in nature, which comprises an interpretive, naturalistic approach to its subject matter. This implies that qualitative researchers attempt to examine circumstances in their indigenous settings, intending to construe and interpret the phenomena on the basis of meanings that people give to them. A simple definition of qualitative techniques may make researchers accept the adequacy of any procedure resulting in nominal rather than numerical sorts of data.

Qualitative research probably aims to find answers to questions by investigating several social settings and the people who live in these settings. Qualitative researchers, then, are most interested in how people arrange themselves and their surroundings (Berg, 2004). Merriam (1998) also says that “Qualitative researchers are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world” (p.6). He (1998) states that in this type of research, meaning often comes from participants’ own experiences and that this meaning is mediated through the researcher’s own perceptions.

Taylor (2005) points out that qualitative approach is inductive since it is generally used to describe the multiple realities, to develop deep understanding of the phenomena being studied, and to comprehend everyday life and human perspectives. Qualitative research contains the allocation of a range of empirical materials which may be categorized as: case studies, personal experiences, life stories, interviews (e.g., semi-structured interviews conducted in the present study), observational studies, historical texts etc.

In qualitative research, the researcher should be accepted as the instrument of data collection. Rather than implementing a standardized tool or measuring device, the qualitative researcher must be able to collect the data, ask the questions, and make the interpretations about what is being researched. (Johnson and Christensen, 2000). The data of qualitative studies can not be analyzed by making use of computer programs (such as the SPSS used to analyze the quantitative data of the questionnaire in the present study). Qualitative research methods are not associated with the high-technological equipments in the ways quantitative techniques can be (Berg, 2004).

Analyzing the data in qualitative studies chiefly comprise analyzing and synthesizing the information that the researcher obtains from a variety of sources, which can be ranged as interviews, documents etc., into a coherent description of what the researcher has observed or studied. Data analysis of qualitative studies depends on description. The qualitative research commences with a preliminary cogitation which develops as research learns more subjects and setting throughout the tentative proposal, and data analysis is chiefly interpretive and descriptive (Fraenkel and Wallen, 2008).

To sum up, this study employed two data collections instruments: a student questionnaire and a semi-structured interview. The whole data collected through the questionnaire were analyzed quantitatively. On the other hand, the data of the interview were analyzed qualitatively. The details of these data collection tools are given in detail in the subsequent sections. The following paragraphs explain the research design and some basic procedures.

32. Research Design and Methodology

The fundamental impulse of conducting a research is to be able to cope with the social and educational problems and to develop knowledge of our system. Research is necessary to find answers to the problems in the society in which we live. Much of man's actions depend on presumptions and untested hypotheses. In contrast, research contains the objective confirmation of hypotheses. These procedures also require the researcher to make scientific analyses of problems and devise convenient methodologies for testing hypotheses. Questions enquired can be simple or complex in nature (Taylor, 2005). The main point here is whether the nature of the questions are explicitly comprehended to interpret the prospective data properly and to test hypotheses by a range of appropriate data.

As pointed out by Taylor (2005), in identifying research problem(s), the researcher should choose a variety of approaches regarding how he or she has designed and contrived the problem(s). In this respect, it is equally important to revise all the literature to highlight the points under investigation and to unveil the rationale of the research problem(s). The following paragraphs present the rationale of each research question to show how these questions were constructed.

320. The Research Problem(s)

Benson (2001) points out that the developments in the scope of language education systems and the practices of language teaching necessitate some range of alterations in the functions of knowledge in both social and economic life and in the particular ways in which knowledge is constituted and commuted. The majority of language schools (ESL or EFL) around the world lately intend to encourage students to develop the ways of learning autonomously to help them to be actively engaged in their learning. Attempts have also been made to promote autonomy in the educational contexts in Turkey in recent years. For instance, the Council of Europe Language Portfolio has lately been developed in order to understand the insights of the students about their autonomy, and to organize the language classes in a way the students may develop their skills of planning, practicing and evaluating in the process of learning (Karacaoğlu and Çabuk, 2002).

In many departments of Higher Education in Turkey, the necessary precautions have also been taken to develop students' autonomy. In higher educational settings, particular places are provided for learners to study more independently and encourage them to monitor their learning process. Additionally, various equipments (e.g., computer labs, philology clubs, libraries etc.) are allocated to make students study more autonomously. For instance, KTU and the Department of Western Languages and Literatures of KTU take into consideration the contributions that autonomy provides on the part of EFL learners' progression inside and outside the classroom. The students attending to this department may be encouraged to study autonomously by means of different facilities provided for them. For instance, they are reported that they are engaged in tasks or activities such as project works, individual presentations (e.g., one-stage presentations) and classroom assignments (e.g., writing daily or weekly reports).

On the other hand, their classes are equipped with technological devices such as computers, over projector machines. Besides, two libraries are located in their school in order for them to reach a variety of written materials (such as periodicals, books, novels, journals etc.). In the libraries, there are also computers. By using these computers, they may search through the internet and use a variety of data banks (such as E-book, ERIC) which are especially useful in searching academically texts.

However, it is more important to obtain a full understanding of whether students are aware of the nature of autonomy on the basis of its attributes and particular contributions since learner autonomy is a question not of resources but of attitudes and experiences (Breeze, 2000). To highlight the general understanding of the students towards the notion of autonomy may suggest possible ways about how teachers should organize their classes by questioning whether they fulfill the requirements of L.A.; prosecute this skill, and in turn help their students with their learning needs. Out of these considerations, the first research question of this study, therefore, is:

1. Do the EFL learners in the Department of Western Languages and Literatures of Karadeniz Technical University (KTU) have notice of learner autonomy? If so, what are their attitudes towards learner autonomy?
 - 1a. What are their attitudes towards the behaviors of autonomous learning?
 - 1b. What are their attitudes towards the requirements of learner autonomy?

The attainment to practice autonomy requires the student to have an understanding of the nature of language he/she is mastering and of his/her particular role in that process. The comprehension of learner autonomy as a capability or way of behaving rather than as overt action (where, for instance, the autonomous learner is regarded as the one who enforcedly fulfills his/her decisions), is remarkable since it is equally important to be able to conceive of students maintaining learning autonomy in a teacher-led classroom teaching as well as in settings such as self-directed learning. Autonomy, then, is something which is internal to the student and which is not necessarily associated with particular learning conditions. That is, students may be diverse in the ways of practicing to learn something autonomously (Rao, 2002). In this respect, it is important to unveil what students do outside the classroom for the main purpose of improving their skills of autonomous learning. Out of these considerations, the second question of this study, therefore, is:

2. What are EFL learners' current exercises for autonomous learning outside the physical boundaries of their immediate learning environment?

Classroom education, in general, requires a teacher to transfer his/her information to the students by controlling their behaviors and engaging them in assignments such as home

works. The main thought in this learning model appears to be that students may be successful or unsuccessful in accordance with their connatural ability and motivation (Black and Deci, 2000). However, what needs to be permeated in the classroom has a great potential in the prospective behaviors of learners. In this respect, it needs to be accepted that classroom should be oriented in a way in which students may reflect on their learning needs and be encouraged to display their ultimate vigour to attain their learning goals, and in turn develop their autonomy. However, it is equally momentous to figure out whether students have a tendency to exert themselves in becoming more autonomous or whether they are already pleased to receive the ready-made information which is transmitted from the teacher.

Without having any ideas about the reactions of students (at any level) towards autonomy, it is unlikely to unveil the students' potential to take charge of their learning process inside or outside the classroom. On the other hand, the attempts to build up autonomy may be useful in the arrangement of the classroom setting (e.g., primary, secondary, or higher education of EFL context) by virtue of the fact that it puts the student in the center rather than the teacher, which in turn makes him/her to reflectively think of his/her learning needs, strategies, and to make necessary adaptations and modifications on the learning plans. In this respect, it is also important to figure out how students perceive the main hallmarks (positive or negative) of the notion of autonomy to help them with the related needs. Out of these considerations, the third research question of this study, therefore, is:

3. What are EFL learners' attitudes towards the promotion of learner autonomy in their learning context?

This study also seeks to answer the following minor research questions in order to make a statistical comparison between the responses of the participants and their grades. In this way, it is also possible to understand whether the grade differences of the students will affect their ways of responding.

4. Is there a statistical relationship between the general understandings of the EFL learners and their grades?

5. Is there a statistical relationship between the current exercises for autonomous learning of the EFL learners and their grades?
6. Is there a statistical relationship between the attitudes of the EFL learners towards the promotion of learner autonomy in their learning context and their grades?

Consequently, all of the research questions to which the study attempted to find answers arose from the requirements of understanding the uncovered points of current literature on learner autonomy. In order to focalize and audit research, a systematic plan, which contains particular research questions, should be designed (Taylor, 2005). Without constructing research questions, it is unlikely to come to a conclusion. These research questions offered the researcher some orderly and cohesive ways of implementing his/her research. As Taylor (2005) also points out, research questions are important in guiding the research process and ensuring solutions for the particular research problem(s). The following paragraphs give information about the research setting in which these research questions were attempted to be answered.

321. Research Setting

This study required the researcher to see the present situation in the Department of Western Languages and Literatures of KTU in order to provide the answers for the particular research questions. Generally looking, this department provides a curriculum which is studied in English. Therefore, the students (the majority of whom are female) of this department have to take a one-year prep-class. In the prep-year, which is divided into two as preparatory class A and B, the students are given a range of courses which include: writing, listening, speaking, reading, phonetics, and grammar. Students who successfully complete their education in the prep-year may start the first class. In the first class, the students take the courses whose content can be presented as: mythology, academic writing, translation, introduction to literature, and so on. In the second year, they take the courses such as Applied Linguistics, English novel, translation, short story, American culture and literature etc. In the third year, they are given courses such as: English theatre, literary translation, academic writing, language testing etc. In the fourth year, they take the courses such as modern English literature, literary criticism, grammar teaching etc. Students who fulfill their tertiary education may become EFL teachers.

In having the courses, the students are also reported to be engaged in different classroom activities (e.g., writing reports, making on-stage presentations, preparing projects etc.) that are designed to help them to work more autonomously. On the other hand, teachers organize their classes in a way in which the students may display their whole potential to actively engage in their learning. In their department, there is a library which involves a number of written materials such as periodicals, English Literature novels, dissertations, linguistic books, grammar books etc. There is also a photocopy room.

322. Sampling

Because of the nature of the study and the type of research, this study employed the purposive sampling technique for the student participants. A total of 70 students were selected for the administration of the questionnaire from the 2nd (18 EFL students, 16 of whom were females, and 2 of whom were males), 3rd (31 EFL students, 29 of whom were females, and 2 of whom were males) and 4th (21 EFL students, 17 of whom were females, and 4 of whom were males) year students. Additionally, 6 (2nd, 3rd and 4th grade) students (all of whom were females) were chosen for the interview using the same technique.

This study employed a purposive sampling technique, which is also widely implemented in social sciences on account of the fact that the researcher signified her criteria in the selection of the sample group in advance. In purposive sampling, researchers do not only study who ever available but rather benefit from their judgement to choose a sample group that they believe, based on their prior information, will provide the data they need (Fraenkel and Wallen, 2008). In purposive sampling, researchers select the cases to be enclosed in the sample according to their judgements of their typicality. In this way, they may construct a sample that is favorable to their specific needs (Cohen and Manion, 1994). In this sampling type, the criteria accepted as playing important roles in the study are predetermined, and the people who are chosen according to these criteria are considered as exemplifying the whole research environment (Tavşancıl and Aslan, 2001).

As pointed by Fraenkel and Wallen (2008), sometimes it is not feasible or even possible to administer a simple random sample. When it is the case, the researcher should use another sampling technique (such as purposive sampling in the present study) by

defining the sample group as fairly as possible so that interested others may judge for themselves the degree to which any findings apply, and to whom and where.

According to Fraenkel and Wallen (2008), in many studies that have been conducted in educational context, random samples may not be used. There are two basic reasons for this. First, educational researchers may not be aware of the threats involved in generalizing when one does not have a random sample. Second, in many studies, it is not feasible for a researcher to invest the time, money or other resources essential to get a random sample. Since in the present study, it was not possible to involve all the respondents in allocated places and select their names from a basket to construct a sample group, simple random sampling had to be avoided. To be free from the possible biases, the present researcher presented the characteristics (e.g., age, gender, grade, faculty name etc.) of the sample group and gave the details of their department. To select this sampling technique, did not require the present researcher to serve great budgets.

In this study, the researcher selected the sample names in a form of attendance sheet without looking at their names until the required number (e.g., the sample frame) of the students were collected for the questionnaire. In this study, the researcher also selected the interviewees by defining her criteria in advance. For example, since she aimed to compare the results of questionnaire, which was administered with 2nd, 3rd and 4th grade students, she chose the interviewees from the same grade of students (2nd, 3rd and 4th grade). The purposive sampling technique enabled the researcher to get in-depth data about the points that were researched.

323. Research Instrument(s)

The study employed a questionnaire and an interview as data collection tools. The first stage of the data collection procedure in this study was to conduct a questionnaire in order to elicit information about Turkish EFL learners' perceptions of the issues that this study raised.

A questionnaire is not a kind of official form, nor does it comprise a set of questions that have been casually constructed without much thought. One should regard a

questionnaire as a significant instrument of research, an invaluable tool for data collection. The major function of a questionnaire is measurement (Oppenheim, 1992). A questionnaire can be seen as a self-report data collection tool that research participants are asked to fill out as a part of a research study. According to Ünsal (2003), a questionnaire may be defined as a systematic data collection technique. A researcher uses questionnaires in order to get information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality and behavioral objectives of research participants. In other words, researchers try to measure many different sorts of characteristics by using questionnaires. Questionnaires are typically comprised of multiple questions and statements (Johnson and Christensen, 2000). The main data are derived by asking questions to the pre-determined people. It is possible to collect a range of information through the questionnaire technique. Although questionnaires provide less detailed information about what is researched, they are useful to collect data in a short period of time. In other words, administration of a questionnaire makes it easy to collect data at a short period of time and to make useful group comparisons to test the specific hypothesis (Ünsal, 2003).

Questionnaires may be categorized into two groups: unstructured and structured questionnaires. Unstructured questionnaires are used when the researcher asks open ended questions and requests the participants to express their feelings openly about what is researched on a piece of paper. Structured questionnaires, on the other hand, comprise various statements that the respondents are asked to identify their degree of agreement or disagreement with these statements. These questionnaires collect data by using Likert scales or multiple questions (Ünsal, 2003).

Since the statements of the questionnaire in the present study were predetermined by the researcher and put in order according to their aims, this study employed a “structured” student questionnaire (See Appendix A). The statements of the questionnaire are not-open ended. It comprised structured statements with ranging keys (e.g. 1. Strongly Agree, 2. Agree, 3. Neutral, 4. Disagree and 5. Strongly Disagree). As pointed by Johnson and Christensen (2000), a researcher attempts to obtain data from the sample group by providing them with questions or statements (the item stem) and rating scales (the response choices) with instructions to make judgments about each item stem using the rating scale. In this study, a questionnaire with a five-point rating scale was used. The questionnaire

(See Appendix A) in this study contained a total of 30 statements (items). In 5 main parts, these statements (the item stems) were given.

The first part of the questionnaire contained 7 statements. These statements aimed to elicit whether students were wise up to the notion of autonomy, and if so, how they attitudinized towards the attributes of learner autonomy. Each statement had 5 alternatives (e.g., strongly agree, agree, neutral, disagree and strongly disagree). These statements were constructed according to the ideas of authorities who deal with the notion of autonomy and have developed an interest in promoting autonomy in their EFL or ESL settings. The details of construction procedures are given in the subsequent section of the study (See the construction of the items in the student questionnaire).

The second part of the questionnaire contained 7 statements (8-14) with 5 alternatives (e.g., almost always true for me, usually true for me, no idea/neutral, not often true for me and almost never true for me). These statements were designed in order to figure out whether the students were satisfied with their own potential to take the necessary precautions to behave autonomously.

The third part of the questionnaire contained 4 statements (15-18). These statements were devised in order to unveil the degree to which the students had notice of the particular stipulations of autonomous learning. 5 alternatives (e.g., much/often, not much/often, partly, never and neutral/no idea) were used for each statement. Note that the first 18 statements were devised to obtain data to answer the first research question.

The fourth part of the questionnaire contained 5 statements (19-23) with 5 alternatives (e.g., never, rarely, sometimes, often and very often). These statements intended to present the students' current practices of autonomous learning outside their classroom. These 5 statements were devised to have responses for the second research question.

The fifth part of the questionnaire contained 7 statements (24-30) with 5 alternatives (e.g., strongly agree, agree, neutral/no idea, disagree and strongly disagree). These statements were designed to catch out the students' postures towards the promotion of learner autonomy. These 7 statements were devised to answer the third research question.

The second stage of the data collection procedure in this study was to conduct a semi-structured interview with 6 Turkish EFL students (from 2nd, 3rd and 4th grades) who were purposefully chosen. In this study, one of the major aims of administering the semi-structured interview except for administering the questionnaire was to obtain multiple perspectives in data collection and analysis and to get in-depth information on what is researched. In this respect, an important notion called as “triangulation” reveals.

According to Fraenkel and Wallen (2008), “When a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced. This kind of checking is often referred to as triangulation” (p.453). Freeman (1998) defines triangulation as a kind of technique which includes multiple sources of information or points of view on the phenomenon or question under investigation. According to Allwright (1991), at least two perspectives are important if an accurate picture of a particular phenomenon is needed to be obtained. Cohen and Manion (1994) describe triangulation as the use of two or more methods of data collection in the use of some aspect of human behavior. Triangular techniques (such as methodological triangular techniques in the present study) are accepted suitable and useful (e.g. Cohen and Manion, 1994) when an established approach yields a limited picture of the phenomenon under investigation. Triangulation in the social sciences intends to explain more fully, the richness and complexity of human behavior by studying it from more than one stand point, and in doing so, by making use of both quantitative and qualitative data.

According to Freeman (1998), there are two basic points to be kept in mind in making triangulation. First, the major aim of triangulation technique is to be able to strengthen one’s study; second, the types of triangulation basically depends on the researcher’s inquiry and the focus and the design of his/her study. According to Freeman (1998), triangulation builds stability and confidence in how the researcher interprets the data and in turn what he/she finds. It, however, shows certain problems and anomalies. Thus, it may raise new questions which the researcher pursues. On the other hand, it is a recursive and not linear process since the researcher does not decide on a triangulation strategy at the beginning of the study rather he/she keeps returning to the question of how he/she may learn more, and has more confidence in what he/she is studying.

Since this study employed two data collection tools (questionnaire and semi-structured interview), it also employed the elements of methodological triangulation. Freeman (1998) defines it as “Methodological triangulation uses multiple ways to collect data, and thus to study the problem” (p.97). By administering both the questionnaire and semi-structured interview, the present researcher attempted to comprehend whether the responses of the senior class students would correlate with the responses of the lower class students and also to capture whether their responses had a diametrical, assertive or positive nature towards the issues that the study attempted to reveal when compared with the responses of the lower class participants. It was also aimed at figuring out whether statements of the questionnaire and questions of the interview could work to obtain analogous and more objective results.

Like questionnaires, interviews are fundamental methods of collecting data at a short period of time. As pointed out by Gilbert (2001), interviewing is one of the most widely used research methods. The interview is chiefly effectual method of collecting sort of information for certain types of research questions. This technique can also be used to address certain types of assumptions. Expressly, when researchers are interested in having a picture of the perceptions of participants or learning how these participants come to attach certain meanings to the phenomena or events, the interview technique provides an effective means of access (Taylor and Borgan, 1998, cited in Berg, 2004).

The most common types of interviewing techniques are structured (standardized), unstructured (unstandardized) and semi-structured interviews (semi-standardized). As pointed out by Cohen and Manion (1994), structured interview is one in which the contents, procedures and order of structure are constructed beforehand. This implies that the sequence and wording of questions are coordinated by means of a schedule and the interviewer is left little freedom to make diversifications on questions.

Unstructured interviews do not use schedules to organize questions and they are put on the imaginary continuum at the opposite extreme from structured interviews (Berg, 2004). According to Berg (2004), “in an unstructured interview, interviewers must develop, adapt, and generate questions and follow up probes appropriate to each given situation and the central purpose of the investigation” (p.80).

Berg (2004) also states that a semi-structured/semi-standardized interview contains implementation of a range of predetermined questions and particular topics. These questions are typically asked to interviewees in a systematic or coherent order, however, interviewees are given more space and freedom to digress. This also implies that the interviewers are allowed to probe far beyond answers to their predetermined standardized questions.

Questions of a semi-structured interview can reflect awareness that participants understand the world in varying ways. Semi-structured interviews involve questions which are more or less structured. Interviewer may record the questions while conducting the interview. Word structures of semi-structured interviews are more flexible when compared with structured or unstructured interviews. On the other hand, interviewer may add or omit some questions while administering the interview (Berg, 2004). By using a semi-standardized interview, the interviewer may prefer to ask major questions the same way each time. However, he/she is free to change the sequence of questions and to obtain much more information. The interviewer may, therefore, adapt the research instrument to the level of understanding and articulacy of the interviewee. He can handle the fact that in responding a question, participants may also provide answers to questions to be asked later (Gilbert, 2001).

In this study, a semi-structured interview with 7 open-ended questions was used since it enabled the present researcher to have more space and to get in-depth information about what is researched. Fraenkel and Wallen (2008) state that open-ended questions indicate an area to be discovered by the researcher without suggesting the interviewees how it should be done. Cohen and Manion (1994), on the other hand, lay emphasis on the use of open-ended questions by stating that they are flexible; they enable the interviewers to probe in order that they can go into more depth if they choose; or to clear up any misunderstandings. Open-ended questions help them to test the limits of the interviewees' knowledge and they create co-operation between them. They empower interviewers to ask further questions to gain insights into what is researched. They also prevent misinterpretation and ensure a good rapport between the participants and the researcher.

Consequently, it can be said that the present researcher constructed two data collection instruments according to her distinct aims and in turn provide data which may be useful in analyzing the findings. In this sense, it can also be concluded that each data collection instrument has different functions.

Table 1 summarizes the functions of each statement (1-30) in the questionnaire. Table 2 presents the general picture of the functions of the questionnaire statements. Table 2 has five columns. In the first column, the main parts of the questionnaire are given. The second column shows how many statements are present in each part of the questionnaire. The third column presents the interval numbers of the statements. The fourth column shows the particular research questions that the statements aim at finding answers. The fifth column summarizes the main functions of the statements in general. In Table 2, the minor research questions and their functions are also presented. Table 3 presents the general functions of the interview questions. It has three columns. The first column presents the number of each interview question. The second column shows the particular research questions that the interview questions attempt to answer. And the last column summarizes the functions of each interview question.

Table : 1
Functions of the Statements in the Questionnaire

No of S.	Parts of S.	Functions of the Statements
1 st	1	To elicit EFL learners' attitudes about whether autonomy refers to learning something in isolation or whether it required, to some extent, interaction among learners and teachers.
2 nd	1	To elicit the students' reactions about whether autonomy makes them decide on their learning plans.
3 rd	1	To elicit the respondents' ideas about whether they think autonomy has a function of making invaluable plans.
4 th	1	To elicit the respondents' reactions about whether autonomy makes them alert about what to study next.
5 th	1	To elicit students' reactions towards whether autonomy plays a role in making them decide on which learning materials to use.
6 th	1	To unveil the students' responses about whether autonomy makes them censorious about their learning skills.
7 th	1	To elicit the respondents' reactions towards whether autonomy ensures them to make active decisions on timing.
8 th	2	To elicit from the respondents whether they are eager to learn more than what is asked them to learn on their own.
9 th	2	To elicit from the respondents whether they practice outside the classroom.
10 th	2	To elicit from the respondents whether they take the necessary steps to attain their learning objectives.
11 th	2	To elicit from the respondents whether they are enthusiastic to contact their classmates and teacher for remarking their strengths and weaknesses.
12 th	2	To elicit from the respondents whether they manage to plan their own learning process.
13 th	2	To elicit from the respondents whether they could superintend their study environment
14 th	2	To elicit from the respondents whether they manage to evaluate their progress in the language they are mastering.
15 th	3	To elicit the respondents' attitudes towards whether they should be convinced about their potential of taking learning responsibility.
16 th	3	To elicit the respondents' reactions about whether EFL learners should receive external help in the process of obtaining knowledge.
17 th	3	To elicit EFL students' perceptions towards whether they should be encouraged to initiate and record their learning progress.
18 th	3	To elicit from the respondents whether they consider L.A. develops their self-confidence.
19 th	4	To elicit whether the respondents attempted to obtain additional resources written in English.
20 th	4	To elicit whether the respondents use the internet to reach useful websites for self-practicing in English.
21 st	4	To figure out whether the respondents make use of the multimedia.
22 nd	4	To elicit whether the respondents make use of the technological equipments such as DVD, VCD, software programs etc.
23 rd	4	To elicit whether the respondents watch foreign T.V. channels to develop their language skills.
24 th	5	To figure out whether the respondents plan the programs of their works.
25 th	5	To figure out the respondents attitudes towards whether autonomy makes them learn from their weaknesses and strengths.
26 th	5	To elicit from the respondents whether they make good use of study environment when they are asked to deal with autonomous classroom assignments.
27 th	5	To conceive whether the respondents are aware of the fact that L.A. plays a role in motivating them to construct knowledge.
28 th	5	To unveil the students' attitudes towards whether or not L.A. helps them to be more reflective.
29 th	5	To elicit the respondents' attitudes towards whether L.A. has a function to make them learn from their failures and successes.
30 th	5	To figure out the respondents' postures towards whether L.A. ensures a co-operation between teacher and students.

Table : 2
The Structure of the Questionnaire

Number of the Parts in the Questionnaire	Number of the Statements in the Questionnaire	Interval Numbers of the Statements	The Research Questions Assumed to be Responded.	Functions of the Statements
1 st Part	7 Statements	1-7 statements	1 st R.Q.	To figure out whether students are wise up to the notion of autonomy, and if so, how they attitudinize towards the attributes of learner autonomy.
2 nd Part	7 Statements	8-14 statements	1 st R.Q.	To figure out whether the students are satisfied with their own potential to take the necessary precautions of behaving autonomously.
3 rd Part	4 Statements	15-18 statements	1 st R.Q.	To elicit to what degree the students are aware of the particular requirements of L.A.
4 th Part	5 Statements	19-23 statements	2 nd R.Q.	To comprehend the students' current practices of autonomous learning outside the classroom.
5 th Part	7 Statements	24-30 statements	3 rd R.Q.	To unveil the students' attitudes towards the promotion of L.A.
Number of the Minor Research Questions and their Functions				
4 th R.Q.	To illumine whether there is a significant relationship between the general understanding of the students and their grades.			
5 th R.Q.	To elicit whether there is a significant relationship between the current exercises (outside-the-classroom) of the students and their grades.			
6 th R.Q.	To figure out whether there is a significant relationship between the attitudes of the students towards the promotion of L.A. in their immediate learning context and their grades.			

Note: R.Q.=Research Question

Table : 3
The Structure of the Semi-structured Interview

Number of the Interview Questions	R. Q.	Functions of the Interview Questions
IQ.1	1. R.Q.	To elicit from the interviewees whether they are aware of learner autonomy, and to have a picture of their attitudes towards learner autonomy in general.
IQ.2	1. R.Q.	To unveil whether they <i>often, sometimes, rarely or always</i> ask for help from their teachers to cope with the challenges in their learning context.
IQ.3	1. R.Q.	To unveil their reactions about how classroom should be oriented to make them display their whole potential to be more autonomous.
IQ.4	1. R.Q.	To see their reactions about the incentive behaviors that are peculiar to learner autonomy.
IQ.5	2.R.Q.	To elicit from the interviewees whether perform outside the classroom to develop their autonomy, and if so, to figure out their current practices of autonomous learning.
IQ.6	3.R.Q.	To have a picture of their attitudes towards the promotion of learner autonomy.
IQ.7	3.R.Q.	To elicit from the interviewees whether they consider if there is any essentiality to develop autonomy in their actual learning environment as a prospective teacher.

Note: R.Q.=Research Question Assumed to be responded; I.Q.=Interview Question.

324. Construction of the Items in the Student Questionnaire

Before making any attempts to construct the items of the student questionnaire, the present researcher revised the existent literature on learner autonomy. Substantial books, journals, articles, prints etc., were revised and websites were used to identify what has been done so far on the notion of learner autonomy. The researcher initially wrote down all the ideas coming to her mind to make the alternatives wider and to underline the emphasized points. In this respect, the researcher also prepared a diagram where the ideas were categorized according to their distinct aims. In accordance with the ideas of different authorities, the items of the questionnaire were constructed. Each item was constructed in accordance with the comments of different authorities on the basis of the invaluable results of their previous studies. As a following procedure, the researcher attempted to construct the keys that showed the degrees of each item. Lastly, she revised all of the items and the key formats in order to be sure about whether the items were suitable for the nature of the study and the level of the participants and whether there was a specific reason of each item. On the other hand, each statement included in the questionnaire was grounded on the ideas of authorities dealing with learner autonomy. The following paragraphs give detailed information about the procedures of constructing the overall items (30 items) in the questionnaire in accordance with the views of different authorities.

The 7 statements (1-7 statements) in the first part of the questionnaire were constructed according to the ideas of different theorists on learner autonomy on the basis of its main hallmarks. The common belief about learner autonomy is that students (whether they are ESL or EFL learners) should be encouraged to make decisions about their learning process. That is, learners should take charge of their own learning since all learning may in any situation, solely be pursued by the learners themselves and they have to enhance their skills of keeping on learning after the end of their formal education (Vieira, 1997). In this respect, the main attributes of the notion of autonomy need to be considerably understood in order to benefit from its contributions inside and outside the classroom. All these points show that students and teachers are involved into the decision-making processes together (Vieira, 1997). Thus, autonomous students should be able to work in semi-isolation of another authority such as teacher in this respect.

In his studies, Vieira (1997) sees that the affair is not whether the instructor may lose his/her authority or become excrement, but rather, how the educator's authority may be built up from the student's authority and vice-versa. In the light of all these, the 1st item of the questionnaire (See Appendix A) was constructed. This item asked the respondent to show his/her discrimination between the notion of isolation or semi-isolation and their relationships with the notion of learner autonomy. As pointed out by Benson (2001), it is important to give chance to learners for managing their learning process by constituting their learning plans, and deciding on time, place and pace of the course. In this respect, the 2nd item of the questionnaire was constructed. Özcan (2007) states that the notion of autonomy refers to the of students' personal efforts while they are trying to learn from their weaknesses and strengths. On the basis of this, the 3rd item was constructed. The first item was worded positively; on the other hand, items 2 and 3 were worded negatively. Item 4 was constructed in respect of the studies by Nunan (2000, cited in Kavanoz, 2006). Nunan, in his studies on learner autonomy, points out that there are certain features of EFL individuals who successfully develop their language skills through learning autonomously. These features may be given as follows: an inequality of skills, passion and delectation for a particular field, a focused and active approach to learning, and lastly, pursuit of learning and success in spite of the possibility of being unsuccessful. In this respect, the students should take the necessary attempts to use their own potential in becoming critical about what to learn next. The 4th item was worded positively. Items 5, 6 and 7 were constructed in accordance with the ideas of Little (1991) who argues that autonomy should be conceived as one of the approaches that helps students to develop a capacity for detachment, the skills of thinking critically, making decisions, and acting independently. In the light of all these, autonomy can be accepted as one of the ways of guiding students to be critical of their learning skills; making invaluable decisions about timing and their learning needs. While the 5th and 7th statements were worded negatively, the item 6 was worded positively.

Similarly, the next 7 statements (8-14 statements) in the second part of the questionnaire were designed in accordance with the ideas of some theorists or authors who worked on the notion of learner autonomy on the basis of the main attributions that autonomous learner should undertake. Crabbe (1993) points out that both EFL and ESL students have the rights to make practices without being dependent on a teacher. In this

respect, it is equally important for students to make the necessary attempts to use their potential in acting independently. According to Braga (2007), the agents that construct an autonomous system, which typically comprises learning styles, motivation, responsibility for one's own learning, countenance of content and learning, may interact within themselves and with agents from other systems or social practices. In his studies, he also sees that these interactions may influence the learner's autonomy. In this respect, the overall efforts put by the learner in his/her learning process may influence his or her level of autonomy. Aydođdu (2009), too, points out that in an EFL setting, learners, who intend to be autonomous, should make the moves of identifying their goals and needs; choose the appropriate learning sources in accordance with their needs; and be sufficiently encouraged to make the assessment of what is studied. In the light of what has been said above, items 8, 12, 13 were constructed. All these statements were worded positively. According to Scharla and Szabo (2000), it is important for students to accept that their personal exertions are momentous for effective learning. In this sense, it is equally important for them to work together with their teachers and other students. If they do so, they can make invaluable decisions for their prospective actions. The other important point that Scharla and Szabo (2000) state is that autonomous learners are the ones who deliberately supervene their language development and take the necessary steps to actively take part in the learning activities, and profit from the facilities that are provided for them. That is, if students accomplish these and similar procedures, they may promote their autonomy. All the points underlined helped the researcher to construct items 9, 10, 11, 14 in the questionnaire. These statements were also worded positively. Instructions of these statements were adapted from the instruction formats of the questionnaire designed by Chan, Spratt and Humphreys (2002). The key format of this part of the questionnaire were adapted from the key format of Breeze (2002) who designed a questionnaire to measure the attitudes of the Spanish students towards L.A.

The next 4 statements (15-18 statements) in the third part of the questionnaire were constructed according to the uncovered points that seem worth investigating in the literature on learner autonomy on the basis of its particular requirements. According to Karacaođlu and abuk (2002), there are many things that enable students to take charge of their learning process. In this respect, the teachers and students should collaborate and attempt to orient a classroom circle where students are sufficiently encouraged to take the

necessary risks to attain their learning objectives and define their learning needs. They also argue that learners should be partially encouraged to design their learning programs with or without taking help from an authority. Learners should make the necessary moves to develop their skills of directing their learning process. Besides, Balçıkanlı (2008) based on his recent studies, states that autonomy is one of the approaches that needs to be promoted in university EFL settings since it has a potential to lead the students to become proficient enough to take charge of their own learning. In the light of what has been said above, item 15 was constructed, and worded positively. According to Little (1995), since autonomy requires learners to be actively involved in planning, monitoring and evaluating what has been learned, learners need to be convinced that they have the sufficient potential to decide on what to do next. In this respect, they should be sufficiently venturesome to discover the knowledge which they need as they try to find answers to the language problems. It is equally important for them to develop new ways for commencing and proceeding through their learning. On the basis of what has been said, items 16 and 17 were constructed and worded positively. According to Garcia and Pintrich (1996, cited in Wachop, n.d.), learner autonomy is associated with one's self-confidence. That is, one's self-confidence directly affects the attempts to become autonomous. In this respect, item 18 was constructed, and worded positively.

The next 5 statements (19-23 statements) in the fourth part of the questionnaire were constructed in respect of the insights of some of the authors who have developed an interest in the particular ways of developing learner autonomy beyond the physical boundaries of the classroom. Some theorists (e.g., Chan, Spratt and Humphreys, 2002) developed a questionnaire which was comprised of 4 parts and 52 statements, all of which attempted to investigate different dimensions of learner autonomy by investigating students' attitudes towards the issues under investigation. The statements of the 4th part of the questionnaire, for instance, attempted to examine the type of activities that EFL learners do outside the classroom to develop their level of autonomy. Some items in the present study such as 19, 20, 21 and 23 were adapted from the statements of the questionnaire designed by Chan, Spratt and Humphreys (2002). Since learner autonomy may also be theorized as the personal exertions of individuals, it can, then, be said that students should take into consideration that every struggle that they put in their learning process has a potential on their level of autonomy. In this respect, item 22 was constructed.

The key format of the statements was also adapted from the questionnaire designed by Chan, Spratt and Humphreys (2002).

The next 7 statements (24-30 statements) in the fifth part of the questionnaire were constructed in accordance with the ideas of some of the theorists on the main advantages of the promotion of learner autonomy in an EFL/ESL setting. According to Little (1995), autonomy should be developed in EFL/ESL settings in many ways. If autonomy is sufficiently developed, students may also develop their skills of actively engaging in the process of learning. If they are reflectively engaged in their learning, it is possible for them to solve their prospective problems in the educational contexts within broader domains. In this respect, it can also be concluded that autonomous learners may develop into more responsibility of adapting their learning strategies, reflecting on their learning needs, learning from their weaknesses and strengths, and acting as managers of what is learned. In the light of all these, items 24, 25, 26 and 27 were constructed. While items 24 and 27 were worded positively, items 25 and 26 were worded negatively. Items 28, 29 30 were constructed from the insights in the overall literature on learner autonomy. While item 28 was worded positively, items 29 and 30 were worded negatively. Table 4 presents the statement numbers of the questionnaire and shows the names of the authors whose ideas were used to organize the statements.

Table : 4

List of the Authors Whose Ideas were Used in Constructing the Questionnaire

Number of the Parts	Number of the Statements	Authors and theorists whose ideas are employed in developing the items of the questionnaire
1 st Part	The 1 st item.	Vieira (1997).
	The 2 nd item.	Benson (2001).
	The 3 rd item.	Özcan (2007).
	The 4 th item.	Nunan (2000, cited in Kavanoz, 2006).
	Items 5, 6 and 7.	Little (1991).
2 nd Part	Items 8, 12, and 13.	Crabbe (1993); Braga (2007); Aydoğdu (2009).
	Items 9, 10, 11, 14.	Scharla and Szabo (2000).
3 rd Part	The 15 th item.	Karacaoğlu and Çabuk (2002); Balçıkanlı (2008).
	Items 16 and 17.	Little (1995).
	The 18 th item.	Garcia and Pintrich (1996, cited in Wachop, n.d.).
4 th Part	Items 19, 20, 21 and 23	Chan, Spratt and Humphreys (2002).
	The 22 nd item.	Was constructed from the insights from the overall literature on learner autonomy.
5 th Part	Items 24, 25, 26 and 27.	Little (1995).
	Items 28, 29 30.	Were constructed from the insights from the overall literature on learner autonomy.

325. Construction of the Questions in the Semi-structured Interview

Before building up the questions to be included in the semi-structured interview, the researcher revised all the points in the current literature on learner autonomy (L.A.) on the basis of its main attributes and requirements. That is, the questions in the semi-structured interview were constructed in accordance with the current literature on learner autonomy. In this respect, the substantial resources such as books, e-books, journals, periodicals etc., were examined to unveil the important ideas about how to design the related interview questions. The researcher, then, examined the special features of the interview technique to find out the necessary information about the layout and procedures of constructing useful interview questions in respect of the main topic of the study. The present researcher, initially, wrote down all the ideas in a piece of paper to make a brainstorm. As a following procedure, she categorized the issues that were of relevance to the main topic and decided on the number of the questions to be included in the interview. She commenced to construct the interview questions by considering the first research question and its particular reasons to be asked.

Since the first research question required the researcher to consider at least three related points (e.g., awareness level of students, their attitudes towards the requirements of autonomy and the behaviors that were peculiar to the notion of autonomy), she constructed 4 interview questions (1st, 2nd, 3rd, 4th questions, see Appendix C) that required the interviewee to display his/her awareness level of L.A. These questions were constructed in order to have a picture of students' reflections about the attributes of L.A., the roles of autonomous learners, the orientation of an autonomous classroom and their frequency level of asking for help from teachers and other students.

The 1st, 3rd and 4th interview questions were constructed to learn the opinions and thoughts of the participants and to reveal what participants thought about what was under investigation. Thus, these questions can be categorized as opinion (or value) questions. Fraenkel and Wallen (2008) point out that opinion (or value) questions "are aimed at finding out what people think about some topic or issue" (p.448). On the other hand, the 2nd interview question was worded in such a way as to figure out what the interviewees currently do and to elicit their experiences. In the light of this, the 2nd interview question

can be identified as an experience (or behavior) question. Fraenkel and Wallen (2008) define experience (or behavior) questions as the type of questions which “focus on what a respondent is currently doing or has done in the past” (p.448).

As a following procedure, the researcher attempted to construct interview questions in order to unveil more invaluable data for the second research question. The researcher intended to answer the second research question by asking the 5th interview question. In this sense, it was aimed at having a picture of the particular kind of activities that the interviewees do outside the classroom for the main purpose of developing their autonomous study skills. Since the 5th interview question focuses on examining the interviewees’ outside-the-classroom activities, it can be said that this question is an experience (or behavior) question.

The third research question, on the other hand, required the researcher to have a picture of whether there was any requirement or necessity of promoting L.A. in an EFL context. To shed light on this circumstance, the researcher constructed 2 interview questions (6th and 7th questions) that aimed at figuring out whether interviewees think that there are any contributions of being autonomous in their immediate learning environment. Since the 6th and 7th interview questions were constructed to elicit the interviewees’ attitudes and opinions about what is researched, both of these questions can be defined as the opinion (or value) questions. After constructing the interview questions, the researcher decided how the interviewees’ responses would be captured. She decided to use a tape-recorder to obtain their responses.

326. Piloting

Once the statements to be included in the questionnaire and the questions in the interview have been written, researchers are advised to pilot them with a sample group who is similar to the potential participants. In this way, it is possible to see ambiguities, poorly worded questions, statements which are not fully understood by the students and their unclear choices, which may affect the reliability and validity of the study (Fraenkel and Wallen, 2008). Recognizing the importance of piloting, the present researcher made a pilot work in order to see the weaknesses and strengths of the questionnaire statements and

interview questions. The edited questionnaire with 53 items was piloted with 70 EFL students (2nd and 3rd grade) before their conduction in the actual research setting. 4 (2nd and 3rd grade) students took part in piloting of the interview. The pilot work was administered in the second term of 2008-2009.

Students who took part in piloting the questionnaire were given information about the background of the study by also explicating the significance and aims of conducting such a study. Initially, the students were given the questionnaire and asked to complete the questionnaire. In accordance with their responses, some items of the questionnaire were revised, modified, simplified, and omitted from the questionnaire. Cronbach's Alpha was calculated by using the SPSS (15.0 version) to see reliability and to establish internal consistency and construct validity (has to do with the logic of questionnaire statements which contain measures of social concepts) of the questionnaire. The Cronbach's alpha coefficient (or coefficient of reliability) of internal consistency may be accepted as the most widely used reliability test. According to the results of the reliability statistics, 53 statements were revised and 23 statements were omitted from the questionnaire since they were reported that they decreased the reliability of the questionnaire. The last version of the questionnaire with 30 statements was, then constructed. The overall Cronbach's alpha of these 30 statements of the questionnaire was calculated as (0.702).

Özdamar (2002) points out that the intervals of Cronbach's Alpha between the values 0.00 and 0.40 are not reliable; 0.40 and 0.60 are low reliable; 0.60 and 0.80 are highly reliable; 0.80 and 1.00 are furthestly reliable. In the light of the scores pointed out by Özdamar, it can be said that the questionnaire of the present study is acceptable in measuring what it attempts to measure.

In this study, Cronbach's Alpha was also calculated for the statements in each part of the questionnaire separately to see the level of internal consistency of the statements in general. The Cronbach's alpha was calculated as 0,64 (α :.649) for the statements (1-7) which measure the participants' general understandings of L.A.; 0,68 (α :.684) for the statements (8-14) which measure the participants' attitudes towards the incentive behaviors of L.A.; 0,93 (α :.935) for the statements (15-18) which measure the participants' attitudes towards the requirements of L.A.; 0,62 (α :.627) for the statements (19-23) which aim at

learning outside-the-classroom activities that participants do to develop their L.A. and 0,60 (α :.606) for the statements (24-30) which aim at measuring the participants' attitudes towards the promotion of L.A. in their learning context.

In the revised and supervised questionnaire, some spaces were provided for the participants to add their comments. Besides, a cover was designed in order to show the respondents the name of the present study. The instructions, and wording of the questionnaire were also modified. For example, in the earlier questionnaire, there were no clear explanations for the statements in each part of the instrument. In this respect, students could feel confused about what was asked them to do. After piloting procedures, the layout of the questionnaire was revised once more, and instructions were clarified. The last version of the questionnaire with 30 statements was administered in the actual research setting.

After the pilot work of the semi-structured interview, the wording of some questions in the interview was simplified, especially the ones which seemed leading. For instance, in the earlier interview, there were some questions which seemed to urge the interviewees to answer in a way that the researcher could be satisfied with hearing. One of these questions can be given as: "According to you, what are the main contributions of being autonomous as owners of a future profession in the future?" By asking such a question, the researcher has already accepted that being autonomous contributes to the profession of the interviewee. However, these and similar sorts of question may negatively affect the validity of the semi-structured interview. Thus, this question was modified as "Are there any contributions of taking charge of learning as current EFL students and prospective EFL teachers?" After piloting the semi-structured interview, the researcher revised each interview question and made adaptations on some questions. The wording of some questions was simplified so as to make the interviewees understand more clearly what is asked them to do and, in turn provide the required data.

On the other hand, by piloting the semi-structured interview, the researcher also altered the format of some questions in order to be sure whether the interviewees would give the required data after hearing the questions which recall them the notion of autonomy. In other words, the questions did not have the word of autonomy, but the certain words which

would make the interviewees call to their minds the main notion under investigation. This procedure enabled the researcher construct more objective questions and in turn provide more objective results.

Consequently, in accordance with the responses of the students who took part in the pilot study, the final versions of the questionnaire and semi-structured interview were prepared and given to the respondents. Piloting procedures helped the researcher to test the validity and reliability of the data collection tools. By piloting the questionnaire and interview, the researcher had the chance of evaluating which items (in questionnaire) had be modified or eliminated. Besides, piloting enabled the researcher to make sure whether the items in the questionnaire and interview questions were sufficiently understandable and interpretable for each student.

327. Field Work

The first stage of data collection procedure was to administer the student questionnaire. It was administered in the Department of Western Languages and Literatures of Karadeniz Technical University in September, 2009. The administration of the questionnaire was completed in two days: 28.09.2009 and 29.09.2009. In the process of administering the questionnaire, there were, however, certain important procedures to be a carried out by the researcher.

As an initial step, the researcher met with the instructors of the classes from which the respondents would be chosen to obtain oral permission. The researcher told them the purpose of the study and informed them about the data collection materials. After she had obtained their permission, she asked them about the most suitable day for the administration of the questionnaire. In the actual administration of the questionnaire, the researcher greeted the students and explained why she was there to obtain students' informed consent. She told them that she wanted to make a small-scale investigation in their class to be able to unveil whether university level Turkish EFL students were aware of the main hallmarks of the notion of learner autonomy, and if so, how they would attitudinize towards the concept of learner autonomy; to find out about their present-day practices of autonomous learning and to elicit their attitudes towards the fortification of

autonomy in their immediate learning setting. After the required number of the sample (by using purposive sampling) had been obtained (e.g., 18 EFL students from 2nd grade; 31 EFL students from 3rd grade, 21 EFL students from 4th grade were selected), she informed the respondents about what they were expected to do. She provided all the essential information about timing (how long it would last) and the general structure and layout of the questionnaire. At least 35-40 minutes were given to the respondents to complete the questionnaire. After these necessary procedures had been carried out, the researcher handed out the questionnaires to the respondents.

Similar procedures were also used to conduct the interview. The researcher initially contacted the instructors to obtain permission and to select the interviewees. The researcher chose 6 interviewees from the 2nd, 3rd and 4th grades to conduct a semi-structured interview to figure out their reactions towards the notion of learner autonomy. The other aim was to have a general picture whether the responses of the lower class students might coincide or cohere with the responses of the senior class students. Thus, in the selection of the interviewees, purposive sampling was used. The interviews were administered in September, 28.09.2009 and 29.09.2009. The main procedures of administering the interviews are given in the following paragraphs.

Prior to the actual interview, the researcher obtained interviewees' informed consent, which is one of the most essential considerations of research setting since it is directly related to the ethical aspects of the research. According to Johnson and Christensen (2000), "Before a participant can participate in a research study, the researcher must give the prospective participant a description of all the features of the study that might reasonably influence his/her willingness to participate (p.102). According to Johnson and Christensen (2000), a researcher should give a description of the procedures to be followed and timing, possible physical or psychological risks, a statement of the extent to which the results will be kept confidential, a statement indicating that participation is eager to participate or to withdraw and so on.

In this study, the researcher informed the interviewees about the nature of the study. After the interviewees had been informed about the nature of the study, they were informed about the general structure of the interview (semi-structured interview) and the

estimated time (the total interview was estimated to take 25-45 minutes). As a following procedure, she told the interviewees about how to conduct the interview (by tape-recording). She additionally stated that the data to be collected through this semi-structured interview would be used for research purposes only. As a following procedure, she told them that their identifiers (such as names) would not be revealed in any way. The researcher, then, gave one copy of the interview questions (See Appendix B) to each interviewee in order to enable them to brainstorm about the questions and to provide the required information. In this respect, the possibility of misinterpretation of what was asked was also prevented. As a follow up procedure, the researcher checked the tape recorder, which aimed to understand what the respondents said in a clearest and easiest way. Since the interviewees were chosen in order to figure out their insights and to get a fuller understanding of their perceptions, feelings, reactions and thoughts about what was researched, the researcher also asked the interviewees about whether they would like to speak in Turkish or English. Interviewees said that they would feel more relaxed while speaking in Turkish. When the interviewees stated that they were ready to speak out, the researcher began to tape-record their responses. Finally, the interview was conducted. During the interview, the researcher also used two important techniques: Prompting and probing. The researcher attempted to encourage the interviewees to produce invaluable answers. She, sometimes, repeated questions and re-phrased the questions slightly in order to make them clearer for the interviewees. In this way, she used the technique of prompting. Probing, on the other hand, makes researchers to follow up questions to get more detailed answers (Gilbert, 2001). In this study, the interviewer used some clues (non-verbal or verbal) by constructing additional questions to make the original question clearer and to encourage the interviewees to provide fuller responses. As pointed by Gilbert (2001), probing is a key interviewer skill. It is all about encouraging the respondent to respond as full as the format allows. These techniques (prompting and probing) enabled the researcher to obtain more dependable results to shed light on the particular research questions.

Consequently, the researcher employed certain important procedures for field working and for collecting the data about what was researched. The main points of these procedures and the profiles of the sample group that took part in administration of the questionnaire and semi-structured interview are given in Table 5 and Table 6.

Table : 5
General Profile of the Sample Group

Participants' Profile	2nd		3rd		4th	
Age Intervals	19-22		20-23		21-25	
Date of Conduction of the Student Questionnaire.	September, 28.09.2009		September 29.09.2009		September 29.09.2009	
Day	Monday		Tuesday		Tuesday	
Name of the Department	Western Languages and Literatures of KTU		Western Languages and Literatures of KTU		Western Languages and Literatures of KTU	
Number of the Students	18		31		21	
Number of Females and Males	male: 2	female: 16	male: 2	female: 29	male: 4	female:17
	Total: 18		Total: 31		Total: 21	
N: 70						

Table : 6
General Profile of the Interviewees

Interviewees' Profile	2nd		3rd		4th	
Date of Conduction of the Semi-structured Interview	September 28.09.2009		September 29.09.2009		September 29.09.2009	
Day	Monday		Tuesday		Tuesday	
Timing	39 minutes		43 minutes		27 minutes	
Name of the Department	Western Languages and Literatures of KTU		Western Languages and Literatures of KTU		Western Languages and Literatures of KTU	
Number of the Interviewees	2 Females		2 Females		2 Females	
N: 6	Total: 2		Total: 2		Total: 2	

33. Data Analysis

In analyzing the data obtained from the questionnaire, the SPSS (Statistical Package for Social Sciences 15.0 version) was used. Percentage and frequency values of each statement were calculated. Descriptive Statistics (e.g., means and Std. deviations) were calculated in some parts of the questionnaire in order to show the overall distribution of the statements. Chi-square Tests were also calculated in order to show whether there is any significant or meaningful relationship between the attitudes of the students towards what was researched and their grades. These numerical values were then interpreted. The researcher, then, analyzed the qualitative data obtained from the semi-structured interview which was comprised of 7 open-ended questions. These questions were constructed by the present researcher. The interviewees (categorized as IA, IB, IC, ID, IE and IF) were asked these questions (categorized as Q1, Q2, Q3, Q4, Q5, Q6 and Q7) and their responses were recorded. A tape recorder was used to catch the words of the interviewees. Their responses were transcribed after the interview. During the interview, the researcher took some notes in order to reveal important points. These recordings were analyzed using qualitative analysis techniques. The data gathered through these interviews were analyzed by categorizing the main considerations. In this sense, the responses were categorized in accordance with the rationale of each research question and, then interpreted. The responses were also given under sub-headings according to the aim of each research question. In this respect, it was also aimed at facilitating the process of reading and understanding the whole raw data. The data were analyzed according to the themes created by interviewees.

34. Summary of the Chapter

This chapter gave the details about the main procedures for data collection, and suggested the systematic ways of designing and structuring the study. In the first section, the researcher identified the general scope of her interest and narrowed down the topic in accordance with her particular research problems. This also showed that she needed to decide on several approaches relevant to how she arranged and structured the problem. Then, she identified the particular research genres. This shows that the researcher needed to clarify whether his/her study was based on qualitative or quantitative research traditions,

whether the study employed the elements of descriptive research, cross-sectional research and so on. In the following section of the chapter, the details of the research design and methodology were given. In this respect, rationale of the research questions was presented. In the subsequent section, research setting and sampling procedures were presented. That is, the details of the department, in which the data collection tools were implemented, and the sampling procedures were given. As a following step, the special features of the data collection instrument(s) were presented. That is, the layout of the data collection instrument(s) were introduced, and presented in tables. Besides, the procedures of constructing the items in the questionnaire and the questions of the interview were clarified. The chapter, then, presented the procedures of piloting and gave the details of field-working. Lastly, it entered upon data analysis procedures to be underlined in the subsequent chapter. It shortly presented the particular techniques to be implemented to analyze the data derived from questionnaire and semi-structured interview.

Table 7 presents the main stages of the research design by also summarizing what was emphasized in this chapter.

Table : 7
The Main Stages of the Research

1. Definition of the research problem(s).	The researcher explored the research problems according to the insights on related literature of learner autonomy.
2. Construction of the research questions.	The researcher constructed the research questions on the basis of her preceding interest on learner autonomy.
3. Definition of the research genres.	Descriptive research elements, qualitative and quantitative research approaches etc.
4. Revision of the related literature on learner autonomy to define the rationales of the questionnaire item stems.	Design of the statements in the questionnaire in respect of the ideas of authorities who deal with learner autonomy.
5. Design of data collection Tool(s).	Student questionnaire and semi-structured interview.
6. Piloting the data collection Tool(s).	Piloting the questionnaire and semi-structured interview to clarify their weaknesses and to make necessary adaptations on them.
7. Calculating the Cronbach's Alpha of the questionnaire statements.	Using the reliability statistics and omitting some statements from the questionnaire because of their decreasing effect on reliability.
8. Re-organizing the data collection Tool(s).	Making some modifications and adaptations on data collection instrument(s).
9. Selecting the participant group.	70 Turkish EFL students were selected by using the purposive sampling technique to conduct the questionnaire; 6 students were also purposefully selected to administer the semi-structured interview.
10. Conduction of the data collection Tools.	Implementing the data collection tool(s) in the Department of Western Languages and Literature of KTU.
11. Analyzing the questionnaire data.	Analyzing data using SPSS (v 15.0).
12. Implementing statistical tests to calculate the raw data.	Percentage and frequency values, descriptive statistics (e.g., means and Std. deviations) in some parts of the questionnaire, and Chi-square Tests.
13. Making qualitative analysis of the semi-structured interview.	The responses are given under sub-headings designed according to the aim of each research question.
14. Interpreting the data.	Interpreting the data of the questionnaire quantitatively; the semi-structured interview qualitatively.
15. Concluding and discussing the findings.	Representing the main findings of the data collection tools and discussing them.

CHAPTER FOUR

4. FINDINGS

40. Introduction

This chapter presents the data obtained through the questionnaire and semi-structured interview. In the first section, the quantitative data obtained from the questionnaire is presented. In the second section, the qualitative analysis of the interview is presented.

41. Data Analysis Procedures of the Questionnaire

The first stage of the data collection procedure in this study was to conduct a student questionnaire in order to elicit information about EFL learners' perceptions towards the issues that this study raised. The questionnaire comprised 30 statements, which aimed to unveil the insights of the students towards what was researched, with a range of alternatives. These statements were constructed by the researcher in accordance with the rationale of the research questions which arose from the uncovered points of the related literature on learner autonomy (L.A.). The whole statements were categorized into particular sections.

Owing to the fact that each section of the study had a distinct aim, the results of the statements were reported and discussed separately. Frequency and percentage values were calculated for the main purpose of showing the distributions of the responses in general. The descriptive statistical analysis of some statements was made and the results were interpreted for the main purpose of giving the distributions of the responses in detail. On the other hand, Chi-square Tests (X^2) were used in order to figure out whether the grades of the respondents would cause a significant or meaningful difference between the responses. Additionally, graphics were used to show the frequency values of each statement. The

following paragraphs give information about the findings of the questionnaire. Since the first research question attempts to find out the responses about the EFL students' awareness level of learner autonomy, in the first part of the questionnaire analysis, the findings of the students' general understandings of L.A. are presented as follows.

410. Findings Regarding the Students' Awareness Level of L.A.

The aim of the first research question was to elicit whether the students are aware of the notion of autonomy on the basis of its features and requirements and to unveil their attitudes towards L.A. For this reason, 18 statements were designed, and categorized into three main parts of the questionnaire. The statements (1-7 statements) in the first part of the questionnaire were designed in order to elicit students' general understanding of learner autonomy. In this section of the study, the findings of these statements are discussed and interpreted. The following paragraphs present the frequency and percentage values of the statements (1-7 statements) by also giving the particular aims of these statements. Table 8 shows the frequency and percentage values of each statement designed to figure out students' general understanding of L.A.

The aim of the 1st statement was to elicit the respondents' attitudes towards whether autonomy refers to learning something in isolation without the help provided by others or whether it requires, to some extent, interaction among learners and teachers. As understood from the table, the respondents have distinct ideas about the statement. 2,9% of the respondents strongly agree with the statement. Their responses indicate that autonomy should be accepted as an approach which does not spontaneously occur, rather, it requires students to interact with other individuals (such as classmates) and teacher. 48,6% of the respondents also agree with the statement, which indicates that autonomy refers to the particular attempts put by learner to learn something not in isolation, but in semi-isolation from the others. 28,6% of the respondents remain neutral since they have no clear ideas about the statement. On the other hand, an average number of the respondents (14,3% and 5,7%) have reactions in such a way as to deprecate the circumstance under consideration.

Table : 8
Frequency and Percentage Distributions of the First 7 Statements

No of the Statements	Valid	Level of Agreement	<i>f</i>	Percent %	Valid Percent	Cumulative Percent
What does autonomy remind you? Autonomy.....						
1. is a learning process in semi-isolation of teachers and classmates.	1,00	S.A.	2	2,9	2,9	2,9
	2,00	A.	34	48,6	48,6	51,4
	3,00	N.	20	28,6	28,6	80,0
	4,00	D.A.	10	14,3	14,3	94,3
	5,00	S.D.A.	4	5,7	5,7	100,0
	Total	Total	70	100,0	100,0	
2. has no potential of making you decide on your learning plans.	1,00	S.A.	2	2,9	2,9	2,9
	2,00	A.	10	14,3	14,3	17,1
	3,00	N.	6	8,6	8,6	25,7
	4,00	D.A.	38	54,3	54,3	80,0
	5,00	S.D.A.	14	20,0	20,0	100,0
	Total	Total	70	100,0	100,0	
3. has no vitality of making relevant decisions for particular problems.	1,00	S.A.	1	1,4	1,4	1,4
	2,00	A.	10	14,3	14,3	15,7
	3,00	N.	18	25,7	25,7	41,4
	4,00	D.A.	34	48,6	48,6	90,0
	5,00	S.D.A.	7	10,0	10,0	100,0
	Total	Total	70	100,0	100,0	
4. makes you motivated to decide on what to learn next.	1,00	S.A.	11	15,7	15,7	15,7
	2,00	A.	45	64,3	64,3	80,0
	3,00	N.	5	7,1	7,1	87,1
	4,00	D.A.	7	10,0	10,0	97,1
	5,00	S.D.A.	2	2,9	2,9	100,0
	Total	Total	70	100,0	100,0	
5. has no function to decide on which learning materials to use.	1,00	S.A.	6	8,6	8,6	8,6
	2,00	A.	6	8,6	8,6	17,1
	3,00	N.	10	14,3	14,3	31,4
	4,00	D.A.	43	61,4	61,4	92,9
	5,00	S.D.A.	5	7,1	7,1	100,0
	Total	Total	70	100,0	100,0	
6. makes you critical of your learning skills.	1,00	S.A.	15	21,4	21,4	21,4
	2,00	A.	42	60,0	60,0	81,4
	3,00	N.	6	8,6	8,6	90,0
	4,00	D.A.	6	8,6	8,6	98,6
	5,00	S.D.A.	1	1,4	1,4	100,0
	Total	Total	70	100,0	100,0	
7. has no potential to make you decide on how long to spend on each learning activity.	1,00	S.A.	3	4,3	4,3	4,3
	2,00	A.	11	15,7	15,7	20,0
	3,00	N.	16	22,9	22,9	42,9
	4,00	D.A.	33	47,1	47,1	90,0
	5,00	S.D.A.	7	10,0	10,0	100,0
	Total	Total	70	100,0	100,0	

Note: Column 1 shows all the statements (1-7). Column 2 shows the range numbers of those statements. Column 3 shows the codes of the statements (e.g., 1. Strongly Agree [S.A.], 2. Agree [A.], 3. Neutral [N.], 4. Disagree [D.A.] and 5. Strongly Disagree [S.D.A.]). Column 4 shows the frequency distribution. Column 5 shows the percentage distribution. Column 6 shows the valid percentage values. Column 7 shows the cumulative percentage values of the statements.

The aim of the 2nd statement was to elicit students' reactions about whether autonomy has a potential in making students decide on their learning plans. As seen in the table, 2,9% of the respondents strongly agree with the statement. Their responses indicate that they do not think autonomy has a potential in helping students to make useful decisions for their learning plans. 14,3% of the respondents agree with the statement since they also consider that autonomy is not grounded on the idea of making students use their own potential to make decisions about their learning plans. 8,6% of the respondents remain neutral since they have no ideas about the statement. On the other hand, while 54,3% of the respondents disagree with the statement, 20,0% of the respondents strongly disagree with the statement. Their responses indicate that autonomy has potency in making students decide on their prospective plans of their learning process.

The aim of the 3rd statement was to elicit whether the development of autonomy helps learners to mark relevant decisions for the particular problems. As seen in the table, 1,4% and 14,3% of the respondents indicate their disagreement with the idea that autonomy has a potential in making students use their own capacity to solve their prospective language problems. 25,7% of the respondents remain neutral since they have no clear ideas about the statement. On the other hand, 48,6% and 10,0% of the respondents display their disapproval to the idea that autonomy has no vitality in making relevant decisions for particular problems.

The 4th statement was constructed in order to figure out whether EFL students prospect autonomy as one of the ways in making them alert or critical about what to study next. As we see in the table, 15,7% and 64,3% of the respondents indicate their agreement with the idea that autonomy can strengthen their hands in deciding on what to learn or study next. Their responses may also indicate that the more a student is autonomous, the better he/she can manage his/her study environment by making convenient plans. 7,1% of the respondents remain neutral since they have no ideas about the statement. On the other hand, while 10,0% of the respondents disagree with the statement, 2,9% of the respondents strongly disagree with the statement. They react in such a way as to declare autonomy has no potential to make learners decide on what to learn next.

The aim of the 5th statement was to elicit students' reactions towards whether autonomy plays a role in making the students decide on which learning materials to use outside the classroom. While 8,6% of the respondents strongly agree with the statement, 8,6% of the respondents agree with the statement. The responses of two groups of the respondents show that they object to the points under consideration. 14,3% of the respondents remain neutral since they have no ideas about the statement. On the other hand, while 61,4% of the respondents disagree with the statement, 7,1% of the respondents strongly disagree with the statement. Both groups of the respondents react in such a way as to disaffirm the circumstance under consideration. The responses of the last two groups of the respondents confirm that autonomy helps the students decide on which learning equipments they will use outside the classroom.

The aim of the 6th statement was to unveil the students' responses about whether or not autonomy has any vitality to make the students critical of their learning skills. As seen in the table, 21,4% of the respondents strongly agree with the statement. 60,0% of the respondents, on the other hand, agree with the statement. The responses of both groups of the respondents indicate that autonomy is perceived as a concept that can make them critical about their learning skills. As also seen in the table, 8,6% of the respondents remain neutral. Obviously, 8,6% of the respondents indicate their disagreement with the statement. Only, 1,4% of the respondents strongly disagree with the statement. The responses of the last two groups of the respondents show that they have no notice of the role that autonomy plays in making students act as a manager of their learning skills.

The aim of the 7th statement was to elicit the respondents' reactions towards whether autonomy has any potential to ensure EFL students to make active decisions about how long to spend on each learning activity outside the classroom. As seen in the table, 4,3% of the respondents strongly agree with the statement. 15,7% of the respondents, on the other hand, agree with the statement. Their responses point that they have certain doubts about the role that autonomy plays in helping students to carefully schedule their study environment. 22,9% of the respondents remain neutral. Evidently, 47,1% of the respondents indicate that autonomous learners may successfully decide on how long to spend on each learning activity. 10,0% of the respondents similarly agree with the statement owing to the similar reasons with the previous group of the respondents.

Figure 4 shows the concerted distributions of the frequency values for each statement (1-7 statements) designed to figure out the respondents' general understandings of L.A. A frequency distribution can be accepted as a systematic arrangement of data values in which the data are rank-ordered and the frequency values of each unique data are presented (Johnson and Christensen, 2000).

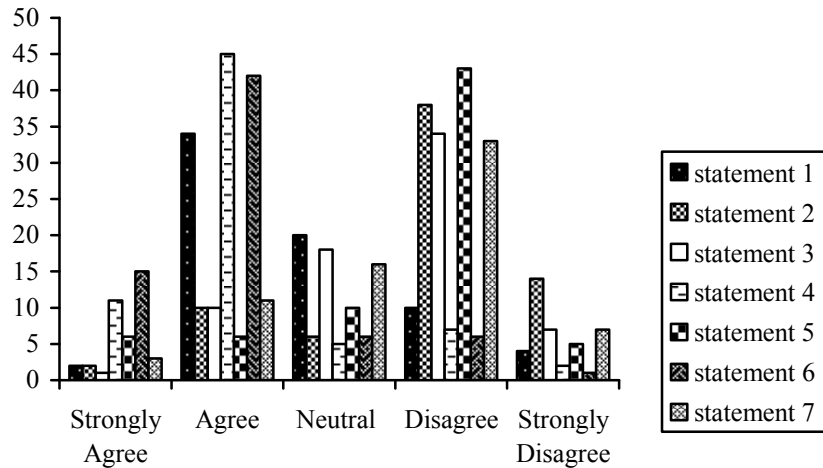


Figure : 4
Cumulative Frequency Values of the Statements 1-7

When the 1st column (Strongly Agree) of the figure is examined, it can be seen that S6 has the highest value of agreement. In other words, the respondents mostly indicated their agreement with S6. From the figure, it is also seen that while S5 has low frequency values of agreement, it shows a significant level of disagreement in column four. S2 and S1 have almost the same level of “strong agreement”. That is, the respondents strongly agreed with the S2 and S1 at almost the same level. S3 has the lowest value of “strong agreement”. That is, the respondents leastly indicated their strong agreement with S3. When the 2nd column (Agree) of the figure is examined, it can easily be seen that S4 has the highest frequency rates of agreement. S6 and S1 come after S4. S5, on the other hand, takes the lowest frequency rate of agreement.

As seen in the 3rd column (neutral/no idea) of the figure, the frequency values of the statements of neutralism are similar. In this sense, while S1 and S3 have the highest frequency rates of neutralism; S4 has the lowest frequency rate of neutralism. When the 4th

column (Disagree) of the figure is examined, it can be seen that statement 5 (S5) has the highest frequency value of disagreement. This implies that the respondents mostly indicated their disagreement with S5. On the other hand, it can be seen that S2 follows S5. S4 and S6 have the lowest frequency value of disagreement. S3 and S4 have similar values of disagreement. The last column (Strongly Disagree) of the figure shows that S2 has the highest frequency rates of disagreement. On the other hand, S6 has the lowest frequency rates of disagreement.

In this part of the study, the SPSS (v 15.0.) was used to calculate Chi-Square Tests (X^2). The Chi-Square Tests were calculated in order to see whether there is any significant difference between the responses (to the statements 1-7) and the grades (2nd, 3rd and 4th) of the respondents. In other words, it was aimed at measuring whether the grade of the respondents would affect their awareness level of autonomy. Each statement was separately calculated.

Table 9 presents the values of the Chi-Square Tests. In order to understand whether there is significant or meaningful difference between the responses, it is necessary to look at the Asymp. Sig. (2-sided) value of the Table. In the table, it can be seen that Sig. values of Statement 1 (or S1) ($p=0,080>0,05$), S2 ($p=0,876>0,05$), S3 ($p=0,373>0,05$), S4 ($p=0,448>0,05$) and S6 ($p=0,507>0,05$) are higher than 0,05. In this sense, it can be said that there is no significant or meaningful relationship between the grade level of students and their responses for the statements S1, S2, S3, S4, and S6. On the other hand, significant difference exists between the responses to S5 ($p=0,034<0,05$) and S7 ($p=0,019<0,05$). This implies that the grades of the respondents significantly affected their responses for the statements 5 and 7. In other words, there is a significant difference between the responses to S5 and S7 and the grades of the respondents. Students' attitudes towards the items S5: "autonomy has no function to decide on which learning materials to use" and S7: "autonomy has no potential to make you decide on how long to spend on each learning activity" showed a significant difference.

Table : 9
X² Tests Showing the Relation between Understanding of L.A. and Grades

No of the Statement (1-7)	Pearson Chi-Square Values	Asymp. Sig. (2-sided)	Intervals of the Numbers
What does autonomy remind you? Autonomy...			
1. is a learning process in semi-isolation of teachers and classmates.	14,080 ^a	0,080	>0,05
2. has no potential of making you decide on your learning plans.	3,786 ^a	0,876	>0,05
3. has no vitality of making relevant decisions for particular problems.	8,643 ^a	0,373	>0,05
4. makes you motivated to decide on what to learn next.	7,857 ^a	0,448	>0,05
5. has no function to decide on which learning materials to use.	16,659 ^a	0,034	<0,05
6. makes you critical of your learning skills.	7,280 ^a	0,507	>0,05
7. has no potential to make you decide on how long to spend on each learning activity.	18,335 ^a	0,019	<0,05

In this section of the study, the findings of 7 statements, which were constructed to find out the students' general understandings of learner autonomy, were presented. In the following paragraphs, the findings of the next 7 statements (8-14 statements) are presented. These statements were designed to find out the students' attitudes towards the typical behaviors that are accepted as playing important roles in developing L.A.

411. Findings Regarding the Autonomous Behaviors

The 7 statements (8-14 statements) in the second part of the questionnaire were constructed in order to find out the attitudes of the students towards the typical behaviors, which are conceived by many of the authorities (e.g., Crabbe, 1993; Bragge, 2007; Cotterall, 1995 etc.) as playing important roles to develop autonomy. In this section of the study, the findings of those statements were discussed and interpreted statistically. The following paragraphs show the frequency and percentage values of each item and descriptively analyze the findings. Table 10 shows the frequency and percentage distributions of the statements 8-14.

Table : 10
Frequency and Percentage Distributions of the Statements 8-14

No of the Statement	Valid	Degree of response	<i>f</i>	Percent %	Valid Percent	Cumulative Percent
While I am having English courses at my department, I						
8. learn more about what is asked me to learn on my own.	1,00	A.A.T.	19	27,1	27,1	27,1
	2,00	U.T.	37	52,9	52,9	80,0
	3,00	N.	6	8,6	8,6	88,6
	4,00	N.O.T	7	10,0	10,0	98,6
	5,00	A.N.T.	1	1,4	1,4	100,0
	Total	Total	Total	70	100,0	100,0
9. practice individually while learning some language points under consideration.	1,00	A.A.T.	16	22,9	22,9	22,9
	2,00	U.T.	43	61,4	61,4	84,3
	3,00	N.	7	10,0	10,0	94,3
	4,00	N.O.T.	4	5,7	5,7	100,0
	5,00	A.N.T.	-	-	-	
	Total	Total	Total	70	100,0	100,0
10. make essential moves to attain my learning goals.	1,00	A.A.T	18	25,7	25,7	25,7
	2,00	U.T.	40	57,1	57,1	82,9
	3,00	N.	10	14,3	14,3	97,1
	4,00	N.O.T	1	1,4	1,4	98,6
	5,00	A.N.T.	1	1,4	1,4	100,0
	Total	Total	Total	70	100,0	100,0
11. contact classmates and teachers to define my weaknesses and strengths in the target language.	1,00	A.A.T.	17	24,3	24,3	24,3
	2,00	U.T.	29	41,4	41,4	65,7
	3,00	N.	12	17,1	17,1	82,9
	4,00	N.O.T.	7	10,0	10,0	92,9
	5,00	A.N.T.	5	7,1	7,1	100,0
	Total	Total	Total	70	100,0	100,0
12. plan my own learning process.	1,00	A.A.T.	20	28,6	28,6	28,6
	2,00	U.T.	29	41,4	41,4	70,0
	3,00	N.	15	21,4	21,4	91,4
	4,00	N.O.T.	5	7,1	7,1	98,6
	5,00	A.N.T.	1	1,4	1,4	100,0
	Total	Total	Total	70	100,0	100,0
13. choose learning materials (e.g., periodicals, books related to my on-stage presentation etc.) outside the classroom.	1,00	A.A.T.	17	24,3	24,3	24,3
	2,00	U.T.	26	37,1	37,1	61,4
	3,00	N.	13	18,6	18,6	80,0
	4,00	N.O.T.	11	15,7	15,7	95,7
	5,00	A.N.T.	3	4,3	4,3	100,0
	Total	Total	Total	70	100,0	100,0
14. evaluate my progress in the language I am mastering.	1,00	A.A.T.	20	28,6	28,6	28,6
	2,00	U.T.	34	48,6	48,6	77,1
	3,00	N.	12	17,1	17,1	94,3
	4,00	N.O.T.	4	5,7	5,7	100,0
	5,00	A.N.T.	-	-	-	
	Total	Total	Total	70	100,0	100,0

Note: Column 1 shows all the statements (8-14). Column 2 shows the range numbers of those statements. Column 3 presents the degree of the statements (e.g., 1. Almost always true for me [A.A.T], 2. Usually true for me [U.T.], 3. Neutral/No idea [N.], 4. Not often true for me [N.O.T.] and 5. Almost never true for me [A.N.T.]). Column 4 shows the frequency distribution of the statements. Column 5 shows the percentage distribution of the statements. Column 6 shows the valid percentage distribution of the statements. Column 7 presents the cumulative percentage values of the statements.

The aim of the 8th statement was to elicit from the respondents whether they are eager to learn more than what is asked them to learn on their own. As seen in the table, 27,1% of the respondents claim that it is always true for them to learn more when they are engaged in tasks helping them to study autonomously. Similarly, 52,9% of the respondents state that it is usually true for them to learn something on their own whether or not they are asked to do so. Evidently, 8,6% of the respondents remain neutral since they have no clear ideas about the statement. On the other hand, 11,4% (10,0%+1,4%) of the respondents indicate that they are not desirous enough to study on their own more than what is asked them to do so, the reason of this may depend on different factors such as lacking motivation.

The aim of the 9th statement was to elicit from the respondents whether they practice the target language outside the classroom. As seen in the table, the majority of the respondents give responses in a way they confirm the situation under consideration. Their degree of agreement with the statement, however, differs. 22,9% of the respondents claim that it is almost always true for them to practice outside the classroom to improve their weaknesses in the target language. 61,4% of the respondents state that it is usually true for them to practice individually outside the classroom for the related reasons. On the other hand, 10,0% of the respondents remain neutral. 5,7% of the respondents, however, indicate their disagreement with the statement. As seen in the table, there is no respondent who claims that it is almost never true for him/her to practice individually while learning some language points under consideration.

The aim of the 10th statement was to elicit from the respondents whether they take the necessary steps to attain their learning intentions, and if so, how often they do this. As seen in the table, 25,7% of the respondents state that they frequently strive for living up to their learning objectives. 57,1% of the respondents also give responses in such a way as to confirm the situation under consideration. Their responses also indicated that they are desirous to take the necessary steps of attaining their learning objectives. As also seen in the table, 14,3% of the respondents remain neutral since they have no clear ideas about the statement. 1,4% of the respondents indicate their disagreement with the statement, which shows that they do not endeavor to attain their learning objectives. 1,4% of the respondents also state that they are not aspirant to make the essential moves for making their learning goals.

The aim of the 11th statement was to elicit from the respondents whether they are enthusiastic to contact their classmates and teacher for remarking their strengths and weaknesses in the language they are mastering, and if so, how often they do this. 24,3% of the respondents state that they are progressively wistful to contact their instructors and classmates for defining their weaknesses and strengths in the target language. 41,4% of the respondents also confirm that they are progressively inclined to contact their teachers or classmates for the related reasons. On the other hand, while 17,1% of the respondents remain neutral, 10,0% of the respondents indicate their disinclination towards the idea of contacting teachers or classmates to define their weaknesses and strengths in the target language. 7,1% of the respondents also indicate their disagreement with the statement because of similar reasons to the previous groups of the respondents.

The aim of the 12th statement was to elicit from the respondents whether they manage to plan their own learning process, and if so, how frequently they do this. As seen in the table, 28,6% of the respondents state that they frequently intend to supervise their own learning process. Similarly, 41,4% of the respondents state that they usually monitor their learning process by controlling the particular elements of their learning context. On the other hand, 21,4% of the respondents remain neutral since they have no clear ideas about the statement. 7,1% of the respondents state that they have some sort of difficulty to inspect and supervise their learning process. 1,4% of the respondents also indicate their disagreement with the idea of managing their learning circle.

The aim of the 13th statement was to elicit from the respondents whether they superintend their study environment by making invaluable decisions about which materials they will use outside the classroom. As seen in the table, 24,3% of the respondents indicate that they are always critical about which learning materials to use outside the classroom. On the other hand, 37,1% of the respondents indicate their agreement with the idea that they are often critical about which learning equipments to use outside the classroom. Only, 18,6% of the respondents remain neutral since they have no clear ideas about the statement. Obviously, 15,7% of the respondents indicate it is not often true for them to do the related things. The responses of this group may be grounded on the fact that they have certain problems with controlling the elements of their study environment. 4,3% of the respondents also indicate their disapproval of the idea that they can control their study

circle by making decisions about the selection of learning equipments outside the classroom.

The aim of the 14th statement was to elicit from the respondents whether they manage to evaluate their progress in the language they are mastering, and if so, how frequently they do it. As seen in the table, 28,6% of the respondents state that they frequently tend to form an estimate of their progress in the target language. Obviously, 48,6% of the respondents state that they often trust their own potential to monitor the elements of their learning process. On the other hand, 17,1% of the respondents remain neutral since they have no clear ideas about the statement. Evidently, 5,7% of the respondents state that it is not frequently true for them to make an assessment of their language progression, which also indicates that they have some problems of auditing the particular elements that effect their learning process. None of the respondents gives responses in a way that they feel difficulty of making appraisal of their learning process.

In Figure 5, it may also be seen the overall distributions of the statements which may be useful in discussing the responses of the respondents. Figure 5 presents us the concerted distributions of the frequency scores for each statement (8-14 statements) designed in order to learn the respondents' attitudes towards the incentive behaviors of autonomy.

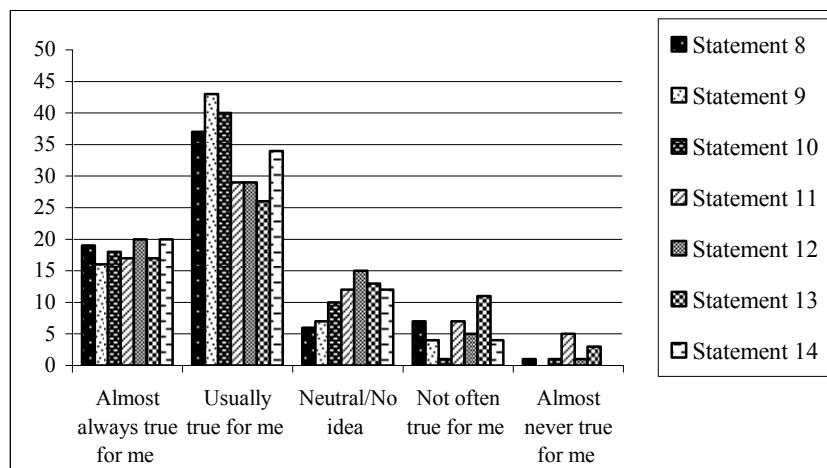


Figure : 5
Cumulative Frequency Values of the Statements 8-14

When the 1st column (Almost always true for me) of the figure is examined, it can be seen that statements have similar scores of “Almost always true for me”. In this respect, S12 and S14 have the highest rates of frequency. That is, the respondents mostly marked the alternative of “almost always true for me” for S12 and S14. S9 has the lowest score of frequency. That is, the respondents leastly marked the alternative of “almost always true for me” for S9. As seen in the 2nd column (Usually true for me) of the figure, S9 has the highest frequency values. That is, the respondents mostly marked the alternative of “Usually true for me” for S9. S10 and S8 follow S9. S13 has the lowest frequency score of the second column in the figure. That is, the respondents leastly marked the alternative of 2 (Usually true for me) for S13. S11 and S12 have the same frequency scores of column 2. When we look at the 3rd column (No idea/Neutral) of the figure, we can easily notice that all the statements have similar frequency rates of neutralism. On the other hand, S12 has the highest frequency rate of neutralism. That is, the respondents mostly remained neutral while answering the statement 12. In the 3rd column of the figure, we can also see that S8 has the lowest score of neutralism, which indicates that the respondents leastly remained neutral while giving responses to statement 8. As seen in the 4th column (Not often true for me) of the figure, S13 has the highest frequency value; S10 has the lowest frequency value. While S8 and S11 have the same frequency rates, S12 and S14 have similar frequency rates. In the 5th column (Almost never true for me) of the figure, while S11 has the highest frequency scores, S9 has the lowest frequency scores.

In this part of the study, Chi-Square Tests (X^2) were calculated by using the SPSS (v15.0) in order to see whether there is a significant or meaningful difference between the responses of S8-S14 on the basis of the grades of the respondents. In Table 11, the significant values of the test are given. As seen in the Asymp. Sig. (2-sided) of the table, all statements (8-14) have higher Sig. values than the limit value of 0,05. Sig. value of each statement can be given as: S8 ($p=0,265>0,05$), S9 ($p=0,232>0,05$), S10 ($p=0,564>0,05$), S11 ($p=0,473>0,05$), S12 ($p=0,215>0,05$), S13 ($p=0,542>0,05$) and S14 ($p=0,609>0,05$). These values show that there is no meaningful or significant relationship between the responses and grades of the respondents. In other words, the respondents gave similar responses for the statements regardless of their grade level (2nd, 3rd and 4th); their attitudes towards the behaviors of autonomous learning do not show any significant difference because of their grades; the respondents’ attitudes towards the autonomous behaviors such

as making essential moves to reach learning goals, planning learning process, evaluating the progress in the target language etc., are distributed regardless of their grade differences.

Table : 11
X² Tests Showing the Relation between Autonomous Behaviors and Grades

No of the Statement (8-14)	Pearson Chi-Square Values	Asymp. Sig. (2-sided)	Intervals of the Numbers
While I am having English courses at my department, I			
8. learn more about what is asked me to learn on my own.	9,996 ^a	0,265	>0,05
9. practice individually while learning some language points under consideration.	8,088 ^a	0,232	>0,05
10. make essential moves to attain my learning goals.	6,746 ^a	0,564	>0,05
11. contact classmates and teachers to define my weaknesses and strengths in the target language.	7,602 ^a	0,473	>0,05
12. plan my own learning process.	10,778 ^a	0,215	>0,05
13. choose learning materials (e.g., periodicals, books related to my on-stage presentation etc.) outside the classroom.	6,951 ^a	0,542	>0,05
14. evaluate my progress in the language I am mastering.	4,505 ^a	0,609	>0,05

In this part of the study, the SPSS (v 15.0) was used to calculate the scale statistics (e.g., means). Means show that whether the respondents have similar attitudes towards the statement under consideration or whether they have objective attitudes towards it. Means (M) can be used to take into the accounts only the number of scores and the values of middle scores (Johnson and Christensen, 2000). Means can be given as follows: 2,0571 (S8), 1,9857 (S9), 1,9571 (S10), 2,3429 (S11), 2,1143 (S12), 2,3857 (S13) and 2,0000 (S14). As seen through the mean scores, S13 has the highest mean score (M=2,3857). This means that when the respondents indicated their responses for those statements, which measure their attitudes towards autonomous incentive behaviors, they mostly focused on the point that they choose learning materials outside the classroom. S11 comes after S13 (M=2,3429). That is, the respondents also laid stress on that they attempt to contact their classmates and teachers to define their weaknesses and strenghts. In this part of the study, Standard Deviations (Std. Deviations) were calculated in order to present how far the numbers show difference from the mean scores previously given. Std. deviations (SD) of

each statement can be given as follows: 0,94617 (S8), 0,75167 (S9), 0,76964 (S10), 1,16576 (S11), 0,95618 (S12), 1,14579 (S13) and 0,83406 (S14). As understood through the scores, while S11 has the highest Std. deviation value (SD=1,16576) which differs from the mean, S9 has the lowest Std. deviation value (SD=0,75167) which intends to differ from the mean scores.

Consequently, in this section of the study, the findings of the 7 statements (8-14 statements), which were designed to find out the students' attitudes towards the incentive behaviors of L.A., were attempted to be presented. In the following paragraphs, the findings of the 4 statements (15-18 statements) which were constructed to figure out the students' attitudes towards the requirements of L.A. are presented.

412. Findings Regarding the Attitudes towards the Requirements of L.A.

The 4 statements (15-18 statements) in the third part of the questionnaire were constructed in order to find out the attitudes of the students towards the stipulations that are peculiar to the notion of L.A., as pointed out by many of the theorists (e.g. Karacaoğlu and Çabuk, 2002; Little, 1995 etc.). In this section of the study, the findings of those statements were given and evaluated statistically. The following paragraphs give the frequency and percentage values of the statements 15-18. Table 12 shows the responses to each statement by giving their frequency and percentage distributions.

Table : 12
Frequency and Percentage Distributions of the Statements 15-18

No of the Statement						
How much/often should EFL students.....?	Valid	Degree of Response	<i>f</i>	Percent %	Valid Percent	Cumulative Percent
15. be convinced that they are capable of taking independence in learning process.	1,00	M.U.	22	31,4	31,4	31,4
	2,00	N.M.	26	37,1	37,1	68,6
	3,00	P.A.	19	27,1	27,1	95,7
	4,00	N.E.	3	4,3	4,3	100,0
	5,00	N.	-	-	-	
	Total	Total	70	100,0	100,0	
16. discover the knowledge which they need as they try to find answers to the language problems.	1,00	M.U.	31	44,3	44,3	44,3
	2,00	N.M.	21	30,0	30,0	74,3
	3,00	P.A.	14	20,0	20,0	94,3
	4,00	N.E.	2	2,9	2,9	97,1
	5,00	N.	2	2,9	2,9	100,0
	Total	Total	70	100,0	100,0	
17. routinely initiate their own learning both inside and outside the classroom.	1,00	M.U.	29	41,4	41,4	41,4
	2,00	N.M.	15	21,4	21,4	62,9
	3,00	P.A.	21	30,0	30,0	92,9
	4,00	N.E.	3	4,3	4,3	97,1
	5,00	N.	2	2,9	2,9	100,0
	Total	Total	70	100,0	100,0	
18. have self-confidence to be an autonomous learner.	1,00	M.U.	38	54,3	54,3	54,3
	2,00	N.M.	11	15,7	15,7	70,0
	3,00	P.A.	20	28,6	28,6	98,6
	4,00	N.E.	1	1,4	1,4	100,0
	5,00	N.	-	-	-	
	Total	Total	70	100,0	100,0	

Note: Column 1 presents all the statements (15-18). Column 2 shows the range numbers of the statements. Column 3 presents the degree of the responses (e.g., 1. Much [M.U.], 2. Not Much [N.M.], 3. Partly [P.A.], 4. Never [N.E.] and 5. Neutral/No idea [N.]). Column 4 shows the frequency distribution of the statements. Column 5 shows the percentage distribution of the statements. Column 6 shows the valid percentage distribution of the statements Column 7 presents the cumulative percentage values of the statements.

The aim of the 15th statement was to elicit the respondents' attitudes towards how frequently EFL learners should be convinced that they have potential to take independence in their learning process. As seen in the table, 31,4% of the respondents believe the importance of being prevailed on the point that they have the ultimate potential to take charge of their own learning process. In this sense, they indicate their strong agreement with the statement by marking the alternative of "much". 37,1% of the respondents also indicate that they have positive attitudes towards the importance of being persuaded about their potential of taking independence in their learning process. On the other hand, while 27,1% of the respondents partly agree with the statement, only 4,3% of the respondents indicate their disagreement with the statement. That is, the last group of the respondents

considers that there is no exigency of being persuaded about their vigour of taking independence in the learning process. None of the respondents remains neutral since every respondent has an idea about the issue under consideration.

The aim of the 16th statement was to elicit the respondents' reactions about whether EFL learners should receive external help in the process of obtaining knowledge, which they need as they try to find answers to the language problems. 44,3% of the respondents state that they should be prevailed on the belief that they have the necessary energy taken into exploring the knowledge for finding answers to the language problems. 30,0% of the respondents also show their positive attitudes towards the importance of discovering the knowledge which is momentous for finding answers to the language problems. Evidently, 20,0% of the respondents partly agree with the statement. Only 2,9% of the respondents indicate their objection to the idea of discovering knowledge for the related reasons. 2,9% of the respondents remain neutral because they have no ideas about the statement.

The aim of the 17th statement was to elicit EFL students' perceptions towards whether they need external encouragement to initiate and record their learning progress both outside and within the context of formal instruction. As seen in the table, 62,8% (41,4+21,4) of the respondents indicate their positive attitudes towards the statement. Their responses confirm that there is a considerable need for EFL students to act as an initiator. While the majority of the respondents think that there is a considerable need to develop the skills of routinely commencing their learning process at the highest degree, an average number of the respondents are unsure about their back demands for doing this. 30,0% of the respondents, for instance, indicate that they have less positive attitudes towards the importance of commencing their own learning both inside and within the context of formal instruction. Thus they marked the alternative of "partly". On the other hand, while only 4,3% of the respondents indicate their objection to the idea of routinely initiating their own learning inside the classroom and within the context of formal instruction, 2,9% of the respondents remain neutral since they have no clear ideas about the statement.

The aim of the 18th statement was to elicit the ideas of the respondents about whether there is a mutual link between one's self-confidence and autonomy. As seen in the table, 54,3% of the respondents indicate that there is a great compulsory need for autonomous

students to become sufficiently self-confident by marking the alternative of “much”. Their responses also indicate that one’s attempts to gain self-confidence may be closely related to become autonomous. 15,7% of the respondents also indicate that autonomy is one of the learner approaches, which in general enables learners to gain self-confidence. 28,6% of the respondents state that there is a medial indispensability to put forth self-confidence to develop the skills of acting autonomously. Evidently, 1,4% of the respondents have a significant level of disagreement with this statement, the reason of which may depend on different factors. As also seen in the table, none of the respondents remains neutral.

Figure 6 presents the cumulative frequency values of 4 statements (15-18 statements) which were designed in order to see the respondents’ attitudes towards the requirements of L.A.

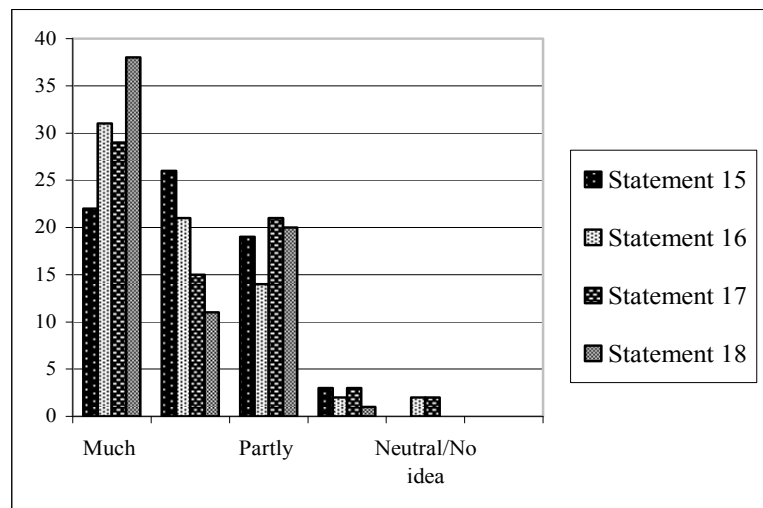


Figure : 6
Cumulative Frequency Values of the Statements 15-18

As we see in the 1st column (Much) of the figure, statement 18 (S18) has the highest frequency rate of the alternative of “Much”. That is, the respondents indicated their highest agreement with S18 by marking the alternative of “much”. On the other hand, S15 has the lowest value in the 1st column. That is, the respondents indicated their lowest agreement with statement 15 by marking the alternative of “much”. As also seen in the column, the frequency scores of S16 and S17 are similar. That is, the respondents pointed out that they

have similar attitudes towards S16 and S17. As seen in the 2nd column (Not Much) of the figure, S15 has the highest frequency score; S18 has the lowest frequency score. This also means that the respondents indicated their highest agreement with S15 by marking the alternative of “not much”. On the other hand, S16 comes after S15. That is, the respondents indicated their agreement with the statement 16 less than they did with S15. In the 3rd column (Partly) of the figure, it can be seen that statements (4 statements) have similar frequency scores of “Partly”. This also implies that the respondents indicated their approval or disapproval to the statements at similar rates. On the other hand, S17 has the highest frequency score, while S16 has the lowest one. As seen in the 4th column (Never) of the figure, statements have similar frequency values since the respondents indicated their approval or disapproval to the statements at almost the same level. In this column, S17 has the highest frequency scores of the alternative: never. In the 5th column (Neutral/No idea) of the figure, it can be seen that the respondents mostly remained neutral while indicating their responses for S16 and S17.

In this part of the study, the Chi-Square Tests (X^2) were calculated using the SPSS (v15.0) in order to figure out whether there is a meaningful or significant difference between the responses of S15-S18 and the grades of the respondents. In Table 13, Asymp. Sig. (2-sided) value of the Chi-Square Test is presented. As seen in the table, Sig. values of the statements (15-18) are not smaller than 0,05. Sig. value of each statement can be given as S15 ($p=0,866>0,05$), S16 ($p=0,423>0,05$), S17 ($p=0,075>0,05$) and S18 ($p=0,897>0,05$). All these values show us that no significant relationship exists between the responses, which were obtained for the main purpose of understanding the students’ attitudes towards the requirements of L.A., and grades of the respondents. In other words, the respondents have similar attitudes towards what is under research regardless of their grade differences.

Table : 13
X² Tests Showing the Relation between the Requirements of L.A. and Grades

No of the Statement (15-18)	Pearson Chi-Square Values	Asymp. Sig. (2-sided)	Intervals of the Numbers
How much/often should EFL students.....?			
15. be convinced that they are capable of taking independence in learning process.	2,526 ^a	0,866	>0,05
16. discover the knowledge which they need as they try to find answers to the language problems.	8,111 ^a	0,423	>0,05
17. routinely initiate their own learning both inside and outside the classroom.	14,279 ^a	0,075	>0,05
18. have self-confidence to be an autonomous learner.	2,234 ^a	0,897	>0,05

In this section of the study, the findings of the 4 statements (15-18 statements), which were developed to figure out the students' attitudes towards the requirements of L.A., were displayed. In the following paragraphs, the findings of the 5 statements (19-23 statements), which were constructed in order to figure out the outside-the-classroom activities performed by respondents are presented.

413. Findings Regarding the Current Exercises of L.A. outside the Classroom

The 5 statements (19-23 statements) in the fourth part of the questionnaire were designed to find out the typical activities that EFL learners do outside the classroom to develop their skills of studying autonomously. In this section of the study, the findings of these statements were presented and interpreted. The following paragraphs give the particular goals of each item, and present the findings statistically. Table 14 presents the responses to each statement followed by the interpretation of the findings.

The 19th statement in this part of the questionnaire aimed to elicit whether the respondents attempt to use additional resources written in English for the main purpose of revising language points under consideration. As seen in the table, 7,1% of the respondents state that they never put an effort to use additional resources written in English. 10,0% of the respondents, on the other hand, state that they rarely try to use additional resources written in English. 31,4% of the respondents state that they sometimes put an effort to use additional language learning resources, 34,3% of the respondents state that they often try to

use additional resources written in English. On the other hand, only 17,1% of the respondents state that they very often attempt to use additional resources written in English.

Table : 14
Frequency and Percentage Distributions of the Statements 19-23

No of the Statement	Valid	Degree of Responses	<i>f</i>	Percent %	Valid Percent	Cumulative Percent
<u>How frequently do you</u> ?						
19. try to use additional resources written in English.	1,00	Never	5	7,1	7,1	7,1
	2,00	Rarely	7	10,0	10,0	17,1
	3,00	Sometimes	22	31,4	31,4	48,6
	4,00	Often	24	34,3	34,3	82,9
	5,00	Very Often	12	17,1	17,1	100,0
	Total	Total	70	100,0	100,0	
20. make use of the websites allocated for self-practicing in English.	1,00	Never	4	5,7	5,7	5,7
	2,00	Rarely	6	8,6	8,6	14,3
	3,00	Sometimes	9	12,9	12,9	27,1
	4,00	Often	25	35,7	35,7	62,9
	5,00	Very Often	26	37,1	37,1	100,0
	Total	Total	70	100,0	100,0	
21. make use of the multimedia (e.g., periodicals).	1,00	Never	4	5,7	5,7	5,7
	2,00	Rarely	19	27,1	27,1	32,9
	3,00	Sometimes	22	31,4	31,4	64,3
	4,00	Often	15	21,4	21,4	85,7
	5,00	Very Often	10	14,3	14,3	100,0
	Total	Total	70	100,0	100,0	
22. make use of technological devices (e.g., computer software, internet).	1,00	Never	6	8,6	8,6	8,6
	2,00	Rarely	5	7,1	7,1	15,7
	3,00	Sometimes	9	12,9	12,9	28,6
	4,00	Often	28	40,0	40,0	68,6
	5,00	Very Often	22	31,4	31,4	100,0
	Total	Total	70	100,0	100,0	
23. watch foreign T.V. channels (e.g., CNN, BBC, CNBC etc.).	1,00	Never	7	10,0	10,0	10,0
	2,00	Rarely	13	18,6	18,6	28,6
	3,00	Sometimes	23	32,9	32,9	61,4
	4,00	Often	17	24,3	24,3	85,7
	5,00	Very Often	10	14,3	14,3	100,0
	Total	Total	70	100,0	100,0	

Note: Column 1 presents all the statements (19-23). Column 2 shows the range numbers of the statements. Column 3 presents the degree of those statements (e.g., 1. Never, 2. Rarely, 3. Sometimes, 4. Often and 5. Very Often). Column 4 shows the frequency distribution. Column 5 shows the percentage distribution of the statements. Column 6 presents the valid percentage distribution of the statements. Column 7 shows the cumulative percentage values of the statements

The 20th statement aimed to elicit whether the respondents make use of the websites allocated for self-practicing in English. As seen in the table, 5,7% of the respondents state that they never try to use websites allocated for self-practicing in English. On the other

hand, 8,6% of the respondents indicate that they rarely use computer technology for searching through the websites designed to make self-practice in English. 12,9% of the respondents state that they sometimes put account of computer technology for making self-practice in English. 35,7% of the respondents indicate that they often make use of the websites designed to make self-practice in English. As seen in the table, 37,1% of the respondents state that they very frequently/often use the internet for the related reasons.

The 21st statement was constructed to learn whether the respondents make use of the multimedia (e.g., newspapers, journals etc.) in order to improve their language skills such as reading autonomously. As seen in the table, 5,7% of the respondents state that they never make use of the multimedia. On the other hand, 27,1% of the respondents state that they rarely make use of the multimedia, the reason of this may depend on the factors arising from de-motivation, economical or social reasons etc. 31,4% of the respondents point out that they sometimes make use of the multimedia; 21,4% of the respondents state that they often make use of the multimedia for the related reasons. On the other hand, 14,3% of the respondents state that they very often make use of the multimedia for the educational reasons.

The 22nd statement aimed to elicit whether the respondents make use of technological equipments (e.g., DVD, software etc.) to study autonomously outside the formal context of language education. As seen in the table, 8,6% of the respondents state that they never make use of technological tools to practice autonomously outside the physical boundaries of their immediate learning environment. Only 7,1% of the respondents indicate that they rarely use technological tools for the related reasons. On the other hand, 12,9% of the respondents indicate that they sometimes put account of technological equipments for the related reasons. While 40,0% of the respondents state that they often make use of technological tools to study autonomously outside the formal context of education; 31,4% of the respondents state that they very frequently do so.

The 23rd statement aimed to elicit whether the respondents watch foreign T.V. channels to develop their language skills such as listening autonomously. Obviously, 10,0% of the respondents state that they never watch foreign T.V. channels for the main purpose of self-practicing (e.g., listening) in English. 18,6% of the respondents state that they rarely watch

foreign T.V. channels to study autonomously outside the classroom. On the other hand, 32,9% of the respondents state that they sometimes watch foreign T.V. channels to practice in English autonomously. Evidently, while only 24,3% of the respondents state that often watch foreign T.V. channels, 14,3% of the respondents state that they very frequently watch foreign T.V. channels for self-practicing in the target language.

Figure 7 shows the cumulative frequency values of statements (19-23 statements) which were designed to figure out the respondents' current exercises for developing their autonomous study skills.

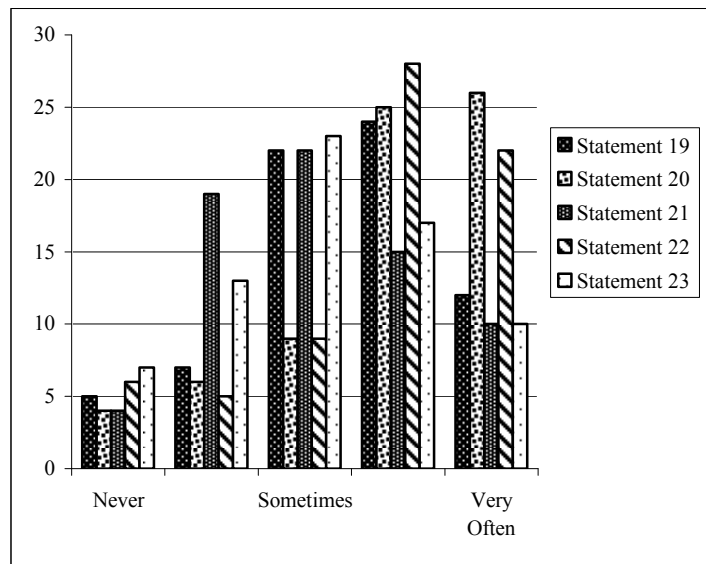


Figure : 7

Cumulative Frequency Values of the Statements 19-23

As seen in the 1st column (Never) of the figure, statement 23 (or S23) has the highest frequency scores. That is, the respondents indicated their agreement with the statement 23 by mostly marking the alternative of “never”. S22 comes after S23. The frequency scores of S20 and S21 are same. Those statements also have the lowest score in the 1st column of the figure. When we look at the 2nd column (rarely) of the figure, we can easily notice that S21 has the highest frequency value. That is, the respondents mostly marked the alternative of “rarely”, while indicating their responses for S21. On the other hand, S22 has the lowest frequency value. This also implies that the respondents leastly marked the alternative of

rarely, while indicating their responses for S22. As seen through the column, S19 and S20 have similar scores of frequency. In the 3rd column (sometimes), it is seen that S19, S21 and S23 have similar frequency scores of the alternative: sometimes. On the other hand, S20 and S22 have almost the same rate of frequency. In the 4th column (Often) of the figure, it is seen that S22 has the highest frequency value. That is, the respondents mostly marked the alternative of “often” while indicating their responses for S22. S20 comes after S22. While S19 and S20 have similar frequency values, S21 has the lowest frequency value. In the column of “very often”, it is seen that S20 has the highest score of frequency. S22 follows S20. The frequency value of S23 and S21 are very similar.

Figure 8 presents the respondents’ current exercises outside the classroom to develop their autonomous study skills.

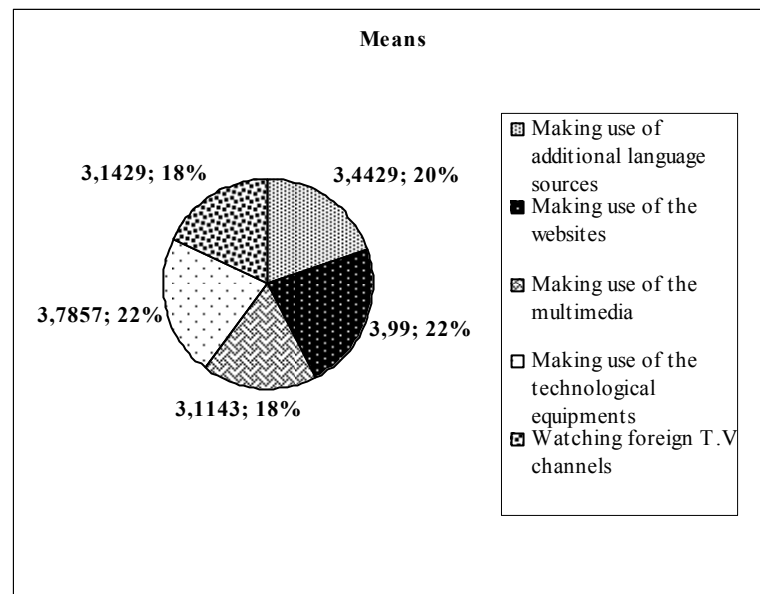


Figure : 8

Pie-Diagram of Current Exercises of L.A. Outside-the-Classroom

As seen in the figure, the most popular activities performed by the respondents is “making use of the websites to make self-practice in English” (22%, M=3,9900) and “using the technological equipments” (22%, M=3,7857). This result also shows that the respondents like to work with visual and auditory aids. The other activities performed by the respondents can be given as: making use of additional language sources to self-practice

in English (20%, M=3,4429), watching foreign T.V. channels (18%, M=3,1429) and making use of the multimedia (18%, M=3,1143). The results show that the least preferred outside-the-classroom activity is making use of the multimedia. Std. deviations of the statements (19-23) were also calculated. They can be given as: 1,11167 (S19), 1,16905 (S20), 1,13626 (S21), 1,21456 (S22), 1,18304 (S23).

In this part of the study, the SPSS (v 15.0) was used to calculate the Chi-Square Tests. Chi-Square Tests were implemented for the main purpose of understanding whether the grade differences of the respondents would affect their outside-the-classroom activities. In Table 15, Asymp. Sig. (2-sided) value of the Chi-Square Tests is presented. As seen in the table, Sig. value of the statements 19 ($p=0,199>0,05$), 21 ($p=0,586>0,05$), 22 ($p=0,693>0,05$) and 23 ($p=0,419>0,05$) are higher than 0,05. This implies that there is no significant relationship between the respondents' outside the classroom activities (such as trying to use additional resources written in English, making use of the multimedia, making use of technological devices, and watching foreign T.V. channels) and their grades. On the other hand, since Sig. value of S20 is smaller than 0,05 ($p=0,020<0,05$), it can be said that the respondents' proportion of using websites allocated for making self-practice in English significantly changes according to their grades.

Table : 15

χ^2 Tests of the Relation between the Current Exercises of L.A. and Grades

No of the Statement (19-23)	Pearson Chi-Square Values	Asymp. Sig. (2-sided)	Intervals of the Numbers
How frequently do you			
19. try to use additional resources written in English.	11,051 ^a	0,199	>0,05
20. make use of the websites allocated for self-practicing in English.	18,212 ^a	0,020	<0,05
21. make use of the multimedia (e.g., periodicals).	6,551 ^a	0,586	>0,05
22. make use of technological devices (e.g., computer software) outside the classroom.	5,593 ^a	0,693	>0,05
23. watch foreign T.V. channels (e.g., CNN, BBC, CNBC etc.).	8,154 ^a	0,419	>0,05

Consequently, in this section of the study, the findings of the 5 statements (19-23 statements), which were constructed to reveal the students' current exercises for autonomous learning, were given. In the following paragraphs, the findings of the 7 statements (24-30 statements) are presented. These statements were constructed to find out the students' attitudes towards the promotion of L.A in their immediate learning environment.

414. Findings Regarding the Attitudes towards the Promotion of L.A.

This part of the study presents and interprets the findings of the 7 statements (24-30 statements). These statements aimed to elicit from the students their attitudes towards the promotion of L.A. in their immediate learning environment. The following paragraphs give the objectives of each item, and present the frequency and percentages of the responses. Table 16 gives the frequency and percentages of each statement.

The 24th statement aimed to find out whether the respondents plan the programs of their works when asked to engage in tasks that ensure them to work autonomously. As seen in the table, 21,4% of the respondents strongly agree with the statement. This also implies that they can schedule their study environment sufficiently well. Evidently, 40,0% of the respondents agree with the statement. Their responses also indicate that they can draw up their programs of work when they deal with the tasks or assignments that ensure them to study autonomously. 32,9% of the respondents on the other hand, remain neutral since they have no ideas about the statement. 4,3% of the respondents disagree with the statement, which indicates that they can not schedule their study environment when being engaged in autonomous assignments. On the other hand, only 1,4% of the respondents strongly disagree with the statement because of the same reasons stated by the previous group of the respondents.

Table : 16
Frequency and Percentage Distributions of the Statements 24-30

No of the Statement	Valid	Degree of Responses	<i>f</i>	Percent %	Valid Percent	Cumulative Percent
While I am dealing with assignments making me study autonomously, I feel that.....						
24. I plan the programs of work well.	1,00	S.A.	15	21,4	21,4	21,4
	2,00	A.	28	40,0	40,0	61,4
	3,00	N.	23	32,9	32,9	94,3
	4,00	D.A.	3	4,3	4,3	98,6
	5,00	S.D.A.	1	1,4	1,4	100,0
	Total	Total	70	100,0	100,0	
25. I can not be aware of the lack of knowledge of the language I am mastering and prospectively teaching.	1,00	S.A.	7	10,0	10,0	10,0
	2,00	A.	13	18,6	18,6	28,6
	3,00	N.	20	28,6	28,6	57,1
	4,00	D.A.	26	37,1	37,1	94,3
	5,00	S.D.A.	4	5,7	5,7	100,0
	Total	Total	70	100,0	100,0	
26. I do not make use the study environment well.	1,00	S.A.	-	-	-	-
	2,00	A.	11	15,7	15,7	15,7
	3,00	N.	15	21,4	21,4	37,1
	4,00	D.A.	39	55,7	55,7	92,9
	5,00	S.D.A.	5	7,1	7,1	100,0
	Total	Total	70	100,0	100,0	
27. I can act as a manager of my learning process through enquiring what to learn next.	1,00	S.A.	8	11,4	11,4	11,4
	2,00	A.	41	58,6	58,6	70,0
	3,00	N.	13	18,6	18,6	88,6
	4,00	D.A.	7	10,0	10,0	98,6
	5,00	S.D.A.	1	1,4	1,4	100,0
	Total	Total	70	100,0	100,0	
28. I can reflect my learning needs.	1,00	S.A.	7	10,0	10,0	10,0
	2,00	A.	50	71,4	71,4	81,4
	3,00	N.	10	14,3	14,3	95,7
	4,00	D.A.	3	4,3	4,3	100,0
	5,00	S.D.A.	-	-	-	
	Total	Total	70	100,0	100,0	
29. I may not learn how to learn from my own failures and successes.	1,00	S.A.	4	5,7	5,7	5,7
	2,00	A.	12	17,1	17,1	22,9
	3,00	N.	7	10,0	10,0	32,9
	4,00	D.A.	35	50,0	50,0	82,9
	5,00	S.D.A.	12	17,1	17,1	100,0
	Total	Total	70	100,0	100,0	
30. My co-operation with my teacher and other students is poor.	1,00	S.A.	1	1,4	1,4	1,4
	2,00	A.	9	12,9	12,9	14,3
	3,00	N.	12	17,1	17,1	31,4
	4,00	D.A.	31	44,3	44,3	75,7
	5,00	S.D.A.	17	24,3	24,3	100,0
	Total	Total	70	100,0	100,0	

Note: Column 1 presents the statements (24-30). Column 2 shows the range numbers of those statements. Column 3 presents degree of the statements (e.g., 1. Strongly Agree [S.A.], 2. Agree [A.] 3. Neutral/No idea [N.], 4. Disagree [D.A.] and 5. Strongly Disagree [S.D.A.]). Column 4 shows the frequency distribution of the statements. Column 5 shows the percentage distribution of the statements. Column 6 shows the valid percentage values of those statements. Column 7 presents the cumulative percentage values of the statements.

The 25th statement constructed to figure out the respondents' attitudes towards whether autonomy plays a role in making them define their weaknesses and strengths in the language they are mastering. As seen in the table, 10,0% of the respondents strongly agree with the statement. Their responses indicate that they are unable to monitor their learning process and they may feel trouble of auditing what is studied. 18,6% of the respondents give responses in a way that they affirm the circumstance under consideration. 28,6% of the respondents remain neutral since they have no clear ideas about the statement. On the other hand, an average number of the respondents report that they tend to learn from their strengths and weaknesses of the knowledge in the language they are mastering when asked to be engaged in autonomous classroom tasks or assignments. As seen in the table, 37,1% of the respondents agree with the statement and 5,7% of the respondents strongly agree with the statement.

The aim of the 26th statement was to elicit from the respondents whether they make well use of study environment while dealing with the tasks or assignments that ensure them to study more autonomously. As seen in the table none of the respondents strongly agrees with the statement, which indicates every respondent, more or less, is able to superintend their study environment. 15,7% of the respondents agree with the statement, which indicates that they are unlikely to monitor their study setting. 21,4% of the respondents remain neutral since they have no strong positive or negative ideas about the statement. On the other hand, 55,7% of the respondents disagree with the statement and 7,1% of the respondents strongly agree with the statement. The responses of both groups indicate that they trust their potential to take the necessary steps of superintending their study circle.

The aim of the 27th statement was to conceive whether the respondents are aware of the fact that L.A. plays a role in motivating them to attain knowledge as they need. 11,4% of the respondents strongly agree with the statement. This indicates that they are aware of the fact that when their independence is sufficiently encouraged, they can be more motivated to attain their own knowledge. 58,6% of the respondents also agree with the statement because of similar reasons to the previous group of respondents. 18,6% of the respondents remain neutral because they have no strong positive or negative ideas about the statement. On the other hand, while 10,0% of the respondents disagree with the statement, 1,4% of the respondents strongly disagree with the statement.

The 28th statement was constructed to unveil the students' attitudes towards whether or not L.A. has a function in helping them to be more reflective while defining their learning needs. As seen in the table, a significant number of the respondents have views in a way that they confirm the circumstance under consideration. 10,0% of the respondents strongly agree with the statement, which indicates that they trust their potential in defining their learning needs. 71,4% of the respondents agree with the statement because of the same reasons of the previous group of the respondents. 14,3% of the respondents remain neutral because they have no definite ideas about the statement. Evidently, 4,3% of the respondents disagree with the statement. As seen in the table, there is no respondent who strongly disagrees with the statement, which indicates that the majority of the respondents confirm the idea that the more one is autonomous, the more successful he/she may be in defining his/her, learning needs. Their responses may also indicate that L.A. has functions of making students externalize their learning demands.

The 29th statement aimed to elicit the respondents' attitudes towards whether L.A. plays a role to make them learn from their failures and successes. Obviously, the majority of the respondents indicate that when they deal with autonomy encouraging assignments, they can intend to find ways of how to learn from their failures and successes. As seen in the table, only 5,7% of the respondents strongly agree with the statement. 17,1% of the respondents agree with the statement since they also affirm the circumstance under consideration. 10,0% of the respondents remain neutral because they have no definite ideas about the statement. Obviously, 50,0% of the respondents disagree with the statement; 17,1% of the respondents strongly disagree with the statement since they think that when they are engaged in autonomous classroom tasks or assignments, they more attempt to learn from their failures and successes in the language they are mastering.

The 30th statement was constructed to figure out the respondents' postures towards whether learner autonomy ensures a co-operative relationship between teacher and students. The result of this statement indicates that a high number of the students think that their solidarity with their teachers and their classmates may be developed when they are asked to take part autonomous classroom tasks, even though a small number of the respondents have contradictory options about the issues under consideration. In this respect, only 1,4% of the respondents strongly agree with the statement. On the other hand, 12,9% of the

respondents agree with the statement. As also seen in the table, 17,1% of the respondents remain neutral because they have no clear positive or negative options about the statement. 44,3% of the respondents disagree with the statement; 24,3% of the respondents strongly disagree with the statement. Their responses indicate that their cooperation with their teachers and other students may go forward when they are asked to be occupied with doing autonomous classroom tasks or assignments.

Figure 9 shows the cumulative frequency values of the statements (24-30 statements) which were designed to find out the respondents' attitudes towards the promotion of L.A. in their formal context of education.

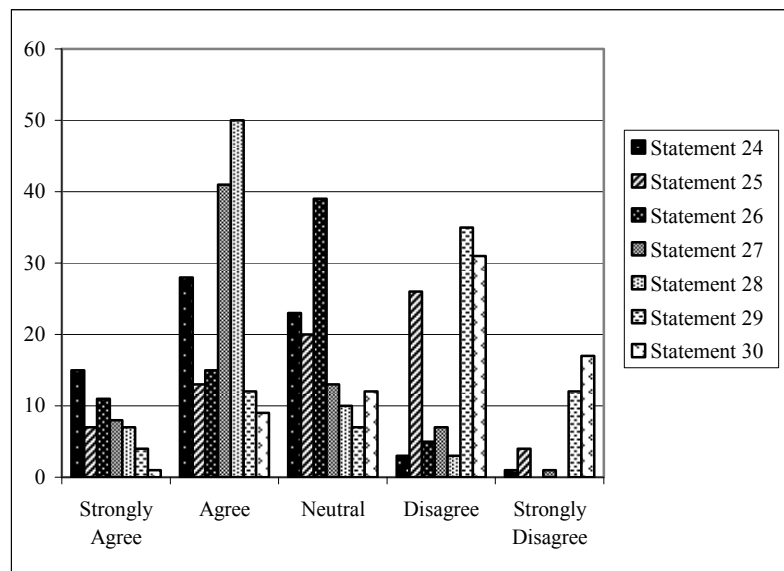


Figure : 9
Cumulative Frequency Values of the Statements 24-30

As seen in the 1st column (or the column of strongly agree) of the figure, S24 has the highest frequency score. That is, the majority of the respondents strongly agree with S24. On the other hand, frequency scores of the other statements are distributed in parallel. S30 has the lowest frequency value. As seen in the 2nd column (Agree) of the figure, S28 has the highest frequency score. S27 comes after S28. S30 has the lowest frequency value. In the 3rd column (Neutral/No idea) of the figure, it can be seen that S26 has the highest frequency rate. In other words, the respondents mostly remained neutral while giving their

responses for the statement 26. S27 and S30 have similar frequency values of neutralism. S29 has the lowest frequency value of neutralism. As seen in the 4th column (Disagree) of the figure, S25 has the highest frequency rates of disagreement. That is, the respondents mostly indicated their disagreement while giving responses for S25. S28, on the other hand, has the lowest frequency value of disagreement. S26 comes after S28. In the 5th column (Strongly disagree) of the figure, it can easily be seen that S30 has the highest value of disagreement. S29 comes after S30.

In this part of the study, Chi-square Test (X^2) was also used by using the SPSS (v.15.0) for the main purpose of showing the relationship between the responses to the statements 24-30 and the grades (2nd, 3rd and 4th) of the respondents. In this respect, we notice that all the statements have Sig. values which are not smaller than 0,05. Since the Sig. value of the statements (24-30) is higher than 0,05, we can say that there is no significant difference between the attitudes of the respondents towards the promotion of L.A. in their formal educational context and their grades. In other words, the respondents' attitudes towards the promotion of L.A. do not show a significant and meaningful difference just because the respondents come from different grades.

In Table 17, Asymp. Sig. (2-sided) values and intervals of the numbers summarize what it is attempted to be said. To start with S24, its Sig. value was calculated as 0,394 ($p=0,394>0,05$). In the light of this value, it can be said that the attitudes of the respondents for the S24 do not change according to their grade differences. The Sig. values of the other statements can be given as: S25 ($p=0,327>0,05$), S26 ($p=0,134>0,05$), S27 ($p=0,561>0,05$), S28 ($p=0,780>0,05$), S29 ($p=0,642>0,05$) and S30 ($p=0,196>0,05$). As understood through the p values, there is no significant relationship between the attitudes of the respondents towards the promotion of L.A. on the basis of the issues under consideration and their grades.

Table : 17
X² Tests Regarding the Attitudes towards the Promotion of L.A. and Grades

No of the Statement (24-30)	Pearson Chi- Square Values	Asymp. Sig. (2-sided)	Intervals of the Numbers
While I am dealing with assignments making me study autonomously, I feel that.....			
24. I plan the programs of work well.	8,416 ^a	0,394	>0,05
25. I can not be aware of the lack of knowledge of the language I am mastering and prospectively teaching.	9,190 ^a	0,327	>0,05
26. I do not make use the study environment well.	9,784 ^a	0,134	>0,05
27. I can act as a manager of my learning process through enquiring what to learn next.	6,776 ^a	0,561	>0,05
28. I can reflect my learning needs.	3,227 ^a	0,780	>0,05
29. I may not learn how to learn from my own failures and successes.	6,051 ^a	0,642	>0,05
30. My co-operation with my teacher and other students is poor.	11,096 ^a	0,196	>0,05

Consequently, in this section of the study, the findings of the 7 statements (24-30 statements), which were constructed to reveal the students' attitudes towards the promotion of L.A., were presented. In the following paragraphs, the findings of the semi-structured interview are presented. Table 18 summarizes the findings obtained from the questionnaire. The Table has two main columns. In the first column of the table, the particular research questions that the statements (1-30 statements) of the questionnaire seek for answers are given. In the second column of the table, the interpretations of the findings are summarized in accordance with the rationale of each research question.

Table : 18
Findings of the Questionnaire

Research Questions	Summary of the Findings Obtained from the Questionnaire
1. Do the EFL learners in the Department of Western Languages and Literatures of Karadeniz Technical University (KTU) have notice of learner autonomy? If so, what are their attitudes towards learner autonomy?	The results of the first part in the questionnaire showed that the respondents have a sufficient awareness level of L.A. On the other hand, some respondents seem to more be convinced about the stature of taking more responsibility in their learning process. They seem to be de-motivated to take the necessary steps of acting autonomously since they may already be satisfied with receiving ready-made information provided by the teacher. In this respect, both teachers and administrators should take the accounts of L.A., into consideration and attempt to encourage their students to develop their skills of studying autonomously. Besides, a small number of the respondents seem not to wise up to the main avails of L.A. In this sense, they have a low opinion of taking the necessary steps of studying autonomously. Thus, teachers should provide their students with opportunities to revise their roles and organize their classes in such a way as to reveal the students' potential.
1a. What are their attitudes towards the behaviors of autonomous learning?	The results of the second part in the questionnaire showed that the respondents have positive attitudes towards dealing with assignments or tasks that enable them to display their ultimate potential. On the other hand, a small number of the respondents indicated that they have certain kind of problems of scheduling their study environment individually. A small number of the respondents, on the other hand, seem to be content oneself with the substantial materials provided by their teacher, and seem unmotivated to practice more outside the classroom. They also seem to be satisfied with being isolated from their teachers or classmates for the educational purposes. While the majority of the respondents indicated that they are eager to superintend their learning circle by taking risks at all cost, some respondents do not seem to do so.
1b. What are their attitudes towards the requirements of learner autonomy?	The results of the third part in the questionnaire showed that the majority of the respondents have attitudes towards L.A., in such a way as to reflect it as an important element that should be promoted. They indicated that there is a necessity of taking independence in learning process, acting as a manager of one's learning, being self-contained, and attaining the essential knowledge in order to develop the skills of studying autonomously. Some respondents have less positive and confirmatory ideas about the issues under consideration.
2. What are EFL learners' current exercises for autonomous learning outside the physical boundaries of their immediate learning environment?	The results of the fourth part in the questionnaire indicated that the respondents intend to make practice outside the classroom to develop their autonomy. In this respect, they make use of the additional language resources, the internet, technological equipments, multimedia, and they watch foreign T.V. channels. The most popular activities performed by the respondents can be given as "making use of the websites to make self-practice in English" and "using the technological equipments".
3. What are EFL learners' attitudes towards the promotion of learner autonomy in their learning context.	The results of the fifth part in the questionnaire indicated that a high number of the respondents have positive attitudes towards the promotion of L.A.
4. Is there a statistical relationship between the general understandings of the EFL learners and their grades?	The findings of the study also showed that there is no significant relationship between the general understanding of the respondents and their grades. However, there is a significant relationship between the responses for S5 and S7 (See Appendix A) and the respondents' grades. In the second part of the questionnaire, it was found that there are no significant and meaningful relations between the respondents' attitudes towards the behaviors of autonomous learning and their grades. It was also found that there are no significant and meaningful relations between the respondents' attitudes towards the requirements of L.A. and their grades.
5. Is there a statistical relationship between the current exercises for autonomous learning of the EFL learners and their grades?	It was also found that there is a meaningful relationship between the making use of the websites allocated for self-practicing in English and the respondents' grades.
6. Is there a statistical relationship between the attitudes of the EFL learners towards the promotion of learner autonomy in their learning context and their grades?	In this part of the study, no meaningful relationship exists between the respondents' attitudes towards the promotion of L.A. and their grades.

42. The Analysis of the Semi-structured Interview

In this study, the second set of data was obtained from a semi-structured interview. The interview contained 7 open-ended questions. These questions were constructed by the present researcher. The interview was administered to 6 purposefully selected students (categorized as IA, IB, IC, ID, IE and IF) all of whom were females. IA and IB were selected from the 2nd grade; IC and ID from the 3rd grade, and IE and IF from the 4th grade. After piloting the interview, interview questions, which can be categorized as Q1, Q2, Q3, Q4, Q5, Q6 and Q7, were revised, modified, simplified and asked to the interviewees in actual setting of the research.

While analyzing the data obtained through the semi-structured interview, the researcher followed certain procedures which were pointed by Hycner (1985, cited in Cohen and Manion, 1994) and adapted them according to her distinct aims. These procedures can be given through the following paragraphs.

First, the researcher transcribed the interview tapes in order to catch the words of each interviewee. Second, she listened to the whole interview a several times in order to reveal specific themes and in turn categorize them. Third, she attempted to note the general meaning of the overall context in such a way as to answer the particular research questions. Fourth, she omitted unnecessary points from the interview. Fifth, she determined which parts of the interview should be classified together. Sixth, she wrote down the specific themes created by the interviewees and put them together to provide the necessary data for the interview questions. Seventh, she gave the responses under general sub-headings according to the aim of each research question. In this respect, it was also aimed at facilitating the process of reading and understanding the whole raw data. Ninth, she translated these responses, which have distinct themes, into English since the interview was conducted in Turkish. Tenth, she interpreted the findings and made a composite summary, which shows the function of each interview question and the results. Eleventh, she categorized the responses by constructing certain sub-headings and interpreted them. In this section of the study, the overall data obtained from the interview are analyzed qualitatively and explained in the following paragraphs.

420. Interview Findings Related to the General Understanding of L.A.

In this section of the study, the interview questions and responses given to those questions are presented. The following questions were asked to elicit data for the first research question. In this sense, 4 interview questions (Q1, Q2, Q3 and Q4) were constructed to shed light on the students' awareness level of L.A. Themes of each interview question are also given in order to point out the important considerations developed by the interviewees themselves. In the following paragraphs, interview questions are given under particular sub-headings and responses given to those questions are presented. At the end of the responses, interpretations of the responses are also given.

4200. The Interviewees' Perspectives of L.A.

In order to understand the interviewees' perspectives of L.A., the researcher constructed the 1st interview question (Q1): "What can you say about one's taking charge of his/her own learning in a language context in general?" The researcher categorized the interviewees' responses to this question under the sub-heading of "The interviewees' perspectives of L.A.". The researcher noticed that the interviewees constructed different themes while answering the 1st interview question. These themes can be presented for each interviewee separately. According to IA, for instance, students should force themselves to act more individually. In this way, they may increase their skills of studying autonomously. In other words, there is a mutual link between one's autonomy and individualization. On the other hand, IA states that if students desire to develop their skills of studying autonomously, they should adapt this approach to their daily life. This finding also shows parallelism what Little (1991) says. She asserts that learner autonomy should be viewed as an important approach which has deep origins. That is, learner autonomy does not occur spontaneously, rather, it shows progression once student sufficiently interacts with the world in which she/he lives and adapts this approach to his/her life. The first extract from the transcriptions supports this view, and can be presented as follows:

IA: According to me, students, who attempt to act more individually in their language context, desire to take up this learning approach seriously and try to adapt this approach to their daily life, are autonomous learners.

For IA, taking one's responsibility within the educational context may also be related to one's personality. According to her, students who are more introverts like to be involved in tasks or assignments which require them to study more individually. The second extract from the transcriptions can be given as follows:

IA: Developing this learner skill (autonomy) is related to the personality of students. I mean that social students may have problems in dealing with individual assignments. However, there are also students who are more introverts and like to study more individually as a result of their characteristics. What is, then, important is whether students profit by the type of study they adapted.

Another theme created by IA is related to construction of knowledge. According to IA, when students attempt to take control of their learning, they are also encouraged to find out new ways of constructing their own knowledge. In this sense, she provides specific examples for the situation. The third extract from the transcriptions can be given as follows:

IA: The most important point of taking responsibility of one's learning is to make the knowledge perdurable that student has constructed. While students may forget information received by others easily, they do not forget the sort of information they obtained at ease.

IB has similar ideas with IA about taking one's responsibility in a language context. IB points out that individual works have a great potential in encouraging one's autonomy. In this sense, she gives certain reasons of why students need to develop their autonomy. IB focuses on the potential of individual works to support her ideas. The fourth extract from the transcriptions can be presented as follows:

IB: As I have seen in my department, teachers present their courses and expect their students to do most of the things. On the other hand, this circumstance may develop students' individualization. Individual works are useful and they should be developed. Students can not find their teachers near them whenever they need. For this reason, they should develop their individualization to meet their learning needs.

IC states that teachers have a potential in making students set an action in taking their learning responsibility. In this sense, she states that if students are sufficiently motivated to develop their skills of studying autonomously, they may superintend their study environment. The fifth extract taken from the student's interview may support her view.

IC: Teacher should support his student to set in motion. I believe that teachers' encouragement is very important for student to be activated. Teachers should guide us about how to start and where to go.

The other theme created by IC depends on the typical roles that students should undertake if the aim is to develop autonomy. The sixth extract taken from the student's interview may support her view.

IC: A student should undertake his learning responsibility. But, while doing this, he should ask for help from his teachers. He should cooperate with his teachers and classmates. I also believe that the more a language student develops himself, the more he can be successful in his learning context.

ID, on the other hand, emphasizes the role that assignments and classroom tasks play in encouraging students to study more autonomously. She underlines that individual works and classroom assignments, which force students to study more independently, are important to develop their learning responsibility. The seventh extract from the transcriptions can be given as follows:

ID: The assignments that teachers give us can help our language development since they require us to force ourselves to product more. Classroom assignments guide and encourage us to search more. And this can contribute us in many ways to take more responsibility in our language context.

IE answers the question by providing particular examples from her daily life. In this sense, she points out the sorts of preparation that she does before coming to the class which she thinks as playing important roles in developing her autonomy. The eighth extract from the transcriptions can be given as follows:

IE: I try to actively participate in the course. I participate to develop my language process. I also try to complete my lack points of the topic about which I will talk at the course hour.

The other theme created by IE is based on the fact that in overpopulated classes, students' way of behaving is restricted on a large scale. In these educational settings, while some students attempt to display their performance at all costs, some students may isolate themselves. This, in turn affects, their autonomy negatively since autonomy is not a concept which can be viewed by independent and technical terms only. As pointed out by

Little (1991) autonomy should not be seen as a total detachment from other people. In the light of this, students who (more or less) are attending such traditional education settings where they isolate themselves take a limited control over their learning. The ninth extract obtained from the transcription may be useful in supporting the views of Little (1995).

IE: According to me, this depends on the population number of the classroom. If you study in a classroom which is comprised of at least 60 people, you can come across some students who isolate themselves and don't talk since there are already students who are eager to talk.

According to IF, taking the responsibility of one's learning largely depends on his/her personal struggles. In this sense, she states that she attempts to make moves in taking sufficient responsibility of learning by being actively involved in the learning context. The tenth extract obtained from the transcriptions can be given as follows:

IF: I come to the class being sufficiently prepared. I remain silent during lesson, but I listen to my teachers very attentively. I like to display my performance during exam times.

Consequently, when we broadly at the responses to Q1, we easily can see that each interviewee based her ideas on certain concepts such as teacher's role in the classroom, the quality of the classroom assignments, the organization of the classroom and so on. It can be said that the interviewees have certain ideas about the nature of autonomy and the typical conditions in which autonomy can occur. In this sense, they emphasized that their learning environments should be oriented in such a way as to share the learning responsibility with the teacher and to display their own potential in the learning context. From the transcriptions of the interview, the interviewees believe that the way of displaying their potential depends on their semi-isolation from the teacher. In this respect, IA states that taking one's responsibility largely depends on personality (e.g., social students). That is, she believes that developing the skills of acting more autonomously is directly related to the personality of students. According to her, students who are introverts may like to study more autonomously. On the other hand, she underlines that students, who strive to study more individually in their language context, may decrease their dependency to teacher. IB, on the other hand, states that students can not receive external help whenever they need. Thus, they should develop their skills of studying more autonomously.

IB, too, states that since students have a better notice of their weaknesses and strengths in the language they are mastering, they should make essential moves to improve them by receiving necessary help from teachers. IC states that there are certain roles that both teachers and students should undertake if the aim is to develop one's autonomy. In this respect, IC, emphasizes that teachers should guide their students to find their own ways for students to take charge of their learning process. ID, on the other hand, lays stress on the quality of classroom assignments or tasks that urge the students to study more autonomously while answering Q1. IE states that she attempts to develop her autonomy by giving particular examples about the situation. IF, on the other hand, states that taking one's charge of learning is grounded on his/her personal efforts. She also emphasizes that even though she does not actively participate in the classroom discussions, she attends what teachers say during the lesson and uses what has been learned during examinations.

4201. Conditions of Asking for Help from Teachers

In order to have a picture of the conditions in which the interviewees ask for help from their teachers, the researcher constructed the 2nd interview question (Q2): "How often and in what conditions do you need to ask for help from your teachers?" The researcher accumulated the responses to Q2 under the sub-heading of "Conditions of asking for help from teachers". While answering such a question, the interviewees also created different themes. To start with IA, she states that she asks for help from teachers when she feels difficulty in classroom assignments. The first extract from the transcriptions can be given as follows:

IA: I can ask for help from my teacher for the classroom assignments with which I feel difficulty.

The other theme created by IA is related to the main difficulties of finding written materials. IA points out that she may feel difficulty in finding resources in her learning context. In this respect, she asks for help from teachers to guide her about how to find resources according to her learning demands and distinct aims. On the other hand, whether students may find the most suitable resources (such as written materials) and take the necessary steps to meet their learning demands play important roles in developing one's

autonomy. The second extract obtained from the transcriptions can be used in supporting the ideas underlined.

IA: I can also take teachers' advice while dealing with the assignments with which I feel helpless in finding resources. Our teachers can help us about how to find resources which we can't reach directly from the school library. Teachers can provide the necessary help about which resources should be used.

IB has similar ideas with IA. IB, too, states that she may feel helpless in finding the written sources to use outside the classroom. In this respect, she asks for help from teachers about which written materials should be used outside the classroom. The third extract from the transcriptions may support the ideas asserted.

IB: Since I can come across certain problems about how to find resources, I ask for help from my teachers. Thanks to their help, I can learn which resources I should use outside the classroom.

IC created at least three different themes to answer Q2. First, she states that she asks for help from the teachers to get in-depth information about the particular topics that attract her attention. The fourth extract obtained from the transcriptions is given as follows:

IC: I ask for help from my teachers when I want to get information about the topics that are of my interest.

From the transcription of the interview, it can be seen that IC also asks for help from the teachers to solve her particular problems with the classroom assignments such as project works. In this sense, she states that she needs their advices about where to start and how to go. The fifth extract from the transcriptions can be given as follows:

IC: I also ask for help from my teachers to solve my problems with the project assignments. I take their advices about how to start and how to go through the assignments.

As stated by Cotterall (1995), to teach the advantage of autonomous learning to students and help them to adapt this approach to their language context and social life entails the development of the democratic ideas between teachers and students and reducing the authoritarian rule and role of teachers. As also stated by Vieira (1997),

teachers and students should be accepted as creative producers of knowledge and active communicators of language if the aim is to promote autonomy and to encourage this approach in the language context. What Vieira (1997) says, on the other hand, is based on whether teachers encourage their students to speak out and asks the necessary questions. Here interdependence appears to be the key-word: independence and social responsibility, on the other hand, are related to each other (Vieira, 1997). The other theme created by IC is related to the attitudes of the teachers. IC states that attitudes of the teachers affect her decisions about whether or not to ask for help from teachers. In this sense, it is once important to state that the psychological preparation is one of the most important circumstances that affect the development of one's autonomy. On the other hand, there should be a strong interdependence between students and teachers when it comes to the development of autonomy as stated by Vieira (1997). The sixth extract from the transcriptions can be useful in supporting what is emphasized.

IC: Additionally, I want to state that the attitudes of teachers towards us are important at this process.

As stated by Benson (2001), even the students who lack autonomy may develop this approach when they are equipped with appropriate conditions and offered due preparation. When broadly looking at these conditions, we can also see that institutional preparations play important roles in enhancing one's autonomy. That is, if students are placed within the settings in which they can reach a variety of written materials, technological equipments etc., they may be more encouraged to study autonomously since their dependency to their teacher is gradually decreased owing to these and similar facilities. In this sense, it is strongly advised (e.g., Benson, 2001) that students should be equipped with the necessary skills and techniques that enable them to develop their language by receiving the necessary help from their teachers. When looking at the transcriptions, we can see that there is an overall agreement between IE and IF on the certain problems of finding written materials. Both IE and IF state that they may feel difficulty in finding written materials since they think that the library has limited resources. In this respect, they need teachers' help about how to find written materials and to reach invaluable web-sites to download the texts, journals, periodicals, which may be useful for meeting their learning needs. From the transcriptions of IE and IF, it can also be understood that institutional preparations of the

school affects one's autonomy. The eighth and ninth extracts from the transcriptions may support the views pointed out.

IE: We have serious problems with finding invaluable resources at library. If I want to make a scientific search, I can't do this because of restricted source materials. Our teachers try to help us to solve this problem.

IF: I feel difficulty to find resources. Since data banks of the school computers are restricted, I can reach few resources. I ask for help from my teachers about how to find resources.

Consequently, the interviewees stated that they ask for help from their teachers when they have certain problems related to classroom tasks, project assignments, finding resources etc. IA, for instance, states that she asks for help from teacher when she feels difficulty with the classroom assignments. IA, too, states that she can call for teacher's help when she can not reach material sources. IA points out that teacher can give invaluable advices about how to find resources. IB similarly lays emphasis on that she can face with certain problems in finding written materials. In this respect, teachers can help her to solve this problem. IC, on the other hand, states that she receives help from teachers to obtain information about the topics that call her attention. She also states that she asks for help from teachers to be informed about how to start and how to proceed through the classroom assignments. IE confirms the situation of having difficulty in attaining written sources. In this sense, she reports that teachers try to help her to solve this problem. IF has similar kinds of problems in finding resources. Through the responses of IE and IF, it can be understood that institutional preparations, one of which is related to the allocation of the written materials, have a potential in students' study environment.

4202. The Interviewees' Suggestions of Designing Autonomous Classrooms

In order to elicit the interviewees' suggestions of organizing autonomous classrooms, the researcher constructed the 3rd interview question (Q3): "What are the ways of designing a classroom environment where students may become more autonomous?" The researcher attempted to accumulate the responses, each of which has a distinct theme, under the sub-heading of "The interviewees' suggestions of designing autonomous classrooms". As stated in the earlier chapters, there are particular pre-conditions, one of

which is institutional preparations. When broadly looking at the institutional preparations, we can see that students are advised to be placed with the necessary equipments (e.g., written materials, prints, soft wares etc.), be encouraged to attend to the locations (e.g., libraries) which are allocated with several facilities for the students to study autonomously. On the other hand, these and similar kind of facilities may be useful in raising students' self-awareness and motivation since they are given the chance of monitoring their study environment. The first extract obtained from the transcriptions may be useful in subordinating the ideas underlined.

IA: I think technology and economy affect the ways of organizing a class. Students' learning needs can not be met because of economical and technological circumstances at ease. On the other hand, to be able to equip a class with technological devices is directly based on the economical conditions of schools.

According to Little (1995), one of the aims of autonomous learning is to be able to support the students in becoming responsible for their own learning process. This, on the other hand, requires the teachers to motivate their students by demonstrating how to adapt autonomous learning and how it may be done in practice. IA, for instance, states that to orient classroom where the autonomy is highly encouraged not only depends on the technological equipments, but also depends on the teachers' creativity and potential of organization. In this sense, it is once more important to state that teachers should organize their classrooms in a way that they can demonstrate responsibility for self learning in and out of the school setting and make their students become responsible and creative. The second extract from the transcriptions may be used in strengthening the points enunciated by Little (1995).

IA: To organize a class in such a way as to develop students' learner autonomy is equally based on teachers' potential and creativity. The ways of presenting topics may not be satisfactory for each student. Besides, each student' pace of learning and learning styles are different. In this sense, teachers should use different activities for students who have different learning styles.

IB has suggestions that support the views that classrooms should be oriented according to the distinct aims of each course. In this sense, teachers should create spaces in which autonomy is stimulated and students may display their ultimate potential by reflecting on

their learning needs. The third extract from the transcriptions may be used in summarizing the related points.

IB: Each course has a distinct goal. There are courses such as listening, phonetics, writing ... all of which require different type of skills and organizations. According to me, each course should be run in a special class which has been equipped with the devices which are suitable for that course.

According to Lynch (1999), EFL educators have a mission of assisting their students to become potential language users. In this respect, it is important for educators to encourage the students to transpose what they have studied in an instructional setting to their social lives. In this way, it also seems possible that students may be encouraged to take the advantages of autonomous learning. However, to promote learner autonomy is not an easy process. In other words, adapting this approach in EFL classrooms and making students gain familiarity with it is not an easy process. IC, for instance, emphasizes that the population number of the classroom may have an adverse effect on students' autonomy, which affects the development of L.A. negatively. She points out that in overpopulated classrooms it is not easy for teachers to meet every student's learning need. On the other hand, teachers should be able to create spaces in which students may be given responsibility of their learning and asked to gain independency. All of these considerations, however, require some sorts of struggle since autonomy is a concept which occurs gradually. The fourth extract from the transcriptions can be used in summarizing what is said.

IC: There should be few students in a language classroom. In the classes where few students are present, it is possible for teachers to give each student responsibility. When students are given sufficient responsibility, they can develop ideas such as "my sounds are important". This encourages student's performance positively.

ID, on the other hand, emphasizes the roles of the teachers while answering Q3. She points out that teachers should undertake certain roles in organizing their classrooms. They, for instance, should be able to help their students to activate themselves. In this sense, they should equip their classrooms in a way to give every student responsibility. ID provides certain examples to support her views. From the responses of IE to Q3, it is also understood that teachers should undertake the role of acting as a helper rather than as a strict controller. IE responds Q3 in such a way as to make the readers realize that teachers

should introduce autonomy in their classrooms by smoothing the power relationships down and create spaces in which students may feel that they are valued and their ideas are respectable. Since both ID and IE lay stress on the roles of teachers, their quotations are given together. The fifth and sixth extracts from the transcriptions can be useful in summarizing what is said.

ID: It is very important for teachers to encourage their students to activate themselves. It is also important to give responsibility to all students in a classroom environment. Teachers should present their lessons by using various equipments such as video, radio and visual aids such as pictures to make the course more entertaining.

IE: First of all, teachers should respect their students. Students want to feel that they are valued. If students feel sufficiently motivated and encouraged, they may do their best to be more autonomous.

IF, on the other hand, lays emphasis on the issue that the characteristics of students may be an important factor in changing the ways that teachers behave. In other words, students may be in diverse levels on the basis of pace of learning, and owing to this, they may be passive or active when being asked to participate in classroom discussions. Teachers, on the other hand, should act by keeping this fact in mind. The seventh extract from the transcriptions may show what we attempt to say.

IF: As known, some students are silent and some students are active. According to me, a teacher should be able to understand every student's personality and act in accordance with his responsibility in mind.

The other theme created by IF is related to the issue that the population of the classroom may affect the particular ways of organizing the classroom. According to IF, teachers in overpopulated classrooms may not be very helpful for their students on the basis of their learning needs. On the other hand, there should be interdependence between students and teachers when it comes to the development of L.A. In other words, teachers should be able to help their students to realize their weaknesses and, in turn, encourage them to improve their weaknesses. When the students feel that they have the necessary potential to meet their learning needs, their skills of studying autonomously may be developed. The eight extract from the transcriptions may show in detail what is pointed out.

IF: Of course, the number of the class population is important here. For example, if a teacher works in a class where 20 or 30 students are present, he can pay attention to students' needs and help them better with their needs. But, this is difficult in a class where 60 students are present.

Consequently, the interviewees emphasized different dimensions of organizing an autonomous classroom while answering Q3. IA, for instance, states that technology and economical factors play important roles in designing an autonomous classroom circle. However, she, too, states that teachers should use their creativity in designing their autonomous classrooms. For instance, they should engage students in different sort of tasks to meet their learning needs. IB, on the other hand, emphasizes that courses should be equipped with the devices which are suitable for the distinct aims of the course. At this point, IB underlines the economical conditions of schools. IC states that the number of class population may affect the ways of arranging the classrooms. That is, in classes where the number of population is low, it is easier for teachers to actively engage their students in learning process. ID lays emphasis on the use of certain equipments such as videos, visual aids etc., which may be useful in making students relaxed and take pleasure of the lesson. IE, on the other hand, reports that teachers should respect their students and make them feel that they are well-beloved. If students are motivated in this way, they may be aware of their potential and act more autonomously. IF states that teachers should have knowledge of the personal traits of students. This may be useful in making students feel that they are valued.

4203. The Interviewees' Opinions about Themselves

In order to elicit the interviewees' opinions about whether they think that they can fulfill the requirements of autonomous learning, the researcher constructed the 4th interview question (Q4): "Can you define yourself as a student who has taken charge of his/her own learning? And if so, can you give your reasons?" The responses to Q4 of the interview show that the interviewees have different attitudes towards the issue under consideration. The responses of the interviewees revealed the different dimensions of the L.A. To start with IA, she makes the readers feel that she has attempts to develop her skills of studying autonomously since she has to do so. She lays emphasis on the issue that the conditions of university education are different. In this higher educational context, she is

asked to study more individually owing to time limitation and restricted situations arising from the school itself. As a result of this existing situation, learner autonomy should be seen as one of the requirements of higher education. The first extract from the transcriptions may be useful in underlying what is said.

IA: When I entered into the door of university, everything suddenly changed. Now, we have to study more individually because of time limitation and restricted conditions.

The other theme which IA created is related to the “learning habits of students”. According to IA, students should revise their roles in accordance with their learning environment and the particular situations which are progressing. Through the quotation of IA, it is understood that students of higher education are provided with the places (such as libraries) in which they may study more independently, and certain facilities helping them to take control of their learning process. The second extract from the transcriptions can be used to support the views highlighted through the paragraphs.

IA: I strongly think that students should revise their learning habits according to the type of course and general conditions of the school.

IB has similar attitudes towards the issue under consideration. IB reports that she needs to become autonomous owing to the factors arising from the typical conditions of the school itself. Through the quotation of IB, it is concluded that teaching materials and course books are chosen according to the pre-determined syllabus, and for this reason, students may feel a bit restricted in their given educational context. On the other hand, whether the students may develop their level of autonomy is largely based on their individual efforts as pointed out in previous chapters. The third extract from the transcriptions supports the issues under consideration.

IB: I try to get things done by myself. I am a bit shame-faced person. Thus, I don't ask for help except for the times I feel in trouble to solve my problems. Because of these circumstances, I can say that I am a student who has taken charge of her own learning.

According to Vieira (1997), autonomous students should be critical consumers and creative producers of knowledge by being actively engaged in their learning process.

Students should be able to undertake the roles of acting as a co-manager and co-activator of learning. In this sense, they are automatically involved into the decision making process. That is, students attempt to make their own decisions that are directly related to their learning and act in accordance with it. They try to manage their study environment by taking the necessary steps. Once the students are actively engaged with their learning, it may be easier for them to solve their prospective problems in the educational contexts within broader domains (Little, 1995). In the light of each of these considerations, it can be said that all the steps taken by the student may be useful in developing their autonomy level. IC, for instance, points out that she attempts to become autonomous. She chiefly bases her ideas on particular activities that she does in general. The fourth extract from the transcriptions may support the points underlined.

IC: Yes. I take upon more responsibility while dealing with works that are of my interest. To develop my fluency and my pronunciation, I try to speak to my teacher who is a native speaker. I use the internet to watch news in English. I also try to develop my listening by listening to music.

As it was stated in the earlier chapters, there is a considerable need to reinforce the sense of responsibility for students. They should be encouraged to develop the sense of making the essential moves in their language context, which may be useful for their language development. Students should be convinced that they will continue such a commitment for their language development after they have graduated from the course they are currently attending. In this sense, every step they take in their language context should be valued and encouraged. On the other hand, it is also necessary for teachers to make students feel that their steps in their study environment are important. The responses to Q4 confirm the related points. For instance, ID arrays several activities that she thinks as playing important roles in developing her level of L.A. The fifth extract from the transcriptions may be useful in summarizing the points underlined.

ID: Yes. I think so. In order to be fluent in English, I watch foreign movies. I am careful at watching movies with their captions. I do this because I don't understand every word. Besides, I listen to music. I find lyrics from the internet and attend how words of the songs are pronounced. I also find some texts which have some blank spaces. A man reads the whole paragraph. I try to fill in the blanks with the words that I caught.

When broadly looking at the transcriptions, we can see that IE compares the Turkish educational system with the ones in abroad while answering Q4. As stated in earlier chapters, Turkey has a traditional educational system. Its organization and structure are also shaped as a result of this system. In traditional educational systems, teacher, in general, undertakes the role of authority who gives strict instructions about what to do and how to do it. In this sense, students' voices are less heard, and they are less encouraged to be involved in the classroom discussions. On the other hand, in recent years, there have been also efforts (e.g., Council of Europe Language Portfolio has been lately founded) to develop this system and student-centered approaches (e.g., students take on the role of active participants) are attempted to be promoted. Since it is highlighted that students' active participation affect their language performance, the students should be provided with the spaces in which they may display their ultimate potential and they are felt that their ideas and opinions are remarkable. The sixth extract from the transcriptions summarizes the issues emphasized in the previous paragraphs.

IE: I can say “partly”. I think there are much more things that I should do. I exert myself to become a better student. Our educational system is key factor here. In our educational system, for example, students need an external force to study. But, in abroad, the situation is totally different. You don't need to hear what to do next since you already have that sense. Nobody has to say you that “there is homework to be submitted for tomorrow”.

IF, similarly, points out that she attempts to take the initiative in deciding on her learning demands and develops her study environment by being actively involved in her learning process. She also bases her ideas on the sorts of activity that she performs outside the classroom in order to develop her level of L.A. The seventh extract may be used to figure out what IF attempts to say.

IF: Yes, I think so. I try to develop my weak points (such as reading) in the target language. For example, I read novels that I borrow from the library or use the internet to attain books (such as Hamlet).

Consequently, the responses to Q4 showed that the interviewees have different attitudes towards the requirements of becoming autonomous. IA, for instance, states that since there are restricted conditions to make practice with her classmates, she has to study on her own. In this sense, she also suggests that students should revise their learning habits and, if

possible make the essential adaptations on their learning plans in accordance with the conditions of their study environment. IB, on the other hand, reports that she tries to monitor her own learning process. When she faces with certain language problems, she tends to work on them more. IB also underlines that students' characteristics may play considerable roles in guiding them how to behave. IB, for instance, states that she is a bashful person and as a result of this, she likes to be involved in individual works and study on her own. IC states that she deals with different assignments outside the classroom (e.g., speaking to a native speaker teacher, watching news in English, listening to English songs for the main purpose of developing fluency etc.) to improve her individual learning skills. She points out that these kinds of outside practice can improve her level of autonomy. ID, too, states that she attempts to take responsibility of her learning by studying outside the classroom. She reports that she watches foreign movies to develop her speaking, listens to the music in English to develop her listening and so on. IE states that he has some doubts about whether she can fulfill the requirements of autonomous learning. She bases her ideas on the nature of her current educational system. She underlines that in this type of educational system, students always need to be heard about what to do and how to do it. IF, on the other hand, states that she can take responsibility of her learning. She performs outside the classroom to take responsibility of her learning (e.g., reading novels, using the internet to reach various written materials etc.).

421. Interview Findings Related to the Current Exercises of L.A. outside the Classroom

In this section of the study, the interview question, which was constructed to answer the second research question, and the responses are presented. In order to figure out the current exercises that the interviewees perform in order to develop their level of L.A., the researcher constructed the 5th interview question (Q5): "What are your present-day practices outside the classroom to develop your level of autonomy?" The responses to Q5 show that there is an overall agreement between some interviewees that they are asked to deal with project assignments (daily or weekly) in their department. They respond in such a way that those assignments are aimed at developing their level of L.A. Thus, the responses of Q5 are given under the sub-heading of "Project assignments". The following paragraphs give those responses and their interpretations.

4210. Project Assignments

The responses to Q5 show that some interviewees put aside time to deal with project assignments outside the classroom. On the other hand, the way of dealing with them is different. When broadly looking at the transcriptions, it can be seen that interviewees make use of the internet, data-banks; they go to libraries, and make interaction with the other students to receive their help and suggestions in the process of completing their project works. By the development of computer technology, a variety of institutions such as universities attempt to allocate places (such as computer labs) for the students study more independently. Since computer technology provides several facilities (e.g., possibilities of finding written sources of every kind), students also like to use it to meet their learning needs. The interviewees respond in a way that they confirm the situation. The first and second extract from the transcriptions of IA and IC may be useful in understanding what we attempt to say.

IA: I benefit from the internet while preparing project assignments. When I am given a project work, I attempt to find the addresses of invaluable websites. I try to use the data banks such as ERIC, E-book. I also contact with the students who have been given the same project topic.

IC: While preparing project works, I make use of the internet. I visit libraries to find resources for more difficult lessons such as Linguistic.

Except for dealing with the project assignments, the interviewees also state that they are asked to be involved in individual presentations. The interviewees emphasize the different dimensions of getting prepared for making presentations. The responses given in subsequent paragraphs were, thus, given under the sub-heading of “Preparations of presentations”. The following paragraphs give the responses and their interpretations.

4211. Preparations of Presentations

Some interviewees laid emphasis on the fact that they spend time on preparing for presentations. As understood from the transcriptions, there are certain procedures that students take into considerations in the process of preparing their presentations. Some interviewees suggested the possible ways of making presentations. IA, for instance,

attempts to use visual aids while making her presentation. She thinks that using visuals are helpful in making audience comprehend the messages that she attempts to send. She also thinks that her way of expressing plays considerable roles in her performance. The third extract from the transcriptions of IA can be used in shedding light on what is attempted to be said.

IA: Our department requires us to make lots of presentations. While preparing my presentation, I am careful at using visuals. For example, if I point out the verb of reading, I use a picture which shows a man or woman who reads books. While presenting my topic, I feel the eyes on me. Thus, I want to express myself in the best way.

IB, similarly, thinks that she should be careful at expressing herself while presenting her topic. In this sense, she attends to her pronunciation. The fourth extract may be useful in understanding what IB states.

IB: I work alone while preparing my presentations. I especially attend to my pronunciation while presenting my topic.

The interviewees also laid stress on their typical activities which they perform outside the classroom for the main purpose of developing different domains of the target language. Thus, the responses given in subsequent paragraphs were categorized under the sub-heading of “Current exercises”. The following paragraphs give the interviewees’ responses and their interpretations.

4212. Current Exercises

The interviewees stated that they perform outside their classroom for the main purpose of developing different domains of the target language autonomously. When looking at the transcriptions of the interviews, we can easily notice that many interviewees attempt to develop their skills of listening and speaking. To make up for their shortcomings in these domains, they watch foreign T.V. channels, listen to the music in the target language, speak to their teacher who is a native speaker, go abroad to make practice within the native culture itself and so on. The fifth, sixth and seventh extracts from the transcriptions may be useful in summarizing the points underlined.

ID: I listen to music in English. I read texts and novels in English. Since our classes are a bit crowded, I can't find opportunities to talk very much. In order to develop my speaking ability, I watch movies.

IE: I try to voyage out as possible as I can. I have recently applied for a master's scholarship which is called as "Full Bright". I strongly think that if an EFL student tries to develop his language, he should voyage out. Besides, I listen to the news in English through the internet.

IF: I read English newspapers, listen to the news in English...

Consequently, when we look at the interviewees' responses to Q5, we can say that interviewees like to perform outside their classroom for the main purpose of developing their autonomous learning skills. IA, for instance, states that she makes use of the computer technology in the process of preparing her project assignments. In this sense, she tries to use various data banks for the main purpose of finding written materials. On the other hand, she emphasizes that she attempts to contact with the other students who have been given the same project works. IC has similar ideas about the issues under consideration. She states that she makes use of technological equipments, one of which is the internet, while dealing with the project assignments. On the other hand, she also states that she goes to the libraries to find invaluable written materials.

In the earlier paragraphs, it was also underlined that some interviewees spend time on preparing presentations in their departments. IA, for instance, uses visual aids while making her presentations. IB reports that while making presentations, she attends to her pronunciation.

Through the transcriptions, it can be seen that the interviewees perform outside the classroom to improve different domains (e.g., listening, speaking) of the target language autonomously. In this respect, ID, reports that she listens to music in English, reads texts and novels in English and so on. IE, on the other hand, points out that she tries to go abroad to make practice within the native culture itself, follows certain programs which enable her to voyage out, listens to the news in English to be fluent in English etc. IF performs similar sorts of activity outside the classroom to take control of her learning. She, for instance, reads English newspapers and listens to the news in English.

422. Interview Findings Related to the Attitudes towards the Promotion of L.A.

In this section of the study, the interview questions (Q6 and Q7), which were constructed to answer the third research question, are presented and responses to the interview questions were interpreted. Since each interview question has a distinct aim, the responses to these questions were given within particular sub-headings (such as the interviewees' attitudes towards the teacher's supervision in developing L.A.) and interpreted separately. The following paragraphs present the responses to Q6 and their interpretations.

4220. Attitudes towards the Teacher's Supervision in Developing L.A.

In order to understand the interviewees' attitudes towards being encouraged to develop their skills of acting autonomously, the researcher constructed the 6th interview question (Q6): "Do you think that students need external help to develop their skills in taking charge of their learning in their immediate learning context? If so, why?" Since in this question, the word of external help, in other words, supervision is focused on, the researcher categorized the interviewees' responses under the sub-heading of "Attitudes towards the teacher's supervision in developing L.A.".

Through the transcriptions, it is seen that the interviewees like to be involved in a kind of classroom where the teacher adapts a role of guider and supporter. In this way, they think that their level of motivation and in turn, autonomy may be developed. According to Black and Deci (2000), a teacher, who adapts the role of supporter, may provide his/her students with the essential information and enable them to use this information for meeting their learning needs. In this way, she/he may also motivate them. Keeping these considerations in mind, it can be realized that teacher plays a considerable role in introducing the requirements of autonomy in the educational context. This also means that teachers should introduce autonomy not in abstract but in practice. This, however, requires them to keep in mind that they should organize their classrooms in such a way as to fulfill the requirements of L.A. Certain ways and suggestions of doing this were given in the earlier chapters. One of these suggestions is based on the fact that teachers should create spaces where the students are provided with the chance of displaying their ultimate

potential and their voices are highly valued. The responses to Q6 also show that EFL students need to be supervised by an external authority (such as teacher). The first extract from the transcriptions may be useful in supporting what is attempted to be said.

IA: Yes, I do. A language student needs help and encouragement. Teachers provide this help and encouragement most of the time in a university setting.

IB, similarly states that teacher's encouragement plays a considerable role in making students accomplish their learning objectives. The second extract from the transcriptions may be beneficial in understanding what IB attempts to say.

IB: Teachers' encouragement is very important in our department. When students do not feel sufficiently encouraged, they may develop a thought such as "I can't do this". In our department, teachers provide the essential help and encourage their students to escape from this thought.

IC, on the other hand, lays stress on the fact that teacher's guide is one of the pre-conditions for students to make the essential moves in their study environment. The third extract from the transcriptions confirms the situation under consideration.

IC: Teachers should spur students on taking steps. To be honest, unless there is an external stimulation, I can not be motivated to do anything.

IE emphasizes on the fact that students need teachers' guide in taking the necessary steps of becoming autonomous. In the process of developing the skills of studying autonomously, teachers play important roles in making their students find their own ways. The fourth extract from the transcriptions may be useful in summarizing what is said.

IE: Teachers should keep their students in countenance to find their own ways. Without the necessary direction of teachers, student may not even know which books to read.

IF, too, states that teachers should act as a supporter, who guides his/her students. The fifth extract may be given as follows:

IF: Yes, of course. I think that an EFL student needs a constant support. Here, teacher is the key factor. A teacher should always behave as a supporter and he should guide his students.

As also stated in earlier chapters, students should also undertake the role of tracker and manager of their learning process, and adapt autonomous study skills as possible as they can since they may not find their teachers near them whenever they need. It is considerable to state that students should receive the necessary help from their teachers to meet their learning needs. In this sense, they should also attempt to superintend their learning environment by evaluating what has been studied and learned. The interviewees respond in a way they confirm these points. On the other hand, one of the themes created by the interviewees is based on the fact that students' dependency on the teacher is gradually decreased and students take more responsibility of their learning process. The sixth and seventh extracts from the transcriptions support what is said.

IA: Teachers should not spoon-feed their students every time. In our prep-class, for example, we used to ask our teachers about what to do and how to do it. But, now, our dependency to our teachers has been gradually decreased. Now, we can better see what we need and we can better meet our learning demands.

IE: Of course, it is very important for students to develop themselves. I also try to develop myself. I have certain shortages in the language I am mastering. I try to improve them. And, I also believe that our individual struggles may develop us in many ways.

According to Wachop (n.d.), adapting learner autonomy is chiefly grounded on the students' self-motivation. He also states that language skills may not be improved without the active engagement in learning process. The notion of motivation seems to be the key factor here. Learners should be able to develop their skills of acting autonomously for the main purpose of succeeding in the course and in their prospective occupations. The other point that Wachop (n.d.) states is that self-motivation is a personal concept, however, it may be promoted in the sorts of setting where the interdependence is enhanced and promoted. The eight and ninth extracts from the transcriptions may support the views pointed by Wachop (n.d.).

IC: A student should be able to motivate himself in order to undertake his learning responsibility.

ID: I can motivate myself. When others say encouraging words, my motivation is also affected positively.

Consequently, the responses to Q6 showed that autonomy has an essential potential to help learners control and monitor their learning environment. IA, for instance, points out those EFL students should be given the necessary help to take action in their learning process. IA, too, states that the degree of her receiving external help is scaled down when her grade is ascended. IB indicates that teachers' encouragement is necessary in many ways. When students feel sufficiently motivated, they may easily feel that they are valid sources of information and they may realize that their voices are also important. IC reports that she can be a disincentive to make moves for taking charge of her learning process if teachers do not strengthen her hand. The response of IC confirms what IB says. ID, on the other hand, states that she may motivate herself to undertake her learning responsibility. She also underlines that once the others (such as teachers, classmates) declare encouraging words, she feels that her motivation is positively affected. IE stresses the teacher is a key factor to cultivate her skills of taking accountability of her own learning continuum. The responses of IE also confirm that teachers should have reflective practices and should be more careful about the demands of the students in order to help them with their needs. IF gives responses in such a way as to confirm the points declared by IE. She, too, underlines that teacher plays considerable roles in making students address themselves to develop their autonomy.

4221. Attitudes towards the Contributions of L.A.

In order to understand the interviewees' attitudes towards the contributions of L.A. in their immediate learning setting, the researcher constructed the 7th interview question (Q7): "Are there any contributions of taking charge of learning as current EFL students and prospective EFL teachers?" The interviewees highlighted the multiple perspectives of L.A. and stated that autonomy may contribute to EFL learners in many ways. The interviewees, chiefly, suggested the possible ways of orienting a language classroom in a way that students' voice and ownership in their learning process are promoted. In this sense, it is also possible to encourage learners' active involvement in their learning process. The interviewees of the present study embodied what is focused on by giving particular examples. The response of IA to Q7, for instance, makes the readers feel that EFL students

should be free from the thought that teacher is the ultimate mechanism who decides on what to do and how to do it. Rather students have certain roles in the study environment. In this sense, IA points out that EFL students who endeavor to accomplish their autonomous learning, may take the advantages of autonomy in their prospective profession. The first extract from the transcriptions may be presented as follows:

IA: I believe that if students strive to develop their autonomy, they can benefit from the advantages of this developed learner approach in their occupational life.

IB, on the other hand, states that EFL students, who try to solve their language problems by autonomous studies, may benefit from their earlier experiences when they become teachers. The second extract from the transcriptions may support this view.

IB: I think that current EFL students who attempted to solve their problems individually can better understand the problematic aspects of their prospective students. It can be summarized as "I came across such problems (whatever they are) while learning English. My students can face with the same or similar problems.

IC emphasizes that she takes into consideration the advantages of autonomous study skills for the similar reasons declared by IA and IB. The third extract from the transcriptions can be given as follows:

IC: I don't restrict my development with the assignments given in my classroom. I can't say that I study to get good marks, but to develop my language process. I think that my personal efforts will contribute to my occupational life.

The interviewees also suggested the certain ways about how an EFL teacher should behave in his/her classroom when it comes to the promotion of L.A. The interviewees' responses make the readers feel that teacher' tone in the classroom and his/her typical behaviors may be influential on the performance of students. The response of ID supports this view on a large scale. Through the responses of the other interviewees, it is also understood that some interviewees prefer a classroom in which teacher raises students' awareness of autonomous learning. Some interviewees, for instance, state that they would like to give every student responsibility for the possible reason of scaffolding their thinking capacity and in turn managing their study environment. Through the extracts, it can be noticed that both IE and IF focus on the particular ways of how an EFL teacher should

conduct himself/her in his/her classroom to encourage autonomous learning. The fourth, fifth and sixth extracts present what is under consideration.

ID: My performance as a prospective teacher can affect the performance of my students.

IE: Yes. When I become an EFL teacher, I will not leave students to themselves. Actually I want to say that neither I leave them to themselves nor I hold them too tightly by giving them lots of classroom assignments.

IF: Yes, exactly. When I become an English language teacher, I will try to organize a classroom environment where I give students more responsibility. I will engage them in tasks or project works that develop their language development.

Consequently, interviewees' responses to Q7 showed that autonomy contributes to EFL students. IA, for instance, reports that if students endeavor to monitor their learning environment and self-evaluate their performance, they can take advantages of autonomous studies in their professional life. The response of IB makes the readers feel that autonomy is one of the learner approaches, which in general, makes students build up their self-awareness. In this sense, she also points out that autonomous students can easily recognize their weaknesses and strengths in the language they are mastering, and they may take necessary precautions for developing their weaknesses. They also benefit from their earlier learning experiences in their vocational area. IC, on the other hand, indicates that she studies autonomously to learn something apart from teachers' instruction and to develop her language process. ID states that her performance as a prospective EFL teacher may affect the performance of her students. IE indicates her agreement with the main question. She states that when she becomes an English language teacher, she will organize a class where students are not excessively set free or where they are loaded by lots of classroom assignments. Her response also indicates that students should be provided with opportunities that they can display their own potential. However, her response also make the readers feel that classroom setting should not be very student centered because when the teacher gives the all responsibility to the student, it may be very burdensome and uncomfortable for students. IF also indicates her agreement with the question. She, additionally, states that when she becomes an English teacher, she will make students take more responsibility.

As seen through the paragraphs above, the interviewees' responses confirmed that there is a close relationship between one's language performance inside and outside the classroom and their level of autonomy. It was understood from the responses that the interviewees are satisfied with being engaged in classroom tasks and assignments that ensure them to study autonomously. In this respect, it is important for teacher to organize the classroom circle in such a way as to enable students to display their whole potential in learning something in semi-isolation from teacher and other students. In a general sense, the interviewees have a sufficient notice of the concept of autonomy and they are willing to take responsibility of their learning process. They stated that it is important for both teachers and students to undertake particular roles in attempting to organize an autonomous classroom setting and in promoting the main learning approach under consideration. That is, the autonomy requires both teachers and students to share the learning responsibility together. This also implies that interviewees are aware of the fact that autonomy has some attributes that prompt students how to supervise their learning behaviors. These points were highlighted by the use of the first three interview questions (categorized as Q1, Q2 and Q3).

Q4 intended to elicit the particular behaviors of the interviewees, which might be useful in developing their skills of autonomous learning. In this respect, it was understood that interviewees are desirous to take actively part both inside and outside the classroom to develop their autonomous learning process.

Q5 was, on the other hand, designed to figure out the activities that interviewees currently do outside the classroom for the main purpose of developing their autonomy. In this respect, it was understood from the responses that interviewees deal with a range of activities that they think as playing considerable roles in developing their level of autonomy. They, for instance, read books, search through the internet, watch foreign T.V. channels and so on for the related reasons. The interviewees also stated that when they are engaged in different classroom assignments such as project works, presentations etc., they can take on more responsibility of their learning since they are asked to use their potential and evaluate their own progress.

Q6 attempted to figure out the interviewees' reactions towards the importance of being encouraged to develop the skills of studying autonomously. It was understood from the responses that interviewees have positive attitudes towards the points under investigation, which also indicates that autonomy has a great potential to encourage students to learn from their failures, weaknesses and intend to improve them. Since it is not always possible to receive help whenever it is needed, one should develop their skills of becoming more autonomous. In this sense, some interviewees stated that teachers should strengthen their hands to take responsibility of their learning.

Q7 was constructed to elicit from the responses of the interviewees whether or not there are any contributions of developing the skills of being more autonomous as current EFL learners and prospective EFL teachers. It was seen that the interviewees have positive attitudes towards the promotion of L.A., on the basis of its potential to encourage students' self-awareness of themselves in many ways. This can be summarized by what IB says: "I think that current EFL students who attempted to solve their problems individually can better understand the problematic aspects of their prospective students. It can be summarized as I came across such problems (whatever they are) while learning English. My students can face with the same or similar problems". As also understood from this quotation, when learners study autonomously and when they are encouraged to do so, they can realize their weaknesses and strengths in the language they are learning and use their earlier experiences in their professional life to help their prospective students who may face with the same or similar language problems. Besides, when autonomy is intended to be promoted, students can more effectively reflect on their learning needs since they are encouraged to be more censorious and reflective on their learning process.

Table 19 summarizes the results of the semi-structured interview.

Table : 19
Findings of the Semi-structured Interview

R.Q.	Interview Questions	Summary of the Findings Obtained from the Semi-structured Interview
1	1. What can you say about one's taking charge of his/her own learning in a language context in general?	The findings of the semi-structured interview showed parallelism with the findings of the questionnaire. The interviewees reported that they are aware of the stature of taking charge of one's learning and the certain avails of the concept of L.A. Their responses indicated that they have positive attitudes towards one's taking responsibility of their own learning. In this sense, they also indicated that teachers should encourage their students to benefit from the advantages of this learner approach. Teachers should make their students motivated to take essential steps of being autonomous. There is an overall agreement that teacher plays a considerable role in developing this learner approach.
	2. How often and in what conditions do you need to ask for help from your teachers?	The interviewees indicated that they can ask for help when they feel trouble in finding resources, getting information about a topic which is of interest, attempting to be sure about the details of topics, getting advice about language programs in abroad etc. The study showed that all the interviewees have serious problems in finding written materials.
	3. What are the ways of designing a classroom environment where student may become more autonomous?	The interviewees have similar ideas about how a classroom should be organized in such a way as to develop L.A. They stressed the importance of being provided with the necessary spare to display their whole potential. In this sense, they also stated that L.A. does not occur in isolation from classmates or teacher. Rather, both students and teachers should work together to develop this learner approach in their educational context. Interviewees stressed teachers play important roles in motivating students to become more autonomous.
	4. Can you define yourself as a student who has taken charge of his/her own learning? If so, can you give your reasons?	The interviewees stated that when they are asked to deal with tasks or outside classroom assignments, which they think as important to increase their awareness level of L.A. Their examples can be given as: listening to the news, making reading practice, using the internet etc. Some of those outside classroom activities show parallelism with the responses of the respondents who took part in conducting the questionnaire.
2	5. What are your present-day practices outside the classroom to develop your L.A.?	The interviewees stated that they read books, novels, newspapers, search through the internet, watch foreign T.V. channels, listen to foreign songs etc., to develop their autonomy. They also deal with classroom assignments such as one-stage presentations; project works etc., which require them to study more individually.
3	6. Do you think that students need external help to develop their skills in taking charge of their learning in their immediate learning context? If so, why?	The interviewees stated that they have positive attitudes towards being encouraged to act autonomously. In this respect, they stated that when they are asked to study more autonomously, they can develop themselves in many ways. They are also aware of the fact that they can not receive external help whenever they need, thus they should be able to develop their autonomy. This also shows that students like to be involved in decision-making process. On the other hand, they think that teachers should frequently encourage their students to make essential moves for taking charge of their learning process.
	7. Are there any contributions of taking charge of learning as current EFL students and prospective EFL teachers?	The interviewees have positive ideas about the promotion of L.A. in their language context like the respondents of the questionnaire. In this sense, they also consider that autonomy should be promoted since it may help students to develop their skills of controlling and monitoring their study environment. It may help them to be more self-dependent.

43. Summary of the Chapter

This chapter started with the details of data analysis procedures. It presented the sections of the questionnaire and objectives of each statement. It, then, underlined the data analysis techniques. In analyzing the quantitative data of the questionnaire, SPSS (v15.0) was used. Frequency and percentage values of each statement were calculated and interpreted. The chapter, then, presented the cumulative frequency values of each statement in graphs. Descriptive Statistics (means and std. deviations) were used. The Chi-square Tests were also used in this section of the study. The findings of these statistical techniques were given in words. The following section gave the details of conducting a semi-structured interview. The responses of the interviewees were transcribed and interpreted. Section, firstly gave the interview questions and, then, interpreted the responses according to their distinct aims. The chapter finally made a general evaluation of the interview, and summarized the objectives of each interview question by shortly elaborating the findings.

CHAPTER FIVE

5. CONCLUSION AND DISCUSSION

50. Introduction

This chapter is a summary of the findings. It summarizes the findings of the study and presents the pedagogical implications, suggestions, the author's outlook and limitations of the study.

51. Overview of the Study

Autonomy has been interpreted by different theorists. Holec (1981, cited in Benson, 2001) describes the notion as one of the important approaches that ensures students to determine their learning goals, content and progression. Autonomy may help students to choose useful materials and techniques and to control proceedings of language acquisition. When they develop their skills of studying autonomously, they may also evaluate what has been studied. The notion of autonomy on the basis of its main attributes has gained a big popularity in the recent decades. Its accounts are attempted to be more explicitly underlined and in many of the countries (the majority of which are Western and Eastern countries), precautions are constantly taken to encourage its promotion. Schools are intended to be organized in such a way as to develop learner autonomy and encourage students to build up their skills of learning autonomously.

As pointed by Benson (2001), the concept of learner autonomy is predicated on the natural tendency for learners to take control of their own learning. He (2001), too, asserts that autonomy is convenient to all learning contexts across cultural boundaries in spite of the fact that it may be presented in diverse ways and to different degrees according to the special features of learners and learning contexts. This also implies that autonomy is one of

the considerable learner approaches that may be promoted in all learning settings when the necessary pre-conditions are provided. For these reasons, autonomy as a noteworthy learner skill has recently received attention in many EFL and ESL contexts in the world for its practicality. In Turkey, in many EFL contexts (e.g. the institutions of higher education), the concept of autonomy is also encouraged.

The Department of Western Languages and Literatures of KTU is one of the important departments that takes into consideration the contributions that autonomy provides on the part of students. Students in this department are encouraged to work autonomously through different means provided for them. They are engaged in classroom assignments such as presentations, project works, preparing portfolios etc., that ensure them to display their individual potential in their learning process and encourage them to work more autonomously outside the classroom. However, as stated in earlier chapters, it is much more important how students perceive the main notion and react about it in order to organize the classroom setting in such a way as to reflect their learning needs and in turn help them with their needs. Since it is not possible to orient a class and take invaluable measures of encouraging autonomous learning without figuring out how students feel about the attributes of learner autonomy and its requirements, it is important to have a picture of their perceptions about the nature of autonomy.

To understand whether students have a sufficient notice of learner autonomy may help educators in designing their own classrooms on the basis of material development, implementation of new techniques, making use of different classroom assignments, syllabus organization and so on. This also implies that the results of this study may contribute to the overall development of the educational system by allowing educators to become more alert to the potentials for enhancing autonomy.

Based on the discussions in the previous paragraphs, then, this study sought to answer the following research questions:

1. Do the EFL learners in the Department of Western Languages and Literatures of Karadeniz Technical University (KTU) have notice of learner autonomy? If so, what are their attitudes towards learner autonomy?

- 1a. What are their attitudes towards the behaviors of autonomous learning?
- 1b. What are their attitudes towards the requirements of learner autonomy?
2. What are EFL learners' current exercises for autonomous learning outside the physical boundaries of their immediate learning environment?
3. What are EFL learners' attitudes towards the promotion of learner autonomy in their learning context?

This study also sought to answer the following minor research questions:

4. Is there a statistical relationship between the general understandings of the EFL learners and their grades?
5. Is there a statistical relationship between the current exercises for autonomous learning of the EFL learners and their grades?
6. Is there a statistical relationship between the attitudes of the EFL learners towards the promotion of learner autonomy in their learning context and their grades?

The findings of these questions were given in the earlier chapter, the following paragraphs give detailed information about the conclusions of the study by elaborating on the findings obtained through the questionnaire and semi-structured interview and discussing them.

52. Conclusions of the Questionnaire

In this study, the first part of data collection consisted of administering a 30-item Likert type questionnaire. All statements attempted to have a picture of the issues under investigation. The questionnaire had five main parts which were categorized under sub-headings. The following paragraphs give detailed information about the conclusions of each part in the questionnaire.

520. Conclusions Regarding the General Understanding of L.A.

The first research question aimed to find out whether students have a sufficient awareness level of L.A. on the basis of its attributes, autonomous behaviors and

requirements. The main data underlying this question were obtained through the first 18 statements categorized into the first three parts of the questionnaire. The findings of the first part of the questionnaire, which included 7 statements, showed that the majority of the respondents are likely to take notice of the main attributes of notion of L.A.

The majority of the respondents indicated that they have clear ideas about the concept of semi-isolation. They indicated that autonomy can occur when students and teachers work together. With this in mind, it is not unrealistic to assume to develop autonomous language learning in more teacher-dominant contexts where freedom is less encouraged. On the other hand, a small number of the respondents have opposite attitudes towards the issue that autonomy is a learner approach which occurs in semi-isolation of teachers and classmates. This is clear from this finding that some respondents are not sufficiently aware of the requirements of L.A. Evidently, the majority of the students are aware of the fact that autonomy requires them to monitor their learning process by stating that autonomy is one of the approaches that enables them to use their ultimate potential in deciding on their learning plans. This finding also indicated that they trust their own potential of monitoring and superintending their learning context. Some respondents do not appear to be aware of the fact that autonomy has some sort of potential in motivating them to use their strength in their own learning process by monitoring their learning plans. Obviously, for the majority of the respondents, autonomy has a great potential to get them to make relevant decisions for particular problems. However, a small number of the respondents have opposite ideas about the issue under consideration. From the findings of the questionnaire it was also seen that although some respondents do not sense autonomy as one of the learner approaches that helps them to make decisions about how to proceed through their learning by deciding on what to learn next, the majority of the respondents confirmed that the more the learner is autonomous, the more he/she will make invaluable decisions about what to learn next. This finding may also confirm that a significant number of the respondents like to be involved in decision-making process if they are given the sufficient encouragement (e.g., external motivation provided by the teacher) to do so.

The majority of the respondents indicated that autonomy may function in making students decide on which learning materials they will use inside or outside the classroom. On the other hand, some respondents appear to have some suspects about whether

autonomy has a potential to make students decisive of the learning materials which they can use outside the classroom. The reason of this may depend on different factors arising from the students themselves. Obviously, the majority of the respondents indicated that when they are encouraged to study more autonomously, they can monitor their learning skills. A small number of the respondents, on the other hand, have suspects about whether autonomy can put students in the way to be critical of what was studied by looking through their learning skills. Findings of this part of the questionnaire also showed that the majority of the respondents are aware of the fact that the more a student is autonomous, the more he/she may be more decisive about how to spend their time on each learning activity, although an average number of the respondents have ideas that autonomy has no function in making students carefully schedule their study environment by attending to the time. In the light of these considerations, it can be said that some respondents indirectly underlined the stature of teacher factor in getting full understanding the attributions of autonomy. That is, if there is a teacher who attempts to monitor every behavior of the student, it is not possible to assume students to develop their skills of learning autonomously. These findings are similar to what Vieira (1997) says. Based on his studies conducted in an attempt to get an understanding of students' attitudes towards autonomy, he states that the main concern is not whether educators may lose their authority or become superfluous, yet, rather, how the educators' authority may be developed from the students' authority. In this respect, it is highly important for educators to make students aware of the attributions of learner autonomy, and in turn, develop this approach in their classrooms. It is also necessary for both educators and learners to critically consider the process of teaching and learning.

On the other hand, Smith (2000), based on his studies, states that it is important for educators to be convinced about the value of autonomy and its accounts in order to increase students' understanding of autonomy and make them develop their skills of autonomous learning. Since educators play a major role in autonomous language learning process, it can be more impressive to make a gradual change in their beliefs and attitudes (Cotterall, 1995).

Note that in this part of the study, it was also found that there is no significant and meaningful relationship between the responses of the respondents and their grades except

for the statements 5 and 7 (See Appendix A). In other words, there is no significant difference between the responses to the statements 1, 2, 3, 4 and 6 and the respondents' grades. It was seen that the respondents gave significantly different responses to the statements 5 and 7 owing to their grades; the respondents' grades (2nd, 3rd and 4th) affected the ways of their responding. This finding also indicated that the respondents regardless of their grade differences have similar understandings of the notion of L.A. However, their attitudes towards whether "autonomy has no function for the students to decide on which learning materials to use" and "autonomy has no potential to make them decide on how long to spend on each learning activity" significantly change according to their grades.

Consequently, the findings of the first part of the questionnaire showed that the respondents have familiarity with the notion of learner autonomy. In sum, it can be said that the respondents are aware of the notion of L.A. On the other hand, the responses of some respondents also confirmed that they should be encouraged more to develop their skills of studying autonomously in their department in order to better understand its main attributes and to take advantage of it. It is also considerable to lay stress upon the roles of teachers when the aim is to make students awake to the accounts of learner autonomy.

521. Conclusions Regarding the Attitudes towards L.A.

The second part of the questionnaire comprised 7 statements (8-14) that attempted to have a picture of the students' attitudes towards the incentive behaviors that are peculiar to the notion of learner autonomy. The findings can be given as follows.

The findings of the data showed that a significant number of the respondents are eager to take essential risks to learn more than what is asked them to learn on their own. This also implies that they feel intrinsically motivated to do so. This finding may also indicate that the respondents are likely to trust their whole capability to learn something independently of the teachers and students. This finding may derive from the facilities in which they are engaged in their department. In other words, they may be motivated to study more independently outside the classroom. This finding is also similar to what Fazey and Fazey (2001, cited in Üstünoğlu, 2009) state on the basis of their recent studies on the relationship between motivation and autonomy. They claim that motivation, especially the

intrinsic one, has a great potential on students when they take charge of their learning process. In this sense, educators should be able to share the learning responsibility with their students in order to help them to develop their motivation, and in turn, their autonomy. It has been theorized that students who are sufficiently motivated may be more autonomous. They can take all necessary risks to monitor their learning process. In this sense, interest and curiosity of students should also be developed within the given setting (Lin, 2004).

On the other hand, a small number of the respondents stated that they do not throw oneself on their potential of learning something more than what is asked them to learn on their own. This finding may arise from the fact that the respondents are more used to receiving ready-made information, rather than enquiring what to learn next and attempting to explore new ways of proceeding this. This finding also implies that the respondents of the latter group may be happier with the current educational system where their independence is less encouraged and teacher undertakes the whole responsibility. This finding may depend on the fact that the respondents of the latter group may be unwilling to do anything unless teachers lead them to the way about what to do and how to do it.

The findings of this part of the questionnaire showed that the majority of the respondents are able to practice more individually while they are learning some language points under consideration. Their responses also confirmed that to be autonomous requires, to some extent, the learners' personal efforts to attain their learning goals. Besides, while a small number of the respondents have some suspects about whether they can achieve their learning goals, a very small number of the respondents have opposite ideas about the circumstance. This finding also confirmed that the respondents of the third group may feel unmotivated to identify their learning needs and to take steps to improve them, the reason of which may depend on the factors arising from the pre-determined syllabus, on teachers with whom they felt as an authority, on social or economical circumstances and so on.

Manifestly, a significant number of the respondents like to make essential moves to attain their learning objectives. That is, the respondents may be aware of their learning needs and they can work on them more to achieve them. On the other hand, a small number of the respondents do not appear to be satisfied with taking necessary precautions

of attaining their learning goals. This finding also showed that the respondents of the latter group may not be aware of the importance of shouldering responsibility in their learning process. In this sense, it may be said that some teachers do not organize their classes in such a way as to give their students sufficient responsibility and activate them to do so.

Obviously, a high number of the respondents are satisfied with making contact with their classmates and teachers to define their incompetence. This confirmed that autonomy is not a total detachment from others; rather, it requires students to collaborate with their teachers and classmates for related reasons. This finding also showed that the respondents may be already aware of their needs and be rejoiced at sharing these with their teachers if their teachers allow them to do so. In this sense, it can be said that the majority of the respondents have positive attitudes towards their teachers and their particular behaviors in the given setting. Besides, while a small number of the respondents has difficulty in planning their learning processes without the direction and supervision of their teachers and classmates, the majority of the respondents reported the opposite. In other words, it is not very exacting for the latter group of the respondents to use their potential in monitoring their learning process. This finding may be based on the fact that respondents of the first group may be used to a teacher-centered classroom environment and are unable to change their learning habits. As Sert (2006) states, students may not develop their autonomous learning on account of the fact that teachers have been trained within the same educational system, and as a result of this, may not administer autonomous learning techniques or strategies in their own classrooms at ease.

On the other hand, the majority of the respondents reported that they can decide on which learning materials they will use outside the classroom to complete their classroom tasks or assignments, and evaluate what has been learned or studied. This finding may also imply that the majority of the respondents desire a classroom environment where they are not constantly told what to do and how to do it without being given a chance of judging their own learning performance, which is one of the factors inhibiting autonomous learning. Rather, they are willing to be involved in a classroom circle where they are given the chance of making their voices heard. A small number of the respondents, however, have opposite ideas about what is under consideration.

In this part of the study, it was also reported that there is no significant or meaningful relationship between the attitudes of the respondents towards the behaviors of autonomous learning and their grades. In other words, the respondents' grades (2nd, 3rd and 4th) did not significantly affect their responses to the statements (8-14).

Consequently, the findings of the second part of the questionnaire indicated that the respondents have diverse but, to some extent, similar sort of behaviors to act more autonomously. In sum, it can be said that the respondents have attempts to fulfill the requirements of L.A. regardless of their grade differences. However, some respondents seem a bit unclear about certain points underlined in this part of the questionnaire. This also indicated that their present learning setting should be more autonomously oriented and teachers should encourage them to display their potential in their learning process by providing them with different inside-and outside-the-classroom assignments, tasks or techniques with their rich contents. In this way, they can be more aware of which roles they should undertake to develop their skills of acting more autonomously and feel motivated to do so. On the other hand, even though a significant number of the respondents claimed that they carry through the main requirements of L.A., a small number of the respondents do not appear to be sufficiently encouraged to take actions in their learning context to develop their autonomy. In this sense, it is important for teachers to attend their students' needs and support them to make moves to become more autonomous. This can be accomplished if teachers use different equipments, prepare different sorts of activities, engage students in tasks in which they can use their original ideas, and most importantly, convince them about their potential to gain more independence.

522. Conclusions Regarding the Attitudes towards the Requirements of L.A.

The third part of the questionnaire contained 4 statements (15-18) that aimed to elicit the respondents' attitudes towards the particular requirements of L.A.

The findings of the questionnaire showed that the respondents have positive attitudes towards one's taking necessary precautions to achieve their learning intentions autonomously. The degree of their agreement with the related statement, however, differs. An average number of the respondents stated that there is a constant need for being

convinced that they are capable of taking independence in the learning process. An average number of the respondents claimed that there is a medial necessity to do so. This finding may indicate both groups of the respondents are able to identify the fact that autonomy can occur only when students are given the chance of displaying their own potential in their learning process rather than passively receiving ready-made information from a superior authority. In this sense, the findings also indicated that there is a perdurable need for students to be active participants. This finding is similar to the views of Scharle and Szabo (2000). They claim that learners who are asked to be more autonomous should consciously supervise their own progress by attending to their learning needs. They should also strive for taking advantage of all opportunities to be engaged in the target language and learning assignments. Obviously, a very small number of the respondents indicated their disagreement with the stature of externally being prevailed upon taking independence in the learning process. Their responses may indicate that they do not need any external supervision of acting autonomously, the reason of which may depend on different factors arising from the students themselves.

On the other hand, there is an overall agreement among the respondents that it is necessary to explore the knowledge needed for solving prospective language problems. The gradation of their agreement for this statement, however, is different. The majority of the respondents stated that there is a considerable need to discover the knowledge which is especially useful in finding answers to the language problems. In this sense, it is important to lay stress on the importance of collaborating with the teacher. This can be explained with what Benson (1996, cited in Nordlund, 1997) says. According to him, taking charge of one's learning process, discovering knowledge, using learning resources appropriately or organization of the study environment can not only be accomplished by the student himself in accordance with his/her own options. There is a considerable need to make decisions by collaborating with the teacher. The respondents of the present study, thus, confirmed what Benson says.

A small number of the respondents, on the other hand, reported that they are unsure about their potential of discovering the knowledge to find answers to the language problems by marking the alternative of "Partly". This finding may be grounded on the fact that they are more used to a traditional classroom setting where teacher transmits the whole

information and students are given less chance of discovering and constructing the knowledge. This may imply some respondents are not very familiar with the idea of constructing their own knowledge by developing new ways of doing this. In this respect, it can be said that they are already satisfied with loading the whole responsibility to the teacher. On the other hand, teachers may have some sort of trouble in organizing their classrooms in such a way as to draw up the course intentions and to reflect on the students' states and demands.

Evidently, the majority of the respondents stated that they have an essential potential in routinely commencing their learning inside and outside the classroom. This finding also showed that while there may be some sort of thought that teacher is the dominant of the class. The respondents, nevertheless, seem to be aware of their own capacity of superintending their learning process if they are sufficiently motivated to do so. In this sense, while an average number of the respondents think that there is a considerable need to develop the skills of routinely commencing their learning process, a very small number of the respondents are unsure about their back demands for doing this. This finding can be grounded on the fact that some respondents still need to be spoon-fed about how to monitor their learning process because of their previous learning experiences.

The findings of the questionnaire also showed that the majority of the respondents seem to be aware of the importance of being self-confident in the process of developing the skills of acting autonomously. This finding is similar to what Wachop (n.d.) states. He claims that feelings of lower self-confidence or de-motivation are perceptible. It is uneasy to develop success in one's autonomous learning in this circumstance. As stated in the previous chapters, there is a close positive relationship between one's motivation and autonomy. That is, when students feel sufficiently motivated, they may develop more responsibility for their learning context. The respondents in the present study also responded in such a way as to substantiate this circumstance. However, an average number of the respondents stated that there is a medial need to be self-confident in the process of studying autonomously, the reason of which may depend on different factors.

Note that in this part of the study, it was also reported that no significant and meaningful relationship is present between the respondents' attitudes towards the

requirements of L.A. and their grades (2nd, 3rd and 4th). In other words, the respondents' attitudes towards what is researched (See the statements 15, 16, 17 and 18 in Appendix A) did not show any significant difference just because the respondents have different grades.

Consequently, the findings of the third part of the questionnaire showed that the respondents are aware of the requirements of L.A. at different levels. In other words, the respondents have familiarity with the requirements of L.A. in a general sense. On the other hand, some respondents are still unsure about whether there is a requirement of discovering the knowledge individually. Besides, they think that students should make moves of developing the skills of acting autonomously at a partial level, which may indicate that they have certain doubts about their potential of taking more independence in their own learning. In the light of this, it can be said that the respondents should be encouraged more to monitor their learning process by enabling them to be involved in tasks and assignments which they will have notice of the importance to study more autonomously. Besides, it was understood from the findings that the majority of the respondents have positive attitudes towards the issues under consideration. If these kinds of precaution are provided, those students may be motivated to carry on studying autonomously and develop their self-confidence.

523. Conclusions Regarding the Current Exercises of L.A. outside the Classroom

The fourth part of the questionnaire contained 5 statements (19-23) that aimed to answer the second research question. These statements were constructed in order to figure out the students' activities outside the classroom to develop their autonomous learning. The study showed that the majority of the respondents perform outside the classroom for the main purpose of developing their level of autonomy. The findings of this part of the questionnaire are similar to the findings of the previous studies carried out by Chan, Spratt, and Humphreys (2002). In their studies, students under investigation are reported as attempting to develop their level of autonomy by being engaged in different outside-the-classroom assignments and activities. In this study, the participants also responded in a way that they confirmed this.

The majority of the respondents stated that they use additional language resources to practice autonomously. The degree of their responses, yet, alters. For example, while a small number of the respondents stated that they never use additional resources written in English, a small number of the respondents stated that they rarely do so. On the other hand, an average number of the respondents reported that they sometimes use additional resources written in English; an average number of the respondents reported that they often do this; the rest of the respondents stated that they very frequently use additional resources written in English. The proportion of making use of the websites allocated for self-practicing in English seems to be high. In this sense, while a small number of the respondents do not seem willing to make use of the internet for the websites allocated for self-practicing in English, the majority of the respondents seem to do so by marking the alternatives of “often” and “very often”. Besides, it was reported that an average number of the respondents rarely make use of the multimedia. While an average number of the respondents reported that they sometimes make use of the multimedia; an average number of the respondents reported that they frequently make use of the multimedia by marking the alternative of “often” and “very often”. Obviously, a small number of the respondents stated that they never make use of the technological tools (e.g., computer software). A very small number of the respondents, on the other hand, stated that they rarely make use of the technological equipments.

Obviously, a high number of the respondents make the readers feel that they are strenuous to use the technological tools for educational reasons by marking the alternatives of “sometimes”, “often” and “very often”. The findings of the fourth part of the questionnaire also showed that the respondents watch foreign T.V. channels. Their proportion of watching foreign T.V. channels, however, changes. A small number of the respondents reported that they never watch foreign T.V. channels; a small number of the respondents, on the other hand, reported they rarely watch foreign T.V. channels. While an average number of the respondents reported that they sometimes watch foreign T.V. channels, more than average number of the respondents reported that they often or very frequently do so.

In this part of the study, it was found that a significant relationship does not exist between the students’ responses for the statements 19, 21, 22 and 23 and their grades. In

other words, there is no meaningful relationship between the outside-the-classroom activities such as using additional resources written in English, making use of the multimedia, making use of technological devices, watching foreign T.V. channels and the respondents' grades (2nd, 3rd and 4th). However, it was found that there is a meaningful or significant relationship between making use of the websites allocated for self-practicing in English and the respondents' grades. Thus, it can be said that there is a meaningful relationship between the responses to S20 and the grades of the respondents.

Consequently, the findings of the fourth part of the questionnaire showed that the respondents endeavor to develop their skills of learning autonomously outside the classroom. From the findings, it was also understood that the respondents mostly make use of the websites to self-practice in English. They secondly make use of technological equipments outside the classroom to study autonomously. The findings also indicated that the respondents have positive attitudes towards making practice autonomously outside the classroom since they leastly marked the alternative of "never" while answering the statements in the fourth part of the questionnaire.

524. Conclusions Regarding the Attitudes towards the Promotion of L.A.

The fifth part of the questionnaire comprised 7 statements (24-30) which aimed to answer the third research question. These statements were constructed in order to have a picture the students' attitudes towards the promotion of L.A.

The majority of the respondents reported that their accountability for making invaluable decisions is strong. In this sense, they stated that they do not have serious problems in planning the programs of work. This also implies that the majority of the respondents may premeditate their learning process by carefully monitoring their plans and their study environment. On the other hand, an average number of the respondents seem to be unclear about the points under consideration. A very small number of the respondents stated that they lack the certain skills of supervising their study environment. In this part of the questionnaire, it was found that an average number of the respondents are aware of their strengths and weaknesses of the knowledge in the target language they are mastering and prospectively teaching, when asked to be engaged in autonomous classroom tasks or

assignments. However, findings of the study also showed that an average number of the respondents are not sure about whether they make the essential attempts to notice their weaknesses and strengths of the target language. Thus, they marked the alternative of “neutral”.

On the other hand, a small number of the respondents disagreed with the idea that they are aware of the lack of the language they are mastering even when they are asked to be engaged in the autonomous tasks. The reason of this may depend on different factors. One of the findings of this study also showed that a high number of the respondents have attempts to make use the study environment appropriately even though some respondents have opposite ideas about the statement and a small number of the respondents seem to be unclear about what is under investigation.

Obviously, the majority of the respondents stated that they can undertake the roles of acting as a manager of their learning process by tending to be more critical about what to learn or do next. While a small number of the respondents seem to be unclear about the statement, a small number of the respondents have views in such a way as to disaffirm the statement. The main reason for this may depend on the fact that the respondents of the third group can not change their learning habits in the present education system. This result shows similarity with the studies conducted by Holden and Usuki (1999, cited in Sert, 2006) who attempt to learn Japanese students’ perceptions about L.A. They report that it is not the students who are innately passive, yet it is the educational system itself which inhibits students’ autonomy. In this sense, teachers appear to be taking more and more of an appearance in such discussions owing to their roles in a given educational setting.

Evidently, the majority of the respondents stated that they are sufficiently enunciative of displaying their learning demands. On the other hand, a very small number of the respondents have views in such a way as to run counter to this, the reason of which may be grounded on different factors arising from their lack of concentration, motivation etc. In this part of the study, an average number of the respondents stated that they can take advantage of their failures and their successes when they take part in the assignments that in general enable them to study more autonomously. However, a small number of the respondents appear to be unclear about this. Thus, they marked the alternative of “strongly

agree” and “agree”. In other words, they confirmed that they may not learn how to learn from their own failures and successes in their immediate learning context. The findings of this part also showed that a high number of the respondents think that their solidarity with their instructors and other students can be built up when they are asked to take part in autonomous classroom tasks, even though a small number of the respondents have contradictory opinions about the issue under question. Besides a small number of the respondents seem to be unclear about the statement by marking the alternative of “neutral”.

In this part of the study, it was also found that there is no significant and meaningful relationship between the respondents’ attitudes towards the promotion of L.A. in their immediate learning environment and their grades. In other words, students’ grade differences did not affect their attitudes towards what is under research. The respondents regardless of their grade differences provided similar responses to the statements 24, 25, 26, 27, 28, 29 and 30.

Consequently, the findings of the fifth part of the questionnaire showed that the respondents have positive attitudes towards the promotion of L.A. in their immediate learning environment; they have positive options about the promotion of L.A. On the other hand, they have different, yet, to some extent, similar attitudes towards the prominence of promoting autonomy in their immediate learning circle. There are some respondents who seem to be in need of being more convinced about the avails of learner autonomy when compared with the others. In this respect, it is important for students to be more engaged both inside-the-classroom activities and outside-the-classroom assignments and tasks which are causative to autonomous learning.

53. Conclusions of the Semi-structured Interview

In this study, the second type of data was obtained through a semi-structured interview which comprised 7 open-ended questions. The findings obtained through these questions were analyzed in the previous chapter. This section of the study underlines the main findings of the interview. The following paragraphs give detailed information about the conclusions of the interview questions by categorizing them into 3 main sub-headings. The

results are also presented in the light of the themes which were revealed during the interview.

530. Interview Conclusions Concerning the Interviewees' General Understandings of L.A.

The 4 interview questions (Q1, Q2, Q3 and Q4) were asked in order to shed light on the first research question. The following paragraphs present the findings of these questions.

The interviewees stated that being able to take charge of one's learning is important because of the fact that when students intend to develop their skills of studying autonomously, they may develop independence in their learning processes. The interviewees stated that taking aside time to practice individually is momentous in improving the skills of autonomy. They also pointed out that the teacher plays a considerable role in motivating students to make essential moves of taking charge of their learning responsibility. The interviewees believe the importance of being guided to find their own learning ways. It was found that the interviewees have positive attitudes towards taking charge of their learning process. On the other hand, there is an overall agreement on the roles of teachers to encourage students to take charge of their own learning.

The interviewees stated the particular conditions of asking help from their teachers. Some interviewees pointed out that they feel difficulty in dealing with classroom assignments or finding written materials. In this respect, they ask for help from their teachers. On the other hand, some interviewees reported that they ask for help from their teachers when they do not understand about what to do next or when they have difficulty with particular kinds of assignment or task. In the light of these, it can be said that the interviewees intend to ask for help from teachers when they have difficulty in their language context. Some interviewees, for instance, pointed out that they ask for help from their teachers when they feel difficulty in finding the written materials in their language context.

From the findings of the semi-structured interview, it was also understood that the interviewees have good suggestions about how a classroom environment should be

oriented in order to encourage students' autonomy. They, for example, stated that classroom settings should be organized in such a way as to show students that they are respected, to make them feel that they are valued and their ideas are important. They suggested that it is necessary to give students more space in monitoring their learning progress. They also stated that teachers should give students sufficient responsibility since it may be very irritating and soul-destroying to passively sit. The interviewees are aware of the fact that the conditions (economical or technological) of the school largely affect the ways that both teachers and students proceed.

On the other hand, the interviewees pointed out the creativity and the potential of teachers equally play important roles in making students adapt the skills of autonomous learning. In this sense, some interviewees advised for teachers to use a variety of activities which are especially useful for the students who have different learning styles. They also stated that there should be a dynamic relationship between students and teachers if the aim is to promote and encourage students' autonomy. In this sense, they stated the importance of building up a strong relationship with teachers. In the light of these findings, it can be said that the interviewees prefer a classroom circle where teachers make students activate themselves.

It was also found that the interviewees consider themselves as semi-autonomous learners. That is, they have certain doubts about whether they can completely fulfill the requirements of autonomous learning. On the other hand, they based their ideas on the fact that they deal with several outside-the-classroom assignments. From the findings of the semi-structured interview, it was understood that the interviewees make reading and listening practice by watching foreign T.V. channels, they make use of technological equipments such as the internet and try to speak to their native speaker teacher in order to be more fluent in speaking. On the basis of these findings, it can be said that the interviewees intend to take sufficient responsibility to develop their skills of studying autonomously.

Consequently, the findings obtained from the first four interview questions (Q1, Q2, Q3 and Q4) showed that the interviewees have similar attitudes towards the avails of L.A. as the respondents of the questionnaire.

The findings confirmed that the interviewees are familiar with the notion of L.A. on the basis of its requirements and main considerations. However, being convinced about that they are aware of the main notion in theory seems to be insufficient. Even though students actually appreciate the benefits of autonomous study as much as the respondents of the questionnaire and claim to make equally good use of the opportunity, their actual behaviors in a given setting may not reflect the facts. Thus, teachers should carefully observe their students and detect whether students may get ahead in autonomous learning. This may be effective to help students with their needs and, in turn, contribute to a higher achievement and motivation. As stated by almost every interviewee, it is very important for teachers to encourage their students for meeting their learning demands, which in turn, may affect the ways of adapting autonomous studies.

531. Interview Conclusions Concerning the Current Exercises of L.A. outside the Classroom

The researcher constructed the 5th interview question in order to answer the second research question. The interviewees stated that students should be inquisitive and active. They stated that students should make practice outside the classroom apart from teachers' instructions. Their responses confirmed that they are willing to seek out class experiences. In this sense, they reported that they are willing to develop an interest in their self-improvement. On the other hand, these skills require some sort of energy to be taken into the learning process, and the interviewees are aware of this. They, for instance, reported that they put aside time to make practice outside the classroom to develop their autonomy. They read books, texts and novels in English, search through the internet and go to the library, watch foreign T.V. channels to be more fluent in speaking and listening, attempt to make speaking practice with their native speaker teachers, search the ways of making master's degree in foreign countries, to make practice within the native culture itself and so on.

From the findings of the semi-structured interview, it was also understood that the interviewees are asked to deal with several classroom assignments which they think as playing important roles in developing their level of autonomy. These are project assignments and presentations. The interviewees reported that they attend to details of such

works since these works enable them to display their potential within the formal context of education. While they are making their individual presentations, the interviewees, for instance, reported that they are careful at using several aids (such as visual aids) to make the presentation more comprehensible for the audience.

Consequently, through the responses to Q5, it was found that the interviewees are aware of the importance of taking energy into their learning process. It is also clear from the responses that the interviewees attempt to focus on becoming a lifelong learner and more reflective about their experiences. In this sense, they deal with outside-the-classroom activities, some of which are similar to the activities performed by the respondents of the questionnaire (See the 4th part of the questionnaire in Appendix A). On the other hand, their outside-the-classroom activities do not seem satisfactory to take full advantage of autonomous learning. For example, all the interviewees stated that they make use of the internet to search for new topics or written sources which they can not find in the library. However, autonomy requires the skills of constructing active knowledge and internalizing it by developing new ways of searching. This and similar problems may affect students' autonomy negatively. On the other hand, this problem does not arise from students only. Some institutional preparations are strongly needed to meet students' needs. In this sense, it is also important to make some economical revisions and to establish centers where students can study more autonomously.

532. Interview Conclusions Concerning the Attitudes towards the Promotion of L.A.

Two interview questions (Q6 and Q7) were asked in order to shed light on the third research question. The findings of these questions are presented in the following paragraphs.

The interviewees stated that they need external help to decide on where to go during their learning process. They strongly believe that when they are given sufficient space to show their potential, they can take the necessary risks to reach their learning goals. In this respect, they sense the teacher as the key factor. How to prepare students for adapting the pedagogy for autonomy is, then, based on teachers' potential and creativity. The

interviewees believe that there is a mutual link between one's adaptation of autonomous learning skills and teacher's energy to be taken in the process of promoting this approach. Undoubtedly, teachers should revise their roles in making students more autonomous. However, students should also escape from the idea that a teacher should construct the whole elements of language education. Rather, students should attempt to accept the avails of learner autonomy and try to take the necessary steps of adapting this approach by receiving the necessary help from their teachers.

Some interviewees confirmed the importance of students' individual effort when it comes to the promotion of L.A. The interviewees also reported that students should be able to motivate themselves in order to undertake their learning responsibility since they already accept the fact that they can not find teachers near them whenever they need them. On the other hand, they underlined that if students try to be convinced about the importance of autonomy and take the essential steps of gaining independence in their learning context, they can develop their self-awareness.

From the findings of the semi-structured interview, it was also understood that the interviewees are aware of their weaknesses and strengths in the language they are mastering and they have attempts to improve them. They also think that these individual efforts may contribute to their occupational life in many ways. On the basis of this, the interviewees reported that they can take advantage of their autonomous studies in their prospective profession. As it is also clear from the findings, the interviewees value the principles of freedom and self-governance. Teachers, again, play important roles in preparing their students to adapt these skills. These are the most important skills that should be developed by the current EFL students and prospective teachers. In this sense, what students need to adopt is pedagogy for learner autonomy.

As seen through the paragraphs, some interviewees like to weigh the responsibility to their teachers. On the other hand, they are also aware of their potential to make invaluable decisions about what to do next. However, it must be remembered that if students want to find effective solutions to the present and future problems by appropriately superintending their study environment, they should align themselves with their classmates and teachers. Some interviewees stated that unless they are urged (e.g., by an external authority) to take

the necessary risks, they will not do anything. This also shows that students still need to be put a premium on taking the next step. The interviewees reported that they need external encouragement to take an action. This also arises from the problems of traditional education system. Some interviewees reported that they expect teachers to show all the ways, which inhibits their adaptation of autonomous learning skills.

Consequently, the findings obtained from the interview questions 6 and 7 indicated that the respondents have positive attitudes towards the prominence of encouraging autonomy. In this way, it can be said that their responses are similar to the responses (given to the statements in the fifth part of the questionnaire) of the participants completing the questionnaire. In this respect, it was also concluded that students need external encouragement to fulfill the requirements of L.A. On the other hand, responses of some interviewees indicated that students perceive the teacher as a figure that has a mission to govern the whole class and his/her decisions may affect the performance of students in many ways. In this respect, it can be said that teachers should convince their students that they have the essential potential to activate themselves and they should organize their classes in such a way as to make students aware of this. The interviewees also responded in such a way as to substantiate this.

54. Comparison of the Findings of the Questionnaire and Semi-structured Interview

In order to look at the findings in a general sense, it is also considerable to shortly compare the findings of the questionnaire and the semi-structured interview. In this way, it is possible to make a triangulation between the two data collection instruments.

When we look broadly at the findings of the questionnaire statements which were designed to figure out the general understandings of the students, we can realize that the participants are aware of the main notion and they have familiarity with the requirements of autonomy on a large scale. The first four interview questions (Q1, Q2, Q3 and Q4, See Appendix B) designed to figure out the interviewees' general understandings of L.A. also confirmed some points revealed through the questionnaire. That is, the interviewees, like the respondents of the questionnaire, are aware of the fact that autonomy requires some

sorts of struggle to be taken into the educational context and they have certain attempts to fulfill the requirements of autonomy.

From the findings of the questionnaire, it was also found that the participants attempt to develop their autonomous behaviors within the formal educational context of their learning. When we look at the findings of the semi-structured interview, especially the responses to the 4th interview question “Can you define yourself as a student who has taken charge of his/her own learning? And if so, can you give your reasons?” we can easily notice that the interviewees have also certain attempts to develop their skills of studying autonomously. However, it was also realized that the interviewees have certain doubts about whether they can meet the requirements of autonomy. This finding is less seen through the findings of the questionnaire since we do not exactly know the reasons behind the responses.

In the fourth part of the questionnaire (See Appendix A), the statements, which were designed to figure out the respondents’ outside-the-classroom activities, were given. It was found that the respondents put aside time in practicing outside the classroom for the main purpose of developing their level of autonomy. In this sense, they try to use additional resources written in English, make use of the websites allocated for self-practicing in English, make use of the multimedia, make use of technological devices, and watch foreign T.V. channels. Their degree of their responses, however, differs. From the findings of the semi-structured interview (the responses to the 5th interview question: “What are your present-day practices outside the classroom to develop your level of autonomy?”), it was also seen that the interviewees perform similar kinds of activity (such as using the internet, watching foreign T.V. channels, making speaking practice with their teacher who is a native speaker and so on) which they think as playing important roles in improving their autonomy. In the questionnaire, while the respondents did not specify any outside-the-classroom activity which they think as having potential in developing their level of autonomy, the interviewees provided more detailed information about what was asked. They, for instance, specified project assignments and individual presentations while answering the 5th interview question.

In the fifth part of the questionnaire (See Appendix A), the statements which were constructed to shed light on the respondents’ attitudes towards the promotion of L.A. in

their immediate learning setting were given. From the findings of the questionnaire, it was understood that the respondents have positive attitudes towards the promotion of L.A. since the majority of the respondents stated that their performance in the language context may be developed by the help of autonomous studies. In this sense, they laid emphasis on that they may plan the programs of work well, act as a manager of their learning process through enquiring what to learn next, can reflect their learning needs in their language context and so on. The findings of the semi-structured interview (the responses of the 6th and 7th interview questions, See Appendix B) also confirmed that the organization of a classroom in such a way as to encourage autonomy is important. In this sense, the interviewees suggested possible ways of organizing classrooms in a way that the students may develop their skills of studying autonomously. In this respect, it was also understood that the interviewees like the respondents of the questionnaire have positive attitudes towards the promotion of learner autonomy in their given setting.

55. Pedagogical Implications of the Study

There are certain pedagogical implications of this study. The findings of the study implicated that the tendency to promote autonomy on the part of the students requires a systematic effort to be put in the organization of the study environment. In this sense, it is highly important to focus on the systematic arrangement of the study environment where students are given the chance of displaying their whole potential in their learning process. Both teachers and students should redefine their certain roles if the aim is to promote students' autonomy and make them aware of the avails of this approach. In this respect, it is vital for teachers to encourage their students to develop into more responsibility in their learning process. On the other hand, it is not an easy process which can be accomplished in a short time. In this sense, educators should systematically schedule their classroom syllabuses. They should create a classroom circle in such a way as to make their students sufficiently encouraged to develop new ways of attaining knowledge, rather than making them memorize some sort of information and quote this information on the exam sheet.

On the other hand, students should be made feel that their ideas are valued and they have the necessary potential to take charge of their learning. In the light of the points mentioned through the study, it can also be concluded that teachers should take on the role

of a facilitator rather than a strict authority. They should be able to share the responsibility with their students. On the other hand, they should initially accept the accounts of promoting autonomy, and feel that their authority is not undermined when they attempt to organize their class autonomously. In this respect, they should also develop their own autonomy in order to better help their students. According to Nordlund (1997), teachers should be trained to develop their level of autonomy for the main purpose of working collaboratively towards confronting circumscriptions and transmitting them into opportunities for any change.

This study gives certain suggestions for teachers about how to organize their own classroom environments. On the other hand, to organize a classroom environment does not only depend on the efforts put by the educators in the language context. Institutional preparations, teacher and student training programs, syllabus revision, technological equipments etc., also play important roles in adapting autonomous studies. Evidently, this study also pointed out that there are certain learner roles (e.g., active participant, manager of his/her learning process, processor of knowledge etc.) in an autonomous classroom circle. However, whether or not these roles are developed may be attached to the interaction between students and teachers, and the nature of the power relationships between them. When students are given the chance of displaying their potential in their learning process by helping them to find convenient ways of setting their learning intentions and to venture upon attaining their learning intentions, their level of autonomy may successfully be built up.

Generally looking at the particular pre-conditions of promoting autonomy in an EFL or ESL setting, we can say that students should be intrinsically motivated to take the necessary risks to manage their learning process. In this respect, they should be involved in a learning circle which is equipped with convenient materials, technological equipments, a range of learning materials whose contents are suitable to study individually, and so on. When these requirements are understood and provided well, students' autonomy and their attitudes towards the accounts of learner autonomy can be strengthened. Besides, assignments and classroom tasks should be arranged in such a way as to reflect students' learning needs. In this respect, students' views about the process of how to organize the classroom circle should be taken into consideration.

Since learner autonomy is a social phenomenon rather than a solely individual phenomenon, students should be gradually encouraged to be aware of the fact that they are also valid sources of information. That is, students' preferences are momentous in controlling the classroom environment. In this respect, it is also important for teachers to encourage their students to perform outside the classroom on the basis of the idea that factual learning is what a person explores and appropriates all by himself. When students are encouraged to perform outside the classroom, their independence, motivation and their process of discovering the principles of learning may be successfully built up. In spite of the fact that educators, in general, desire their students to actively take part in their learning, a small number of the respondents of this study indicated that they have some sort of difficulty to meet these expectations, the reason of which may depend on different factors. In this sense, it is important to lay stress on their voice in attempting to supervise the conditions of their immediate learning environment for both increasing their awareness level of autonomy and making them motivated to take advantages of it.

Consequently, the results of this study indicated that the respondents have a sufficient awareness level of learner autonomy on the basis of its attributions, incentive behaviors and requirements. On the other hand, they should be more convinced about their potential to take greater independence in their learning process in order to take advantage of the particular affairs of the concept of learner autonomy. Some respondents seem to need more external help to develop their skills of autonomous learning. These and other students who have similar problems can be addressed and provided with techniques or tasks that enable them to be more encouraged for taking active part in their learning process. In this respect, teachers should make gradual observations and attempt to define the students who lack skills of working independently.

Besides, teachers should not load all responsibility to students since students seem unwilling to undertake ultimate responsibility as stated by the interviewees in the present study. They should search ways of involving students in their learning process. Otherwise, it is not possible to develop learner autonomy in any way, which is accepted as one of the most important ways of effective learning. On the other hand, by carefully observing students' individual classroom performance and the results of their performance in tests, projects etc., and their autonomy level may be, to some extent, embodied.

56. Prospects for Further Research on L.A.

This study examined the attitudes of the students towards the issues on what was researched. That is, the main issues under consideration were examined from the students' point of views. To have a more vivid picture of the study, teachers' attitudes towards the issues under consideration may also be examined in prospective studies. Examining teachers' perspectives of the same problem and matching the results with students' views can enable researchers to obtain a full understanding of the main problem. Besides, investigating teacher's attitudes may serve as a guide in the process of organizing classroom environment, and developing curriculum in accordance with content selection, materials, pedagogical circumstances, classroom tasks, activities and assignments. On the other hand, teachers' autonomy can be examined in prospective studies in order to see whether they are able to adapt autonomous learning approach in their own classrooms. In this way, it can be understood the main factors which motivate or de-motivate students to develop their awareness level of autonomous learning. On account of the fact that teachers have a great mission in the process of autonomous language learning, their states, beliefs and attitudes may be used to have a picture of the strengths and weaknesses of the current educational system. These studies can also give advice about how to develop ways of promoting autonomy and making students more familiar with the avails of autonomy and attempt to take advantage of it in their immediate learning environment. In the future studies, more respondents may be involved in the research scope, which is one of the effective ways of obtaining dependable data on what is researched.

On the other hand, time constraints inhibited the present researcher to get in-depth understanding of different dimensions of learner autonomy. In further studies, more students' states towards the different dimensions of L.A. may be examined in order to shed light on its uncovered points.

This study was conducted in the department of advanced level EFL students, this study could have been conducted in different departments of KTU such as the department of prep-class students. In this way, it is possible to obtain results, which show the different dimensions of L.A. In prospective studies, researchers may work with the students who attend this department according to their distinct aims.

57. Limitations of the Study

One of the limitations of the study was that the data collection instruments(s) were conducted with a limited number of EFL students. In this respect, to generalize the findings beyond the sample is risky. The other limitation of the study was that the research had to be completed in a limited time, which prevented the researcher from increasing the amount of data obtained. The majority of the students who participate in the study were females. This prevented the researcher to make very manageable interpretations about the sample group.

58. The Author's Outlook

During the study, many related points were revealed. It was shown that the participants of the study have familiarity with the notion of autonomy. On the other hand, some participants made the researcher feel that they should be more aware of the requirements of developing this learning approach in their learning context. In this respect, it was also shown that there is an agreement among the respondents that teachers play important roles in raising the students' awareness of L.A. The findings of the semi-structured interview, for instance, strongly confirmed this case. During the study, it was revealed that the students (participants of the questionnaire and the interviewees) have the attempts to fulfill the requirements of L.A. The participants of the questionnaire, for instance, stated that they perform several outside the classroom activities. The interviewees also reported that they put aside time in preparing themselves more autonomous outside the formal educational context. When the respondents' attitudes towards the promotion of L.A. in their immediate learning setting were attempted to be learned, the participants responded positively. Broadly looking at the results, we can also conclude that autonomy may be developed in the given educational setting and students' awareness of L.A. may be increased by taking the necessary steps for its promotion.

When we look at the findings of the questionnaire, it was also seen that there is no significant or meaningful relationship between the responses to 30 statements and the grades of the respondents (except for the statements in some part of the questionnaire presented in part four). This also showed that the respondents' grades did not significantly

affect their ways of answering the questionnaire items. In other words, the respondents from different grades have more or less similar attitudes towards what was researched.

The findings of this study also signaled that Turkish EFL students have attempts to adapt the skills of studying autonomously. In this sense, we may better help EFL students, who have similar sorts of options, with their learning needs by taking the necessary precautions and organizing our classes in a way they can take the advantages of autonomous learning. Autonomy is one of the approaches which deserves to be more focused in language educational context. For this reason, its dimensions should be examined in different departments of higher education.

59. Summary of the Chapter

In this chapter of the study, main findings obtained from the student questionnaire and semi-structured interview were summarized. Initially, the chapter presented the main details underlined during the study. The chapter, then, discussed the results of the questionnaire by also elaborating the ideas of some authorities based on their previous studies. In this way, it was clearly understood whether the results of our study were similar or discordant with the results of other studies dealing with the notion of autonomy. In the subsequent section, this chapter discussed the findings obtained from the semi-structured interview by categorizing them according to the main themes revealed during the study. The chapter, then, made a comparison of the questionnaire findings with the findings of the semi-structured interview. The chapter, additionally presented the pedagogical implications that the study brought about in order to have a picture of the main concerns which should be taken into consideration by both teacher and students if the main intention was to encourage autonomous learning. In the following paragraphs, suggestions were underlined about what to do in the prospective studies on learner autonomy. Lastly, this chapter presented the author's outlook to understand her ideas about the study in general and the limitations of the study in order to underline main problems encountered during the study.

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APPENDIX A



A STUDENT QUESTIONNAIRE

AN INVESTIGATION INTO TERTIARY LEVEL TURKISH EFL STUDENTS'
AWARENESS LEVEL OF LEARNER AUTONOMY AND THEIR
ATTITUDES

Prepared By

Özlem Dokuz

MASTERS OF ARTS IN THE DEPARTMENT OF APPLIED LINGUISTICS

KARADENİZ TECHNİK UNIVERSITY

TRABZON-2009

THE QUESTIONNAIRE

Dear Student,

My name is Özlem Dokuz and I am doing my Master's Degree in Applied Linguistics in the Department of Western Languages and Literature. My thesis topic is learner autonomy and as part of my study I prepared this questionnaire. The aim of this questionnaire is to have a picture of how university level Turkish EFL students perceive the notion of learner autonomy (L.A.) and attitudinize towards L.A. Besides, this questionnaire intends to figure out how these students practice outside the physical boundaries of their immediate learning environment for the main purpose of developing their level of autonomy. Lastly, it aims to get an understanding of their attitudes towards whether there is any requirement of promoting L.A., in an EFL context.

Your responses are of highest value to me and they will constitute the backbone of my master's study. The data to be collected through this study will be used for research purposes only. All responses will be kept strictly confidential and all respondents anonymous. No one of the respondents will be revealed in any way in the study. Please remember this is an important part of my study and is a matter of urgency.

Please do not write your name on the questionnaire, but gender, faculty, grade and age. And provide all the information requested.

Thank you very much in advance for devoting your time and for your cooperation.

ÖZLEM DOKUZ
TRABZON-2009

Gender of the (respondent): Female Male

Grade of the (respondent): 1st 2nd 3rd 4th

Age of the (respondent):

Name of the Department:

Date:/...../2009

LEARNER AUTONOMY- STUDENT'S OUTLOOK

1. Part: This part contains 7 statements designed to elicit your awareness level of the notion of autonomy. The following key shows the degrees of your responses. It is important that your responses are honest and serious in respect of your ideas about L.A. Please read each of the statement carefully and put a tick (✓) or cross (X) in only one box for each statement.

The Key
1. Strongly Agree
2. Agree
3. Neutral/No idea
4. Disagree
5. Strongly Disagree

→ What does autonomy remind you? Autonomy.....

The General Understandings of the Students on L.A.	1	2	3	4	5
1. is a learning process in semi-isolation of teachers and classmates.					
2. has no potential of making you decide on your learning plans.					
3. has no vitality of making relevant decisions for particular problems.					
4. makes you motivated to decide on what to learn next.					
5. has no function to decide on which learning materials to use.					
6. makes you critical of your learning skills.					
7. has no potential to make you decide on how long to spend on each learning activity.					
Your comments, if any?					
.....					
.....					

2. Part: This part comprises 7 statements constructed to unveil incentive behaviors of autonomous learners. The following key shows the degrees of your responses. It is important that your responses are honest and serious in respect of your ideas that this part of the questionnaire intends to reveal. Please read each of the statement carefully and put a tick (✓) or cross (X) in only one box for each statement.

The Key
1. Almost always true for me
2. Usually true for me
3. Neutral/No idea
4. Not often true for me
5. Almost never true for me

→ While I am having English courses at my department, I

The Attitudes of the Students Towards Autonomous Incentive Behaviors	1	2	3	4	5
8. learn more about what is asked me to learn on my own.					
9. practice individually while learning some language points under consideration.					
10. make essential moves to attain my learning goals.					
11. contact classmates and teachers to define my weaknesses and strenghts in the target language.					
12. plan my own learning process.					
13. choose learning materials (e.g., periodicals, books related to my on-stage presentation etc.) outside the classroom.					
14. evaluate my progress in the language I am mastering.					
Your comments, if any?					
.....					
.....					
.....					

3. Part: This part contains 4 statements designed to figure out your attitudes towards the particular requirements of L.A. The following key shows the degrees of your responses. It is important that your responses are honest and serious in accordance with your line of sights towards the issues that this part of the questionnaire attempts to reveal. Please read each of the statement carefully and put a tick (✓) or cross (X) in only one box for each statement.

The Key
1. Much
2. Not Much
3. Partly
4. Never
5. Neutral/ No idea

→ How much/often should EFL students.....?

The Attitudes of the Students Towards the Requirements of L.A.	1	2	3	4	5
15. be convinced that they are capable of taking independence in learning process.					
16. discover the knowledge which they need as they try to find answers to the language problems.					
17. routinely initiate their own learning both inside and outside the classroom.					
18. have self-confidence to be an autonomous learner.					
Your comments, if any?					
.....					
.....					
.....					
.....					

4. Part: This part comprises 5 statements constituted to comprehend the current practices of autonomous learning. The following key shows the degrees of your responses. It is important that your responses are honest and serious in accordance with your actual practices of autonomous learning. Please read each of the statement and put a tick (✓) or cross (X) in only one box for each statement.

The Key
1. Never
2. Rarely
3. Sometimes
4. Often
5. Very Often

→ How frequently do you?

EFL Learners' Current Practices of Autonomous Learning	1	2	3	4	5
19. try to use additional resources written in English.					
20. make use of the websites allocated for self-practicing in English.					
21. make use of the multimedia (e.g., periodicals).					
22. make use of technological devices (e.g., computer software) outside the classroom.					
23. watch foreign T.V. channels (e.g., CNN, BBC, CNBC etc.).					
Other, please specify:					
.....					
.....					
.....					

5. Part: This part comprises 7 statements designed to unveil your attitudes towards the promotion of L.A. The following key shows the degrees of your responses. It is important that your responses are honest and serious in accordance with your feelings about the points that this part intends to reveal. Please read each of the statement and put a tick (✓) or cross (X) in only one box for each statement.

The Key
1. Strongly Agree
2. Agree
3. Neutral/No idea
4. Disagree
5. Strongly Disagree

→ While I am dealing with assignments making me study autonomously, I feel that.....

The Attitudes of EFL Learners' Towards the Promotion of L.A.	1	2	3	4	5
24. I plan the programs of work well.					
25. I can not be aware of the lack of knowledge of the language I am mastering and prospectively teaching.					
26. I do not make use the study environment well.					
27. I can act as a manager of my learning process through enquiring what to learn next.					
28. I can reflect my learning needs.					
29. I may not learn how to learn from my own failures and successes.					
30. My co-operation with my teacher and other students is poor.					
Your comments, if any?					
.....					
.....					

IF THERE IS ANYTHING THAT YOU WANT TO ADD ABOUT L.A., PLEASE WRITE IN THE FOLLOWING BOX!

A large rectangular box with a black border, containing 20 horizontal dotted lines for writing.

The End of the Questionnaire



Thank you for completing the questionnaire, please return it to your teacher or the researcher herself!

Özlem Dokuz
TRABZON-2009

APPENDIX B**INTERVIEW QUESTIONS**

1. What can you say about one's taking charge of his/her own learning in a language context in general?
2. How often and in what conditions do you need to ask for help from your teachers?
3. What are the ways of designing a classroom environment where students may become more autonomous?
4. Can you define yourself as a student who has taken charge of his/her own learning? And if so, can you give your reasons?
5. What are your present-day practices outside the classroom to develop your level of autonomy?
6. Do you think that students need external help to develop their skills in taking charge of their learning in their immediate learning context? If so, why?
7. Are there any contributions of taking charge of learning as current EFL students and prospective EFL teachers?

APPENDIX C

THE TRANSCRIPTIONS OF THE INTERVIEWEES

Interview Question 1: What can you say about one's taking charge of his/her own learning in a language context in general?

<p>IA: <i>According to me, students, who attempt to act more individually in their language context, desire to take up this learning approach seriously and try to adapt this approach to their daily life, are autonomous learners. Developing this learner skill is related to the personality of students. I mean that social students may have problems in dealing with individual assignments. However, there are also students who are more introverts and like to study more individually as a result of their characteristics. What is, then, important is whether students profit by the type of study they adapted. The most important point of taking responsibility of one's learning is to make the knowledge perdurable that student has constructed. While students may forget information received by others easily, they do not forget the sort of information they obtained at ease. The other important point I want to stress is that teachers can not provide all the facilities that students need. In this respect, students should work more individually to meet their learning needs.</i></p> <p>(1. Interviewee from the 2nd grade).</p>
<p>IB: <i>As I have seen in my department, teachers present their courses and expect their students to do most of the things. On the other hand, this circumstance may develop students' individualization. Individual works are useful and they should be developed. Students can not find their teachers near them whenever they need. For this reason, they should develop their individualization to meet their learning needs. Students are more aware of themselves than teachers. They can more successfully detect their weak and strong points than teachers can do. Students can recover their weak points by individually studying.</i></p> <p>(2. Interviewee from the 2nd grade).</p>
<p>IC: <i>A student should undertake his learning responsibility. But, while doing this, he should ask for help from his teachers. He should cooperate with his teachers and classmates. I also believe that the more a language student develops himself, the more he can be successful in his learning context. At this point, teacher should support his student to set in motion. I believe that teachers' encouragement is very important for student to be activated. Teachers should guide us about how to start and where to go. In this way, students may feel more relaxed. I feel relaxed when teachers don't criticize me for my mistakes and when they show me the way.</i></p> <p>(3. Interviewee from the 3rd grade).</p>
<p>ID: <i>We have limited resources at hands. Our teachers can provide more resources. The assignments that teachers give us can help our language development since they ask us to force ourselves to product more. And this can contribute us in many ways to take more responsibility in our language context. Classroom assignments guide and encourage us to search more. While preparing our project works, we can use our original ideas.</i></p> <p>(4. Interviewee from the 3rd grade).</p>
<p>IE: <i>According to me, this depends on the population number of the classroom. If you study in a classroom which is comprised of at least 60 people, you can come across some students who isolate themselves and don't talk since there are already students who are eager to talk. I try to actively participate in the course. I participate to develop my language process. I also try to complete my lack points of the topic about which I will talk at the course hour. I am satisfied with my personal efforts in my language context. Before coming to class, I search through the internet. I can't say that school library is satisfactory to find resources.</i></p> <p>(5. Interviewee from the 4th grade).</p>

IF: *I come to the class being sufficiently prepared. I remain silent during lesson, but I listen to my teachers very attentively. I like to display my performance during exam times. I don't like group works. When I was in the first class and secondary class, I observed that group works were being made. But, I often study by my own. I think that individualized works are more useful for my language development. According to me, individualized classroom assignments measure the success of students better than others such as group works. I believe that teachers can more successfully measure the performance of students when they study individually.*
(6. Interviewee from the 4th grade).

Interview Question 2: How often and in what conditions do you need to ask for help from your teachers?

IA: *I can ask for help from my teacher for the classroom assignments with which I feel difficulty. I can also take their advice while dealing with project assignments with which I feel helpless in finding resources. Our teachers can help us about how to find resources which we can't reach directly from the school library. The most important point to be underlined here is whether students can see their weak points and find the most invaluable resources to improve these weak points. In this respect, teachers can provide the necessary help about which resources should be used.*
(1. Interviewee from the 2nd grade).

IB: *Since I can come across certain problems about how to find resources, I ask for help from my teachers. Thanks to their help, I can learn which resources I should use outside the classroom. I don't think the internet is sufficient and reliable in finding resources.*
(2. Interviewee from the 2nd grade).

IC: *I ask for help from my teachers when I want to get information about the topics that are of my interest. I also ask for help from my teachers to solve my problems with the project assignments. I take their advices about how to start and how to go through the assignments. Additionally, I want to state that the attitudes of teachers towards us are important at this process.*
(3. Interviewee from the 3rd grade).

ID: *I search for scholarships in abroad. I sometimes take my teachers' advice to guide me. I also take their advices when I want to get information about master's programs at different universities. Teachers' ways of behaving towards me affect my decisions about whether to ask for help.*
(4. Interviewee from the 3rd grade).

IE: *If there is a situation which I think as wrong, I ask to teachers whether it is really wrong or right. Besides, we have serious problems with finding invaluable resources at library. Our libraries are insufficient because there are limited resources. If I want to make a scientific search, I can't do this because of restricted source materials. Our teachers try to help us to solve this problem.*
(5. Interviewee from the 4th grade).

IF: *I rarely ask for help from my teachers. If I have question which attracts my attention, I ask for help. I do it outside the classroom. In this respect, the attitudes of our teachers can affect my decisions whether or not to do it. I can ask for help from my teachers who welcome us, but I don't dare to enter into rooms of some teachers. I feel difficulty to find resources. Since data banks of school computers are restricted, I can reach few resources. I ask for help from my teachers about how to find resources.*
(6. Interviewee from the 4th grade).

Interview Question 3: What are the ways of designing a classroom environment where students may become more autonomous?

IA: *I think technology and economy affect the ways of organizing a class. Students' learning needs can not be met because of economical and technological circumstances at ease. On the other hand, to be able to equip a class with technological devices is directly based on the economical conditions*

<p><i>of schools. However, to organize a class in such a way as to develop students' learner autonomy is equally based on teachers' potential and creativity. The ways of presenting topics may not be satisfactory for each student. Besides, each student' pace of learning and learning styles are different. In this sense, teachers should use different activities for students who have different learning styles. However, this may not be possible every time because of the problems arising from teachers themselves and students. (1. Interviewee from the 2nd grade).</i></p>
<p>IB: <i>Each course has a distinct goal. There are courses such as listening, phonetics, writing...all of which require different type of skills and organizations. According to me, each course should be run in a special class which has been equipped with the devices which are suitable for that course. (2. Interviewee from the 2nd grade).</i></p>
<p>IC: <i>There should be few students in a language classroom. Teachers should give each student responsibility. When students are given sufficient responsibility, they can develop ideas such as "my sounds are important". This encourages student's performance positively. I believe that there can't be anything worse than teachers' speaking during the whole lesson. As known, students can learn by looking and doing. For example, in our courses, there are students who actively participate or passively sit. This circumstance differs from teacher to teacher. While I may be very active in some courses, I may be very silent in others. We are given lots of project works. We sometimes submit project works instead of having mid-terms. (3. Interviewee from the 3rd grade).</i></p>
<p>ID: <i>Classroom assignments should develop our creativity and productivity. To be honest, I constantly use the internet to prepare my classroom assignments. But, I don't think these assignments are useful to contribute my language development. At this point, I criticize myself. According to me, an EFL student should activate himself. Besides, his communication with teachers should be strong. However, it is very important for teachers to encourage their students to activate themselves. It is also important to give responsibility to all students in a classroom environment. Teachers should present their lessons by using various equipments such as video, radio and visual aids such as pictures to make the course more entertaining. I think students can learn by looking, touching and doing. (4. Interviewee from the 3rd grade).</i></p>
<p>IE: <i>First of all, teachers should respect their students. Students want to feel that they are valued. If students feel sufficiently motivated and encouraged, they may do their best to be more autonomous. We have to construct a strong background in language context. Thus, I try to compensate for my weaknesses in the language I am learning.(5. Interviewee from the 4th grade).</i></p>
<p>IF: <i>As known, some students are silent and some students are active. According to me, a teacher should be able to understand every student's personality and act in accordance with his responsibility in mind. Of course, the number of the class population is important here. For example, if a teacher works in a class where 20 or 30 students are present, he can pay attention to students' needs and help them better with their needs. But, this is difficult in a class where 60 students are present. (6. Interviewee from the 4th grade).</i></p>

Interview Question 4: Can you define yourself as a student who has taken charge of his/her own learning? And if so, can you give your reasons?

<p>IA: <i>Before my university years, group works were being constantly made. I used to like dealing with them. However, when I entered into the door of university, everything suddenly changed. Now, we have to study more individually because of time limitation and restricted conditions. On the other hand, we can not find places to work together. I strongly think that students should revise their learning habits according to the type of course and general conditions. In this respect, teachers should provide all necessary help to their students. (1. Interviewee from the 2nd grade).</i></p>
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<p>IB: <i>I try to get things done by myself. When I feel helpless in dealing with the classroom assignments, I ask for help from my teachers. I am a bit shame-faced person. Thus, I don't ask for help except for the times I feel in trouble to solve my problems. Because of these circumstances, I can say that I am a student who has taken charge of her own learning.</i></p> <p>(2. Interviewee from the 2nd grade).</p>
<p>IC: <i>Yes. I take upon more responsibility while dealing with works that are of my interest. To develop my fluency and my pronunciation, I try to speak to my teacher who is a native speaker. I use the internet to watch news in English. I also try to develop my listening by listening to music.</i></p> <p>(3. Interviewee from the 3rd grade).</p>
<p>ID: <i>Yes. I think so. In order to be fluent in English, I watch foreign movies. I am careful at watching movies with their captions. I do this because I don't understand every word. In order to develop my speaking ability, I listen to music. I find lyrics from the internet and attend how words of the songs are pronounced. I also find some texts which have some blank spaces. A man reads the whole paragraph. I try to fill in the blanks with the words that I caught. I can make listening practice by doing such activities. I think my vocabulary has been decreased. But I have developed my listening and understanding.</i></p> <p>(4. Interviewee from the 3rd grade).</p>
<p>IE: <i>I can say "partly". I think there are much more things that I should do. In our educational system, students need an external force to study. But, in abroad, the situation is different. You don't need to hear what to do next since you already have that sense. Nobody has to say you "there is homework to be submitted for tomorrow". In our department, we are given project works. I think these project assignments can contribute to our language development. For instance, I took a lesson at the first class. The name of the lesson was "language correction". It was great. It was related to the foreign rooted words (such as French and English rooted words) used in Turkish. I still remember some details of this lesson. Besides, we are given the chance of choosing the topics of our project assignments. I try to read American classicals. Shortly, I exert myself to become a better student.</i></p> <p>(5. Interviewee from the 4th grade).</p>
<p>IF: <i>Yes, I think so. But, I also believe that teachers should encourage their students to take their charge of learning. In this way, students may strive more to attain their learning goals. I try to develop my weak points (such as reading) in the target language. For example, I read novels that I borrow from the library or use the internet to attain books (such as Hamlet). At present, I put aside more time to get ready for certain exams one of which is KPSS.</i></p> <p>(6. Interviewee from the 4th grade).</p>

Interview Question 5: What are your present-day practices outside the classroom to develop your level of autonomy?

<p>IA: <i>I benefit from the internet while preparing project assignments. When I am given a project work, I attempt to find the addresses of invaluable websites. I also contact with the students who have been given the same project topic. I try to use the data banks such as ERIC, E-book. When I was a prep-student, I would watch foreign TV's channels and listen to music in English. I used to take listening courses at these times. Thus, I was trying to make listening practice. At present, we take a translation course. I carry my dictionary while attending to this course. Besides, our department requires us to make lots of presentations. While preparing my presentation, I am careful at using visuals. For example, if I point out the verb of reading, I use a picture which shows a man or woman who reads books. While presenting my topic, I feel the eyes on me. Thus, I want to express myself in the best way. On the other hand, when I prepare translation projects, I take advice from my classmates if I need.</i></p> <p>(1. Interviewee from the 2nd grade).</p>
<p>IB: <i>I work alone while preparing my projects and presentations. I especially attend to my pronunciation while presenting my topic. I believe that I have learned many things during my prep-courses. I also watch foreign TV's channels at least two hours in a week to develop my pronunciation.</i></p> <p>(2. Interviewee from the 2nd grade).</p>

<p>IC: <i>I don't think I am sufficiently qualified to prepare classroom assignments such as project works. While preparing project works, I use the internet. I visit libraries to find resources for more difficult lessons such as Linguistic. To be honest, I have limited written sources (of information). I can come across some problems in listening. I try to develop my weak points by watching foreign T.V. channels. On the other hand, there are some teachers whom I accept as models. I attend to the traits of these teachers towards their students and I observe their ways of presenting their lessons. I also observe the attitudes of students towards these teachers. I think to use my experiences and my observations in my occupational life. (3. Interviewee from the 3rd grade).</i></p>
<p>ID: <i>I listen to music in English. I read texts and novels in English. I can't say that I often go to library. But, I often use the internet. Since our classes are a bit crowded, I can't find opportunities to talk very much. In order to develop my speaking ability, I watch movies. (4. Interviewee from the 3rd grade).</i></p>
<p>IE: <i>I try to voyage out as possible as I can. I have recently applied for a master's scholarship which is called as "Full Bright". I strongly think that if an EFL student tries to develop his language, he should voyage out. Besides, I listen to the news in English through the internet. (5. Interviewee from the 4th grade).</i></p>
<p>IF: <i>I want to become an English teacher. Thus, I gave English courses last year. I also give English courses in summer holidays. In this way, I gain experience and I find opportunities to make practice in teaching. Besides, I read English newspapers, listen to the news in English. (6. Interviewee from the 4th grade).</i></p>

Interview Question 6: Do you think that students need external help to develop their skills in taking charge of their learning in their immediate learning context? If so, why?

<p>IA: <i>Yes, I do. A language student needs help and encouragement. Teachers provide this help and encouragement most of the time in a university setting. In our department our corporation with teachers is strong. One the other hand, students should also struggle to develop their skills in taking charge of their learning. Teachers should not spoon-feed their students every time. In our prep-class, for example, we used to ask our teachers about what to do and how to do it. But now, our dependency to our teachers has been gradually decreased. Now, we can better see what we need and we can better meet our learning demands. (1. Interviewee from the 2nd grade).</i></p>
<p>IB: <i>Teachers' encouragement is very important in our department. Not all of the students stay with their parents. They try to adapt for a university setting. In this sense, they need teacher's encouragement more than others. When they do not feel sufficiently encouraged, they may develop a thought such as "I can't do this". In our department, teachers provide the essential help and encourage their students to escape from this thought. (2. Interviewee from the 2nd grade).</i></p>
<p>IC: <i>A student should be able to motivate himself in order to undertake his learning responsibility. Teachers should spur students on taking steps. I strongly believe that external motivation is as important as internal motivation. To be honest, unless there is an external stimulation, I can not be motivated to do anything. (3. Interviewee from the 3rd grade).</i></p>
<p>ID: <i>I try to motivate myself to undertake my learning responsibility. But, I also believe that teachers should encourage their students to take their own learning responsibility. As I observed in my classes, while some teachers can easily motivate their students, some teachers can demotivate them. I can motivate myself. When others say encouraging words, my motivation is also affected positively. (4. Interviewee from the 3rd grade).</i></p>
<p>IE: <i>Teachers should keep their students in countenance to find their own ways. Without the necessary direction of teachers, student may not even know which books to read. Of course, it is very important for students to develop themselves. I also try to improve them. And, I also believe that our individual struggles may develop us in many ways. (5. Interviewee from the 4th grade).</i></p>
<p>IF: <i>Yes, of course. I think that an EFL student needs a constant support. Here, teacher is the key factor. A teacher should always behave as a supporter and he should guide his students. (6. interviewee from the 4th grade).</i></p>

Interview Question 7: Are there any contributions of taking charge of learning as current EFL students and prospective EFL teachers?

<p>IA: <i>I believe that if students strive to develop their autonomy, they can benefit from the advantages of this developed learner approach in their occupational life. Besides, I want to say that in upper classes, autonomous learning may be more developed because students of these classes can find opportunities to study more autonomously.</i></p> <p>(1. Interviewee from the 2nd grade).</p>
<p>IB: <i>By the help of individual studies, students can detect their ineffectual points of the language they are learning. I think that current EFL students who attempted to solve their problems individually can better understand the problematic aspects of their prospective students. It can be summarized as "I came across such problems (whatever they are) while learning English. My students can face with the same or similar problems". I also want to stress that we are getting asocial community as the days get by. This, however, affects the elements of our current educational system negatively.</i></p> <p>(2. Interviewee from the 2nd grade).</p>
<p>IC: <i>I don't restrict my development with the assignments and tasks given in my classroom. I can't say that I study to get good marks, but to develop my language process. I think that my personal efforts will contribute to my occupational life.</i></p> <p>(3. Interviewee from the 3rd grade).</p>
<p>ID: <i>My performance as a prospective teacher can affect the performance of my students. Since I start working with EFL students of beginner classes, I may not find opportunities to develop myself. Many students (at least 50 students), who will graduate from the same department, can not catch chance to get their master's degree because of limited conditions.</i></p> <p>(4. Interviewee from the 3rd grade).</p>
<p>IE: <i>Yes. When I become an EFL teacher, I will not leave students to themselves. Actually I want to say that neither I leave them to themselves nor I hold them too tightly by giving them lots of classroom assignments. According to me, a teacher should be able to construct this balance well. But, I am not sure whether I can do this.</i></p> <p>(5. Interviewee from the 4th grade).</p>
<p>IF: <i>Yes, exactly. When I become an English language teacher, I will try to organize a classroom environment where I give students more responsibility. I will engage them in tasks or project works that develop their language development.</i></p> <p>(6. Interviewee from the 4th grade).</p>

CURRICULUM VITAE

Özlem Dokuz was born in Ankara in 1985. After completing her Higher Education in Ankara in 2007, she began to do her master's degree in Applied Linguistics in the Department of Western Languages and Literatures of Karadeniz Technical University. She has been studying in Applied Linguistics in the Department of Western Languages and Literatures at Karadeniz Technical University since 2007. She is single.