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SECONDARY SCHOOL EFL TEACHERS' PRERCEPTIONS ON LEARNER AUTONOMY

THESIS BY
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APPROVAL

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DEDICATION

To our son.

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Student's

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Program : Master Thesis
Thesis Title : Secondary School EFL Teachers' Perceptions on Learner Autonomy

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Ümit YAŞAR

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ABSTRACT

SECONDARY SCHOOL EFL TEACHERS' PERCEPTIONS ON LEARNER AUTONOMY

Ümit YAŞAR

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Learner autonomy plays a crucial role in learning a foreign language as the ability to take control of one's own learning. Teachers are considered to have the primary role in developing autonomy in learners; it is always the focus of several studies about their perceptions on learner autonomy and considered as incompletely explored, yet. Therefore, the purpose of this mixed type study is to sort out the secondary school EFL teachers' perceptions on learner autonomy, teachers' role in promoting learner autonomy, desirability and feasibility of learner autonomy, and the challenges teachers face in promoting learner autonomy.

This study was conducted during the second term of 2019-2020 academic year. The participants of this study are 43 EFL teachers from 23 different secondary schools in Kozan province of Adana, Turkey. A questionnaire and a structured interview, which are designed by Al-Busaidi and Borg (2012) are applied to 43 ELT teachers. These participants, who are selected by purposive sampling method, are given the questionnaire including 60 items and 10 of these participants are volunteers to take part in the structured interview. At the end of 6-week treatment, the data collected through the questionnaire were analyzed with Statistical Package for Social Sciences 26.0 (SPSS 26.0 version) software and the data collected through structured interviews were exposed to qualitative thematic analyses.

Findings from these data collection tools reveal that secondary school EFL teachers are familiar with the term of learner autonomy and agree that learner autonomy contributes to learning a second language; nonetheless, they disagree that learner autonomy is feasible at state school environments because of the curriculum and time limitations.

Keywords: Learner autonomy, perceptions of teachers on learner autonomy, desirability of learner autonomy, feasibility of learner autonomy

ÖZET

ORTAOKUL İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRENEN ÖZERKLİĞİ ÜZERİNE ALGILARI

Ümit YAŞAR

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Öğrenen özerkliği kişinin kendi öğrenimini kontrol etme yeteneği olarak yabancı dil öğreniminde hayati bir öneme sahiptir. Öğretmenler öğrencilerde öğrenen özerkliği geliştirme konusunda asıl role sahip olarak kabul edilir, onların öğrenen özerkliği üzerine algıları konusunda bazı çalışmarın odağı olmasına rağmen hala yeterince keşfedilmemiş olduğu görülmüştür. Bu yüzden, bu karma yöntem desenli çalışmanın amacı ortaokul İngilizce öğretmenlerinin öğrenen özerkliği konusundaki algılarını, öğrencilerde özerkliği geliştirmede öğretmenin rolünü, öğrenen özerkliğinin arzu edilirliği ve uygulanabilirliğini ve öğretmenlerin öğrenen özerkliğini geliştirirken karşılaştığı zorlukları anlamaktır.

Bu çalışma 2019-2020 akademik yılının ikinci döneminde, Adana ilinin Kozan ilçesindeki 23 farklı ortaokulda görev yapan 43 İngilizce öğretmeninin katılımıyla yürütülmüştür. 43 İngilizce öğretmenine Al-Busaidi ve Borg (2012) tarafından tasarlanan anket uygulanmıştır. Amaçlı örnekleme yöntemiyle seçilen bu katılımcılara toplamda 60 maddelik bir anket uygulanmış ve bu katılımcılardan 10 tanesi yapılandırılmış görüşme için gönüllü olmuştur. 6 haftalık bir süreç sonunda anketlerden elde edilen veri SPSS 26.0 (Statistical Package for Social Sciences 26.0) programı kullanılarak analiz edilmiş ve yapılandırılmış görüşmelerden elde edilen veri ise nitel tematik içerik analizine tabi tutulmuştur.

Bu veri toplama araçlarından elde edilen bulgular, ortaokul İngilizce öğretmenlerinin öğrenen özerkliği terimine aşina olduklarını göstermiş ve öğrenen özerkliğini dil öğrenimine katkı sağladığını kabul etmelerine rağmen devlet okullarında müfredat ve zaman kısıtlamaları sebebiyle öğrenen özerkliğini geliştirmenin mümkün olmadığını düşünmektedirler.

Anahtar kelimeler: Öğrenen özerkliği, öğretmenlerin öğrenen özerkliği konusundaki algıları, öğrenen özerkliğinin arzu edilirliği, öğrenen özerkliğinin uygulanabilirliği

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ABBREVIATIONS

ELT **:** English language teaching

EFL : English as a foreign language

LA **:** Learner autonomy

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CHAPTER I

1. INTRODUCTION

1.1. Research Problem and Justification

Learner autonomy is described as one's taking responsibility of his/her own learning and it has been widely agreed that learner autonomy has a positive impact on language efficiency (Little, 2007; Benson, 2001). Promoting learner autonomy in class require teachers to forgo some of their responsibilities; however, they still have the main responsibility to create a learning community, which requires a lot of effort. Therefore, understanding the beliefs and perceptions of foreign language teachers has a vital importance in boosting learner autonomy in classes and create a curriculum, accordingly. However, only a few studies have been carried out to understand teachers' views on this subject and most of them were conducted at universities which, is very late to make learners gain learner autonomy. Secondary schools are the places that host opportunities to enable autonomous learning as secondary school students are in the beginning of learning a second language. Therefore, secondary school teachers' role is more important than those in high schools and universities. Therefore, the purpose of this mixed type study is to explore the beliefs and perceptions of secondary school English Language teachers about learning autonomy.

1.2. Purpose Statement

The purpose of this mixed type study is to explore the beliefs and perceptions of secondary school English Language teachers about learning autonomy. In order to put forward the reasons for this study, the research questions are framed as follows:

1. What are secondary school EFL teachers' perceptions for the term of learner autonomy?
2. What are the secondary school EFL teachers' perceptions for the contribution of learner autonomy in L2 learning?
3. What are the secondary school EFL teachers' perceptions on feasibility and desirability of learner autonomy?

4. What are the secondary school EFL teachers' perceptions for learners to be autonomous?
5. What challenges do secondary school EFL teachers encounter in promoting learner autonomy in their classes?

1.3. Significance of the Study

There is a consensus among researchers that learner autonomy is of vital importance for efficient language learning, and they also share the idea that learner autonomy needs to be promoted in classrooms (Dickenson, 1987; Rebenius, 2003). The key role in promoting learner autonomy belongs to teachers; hence, what teachers perceive from learner autonomy and how they believe it should be promoted in their classes is extremely important, however very few studies were conducted about their perceptions. The findings of this study on perceptions of secondary schools EFL teachers will enable us to gain deep insights into why foreign language teachers fail to promote learner autonomy in a class by contributing through the literature in the field.

1.4. Limitations

This study aims to find out secondary school EFL teachers' perceptions on learner autonomy. The sampling is among the limitations; teachers from primary and high schools can be included, and the number of the participants can be increased to reach a holistic conclusion. Another limitation of the study was curfew and limitations caused by covid19 infection, which hindered implementing planned face-to-face interviews and diaries that teachers-participants were to write about their classes. Due to the curfew, the contact with the participants was realized via telephone and e-mail so that the participants may need help elaboration with the Items.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter consists of some concepts dealing with the current study. These concepts are learner autonomy, teacher's role in EFL classrooms, how to promote learner autonomy in EFL classes, functions of learner autonomy, and the desirability and feasibility of learner autonomy.

2.2. Learner Autonomy

Learner autonomy is based on the notion that each individual evaluates the input they take differently and constructs different outputs. Therefore, they have their own needs; that is why they need to set their own goals, make their own decisions, and assess themselves. According to this view, learning best occurs when learners set their own goals, make their own decisions, which means that learners must have their own autonomy in their learning process. Scholars in the field give different definitions for learner autonomy. For instance, Holec (1981) defines learner autonomy as the ability to take charge of one's own learning, whereas Little (1991) adds another dimension and describes it as the capacity for detachment, critical reflection, decision making, and independent action. Another explanation of learner autonomy is accentuated as a sense of being in control of one's own future (O'Donnell, 2013). According to Little (2008), learner autonomy means learners' doing things not only on their own but also for themselves.

Learner autonomy has many functions in language acquisition. For instance, it can solve the problem of motivation for language learning as learner autonomy means the intrinsic motivation to learners (Little, 2003). Little (2007) also indicates that these learners become efficient and effective language learners, depending on the level of their autonomy level, which again, contributes to their success. It is also stated that learner autonomy contributes to learners' communicative skills, not only in the classroom environment but also in their social life outside of the school. Benson (2001) also agrees that autonomous learners are more successful in the process of language

learning. According to Dickinson (1987, p. 19), learner autonomy should be promoted for these five reasons;

a) practical reasons,
b) individual differences,
c) educational aims,
d) motivation, and
e) learning how to learn foreign languages.

Coterall (1995) lists three primary reasons, *philosophical*, *pedagogical*, and *practical*, for promoting learner autonomy in language classrooms. Rebenius (2003) prescribes learner autonomy as a means of enhancing efficiency in language learning. Being autonomous in learning has some positive outcomes such as decreased susceptibility to negative peer influences, increased popularity among peers, and increased engagement with school and academics (O'Donnell, Chang & Miller, 2013). Little (1995) puts forward a direct link between success and learner autonomy by saying that there is no surprise that achievers have always been autonomous. Regarding all the descriptions given above, it can be concluded that learning autonomy accelerates learners' constructing different outputs, setting their own goals, having ability to take charge of their own learning and critical reflection, and enhancing efficiency.

2.3. Teachers' Role in Promoting Learner Autonomy

Teachers' primary role in promoting learner autonomy is to include learners in decision making, goal setting, and help them take responsibility of their learning. Autonomy should be achieved by every learner but cannot be owned and used instantly. According to Candy (1991), autonomy is a process, not a product, and one does not become totally autonomous, only endeavors towards it. Learner autonomy is not an inborn talent; learners need to be aided to gain learner autonomy. Railton and Watson (2005) emphasize the importance of guidance in learner autonomy and express that autonomous learning is a skill that must be taught, and it requires practice. Therefore, the promotion of learner autonomy is the duty of the teachers. Shahsavari (2014) emphasizes this duty by describing the fostering of autonomy as a 'moral duty'. Teachers should assist their students in their struggle to acquire autonomy in language

learning. Zou (2011) agrees to this view by saying that it is vital to assist learners to gain awareness of learner autonomy, reassess their learning experiences, share these experiences and reflections with others and lastly, understand the factors affecting all these processes.

Promoting learner autonomy in class requires teachers to forgo some of their responsibilities, and includes learners to take responsibility in goal setting, decision making, learning process, and allocating time for each goal and assessment. However, this does not make the teaching job easier, it makes the process much tougher. Teachers encounter many problems in promoting learner autonomy in their classes, such as learners' attitudes towards autonomy, curriculum, and teachers' own perceptions about learner autonomy. Benson (2000) describes four main category constraints in promoting learner autonomy, namely *policy constraints* (general policies on language education), *institutional constraints* (ie. rules and regulations, curriculum, examinations), *conceptions of language* (i.e. common impression of the target language) and *language teaching methodologies* (i.e., assumptions about the way languages should be taught). According to Little (2009), there are three obstacles in front of promoting learner autonomy; such as teachers' disbelief about the feasibility of autonomous learning, lack of teachers' competence, and curriculum limitations. These ideas confirm that teachers' perception has a vital role in implementing learner autonomy.

In the case study conducted by Inozu (2008), the teacher tried hard to promote learner autonomy in her class; however, the learner reacted negatively to these efforts as they thought it is the teachers' duty to set goals and enable learning. They also expressed that they did not learn anything with this new approach. This was a situation brought to the fore in some of the previous studies. For example, according to a study conducted by Shahsavari (2014), teachers had the opinion that learners were reluctant to take responsibility for their learning as they believed that their teachers were the main figure in classrooms; hence, it was their duty to teach. This situation was also observed in the study carried out by Doğan & Mirici (2017). This may be because of the fact that teachers try to change their approach abruptly, which causes learners to lack time to adapt to the new situation. According to Spratt et al. (2002), teachers need to create a smooth change from a teacher-centered approach to learner-centered one by composing activities on the ones that their students are already familiar with. According to Littlewood (1997), teachers' efforts to implement learner autonomy is not enough alone; students are required to be willing for learner autonomy to take place. In the same vein,

Voller (1997) claims that teachers must have internalized attitudes and beliefs as taking responsibilities for becoming facilitator, counselor and resource. Chan (2001) underlines the importance of attitude towards language learning since it goes from dependence on teacher-centered-model to independence on learner-centered model. In the learning process, a learner is expected to be independent as more autonomous by any kind of support given by teachers.

According to Benson (2010), another barrier between teachers and promoting learner autonomy in class is the curriculum as teachers are bound to a curriculum that is defined and applied by the Ministry of National Education (MoNE), and they feel pressure to follow that scheme and content they have to follow. Benson (2010) underlines in his study that teachers are worried about the compulsory English curriculum, the tension sourced from examination system, the culture of schools, heavy workload, and their students in their struggle to promote learner autonomy. According to a study conducted by Doğan and Mirici (2017), teachers feel stressed because they have a deadline to finish the subjects in the curriculum; that is why, they focus on teaching the subject, not on learner-centered methods, which may need more time to implement.

Teachers' perceptions, beliefs, and whether or not they are educated or trained as autonomous learners affect the level of autonomy in EFL classes. According to a study conducted by Al Asmari (2013), teachers were willing to foster learner autonomy in their classes and agreed to share their responsibilities for decision making, goal setting; nevertheless, they lacked autonomy themselves. Little (1995) and Smith (2000) agreed that teachers who are not educated as autonomous cannot foster learner autonomy in class efficiently.

A study by Ho and Crookal (1995) revealed that the cultural background of the learners and teachers could also prevent the promotion of learner autonomy. In this study, learners were of the thought that teachers should be the leader and control all aspects in the lesson. Teachers were also observed to become reluctant to leave their authority.

2.4. How to Promote Learner Autonomy in EFL Classes

Çakıcı (2015) suggests five steps to promote learner autonomy in EFL classes, which are teaching learning strategies, using cooperative learning, self-reports, diaries

and evaluation sheets, and portfolio creation. According to her, fostering learner autonomy requires the teaching learning strategies. In order to learn autonomously, teachers should give students sufficient guidance to equip them with independent learning skills. She also recommends cooperative learning as a powerful approach for learner autonomy because it enables students to generate questions without hesitation and to discuss ideas freely with the teacher and one another. Wenden (1998) puts forward that engaging students with self-reports help learners become aware of their strategies. Self-report like diaries also plays an essential role, which enables learners to plan, monitor, and evaluate their own learning. Portfolio creation also helps promote learner autonomy as it includes planning, achieving the plan, taking responsibility, setting goals, and implementing those goals. Nunan (1997) defines five phases to enable learner autonomy in students. These phases are; a) 'raising awareness' of learners, b) 'involving' them in choosing their goals, c) making them 'intervene' in to arrange their goals according to the rising needs of their programme, d) enabling them to ‘create’ their own learning materials and lastly e) ‘transcendence’ which means preparing learners to go beyond their roles as learners and engage in the learning process as teachers and share their experiences with other learners.

2.5. Studies Conducted in Turkey

Ministry of National Education (MoNE) in Turkey in 2005 went through for radical changes in the curriculum of education in order to encounter the changes carried out in the country and to realize the needs of 21st century skills in terms of several perspectives one of which is evolving from teacher-centered approaches to the learner and learning-centered ones. These approaches require promoting learner autonomy in class. However, there are only few studies conducted on how secondary school EFL teachers perceive and promote learner autonomy in Turkey. In this part, studies that covered the perceptions of EFL teachers are listed.

Sabancı (2007) conducted a study with the participation of 197 secondary and primary school EFL teachers in Eskişehir and concluded that the majority of the teachers supported the idea of promoting learner autonomy in their classes and they seemed to be ready to implement this idea in their classes; however, they need active professional development to be equipped with the necessary methods, techniques and approaches.

Inozu (2008) conducted a case study in which an EFL teacher tried to implement learner autonomy in the class. This case study revealed that teachers struggle to boost learner autonomy in their classes, but they seem to be unsuccessful. One apparent reason for this failure is that learners tend to see teachers take all the responsibility for granted in their teaching process. Another reason for this situation, according to Inozu, learners in Turkey are accustomed to being spoon-fed and they need more time to get used to taking responsibility of their own learning. Nevertheless, the researcher does not consider these attempts of teachers as a failure and emphasizes that the teacher's effort to promote autonomy in his learners cannot be accepted as a complete failure. According to Inozu, the students which were observed in this study needed more practice and timing to adapt to new learning strategies and roles resourced from recently adopted contextual situations. Hence, the students in the case study teacher's classroom found autonomy uncomfortable as it changed their passive role in learning. It can be concluded that the transition towards learner autonomy needs to be smooth and slow. Teachers need to create teaching activities on the ones that learners have already experienced (Spratt et al. 2013), which may be the reason why the teacher in Inozu's case study struggled and achieved little or no success in promoting learner autonomy.

Tursun (2010) conducted a study at high schools to understand teachers' and learners' perceptions on learner autonomy. This study revealed that the students were willing to share the responsibilities such as goal setting, choosing materials, and lesson planning. However, teachers were of the opinion that responsibilities such as lesson planning and evaluating belonged to teachers.

Dişlen carried out a study (2010) with the participation of ELT students to understand students' and teachers' perceptions on the relationship between learner autonomy and the psychological well-being in the ELT context (University). She concluded that ELT students at preparatory classes are less autonomous learners than 2nd and 3rd grade ELT students. She also found that learner autonomy contributes to one's psychological well-being.

Yıldırım (2014) conducted a study at Gazi University with the participation of 65 EFL instructors to understand their perceptions on learner autonomy. According to the findings of this study, teachers agree that learner autonomy has a positive effect on learning a language, thus; they are in favour of promoting learner autonomy in their classes. The teachers who participated in this study described learner autonomy as responsibility, and control and self-observation. This study also revealed that there was

an important gap between the participants' perception on desirability of learner autonomy and feasibility of learner autonomy.

Eren (2015) investigated the secondary school EFL teachers' views on developing learner autonomy in their learners. This study revealed that secondary school EFL teachers support the idea that learners involve in decision-making process of determining the functions and goals of the lesson, either in-class or out-of class tasks, the content of the lesson. Majority of teachers also supported that learners should evaluate themselves on a monthly basis.

Sofracı (2016) elucidated perceptions of EFL instructors and students on learner autonomy. According to the findings of this study, all the participants had positive attitudes towards learner autonomy, and they were eager to include this concept in their contexts; nonetheless, the participants were hesitant about involving learners to decide course objectives or choose course materials. This study also informed that teachers see Turkish National Education System, which does not follow a learner-oriented schedule, as a barrier to implement learner autonomy.

Dede (2017) investigated instructors' and students' views on learner autonomy in university preparatory classes. This study revealed that learners stayed dependent on teachers and avoided from taking responsibility for choosing out-of-class resources, evaluation process of the course. The instructors, on the other hand, had relatively positive views about the different aspects of learner autonomy. Instructors also thought that the curriculum created difficulties in promoting learner autonomy; thus, they had to ignore learner autonomy reluctantly.

Doğan and Mirici (2017) conducted a study to understand EFL teachers' perception of learner autonomy. According to this study, most of the EFL Instructors who participated in the study were positively disposed to learner autonomy in theory and mostly familiar with what learner autonomy is, however, they had negative attitudes toward the practicality and feasibility of learner autonomy in EFL classes.

Öztüfekçi (2018) conducted a study on learner autonomy in language learning in tertiary education. According to the findings of this study, students were ready to develop autonomy to a certain extent and they had positive attitude towards taking more responsibility for learning; however, they were still dependent on teachers. This study confirms that there is explicitly a need to boost students' capacity for developing learner autonomy.

Koşar (2019) conducted a study to explore primary school EFL teachers' perceptions and practices on learner autonomy with the participation of 82 teachers working at state or private primary schools. The study revealed that both teachers working at public schools and private schools were positive towards learner autonomy. It was also seen that private school EFL teachers were more inclined to feel that their learners are autonomous than EFL teachers working at public schools.

Zorkaya (2019) delved into a study with the participation of EFL teachers who teach adult learners to explore their learner autonomy perceptions. This study revealed that teachers related learner autonomy with independence, self-awareness, responsibility, self-regulation, cooperativeness and little expectation from the teacher. They described teachers' role in developing learner autonomy as helper or guide, facilitator, monitor, moderator, and leader. The participants of this study put forward education system and teacher-centered approaches as a hindrance in development of learner autonomy.

Çetinkaya, (2019) conducted a study to investigate Turkish EFL instructors' perceptions on fostering learner autonomy. 87 EFL instructors from nine different universities in Turkey participated in this study. The findings of this study revealed that the participants supported learner autonomy and had positive attitudes towards promoting it in their classes. The participants describe learner autonomy as being independent of teacher, and taking responsibility of their own learning.

Nazari (2019) carried out a study with the participation of 36 EFL teachers working at an English preparatory school of a university. The purpose of the study was to explore conceptions of EFL instructors on learner autonomy. This study revealed that teachers actual teaching practices contradicted with their theoretical conceptions about learner autonomy. The participants of this study confessed that they were to take the responsibilities in the learning process in their classes. They also had negative views about the autonomy level of their students.

2.6. Studies Conducted Abroad

Studies carried out abroad on learner autonomy also draws the attention of scholars. One of them is Al Asmari (2013) who conducted a study to understand teachers' perceptions on learner autonomy in Saudi Arabia. He reached to the conclusion that the teachers revealed positive approaches towards learning autonomy

and its functions; nevertheless, the teachers themselves did not possess decent training and competence in this area.

In the same vein, another study conducted by Yuzulia and Yusuf (2019) in Indonesia revealed that the teachers considered learner autonomy essential for students, and they were conscious enough to promote learner autonomy as teaching goals. They also implemented some activities based on their own practice to foster learner autonomy, such as giving the motivation, sharing some problems to train their critical thinking and providing them with technologies, namely online applications and websites. However, they still faced some difficulties and problems in promoting autonomy, such as low motivated students, monotonous teaching strategy and lack of facilities at school. Regarding the students' degree of autonomy, the majority of teachers agreed that they were still at a low level due to the little exposure in activities and over-dependent of the teacher.

Based on the ideas above, it can be understood that although teachers forgo some of their responsibilities while promoting learner autonomy, they still have the main responsibility to create a learning community, which requires much more effort. Therefore, understanding the beliefs and perceptions of teachers has vital importance in boosting learner autonomy in classes and creates a curriculum accordingly. Upon the consideration of all studies done, it is fair to say only few studies have been conducted to understand teachers' views on this subject and most of them were conducted at universities. Secondary schools are the places that host opportunities to enable autonomous learning as they are in the beginning of learning a second language. That's why the secondary school teachers' role becomes much more important than those in high schools and universities in order to prepare individuals on their own learning and utilize more in their higher education periods. Therefore, the purpose of this mixed type study is to explore the beliefs and perceptions of secondary school English Language teachers about learning autonomy.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter covers information about the methodology employed in this study. It informs about the research design, instruments, context of the study, participants, data analyses and procedures.

3.2. Research Design

In order to explore English teachers' perceptions on learner autonomy in secondary schools, a mixed type of research design was applied. The first part of the study was quantitative one, which included a survey to understand the perceptions of teachers; the second part was qualitative research, which includes a structured interview to gain deeper insights about teachers' perceptions. The logic for such a research design is to provide a deeper understanding for and to support the quantitative data with the qualitative ones. According to Kagan (1992), teachers' instinctive judgements may not be stated in questionnaire responses, and their answers to short-answer questionnaires may be impacted by the social desirability factor. To minimize such risks and understand teachers' beliefs more thoroughly, both qualitative and quantitative data were collected.

In addition, descriptive research method was adopted. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied (Dulock, 1993).

Table 1 indicates a summary of the research questions and methodological approaches followed in the current study. The number of the participants, methodological approaches, and data sources are listed for each research question.

Table 1.

Summary of Research Questions, Methodological Approaches and Data Sources

Research Questions	**Participants**	**Methodological Approaches**	**Data Sources**
1. What are the secondary school EFL teachers' perceptions for the term of learner autonomy?	43 Teachers	**Quantitative Approach** **Qualitative Approach**	Questionnaire Interview
2. What are the secondary school EFL teachers' perceptions for the contribution of learner autonomy in L2 learning?	43 Teachers	**Qualitative Approach** **Quantitative Approach**	Questionnaire Interview
3. What are the secondary school EFL teachers' perceptions on feasibility and desirability of learner autonomy?	43 Teachers	**Quantitative Approach** **Qualitative Approach**	Questionnaire Interview
4. What are the secondary school EFL teachers' perceptions for learners to be autonomous?	43 Teachers	**Quantitative Approach** **Qualitative Approach**	Questionnaire Interview
5. What challenges do secondary school EFL teachers encounter in promoting learner autonomy in their classes?	10 Teachers	**Qualitative Approach**	Interview

As indicated in Table 1, the present research aims to seek answers to five questions, using a mixed-method research design. Each research question sorts out a

specific aim related to the objectives of the study. The research benefits from both qualitative and quantitative approaches in order to elaborate all data in a systematic way.

3.3. Sampling and Participants

Sampling is defined by Creswell (2012) as a small group from target population with whom a researcher can study to obtain data. Sampling plays a vital role in any study. Hence, deciding sampling is one the fundamental elements in order to indicate the reliability of a study (Kemper, Stringfield & Teddlie, 2003). In order to shed light on how sampling and participants are settled in this present study, the demographic information is presented in Table 2.

Demographic Information

Table 2.

Demographic Information about Participants

Variables		**f**	**%**
Gender	Female	28	65.1
	Male	15	34.9
Year of experience	1-5	4	7.0
	6-10	20	46.5
	11-15	13	30.2
	16-20	4	9.3
	21-25	1	2.3
	Over 26	2	4.7
Age	20-30	24	57.8
	31-40	13	30.2
	41-50	4	9.3
	50+	2	4.7

Note. f= Frequency, %= Percentage

Table 2 indicates the demographic information of 43 participants. As presented in the table, 28 of the participants were female (65.1%) and 15 of them were male (34,9%). Namely, there were more female participants than male participants. Upon consideration the years of teaching experience, the least time span (only one to five

years) that the participants had were four participants whereas those who worked for more than five years (six to ten years) were 20 participants. In addition, participants who worked more than ten years (eleven to 15 years) were 13 participants. However, the participants who worked for 16 to 20 years were only four participants; merely one participant had worked for more than 21 years and two participants worked for more than 26 years. As observed in the table, the most experienced participants were merely two of those when the present study was conducted. When their ages were taken into account, 24 (57.8%) of the participants were aged from 20 to 30 years old, 13 participants were from 31 to 40 years old. In other words; 38 of the participants were between 20-40 years in range. Only four of the participants were between 41 and 50 years old (%9.3) and the number of the participants who were older than 50 years was only 2 participants with the 4.7% percent of the total when the present study was conducted.

The majority of the participants (41.9%) teach English as a foreign language for the 8th Graders, which is important since these students initially get prepared for an extremely important exam for their academic career. This grade is also important as the students in this grade pass over the other stage of cognition.

3.4. Data Collection Instruments

In this mixed type study designed descriptively, a questionnaire and a structured interview were utilized. The first one is the Learner Autonomy Questionnaire which is designed by Borg and Al-Busaidi (2012) to explore the perceptions and beliefs of secondary school EFL teachers. The interview questions were taken from the same study by Borg and Al-Busaidi.

3.4.1. The Questionnaire

The questionnaire, which is designed by Borg and Al-Busaidi (2012) includes five parts, the first part of which consists of 37 Likert-scale Items ranging from 1 to 5 (1. Strongly Disagree, 2 Disagree, 3 Unsure, 4. Agree, 5 Strongly Agree). The questionnaire is designed to collect data about ten constructs which are *technical, psychological, social, political aspects of learner autonomy, the teacher's role in developing learner autonomy, the application of learner autonomy to different cultural*

contexts, age and learner autonomy, language success and learner autonomy, the implications of learner autonomy for teaching.

The second part of the questionnaire is designed to examine the *desirability and feasibility* of learner autonomy in EFL classes. In this part, the participants are asked two basic questions of what they think about the desirability and feasibility of learner involvement, and to what extent learners are actually involved in such decisions; in addition to, what they think about the feasibility and desirability of learners with certain abilities, and if it means they have a positive view of the situation in which they work. The third part is designed in two open-ended questions to understand teachers' beliefs about their students' autonomy level and to what extent they believe they promote learner autonomy in their classes. The fourth part is about the demographic information of the participants about their backgrounds based on years of experience, qualification, nationality, gender and institutional information. And the final part is to ask whether they are a volunteer to take part in the interview that will be conducted after the survey (See Appendix 5).

As for the reliability of the questionnaire, a pilot study was conducted to get information about whether or not the Items of questionnaire are appropriate and valid for the intended information of the present study. A total of 30 participants with similar characteristics to the research population comprised the core of the study and These thirty participants were asked if they would be volunteer for the pilot study. After getting permission from these participants, the pilot study was conducted. As the requirement of the reliability of the questionnaire including 37 Items, Cronbach's Alpha value was calculated so that reliability and consistency were sustained. The value was found to be 87.3, which is considered as valid since over 60.0, which is accepted relevant and clarified. This result proves that the adapted questionnaire was reliable and valid to be used in the actual study.

3.4.2. Interview

Interviews are adjustable and fruitful way of data collection and are especially suitable for gathering information on participants' experiences, beliefs and behaviors (Coughlan, 2009). There are many reasons to use these interviews for collecting data and using it as a research instrument. Gray (2004) stated that interviews are especially useful when the researcher needs to obtain deeply personalized data, opportunities

required for the study exist, the return rate is crucial, and the participants are not good at the native language of the country.

Qualitative data was collected through interviews (See Appendix 6). The interview contains seven main questions and eleven sub-questions. The first four questions were designed to get deeper insights about teachers' perceptions on what learner autonomy is, what key qualities of an autonomous learner are, what is the effect of learner autonomy on language success, and how the participants developed their present perspectives on learner autonomy. The fifth question focuses on the participants' perception on the desirability and feasibility of learner autonomy. The sixth question was designed to understand how the participants feel about their students' autonomy level. In the last question, the participants were asked whether they gave their students opportunities to develop learner autonomy. The semi-structured interviews were conducted with instructor participants in order to shed light on the research questions of this study.

3.5. Data Analyses

In this study, about the perceptions of EFL teachers on learner autonomy at secondary schools, a mixed type study method was adopted. Quantitative data were collected through questionnaires, and qualitative data were gathered by conducting structured interviews. The data collected through the questionnaire was analyzed by using SPSS 26.0 (Statistical Packages for Social Sciences 26.0). Descriptive statistical procedures were used to analyze the data and to draw conclusions. Qualitative data collected through structured interviews were subjected to qualitative content analysis. In this process, the steps of the emergent coding method were employed. The data collected from interviews were examined thoroughly, and keywords were identified, then these keywords were organized in broader categories by the researcher. In order to enable reliability, this coding process was conducted by a third person in the same field to reach consensus with the researcher and the supervisor. As this study has a mixed type approach, the conclusions obtained from the qualitative and quantitative studies were elaborated and accentuated to get a final conclusion.

3.6. Procedures

Before starting the data collection procedure, the required permissions were gathered from the institution. In addition to this, the participants were asked if they would be volunteer to participate in such a study after they were informed about the study and the procedure. Then, the first questionnaire was handed out. At the end of the questionnaire, there is an Item for teachers to be a volunteer in the next part of the study, which includes a structured interview.

The interviews were conducted through e-mail and telephone because of the curfew that the government imposed as a precaution to prevent coronavirus to spread. Before the interviews, the interviewees were informed about the process.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter provides information about the main findings collected through the open-ended questions in the interview. Primarily, findings taken by the questionnaire were analyzed in the descriptive analyses. Then, interviews realized with the participants were presented. In order to sort out the research questions of the current study, mixed research, namely, quantitative and qualitative approaches, was adopted to gather data. This section presents information about the findings regarding each of the five research questions respectively.

1. What are secondary school EFL teachers' perceptions for the term of learner autonomy?
2. What are the secondary school EFL teachers' perceptions for the contribution of learner autonomy in L2 learning?
3. What are the secondary school EFL teachers' perceptions on feasibility and desirability of learner autonomy?
4. What are the secondary school EFL teachers' perceptions for learners to be autonomous?
5. What challenges do secondary school EFL teachers encounter in promoting learner autonomy in their classes?

4.2. Research Question 1: What are the secondary school EFL teachers' perceptions for the term of learner autonomy?

The first research question was designed to find out the teachers' perceptions on learner autonomy in foreign language classrooms. In order to obtain data for the first research question, both quantitative data from the questionnaire and qualitative data from the interview were analyzed and presented below.

4.2.1. Findings from the Questionnaire

In order to get the answers for the quantitative data, the 43 participants were asked to answer the questionnaire including 37 Likert Items which were designed to explore the learner autonomy perceptions of ELT teachers working at secondary schools in Kozan province of Adana - Turkey. Likert Items included 5 ones ranging from 1 (1 Strongly Disagree, 2 Disagree, 3 Unsure, 4 Agree, 5 Strongly Agree) to five. The Items were designed to explore teachers' views about what learner autonomy is, what the teachers' role is in promoting learner autonomy, learner autonomy and success on language learning, learner-centered methods and learner autonomy relationship, technical, psychological and cultural aspects of learner autonomy, and age and learner autonomy.

In this part, Items were analyzed to find out the information for the first research question regarding the secondary school EFL teachers' perception for the term of learner autonomy. Table 3 indicates the results of the Items (Items 29, 33, 11, 37, and 32) related to the psychological perspective of learner autonomy.

Table 3.

Psychological Perspective of Learner Autonomy

	Statement	**Strongly Disagree**	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**
29	Learning how to learn is key to developing learner autonomy.	.0	.0	2.4	**53.7**	**43.9**
33	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	.0	4.9	.0	**36.6**	**58.5**
11	Confident language learners are more likely to develop autonomy than those who lack confidence.	.0	2.4	7.3	**48.8**	**41.5**
37	To become autonomous, learners need to develop the ability to evaluate their own learning.	.0	4.9	4.9	**56.1**	**34.1**
32	The ability to monitor one's learning is central to learner autonomy.	.0	14.6	22.0	**41.5**	**22.0**

As illustrated in Table 3, 53.7% of the participants agreed and 43.9% of them strongly agreed with the Item 29 which states that learning how to learn is a key point

from the point of learner autonomy. The responses to the Item 33 were also clear, 36.6% of the participants agreed and 58.5% of the participants agreed that the possibility of motivated language learners' developing autonomy is higher than learners who are not motivated. Regarding Item 11 which states that confident language learners are more likely to develop autonomy than those who lack confidence, almost all of the participants think that confident language learners develop learner autonomy more easily than those who lack confidence (48.8% agree, 41.5% strongly agree). The responds to the Item 37 shows that the majority of the participants think that to become autonomous, learners need to develop the ability to evaluate their own learning (56.1% agree, 34.1% strongly agree). When the last Item is considered in Table 3 (Item 32), most of the participants (41.5%) agree that the ability to monitor one's learning is central to learner autonomy and 22.0% of them strongly agree with the statement; however, 22.0% of them are unsure about the statement whereas 14.6% of them disagree with the statement.

Table 4 indicates the results of the Items (28, 35, 15, 8, 17, 24 and 18) related to teachers' role in promoting learner autonomy. The findings in bold demonstrate the highest rated items.

Table 4.

Teachers' Role in Promoting Learner Autonomy

	Statement	**Strongly Disagree**	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**
28	Learner-centered classrooms provide ideal conditions for developing learner autonomy.	.0	2.4	4.9	**58.5**	**24.1**
35	The teacher has an important role to play in supporting learner autonomy.	.0	12.2	9.8	**51.2**	**26.8**
15	Learner autonomy cannot be promoted in teacher-centered classrooms.	7.3	12.2	26.8	24.4	29.3
8	Learner autonomy means learning without a teacher.	7.3	17.1	29.3	31.7	14.6
17	Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	4.9	14.6	24.4	36.6	19.5
24	Learner autonomy requires the learner to be totally independent of the teacher.	9.8	31.7	29.3	17.1	12.2
18	Learner autonomy cannot develop without the help of the teacher.	19.5	34.1	24.4	22.0	.0

Table 4 demonstrates that the majority of the participants agree (58.5% agree, 24.1% strongly agree) with the Item 28 which states that learner-centered classrooms provide ideal conditions for developing learner autonomy. Most of the participants also agree with the Item 35 which states that teacher has an important role to play in supporting learner autonomy. %51.2 of the participants agreed and 26.8% of the participants strongly agreed with the statement whereas 9.8% of them were unsure and 12.2% of them disagreed with the statement.

The responses to the Items 15, 8, 17 were relatively more homogeneous. The majority of the participants (29.3%) strongly agreed and agreed (24.4%) with the statement that learner autonomy cannot be promoted in teacher-centered classrooms; however, 26.8% were still unsure while 12.2% disagreed and 7.3% strongly disagreed with the statement. The responses to the Item 8 show that most of the participants share the opinion that learner autonomy means learning without a teacher while 29.3% of the participants were unsure, 17.1% disagree and 7.3% strongly disagree with the statement. The answers to the Item 17, which states that learner autonomy implies a rejection of traditional teacher-led ways of teaching differentiated. 24.4% of the participants were unsure about the statement while 36.6% agreed and 19.5% strongly agreed with the statement. The majority of the participants (31.7%) disagreed with the statement of Item 24 which asserts that learner autonomy requires learner to be totally independent of the teacher. 9.8% of the participants strongly disagreed with this statement while 29.3% of them were unsure, 17.1% agrees and 12.2% strongly agreed. The responses to the Item 18 indicate that the majority of the participants disagree (34.1%) and strongly disagree (19.5%) with the statement that learner autonomy cannot develop without the help of the teacher whereas 24.4% percent of the participants are unsure and 22.0% disagree with the statement.

Table 5 contains the findings of the Items (1, 10, 20, 13, 23) related to the teachers' perception on learner autonomy, age, and cultural background. The numbers in bold indicate the most agreed and disagreed items.

Table 5.

Age and Cultural Background

	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	Language learners of all ages can develop learner autonomy.	.0	12.2	9.8	**63.4**	**14.6**
10	It is possible to promote learner autonomy with both young language learners and with adults.	2.4	14.6	7.3	**53.7**	**22.0**
20	Learner autonomy is only possible with adult learners.	26.8	36.6	19.5	**14.6**	**2.4**
13	Learner autonomy can be achieved by learners of all cultural backgrounds.	.0	14.6	41.5	26.8	17.1
23	Learner autonomy is a concept which is not suited to non-Western learners.	26.8	19.5	41.5	12.2	.0

Table 5 indicates that according to the participants language learners of all ages can develop learner autonomy (63.4% agree, 14.6% strongly agree), and it is possible to promote learner autonomy with both young language learners and adults (53.7% agree, 22.0% strongly agree). However, they were not sure about the effect of cultural background on the promotion of learner autonomy. While the majority of the participants (46.3% in total) thought that learner autonomy was not a concept suited to non-western learners, 41.5% of them were still unsure. Again, the majority of the participants (41.5%) were unsure about the effect of cultural background on learner autonomy although 26.8% of the participants agreed 17.1% of them strongly agreed that learner autonomy could be achieved by learners of all cultural backgrounds.

Table 6 contains the Items (34, 26 and 9) related to teachers' perceptions on learner autonomy regarding learner autonomy and the proficiency of the learners. The findings in the table are sorted from the highest agreed items to the lowest agreed items.

Table 6.

Learner Autonomy and Proficiency of the Learners

	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
26	Promoting autonomy is easier with beginning language learners than with more proficient learners.	4.9	19.5	19.5	43.9	12.2
9	It is harder to promote learner autonomy with proficient language learners than it is with beginners	4.9	22.0	34.1	31.7	7.3
34	The proficiency of a language learner does not affect their ability to develop autonomy.	19.5	31.7	26.8	14.6	7.3

Table 6 illustrates the descriptive statistics of the three Items related to the proficiency of the learner and learner autonomy. Item 26 in the questionnaire stated that promoting learner autonomy is easier with the beginning language learners than with more proficient learners. The majority, (43.9%) of the participants agreed with Item while 19.5% disagreed and 19.5% stated that they were unsure. However, when the question was repeated in a different format, the responses were observed to have changed. For instance, 31.7% of the participants agreed with Item 9 that states it is harder to promote learner autonomy with proficient learners than to do it with beginners, which was the opposite of the previous Item. 34.1% of the participants were still unsure. 31.7% of the participants disagreed, and 19.5% strongly disagreed with Item 34 that expresses the proficiency of a language learner does not affect their ability to develop learner autonomy while 26.8% of the participants are unsure about the statement.

Table 7 presents the responses to the Items 4, 7, 14, 22, 24, 27, and 32 which are related to teachers' perception on the political perspective of learner autonomy. The numbers in bold indicate the prominent responses of the participants.

Table 7.

Perceptions on Political Aspects of Learner Autonomy

	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
4	Autonomy means that learners can make choices about how they learn.	.0	2.4	2.4	**63.4**	**31.7**
7	Involving learners in decisions about what to learn promotes learner autonomy.	.0	2.4	7.3	**61.0**	**29.3**
14	Learner autonomy is promoted when learners take part in decision-making to choose the activities they do.	.0	2.4	7.3	**58.5**	**31.7**
27	Learner autonomy is promoted when learners can choose their own learning materials.	.0	2.4	12.2	**58.5**	**26.8**
22	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.	.0	12.2	17.1	**43.9**	**26.8**
32	The ability to monitor one's learning is central to learner autonomy.	.0	14.6	22.0	**41.5**	**22.0**
24	Learner autonomy requires the learner to be totally independent of the teacher.	9.8	31.7	**29.3**	**17.1**	12.2

The findings in Table 7 indicates the participants' agreement about that learners should involve in the decision-making process of choosing and how they learn (63.4% agree, 31.7% strongly agree), what to learn (61.0 agree, 29.3 strongly agree), activities they do (58.5% agree, 31.7% strongly agree), and the materials they use (58.8% agree, 26.8% strongly agree). The responds to the Items 24 and 32 reveal that learners also should take part in monitoring (41.5% agree, 22.0% strongly agree) and evaluating process (26.8% strongly agree, 58.5% agree) to develop learner autonomy.

Table 8 demonstrates the responses to the Items 2, 3, 16, 19, 25, and 30 which are related to teachers' perception on the social perspective of learner autonomy. The statistics in bold indicate the most favored responses by the participants.

Table 8.

Perceptions on Social Perspectives of Learner Autonomy

	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
3	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	.0	4.9	.0	**70.7**	**24.4**
2	Independent study in the library is an activity which develops learner autonomy.	.0	7.3	12.2	**58.5**	**22.0**
25	Cooperative group work activities support the development of learner autonomy.	.0	2.4	19.5	**53.7**	**24.4**
19	Learner autonomy is promoted by activities that encourage learners to work together.	.0	7.3	14.6	**51.2**	**26.8**
16	Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	.0	2.4	14.6	**43.9**	**39.0**
30	Learning to work alone is central to the development of learner autonomy.	2.4	7.3	**34.1**	**43.9**	12.2

According to Table 8, almost all of the participants agree (70.7% agree, 24.4% strongly agree) with Item 3 which states that learner autonomy is promoted through regular opportunities for learners to complete tasks alone. The responses of the participants to Item 2 confirm the same result, 58.5% of the participants agree and 24.4% strongly agree that independent study in the library is an activity that develops learner autonomy. On the other hand, the results of Item 30 shows that the majority of the participants (43.9% agree, 12.2% strongly agree) agree that learning to work alone is central to the development of learner autonomy, 34.1% of them are unsure about the statement. The responses to Items 25, 19 and 16 shows that the participants also think that developing learner autonomy also requires cooperative group work activities. The majority of the participants agreed with Item 25 which asserts that cooperative group work activities support the development of learner autonomy (53.7% agree, 24.4 strongly agree). They also agree with Item 19 which states that learner autonomy is promoted through activities which give learners the opportunity to learn from each other (43.9% agree, 39.0% strongly agree). 51.2% of the participants agree that learner

autonomy is promoted by activities that encourage learners to work together (Item 19), the percentage of those who strongly agree with Item 19 is 26.8%.

4.2.2. Findings from the Interview

In the second part of the data collecting process, the participants were asked open-ended questions to get deeper insights about their perceptions on learner autonomy. The participants associate learner autonomy with the responsibility of learners own learning, self-governing, decision-making, planning their own learning and having knowledge of what to learn and how to learn. Here are some quotes from the participants;

> *Learner autonomy is to decide what, why and how to learn on their own and even be responsible for their own assessment. (Participant 26)*
> *It means self-governing. Learner autonomy is planning learning activity yourself. (Participant 10)*
> *Learner autonomy is to know what to learn and how to learn it and try to learn accordingly. (Participant 40)*
> *Autonomy means students' ability of self-learning. If the chance and time is given to learners, it is certainly going to be improved at any level of learners. (Participant 30)*

> *Autonomy in education is a process in which learners learn on their own. If a learner purposes to learn something without receiving help from a teacher and act correspondingly, this way of learning is called as" autonomous. (Participant 27)*

When they were asked about the key characteristics of an autonomous learner the answers they gave observed differently stated. These are the most repeated keywords in their responses; responsible, curious, self-control, self-confident, patient, ambitious, creative, self-aware, motivated, and self-disciplined.

The key is curiosity. Students should be curious about learning and what is beyond the information. For example, I am learning Spanish at home and no mentor or teacher beside me. The curiosity in me encourages me to learn more and beyond. I am not waiting for the information to come to me. I am going there to get them. (Participant 32)

Autonomous learners must be self-confident, interested in the target language, curious, and capable of accessing sources that language learning requires. Self-confidence, interest, curiosity are important factors that are going to motivate autonomous language learners during the self-learning process. Additionally, it is hardly impossible to imagine autonomous learning without enough sources of the target topic or language. (Participant 27)

4.3. Research Question 2: What are the secondary school EFL teachers' perceptions for the contribution of learner autonomy in L2 learning?

4.3.1. Findings from the Questionaire

Table 9 contains the results of the Items 5, 12 and 36 in the questionnaire which shows teachers' perceptions on the relationship between learner autonomy and language success. The numbers in bold shows the demonstrates the tendency of the participants about the Items.

Table 9.

Perceptions on Learner Autonomy and Language Success Relationship

	Statement	**Strongly Disagree**	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**
12	Learner autonomy allows language learners to learn more effectively than they otherwise would.	.0	2.4	4.9	**56.1**	**36.6**
36	Learner autonomy has a positive effect on success as a language learner.	.0	4.9	2.4	**53.7**	**39.0**
5	Individuals who lack autonomy are not likely to be effective language learners.	.0	7.3	**26.8**	**51.5**	24.4

The responses to the first two Items (Items 12 and 36) in Table 9 reveal that the participants are of the opinion that developing learner autonomy has a positive effect on language success. The majority of the participants (56.1% agree, 36.6% strongly agree) agree with the Item 12 which asserts that learner autonomy allows language learners to learn more effectively than they otherwise would. They also agree with the Item 36 which expresses that learner autonomy has a positive effect on success as a language learner, 53.7% of them agreed and 39.0% of them strongly agreed with the Item 36. Although the majority of the participants agree that individuals who lack autonomy are not likely to be effective language learners, 26.8% of them are unsure about the statement.

4.3.2. Findings from the Interview

The answers to open-ended questions also confirmed the participants' agreement that learner autonomy has a crucial role in language learning success. The participants also think that learner autonomy is not just one of the factors for success in language learning but also a requirement. Without learner autonomy, success becomes impossible. Participants see repetition, the opportunity to use the target language in daily life and self-awareness as key factors for language learning success and learner autonomy enables learners to have these opportunities. In addition, learners equipped with learner autonomy get rid of the limitation of time. According to a participant, the time allocated for learning in class is very limited, autonomy enables a learner to create time out of the classroom which is necessary for learning.

> *Autonomy is not only a factor that affects success positively but also a requirement for success. Repetition plays an important role in language learning and it is involved in autonomy. Besides, learning is limited to lesson time in non-autonomous learning processes and the limited time limits the diversity of activities which can be done as well. Mentioned four language skills as "reading, listening, speaking and writing, it will be clear that autonomy is not only a factor of success but also a requirement. (Participant 27)*

English as a language needs learners' own efforts and investment of time and energy in it. Therefore, it is important to inform the students of the importance of learner autonomy and increase their awareness of learner autonomy in order to facilitate the language learning process. With students making their learning schedule and designing lessons and materials and presenting in the class, the teachers encourage students to take responsibility for their own learning and develop the ability to control their own learning. (Participant 32)
A language learner should have learner autonomy. To gain much success, he or she should work properly by self-governing his or her studies. (Participant 10)
Of course, if a student is aware of his/her own needs, he/she will be eager to do his/her best. (Participant 35)

One knows oneself more than anybody else, no one can recognize one better than oneself. That is why a learner who knows about his/her advantages and disadvantages can learn a language much more effectively and well with his/her autonomous studies. (Participant 40)

Learning a language requires constant repetition and out of class exercises more than other subjects. Autonomy provides these requirements. (Participant 26)
To improve language skill, it is a need to use the target language. That is why autonomous learners become more successful. (Participant 29)

My students have little chance to have a conversation with a native speaker but if she has the sense of autonomy she can deal with all disadvantages and focus on the learning. These students sometimes give homework to themselves or write role-play dialogues they need fewer contributions from the teacher. (Participant 36)

Participants agree on the importance of learner autonomy in language learning and claim that learner autonomy is a requirement for learning a second language. They claim that learner autonomy creates opportunities to get rid of time limitations brought by the curriculum.

4.4. Research Question 3: What are the secondary school EFL teachers' perceptions on feasibility and desirability of learner autonomy?

In order to shed light on the perceptions of secondary school EFL teachers on feasibility and desirability, both the questionnaire and interview were given to the participants. The findings from the questionnaire and interview were analyzed and the results were presented below.

4.4.1. Findings from the Questionnaire

In the second section of the questionnaire by Borg and Al-Busaidi (2012), how the teachers at secondary schools feel about the feasibility and desirability of learner's involvement in decision making process was explored. This part of the questionnaire consisted of two sections, the first of which focused on the desirability of learner's involvement in decision making and the second of which was designed to explore teachers' thoughts about the feasibility of learners' involvement in decision-making.

Table 10 lists the statistics of 7 items which were asked to participants to understand their perceptions on the desirability of student involvement in decision-making about the objective of a course, the materials used, the kind of tasks and activities they do, the topics discussed, how learning is assessed, the teaching methods used, and classroom management.

Table 10.

Desirability of Learner Involvement in Decision-making

	Learners are involved in decisions about:	**Undesirable**		**Slightly Desirable**		**Quite Desirable**		**Very Desirable**		**SD**	**MEAN**
		f	**%**	**f**	**%**	**f**	**%**	**f**	**%**		
1	The objectives of a course	5	12.2	8	19.5	16	39.0	12	29.3	.98	2.85
2	The materials used	5	12.2	4	9.8	17	41.5	15	36.6	.98	3.02
3	The kinds of tasks and activities they do	5	12.2	5	12.2	16	39.0	15	36.6	1.00	3.00
4	The topics discussed	4	9.8	7	17.1	18	43.9	12	29.3	.93	2.92
5	How learning is assessed	6	14.6	9	22.0	14	34.1	12	29.3	1.03	2.78
6	The teaching methods used	10	24.4	6	14.6	12	29.3	13	31.3	1.17	2.68
7	Classroom management	12	29.3	9	22.0	11	26.8	9	22.0	1.13	2.41

Note. f= Frequency, %= Percentage, SD= Standart Deviation

Table 10 indicates that Item 2 which was about the learners' involvement in decisions about the materials used was the most desired Item in the questionnaire. The majority of the participants (41.5% quite desirable, 36.6% very desirable) rated this Item as desirable (X=3.02). According to the findings in Table 10, Item 3 was the second most desired Item in the questionnaire which was about involving learners in decisions about the kinds of tasks and activities they do. 39.0% of the participants thought that it was "quite desirable" to involve learners in decisions about the kinds of tasks and activities they do while 36.6% of the participants thought that it was "very desirable" (X=3.0). The findings in Table 10 indicates that learners' involvement in decisions about classroom management (Item 7) which has a mean score of 2.41 (29.3% undesirable), and learners' involvement in decisions about the teaching methods used (Item 6) which has a mean score of 2.68 (24.4% undesirable) were the least desired Items. On the other hand, Item 4 which is about learners' involvement in decisions about the topics discussed, had a mean score of 2.92 which is close to the range three that refers to "quite desirable". %43.9 of the participants found it quite desirable to involve learners in decisions about the topics discussed while 29.3% of them considered it very desirable. Merely 9.8% of the participants thought that learners' involvement in decisions about the topics discussed is undesirable. According to the participants, the desirability of learners' involvement in decisions about the objective of a course (Item 1) is close to the range three which refers to "quite desirable" (X=2.85). 39.0% of the participants thought that it was quite desirable to involve learners in decisions about the objective of a course, 29.3% thought it was very desirable while 19.5% of the participants agreed that it was slightly desirable and 12.2% thought it was undesirable. Finally, the percentage of the participants who thought that it was desirable to involve learners in decisions on how learning is assessed (Item 5) is 34.1% and 29.3% of the participants considered it as very desirable. On the other hand, 14.6% of the participants thought that it was undesirable to involve learners in decision about how learning is assessed.

Table 11 includes the statistics about the feasibility of the learners' involvement in deciding the objectives of a course, choosing the materials they use throughout the course, choosing the types of tasks and activities they do, deciding the topics they discuss in the lessons, determining how learning is assessed, the teaching methods used in the process of teaching language and classroom management. The numbers in bold present the highest percentage of the responses given to the questions.

Table 11.

Feasibility of Learner Involvement in Decision-making

	Learners are involved in decisions about:	**Unfeasible**		**Slightly Feasible**		**Quite Feasible**		**Very Feasible**		**SD**	**MEAN**
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**		
1	The objectives of a course	6	14.6	9	**22.0**	20	**48.8**	6	14.6	.91	2.63
2	The materials used	5	12.2	9	**22.0**	20	**48.8**	7	17.1	.90	2.70
3	The kinds of tasks and activities they do	1	2.4	14	**34.1**	13	**31.7**	13	31.7	.87	2.92
4	The topics discussed	3	7.3	12	**29.3**	15	**36.6**	11	26.8	.91	2.82
5	How learning is assessed	1	12.2	5	**26.8**	11	**43.9**	17	17.1	.92	2.65
6	The teaching methods used	7	17.1	10	**24.4**	16	**39.0**	8	19.5	.99	2.60
7	Classroom management	8	19.5	10	**24.4**	15	**36.6**	8	19.5	1.02	2.56

Note. f= Frequency, %= Percentage, SD= Standart Deviation

Table 11 indicates teachers' perceptions on the feasibility of learners' involvement in the decision-making process. When compared to findings about the desirability of these same Items presented in Table 10, it can be seen that the feasibility of learners' involvement in decisions is relatively lower than the desirability of the same Items. According to the participants the most feasible Items were learners' involvement in deciding the kinds of tasks (Item 3), the topics discussed (Item 4) and the materials used (Item 2). The least feasible Item, according to the participants, was learners' involvement in deciding classroom management (Item 7), which has a mean score of 2.56. The other items; feasibility of student involvement in deciding the objectives of a course (Item 1) has a mean score of 2.63, teaching methods used (Item 6) has a mean score of 2.60, and how learning is assessed (Item 5) has a mean score of 2.65.

Items from 8 to 14 in the third section of the questionnaire were designed to understand teachers' perceptions on the desirability and feasibility of some skills that learners need to develop learner autonomy. Table 12 presents the findings about the

teachers' perceptions on desirability of the skills needed for the development of learner autonomy.

Table 12.

Desirability of Skills for Learner Autonomy in Students

	Learners have the ability to:	**Undesirable**		**Slightly Desirable**		**Quite Desirable**		**Very Desirable**		**SD**	**MEAN**
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**		
8	Identify their own needs	4	9.8	8	19.5	16	**39.0**	13	**31.7**	0.95	2.92
9	Identify their own strengths	2	4.9	6	14.6	18	**43.9**	15	**36.6**	0.84	3.12
10	Identify their own weaknesses	2	4.9	8	19.5	16	**39.0**	15	**36.6**	0.87	3.07
11	Monitor their progress	4	9.8	7	17.1	17	**41.5**	13	**31.7**	0.94	2.95
12	Evaluate their own learning	5	12.2	10	24.4	14	**34.1**	12	**29.3**	1.00	2.80
13	Learn co-operatively	1	2.4	7	17.1	18	**43.9**	15	**36.6**	0.79	3.14
14	Learn independently	3	7.3	10	24.4	12	**29.3**	16	**39.0**	0.97	3.00

Note. f= Frequency, %= Percentage, SD= Standart Deviation

Table 12 indicates the desirability of the skills that learners need to develop learner autonomy. According to the participants the most desirable Item was learners' ability to learn co-operatively (Item 13) which has a mean score of 3.14. Almost all of the participants (43.9% quite desirable, 36.6% very desirable) thought it was desirable that learners have the ability to learn co-operatively, while merely 2.4% of the participants thought that it was undesirable that learners have the ability to learn co-operatively. According to the participants, the ability to evaluate their own learning (Item 12) was the least desired ability for learners to have with mean score of 2.80, which is close to range 3 that refers to "quite desirable".

Table 13 presents the findings about teachers' perceptions on the feasibility of certain abilities that learners need to possess to develop learner autonomy. The items are the same as the ones mentioned above, however; in this part, the participants were asked to assess the feasibility of the Items.

Table 13.

Feasibility of Skills for Learner Autonomy in Students

	Learners have the ability to:	**Unfeasible**		**Slightly Feasible**		**Quite Feasible**		**Very Feasible**		**SD**	**MEAN**
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**		
8	Identify their own needs	2	4.9	11	26.8	16	**39.0**	12	**29.3**	.87	2.92
9	Identify their own strengths	3	7.3	4	9.8	20	**48.8**	14	**34.1**	.86	3.09
10	Identify their own weaknesses	5	12.2	6	14.6	16	**39.0**	14	**34.1**	.99	2.95
11	Monitor their progress	2	4.9	11	26.8	16	**39.0**	12	**29.3**	.87	2.92
12	Evaluate their own learning	4	9.8	8	19.5	18	**43.9**	11	**26.8**	.92	2.87
13	Learn co-operatively	2	4.9	5	12.2	20	**48.8**	14	**34.1**	.81	3.12
14	Learn independently	2	4.9	9	22.0	14	**34.1**	16	**39.0**	.90	3.07

Note. f= Frequency, %= Percentage, SD= Standart Deviation

The statistics from Table 13 reveals that teachers considered the feasibility of these skills as slightly lower than the desirability of the same skills. However, their total mean score is 2.99 which refers to "quite feasible". According to the participants, the ability to learn co-operatively (Item 13, X=3.12), the ability to identify their own strengths (Item 9, X=3.09) and the ability to learn independently (Item 14, X= 3.07) had the highest feasibility scores. The views about the other Items were close; ability to identify their own weaknesses (Item 10) had a mean score of 2.95 while the mean score of the Item 11, the ability to monitor their progress, was 2.92. According to the participants, the least feasible skill was the ability to evaluate their own learning (Item 12) with a mean score of 2.87.

4.4.2. Findings from the Interview

When the data collected through the interview were analyzed, it was observed that the majority of the participants agreed on the desirability of learner autonomy. They thought being an autonomous learner would requirement to be able to succeed at learning the language; however, they had some doubts about the feasibility of promoting learner autonomy. They were of the opinion that learner autonomy needed

some flexibility from the point of curriculum and schedule, which, they thought, did not exist in the public-school environment. One of the participants said that if there were not a curriculum, syllabus and any schedule, it would be much easier to teach.

> *In my opinion, autonomy is an important element that affects language learning positively. However, it is not possible to involve students widely at a public school. (Participant 27)*
> *We have to finish one unit in a month. I hate it. My students and I have no power to make a decision. In the class, I listen to their offers, but mostly, they request me not to speak in English. (Participant 29)*

Involving learners in the decision-making process is desirable but not feasible, according to the participants. They agree that learner involvement in decision-making will improve their motivation; however, in the public-school environment, they claim that it is unfeasible. They, again, draw attention to limited time and curriculum as a hindrance in the way of promoting learner autonomy.

> *It is certain that learner involvement motivates learners positively. Hence, learners should be involved in decision making. Learners can choose what they learn at private language courses. On the other hand, it is not possible for learners at a public school to choose what they learn. As surely known, there is always a strictly scheduled learning syllabus at public schools. However, learners at public schools can choose what kind of activities they will do while they are learning the topics of the scheduled syllabus. (Participant 10)*

> *We have to finish one unit in a month. I hate it. My students and I have no power to make a decision. In the class, I listen to their offers, but mostly they request me not to speak in English. (Participant 27)*

To sum up, the participants agree that learner autonomy is desirable and functional in gaining a second language; however, they think that it is unfeasible at public schools. They also think that including learners in decision-making process of learning is unfeasible.

4.5. Research Question 4: What are the secondary school EFL teachers' Perceptions for learners to be autonomous?

4.5.1. Findings from the Questionnaire

The third section of the questionnaire included two Likert scale questions to understand how participants felt about their students' autonomy levels and to what extent they gave their students opportunities to develop learner autonomy. These two Likert scale Items were followed by two open-ended questions that required participants to explain their answers in detail (See Appendix 5). The table below presents the findings of two Likert scale questions.

Table 14

Teachers' Perceptions on Their Learners' Autonomy Level

		Strongly Disagree		**Disagree**		**Unsure**		**Agree**		**Strongly Agree**		**SD**	**MEAN**
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	F	%		
1	In general, the students I teach English at my institute most often have a fair degree of learner autonomy.	8	19.0	14	33.3	12	28.6	6	14.3	2	4.8	1.10	2.52
2	In general, in teaching English at my institute I give my students opportunities to develop learner autonomy.	1	2.4	3	7.1	9	21.4	22	52.4	7	16.7	.91	3.73

Note. f= Frequency, %= Percentage, SD= Standart Deviation

Table 14 reveals that the majority of the (33.3% disagree, 19.0% strongly disagree, X=2.52) participants thought that their learners did not have a fair degree of learner autonomy although 28.6% of them were unsure about the statement (Item 1). The standard deviation of Item 1 was 1.1 which is accepted as relatively high, and which means the answers were varied and there were a minority of the participants who thought that their students were autonomous. After Item 1 the participants were asked to explain their beliefs about their learners' autonomy level with an open-ended question (See appendix 5). When the responses were analyzed according to the steps of

emergent coding method, it was seen that he curriculum, lack of desire and willingness to learn, lack of self-discipline, being unaware of why to learn English, being dependent on the teacher, lack of interest in learning English, lack of enough EFL teachers were the reasons why they felt their students were not autonomous learners. The participants also thought that their students were accustomed to being spoon-fed. Here are three excerpts related to this issue: "*They always need instruction*" (Participant 42), "*They depend on only the teacher. They even don't even bother to open their books unless I tell them".* (Participant 32). Below, other quotes from the participants are presented:

> *In public schools, it is almost impossible to promote learner's autonomy since a rigid curriculum is applied and students are not allowed to be flexible. (Participant 23)*

> *If a student has self-discipline, the success comes with it. Learner's autonomy has a very similar concept. They just don't know what they really desire and what do they need (learn) for it. It will come with real-life experience. (Participant 26)*

> *Students are generally reluctant to learn anything at all. That is why none of my students have a satisfying degree of autonomy. (Participant 34)*

> *In my opinion, students don't become aware of their needs, abilities, and weaknesses. (Participant 35)*

> *My students have never met a native speaker and then don't know why they should learn a foreign language. (Participant 36)*

> *In my opinion, autonomy is a person's ability to act his own way and his own interest so every student will not have a fair degree of learner autonomy. (Participant 16)*

According to the findings of the second Item in Table 14, the majority of the (52.4% agree, 16.7% strongly agree) believed that they gave opportunities their learners to develop learner autonomy. The mean score of this Item is 3.73 which is close to

range three that refers to “agree”. This Item in the questionnaire was also followed by an open-ended question that required the participants to give further information about how they promoted learner autonomy or why they did not promote learner autonomy. The answers to this open-ended question revealed that the participants promoted learner autonomy by giving task-based homework, conducting group work and collaborative activities, and using portfolios and self-evaluation sheets in their classes. Providing a comfortable environment in their classes and trying to motivate learners about the benefits of learning English was another thing they do to promote learner autonomy. Some of the answers to this question are presented below:

I try to conduct group works in and out of the classroom. In this way, they can use their spoken English, and they can teach one another (unconsciously) with the help of those activities. (Participant 2)

I generally use student-centered methods and collaborative works to develop their autonomy. (Participant 11)

Group works and researches that students use via the internet may increase learner autonomy. (Participant 33)

I try to provide them to learn on their own and speak to one another. (Participant 25)

I also give them homework to research and record video. That's how they may learn something new and share the new info with their classmates. (Participant 26)

I try to give them some tasks to develop their learner autonomy. (Participant 7)

Every student has a power, and they can bring this power with a comfortable environment. (Participant 39)

The participants who stated that learner autonomy was not an issue they focused in their work explained their tendency with limitations of the curriculum, lack of desire with the learners. They thought that learners do not want to learn English which was just a lesson for them. Some of them stated that self- confidence is key to learner autonomy, and their students lack self-confidence.

> *As a teacher, I am trying to do my best, but I find myself lost in the system most of the time. (Participant 26)*

> *Students must learn how to learn things. But they don't have a desire for more information. Every day I tell them about the information value. (Participant 32)*

> *I need flexibility on curriculum students can't learn so fast they need repetitions, and parents need to be educated about the process. (Participant 34)*

> *I send them videos to listen and understand. And then, we can talk about the video in the classroom, but out of 2 of the students for each classroom listen to video. Just listen once. But it is not enough. Every mission, everything I say, they assume it is a mathematic homework. But it is not. English is different from other lessons. (Participant 42)*

4.5.2. Findings from the Interview

The Interview which was conducted after the questionnaire included two questions and six sub-questions about teachers' perception on their learners' autonomy level and how they promoted learner autonomy (Questions 6 and 7, see Appendix 6). The participants were asked to elaborate in their thoughts on how autonomous their learners were and how they promoted learner autonomy in their classes. The responses to these questions verified the findings gathered through the questionnaire. According to the findings from the Interview, teachers mainly promote learning autonomy by trying to motivate them by rising their self-awareness about learning a language. They also use portfolios, task-based homework, and self-evaluation activities to promote learner autonomy. Here are some quotes from teachers' responses to interview questions:

Every unit has a self-assessment part. And we use portfolios and extended activities such as internet researches etc. And there is a criterion about evaluating their own success. (Participant 26)

I tell them that the knowledge given in the lessons is limited, so they need to study more and learn new things. I encourage my students to learn. (Participant 22)

I try to attract my students' interest in learning a language. I talk to them about the importance and advantages of learning a language. That encourages students to learn more on their own. (Participant 27)

All I can do is to praise the learners who are autonomous, provide them a suitable environment, and evaluate their so-called behaviors with a high-performance grade. (Participant 30)

I try to encourage students to take risks. (Participant 16)

For example, I give assignments to my students. My assignments generally require students to do a research. In my opinion, this is a way of autonomous learning. (Participant 27)

During my classes, I ask my students some questions with no certain answers to my students, and I assign them to search for the answer. (Participant 32)

The findings from the questionnaire also confirmed that the participants considered their learners as non-autonomous. They explained this conclusion with learners' lack of responsibility and motivation. Below quotes from the responses to questions in the interview are presented:

I think this way because my students are only content with what they have learned at school, they learned at school, in the class whatever they learn. There is no one who reviews what they have learned or who wants to learn more after school. (Participant 33)

Students don't feel responsibility or need to learn a language. Maybe they don't understand what a foreign language means and how they use or get benefits. My high school students never wanted to learn it, but after school, they went to Antalya work and learned in real life with a native speaker. (Participant 36)

Unfortunately, in my career as a language teacher, I wasn't able to develop the autonomy of my students for language because of the geographical problems and economic problems of my students. That's so shame that When I entered the classroom, we could focus on every problem but language. That's a confession. (Participant 32)

My secondary school is under this fair degree, I think. English is a lesson, not a worldwide spoken language for my students. Students ignore skills such as reading speaking. (Participant 36)

To sum up, it can be concluded that the participants try to promote learner autonomy by by increasing their learners' self-awareness about the importance of learning a language, and giving task-based homework, utilizing portfolios and self-evaluation activities. They also consider their learners as non-autonomous.

4.6. Research Question 5: What challenges do secondary school EFL teachers encounter in promoting learner autonomy in their classes?

The questionnaire ,as well as the interview, included open-ended questions which were prepared to explore teachers' thought on the challenges, they encountered in promoting learner autonomy (See Appendix 5 and 6). Content analyses of the responses to these questions revealed that the biggest problem the teachers encounter in promoting learner autonomy was the curriculum and the time allotted for this curriculum. They expressed that they needed more flexibility from the point of curriculum and time. Below, quotes from the responses about the hindrances that teachers encounter in promoting learner autonomy were presented.

Hypothetically speaking, If there were no syllabus to follow, it would affect autonomy positively. Only if eager students attended language classes would they be more autonomous in the language learning process. If assignments effect points of the students more, it contributes to promoting learner autonomy as well. (Participant 27)

At public schools, there is a certain syllabus to obey. The most effective element that hinders learner autonomy is the designated syllabus. (Participant 29)

In my opinion, formal education has border lines that must not be passed over, and that is because of the nature of formal education. For example, a certain syllabus must be followed. The learning place is usually classroom, but nowhere else. Students must attend schools at significant age. All those factors hinder learner autonomy because students do not have the right to choose and that affects autonomy negatively. (Participant 27)

Another challenge that teachers faced while promoting learner autonomy was the way learners get marks. According to the participants, students should get higher marks from their homework, and the weight of exams should be reduced to promote learner autonomy.

In order to promote autonomy, the strict syllabus should be removed. Students get marks from their homework, and the effect of the exams on marks should be reduced. (Participant 29)

Parents' interference in teachers' way of teaching was also mentioned as a hindrance to developing learner autonomy in learners. Below, a quote from Participant 36 was presented about parents' behaviors as a hindrance to learner autonomy:

Parents pretend to be instructors. They teach me how I should give homework etc. I am a teacher; they pretend as if they were my teacher. (Participant 36)

Lack of interest and motivation was also considered as a challenge that affected learner autonomy in a negative way. As stated in the previous sections, being accustomed to spoon-fed was another difficulty that the teachers encountered while promoting learner autonomy.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter covers a summary of the study, and a discussion of the main findings to address each research questions. In addition, implications, recommendations and the limitations of the study are given, and suggestions for future research are presented.

5.2. Summary of the Study

The present study is conducted to sort out the secondary school EFL teachers' perceptions on learner autonomy considering what learner autonomy is, the role of the teacher in promoting learner autonomy, learner autonomy and language success relationship, and the challenges they encountered while promoting learner autonomy in their foreign language classes. The study, being realized through a mixed-method research design, was carried out in the fall semester of the 2019-2020 Academic Year at 29 secondary schools in Kozan, the province of Adana, Turkey. The 43 participants (English teachers; 28 Females and 15 Males) were chosen by a purposive sampling method.

The data were collected through a questionnaire that consisted of 5 sections. The first section contained 37 Likert type questions which were designed in 10 constructs that were psychological, social, cultural, technical, political aspects on learner autonomy, the teacher's role in developing learner autonomy, the application of learner autonomy to distinct cultural contexts, the corelation between age and learner autonomy, language success and learner autonomy, the significance of learner autonomy for teaching methodology (Borg & Al Busaidi, 2012). Section two contained 14 items to get secondary school EFL teachers' perceptions on feasibility and desirability of learner autonomy. The third section of the questionnaire was designed to collect information about secondary school EFL teachers' perceptions on their learners' autonomy level and howmuch they encouraged learner autonomy in their classes. This section of the questionnaire also included two open-ended questions to collect deeper insights about participants' perceptions on learner autonomy. The fouth section of the

questionnaire was designed to get demographic information of the participants and in the fifth section the partcipants were asked if they would volunteer for an interview after the questionnaire.

The second part of the data collection process was planned as a semi-structured interview which included 7 main questions and 11 sub-questions (see Appendix 6); however, because of the restrictions that coronavirus brought up, the interviews were turned into open-ended questions and implemented through personal e-mails of the participants. The data collected through the questionnaire was analyzed through descriptive analysis method, and the data collected through open-ended questions were analyzed using descriptive content analyses. This chapter contains a conclusion and discussion of the findings to be presented in detail.

5.3. Discussion of the Findings with Reference to Research Questions

5.3.1. Research Question 1: What are the secondary school EFL teachers' perceptions for the term of learner autonomy?

The findings collected through the questionnaire and the interview revealed that Secondary School EFL teachers who work in Kozan province, Adana, Turkey associated learner autonomy with self-awareness, learning to learn, and taking responsibility of learning which matches with the findings in the literature (Al Asmari, 2013; Doğan & Mirici, 2017; Al Busaidi, 2012). This study reveals that, according to the participants, collaborative activities, as well as individual activities, help learners develop learner autonomy. This result is also confirmed by the previous studies in the literature (Cakici, 2015) They also think that there is an individual perspective of learner autonomy, which was confirmed by the study carried out by Doğan and Mirici (2017) with the idea that promoting learner autonomy is also feasible with the adapting skills and abilities to learn independently.

According to the findings of this study, participants are of the opinion that learners should have a right to choose what to learn, how to learn and the learning materials in their classes however the desirability and feasibility of involving learners in the assessment of their learning was relatively low which was also confirmed by the study conducted in Turkey (Doğan & Mirici, 2017). They also think that involving learners in the decision-making process about what to learn and how to learn is not feasible in state school settings.

Considering age and learner autonomy, participants think that learner autonomy can be developed at any age; nevertheless, they give different responses to the Item related to the cultural background. The majority of the participants were unsure about the effect of cultural background on learner autonomy, which means that there is a tendency to literature, which states that cultural background affects learner autonomy (Ho & Crookal, 1995).

Another finding of this study is that secondary school EFL teachers think that motivated and confident learners can develop learner autonomy easier than those who are not motivated and self-confident. When we look at the previous studies (Dickinson, 1987; O'Donnell, Chang & Miller, 2013), we see that there is a strong relationship between motivation and learner autonomy. These studies confirm that learner autonomy leads motivation and provides a shield against negative peer influences, therefore; teachers' perceptions on the relationship of motivation and learner autonomy can be confirmed.

This study confirms that secondary school EFL teachers promote learner autonomy primarily trying to motivate learners and trying to equip them with autonomous learning strategies by giving information about the importance of language learning, benefits explaining them learning how to learn, which are key factors in promoting learner autonomy. They try to promote learning autonomy by giving task-based homework which will provide learners to do research to complete the task. Collaborative activities are also part of how they promote learner autonomy. These actions comply with Çakıcı's (2015) five steps to promote learner autonomy; increase learners' awareness of learning strategies, using collaborative learning, self-reports, diaries, evaluation sheets and creating portfolios, and Nunan's (1997) five-step approach which emphasizes raising awareness of the learners about learner autonomy.

5.3.2. Research Question 2: What are the secondary school EFL teachers' perceptions for the contribution of learner autonomy in L2 learning?

The findings of the second research question revealed that all of the participants agreed on learner autonomy as a key point to achieve language success. They do not regard learner autonomy as one of the factors to affect language success but rather as a requirement for success.

5.3.3. Research Question 3: What are the secondary school EFL teachers' perceptions on feasibility and desirability of learner autonomy?

The findings of the third research question revealed that the participants implemented learner autonomy as a highly desirable factor, however, they disagree that promoting learner autonomy in classes is feasible. They find the curriculum and time as a hindrance to promote learner autonomy. This complies with the previous studies (Dogan & Mirici, 2017) in Turkey, which concluded that teachers have negative attitudes toward the practicality and feasibility of learner autonomy. They explain this with the limitation of curriculum, lack of interest and lack of willingness to learn English which was expressed in the previous studies as a barrier in front of promoting learner autonomy (Benson, 2010; Littlewood, 1997). They also put stress on the usage of language on a daily basis. The learners lack of opportunity to use and need the language in their daily life, which affects their motivation and indirectly learner autonomy. According to the interviews, the participants see their learners to be accustomed to being spoon-fed as also found to be problem in the related studies by Inozu's case study (2008) and also confirmed by Mirici (2017).

This study also concludes that the participants claim learner autonomy as a requirement for success. However, they are reluctant to share the responsibility of evaluation part of the lesson which again complies with the study by Tursun (2010) which concluded that teachers were of the opinion that responsibilities such as lesson planning and evaluation belonged to teachers.

5.3.4. Research Question 4: What are the secondary school EFL teachers' perceptions for learners to be autonomous?

In order to understand secondary school EFL teachers' perceptions for learners to be autonomous, their responses to questionnaire and interview questions were analyzed. The findings from the questionnaire reveal that the participants perceive autonomous learners as motivated and self-confident. Findings from the interview questions reveal that the participants consider an autonomous learner as responsible, curious, self-confident, patient, ambitious, creative, self-aware, motivated and self-disciplined. This study also reveals that they do not consider their learners to be autonomous. As abovementioned, they corelate this issue with the limitation of curriculum, lack of interest and willingness to learn English, lack of opportunities to use the target language in daily life and learners' being accustomed to being spoon-fed.

5.3.5. Research Question 5: What challenges do secondary school EFL teachers encounter in promoting learner autonomy in their Classes?

According to the findings of this study the biggest barrier between the teachers and promoting learner autonomy was found as the limitations of the curriculum which had already been mentioned in the other studies by Benson (2010) and Doğan and Mirici (2017), Little (2009). Another barrier that participants face while promoting learner autonomy is lack of learners' interest in learning a language and lack of willingness to take responsibility of their learning, which matches with the conclusion of the study conducted by Shahsavari (2014).

According to some open-ended answers given in the interviews, learners are accustomed to being spoon-fed. Although participants do not explicitly express this, it can be concluded from their sentences like "*They always need instruction"* (Participant 42), "*They depend on only teacher. They even don't open their books unless I tell them."* (Participant 32). This was a situation in Inozu's case study (2008) and was one of the findings of the study conducted by Mirici (2017).

5.4. Implications of the Study

This study found that secondary school EFL teachers are acquainted with the term learner autonomy and how to implement learner autonomy in their classes, however, it is clearly seen that they consider promoting learner autonomy as unfeasible because of the limitations of the curriculum and the time allotted for the syllabus. Teachers should be aware that the curriculum stands for a framework and teachers are free to stretch it and customize according to learners' needs. Although the 8th Graders at the secondary school get prepared for Highschool Entrance Exams (LGS), the 5th, 6th and 7th graders do not feel this stress as much as 8th graders, which shows that secondary school EFL teachers have three years of time to promote learner autonomy in their classes.

According to findings of this study, one of the biggest challenges in implementing learner autonomy is students' lack of motivation, interest, and reluctance to take responsibility of their learning. It is also confirmed by the participants of this study that there is a strong correlation between the motivation and learner autonomy both of which trigger the development of each other; motivated learners develop learner autonomy easily and learner autonomy help develop learner autonomy. Therefore,

teachers should be aware that learner autonomy requires teachers to forgo some of their responsibilities however, this does not make teachers' duty, which includes motivating learners, easier. They should take the responsibility of searching for the reasons why learners lack of motivation and finding ways to increase their interest in their lessons. According to Railton and Watson (2005), Shahsavari (2014), and Zou (2011); it is teachers' duty to guide learners to develop learner autonomy.

5.5. Recommendations

This study confirms that secondary school EFL teachers believe that learner autonomy improves the success of learner autonomy. They also claim that they provide enough opportunities for learners to develop learner autonomy. However, their final verdict confirms that their students do not have a satisfactory degree of learner autonomy, which they claim resourced mostly from syllabus and curriculum limitations and learners' lack of willingness to take responsibility of their learning, and being accustomed to being spoon-fed. There is a gap between teachers' perception on learner autonomy and the practicality of learner autonomy in the classes. There may be other reasons of this, however, this gap between the perception and practice should be investigated.

The previous studies on the subject were conducted among EFL teachers who work mostly at the universities, this study which was conducted at secondary schools will contribute to the literature and will help us gain a broader perspective on teachers' views and beliefs on learner autonomy. However, learner autonomy has dimensions beyond merely teachers' perspectives, learner, and education system. It has sociological, psychological and cultural dimensions and even family impact on learner autonomy to be delved into investigation.

Because of coronavirus limitations, this study had to be conducted mostly through internet and telephone. Face-to-face interviews with unstructured or semi-structured interviews, diaries and long-term observations can help us gain more accurate and deeper insights on their perception of learner autonomy.

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7. APPENDICES

Appendix 1. Ethics Committee Approval (Çağ University)

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	13099273712
ADI VE SOYADI	Ümit YAŞAR
ÖĞRENCİ NO	20188029
TEL. NO.	5531669779
E - MAİL	kozan@live.com
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - GÜZ DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Ortaokul İngilizce Öğretmenlerinin Öğrenen Özerkliği Konusundaki Görüşleri
TEZİN AMACI	Ortaokul İngilizce Öğretmenlerinin Öğrenen Özerkliği Konusundaki Görüşlerinin
TEZİN TÜRKÇE ÖZETİ	Bu karma tip çalışma, ortaokul İngilizce öğretmenlerinin öğrenen özerkliği konusundaki algılarını anlamak amaçlıdır. Adana ili, Kozan ilçesindeki ortaokul
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Kozan İlçe Milli Eğitim Müdürlüğüne bağlı ortaokullar
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Milli Eğitim Bakanlığı Kozan İlçe Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çalışma Adana ilinin Kozan ilçesindeki Milli Eğitim Bakanlığına bağlı devlet okulları
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Learner Autonomy Questionnaire, Learner Autonomy Interview, Diary

Sobe-1977

EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Learner Autonomy Questionnaire (5) Sayfa 2)Learner Autonomy Questionnaire (5) Sayfa

ÖĞRENCİNİN ADI - SOYADI: Ümit YAŞAR		**ÖĞRENCİNİN İMZASI: (Enstitüde Kalan Asıl Sureti İmzalıdır.) TARİH: 29 / 11/ 2019**	
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu Özel Hukuk faaliyet içerisine girmektedr			
1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	**A.B.D. BAŞKANININ ONAYI**
Adı - Soyadı: Gülden TÜM	Adı - Soyadı: ……	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİN KARAKAŞ
Unvanı : Assoc. Prof. Dr.	Unvanı: ……	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.
İmzası : (Enstitüde Kalan Asıl Sureti İmzalıd	İmzası: ……	İmzası:(Enstitüde Kalan Asıl Sureti İmzalıdır.)	İmzası:(Enstitüde Kalan Asıl Sureti İmzalıdır.)
… / ….. / 20….	…. / …. / 20….	……. / …….. / 20……	…. / …. / 20….

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: **Mustafa BAŞARAN (Y. Ahmet Gökhan SÖKMEN)**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER (Y. Belde AKA)**	Adı - Soyadı: **Ali Engin OBA**	Adı - Soyadı: **Mustafa Tevfik ODMAN**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.)	İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.)	Kalan Asıl Sureti İmzalıdır.)	İmzası : ……	İmzası : ……
…… / ….. / 20….	…… / ….. / 20….	… / ….. / 20….	….. / ….. / 20….	… / ….. / 20….
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE		**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 29 /11 / 2019 - 10 /01. / 2020. tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE	x	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.

Appendix 2. Learner Autonomy Questionnaire (Developed by Borg and Al-Busaidi, 2012)

Section 1: Learner Autonomy

Please give your opinion about the statements below by ticking ONE answer for each. The statements are not just about your current job and in answering you should consider your experience as a language teacher more generally.

	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	Language learners of all ages can develop learner autonomy.					
2	Independent study in the library is an activity which develops learner autonomy.					
3	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.					
4	Autonomy means that learners can make choices about how they learn.					
5	Individuals who lack autonomy are not likely to be effective language learners.					
6	Autonomy can develop effectively through learning outside the classroom.					
7	Involving learners in decisions about what to learn promotes learner autonomy.					
8	Learner autonomy means learning without a teacher.					
9	It is harder to promote learner autonomy with proficient language learners than it is with beginners					
10	It is possible to promote learner autonomy with both young language learners and with adults.					
11	Confident language learners are more likely to develop autonomy than those who lack confidence.					
12	Learner autonomy allows language learners to learn more effectively than they otherwise would.					
13	Learner autonomy can be achieved by learners of all cultural backgrounds.					
14	Learner autonomy is promoted when learners take part in decision-making to choose the activities they do.					
15	Learner autonomy cannot be promoted in teacher-centered classrooms.					
16	Learner autonomy is promoted through activities which give learners opportunities to learn from each other.					

17	Learner autonomy implies a rejection of traditional teacher-led ways of teaching.					
18	Learner autonomy cannot develop without the help of the teacher.					
19	Learner autonomy is promoted by activities that encourage learners to work together.					
20	Learner autonomy is only possible with adult learners.					
21	Learner autonomy is promoted by independent work in a self-access center.					
22	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.					
23	Learner autonomy is a concept which is not suited to non-Western learners.					
24	Learner autonomy requires the learner to be totally independent of the teacher.					
25	Cooperative group work activities support the development of learner autonomy.					
26	Promoting autonomy is easier with beginning language learners than with more proficient learners.					
27	Learner autonomy is promoted when learners can choose their own learning materials.					
28	Learner-centered classrooms provide ideal conditions for developing learner autonomy.					
29	Learning how to learn is key to developing learner autonomy.					
30	Learning to work alone is central to the development of learner autonomy.					
31	Out-of-class tasks which require learners to use the internet promote learner autonomy.					
32	The ability to monitor one's learning is central to learner autonomy.					
33	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.					
34	The proficiency of a language learner does not affect their ability to develop autonomy.					
35	The teacher has an important role to play in supporting learner autonomy.					
36	Learner autonomy has a positive effect on success as a language learner.					
37	To become autonomous, learners need to develop the ability to evaluate their own learning.					

Section 2: Desirability and Feasibility of Learner Autonomy

Below there are two sets of statements. The first gives examples of decisions **LEARNERS** might be involved in; the second lists abilities that learners might have. For each statement:

a. First say how **desirable** (i.e. ideally), you feel it is.

b. Then say how **feasible** (i.e. realistically achievable) you think it is for *the learners you currently teach most often*.

You should tick **TWO** boxes for each statement – one for desirability and one for feasibility.

	Desirability					**Feasibility**			
	Undesirable	Slightly desirable	Quite desirable	Very desirable		Unfeasible	Slightly deasible	Quite Feasible	Very feasible
Learners are involved in decisions about:									
The objectives of a course									
The materials used									
The kinds of tasks and activities they do									
The topics discussed									
How learning is assessed									
The teaching methods used									
Classroom management									
Learners have the ability to:									
Identify their own needs									
Identify their own strengths									
Identify their own weaknesses									
Monitor their progress									
Evaluate their own learning									
Learn co-operatively									
Learn independently									

Section 3: Your Learners and Your Teaching

This section contains two open-ended questions. These are an important part of the questionnaire and give you the opportunity to comment more specifically on your work at your institute.

1. To what extent do you agree with the following statement? Choose ONE answer:

In general, the students I teach English most often to at my institute have a fair degree of learner autonomy.

Strongly disagree		Disagree		Unsure		Agree		Strongly agree	

Please comment on why you feel the way you do about your students' general degree of autonomy:

2. To what extent do you agree with the following statement? Choose ONE answer:
In general, in teaching English at my institute, I give my students opportunities to develop learner autonomy

Strongly disagree		Disagree		Unsure		Agree		Strongly agree	

Please comment. You may want to explain why and how you promote autonomy, if you do, or to explain why developing learner autonomy is not an issue you focus on in your work:

Section 4: About Yourself

Please tell us about your background.

3. Years of experience as an English language teacher (Tick ONE):

0-4		5-9		10-14		15-19		20-24		25+	

4. Your age (Tick ONE):

20-30		31-40		41-50		50+	

5. Highest qualification (Tick ONE):

Certificate		Diploma		Bachelor's		Master's		Doctorate		Other	

6. Gender (Tick ONE):

Male		Female	

Section 5: Further Participation

6. In the next stage of the study we would like to talk to individual teachers to learn more about their views on learner autonomy. Would you be interested in discussing this issue further with us?

Yes		No	

If you answered YES to question 1 above, please write your name and phone number here.

Name	
Email	

Appendix 3. Sample Interview Questions (Designed by Borg and Al-Busaidi, 2012)

Learner Autonomy Interview Questions

Değerli meslektaşım,

Aşağıda hazırlamış olduğum soruları sizlerle biraraya gelerek yüzyüze sormam gerekiyordu. Ancak tüm dünyada olduğu gibi Türkiye'de de oluşan şartlardan dolayı e-posta ile göndermek zorunda kalıyorum. Bu nedenle sizlerden özür diliyorum ve aşağıdaki soruları içtenlikle ve detaylı bir şekilde cevaplayacağınız için şimdiden çok teşekkür ediyorum.

Her sorunun cevabını sorunun hemen altındaki boşluğa istediğiniz şekilde yazabilirsiniz. Zira zaman dilimi açısından da konuşma dili ve istediğiniz dil bilgisi yapısını kullanmanızda hiç bir sakınca görmüyoruz. Vereceğiniz cevapların içeriği bizim için çok daha önemli. Bu nedenle her bir soru için önemli olduğunu düşündüğüzü yazmanız bizim için yeterli olacaktır. Şimdiden harcamış olduğunuz zamana ve katkıya çok teşekkür ederiz. Sağlıklı günlere..

Doç.Dr. Gülden TÜM
Ümit YAŞAR

Daha önce aynı konuyla alakalı yaptığımız anketi şuradan görebilirsiniz:

https://forms.gle/8sUNLmWrSSRkCnvS6

Ad/ Soyad:

1. What does 'autonomy 'mean to you? In a few words, how would you sum up your views on what learner autonomy is?

2. What are the key characteristics of an autonomous language learner for you?

3. Do you agree this statement? 'Learner autonomy has a positive effect on the success of a language learner.' Can you tell me a little more about how you see the relationship between learner autonomy and language learning?

4. How much have you had an experience to develop you current views about learner autonomy and its value?

a. Is it an issue you have focused on in your training as a language teacher?

b. Have you worked in other contexts where autonomy has been considered an important issue to develop learners?

c. What about your own experience as a language learner – do you feel autonomy was/has been an issue you were aware of in the past?

5. Focus on Section 2: Desirability and feasibility of learner autonomy.

a. In terms of decision-making, what do you think about the desirability and feasibility of learner involvement? To what extent are learners actually involved in such decisions?

b. What do you think about the feasibility and desirability of learners with certain abilities? Does it mean you have a positive view of the situation in which you work?

6. Do you agree with this statement? 'In general, the students I teach English at my institute have a fair degree of learner autonomy '.

a. If yes, Could you give your reasons more about why you feel this way?

b. What is it that learners do to make you feel that they have a fair degree of autonomy?

c. Are there any other particular factors that hinder learner autonomy at your institute?

7. 'In general, in teaching my students English at my institute, I give opportunities to develop their learner autonomy '. Do you agree with this statement?

a. Firstly, what role do you feel as the model teacher to promote learner autonomy? Explain in details.

b. Can you elaborate some more about what you do so that you encourage the level of autonomy in your learners?

c. What changes in the way your institute operates would allow you to promote learner autonomy better?

Appendix 4. Descriptive Analysis of the Learner Autonomy Questionnaire

	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
		%	%	%	%	%
1	Language learners of all ages can develop learner autonomy.	.0	12.2	9.8	63.4	14.6
2	Independent study in the library is an activity which develops learner autonomy.	.0	7.3	12.2	58.5	22.0
3	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	.0	4.9	.0	70.7	24.4
4	Autonomy means that learners can make choices about how they learn.	.0	2.4	2.4	63.4	31.7
5	Individuals who lack autonomy are not likely to be effective language learners.	.0	7.3	26.8	51.5	24.4
6	Autonomy can develop effectively through learning outside the classroom.	.0	4.9	17.1	39.0	39.0
7	Involving learners in decisions about what to learn promotes learner autonomy.	.0	2.4	7.3	61.0	29.3
8	Learner autonomy means learning without a teacher.	7.3	17.1	29.3	31.7	14.6
9	It is harder to promote learner autonomy with proficient language learners than it is with beginners	4.9	22.0	34.1	31.7	7.3
10	It is possible to promote learner autonomy with both young language learners and with adults.	2.4	14.6	7.3	53.7	22.0

11	Confident language learners are more likely to develop autonomy than those who lack confidence.	.0	2.4	7.3	48.8	41.5
12	Learner autonomy allows language learners to learn more effectively than they otherwise would.	.0	2.4	4.9	56.1	36.6
13	Learner autonomy can be achieved by learners of all cultural backgrounds.	.0	14.6	41.5	26.8	17.1
14	Learner autonomy is promoted when learners take part in decision-making to choose the activities they do.	.0	2.4	7.3	58.5	31.7
15	Learner autonomy cannot be promoted in teacher-centered classrooms.	7.3	12.2	26.8	24.4	29.3
16	Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	.0	2.4	14.6	43.9	39.0
17	Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	4.9	14.6	24.4	36.6	19.5
18	Learner autonomy cannot develop without the help of the teacher.	19.5	34.1	24.4	22.0	.0
19	Learner autonomy is promoted by activities that encourage learners to work together.	.0	7.3	14.6	51.2	26.8
20	Learner autonomy is only possible with adult learners.	26.8	36.6	19.5	14.6	2.4
21	Learner autonomy is promoted by independent work in a self-access center.	4.9	9.8	19.5	46.3	19.5
22	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.	.0	12.2	17.1	43.9	26.8
23	Learner autonomy is a concept which is not suited to non-Western learners.	26.8	19.5	41.5	12.2	.0
24	Learner autonomy requires the learner to be totally independent of the teacher.	9.8	31.7	29.3	17.1	12.2
25	Co-operative group work activities support the development of learner autonomy.	.0	2.4	19.5	53.7	24.4

26	Promoting autonomy is easier with beginning language learners than with more proficient learners.	4.9	19.5	19.5	43.9	12.2
27	Learner autonomy is promoted when learners can choose their own learning materials.	.0	2.4	12.2	58.5	26.8
28	Learner-centered classrooms provide ideal conditions for developing learner autonomy.	.0	2.4	4.9	58.5	24.1
29	Learning how to learn is key to developing learner autonomy.	.0	.0	2.4	53.7	43.9
30	Learning to work alone is central to the development of learner autonomy.	2.4	7.3	34.1	43.9	12.2
31	Out-of-class tasks which require learners to use the internet promote learner autonomy.	.0	12.2	24.4	43.9	19.5
32	The ability to monitor one's learning is central to learner autonomy.	.0	14.6	22.0	41.5	22.0
33	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	.0	4.9	.0	36.6	58.5
34	The proficiency of a language learner does not affect their ability to develop autonomy.	19.5	31.7	26.8	14.6	7.3
35	The teacher has an important role to play in supporting learner autonomy.	.0	12.2	9.8	51.2	26.8
36	Learner autonomy has a positive effect on success as a language learner.	.0	4.9	2.4	53.7	39.0
37	To become autonomous, learners need to develop the ability to evaluate their own learning.	.0	4.9	4.9	56.1	34.1

Appendix 5. Permission and Approval Letter from Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1281 – 876 02.12.2019
KONU: Tez Anket İzni Hakkında

KOZAN İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188029 numaralı) **Ümit YAŞAR, "Ortaokul İngilizce Öğretmenlerinin Öğrenen Özerkliği Konusunda Görüşleri"** konulu tez çalışmasını Çukurova Üniversitesi öğretim elemanı Doç. Dr. Gülden TÜM danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Kozan İlçe Milli Eğitim Müdürlüğüne bağlı Devlet ve Özel okullarda görev yapmakta olan İngilizce Öğretmenleri kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

(Enstitüde Kalan Aslı İmzalidir)
Doç. Dr. Murat KOÇ
Sos. Bil. Enst. Müdürü

EKLERİ: Altı Sayfa tez anket formları ile İki sayfa tez etik kurul izin formunun fotokopileri.

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Appendix 6. Approval Letter from Kozan Directorate of National Education

T.C.
KOZAN KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 79315810-604.01.01-E.25112738 17/12/2019
Konu : Tez Anket İzni
(Ümit YAŞAR)

KAYMAKAMLIK MAKAMINA

Çağ Üniversitesinin 02.12.2019 tarih ve 876 sayılı yazılarında: İngiliz Dili Eğitimi Yüksek Lisans öğrencisi olan Ümit YAŞAR'ın tez çalışmasi kapsamında "Ortaokul İngilizce Öğretmenlerinin Öğrenen Özerkliği Konusunda Görüşleri" konulu anketin ilçemiz ortaokullarında uygulanabilmesi için gerekli iznin verilmesi istenilmektedir. Söz konusu anketin ilçemiz ortaokullarında uygulanması müdürlüğümüze uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim

Faruk SÖNMEZ
İlçe Milli Eğitim Müdürü

OLUR
17/12/2019

Şafak GÜRÇAM
Kaymakam

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8. CURRICULUM VITAE

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