T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

FOSTERING LEARNER AUTONOMY: AN IN-SERVICE TEACHER DEVELOPMENT PROGRAM FOR ENGLISH LANGUAGE TEACHERS

Ph.D. THESIS

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Department of English Language and Literature
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DECLARATION

I hereby declare that all information in this thesis document "Fostering Learner Autonomy: An In-Service Teacher Development Program for English Language Teachers" has been obtained and presented in accordance with academic rules and ethical values. I also declare that, as required by these rules and values, I have fully cited and referenced all material and results, which are not original to this thesis. (26/01/2021).

Esen GENÇ

To my beloved children, Kaan and Defne

FOREWORD

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January 2021 **Esen GENÇ**

TABLE OF CONTENT

Page

FOREWORD ..... **x**
TABLE OF CONTENT ..... **xii**
LIST OF TABLES ..... **xvi**
LIST OF FIGURES ..... **xviii**
ÖZET ..... **xxii**
ABSTRACT ..... **xx**
1. INTRODUCTION **1**
1.1 Background of the Study 3
1.2 Statement of the Problem 5
1.3 Aim of the Study 8
1.4 Design of the Study 8
2. REVIEW OF LITERATURE **11**
2.1 Introduction 11
2.2 Autonomy 11
2.2.1 Origins of autonomy 11
2.2.2 Constructivism 14
2.2.2.1 Social constructivism 15
2.2.3 Definition of learner autonomy 16
2.2.4 Misconceptions of learner autonomy 19
2.2.5 Autonomy in language education 20
2.2.6 Characteristics of autonomous learners 22
2.2.7 Teacher autonomy 24
2.2.8 The relationship between learner autonomy and teacher autonomy 26
2.2.9 Fostering learner autonomy in language classes 30
2.2.9.1 Learner roles 32
2.2.9.2 Teacher roles 35
2.3 Teacher Development 39
2.3.1 Teacher learning 40
2.3.2 Action research strategies 41
2.3.3 Developing teacher autonomy through action research 45
3. METHODOLOGY **49**
3.1 Introduction 49
3.2 Research Design 49
3.3 Participants 54
3.4 Data Collection Instruments and Procedure 55
3.4.1 Researcher diary 57
3.4.2 Participant diary 58
3.4.3 The autonomy perception questionnaire 59
3.4.5 Course evaluation questionnaire 59
3.5 Limitations 59
3.6 Data Analysis 60

3.7 Instructional Design of Twelve-Week Teacher Development Program to Foster Learner Autonomy 61
3.7.1 Theory of the Teacher Development Program 61
3.7.2 Instructional procedure 66
4. FINDINGS AND DISCUSSION 74
4.1 Results of the Qualitative Analysis of the Research Question 1 75
4.1.2 Teachers' conceptions of learner autonomy before the TDP 77
4.1.2 Teachers' conceptions of learner autonomy after the TDP 79
4.1.3 Teachers' attempts to foster learner autonomy in their classes before the TDP 81
4.1.4 Teachers' possible attempts to foster learner autonomy in their classes after the TDP 83
4.2 Results of the Qualitative Analysis of the Research Question 2 86
4.2.1 The benefits of the TDP for the participants in relation to professional development 87
4.2.1.1 Benefits in relation to self-directed professional development 88
4.2.1.2 Benefits in relation to capacity for self-directed professional development 96
4.2.1.3 Benefits in relation to freedom from control over professional development 98
4.2.2 The benefits of the TDP for the participant teachers in relation to professional action 103
4.2.2.1 Benefits in relation to self-directed professional action 104
4.2.2.2 Benefits in relation to capacity for self-directed professional action 111
4.2.2.3 Benefits in relation to freedom from control over professional action 118
4.3 Results of the Qualitative Analysis of the Research Question 3 125
4.3.1 The expectations of the participants at the beginning of the TDP 126
4.3.2 The satisfaction of the participants of the TDP in terms of meeting with their needs 127
4.3.3 The suggestions of the participants at the end of the TDP 129
4.4 Results of the Qualitative Analysis of the Research Question 4 131
4.4.1 The opinions of the researcher regarding the materials used 132
4.4.2 The opinions of the researcher regarding the procedures followed 133
4.4.3 The opinions of the researcher regarding the environment created 135
5. CONCLUSION 139
REFERENCES 143
APPENDICES 155
RESUME 184

ABBREVIATIONS

APQ : Autonomy Perception Questionaire
AR : Action Research
CEQ : Course Evaluation Questionaire
ELT :English Language Teaching
EPOSTL :European Portfolio for Student Teachers of Languages
LA : Learner Autonomy
PD : Participant Diary
RD : Researcher Diary
T : Teacher
TA : Teacher Autonomy
TDP :Teacher Development Program

LIST OF TABLES

Page

Table 3.1: Demographic Information of the Participant Teachers 54
Table 3.2: Research Questions and Data Collection Instruments 56
Table 3.3: Characteristics of Deductive and Inductive Approaches to Data Analysis..... 61
Table 3.4: The Content of the Teacher Development Program..... 66
Table 4.1: Themes, Codes, and Data Sources Obtained from the Participants Teachers' Overall Evaluation of the Teacher Development Program 76
Table 4.2: The Benefits of Involvement in the Teacher Development Program in Relation to Self-Directed Professional Development 88
Table 4.3: The Benefits of Involvement in the Teacher Development Program in Relation to Self-Directed Professional Action 103
Table 4.4: Themes, Codes and Data Sources Obtained from the Participants Teachers' Overall Evaluation of the Teacher Development Program .. 125
Table 4.5: Themes, Codes and Data Sources Obtained from the Researcher's Overall Evaluation of the Teacher Development Program 131

LIST OF FIGURES

Page

Figure 2.1: Developing Learner Autonomy – A Simplified Model 31
Figure 3.1: Cyclical AR by Kemmis & McTaggart (1988)..... 52
Figure 3.2: Dimensions of teacher autonomy by Smith (2003) 63
Figure 3.3: Analytic Schema of the Teacher Development Program based on Smith (2003)..... 64
Figure 4.1: The Comparisons of the Sessions Regarding Their Impacts on Professional Development and Professional Action..... 122

FOSTERING LEARNER AUTONOMY: AN IN-SERVICE TEACHER DEVELOPMENT PROGRAM FOR ENGLISH LANGUAGE TEACHERS

ABSTRACT

The main concern of the study was to prepare an in-service *teacher development program* for English language teachers to help them promote *learner autonomy* in *language teaching*. At the end of the program it was aimed to develop participant teachers in terms of both *teacher autonomy* and *learner autonomy*. The study was carried out with 10 English language teachers whose professional experiences were at least two years at Samsun Özel SınavKoleji. The implementation of the program and data collection procedure were between September and December 2018 and lasted for twelve weeks. The methodological approach of the study was the case study and employed action research as a research methodology. The data collection tools employed in the study were all qualitative and designed by the researcher. And the tools, a Researcher Diary, a Participant Diary, an Autonomy Perception Questionnaire and a Course Evaluation Questionnaire, were all composed of open-ended questions. In order to develop an efficient and sufficient program, the Autonomy Perception Questionnaire was applied to the participant teachers at the beginning of the program to see their perception of learner autonomy. The Participant Diary and the Researcher Diary were used to get feedback from the participants and collect the views of the researcher for each week of the program. And the Course Evaluation Questionnaire was employed at the end of the program to collect the ideas of the participant teachers regarding the *teacher development program*. All data was analyzed by using content analysis and NVIVO 11. According to the results, the program can be seen as successful in improving teachers' conceptions on *learner autonomy*, and has contributed to various areas especially in pedagogical awareness and self-awareness for professional development and self-directed professional action for professional action. In this regard, the in-service *teacher development program* employed in the study can be said to have a positive impact on participant teachers' perception and attitude towards teacher and *learner autonomy*.

Keywords: Learner autonomy, Teacher autonomy, Language teaching, Teacher development program

ÖĞRENEN ÖZERKLİĞİ GELİŞTİRME: İNGİLİZ DİLİ ÖĞRETMENLERİNE YÖNELİK HİZMETİÇİ BİR ÖĞRETMEN GELİŞTİRME PROGRAMI

ÖZET

Bu çalışmanın amacı *dil öğretiminde öğrenen özerkliğini* geliştirme konusunda İngiliz dili öğretmenlerine yardımcı olabilecek bir hizmetiçi *öğretmen geliştirme programı* tasarlamaktır.Çalışmanın sonunda katılımcı öğretmenlerin hem kendi hem de *öğrenen özerkliği* konusunda bilinçlenmeleri ve özerk bir öğrenme ortamı oluşturma konusunda ilerleme kaydetmiş olmaları amaçlanmaktadır. Çalışma en az 2 yıl mesleki tecrübeye sahip 10 İngilizce öğretmeniyle, Samsun Özel Sınav Koleji'nde yürütülmüştür. Uygulama ve veri toplama prosedürü Eylül-Aralık 2018 tarihinde gerçekleştirilmiştir ve on iki hafta sürmüştür.Çalışmada uygulanan metodolojik yaklaşım, özellikle nitel veri toplama araçlarını içeren olgu çalışmasına dayalı bir eylem araştırmasıdır. Katılımcı Günlüğü, Araştırmacı Günlüğü, Özerlik Algısı Anketi ve Program Değerlendirme Anketi nitel veri toplama araçları olarak kullanılmıştır. Tüm bu araçlar araştırmacı tarafından geliştirilmiş ve açık uçlu sorulardan oluşmaktadır. Etkili ve yeterli bir program oluşturmak için öncelikle katılımcı öğretmenlerin özerklik konusundaki algılarını ölçen Özerlik Algısı Anketi uygulanmıştır. Programın uygulanma sürecinde ise katılımcılardan alınan dönütler ve araştırmacının kendi gözlemlerini yansıtmak için günlüklerden faydalanılmıştır. Çalışmanın sonunda ise program hakkında katılımcı görüşlerini öğrenmek amacıyla Program Değerlendirme Anketi kullanılmıştır. Tüm bu veri toplama araçlarından edinilen verilere içerik analizi yapılmış ve NVIVO 11 programından yararlanılmıştır. Çalışmanın bulguları, katılımcı öğretmenlerin program sayesinde *öğrenen özerkliği* konusunda iyi yönde bir algı geliştirdikleri yönündedir. Ayrıca programın katılımcı öğretmenlere hem mesleki gelişim hem de mesleki faaliyet konusunda birçok yönden fayda sağladığı gözlemlenmiştir. Bu bağlamda çalışmada kullanılan hizmetiçi *öğretmen geliştirme programının* katılımcı öğretmenlerin öğrenen ve *öğretmen özerkliği* konusundaki algı ve tutumları üzerinde pozitif etkisi olduğu söylenebilir.

Anahtar Sözcükler: Öğrenen özerkliği, Öğretmen özerkliği, Dil öğretimi, Öğretmen geliştirme programı

1. INTRODUCTION

The field of language learning and teaching is developing each day along with the advancements of today's world. Recently, theories, strategies, and practices of language teaching and learning have started to put more emphasis on the communicative and functional use of language. These changes towards the use of language instead of rule-governed systems pave the way for directing scientists' focus on learners. Since language is a tool for communication rather than only a set of rules, the learner should be in the center of the process. In order to provide a successful learning and teaching process, studies have been directed to the learner rather than language teaching process. In other words, these studies have concentrated on raising awareness in students for being the most significant actors of the process. In this way, they could assume more responsibility and try to find out how to learn for the purposes they design for themselves. Accordingly, teaching approaches and methods have shifted towards learner-centered trends (Massimi, 2014; Little, 1991). Researchers and teachers who seek to find a way for putting those ideas into practice held on to 'constructivism'. To Wang (2011), the first constructivist philosopher dates back to 1710 who named Vico and he utters a sentence that can be seen as the summary of constructivism: "one only knows something if one can explain it" (Yager, 1991 cited in Wang, 2011, p. 273).

Despite its dating back to the 1700s, most of the world was introduced to constructivism by the works of Jean Piaget. Piaget's constructivism is based on the view of the psychological development of children. His works mainly focus on children's developmental stages and factors that are affecting these stages. As a learning theory, constructivism is defined by Pritchard &Woollard (2010) as follows:

> This theory is based on the central notion that as learners we construct our own understanding of the world around us based on experience as we live and grow. We select and transform information from past and current knowledge and experience into new personal knowledge and understanding. (p.8)

This definition clearly explains the view of constructivism in education. If education is a construction, it can only be constructed by the learner whereas teachers are only helpers. Another constructivist who is as popular as Piaget was the Russian scientist Lev. S Vygotsky. He analyzes constructivism from a social context and according to him, social life and a person's cognition are two halves of an apple. The rise of constructivism has led to the emergence of new concepts in many fields, especially in education. As a result of these learner-centered trends in language teaching, one of the terms that come to the scene is 'autonomy' and it has started to take a great deal of interest from the researchers in the field of education. Little (1991) defines learner autonomy as a learner's assuming responsibility for his or her learning. The concept of autonomy was first applied to learning in the 1960s (He, 2008), but it became more popular in language teaching in the late 1980s (Mishan, 2004).

One of the most popular accepted and detailed definitions of autonomy was coined by Holec (1981, p.3) as: "to take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning". Holec (1981) further defines autonomous aspects of learning as having the capacity of determining the objectives, defining the contents and progressions, selecting methods and techniques to be used, and monitoring the procedure of acquisition properly speaking. Benson (2001) elaborates on these definitions by stating that the nature of autonomy also requires self-management and responsibility. For him, cognitive processes and the control of learning contents are indispensable parts of the autonomy concept.

The characteristics of autonomous learners are defined by Chan (2001) as motivated, goal-oriented, organized, flexible, active, hardworking, initiative, enthusiastic about learning, and trying to use all opportunities to develop their learning. Being an autonomous learner paves the way for success in the learning process because it makes a learner discover how to learn. As autonomy has been related to the field of language teaching, the approaches and techniques used in this area have started to move towards individuality. The teacher-centered classrooms have tended to evolve through learner-centered ones. But this shift brings the question in mind about the techniques employed by language teachers to help some students who cannot develop skills to learn, to assess, and to take control of their own learning, in other words, those who cannot develop autonomy (Üstünlüoğlu, 2009).

Thus, the need for autonomous learners comes along with the need for teachers who are capable of promoting autonomy in the context of language teaching. This study seeks to prepare a teacher development program in order to help language teachers promote learner autonomy in their classes.

1.1 Background of the Study

The increasing popularity of learner autonomy in language teaching has also brought a necessity for language teachers to quit their traditional authoritative roles. It is crucial for the teachers to give up their superior attitudes in the classroom. By doing this, students can feel relaxed and secure during the courses and accordingly they begin to believe in themselves. In the long term, the students' self-confidence and self-esteem will develop. And this development may serve the improvement of their academic success. Several studies have been conducted on the relationship between autonomy and language learning, and they have revealed that autonomous language learners also have strong motivation and are willing to set up their own strategies to achieve their language learning goals (Gao, 2006; Yang, 1999; Zhang, 2003). Learner autonomy has been a controversial issue because it seeks to make changes in traditional teaching methods. Some teachers may interpret it as a threat to their 'significant' role in the teaching process. Planning and guiding a learner-centered classroom is not as simple as it is conceived. The teacher in an autonomous classroom should also be autonomous in order to make necessary arrangements. The term 'teacher autonomy' emerged out of the need for teachers who are willing to create autonomous learning environments. Little (1995) defined teacher autonomy as the capacity of teachers to engage in self-directed teaching. Other researchers have conceptualized teacher autonomy as the ability of a teacher to develop appropriate skills, knowledge and attitudes (Smith, 2000). De Vries & Kohlberg (1987) define an autonomous teacher as in the following:

> An autonomous constructivist teacher knows not only what to do, but why. She has a solid network of convictions that are both practical and theoretical. The autonomous teacher can think about how children are thinking and at the same time think about how to intervene to promote the constructive culture. Autonomous teachers do not just accept uncritically what curriculum specialists give them. They think about whether they agree with what is suggested. (p.380)

The terms and definitions above can be accepted as a summary of the ‘autonomy’ concept in English language teaching. Several studies have been conducted on this subject and different results have been reached. But it is still observed that most of the learners lack autonomy, besides most teachers are not capable of giving a sense of autonomy in class. They cannot manage to make it a more central aspect of their work. Balçıkanlı (2010, p.91) states that “language teachers without any autonomy-oriented training may experience difficulties in creating such a classroom culture.” But despite its rising role in education, autonomy still seems to be an "extra" part of teacher training programs. Little or no attention was paid to that part of teacher education.

Teacher education is also another concept that should be taken into account because teachers can be regarded as the responsible authority for the basis of all kinds of development in a society. People working in all fields are educated and trained in an educational system. And the most important prerequisite to ensure a successful education program is to have qualified teachers. The term ‘qualified’ represents the necessary qualifications for teaching. But all these qualifications may undergo a change with the evolving world. Thus, having a career as a teacher requires lifelong learning and development. Especially language teachers all around the world have the responsibility to be effective and close followers of new trends in language learning and teaching. The content of undergraduate programs at universities may sometimes be insufficient in terms of coping with the latest innovations. Even if they have perfect systems it is impossible to use the same methods forever in a field that is changing day by day. And teachers who graduated from university a long time ago may have problems in following new trends if they do not show special interest. Within the scope of these requirements, it can be assumed that teachers should receive in-service professional education. An in-service education simply means helping teachers develop their skills, data pool, and ways of teaching. As mentioned above, in today’s world which is developing so fast, it is crucial to follow these modifications in education. Thus, teacher education should not be only a choice but also a requirement. In the field of teacher education, two terms are commonly used: training and development. Despite being used as synonyms, they both have different goals and strategies. From these terms, ‘training’ is used to reflect step-by-step instructions to inform or train teachers on a particular subject in a relatively short period. Richards & Farrell (2005) stated some examples of goals from a training perspective as follows:

- Learning how to use effective strategies to open a lesson
- Adapting the textbook to match the class
- Learning how to use group activities in a lesson
- Using effective questioning techniques
- Using classroom aids and resources (e.g., video)
- Techniques for giving learners feedback on performance.

As can be drawn from the examples, the word 'particular' is a key concept for the teacher training process. Training programs can solve some particular problems through an effective program. On the other hand, teacher development addresses more general subjects. It deals with the general understanding of teachers in terms of teaching and may also help them facilitate teaching philosophy. In their book, Richards & Farrell (2005) define development as a process that aims to maintain a general growth for a long-term goal in terms of teaching. They give some examples of the goals of teacher development from a developmental perspective. These examples include understanding how the process of second language development occurs, understanding how our roles change according to the types of learners we are teaching, understanding the variations of the decision-making that occur during lessons, reviewing our own theories and principles of language teaching, developing an understanding of different styles of teaching and determining learners' perception of classroom activities (p. 4). Vieira (1999) mentions that relatively little attention has been paid to the development of a pedagogical approach towards autonomy for language teachers despite a great number of studies conducted in the area of learner-centeredness in language education. The term was included in some course books but it is not always easy to put the ideas into practice.

1.2 Statement of the Problem

The concept of autonomy has drawn a lot of interest in language teaching, but it still cannot find a crucial role in curriculum contents both in schools and teacher education programs. This leads to a need for special training for teachers in order to improve their skills for fostering learner autonomy. Lacey (2007) assumes that teachers can hesitate to give responsibility to their learners in fear of losing their authority because they are accustomed to having all the control in the classroom. Moreover, many language teachers lack the necessary knowledge of the subject matter. Benson (2011)

indicates that so far, most publications on autonomy have solely focused on teaching and learning than on teacher education, therefore there is a need to develop teacher education programs that aim at preparing teachers to foster learner autonomy in their classes.

In Turkey, the Ministry of Education is responsible for teachers' in-service professional development and training. There is a special department named "Directorate-General for Teacher Training and Development". This department prepares teacher development programs every year. In the analysis section of this dissertation, the years 2016 and 2017 are taken into consideration, and all information is obtained from the official internet site of the Ministry of National Education. When the programs are examined, it is seen that there are 12 training programs prepared for the candidate teachers. But all of them seem to put not enough emphasis on the promotion of learner autonomy in language classes. There are 715 teacher training programs for in-service teachers carried by the Directorate of National Education of each city. The programs are chosen at the beginning of the fall-semesters in order to keep up with the needs of the teachers.

These teacher training programs are divided into four groups as:

- Personal Development Programs (Technological Skills, Lifelong Skills, Adult Education)
- Special Quality Development Programs (Branch Changing, Trainer Education, Promotion Education, Orientation Programs)
- Administration and Institutional Education Programs
- Teacher Development Programs.

Among these programs, 'teacher development programs' are related to teaching skills. There are 71 programs including both special fields of education and general teaching skills. In these teaching skills, there are some topics like classroom management, new methods, and approaches in teaching. It can be said that these topics may include learner autonomy implications but there is nothing that directly includes the term 'autonomy'. For example; there is a course titled 'The Course on Different Approaches to Education' and it lasts for 30 hours. It includes constructivism as a subject but it has just been given for 2 hours. A questionnaire in 2014 was prepared for in-service teachers in order to carry out a need analysis for in-service education. This questionnaire was taken by 5562 teachers. %37 of these were female and %62 were

male. Their terms of office were between 1 and 25 years. The questionnaire was composed of two parts. In the first part, questions focused on personal information such as gender, types of school, and titles. In the second part, the participants were asked to submit their demands and expectations in training programs and seminars given by the Ministry of Education. By looking at the order of educational activities demanded by the teacher participants in the survey to be organized in the fields of personal, professional development, and computer technologies, the following results have been obtained:

- The most preferred type of education programs is the ones in teaching technologies and material development. (2273 people)
- The second most important field in the survey is counseling. (2171 people).
- Thirdly, the teachers ask for more programs on classroom management. (1997 people)
- Teaching and learning approaches and theories have only ranked fourth. (1362 people)

The list continues with several different fields of teacher training but there is nearly nothing about learner autonomy. Only three teachers demanded to participate in a training program on modern teaching techniques. The results of this survey reveal that most of the teachers assume that their biggest need is to keep up with technology in education. This issue is crucial in today's technological world but not crucial enough for a teacher. The term 'autonomy' has not been even pronounced by a single teacher. It can be claimed that most of the teachers are not familiar with the term and its content.

In light of this information, although this study proposes an in-service teacher development program for English language teachers, the researcher also examined the curricula of undergraduate English Language Teaching programs in Turkey. For that purpose, the curricula of ten state universities that were in the top ten in 2017 are chosen for the analysis. Their programs are composed of eight semesters. The selected universities are Anadolu University, Atatürk University, Boğaziçi University, Çukurova University, Gazi University, Hacettepe University, Middle East Technical University, Ondokuzmayıs University, Uludağ University, and Yıldız Teknik University. Among these universities, only Anadolu University has a course named "Autonomous Learning". It is a compulsory course given in the second term of the

program. There is no other university that includes a ‘separate’ course for autonomy. It can be inferred from the results that autonomy is generally included in constructivism instead of being a widely known and separate concept.

1.3 Aim of the Study

Drawing on the reasons mentioned above, the first aim of this study is to enable the researcher to develop an understanding of how to establish an in-service teacher development program to help English language teachers foster learner autonomy in their classes. The second aim is to enable the participant teachers to develop an understanding on the concept of learner autonomy so that they would explore and understand the approaches employed to promote learner autonomy in their language classes.

We have formed the following exploratory research questions to achieve the aims of the study:

- Does involvement in an in-service teacher development program change the views of theparticipant teachers on learner autonomy?
- What are the benefits of involvement in an in-service teacher development program on learner autonomy for the participant teachers?
- Are the participant teachers satisfied with the teacher development program on learner autonomy?
- Is the researcher satisfied with the teacher development program regarding the materials used, the procedures followed and the environment created?

1.4 Design of the Study

The study is composed of five chapters. The first chapter provides an introduction to the subject together with the background and significance of the study. Besides, this chapter also comprises the statement of the problem and the aim of the study including the research questions. The second chapter is prepared to provide a review of the literature for the study. It begins with a brief introduction to the chapter and then focuses on the origins of autonomy. Concerning the origins of autonomy, constructivism and social constructivism were given under separate headings for a deeper understanding. Then the definition and misconceptions of learner autonomy,

autonomy in language education, characteristics of autonomous learners, teacher autonomy, the relationship between learner autonomy and teacher autonomy were included in the second chapter, respectively. The last section of chapter two elaborates on fostering learner autonomy, the roles of both the learner and teachers together with the teacher development, teacher learning, action research strategies, and developing teacher autonomy through action research. Chapter three is employed in explaining the methodology of the study. It contains the sections of introduction, research design, participants, data collection instruments (the researcher diary, the participant diary, the autonomy perception questionnaire, and the course evaluation questionnaire), data collection procedure. The analysis of the data is also given in this chapter. It continues with the instructional design of a twelve-week teacher development program to foster learner autonomy, the theory of the teacher development program, and the instructional procedure of it. Chapter four is composed of four sections that are employed to provide answers to research questions. The qualitative data analysis of the data sources will be discussed in this chapter. And at the end of the study, chapter five will constitute an overall conclusion and also include suggestions for further studies.

2. REVIEW OF LITERATURE

2.1 Introduction

This chapter attempts to provide background information for the study. In the first part, constructivism is discussed in order to develop a good understanding of autonomy. Then, autonomy is examined under the sub-headings: origins of autonomy, definitions of learner autonomy, misconceptions of learner autonomy, autonomy in language education, characteristics of autonomous students, teacher autonomy, and fostering learner autonomy. Later in this section, teacher development and action study are reviewed.

2.2 Autonomy

2.2.1 Origins of autonomy

The term 'learner autonomy' has started to gain interest in the field of language education only after the second half of the 20th century. However, as learning has a crucial role in human beings' life in order to accomplish adaptation for their evolution, it can be asserted that autonomous learning can date back to very earlier times. The term might have not been uttered as 'autonomy' but it can be seen even in the 1500s in Galileo's famous quote "you cannot teach a man anything; you can only help him find it". This quote can be a sign ofdemanding autonomous behaviors from learners at all times. In order to construct a deeper understanding of learner autonomy, it is required to refer to its roots.

As is known, education is a dynamic field, which always seeks new ways of development. Everything in daily life can affect the development of learning and teaching methods. People's changing ideas, roles, and point of view throughout time inevitably causes significant changes in education. Movements of thought that are dominant in an era are accepted as an important factor that shapes the direction of education. Especially some theories in the field of psychology give new shapes to learning and teaching methods. This undeniable evolution of society has led to changes

in the policy of language education. In the past, education programs generally underestimate the learners' characteristics, needs, backgrounds, and psychology. But after the emergence and rise of the humanistic movement, 'learner' has started to be in the center of the newly developing educational programs in the 1960s and 1970s. Those times also hosted wider social changes concerning politics, education, and psychology. All of these changes towards individuality compose a suitable setting for the emergence of the term 'autonomy'. Gremo&Riley (1995) have analyzedhow autonomy had developed in the past. They have also focused on related ideas and concepts. According to these authors, various important reasons led to autonomy's creation. These are (Gremo& Riley, 1995, p. 152-154);

- Minority right movements,
- Reactions towards behaviorism among educationalists, philosophers, psychologists and linguists,
- Dawn of education for adults,
- More people attending schools and universities, many countries starting to have more people educated and large-scale education systems being developed,
- Foreign language learning becoming popular,
- Language learning becoming commercialized and language learner no longer being fully passive,
- Technological developments.

The factors mentioned above constitute a basis for the rise of learner autonomy in that time. Instead of the era's mechanical behaviorist thoughts like stimuli-response relationships, personal cognitive processes have been at the center of studies since the beginning of the 1960s (Gremo& Riley, 1995). The rule-governed, strict classrooms were no longer accepted as the most appropriate way of learning. The awakening of the 'individual' has led to remarkable changes in all aspects of society. As Benson & Cooker (2013) mention, the idea of taking language education as a unique and individual process dates back to these humanistic thoughts of the time. These thoughts also underline the importance of individual differences and learner autonomy.

In that sense, the rise of humanism can be counted as a milestone both in language teaching and learning in terms of praising autonomous learning. It was first originated as a psychological term. It underlines the importance of human beings. Lei (2007) explains humanism as a movement, which praises the feelings and thoughts of

humanbeings. And the reflection of this thought in the field of education shows itself as learner-centeredness. The roots of learner-centered teaching methods and environment can be said to emerge in that time.

From a humanistic point of view, the teacher is supposed to act as a helper in the class who is ready to assist learners (Vasuhi, 2011). Teachers are facilitators rather than bosses because only under these circumstances learners can awaken their potential. Vasuhi (2011) also describes learners in the humanistic approach as the ones who can do self-evaluation, realize their self-worth, and are aware of their responsibility in the learning process. Considering the key elements of the humanistic approach it is clear that they have lots of common properties with learner autonomy.

As a human-based movement, humanism is also thought to light the fuse of the Renaissance period. Like any other psychological movement and ideas, it does not stay limited just to psychology and started to have close relationships with areas like literature, education, and art. Humanistic ideas are seen to be popular with the names of Erickson, Roger, and Maslow in the field of language teaching in the 1970s. Also, the ideas of the philosophers as Immanuel Kant (1724-1804) and John Stuart Mill (1806-1873) can be seen as a basis for the modern view of autonomy (Benson, 2001). Both of these two philosophers praised the skills of an individual, which can be said to be the basic idea underlying learner autonomy. Another philosopher Jean-Jacques Rousseau composed a respectable, classic work on education (Benson 2001). He shared similar views with Kant and Mill but additionally his ideas focused on learning through an authentic world and the responsibility that the learner has to undertake. Another philosopher who focuses on the role of interaction between the environment and the individual is John Dewey (Benson 2001). He is a pragmatist and as a result, his ideas are generally practical. His ideas on learner autonomy are also concentrated on a practical and applicable level. Another humanist psychologist Carl Rogers has several works reflecting learner autonomy (Benson 2001). In his works, he praised uniqueness and individual experiences in the learning process. Besides Rogers, the Russian psychologist Lev Vygotsky should be added as an important figure in the field of learner autonomy (Benson 2001).

As is mentioned throughout this part, humanism and autonomy have a strong relationship. The underlying theories and basic principles in both emphasize the ‘individual’. The term individual here does not mean praising individual learning in

isolation but placing the learner in the center of the learning process. The roots and history of learner autonomy is a key element in order to understand the term 'autonomy' better. But despite the origins of it being composed of theoretical concepts, in today's world, a more practical and applicable version is desirable for educational programs. It should also be noted that autonomy is a broad term that can be applied to several fields but in this study, the educational side of autonomy will be studied in detail.

2.2.2 Constructivism

Constructivism is simply defined as a theory of how learning occurs (Henson, 2003). Although it is generally known as a theory of learning, it is a multidisciplinary concept. It can be described as a mixture of the ideas and thoughts in philosophy, sociology, psychology, and education (Lowenthal &Muth, 2008). It is a combination of Piaget's assimilation theory, Bruner's idea of independent learning, Ausubel's emphasis on prior knowledge, and Vygotsky's works on the relationship between language and culture. It is generally uttered with Piaget but Bruner and Vygotsky also contributed much to the development of this phenomenon. Wang (2011) asserts that the first attempts to put a clear idea of constructivism in terms of education and childhood development were done by Jean Piaget and John Dewey. Constructivism from Piaget's perspective is mainly related to the psychological development of children. According to him, education should be constructed by observing the natural development steps of a child's mind. In constructivism learners are always active participants of the process, they are more than passive receivers(Fosnot, 2005). When it is applied to learning, the learner is in the center of the process. Being active also makes the learner live different learning experiences and accordingly the need of learning new things emerges. This composes a vicious circle, learning something leads to learning new things continuously.

Another simple aspect of constructivism in education is to learn how to learn because the learner can construct his/her learning process better than anyone else (Hausfather, 2001). And the learners' efforts during the process of learning is the most important factor of the operation (Leidner&Jarvenpaa, 1995). The learner should learn to construct new information by developing his/her understanding together with relating the prior knowledge. The learner is the most important figure in the learning process.

They are active constructors of knowledge building. The basic component of this construction is the learner'smind, however, the personality, prior knowledge, and the learning environment are also crucial factors (Shymansky, 1992; Wittrock, 1992; Fung, 2000).Jonassen (1994) focuses on another point and mentions a common misconception on constructivism. He claims that constructivism is interpreted as a kind of learning theory that always forces learners to invent new things. However, it is not true. It is interested in triggering the passion inside each learner that is brought from birth. Learners try to test their hypothesis by using their prior knowledge and real-life experiences and at the end draw their conclusions by using their own data. Learner autonomy, cooperativity, and active engagement are also very important factors for constructivists. Constructivism praises learning and not teaching, thus the term autonomy in education is a major factor (Wang, 2011). In constructivism, there is a divergence among scholars about how knowledge is constructed. But despite these different ideas, all constructivist approaches emphasize three main assumptions:

- Knowledge cannot be constructed without personal intervention. The learner should be active
- Interpreting is a result of adaptation. One can construct meaning by relating his/her prior knowledge and the new information
- Knowledge can only be constructed by interaction among individuals. The language and social structure play an important role in this interaction (Durmuş, 2001, p.35).

Three main types of constructivism are commonly used in literature: Von Glasersfeld's Radical Constructivism, Piaget's Cognitive Constructivism, and Vygotsky's Social Constructivism. This study is related to learner autonomy, thus Vygotsky's Social Constructivism, specifically emphasizing the interaction among learners, has great importance.

2.2.2.1 Social constructivism

Social constructivism is shaped by the thoughts of Lev Vygotsky (1896-1934) who supports the idea that culture and language have an important effect on learning. He, together with Piaget, is seen as a pioneer of modern developmental psychology

(Bouderies, 1998). Social constructivism emphasizes that the construction of knowledge and meaning happens in the social environment as a result of interaction among individuals (Airasian& Walsh, 1997). It assumes that reality is constructed through individuals' activities. The members of society compose the characteristics of real life. To social constructivists, reality cannot be invented because it did not exist before socially composed (Kim, 2001).

There are three main theories mainly used by social constructivists suggested by Vygotsky:

- *Meaning Making*: The society and culture in which an individual life is very important in constructing knowledge. The culture and the people around us shape our perceptions.
- *Cognitive Development Tools*: Some tools are providing a child's cognitive development. These are culture, language, and the people around him/her. The quality and shape of these toolsaffect the form and speed of cognitive development.
- *Zone of Proximal Development:* This theory advocates that the development of the individual is endless. At each level, some problems can be solved with and without help. Some problems cannot be solved despite any help. The individual can develop his/her problem-solving skill with the help of others (Vygotsky, 1978).

Social constructivists always emphasize learners in education like all constructivist approaches. Teachers are facilitators of the learning process, not the problem solvers on behalf of the learners. The thoughts of Vygotskyare very close to modern learner-centered approaches. To him, if teaching is presented to learners one step further ahead of his/her current level, it will be more effective. The role of the teacher is not to transmit the simplified context to the learner but to create a learning environment that helps learners to develop their already existing level (Çeçen, 2000).

2.2.3 Definition of learner autonomy

Despite the growing interest in learner autonomy in language learning for the last four decades, the definition of the concept is still a controversial issue. Little (1991) states that autonomy is a complex concept, which is made up of a lot of factors so its

definition cannot be restricted in a sentence. Thus, as it was mentioned in the previous part, the scope of this study is restricted to learner autonomy, more specifically language learner autonomy.

The question of what learner autonomy always brings another question; what it is not. One of the most important reasons for the misconceptions on the definition of autonomy arises from its nature of being hard to observe. To decide whether a learner is autonomous or not cannot be achieved easily. Moreover, as Nunan (1997) states, autonomy is not a black or white situation but a kind of degree. One cannot be autonomous by just taking a course on it or applying some formulas. The term has been defined by several researchers since it was first included in language teaching by Henri Holec in a report published in 1979 under the leadership of the Council of Europe. And as it was mentioned in the first chapter, the most accepted definition of learner autonomy was also done by Holec (1981, p.3) as "the ability to take charge of one's own learning". It is a relatively short sentence but it includes much more. The phrase 'to take charge of one's own learning' refers to different dimensions. If a student takes charge of his/her own learning, he/she should be able to determine the objectives, choose the methods and techniques, observe the progression, and evaluate the level of acquisition. In Holec's point of view, autonomy is not an inborn capacity, on the contrary, it can be improved through education. Little (1991) follows the same path asHolec and emphasizes the learners' taking responsibility and participating actively in the teaching and learning process. Another important figure in the field of autonomy, Benson (2001) describes autonomy by using Holec's definition as a synonym for it "Autonomy, or the capacity to take charge of one's learning was seen as the natural product of self-directed learning, or learning in which the objectives, progress, and evaluation of learning are determined by learners themselves" (p.10). Dickinson (1987) also interprets autonomy as a form of learning that requires learners to be responsible for their decisions on everything along with the implementation of the process. Some researchers interpret autonomy as an innate ability of a person that can be ruined by formal education (Candy, 1988; Frieire, 1996). This point of view advocates that institutional or formal education affects the individuals and distorts their freedom of choice. At that point, the role of the teachers in learner autonomy is very important. Their role should not be the supplier of knowledge but preparing convenient situations for students' production.

Another view that Little (1991) puts forward in the field claims that all learners have been experiencing autonomous behaviors in their daily lives. But when it comes to an educational setting, they cannot reflect those behaviors because of several factors. In her work on families, Salmon (1998) claims that even babies have a free will by which they can show their demands; they are not totally passive creatures. It means that all individuals have a readiness to develop learner autonomy as they have already had it in their nature. Thus, the ultimate goal of a teacher should not be creating autonomous learners but directing their already existing autonomous behaviors to the learning process.

Some researchers prefer dividing the term learner autonomy into categories in order to make a detailed analysis.One of them, Kumaravadivelu (2003) divides the perception of autonomy into two categories as narrow view and broad view. The narrow view of learner autonomy means helping students to learn how to learn. 'Helping' here includes providing the necessary tools for them in the learning process and training them on learning strategies in terms of objectives. On the other hand, according to the broad view, learning to learn something is not the main goal but a natural result of learning to be free in the whole learning process. In the broad view students' potential as an individual is expected to become prominent.

From another point of view, Benson (1997) discerns learner autonomy in three versions. These versions are listed as; technical, psychological, and political. The technical version of autonomy refers to technical skills in the learning process like strategies of learning. This version is thought to be the simplest version as it is teachable and thus easy to promote during the teaching process. The psychological version is related to the innate capacity of the learners and this version can either be developed or distorted by formal education. The political version of autonomy refers to the control over the educational programs that can be directed from higher authorities, therefore the most difficult version to alter and develop individually.

The definitions and opinions on learner autonomy above all have different contributions to the development of learner autonomy in language learning. Benson &Voller (1997, p. 2) summarize different connotations of autonomy in language learning;

- A set of skills used in self-directed learning;

- An innate capacity that can be distorted by formal education;
- Learners' taking their own responsibility for their learning;
- Freedom of learners in determining the direction of their learning process

All the definitions above more or less say the same thing; learner autonomy is learners' taking all the responsibility and required decisions during their learning process. But it is important to mention that this responsibility does not mean learning in isolation without any help. On the contrary, an autonomous learner is expected to demand help from the teacher when necessary.Fostering or developing learner autonomy in language classes aims at including learners in the process to awaken their enthusiasm and willingness. By doing this the teaching process can also continue out of the classroom without the active involvement of a teacher.

2.2.4 Misconceptions of learner autonomy

Learner autonomy has been defined by several researchers but there are still some misconceptions about the term. It is thought to be a complicated term in terms of both meaning and connotations. The most important misconceptions on learner autonomy get off the ground of false assumptions about the content of the term. As it emphasizes the individual in the learning process, it is generally confused with the other terms related to individual learning. Firstly, it should be noted that autonomy does not give the same meaning as the terms self-instruction, self-education, self-access, self-study, out-of-class, or distance learning (Benson, 2001). To Little (1991), most people regard learner autonomy and self-direction as synonyms. They interpret autonomous learning as a kind of learning without a teacher and even without a teaching program. Self-direction can be a successful way of learning but learner autonomy should not be confused with it. Little (1991) lists another misconception about the learners' and teachers' roles. Especially the role of the teacher in an autonomous class can be questioned and seems as if it is totally useless. However, teachers' support and guidance are key factors in developing an autonomous learning environment. Benson (2001) also states that autonomy does not refer to the kind of learning in isolation. In autonomous learning, teachers' roles are even more important than their previous roles in a traditional classroom. Because being a guide or a counselor needs much more effort than being an authority.

Another misconception stated by Benson (2001) is that in autonomous classes only particular methods are used during the learning process. However, as autonomous learning is learner-centered and each student may have different learning styles, usage of a single or predetermined method is impossible.

Little (1991) also states one of the most encountered misconceptions; autonomy is a term that can be taught by the teacher at a time. It is regarded as a new teaching method. But it is not the case. Teachers have an important role in helping and guiding students to develop and disclose their capacities for being autonomous, however, autonomy is not a typical kind of a subject that can be taught in the classroom at a time. It can be developed in a course of time and may vary from learner to learner. Autonomy is not a completed task; it is a matter of degree.

A summary of the misconceptions on autonomy is identified by Esch (1996) as follows:

- Autonomy is not a kind of self-instruction learning without a teacher;
- It does not necessitate minimalizing the initiative of the teacher in the classroom;
- Teachers cannot teach it to learners because it is not a sole easily identifiable behavior;
- It cannot be achieved once and for all, it is a long and steady process (p.37).

In conclusion, defining and interpreting learner autonomy is not an easy task. This is mostly because of the inadequate number of studies in the field and lack of practical experiences. The increasing demand for autonomous language learners and the studies carried on the role of autonomy in learner motivation and success may lead to conceptualize the term more clearly.

2.2.5 Autonomy in language education

The history of learner autonomy in language learning dates back to the end of the 1960s as a reflection of the rise of humanistic views all around Europe (Benson, 2001). The importance of the ‘individual’ gains more interest and this phenomenon spreads over everything in life. Various reasons can be listed for the increasing interest of learner autonomy; however, especially the continuously developing educational technology and globalization creating a learning environment in which learners should take the control of their learning emerges as autonomous learning. The relationship

between learner autonomy and language learning gets closer in the following years. Benson (2004) reports that since 2000, the studies on autonomy goes beyond all papers and books published in the previous twenty-five years. According to Little (1994), claims for autonomy on the psychological grounds are different from the claims for autonomy on general education grounds. According to the general arguments, all democratic states have to educate their citizens so that they can be free and self-determining. On the other hand, psychological arguments say that for the most efficient learning, one should know to integrate the information they take into the things they have already known and also be able to use their knowledge for the new learning process.

For Cotterall (1995), there are philosophical, pedagogical, and practical reasons for autonomy in language learning and he explains those. Philosophical reasoning suggests that learners should be allowed to make choices on their own learning process. According to pedagogical reasoning, especially for adults, the learner can have more secure feelings and the learning process can progress more freely if they can be allowed to participate in many decisions regarding the learning process. According to practical reasoning, teachers can sometimes be too busy to help learners so students should be able to continue learning outside the classroom when the teacher cannot attempt them.

Gremmo& Riley (1995) also assert some factors affecting the rise of autonomy in language learning. The wave of minority rights movements after the Second World War is one of them. The importance and uniqueness of the individual are underlined with this movement. Another important factor is the general reactions in all kinds of education against behaviorism. The famous behaviorist views in education leave its dominant role and constructivism is one the scene. As mentioned in the previous paragraph; the ongoing developments in technology also make education more personal because only the learner can keep up with this fast progress. With globalization, the demand for language learning also increases and this can be reported as a factor for the rising interest in learner autonomy. As language is a tool for communication, the learners should compose their tools.

Little & Dam (1998) state that:

> The ideas that cluster around the concept of learner autonomy have also been promoted under banners such as, "humanistic language teaching," "collaborative

> learning," "experiential learning," and "the learning-centered classroom." We prefer the term "learner autonomy" because it implies a holistic view of the learner as an individual. This seems to us important for two reasons. First, it reminds us that learners bring to the classroom a personal history and personal needs that may have little in common with the assumed background and implied needs on which the curriculum is based. Second, it reminds us that the ultimate measure of success in second or foreign language learning is the extent to which the target language becomes a fully integrated part of the learner's identity. (p.1)

The term learner autonomy seems to be related only to learning individually outside the classroom but in fact, it is highly recommended and applicable for formal settings. The reason for this misunderstanding is the teachers' traditional role as the 'boss' in the classroom. To create an autonomous language learning classroom, teachers should be eager to leave their roles as authorities and also learners should be ready to take control of their own learning process. In an ideal language learning environment, learners actively take place in all stages of their journey. It is crucial to note that being an autonomous learner does not mean being totally independent, even when a learner tries to develop autonomous behavior s/he may need a teacher as a counselor to take some advice. At this point, the term 'teacher autonomy' gains importance which will be elaborated in the following parts of this study.

Kohonen (1992) also asserts language learning is a kind of social practice so in some sense it requires interdependence. This interdependence links the learners to their classroom mates and the target language users. Learner autonomy and formal, institutional education is seen as two different aspects of language learning; however, they have a lot in common, and in a well-planned formal education setting, learner autonomy can be promoted better than outside the classroom.

2.2.6 Characteristics of autonomous learners

The definition and concept of the term 'autonomy' clearly reveal that autonomous learners should reveal some properties. Usuki (2002) asserts that learner autonomy is a kind of characteristic that each individual in the world should have in order to be successful. Students' taking responsibility for their own learning for being autonomous

paves the way for their achievement in professional life. Because once a person becomes autonomous, she/he reflects it in other aspects of life.

Cortes & Lujan (2005) compiles the characteristics of autonomous learners by looking into different scholars' perspectives. (Leguthke& Thomas, 1991; Little, 1991; Holec, 1981; Dickinson, 1992; Nunan, 1997; Pennycook, 1997; Zimmerman, 2000; Benson, 2001). According to these different perspectives the characteristics are listed below.

An autonomous learner;

- Can undertake his/her responsibility, set the goals for the learning process, and organize his/her program in terms of content and structure.
- Takes responsibility to achieve these goals.
- Can cooperate with peers who follow the same path in the process.
- Studies systematically develop a self-evaluation criterion and can provide feedback at the end.
- Uses the sources efficiently.
- Despite possible problems during the learning process, she/he can sustain his/her high motivation.
- Can use the most suitable learning strategies for each subject.
- Can transfer information through different subjects.
- Find his/her solutions for difficulties.
- Should be creative and disciplined
- Consults the teacher when needed.

Together with these skills, autonomous learners are also able to adapt themselves to new things easily, thus, they tend to learn a new language (Breen & Mann, 1997).

Dam (1990) also draws attention to another point, to her, autonomous learners actively take part in the social process of learning so they can construct their own knowledge by looking at their background. Candy (1991) adds some important characteristics to the list. To him; autonomous learners can think logically and analytically, they have a curiosity towards new subjects and always study in a disciplined way. They are persistent but sometimes can be flexible. They have independence because they are self-sufficient. Autonomous students also develop a strategy for seeking new information and retrieval; they can also develop their criteria for evaluation.

In their study, Borg & Al-Busaidi(2012) reveal that autonomous learners can motivate themselves easily, they are also more determined, happier, and more focused than the other students. They are eager to take risks and successful in benefiting from out of class opportunities.

The characteristics listed above may seem 'too much' and impossible to have for students but most students reveal similar behavior, they just need more help to develop their skills. Hughes (2003) alleges a crucial factor for learner autonomy; to develop autonomy in learning, a suitable environment to encourage learner autonomy and some learning strategies that can help students to create their own way should be supported to learners by language teachers. Thus; teacher autonomy is of great importance for creating autonomous classes.

2.2.7 Teacher autonomy

The rising popularity of autonomous learning also requires a change in the ongoing practices of language teachers. As Hill (1994) states; facilitating learner autonomy in a language class mostly depends on teachers' attitudes towards altering their traditional roles. In traditional language classes, the teacher is the transmitter of information, and learners are supposed to memorize necessary parts to have high scores in the exams. In this type of classroom environment, there is a distance between the teacher and the student as a result of the rules of status and power. But in an autonomous classroom, the teacher acts as a facilitator instead of a ruler and so an efficient dialogue between teachers and students is developed. In this sense, the term "teacher autonomy" has started to gain more interest. It has generally been associated with the roles of teachers at school, type of education, teaching styles, and professional development of teachers (Wilches, 2007). Meanwhile, as Benson & Huang (2008) states, teacher autonomy is also linked to professional freedom and right of choice in teaching practice.

As a result of the increasing popularity of learner autonomy, the relationship between learner autonomy and teacher autonomy has gained more interest and the belief of their being interdependent makes teacher autonomy much more important for the field of language education. (Smith &Erdoğan, 2008; Benson, 2011). Vieira (2001) assumes that the efforts for fostering learner autonomy can only be permanent by taking teachers to the stage because the term autonomy includes all aspects of learning not only the students. Thus, it can be claimed that teacher autonomy should be taken into

consideration as much as learner autonomy. Despite this common view on the importance of teacher autonomy, a common ground on the meaning of it has not been found yet. Little (1991) defines it as the capacity of being independent, making necessary decisions, and critical reflection in the learning process. In this definition, being independent does not mean to be free in decision making. It means being detached from traditional learning systems when needed. Benson (2002) assumes that teacher autonomy is the right of being free from control. Aoki (2002, p.111), also, provides a definition similar to Little's viewpoint: "Teacher autonomy is the capacity, freedom, responsibility to make choices concerning one's own teaching." Considering these definitions, one dimension of teacher autonomy can be evaluated as the freedom of acting independently upon teaching matters and being responsible for the decisions which have been taken with a free will. Smith (2003) emphasizes another dimension of teacher autonomy by describing it as teachers' capacity of engaging in self-directed teacher learning.

Smith (2003, p.3) further comprises three headings for these different dimensions of teacher autonomy:

- Capacity for self-directed professional action: As Little (1995) asserts that teacher autonomy requires a strong sense of personal responsibility for their profession, and a sustained reflection and analysis of the teaching process is needed to support consistency.
- Capacity for self-directed professional development: Tort & Moloney (1997) put more emphasis on personal, professional development. From this point of view, an autonomous teacher has to be aware of the ways of acquiring the necessary pedagogical skills.
- Freedom from control by others over professional action or development: Teacher autonomy can only be developed in an environment free from control by others.

According to Smith (2003), teacher autonomy is not only related to teachers' teaching practice but also their own professional development. Because the teachers' manners in controlling their professional development on autonomy is a reflection of their teaching practice. Thus, teachers can be seen as 'learners' in terms of developing autonomous behaviors. In this sense, Smith (2000) proposes the term 'teacher-learner

autonomy' in order to reflect the similarities between the ways of developing learner autonomy and teacher autonomy. In another study, Smith &Erdoğan (2008, p.83) define teacher-learner autonomy as "the ability to develop appropriate skills, knowledge, and attitudes for oneself as a teacher, in cooperation with others". By offering this new term they put more emphasis on the teachers' own professional development. However, this time a new question comes to mind: which dimension of teacher autonomy is the most significant in their teaching practice? The answer to the question cannot be given directly because as well as the teachers' capacity of improving their profession through their own efforts, being free enough to use their gaining in their teaching practice is challenging for teachers. Therefore, it can be concluded that all dimensions of teacher autonomy are indispensable parts of an autonomous teaching environment.

2.2.8 The relationship between learner autonomy and teacher autonomy

Teacher autonomy, which is one of the most important variables affecting learner autonomy, plays a primary role in students' gaining of autonomous learning skills. To promotelearner autonomy, teachers' education, competencies, having student perspective, teaching understanding, and classroom practices should support learner autonomy skills. Many researchers have concluded that autonomy does not mean that teachers transfer all their control and decision-making situations to the student, students have to cooperate with teachers to reach some level of autonomy, and student autonomy comes along with teacher autonomy (Ramos, 2006). Yang (1998) has stated that the traditional roles of teachers have changed, the roles of teachers that give students autonomy in the learning process gain importance, and that the new understanding of teachers moves towards an understanding that considers students' autonomy,help students in the learning process, and emphasizes the new role of the teacher that ensures student autonomy. One of the main principles of learner autonomy is that teaching gives way to learning. The fact that teaching is replaced by learning does not mean that the teacher is unnecessary and outdated. In an autonomous classroom, courses are organized around textbook material and on a teacher basis too but in collaboration with students in terms of materials and methods (Turloiu&Stefansdottir, 2011). This situation points out the importance of the role that the teacher undertakes in the applications oflearner autonomy. The traditional view of teaching and learning is that teachers manage to learn and keep control of the

classroom. For some teachers, learner autonomy may seem like a lack of control in the classroom, but on the contrary, teachers can succeed by giving up control and choosing to share it with students (Lacey, 2007). Chiu (2005), in his study to determine the relationship between teachers' roles and student autonomy, concluded that the counseling role of teachers supports student autonomy, but that other roles hinder developing student autonomy. This highlights the importance of transforming the roles of teachers into roles that enhance learner autonomy.

Breen & Man (1997) explain some of the elements necessary to become a teacher of autonomous students as follows:

- The teacher can contribute to autonomous learning through the relationships he/she establishes with his/her students.
- The teacher should have self-awareness as a student.
- The teacher should rely on each student's competencies to develop and demonstrate their autonomy.
- The teacher must believe that the skills necessary for learning can be found in every student.
- The teacher should have a willingness to encourage the students.

Ramos (2006) states that the concept of teacher autonomy emerged in relation to the concept of learner autonomy; Little (1995) argues that learner autonomy depends on teacher autonomy; Yang (2006) stated that the role of the teacher is very important in the autonomous learning process; Dam (2003) argues that improving learner autonomy is teachers' primary responsibility; Borg & Al-Busaidi(2012) state that teachers have an important role in improving learner autonomy, as expected.

In Turkey, in the year 2005, a radical change was made in education policies and understanding, and new definitions bearing the spirit of constructivist understanding such as creating individuals who are researching, questioning, gaining new experiences by making use of their past experiences, and responsible for their learning have been included in the objectives of education (MEB, 2005). One of the benefits of this new understanding has been the changes in teacher and learner roles. Accordingly, a teacher's role in constructivist learning is explained as an expert in the field, open to change and development, high perception of individual difference, and providing

appropriate learning experiences. On the other hand, he/she is characterized as an individual who learns, can make his own decisions, thinks critically, and takes an active part in the learning process by using his mental autonomy. In constructivist learning environments, the emphasis is placed on learning, not teaching, and it is aimed to encourage the learner to be autonomous and personal participation in learning (Wang, 2011). In this context, teachers are expected to display behaviors that support learner autonomy for the learner to internalize knowledge and realize individual learning. For teachers to undertake this supportive role, they are expected to have characteristics such as taking responsibility for their actions and experiences, guiding and evaluating them, and standing behind their decisions, along with their field knowledge and skills. These features are gathered under the concept of locus of control, which is a personality trait dimension in the literature. It is thought that the ability of teachers to take the role of supporting students' learner autonomy is closely related to whether teachers have internal or external control focuses. According to the constructivist approach, since learning is an individual process, it is based on the previous knowledge of the learner and can be observed by the learner himself. Therefore, it requires focusing on individual learning and the needs of the learner in the learning process (Wang, 2011). The provision of this lies in the education of the learner as an autonomous individual. According to Holec (1985), learner autonomy is the learner taking on his learning responsibilities. At the center of this concept is the learner's decision-making ability in the learning process (Crabbe, 1999). In other words, the learner is not the container in which the information is filled, but the one who decides what information will be received and how it will be processed. Benson (2000) defines learner autonomy as the capacity to take control of learning, which includes the areas of learning management, cognitive processes, and learning content. Learner autonomy leads to the conscious dissemination of appropriate strategies within the scope of certain learning activities and in the whole learning process, and these strategies are developed taking into account individual differences (Little, 1997).

According to Holec (1985), autonomy is a characteristic of the learner, not the learning. This feature is not congenital. Depending on whether the learning process is open or closed to autonomy, it is acquired more or less by the learner. Little (1997) emphasizes that although autonomy is interpreted as a field of individual and independent decisions, human beings are a social entity and interaction is important in

the development of autonomy. Learners may not know what is best for them early in the learning process. Therefore, they should be supported (Nunan, 1997). Little (1995) stated that the student's acquisition of learner autonomy depends on whether the teacher is autonomous or not. Learner autonomy is not a feature that can be gained or learned at once. A process is necessary for the development of learner autonomy and the support of autonomous teachers is needed in this process.

Support for autonomy is seen as helping and encouraging by teachers for learners to realize and develop their own goals and interests, or to understand their actions and teacher's contribution in the realization of their personal goals and interests (Assor, Kaplan, & Roth, 2002). According to Deci & Ryan (1987), autonomy support requires the teacher to take into account the learner's perspective, provide him with the necessary information and opportunities for his choices, allow him to express his feelings while minimizing pressure and requests. Reeve, Bolt, & Cai (1999) state that teachers who support autonomy provide students with inner motivation, listen to them more, and ask more questions about what they want to do. In such an environment, it can be said that students' inner motivation increases and they feel freer. Autonomy in learning is a feature that is expected to be or develop in the fulfillment of student roles in education systems where a constructivist approach is adopted. At the same time, Dam (1995) states that in order to ensure learner autonomy in the classroom, there should be a slow transition from teacher-centered teaching to the learner-centered class. The development of autonomous learning depends on the interaction of these two groups in line with the development of teachers' and students' perceptions of autonomy (1995). Teachers' autonomy supporting behaviors take place under conditions such as providing meaningful justifications, accepting negative feelings, using an uncontrolled communication language, offering options, feeding the sources of internal motivation (Su& Reeve, 2011). The teacher must adopt autonomy-supporting attitudes and behaviors and apply them in the learning environment according to the environment’s special conditions (Ramos, 2006).

Autonomy support is provided through internal motivation rather than external control tools (Özkal&Demirkol, 2014). Teachers are expected to organize learning environments that support autonomy for the development of student autonomy. Teachers provide organizing, process, and cognitive autonomy support to their students in the teaching-learning process (Stefenau, Perencevich, DiCintio, & Turner,

2004). In this context, it can be thought that the teacher's behaviors that support autonomy contribute positively to the formation of the learner's personality, to developing positive behavior, and to the processes of obtaining information.

In autonomous learning environments, teachers have an important role to play in developing students' autonomy. It is known that the teacher influences students with his personality, behaviors, attitudes, and value judgments as well as the teacher role (Temel& Aksoy, 1998). It includes many features such as the teacher's personality, self-concept, self-esteem, and locus of control (Açıkgöz, 1998). In this context, it becomes important as a personality trait that gives us important clues about whether the teachers, whom we expect the locus of control tendencies to support the learner autonomy, will be successful or not.

2.2.9 Fostering learner autonomy in language classes

The importance of learner autonomy has been explained previously and now the focus should be on how it can be fostered. There exists two of the actors' roles in achieving this; learner and teacher. Scharle& Szabo (2000) also emphasized fostering some skills like motivation, self-confidence, using learning strategies, and cooperation with peers in order to promote learner autonomy. Raising awareness can be accepted as a good starting point because it is the primary necessity for being introduced to the idea of learner autonomy. After that, making practice on the required skills for learner autonomy is essential. This part is rather slow when compared to the other stages as changing continual attitudes is not easy. In the last part, the students are required to develop the necessary skills to be able to give decisions and make evaluations of their learning. On the teachers' side, which the current study mainly focuses on, creating an autonomy supporting course is the most important goal. Nunan (1997) states that despite the difficulties in finding autonomous learners, encouraging students to display autonomous behaviors can be best done in a language classroom environment. To achieve this aim, the main goals of the learners and the language content should be cooperating in harmony.

Dam (2011) emphasized that the issue of fostering learner autonomy is not a ready-made menu both for the students and the teachers. Rather it is a move from traditional teacher-directed classes to a learner-directed learning environment.

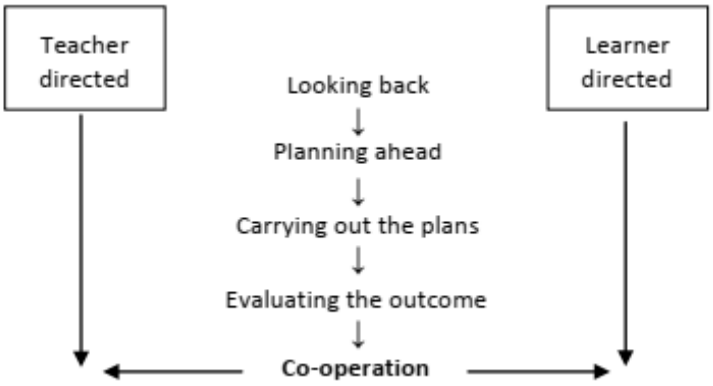


Figure 2.1: Developing Learner Autonomy – A Simplified Model

Source: Dam, 2011, p.43

When looking at the figure above it is seen that the role of the teacher in the process is two-sided. The teacher should encourage the learners to take responsibility for their own learning and she/he should also provide necessary skills to the students to handle the process.

In her study Dam (2011, p.43-44) lists five important principles for promoting learner autonomy in an institutional context:

- The importance of choice

The right of choice has a motivating effect on students. It also awakens the need for reflection and evaluation. To choose their own way of learning makes students feel responsible and develops their self-confidence which paves the way for generating autonomous behaviors.

- Providing clear guidelines to the students

In a formal institution, students are not free to decide what to learn. A ready-prepared curriculum should be followed in their classes. Here the important point is that teachers should inform the students about this content. Knowing what is expected makes the learners feel more secure.

- Focusing on learning not teaching

In a teacher-directed traditional language class, a teacher asks herself/himself what the best way of teaching a subject is. However, in a learner-centered classroom, the question changes to another version: How do I help and support my students in learning this? The first question focuses on teachers' passing over the necessary

information to students but the second question seeks ways of engaging learners in developing their own learning process by activating their existing information. To achieve this, teachers should try to use activities in which the students can actively take part and reflect their ideas.

- Authenticity in the classroom

The usage of authentic materials is another factor that affects the promotion of learner autonomy in a language class. If the main goal of language teaching is to make students genuine users of the target language in their real lives, the classroom environment should compose an example of real life. This also requires authentic communication between the teacher and the students. For the reasons above, if a teacher wants to promote autonomous behaviors in her/his class, authentic materials should be included in the process so as to create a real-life situation.

- The role of evaluation

Evaluation is one of the most important paths for developing learner autonomy. It is a fact that the students do not learn everything that the teacher believes to be teaching. So, the best way to find out what students have learned can be by asking them. But there are some drawbacks of this way like school policies, time constraints in the classroom, or the syllabus. Thus, if a teacher wants to involve the students in reflection and evaluation, she/he has to inform them about the reasons and the benefits of doing that. The evaluation also paves the way for the involvement of further planning.

In the current study, the principles of Dam (2011) to foster learner autonomy in language classes are taken into consideration. As will be mentioned in the next chapter in detail, the content of the teacher development program was prepared according to these principles.

2.2.9.1 Learner roles

The roles of learners in fostering autonomy are mainly having the characteristics and attitudes that allow for autonomous learning to proceed. They are expected to have those for the process to flow. It is seen as one of the most important goals in the education process that individuals can be raised as individuals with learner autonomy skills (Castle, 2004). For this reason, the importance of raising individuals with autonomous learning skills in education is seen as an issue that needs to be emphasized

(Aydoğdu, 2009). For students to be accepted as autonomous learners, they must have certain characteristics. In order for a learner to be called an autonomous individual, he/she must first know what and how to learn. A learner who knows what and how to learn will be able to take responsibility in the learning process and plan his/her own learning process. Students who learn in traditional classroom environments take a passive role in the learning process and see the teacher as the only responsible. In environments where such a situation exists, individuals become dependent on the teacher (Ellis & Sinclair, 1989).

However, learners who are supported with autonomous learning skills make an effort to use the skills they have learned in class in daily life. Autonomous learners are people who participate actively in the learning process and take responsibility without being dependent on the teacher, rather than individuals who are in traditional learning environments and listen only to the teacher. If an attitude that can be called autonomous learning is observed in a learner, he/she can be called an autonomous learner. If someone is an autonomous learner, the teacher can more easily build an autonomous learning process. It is observed that linguists make similar determinations while listing the qualifications of autonomous students.

According to Holec (1985), an individual who has autonomous learning skills tries to have a say in determining learning goals and content. Autonomous individuals who try to take responsibility in the selection of the course material and learning strategy required to achieve the learning goals also take an active role in the evaluation of the learning process. However, at these stages, learners must have some knowledge and skills. Holec (1985) explained in detail the knowledge and skills required at these stages as follows;

In the first stage of determining a goal, the learner should;

- Know how to divide his main goals into smaller goals,
- Realize how important the activities to be implemented are in determining their own learning goals,
- Be able to translate the evaluation results into new goals.
- In the determination of content, the learner should;
- Know that they have a say in the selection of the learning material and should take responsibility in the selection of the material.

- Be able to classify different materials according to their goals.
- Be aware of the difficulty of the materials.

When determining the techniques, the learner should;

- Make and prepare their study program using various printed materials.
- Determine the activities that can develop their skills inside and outside of school and activities appropriate to their characteristics.
- Be aware of whether each material and method is suitable for their goals.
- Know that there are suitable learning environments unique to them.
- According to the content of the learning material and the type of learning activity, the speed of learning will change.

Dickinson (1992) states that there are differences between students who adopt traditional learning methods and those who have autonomous learning skills. According to Dickinson (1992), the differences of individuals with learning autonomy from students who adopt traditional learning methods are as follows;

- They know what is being taught.
- They can set their own goals. They are aware of which learning methods are beneficial for them and they make use of these learning methods during the application phase.
- They can observe themselves while applying their learning methods.
- They have self-evaluation skills.

Wenden (1991) mentions that autonomous learners are willing to take responsibility for their own learning and see themselves as the most important stakeholder in learning. Benson (2005) lists the qualifications of the autonomous learner as follows;

- They are disciplined.
- They have methods for working.
- They are aware of their own characteristics.
- They are curious and motivated to learn.
- They are responsible.
- They are confident in themselves.
- They are independent and have individual competencies.
- They have the knowledge and skills in learning processes.
- They determine appropriate criteria for evaluation and use these criteria in the evaluation process.

Autonomous learners are those who value independent problem-solving skills and the ability to work with others. Besides, autonomous learners can use language as a social communication tool, although they do not hesitate to get help from an expert when necessary in problem-solving (Little, Leni, & Trimmer, 1998).

2.2.9.2 Teacher roles

Autonomous learning is not a concept synonymous with learning without a teacher. Although it is not a new method in which the teacher in the classroom leaves all the responsibilities to the student, autonomy is not a skill that learners acquire once (Little, 1991). In other words, learner autonomy is not a skill that individuals can gain at once. An individual needs to follow a certain process for becoming an autonomous learner. Today, most of the learners are accustomed to learning by being dependent on the teacher and therefore have difficulties in applying the knowledge they have learned outside the classroom (McGarry, 1995). From this point of view, the role of teachers in the classroom is of great importance in gaining learner autonomy in learning. For the individual to make decisions and take responsibility for his/her own learning process, teachers need to gain these skills in the learning-teaching process (Gardner & Miller, 1999). Therefore, in order for an individual to take responsibility for his/her learning process, rather than a traditional teaching environment, the environments where the individual is at the center, where his/her needs and expectations are given importance, and where he/she takes an active role in processes such as learning goals, content, educational situations, and evaluation are important.

Expecting students to increase their learner autonomy by taking responsibility in the learning process without getting support is a difficult thought to realize in formal education institutions. In this context, Esh, Schawik, Elsen, &Satz (2000) point out that those who will become teachers should learn the effects of autonomous learning on teaching methods and techniques and what the roles of students and teachers are in practice. One of the biggest problems in learning is learning without questioning what, how, when, for what purpose, etc. the teachers are telling something. In learner autonomy, the responsibility lies with the learner rather than the teacher. However, although this does not mean that learning will occur without a teacher, it emphasizes that the teacher's role has changed. In addition to the concept of learner autonomy, teacher autonomy is also an important concept for learners to achieve their goals

independently. Teacher autonomy is expressed as the ability to develop knowledge, skills and behaviors that can be used by the teacher in the teaching process (Smith, 2000). According to Aoki (2000), teachers need to have autonomous qualifications as a learner in order for teachers to develop their learner autonomy. However, when teachers work in environments that prevent learners from being independent in the learning process during practice, they are not sufficient to support autonomous learning (Benson, 2000).

According to Camirelli (1997), for learners to be raised as autonomous individuals, teachers should give information to learners about alternative learning strategies and guide them by talking to individuals about their learning styles. Today, teachers should assume an identity that has knowledge and skills in managing learning activities, seeking connections between phenomena, rather than being an information transmitter. Teachers with these skills can benefit from their own student identities and their experiences in the teaching process (Smith, 1983). However, there are different opinions in the literature about how much teachers can help individuals in the learning process. If a teacher exchanges views with learners about the content of the lesson, teaching method, and learning strategies, these contribute to the learners' autonomy (Ellis & Sinclair, 1989). According to Potts (1981), trying to grant learning autonomy to individuals without any preparation is a futile effort. For this reason, there is a need for a learning environment in which teachers can plan what they can do about learner autonomy and enjoy working on learning goals to improve their decision-making skills.

Teachers should raise awareness in learners by introducing the concept of autonomous learning. Nunan (1997) mentions five steps to encourage autonomous learning environments. These are;

- Raising awareness: Learners need to know for what purpose the material they use is used and what the teaching content is.
- Participation: Learners should be given an active role in the selection of learning goals.
- Intervention: Learners should be supported to change and develop the aims and contents.
- Creativity: Learners should be able to set their own goals.

- Transcendence: Learners should be able to make a connection between what they learn in class and the events they encounter in daily life.

Harmer (2001) emphasizes that the willingness of individuals to take responsibility in the learning process in order to develop learner autonomy in individuals and the teachers' helping individuals to assume this responsibility is an important point in the education and training process. For this to happen, Harmer states that the discussion between the teachers and the individuals about the lesson and learning strategies is important.

Dam (2011) states that learner autonomy is wrongly perceived as an environment of chaos where learners do what they want whenever they want. However, learner autonomy depends on the principles in the programs prepared to depend on the age group characteristics of the learners. Learner autonomy is an undeniable concept for a transition from teacher-centered teaching environments, which are entirely under the control of the teacher, to learner-directed learning environments. According to Dam (2011), teachers' duties are to give responsibility to the learner in the process of planning their learning, implementing and evaluating these plans, as well as helping learners to do them.

Ergür (2010), divides the teacher's role into three categories; manager, source, and counselor. Today, in foreign language education, the teacher has moved away from the identity of the person who transmits information and has acquired the identity of an individual who manages learning activities and seeks connections between phenomena rather than being the source of the facts. Therefore, it is expected that he/she will be a person who seeks the most appropriate method in the learning-teaching process for his students and can predict the returns to his students. As a result of this process, he/she is expected to be successful in planning both individual and group activities in the short and long term. In the researches conducted in this field, these characteristics of teachers are emphasized and the importance of their social and affective characteristics as well as their collaboration qualities come to the fore (Percy & Ramsden, 1980; Camirelli, 1997).

Another indicator of the teacher's successful executive identity is that he/she is an exemplary role model. One of the most important indicators of this is that a successful

teacher evaluates his/her work with other colleagues and his/her own performance with his students. In this context, Smith (1983) emphasizes that the most successful and reliable teachers are those who know how to benefit from their student identities and experiences.

There are different opinions in the literature about how much a teacher can help his/her students in managing the learning process. Ellis & Sinclair (1989) argue that the more a teacher exchanges view with his/her students on the content, methodology, and learning strategies (cognitive, metacognitive, and affective) of the lessons, the more positive he/she can contribute to his students. In addition to this, the administrative identity of the teacher is in parallel with creating a learning environment that will enable students to behave more experimentally in learning. However, as Potts (1981) stated, presenting learner autonomy to the student without any preparation is not a very realistic approach. Therefore, in order to facilitate the decision-making process of students and to strengthen their metacognitive strategies, a discussion environment should be prepared for the learning process with questions such as learning goals, criteria they want to be taken into account in the evaluation of their homework, and projects, and topics they will enjoy working on.

The role of a teacher as being a source is more obviously apparent. According to Camilleri (1997), the teacher, as a source person, should inform students about alternative learning strategies and their own learning styles that they can use in the learning process and increase their awareness on this issue. In this context, Skinner (1996) and Christophorou (1994) draw attention to the importance of teachers to free themselves from excessive attachment to textbooks and tend to a more creative and independent teaching method. Therefore, while the teacher analyzes and evaluates the textbooks, he should also be able to make the textbook more interesting and motivate his students by using his imagination and creativity.

Textbooks are generally produced for similar purposes all over the world. Therefore, it is very difficult for these books to respond to individual needs and expectations. In this context, the teacher's task is to transform the textbook into a more productive form in line with the needs of the student. As Christophorou (1994) stated, it is an inevitable fact that a classroom teacher knows his/her students' interests and needs, likes, dislikes,

strengths, and weaknesses better than any book author. Similarly, the students should choose and assimilate the textbooks suitable for their needs, expectations, and knowledge. They are expected to produce their questions and use images most efficiently. In addition to the full support of the institution to which the teacher is affiliated in carrying out his duty as a resource person in the most efficient way, the information processing systems, libraries, and other resource centers created by the institution for the use of students also contribute to this process.

Lastly, the teacher should carry the role of being a counselor. As a counselor, the teacher should support individual learning processes, as stated by Davies (1987), accompany the student in such activities when necessary, be equipped to identify individual learning problems, and be able to produce constructive solutions to problems.

Percy & Ramsden (1980) emphasize the importance of communication between students and teachers in their research in institutions where English education is given in higher education. The students participating in the aforementioned research highlight the teacher's guiding and referee identities and draw attention to the importance of the relationship between student-teacher. The findings of the study revealed that students believed in the importance of establishing connections with their teachers both academically and individually.

Another point to be emphasized here is the delicate balance between student assistance and teacher dependency. On the one hand, the teacher, as the only person with a say in the classroom, makes an effort to ensure that the values he/she believes are embraced and implemented by the students. On the other hand, he/she expects students to become autonomous adults. In this process, the teacher's role is to create a safe learning environment for his/her students and to give students the chance to make and implement their independent decisions. As Smith (1983) stated, in such a student-teacher relationship, the dependence on the teacher gradually decreases. This serves to increase autonomy.

2.3 Teacher Development

Since the autonomy of both learner and teacher is important in education, educators and decision-makers should find ways to develop it. As conscious agents in education,

teachers should develop themselves if they are to be able to design the learning process in suitable ways.

2.3.1 Teacher learning

Many different experimental results suggest that integrating learner autonomy into language learning is beneficial (Dam, 2011; Silva, 2008). Despite that, teacher-centered learning is still the most popular approach. Therefore, it can be said that the goal of learner autonomy is still far from being widespread.

Traditionally, teachers are expected to have full authority inside the classroom and he/she is expected to make every decision. The learners, on the other hand, are not given any autonomy and they act passively. They are seen as containers into which the knowledge is to be put (Manzano, 2015). It is stated in the literature that this teacher-centered approach due to the teachers not knowing how to implement learner autonomy in the classroom; which is due to the teachers themselves not having the education necessary (Benson, 2011; Manzano, 2015). Even the autonomy literature itself only focuses on teaching and learning autonomies and rarely on how to educate the teachers. This means that there is a dire need for research on teacher education for autonomy.

The education of teachers at universities and also their education, while they are serving as teachers, should be viewed as essential. Thus, teachers should not be expected to support autonomy in their classrooms if they do not have the training enabling them to do so. Allwright (1988, p. 35) states that “autonomy in the context of language teaching is associated with a radical restructuring of our whole conception of language pedagogy, a restructuring that involves the rejection of the traditional classroom and the introduction of wholly new ways of working”. The autonomous learning notion calls for a change in the traditional role of teacher. Teachers in the new context will be a facilitator of learning instead of being a transmitter.

Distance between teacher and student leads to an imbalance in status and power. This phenomenon means a lack of dialogue in the classroom. But with a focus on autonomy, teachers should base the teacher-learner relationship on mutual trust, dialogue, negotiation, and collective decision-making. Changing the approach to learner autonomy is difficult because teachers are used to not giving autonomy as teachers or

having autonomy as learners themselves. It is hard to break the habit (Lortie, 1975). This means already in-service teachers will find it the hardest to adapt to an autonomy approach. Due to this, changing to a learner autonomy approach requires the training of "a new breed of teachers" (Holec, 1985, p. 28). It is obvious that in order to change the traditional roles in language learning, one should start from the education of teachers. That way, teachers can be led to feeling empowered and prepared.

According to literature, changing current models in education is only possible if one can change how teachers are educated. Traditional teacher education consists of lecturing teacher candidates as they receive information passively. This method has failed as once the student teachers are used to being passive learners, teachers cannot think of their future students as active agents (Jimenez, 2009; Crandall, 2000). The literature says that this type of teacher education does not work if we want to change the education models (Leithwood, Begley, & Cousins, 1994; Fullan & Hargreaves, 1992). Teachers cannot change the current approaches if they experience old experiences themselves over and over again. They just end up recreating the same situations. Therefore, it is fair to say that teacher education should be focused upon first if we want to change how the teachers teach.

Head &Taylor (1997）interpret the notion of teacher development as the teachers' generating awareness on how they are teaching and how they can become better. To them, teacher development is a kind of self-reflection which requires to develop self-awareness first and accordingly discover the necessary changes. It should also be noted that the development of teacher autonomy can be regarded as an important aspect of teacher development. Little (1995) states that successful teachers are generally autonomous.

2.3.2 Action research strategies

Since the early 1930s, many researchers and theories have started to lean towards action research since it has brought disciplines together, identified the existing problem, and reacted immediately to the problem reflecting the increasing spirit of the 21st century's extreme dynamism (Giddens, 1993), and the reforms desired to be carried out in education (Dana &Yendol-Hoppney, 2009; Stringer, 2007). Although it is not known when action research emerged theoretically, it is claimed that psychologist Kurt Lewin, who is especially interested in the concept of social changes,

has theorized it with his studies since 1934. According to Lewin, action research is a process based on the development of reflective thinking, discussion, and action power of ordinary people participating in collective research. Researchers who understand that it can be used in studies for problems that arise in the field of education shortly after its emergence (Mertler, 2009; Gay, Mills, &Airasian, 2012; Hubbard & Miller, 1993; Taylor, Wilkie, & Baser, 2006) began to use action research frequently in education.

According to Johnson (2014, p.19), action research is the process of "studying the real classroom or school situation to understand and improve the quality of actions and teaching". In a way, it is a systematic and orderly way for educators to examine their own practice, a problem, or the possible direction of an action. O'Brien (2003) states that action research is teacher and practitioner-oriented which focuses on learning by doing and experiencing. According to O'Brian (2003), this process proceeds as a group of people defining a problem, taking action to solve the problem, and trying to solve the problem again if it is not enough by looking at the effectiveness of what has been done, and trying to achieve the best result by repeating this cycle several times (Christie, Draper, & O'Brien, 2003). According to Mills (2003, p.5), action research is systematic research conducted by teacher researchers, principals, school counselors, or other stakeholders related to teaching/learning to gather information about how schools function, how they teach, and how students can learn better. This information is collected to gain insight, developing reflective practices, influencing positive changes in the school environment (and educational practices in general), and improving the lives of every relevant person involved in the child's life by developing the student. Action research is a kind of research done by teachers for themselves; they are not imposed by anyone else.

According to this definition, the teacher conducts systematic research to solve the problems he/she sees during his/her duty to raise better individuals and create a better educational environment for them. In other words, action research includes the application process for observing and understanding the problems that arise during the implementation of research and solving them in the process, bringing together research and practice and facilitating the transfer of research results to practice (Yıldırım&Şimşek, 2013).

Action research processes have been shaped by many researchers according to the needs of the research (Mertler, 2009). The determination of the research process helps the researcher to control the research process more effectively by preventing the process follow-up that may result from the complexity of the research subject over time (Stringer, 2007). The action research process of Stringer (2007) is carried out in three basic steps as the routine "look, think, act", which is defined as a simple but effective process by repeating itself continuously. In the first stage of the process, the situation is revealed by collecting information. In the second stage, the data obtained by discovering what is happening about the situation are analyzed, interpreted, and explained. In the last stage, action plans are created, implemented, and evaluated.

Mills' action research processes, on the other hand, are carried out in order to collect relevant information, search for resources, develop and improve with actions to solve the problem (Mills, 2003). Mills (2007) structured the steps in the dialectical action research cycle, which aims to reveal the positive and negative aspects, in four stages as “determining the area to focus”, “collecting data”, “analyzing and interpreting data” and “developing an action plan”. The order of these steps and the steps to be followed may vary during the research process. Sometimes there might be many more steps or these four steps might be divided into substeps.

According to the literature, a typical action research process consists of nine steps and these have been explained below (Mertler, 2008);

- Step 1: Identify and Limit the Topic

One should first decide what they want to study precisely. The potential area for research is very wide so many things that interest or intrigue the teacher can be a research area. The topic determined should be worth an in-depth investigation. It has to keep in mind that the research should always aim to make something that is not performing sufficiently, better. Good identification and narrowing down depends on that notion and helps the research a great deal. Another thing to consider about the project is to choose something that is doable. Some research issues might be impossible to handle for just a classroom teacher. Starting the study, one should consider the resources (time, money, human capital) at hand as well.

- Step 2: Information Gathering

This is the preliminary data gathering. Talking to related personnel and going through related written material are typical information gathering practices. This step can be seen in three different ways and these are self-reflection, description, and explanation.

- Step 3: Literature Review

There might be various content in the literature that would be helpful to better understand the problem. This content contains books, research journals, Web content, manuals, school or district documents, or peers' opinions. What can be considered as related literature is limitless. Literature review gives one a chance to connect experiment to established theory.

- Step 4: Development of Research Plan:

Typical research methodology follows design development and data gathering. After the determination of research problems, one or more research questions will be developed, which would then lead to hypotheses. A research question may be defined as the question which the researcher wishes to answer as a result of his/her work. The research will fully follow the road towards that question. Inside the research questions or hypotheses, there should be variables defined. Data collection will be done on variables. After the variables are set, researchers have to think of ways of measuring or finding out more about those variables. The individuals from which the data is to be collected and methodologies should be determined. Lastly, research ethics should be given enough focus.

- Step 5: Plan Implementation and Data Collection:

At this point, the instruments that are to be used for data collection should be decided upon. According to Frankel and Wallen (2003), data collection techniques fall into one of three main groups. Firstly, observation can be made by the researcher. It is of paramount importance to keep notes while doing so (field notes). Secondly, interviews can be conducted to extract data from individuals. These can be of the oral form as well as written form. The written form is called a questionnaire of a survey. The third type of data analysis is the investigation of documents or records. It is very easy to extract data from already gathered record data. However, it falls to the researcher to interpret those. Many types of records can be useful for research.

- Step 6: Data Analysis

Data analysis is traditionally made in one of two ways; quantitative or qualitative. In quantitative research, data is analyzed after data collection is finished. In qualitative research, analysis is made during data collection and continues afterward. Action research is typically a combination of both.

- Step 7: Developing an Action Plan

Following data analysis and interpretation, action plans should be developed. The essential outcome of action plan development is the putting forward of a specific and tangible approach that would lead to trying out novel approaches for solving the problem considered. An action plan is how the researcher thinks the research results can be implemented. After implementation, continuous monitoring, evaluation, and revising are necessary. Action plans can be prepared for class-scale, school-scale, or larger.

- Step 8: Sharing or Communicating the Results:

As it is a research study, action research also needs its results to be shared with the relevant community. According to Johnson (2008), the most efficient way of sharing results is with colleagues. It might be by just talking to them in person or setting up a presentation. Sometimes, results may be presented in larger-scale events such as conferences, conventions, and journals.

- Step 9: Reflecting on the Process

At the end of the process, reflection should be made about the process's effectiveness and possible future revisions.

2.3.3 Developing teacher autonomy through action research

In the work of Dikilitaş& Griffiths (2017) development of teacher autonomy through action research has been extensively discussed. According to them, thanks to action research, teachers' teaching practices and how they conceive teaching and learning can be altered or developed cognitively, practically, or interactionally.

1. Cognitively: When mental changes occur due to action research, cognitive change can be said to have happened. Changes to these things can happen:

- *Self-confidence:* Research may empower the teacher so he/she can feel more confident in carrying out classroom practices.
- *Motivation:* When a teacher learns and understands more thanks to research, he/she will get motivated.
- *Belief growth/change:* Thanks to the research, teachers can abandon less useful beliefs about education for more useful ones. Better beliefs lead to better practices.
- *Increased knowledge:* As a teacher examines the literature during action research, he/she gains more insight into his/her job.
- *Change of attitude:* If a teacher holds a negative or neutral attitude towards a useful learning method, research can potentially change it to positive.
- *Raised awareness:* Investigation made by the teacher may work wonders to increase his/her awareness.
- *Wider perspective:* Exposure to different media during and as a result of research may expand horizons for the teacher.

2. Practically: Instant behavioral changes may also occur.

- *Implementing new practices in teaching:* If as a result of action research, the teacher has observed positive effects of some methods, he/she will probably quickly implement them in his approaches in teaching.
- *Reusing old materials in new ways:* As a teacher can sometimes change materials, he/she can also use pre-existing materials in new ways as his/her experiences in research.
- *Different evaluation of materials:* Increased knowledge and attitude can make the teacher view objects in a different light.
- *Generation of different materials:* As they can now see the needs of the learning process more clearly, teachers can generate needed materials for a better learning process.

Modification of instructional decisions: As every teaching act is created after a series of decisions, these are all subject to change after the teacher is exposed to action research.

3. Interactionally: Doing research is a social event. As it brings together people, relationship building may arise from action research.

- *Relationship between teacher-student:* Qualitative research calls for teacher-student interaction. As teachers ask their opinions and views, students will feel closer to the teacher and the teacher to the students.
- *Relationship between teacher-teacher:* When a teacher conducts action research, it is extremely helpful for other teachers as well. Therefore, it will bring them together to share the research results.
- *Relationship between teacher-administration:* Action research outputs are very important for administrative processes. It can even change the curriculum. This is why it can create interactions between teachers and administrators.
- *Networking with peers and researchers:* Action research might lead to the presentation of findings to others, which will lead to other researchers involved in the work, creating an intellectual discussion between peers.

Smith (2003), (cited in Dikilitaş& Griffiths, 2017) assumes that critical reflection which is one of the outcomes of action research may enable teachers to develop metacognitive skills to explore the ways of learning as a teacher for their professional development. The engagement of the teachers in such a process helps them to promote teacher autonomy as it paves the way for investigating and inquiry-based learning. Dikilitaş& Griffiths (2017) emphasizes the close relationship between teacher development and AR by saying;

> Engagement in AR is an empowering way of creating freedom, being self-directed, and becoming learner-teachers because teachers might be able to generate their own practical knowledge through exploring their own contexts, reflecting on their practices, and questioning their classroom teaching. There seems to be a close relationship between AR and teacher autonomy, in that AR engagement has the potential to help teachers build such self-confidence to deal with critical questions and problematic issues in the classroom through going deeper into the issue on the basis of data collection and analysis either by the teacher or by a joint investigation with learners. How teachers develop autonomy is an issue recently discussed and investigated from multiple perspectives.

> Autonomy can be gained either during the engagement in research or after the engagement in research. (p.35)

It should also be mentioned that engagement in AR can reveal different dimensions of teacher autonomy that the teachers are not aware of. The AR practice makes teachers discover new ways of problem-solving and data analysis. They can compare and contrast the AR practice they are in with their own classroom practices.

3. METHODOLOGY

3.1 Introduction

This study aimed to develop a teacher development program for English language teachers to enable them foster learner autonomy in their classes.In consideration of this aim,this chapter attempts to explain the research design of the study. The research design, the participants, data collection instruments, together with the data collection procedure, the methods used in data analysis, and the theory of the teacher development program will be reported throughout the chapter.

3.2 Research Design

The study was designed as a case study and employed action research as a research methodology. Gerring (2004) defines the case study as a kind of research design thatstudies a specific unit intensively to make inferences for generalizing similar situations. According to Creswell (2007), a case study is a qualitative research approach within the scope of which a researcher analyzes one or numerous cases limited to a specific period with the use of multiple source-based data collection tools (such as observations, interviews, audiovisual tools, documents, reports) and in which the cases and the case-based themes are defined. The case study is a method enabling the profound longitudinal analysis of a single case or condition, the systematic collection of the data, and the elaboration of these data under real circumstances. This research method reveals the reason for the emergence of a specific case and it indicates the points that should be taken into consideration for future studies (Davey, 1991). Case studies do not make comparisons, instead, try to discover. The researcher in a case study attempts to categorize the attitudes in a manner instead of testing or proving a hypothesis (Algozzine& Hancock (2006). Yin (1984) states that a case study is different from other studies in terms of identifying, clarifying and discovering the complex situations that cannot be explained by experimental approaches. By looking at the characteristics listed above it can be inferred that the case study can be considered as the most suitable research design to identify the current situation of the

language teachers in terms of fostering learner autonomy and discovering the possible ways of improving their practices by employing a teacher development program.

The research methodology of the study was action research (AR). According to Kemmis&McTaggert (1988) and Holter & Schwartz-Barcott (1993), AR was originated by an American psychologist, Kurt Lewin in the 1940s. He defines AR as "proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of action" (cited in Kemmis&McTaggert 1990: p.8). Later, Carr&Kemmis (1986) describe AR as a form of self-reflection investigation conducted by participants to improve and evaluate their practices. Burns (2010) defines action research as:

> Action Research is part of a broad movement that has been going on education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher.' Action Research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. So, one of the main aims of it is to identify a 'problematic' situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.(p.2)

AR can also be described as learning by doing and it is also known by different names as participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research (O'Brien, 2001). In addition to these definitions, several definitions of AR were made by different researchers. But despite the differences, these definitions have some common points. Costello (2003, p.5) summarizes these different definitions and composes an overall definition for AR. According to his definition, AR is a kind of term, process, inquiry, approach, and a cyclic flexible process. It focuses on practice and problem-solving. Not only professionals but also individuals can carry out an AR. It requires systematic research, action, and critical reflection. Especially educational practices can be improved by using it. The aims of the action are understanding, evaluating, and altering. According to Sagor (2000), the main goals of AR can be summarized as raising the reflective practitioner, achieving progress in an educational context, and composing a professional culture in the field of education. AR can be employed for various goals and these goals may require different applications and this leads to a need for different types of AR. Another reason for employing different forms of AR is the different roles

undertook by the teacher (Grundy, 1982). Thus, Grundy (1982) and Carr&Kemmis (1986) differentiated three different types of AR: practical, technical, and emancipatory.

1. Practical AR: It is used for improving practice by using the researcher's background knowledge and personal ideas. It is organized as a group of colleagues and an assisting facilitator. They come together and determine a potential problem mutually together with possible interventions.

2. Emancipatory AR: In an emancipatory AR requires the full involvement of all the shareholders in an educational context like researchers, teachers, policymakers, learners, and administration. This kind of AR also has a political side together with the practical action. It may be assisted by a facilitator but the research should be carried out with the whole group not only with the individuals.

3. Technical AR: In this type, a researcher aims at testing a particular intervention based on a pre-existing theoretical framework. The collaboration between the researcher and the practitioner is facilitatory. A problem and a possible intervention are identified by the researcher and practitioners involved if they are convinced to implement the innovation. (Grundy, 1982)

In the current study, 'technical AR' was employed as it was the most appropriate type for carrying out the research. The researcher identified the problem as English language teachers' facing problems for fostering learner autonomy in their classes. Later a teacher development program based on a theory was employed by her as a facilitator and the practitioners agreed to participate in the program.

Besides the different types of AR, scientists offer different models for it in terms of the following steps. In the model offered by the two major authors of the field; Kemmis& McTaggart (1988) state that there are four broad stages of an AR cycle:

- Planning

In this stage, a problem or issue is determined and an action plan is built to provide improvement in that issue. Two points should be decided in this stage: what kind of investigation is suitable and applicable for your teaching situation and what are the expected improvements.

- Action

In the action stage, the plan is put into action within an agreed period. In this stage, there are some interventions into the teaching practice in order to test the assumptions for the situation and pave the way for planning alternative ways when needed.

- Observation

This stage is the data collection stage. The effects of the action are observed and documented through various data collection tools.

- Reflection

This stage is employed for reflecting, evaluating, and describing the effects of the action. It is an important stage for the research as it helps to understand the issue more clearly. At this point, the researcher may decide to continue for further cycles of AR to provide new sights for the situation or just share the results with others to contribute to the ongoing professional development (Kemmis& McTaggart (1988) cited in Burns 2010, p.8).

In the following figure, the cycles of AR according to this model are illustrated, the cycling steps of AR and a possible second cycle when needed is included in the model.

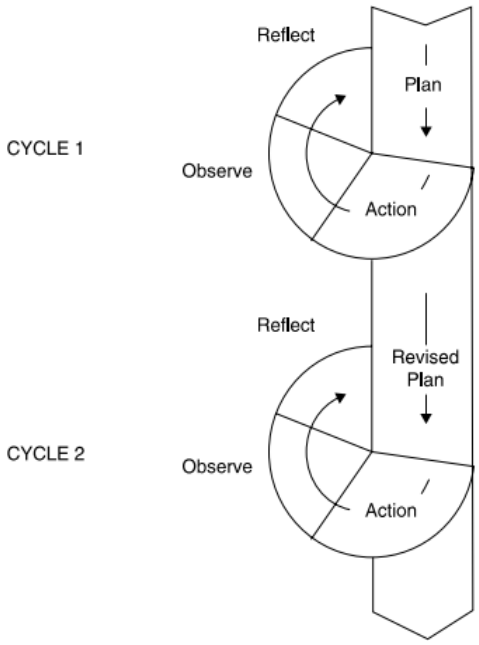


Figure 3.1: Cyclical AR by Kemmis& McTaggart (1988) (Adopted from Burns (2010: p. 9)

In this study, the researcher follows the steps of cyclical AR by Kemmis& McTaggart (1998). In the planning stage, a problem was identified and a possible intervention was determined for overcoming this problem. In the action phase, this plan was carried out

through a teacher development program, for observing stage data was collected and documented, and in the reflection stage evaluation of the program was done.

Each AR is unique, and it is not supposed to give the same results as another study on the same subject. Data is obtained through observation of the researcher, diaries, and note-taking. The researcher, herself/himself, is also a tool for data collection. Gay et al. (2009) states the main difference of AR from other types of research as teachers' conducting it for their practice. AR is a popular research design in an educational context because it is a constituent of theory and practice. The popularity of AR in the field of education is reflected by Hopkins (1985) by using the term "classroom research by teachers" instead of "action research". As Sullivan & Glanz (2013) state, AR also paves the way for improving teachers' renovations in their classroom practices.Development in professional life is a vital part of a teacher's job. To maintain a good profile as a well-developed teacher, one should always be in an educational process suitable for his/her field. This development can be ensured by reaching necessary documents, attending conferences, taking teacher development courses, and exchanging information with colleagues. AR is another valid form of improving people in a particular subject or solving a problem. The use of AR for educational purposes is also affected by the rising acceptance of the constructivist view. AR differentiates from the traditional research methods by paying attention not only to the numerically measurable phenomena but also to the emotions, creativity, and perception. It also attempts to develop human interaction (Johnson, 2008). In traditional research methods, the researcher does not affect the data obtained during the research but in AR the researcher actively takes part in all phases of a study. By doing this, in an educational context, the teacher or instructor can engage in the process and that helps them to evaluate themselves by reflection (Mcniff& Whitehead, 2010). As Cohen, Manion & Morrison (2011) states reflection is the key point of an AR as the researcher is both a participant and practitioner. Fullan (2001) states that developing teachers professionally cannot be resolved by seminars or workshops, the best way of learning is a kind of habit formation towards the intended goals. Teachers' engagement in research also provides them being more open to new ideas. As Zeichner(2003) emphasizes the teachers who participate in research gain self-confidence for solving problems in their practices.

These characteristics of the AR make it the best methodology for the current study because the researcher conducted research that was reflective both for herself and the participant teachers. During the implementation of the program, it was open to any modifications according to the needs of the participants and that provided the researcher making necessary changes in her practice. The researcher actively took part in the reflection and evaluation processes. The participant teachers were supposed to conduct small-scale ARs in their classes during the program so as to support their practice. As Stringer (2007) states, AR aims at finding solutions to the problems that teachers face in their teaching. Thus, this study seeks to investigate if the teacher development program designed for EFL teachers to help them promote learner autonomy can be effective for teachers in their classes.

3.3 Participants

The participants of the study were 10 English language teachers who teach at the secondary school of 'Samsun SınavKoleji,' which is a private school but under the surveillance of Samsun Directorate of the Ministry of Education. All the teachers graduated from the Department of English Language Teaching. The convenience sampling method was used when choosing the participants of the study. Convenience sampling is a kind of non-probability or nonrandom sampling method in which the members of the target population are selected because of their availability and accessibility for the researcher; their willingness is also another critical point in this method (Dörnyei, 2007). The participants were named as Teacher 1(T1), Teacher 2(T2)….Teacher 10(T10) throughout the study in order not to intervene in their privacy. All participants signed a consent form (Appendix C) at the beginning of the program, and they declared that they were eager to participate in the program. The management of the school was also informed, and necessary arrangements were done. Table 3.1 demonstrates demographic information about participant teachers.

Table 3.1: Demographic Information of the Participant Teachers

	F	**%**

Gender	Male	3	30
	Female	7	70
	Total	10	100%
Qualification	Bachelor's Degree	8	80
	Master's Degree	2	20
	Total	10	100%

The table above gives the demographic information of the participant teachers. The genders of the participants are 70% female and 30% male. The rate was not decided intentionally and the difference between genders is beyond the scope of this study. When looking at the educational qualifications, all of the participants have bachelor's degrees in the field of English language education. Additionally, two participants got master's degrees, however, it should be noted that they got their MA's in different fields rather than language teaching. All the participants have at least two years of experience in language teaching and their ages range between twenty-four and thirty-nine.

3.4 Data Collection Instruments and Procedure

In conducting a case study, collecting data is a crucial issue. Researchers propose different data collection ways that can improve the quality and reliability of a study. According to Yin (1994), there are three important issues in data collection for case studies: there should be multiple sources of data, a database must be created, and maintaining an evidence chain is useful. From another point of view, Stake (1995) states that the process of data collection of a case study should include the definition of the case, research questions, data sources, and reporting. In choosing the instruments for data collection, Stake (1995) recommends interviews and observation for qualitative research. Similarly, Merriam (1998) emphasizes the role of interviews and observations of the researcher. The use of questionnaires is suggested by Dul&Hak (2008) as they reflect the ideas of the participants in a systematic way. The types of questions of the interviews and questionnaires should be chosen effectively in order not to limit participants' answers. Dick (1990) the answers of the respondents should not be directed by the questions; in other words, the answers should require self-

fulfilling. In a case study, the data collection instruments can be both qualitative and quantitative. In the current study,the data collection instruments were all qualitative as the study is based on reflective practice. These instruments cover an autonomy perception questionnaire (Appendix G), the researcher's diary (Appendix E), participants' diary (Appendix D), and a course evaluation questionnaire (Appendix F). It was assumed that the participants and the researcher had better reflect themselves by using open-ended questions and diaries. Both the questionnaires and diaries were written in English. In the first session, the researcher asked the participants' ideas about the language of the related data and the participants all agreed to use English rather than their mother tongue. Before collecting the data, the researcher collected required documents including official permission from the Institute of Social Sciences at İstanbul Aydın University, İstanbul, Turkey (Appendix A) and Samsun Directorate of the Ministry of Education. (AppendixB**)** Table 3.2 demonstrates the research questions and the data collection instruments to be used for providing answers for each question.

Table 3.2: Research Questions and Data Collection Instruments

Research Questions	**Data Collection Instruments**
1) Does involvement in an in-service teacher development program change the views of theparticipant teachers on learner autonomy?	Autonomy Perception Questionnaire (APQ) Course Evaluation Questionnaire (CEQ)
2) What are the benefits of involvement in an in-service teacher development program on learner autonomy for the participant teachers?	Participant Diary (PD)
3) Are the participant teachers satisfied with the teacher development program on learner autonomy?	Course Evaluation Questionnaire (CEQ)
4) Is the researcher satisfied with the teacher development program regarding the materials used, the procedures followed and the environment created?	Researcher Diary (RD)

Research question 1 was an attempt to determine the differences in the teachers' views of learner autonomy at the beginning and the end of the study. "The Autonomy

Perception Questionnaire" (APQ) and the last two questions of the "Course Evaluation Questionnaire" (CEQ) were used in order to gather data to answer the question.

Research question 2 intended to find out the benefits of involvement in a teacher development program on learner autonomy for language teachers from the participant's perspectives. To give a response to the question the diaries kept by the participants at the end of each session will be analyzed.

Research question 3 aimed at finding if the participant teachers are satisfied with the TDP. To achieve this aim, the data obtained from the CEQ was used.

The last research question, question 4 was formed to evaluate the TDP from the researcher's perspective. The materials used in the TDP, the followed procedure, and the classroom environment were reviewed by analyzing the RD.

3.4.1 Researcher diary

The researcher, as well as the participants, kept a diary after each session. The researcher diary (RD) is a kind of notebook that is used to collect all the observations and details of the study (Johnson, 2015). The aim of doing this was to evaluate each session and make possible changes for the next sessions if necessary. The researcher recorded her ideas, feelings, and reflections using this diary. In action research, researcher diaries are essential sources of data as they record the action, and also they reflect the development of the ideas of the researcher by looking at her/his weekly notes (Mcniff& Whitehead, 2002). In other words, these diaries provide a different outlook for the researcher. Kemmis et al., (2014) assert that having a diary helps an instructor or researchers look over the teaching process. The entries in the diaries show the change of the ideas over time and this observation makes the researcher take action for necessary regulations. A person can remember what he/she does during a teaching process that he/she directs, but taking notes is more accurate. According to Uline et al., (2004) reflection is the best way of learning what works well. Johnson (2014) also underlines the concept of reflection by defining it as a sign of autonomous behavior and having insight.

In light of these assumptions, the researcher kept a diary each week both during and after sessions.

The diary entries were completed by using the following prompts:

- What worked well?
    - The materials used?
    - The procedures followed?
    - The classroom atmosphere created?
- What did not work well?
- What are my plans for future courses?
- What changes can I make to improve the in-service TD program?

The diaries are significant in action research because they include each step of the study from the perspective of the researcher. They may also raise awareness on some issues which the researcher does not pay attention to during the session. Giving answers to the questions above also helps the researcher to criticize herself.

3.4.2 Participant diary

Participant diaries (PD) were one of the most important data collection tools conducted in this study. These diaries provide feedback on the sessions both for the researcher and participants. The purpose of asking the teachers to keep diaries was to create a space for the participant teachers to articulate and in return to become consciously aware of learner autonomy and the possible approaches to be used in fostering autonomous language learners. During the sessions, it is not always possible to ask about the evaluation of the process, and some participants may not feel comfortable making any criticism. Writing instead of saying is always easier. Janesick (2004) asserts that writing diaries develops critical thinking and besides, it is the right way of communication between the learner and the instructor. The prompt questions in the diaries require causative answers, and they are open-ended in order not to limit participants. According to Marriam (2013), open-ended questions help participants reflect their perceptions by using their own words, and the sentences are not restricted. In this study the participant teachers were asked to write in a diary after each session by using the following prompts;

- What have I learned?
- What can I do with what I have learned with my students in my classes?

The researcher collected the diaries every week to use teacher reflections as a basis for her action plan for subsequent sessions and the improvement of the course topics and the materials used.

3.4.3 The autonomy perception questionnaire

An open-ended autonomy perception questionnaire (APQ) developed by the researcher was used to identify the teachers' perceptions of learner autonomy at the beginning of the study. The researcher used an open-ended questionnaire in order not to limit the participants' answers. It is composed of two questions: (1) What is learner autonomy? (2) Do you do any activities in your classes in order to develop it? The questionnaire was distributed to all of the participants in the first session of the program. The aim of using this questionnaire was to identify participant teachers' conceptions of learner autonomy at the beginning of the study.

3.4.4. Course evaluation questionnaire

An open-ended course evaluation questionnaire (CEQ) developed by the researcher was employed in order to get feedback from the participant teachers. Teacher feedback was drawn from the participants about the program. The questionnaire involved six open-ended questions:

- What were your expectations at the beginning of the program?
- Did the program meet with your needs?
- Could this program be conducted better?
- Did the program result in a change in your conceptions of learner autonomy?
- Did the program provide you new ideas for fostering learner autonomy in your classes?

Questions 1, 2 and 3 served to get feedback about the teacher development program from the participants' point of view. Question 4 was employed to determine the participant teachers' conceptions at the end of the program and the fifth question was used to find out the teachers' uptake of learner autonomy promoting activities.

3.5 Limitations

The current study has some limitations that have to be mentioned in order to shed light for further studies. The first limitation is related to the generalizability of the

study because it was carried out only with 10 in-service English language teachers who are teaching at secondary school so it will not be accurate to generalize the findings for all English language teachers.

Another limitation is about the time of the program. It was a case study which lasted for 12weeks , however, as it was mentioned throughout the study promoting learner autonomy or developing teacher autonomy is a continuous process.As a conclusion, the results of this study can be said to be specific to only a particular group in a particular period of time.

3.6 Data Analysis

Data analysis is the interpretation process of the meaning of obtained data in a study (Merriam, 2013). To evaluate and understand a study, a well-developed data analysis is vital. In recent years qualitative data collection has gained more interest as it is successful to add personal insights to the research (Dikilitaş& Griffiths, 2017). In this study, all data is qualitative and as is known, qualitative data analysis requires a systematic description of the meaning of the data (Schreier, 2014). During the examination of data, arranging, coding, categorizing, thematization and interpretation stages are curial (Creswell, 2013). The principle goal of qualitative data analysis is to provide a systematic interpretation of the data and accordingly to constitute a concept. There are two kinds of analysis in a documentary examination; content analysis and descriptive analysis. Content analysis is an inductive way and it requires composing new codes and themes with the help of an in-depth analysis. In the descriptive analysis, the method is more deductive; in this type, the themes are ready-made (Ekiz, 2015). Content analysis means a set of processes that requires a detailed analysis, examination, and affirmation of a written content systematically (Cohen, et al., 2007). The main goal of content analysis is reaching the concepts and relations that can help to explain gathered data. First, it is needed to conceptualize and organize the data, and then accordingly, creating themes is vital. (Yıldırım&Şimşek, 1999). Dikilitaş& Griffiths (2017) named these ways of analysis as deductive and inductive. In a deductive kind of analysis, the categories were pre-set and this way is usually used in the studies that use close-ended questionnaires. If a researcher prefers to use such kind of data analysis s/he is supposed to look for specific categories in the data. On the contrary in the inductive way of data analysis, the researcher himself/herself deduces

the themes which emerge from the provided data by relating them to the grounded theory of the study. Dikilitaş& Griffiths (2017, p.151) summarizes the characteristics of these two approaches to data analysis in the following table:

Table 3.3: Characteristics of Deductive and Inductive Approaches to Data Analysis

Deductive	**Inductive**
Follows a top-down strategy	Follows a bottom-up strategy
Depends on external themes and categories	Is data-driven
Tests external themes and categories	Induces themes and categories
Categorizes content mechanically	Synthesizes content creatively
Is confirmatory and static	Is exploratory and dynamic
Supports existing literature	Interprets new meanings

In the current study, the data elicited from the participant diary, researcher diary, autonomy perception questionnaire, and the course evaluation questionnaire were analyzed using content analysis or in other words inductive analysis. In the beginning, the codes were determined by the researcher by examining the data intensively, and then themes are approached. To provide consistency, two coders, the researcher and another scholar who is working in the same field, were used, and then the reconciliation rate was calculated by making comparisons between the coders. The rate was 82%. The codes and themes which are different were reconsidered and agreed upon. Bazeley (1999) states that software programs are developed to help researchers make their process clearer. In the current study NVIVO 11 was employed to transform individual writings into a series of coded categories in order to provide a systematic analysis for the reader.

3.7 Instructional Design of Twelve-Week Teacher Development Program to Foster Learner Autonomy

3.7.1 Theory of the Teacher Development Program

The main aim of the current study was to prepare an in-service teacher development program in order to help teachers promote learner autonomy in their classes. However, as Tütüniş (2011) states it is challenging to alter teachers' continual traditional roles and practices to switch learner-centered teaching because all teachers have a background in language learning brought from their student years. Teachers rely on their knowledge and their own language learning experiences. Here the point was that a TDP should also aim to develop autonomous behaviors in teachers so as to help them foster learner autonomy in their classes. Thus, to create learner-centered courses, they should be exposed to some training on autonomy. They have to realize the fact that a learner can only learn if she/he wants to do it. At this point, providing a clear definition of the term 'teacher autonomy' is crucial. The theory of the teacher development program was mainly grounded on the ideas of Smith (2003) on teacher education for learner autonomy. Smith (2000) proposes the term 'teacher-learner autonomy' which can be defined as teachers' having the capacity of developing the appropriate skills, knowledge, and attitudes for themselves in cooperation with others. Smith (2003) further assumes that reducing the term teacher autonomy into one dimension is not enough to define the concept of it. As cited in Smith (2003); McGrath (2000) identified two different dimensions:

- Self-directed professional action or development
- Freedom from control by others

These two dimensions are important in terms of identifying the different content of teacher autonomy but professional action or development may need to be separated as they cannot be grouped under one meaning. Teachers' developments should be taken into consideration in a separate heading. Considering these distinctions Smith (2003) further composes the following table to clarify the different dimensions of teacher autonomy.

Dimensions of Teacher Autonomy
In relation to professional action: A. Self-directed professional action

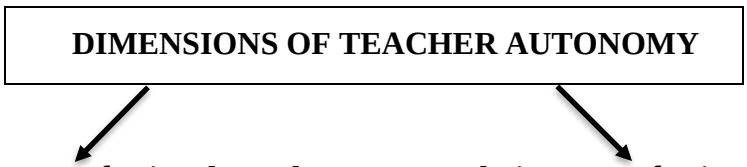
B. Capacity for self-directed professional action C. Freedom from control over professional action
In relation to professional development: D. Self-directed professional development E. Capacity for self-directed professional development F. Freedom from control over professional development

Figure 3.2: Dimensions of teacher autonomy by Smith (2003)

Source: Smith, 2003, p.4

In the table above, the dimensions of teacher autonomy are divided into two headings and under each heading, there are three subheadings. Professional action and development are seen as two different parts of teacher autonomy. And the teacher development program in the present study aimed at developing both of these two dimensions. For preparing teachers to foster learner autonomy, Smith (2003) asserts that teachers' being aware of the importance of learner autonomy is not sufficient. Additionally, it is necessary to work on developing teachers to fulfill all the dimensions of teacher autonomy. In order to develop a pedagogy for autonomy teachers should engage in the process themselves. They should create self-awareness and accordingly a pedagogical awareness. At this point, the question of how to prepare teachers for developing these dimensions is gaining importance. As Smith (2003) mentions in his study there are various possible responses for this question according to the context. When preparing a teacher development program for promoting learner autonomy, at the beginning many teacher educators emphasize creating a willingness and recognition in order to develop the teachers' capacity for self-directed teaching. After creating a self-awareness for developing teacher-learner autonomy the language teachers are ready to compose a pedagogical awareness towards promoting learner autonomy. At that part of the program, the teachers are supposed to notice the constraints for their freedom in their teaching. This helps them to create a self-perception and motivation towards creating their area in classes. The steps mentioned up to now are employed for teachers' professional development. The next part of the program is prepared to develop professional action and mainly focuses on the practices for promoting learner autonomy.Also in the data analysis section, the themes were

determined by using the terms suggested by Smith (2003).The figure below reflects the general schema of the analysis.



In Relation to Professional Development	In Relation to Professional Action
Self- directed professional development	**Self-directed professional action**
-Self-awareness	-Self-directed teaching
-Pedagogical awareness	-Pedagogical action
Capacity for self-directed professional development	**Capacity for self-directed professional action**
-Willingness	-Capacity for self-directed teaching
-Capability	-Capacity for promoting learner autonomy
Freedom from control over professional development	**Freedom from control over professional action**
-Self-perception	- Controlled production
-Motivation	- Free production

Figure 3.3: Analytic Schema of the Teacher Development Program based on Smith (2003)

The practices of Little (1995) and Dam (2003) on learner autonomy and the roles of a teacher in fostering learner autonomy in a class were also used in the designing process of the TDP. Little (1995) asserted that as the training and learning strategies have a crucial effect on the development of learner autonomy and interaction of students and teachers is an indispensable part of the learning process; an autonomous teacher is a prerequisite for an autonomous learner. He further claimed that language teachers could be more effective in fostering learner autonomy if their education lets them become autonomous. He summarizes his ideas on the role of teacher education in promoting learner autonomy by saying:

> Teacher education should be subject to the same processes of negotiation as are required for the promotion of learner autonomy in the language classroom. Aims and learning targets, course content, the ways in which course content is mediated, learning tasks, and the assessment of learner achievement must all be negotiated; and the basis of this negotiation must be a recognition that in the pedagogical process teachers as well as students can learn, and students, as well as teachers, can teach. (p.180)

To Little (1995), remarkable progress in fostering learner autonomy can only be achieved by focusing on teacher education. The traditional teacher roles are not acceptable in an autonomous environment but this situation cannot be changed without any intervention. In this respect Dam (2003) proposes an in-service teacher training model to help teachers alter their teaching system. She explains the program;

> First, the program still takes as its starting point – indeed, is based on – the participants' own situation, their expectations and their experience as regards teaching and learning. Secondly, it forces the participants to be actively involved in their own learning by asking them to articulate their various expectations and experiences as well as reflections on the ongoing process during the course. Personal logbooks have been introduced and used for this purpose. The participants are in this way made co-responsible for the outcome of the course. Thirdly, the program is divided between "joint meetings" and "time for personal experiments. (p.134)

This model attempts to make teachers follow the same steps for fostering learner autonomy in their classes. In other words, this in-service program is two-sided: In one side the participant teachers are supposed to develop autonomy throughout the program, and accordingly,on the other side they become the 'researcher' in their classes to help their students gain autonomous behaviors.

In another study, Dam (2003) states five principles which she thinks are significant in the process of fostering learner autonomy. The first principle is the right of choice given to the learners in their learning process. The more they are supposed to make decisions for their learning the more they become willing to take responsibility. The second principle is informing students about the curriculum. This point is crucial because students can feel confident when they know the details of their learning plan in an institutional context. The third principle is also one of the basic principles of autonomous learning; the focus should be on learning, not on teaching. The fourth one

is about authenticity. Authenticity is an essential part of learner autonomy because real-life situations during the courses promote the usage of the target language. The fifth and last principle is integrating students into the evaluation stage. Evaluating yourself is an indispensable part of taking responsibility because an accurate evaluation also serves as a model for further studies. The researcher prepared the teacher development program by blending these thoughts and suggestions.

3.7.2 Instructional procedure

A twelve-week teacher development (TD) program was designed according to the principles of action research (AR). Each session took at least two hours. The program was conducted at a classroom in the school the participant teachers worked at. It was developed for English language teachers to help them develop teacher autonomy and accordingly foster learner autonomy in their classes. The content of the program was open to any modifications drawing on the ongoing needs and evaluations of the teachers and the researcher. In the table below, a summary of the content of the teacher development program is given.

Table 3.4: The Content of the Teacher Development Program

Session 1	An orientation to the program and giving brief information about the concept of 'Autonomy'
Session 2	Introducing 'Learner Autonomy' and its role in language teaching
Session 3	Drawing an autonomous language learner profile
Session 4	Introducing the term teacher autonomy
Session 5	Introducing the role of the teachers in promoting learner autonomy
Session 6	Introducing the action research
Session 7	Suggesting some activities to promote learner autonomy related to the classroom environment and the changing roles of teachers
Session 8	Suggesting some activities to promote learner autonomy related to learner-centered course planning
Session 9	Suggesting some activities to promote learner autonomy related to authenticity in the classroom
Session 10	Suggesting some activities to promote learner autonomy related to reflection and evaluation
Session 11	Dealing with the possible problems in creating an autonomous learning environment
Session 12	General evaluation of the program

As seen in the table, the first six weeks of the TDP were devoted to composing a theoretical background in the participant teachers; these weeks can be accepted as a preparation for the forthcoming part of the program. In the last six weeks, the content of the TDP focused on the practical appliances related to learner autonomy so as to serve participants several activities for their practices in the courses.

The first session aimed to establish in the participant teachers a general understanding of the aims and the contents of the program. A total of teachers whose ages ranged between 23 and 39 attended the first meeting. The participants were all from the same school in which the program was conducted. As it was difficult to find a standard hour during weekdays, we decided to meet on Saturdays. The school was open on Saturdays for extra courses, and all the teachers had to be there. A powerpoint presentation was used to establish in the participant teachers a general understanding of the aims and the contents of the program. At the beginning of the presentation, the aim of the program was introduced. When introducing the program, the researcher stated that the main aim was to develop in the participant teachers an understanding of the concept of learner autonomy so that the participant teachers would explore and understand the approaches employed to promote learner autonomy in their language classes. After the introduction session, the researcher answered teachers' questions. They were interested in the topic and asked further questions. The second step of the presentation included brief information on teacher development and action research (Burns, 2010; Richards & Farrell, 2005). As a final step, the researcher presented the data collection instruments; the participant diary (PD), the researcher diary (RD), the autonomy perception questionnaire (APQ) and the course evaluation questionnaire (CEQ). Having drawn a general frame of the program, the participants were asked to complete the 'Autonomy Perception Questionnaire' (APQ) and the 'Personal Form' (Appendix A & B). The atmosphere of the classroom was amicable and warm, and the necessary equipment was ready to use. The environment was very familiar to the participants as they used those classrooms for their courses. The actions planned for the first session went as planned and no changes in the actions for the following session were needed.

The focus of the second session of the program was raising the teachers' awareness of the role and the importance of the concept of LA in the language teaching process. In addition to indicating LA promoting activities that they used, general misconceptions of LA in literature were also highlighted using the ideas provided by Benson, (2011); Holec, 1981; Little, 1991; Dickinson, 1987; Candy; 1988; Frieire, 1996; Salmon, 1998; Esch, 1996). To achieve the aim of the session, handouts were prepared beforehand and they worked well because the participants concentrated on the paper and most of them underlined some parts on the handouts. The current situation of the language teaching process of the participant teachers in terms of learner autonomy

tried to be determined by asking some questions during the session. The classroom atmosphere created was friendly and comfortable. The participant teachers did not seem anxious. They were all eager to participate in the process. Most of the session went on like a conversation among close friends. Especially the part of the course that the researcher asked for their experiences was very interesting both for her and the participants. This session made the teachers aware of the problem much more deeply. For future courses, the participant teachers' experiences and problems were planned to work on in detail. By doing this, some activities can be suggested to overcome their problems in fostering learner autonomy during their courses.

In session three, the aim was to develop in the teachers a pedagogical awareness and understanding of the qualities of autonomous learners so that they can determine the necessary actions to be taken to promote autonomous behaviors in their students. To achieve this aim, the researcher firstly provides the teachers with some theoretical background information (Benson, 2011; Benson & Cooker, 2013; Candy, 1991; Chan, 2001). After the input section, the teachers were involved in a role-play activity. The activity was planned and prepared by the researcher so as to give teachers a new point of view related to their students. There were six different situations in the role-play cards. The cards were handed out to the participant teachers and there was one card for each teacher. Half of the participants were told that they were supposed to behave like an autonomous student and the others were told to think of themselves as non-autonomous students. After five minutes of preparation, the teachers performed their roles by trying to give a possible reaction to his/her situation. At the end of the activity, as a reflective part participants made comments on these roles and shared ideas about integrating these role-play cards in their classes. Finally, the teachers were invited to come up with a list of the characteristics of autonomous language learners as a whole class activity. As a researcher in ongoing action research, it was pleasing to see that the participants of the TD program actively took part in the process. They did not think of the program as an 'extra' part of their job. They took notes and asked questions throughout the whole session which can be a sign of their integration into the process.

The aim of the fourth session was a little different from the other sessions because it was about the roles of the teachers in fostering learner autonomy. Until this session, the problems about the students were in the center but this session, it was time to make some self-criticism as teachers. It was aimed to raise awareness in the participants

about the role of teachers in learner autonomy and informing participants about the term ‘teacher autonomy. ‘A powerpoint presentation was used to make a definition of teacher autonomy and its relationship with learner autonomy (Balçıkanlı, 2010; Benson, 2000; De Vries and Kohlberg, 1987; Huang, 2006; Little, 1995; Smith, 2000; Yang, 1998). This session is composed of four parts; in the first part, the role of the teachers in fostering learner autonomy was discussed in the light of the presentation. After that, a definition of teacher autonomy and the relationship between them was worked on. In the third part, the applicability of teacher autonomy in the language learning process was discussed by exchanging opinions using participants’ and researcher’s pre-existing experiences. In the last section, some suggestions for developing an autonomous classroom atmosphere were given. The participants were interested in the subject, and it was observed that they often asked themselves if they had autonomous behaviors during their courses. They were a bit suspicious about the applicability of teacher autonomy in their classes. Most of them claimed that it was impossible to do it under these circumstances. So, this session required the researcher to encourage teachers to try some new things in their classes to enable changes in the students’ behaviors. She also paid attention to prevent participant teachers from feeling guilty because the subject of this session was about them, and it could make them feel stressed. In the session, the question of ‘how to foster learner autonomy’ gained more importance.

Session five was also planned to put more emphasis on teacher autonomy. It was aimed to help participants uncover their ideas on their roles in fostering learner autonomy in a class by using a movie. The movie ‘Freedom Writers (Directed by Richard La Gravenese) was used as the supporting material of the session. It was about a teacher who taught at a school which was full of uncontrollable students. Throughout the movie, the teacher tried to find ways of making students take responsibility for their education and also lives. The participant teachers seemed very happy when they learned that we would watch a movie together. After some self-criticism in the fourth session, this movie made them feel how important they were in the learning process and how a teacher could change a lot of people’s lives. Little (1995) argues that students who achieved their goals are generally autonomous and this is also true for teachers. If a teacher is autonomous, she has a great feeling of responsibility for the teaching process. The teacher in the movie constituted a good model for the

participants in this sense. After the movie, the participants all agreed that it made them feel their power once more. They also discussed the role of the teacher and the methods she used in the movie in order to foster learner autonomy in her classes. This session ended in making comments on the movie. The participants felt relaxed and enjoyed it. After this session, it can be concluded that the participants were willing to do some activities in their classes to foster learner autonomy.

The aims of the sixth session can be summarized as suggesting some activities to foster learner autonomy, informing participant teachers about the details of action research, and encouraging the participant teachers for implementing small-scale action research in their classes. It would both help them to face possible problems in their classes and find new ways to solve them.A powerpoint presentation and handouts, including the definition and application of action research, were used as materials (Burns, 2010; Mcniff& Whitehead, 2010). The procedure followed throughout the session could be listed as; discussing the main steps of action research, debating its relation with fostering learner autonomy in language classes, making connections with the ongoing teacher development program and the implementation of action research, exchanging opinions using participants' pre-existing experiences about the subject, making suggestions on applicable action studies in the participants' classes and planning action research for each participant teacher. At the end of the session, the participant teachers seemed to be ready to do small-scale action research in their classes. All the participants specified a problem they faced in their courses and prepared an action plan to find possible solutions for these problems. For the following courses, it was planned to concentrate more on suggestions and practical applications so as to make participants actively take part in the program.

This session can be accepted as the first session of the second part of the TDP. The sessions up to the seventh session were planned to compose a theoretical background for the teachers, however, the next six sessions aimed to convert this theoretical information into practice. In session seven, the researcher started to suggest some activities for participants to promote learner autonomy in their courses. Particularly the importance of the classroom environment and the changing roles in the classroom were emphasized. After having a basic knowledge of learner autonomy, participants seemed to be interested in suggested activities. The aims of this session were suggesting some activities to do in the participant teachers' classes to develop and

providing some ideas for physical arrangements in their courses to promote co-working. A powerpoint presentation was used to introduce some materials (logbooks, posters) that participants could use in their classrooms (Dam, 2010). The researcher also added some example activities that had been tried before to make the teachers create similar ideas. During the session, first, the characteristics of an autonomous classroom, and then the possible ways of creating a learner-centered classroom environment both physically and mentally, were discussed. Participants exchanged views from pre-existing experiences about the subject. After that, the researcher suggested some activities for learner-centered classrooms. In this session, the researcher also tried to make group work among the participants. In groups of two, she wanted them to find a different activity for their classes. Different ideas arose, and at the end of the session, all the participants discussed which ideas could be applied easily and which ones could not. For the next sessions, the researcher planned to work more on activities because it is essential to provide the participants the answer to the question 'how to do?' instead of 'why to do?'.

In the seventh session of the program, the researcher decided to work on the planning section of the courses. In this session the aims were; suggesting some activities to foster learner autonomy in the planning session of the course, doing some autonomy fostering activities with the participant teachers, and encouraging the participant teachers for creating a learner-centered learning environment in their courses by planning the curriculum within the possibilities of the institutional context. At the beginning of the session, when the participants were informed about the subject, they all said that they could not say a word about the planning of the courses. They further added that their lesson plans were sent from the central office, and they were not allowed to make any changes. Despite the participant teachers' desperate ideas about their having the chance of free production related to the planning, the researcher started the session by talking about the changes that a teacher could do within the possibilities of the institutional context. Then the main steps of fostering learner autonomy in a language class were discussed. After working on the handouts, the possible ways of integrating learners into the planning of their learning process were introduced. Some different activities for planning and motivation in order to foster learner autonomy in their courses were suggested. For example, making a brainstorm at the beginning of the course together with the students could help them feel much more concentrated on

their learning. The same activities were done with the participant teachers during the session in order to make teachers look from the learners' perspectives. At the end of the session, the participant teachers decided to revise lesson plans with their students because they achieved an awareness of the subject. The participant teachers also noticed that their courses were a different version of this session, sometimes their students could feel like the participants and needed to be listened to and encouraged.

Session eight aimed at reflecting the importance of authenticity in fostering learner autonomy. The evaluation of the authenticity of currently used course materials by the participant teachers and suggesting some ways of integrating authenticity into their courses were secondary aims. At the beginning of the session, the reflection of the planning activity was discussed with the participants. After doing this a powerpoint presentation on the importance of authentic materials was employed. The procedure of the session was designated as follows; discussing the importance of authenticity in promoting learner autonomy and the relation between these two terms, discussing the authenticity of the course materials from an institutional perspective, discussing the possible ways of making language courses more authentic, analyzing the sample lesson plan and preparing a similar lesson plan in groups within the possible restrictions of the current curriculum. The researcher recommended participants to prepare authentic materials together with their students, and this could promote autonomy in their students. The session went on exchanging ideas on possible activities that could be done in their classrooms.

Session ten was about reflection and evaluation. After concentrating on the activities promoting learner autonomy in a language class, it was time to work on the reflection part on the learners' side. The researcher aimed at introducing the ways of reflection and evaluation in an autonomous classroom, evaluating the current evaluation methods together with the participants, and at the end, suggesting some techniques to promote learner autonomy in terms of reflection and evaluation. The session began by talking about the current evaluation and reflection methods. Handouts are prepared on types of evaluation, and they also include brief information about ELP (European Language Portfolio), which supports the importance of learner autonomy. During the course materials for self-evaluation (learner diaries, logbooks, and portfolios) were introduced to the participant teachers to help them use them in their classes. This session went as planned; handouts were clear and applicable. In the first step, the

applicability of self-evaluation in participant teachers' own classes was discussed. This discussion was necessary to determine the problems. After that, some possible ways to establish a reflective course were suggested; the effectiveness of the materials was also taken into attention.

The eleventh session of TDP was planned as a reflection section. The researcher planned to discuss the possible problems in promoting autonomy in a traditional educational context and tried to find new ways of overcoming these problems together with the participants. By doing this, she aimed at making a general evaluation of the program. Handouts were used as materials but this time, they were completed by the participant teachers. They wrote their ideas by using these prompts; "I thinkthe biggest problem in fostering learner autonomy in language classes in Turkey is ……". "Teachers can overcome this problem by ……". The vital thing in this session was that the participant teachers were all aware of the problems, but they tried to find solutions. They realized their power in the classroom and were ready to make necessary attempts. They still had some unsolved problems like family attitudes or educational systems, but at least they did not feel desperate.

The last session was designed as an overall evaluation of the teacher development program. This twelve-week study formed a basis among the participant teachers. The CEQ was filled by all the teachers for the evaluation of the TDP. The participants were always eager to attend the sessions despite their being very busy. The participants and the researcher decided to keep in touch with e-mails and continue to exchange ideas.

4. FINDINGS AND DISCUSSION

In the previous chapter, the method of the study was explained in detail so as to give comprehensive information about the content of the research. With the application of this teacher development program on teachers who willingly participated in this research, significant findings have been obtained. In order to provide reliable data for the dissertation, findings have been gathered using these data collection tools: Autonomy Perception Questionnaire (APQ), Course Evaluation Questionnaire (CEQ), Researcher Diary (RD), and Participant Diary (PD). Analysis of the data has been made through content analysis. Accordingly, the present chapter will include the findings of this study consisting of the analyses carried out on the teachers' and researcher's responses. The main aim of the study was to help language teachers promote learner autonomy in their classes. In order to achieve this goal, the researcher developed a teacher development program that was employed to promote teacher autonomy and accordingly learner autonomy. This part of the study is composed of four sections and each of them is organized to respond to one of the research questions guiding the study. These research questions were employed to evaluate the content of the teacher development program, the benefits of it for teachers, and the changes in teachers' view of learner autonomy at the end of the program. For these purposes, these questions have been asked:

- Does involvement in an in-service teacher development program change the views of theparticipant teachers on learner autonomy?
- What are the benefits of involvement in an in-service teacher development program on learner autonomy for the participant teachers?
- Are the participant teachers satisfied with the teacher development program on learner autonomy?
- Is the researcher satisfied with the teacher development program regarding the materials used, the procedures followed and the environment created?

4.1 Results of the Qualitative Analysis of the Research Question 1

One of the aims of this study was developing in the participant teachers an understanding of the concept of learner autonomy so that they would explore and understand the approaches employed to promote learner autonomy in their language classes. To evaluate the program in terms of reaching this aim, the research question "Does involvement in an in-service teacher development program result in a change in the participant teachers' views of learner autonomy?" has been put forward. To investigate this research question, in this section, the participant teachers' views on learner autonomy at the beginning and the end of the study have been analyzed. The findings presented in the section were obtained via APQ except for the last two questions which were obtained via CEQ. Table 4.1 below is used to demonstrate the themes and codes emerged from the participant teachers' answers. It also serves to compare the differences between the participants' conceptions and practices of LA before and after the TDP.

Table 4.1: Themes, Codes, and Data Sources Obtained from the Participants Teachers' Overall Evaluation of the Teacher Development Program

Theme 1	**Theme 2**	**Codes (Theme 1)**	**Codes (Theme 2)**	**F (Theme 1)**	**F (Theme 2)**	**% (T1)**	**% (T2)**
Teachers' conceptions of learner autonomy before the TDP	Teachers' conceptions of learner autonomy after the TDP	-Having no information about learner autonomy	-Having the control of your own learning	5	4	50	40
		-Learning without a teacher	- Learning how to learn	2	2	20	20
		-Having the control of students' own learning	-Being aware of your own learning process	2	2	20	20
		-Learning in a student-centered atmosphere	-Approaching teaching from a different point of view	1	2	10	20
Total				10	10	100	100
Theme 3	**Theme 4**	**Codes (Theme 3)**	**Codes (Theme 4)**	**F (Theme 3)**	**F (Theme 4)**	**% (T3)**	**%(T4)**
Teachers' attempts to foster learner autonomy in their classes before the TDP	Teachers' possible attempts to foster learner autonomy in their classes after the TDP	-Not doing any learner autonomy fostering activities	-Getting new ideas for learner autonomy promoting activities	7	4	70	40
		-Acting like mentor	-Creating an autonomous learning environment	1	2	10	20
		-Helping students to take control of their learning	-Using new techniques for fostering autonomous behaviors	1	2	10	20
		-Creating a learning environment without a teacher		1		10	
Total				10	10	100	100

4.1.1 Teachers' conceptions of learner autonomy before the TDP

At the beginning of the first session of the teacher development program, the "Autonomy Perception Questionnaire – APQ" was completed by the participant teachers. It consisted of two open-ended questions. The analysis of APQ provided a basis for the teacher development program because in order to determine the changes in the teachers' view of learner autonomy, participants' current levels should be detected first. The first theme emerged was 'teachers' conceptions of learner autonomy before the TDP' and a total of four codes emerged from the answers of the participants for the first question of APQ. When the examination of the answers of the participant teachers has been made, the most frequent code was found as having no information about learner autonomy, it was provided by five participants which equals to %50 of the participant teachers. This answer reflected that half of the participants did not comprehend any concept related to learner autonomy, in other words, they were not aware of the meaning of learner autonomy. They did not have any idea about what learner autonomy is and clearly stated that in their answers.

Some of these answers are given below:

> "*I have no information about learner autonomy*." (T6)
> *"I don't have any idea about autonomy."* (T1)
> *"I don't have any idea about learner autonomy."* (T5)

The meaning two teachers attach to the concept of learner autonomy was 'learning without a teacher' and that could be associated with the term 'self-instruction'. As Şanal (2016) mentions, learner autonomy is not an easily understandable concept and it is generally confused with self-instruction or learning without teachers. Thus, it can be inferred that the term self-instruction is a confusing term in the field of learner autonomy. The following excerpts taken directly from the answers of the participants reflect that two of the participants held the belief of learner autonomy meaning learning without a teacher. For example, in his answer, T3 claims that learner autonomy is a new way of learning without a teacher:

> *"I think it is the new form of learning. Unlike the traditional approach, there is no teacher."* (T3)

From another point of view, T9 linked learner autonomy to the critical age hypothesis and the ways of learning without a teacher:

"Well I think it is about students' critical age in acquiring new things, the way how they learn without a teacher." (T9)

These two participant teachers tried to predict the meaning of learner autonomy without fully knowing it and actually, they were not completely wrong. Nevertheless, the point made in the study was that they did not have a good understanding of the concept of learner autonomy. These findings are also in line with Little's (1995, p.3) three statements on the misunderstandings of learner autonomy regarding the roles of the teacher. In the first statement, it is directly emphasized that autonomy does not mean self-instruction; thus, it should not be used to express learning environments without teachers. The second misinterpretation is related to teachers' responsibilities on learner autonomy in the classroom context; the teachers do not simply let students do what they want during the courses in order to promote their autonomous behaviors. The last statement is that most people interpret autonomy as a teaching method but it is not. A teacher cannot instantly create autonomous students.

Another perception related to the first theme was students' having control of their own learning which could also be named as 'self-awareness'. There were two different opinions from two different participants that can be classified under the term which has an important role in developing autonomous behaviors. Holec (1981) asserts that self-awareness can be accepted as a prerequisite for learner autonomy because the students who are aware of their own learning goals and plans can develop the most appropriate way of their own process. Thus, the answers that can be evaluated as 'self-awareness' were accepted as being directly related to the concept of learner autonomy. For example, T8 defines learner autonomy as learners' being aware of his/her learning process:

"Learner autonomy is the learner's having control of his/her learning. To say a learner is autonomous, the learner should know how he/she learns, his own learning strategies and his/her weaknesses and strengths." (T8)

T2 uses the word perception instead of self-awareness but in the second sentence, it is emphasized that being autonomous means knowing about your learning style.

"It is the perception of the learner. An autonomous learner knows about himself/herself." (T2)

Emphasizing the learning atmosphere, T4 provided a complicated answer which could be evaluated as ambiguous because of the unclearness:

"I think it is developed by using actions. It depends on the learning atmosphere. The perfection of the learner is important". (T4)

To sum up, in the problem identification section at the beginning of the study, the researcher assumed that English teachers did not have much information and receive special training on learner autonomy and the answers given to this question seemed to affirm this assumption. 50% of the participant teachers directly mentioned that they did not have any idea about learner autonomy and 30% of them had the wrong information about the concept. Only 20%of the participants could provide answers that can be evaluated as accurate for the concept of learner autonomy and this rate can be regarded as relatively low.

4.1.2 Teachers' conceptions of learner autonomy after the TDP

In this section, the participant teachers' views of learner autonomy after the TDP will be analyzed by regarding the responses given to the question "Did the program result in a change in your conceptions of learner autonomy?" in the CEQ. Under theme 2, teachers' conceptions of learner autonomy after the TDP, a total of four codes emerged from the participant teachers' answers. The analysis of these answers can be evaluated to come to the conclusion that the TDP may be regarded as successful in helping the participant teachers develop an understanding of the concept of learner autonomy. Little (1994) believes that learner autonomy does not develop instantly as a characteristic of a learner; it develops gradually with the help of the learner's dialogue with the environment. Thus, the term 'development' is very important for the concept of autonomy. Also, the codes emerging under this theme showed that each participant teacher's conception of learner autonomy may focus on several dimensions. For instance; two out of ten participants stated that for them, learner autonomy means approaching teaching from a different starting point. In her answer, T1 emphasized the change in her conception of learner autonomy throughout the TDP:

"At the beginning, I did not know much about learner autonomy, now I know much about it so I can approach teaching differently". (T1)

Another participant T3 also added:

"The program resulted in a change in my conceptions of learner autonomy. I have seen that learner autonomy requires us to approach teaching and learning process more widely". (T3)

T2 and T4 thought that learner autonomy connotes learning how to learn more effectively. T2 also emphasize her misuse of the term learner autonomy at the beginning to highlight the development:

"At the beginning, I thought learner autonomy was only about the approach of the students to languages but now I know that it is a way of teaching which mainly focuses on how to learn". (T2)

T4 focused on the changes he had witnessed in his conception of learner autonomy. He stated that he knew the importance of that term but throughout the program, he learned other details:

"I was very aware of the fact that learner autonomy is very crucial. However, I did not know any other details. Now I can say that learner autonomy means students' learning the best ways for themselves in the learning process". (T4)

Similarly; T5 and T7 claimed that the program helped them to develop themselves in the field of learner autonomy. These two participants attempted to define the term in order to strengthen the idea that they know much about the term at the end:

"Most of the program helped and improved our knowledge about learner autonomy and some methods. Now I can define learner autonomy as being aware of someone's own learning process". (T5)

"Yes, it did. The program developed my views on learner autonomy. I think it can be summarized as a student who knows his/her learning process can be regarded as autonomous". (T7)

The most detailed and accurate answer can be said to be provided by four participants. T6, T8, T9, and T10 defined learner autonomy as having control of your own learning at the end of the program.

"Of course, it did. I thought of learner autonomy as a term but now I can define and do something to foster it. If someone is autonomous, he/she should have the control of his/her own learning". (T6)

T8, who provided a good definition of learner autonomy at the beginning of the program, also claimed to have added new things to her perception of the term:

> *"I knew the meaning and importance of learner autonomy but with the help of this program, I developed my conception of learner autonomy. I see that being autonomous means controlling your own process and this process is not only for my students, I too can try to develop autonomous behaviors".* (T8)

At the beginning of the program T9 mentioned that she did not know anything about learner autonomy but at the end, her answer highlighted her development during these twelve weeks:

> *"Yes, because I did not know anything about it. But now I can define learner autonomy as having the control of your learning".* (T9)

T10 also emphasize taking control, the opposite of which can be regarded as the biggest obstacle for being autonomous:

> *"I think I should apply for this program in my classes. Before taking this education, I did not know much about learner autonomy and did not know how to guide my students to become more willing for the learning process. Now I see that I can try to make my students take the control of their learning".* (T10)

As seen from the answers of the participants, the TDP offered them an insight into learner autonomy. In the APQ, it has been set out that five out of ten participants had no idea about the learner autonomy concept and three had the wrong idea. This means 80% of the participants were in bad shape regarding learner autonomy. After TDP, all participants reported the development of their understanding of the learner autonomy concept. The most common definition provided by 40% of the participants on the concept after the TDP underlines "taking control of one's learning", which can be considered as accurate. Moreover, the participants who had given accurate responses in the initial test had developed their understanding of learner autonomy, which is underlined by their more comprehensive definitions presented after TDP. All in all, since teachers cannot properly apply learner autonomy if they do not know what it is, gaining them the correct concept on the term can be seen as crucial. According to the results, the TDP can be regarded as useful in doing that.

4.1.3 Teachers' attempts to foster learner autonomy in their classes before the TDP

The question "Do you do any activities in your classes in order to develop learner autonomy?" in Autonomy Perception Questionnaire (APQ) was posed to the participant teachers to elicit their attitude towards fostering learner autonomy in their courses. After the examination of the responses under the theme "teachers' attempts to foster learner autonomy in their classes before the TDP", it is seen that seven out of ten teachers ,which equals to %70 of the participants, mentioned that they did not do any learner autonomy promoting activities in their classes. For example, T1 stated that she is unaware of the importance of learner autonomy, accordingly, she did not attempt to do anything to foster it:

> *"I do not do any learner autonomy promoting activities in my classes because I do not even know the importance of it"* (T1)

Similarly, T2 clearly expressed her attitude towards learner autonomy promoting activities:

> *"To be honest, I have never tried to do something about it".* (T2)

T7 was the other participant who shared his unawareness about learner autonomy:

> *"I don't know what learner autonomy means that's why I can't".* (T7)

T5 was another participant who mentioned that she did not do anything for promoting learner autonomy, however, she added her willingness towards the subject:

> *"No, unfortunately, I don't have any knowledge about this topic, but I am interested in knowing about this method if it can help us to develop our classes".* (T5)

The answers of the participants were consistent with their answers for the first question. Most of them mentioned that they did not know what learner autonomy is and accordingly they did not do any activities in their classes.

T3 provided an answer related to the activities he did in his classes and the position he took as a teacher and these could be accepted as learner autonomy promoting:

> *"Sometimes I ask students to study some topics on their own and then present it in future lessons. I think teacher should be a part of learning process but not in its traditional meaning. Teacher should be like a mentor who helps his/her students in learning process."* (T3)

As Dam (2011) suggests, activities that require self-study are a key component of promoting learner autonomy. To her, teachers would do better if they use activities that can be undertaken by the students. A well-developed autonomy promoting activity creates a space for intervention both for the input and output. Thus, self-study activities can help foster learner autonomy in language classes. The answers of two participants gave data that could be classified as self-study as they include some remarks that were directly evoking the term. For example, in the excerpt taken directly from T8's answer, the phrase 'students' own active involvement and control' can be accepted as a form of self-study:

> *"Yes, I do. I try to do activities that requires students' own active involvement and control".* (T8)

Unlike the answers above, T9 provided an answer which can be a good example of misunderstandings about learner autonomy:

> *"Yes, I try to do some activities in which there is no teacher. I try to create a learning environment without a teacher".* (T9)

The answers to the APQ are in line with the participant teachers' perception of the autonomy concept at the beginning of the study. This questionnaire was of great importance for the study as it verified the problem identified by the researcher. The answers of the participants showed that most of them did not possess sound knowledge about autonomy and accordingly they could not employ any autonomy promoting activities in their classes.

4.1.4 Teachers' possible attempts to foster learner autonomy in their classes after the TDP

According to the results of the content analysis of the answers to the question "Did the program provide you new ideas for fostering learner autonomy in your classes?" in the CEQ, three codes have been detected. This question was designed to see whether the TDP provides new ideas for the participant teachers to help them develop autonomous classes. Four out of ten participants stated that during the program they did get new ideas for learner autonomy promoting activities but they did not give any more details. For instance, T1 directly wrote that the program provided new ideas for her:

> *"Yes I did. I have learned some new activities to use in my own classes".* (T1)

Likewise, T3 gave a similar answer but added that he wanted to do more on learner autonomy:

> *Definitely yes and I will work more on learner autonomy.* (T3)

Two participant teachers, T4, and T6 emphasized creating an autonomous learning environment during the classes. The following excerpt was directly taken from T4's answer in which he mentioned his gain from the program:

> *"Yes, the program provided me new ideas about learner autonomy promoting activities. Discussing about the topics and getting the information give me some ideas about how to promote learner autonomy and it reminded me some activities to do in class. But the most important contribution of it for me is that it helped me to see the ways of creating autonomous classroom environment both for the students and the teachers".* (T4)

T6 shared the same idea with T4 and stated it clearly:

> *"Absolutely yes. Because in these 12 weeks I have learned a lot of different kinds of activities which I can apply in my courses in order to create an autonomous learning environment".* (T6)

The other four participants' answers focused on the point that the TDP provided the teachers new techniques for fostering autonomous behaviors in their classes:

> *"Yes, the program provided me new ideas. I believe that by this program I can help my students to explain themselves easily because I have learned new techniques to help them to take control of their learning".* (T7)
>
> *"Yes, it did. We saw that there are a lot of techniques to create autonomous classes".* (T8)
>
> *"Yes, after attending the program I can do different activities in my classes to promote learner autonomy".* (T9)
>
> *"This program taught me new activities for using in my classes to foster learner autonomy".* (T10)

Throughout the section, findings related to the first research question were presented. The examination of the data collected through APQ and CEQ represents that the teacher development program had a positive effect on the participant teachers' perception and promotion of autonomy.

Research question 1 was “Does involvement in an in-service teacher development program result in a change in the participant teachers' views of learner autonomy?” Analysis of that question consisted of four themes that compare two notions regarding how they are before and after the TDP. Therefore, analysis has been made about how the TDP develops teachers’ conceptions about learner autonomy and teachers’ attempts on fostering learner autonomy in the classroom. As an answer to the research question, it is found that the in-service development program does result in a change in the participant teachers' views of learner autonomy. And this change can be regarded to have a positive effect on their professional development in terms of autonomy.

When literature is reviewed, it can be seen that there are some studies surveying teachers’ views on learner autonomy or teacher autonomy. Chan (2003) published a study with 41 English teachers, assessing their perspectives about what their roles are for learner autonomy. The study concluded that teachers see themselves responsible for methodological decisions but not so much about students’ engagement and progress. Balçıkanlı (2010) made a study on learner autonomy with 112 candidate teachers. The study also included a learner autonomy attitude survey. The study concludes that participants have positive attitudes towards the subject. Despite that, it has been stated that they do not want students involved in decision-making regarding time and place. Al Asmari (2013) studied 60 EFL teachers’ notions, practices, and prospects of learner autonomy in Saudi Arabia. The study states that teachers do not believe learners are capable of being autonomous. To promote autonomy, they preferred communicative skills teaching, forming group discussions, and changing their approach to a more learner-centered one. Oman, Borg & Al-Busaidi (2012) investigated 61 language teachers about their beliefs and practices regarding learner autonomy. The study reports teachers’ having positive views on learner autonomy. However, they are not found to be so confident that their learners are capable of acting autonomous. This has been attributed to factors such as low motivation of learners, low expectations of teachers, and the curriculum being too crowded.

It can be seen from literature survey that the studies that investigate teachers’ attitudes and opinions about teacher autonomy, despite teachers having positive attitudes about the necessity of learner autonomy, they either do not trust in their learners to be capable of being autonomous, they do not want to give away key decisions to the students or they do not know how to apply learner autonomy applications. Therefore, the literature

supports our initial questionnaire's results, which show that teachers are not ready to grant learner autonomy and most do not currently apply it.

There are studies in the literature that investigated the effect of teacher education on teachers' attitudes and perceptions regarding learner autonomy. For example, Balçıkanlı (2010) has made a study with 112 participant teachers and reported that the teachers were willing and enthusiastic about incorporating autonomy principles in their teaching practices after education. Similarly, Çakır&Balçıkanlı (2012) questioned the impact of the European Portfolio for Student Teachers of Languages (EPOSTL) on 25 participants and reported positive outcomes of teacher candidates' self-awareness and autonomy. Fabela-Cárdenas (2012) has shown that the perspectives and attitudes of both teachers and teacher candidates towards learner autonomy changed very positively. Kojima (2008) obtained a similarly positive result after he had implemented some collaborative and reflective tasks to promote teachers' autonomy. Gabryś-Barker (2017), after reporting that teacher candidates were very positive towards autonomy, suggests that if opportunities are created for them to be more responsible for their own learning experiences and develop their self-concepts, their service quality will increase. Öztürk (2019) designed autonomy training for teacher candidates and reported that this training significantly increased participants' autonomy levels. All in all, this study's result that teacher autonomy increases teachers' perception and knowledge about learner autonomy is also supported by the literature. And the studies in the literature listed above report results in line with ours.

4.2 Results of the Qualitative Analysis of the Research Question 2

In this section, the researcher will attempt to answer the research question 'What are the benefits of involvement in a teacher development program on learner autonomy for language teachers?' by examining the participant diary (PD). As mentioned in the previous chapter, Smith (2003) proposes two different dimensions of teacher autonomy, to him; in order to promote learner autonomy in the classes, teachers should develop teacher autonomy. The teacher development program employed in this study was mainly grounded on Smith's (2003) assumptions on teacher-learner autonomy, thus the benefits of the program for teachers were evaluated under the dimensions of teacher autonomy suggested by him. According to Smith (2003), there are two different dimensions of teacher autonomy as 'in relation to professional development'

and ‘in relation to professional action’, and in order to promote learner autonomy in language classes, teacher education programs should focus on these various dimensions of autonomy. This point is directly related to the teacher development program used in this study because it is aimed at developing teacher autonomy and accordingly promoting learner autonomy. In this section, the benefits of the program for teachers were determined by looking at the participants’ diary. It was composed of two questions: “What have I learned?” and “What can I do with what I have learned with my students in my classes?”. The first question was used to determine the benefits related to professional development and the second question was used to evaluate the effects of the program on the participants’ professional action. It should also be noted that different from the other section, in this section the answers of the participants will be coded using autonomy related terms instead of using their answers directly. This is because there are twelve sessions and ten participants teachers and almost all teachers’ answers focus on different points. Thus, their answers will be coded using the terms in figure 3.3 (p.62) and the content of the answers will be given throughout the section. In light of these remarks, the diary of the participants will be analyzed under two parts and three themes for each.

4.2.1 The benefits of the TDP for the participants in relation to professional development

The teacher development program for language teachers employed in this study was designed to provide some background information and practice for promoting learner autonomy. Smith (2003) asserts that focusing on teacher autonomy so as to convince teachers on the necessity of promoting learner autonomy and developing autonomous behaviors for their own professional development may pave the way for promoting learner autonomy in their professional action, when they are teaching courses. In this part, the benefits of the teacher development program for teachers’ professional development will be evaluated using the answers given by the participants to the question ‘What have I learned?’. The question was utilized to make participant teachers evaluate and monitor their own learning process. It was an open-ended question so the participants were free from any outside intervention. The section is composed of three parts and each part will be analyzed under the themes stated in figure 3.3.

Table 4.2: The Benefits of Involvement in the TDP in Relation to Professional Development

Themes	Codes	Frequency	%
-Benefits in relation to self-directed professional development	- Pedagogical awareness	30	38,97
	- Self-awareness	30	38,97
-Benefits in relation to capacity for self-directed professional development	- Willingness	4	5,19
	- Capability	3	3,89
-Benefits in relation to freedom from control over professional development	-Self-perception	4	5,19
	-Motivation	6	7,79
Total		77	100

4.2.1.1 Benefits in relation to self-directed professional development

The first theme focuses on the benefits related to self-directed professional development. Little (2000) puts emphasis on the importance of teachers' self-directed teacher learning by stating that teachers can't promote learner autonomy unless they know how to be autonomous themselves. Thus, one of the main aims of the current study was to help participant teachers develop themselves professionally. The participant diary kept by the participants helped them to engage in self-directed learning by determining their gains from each session with their own words. By doing this, the teachers could evaluate themselves and make comments on their own learning process. In light of these assumptions, two codes emerged from the answers of the participants. The codes were decided by the researcher within the concept of autonomy. The most frequent code was 'pedagogical awareness' which was included in thirty-two different views. Löfström&Nevgi (2008) used the term pedagogical awareness for teachers' being aware of the approaches and techniques they use during their teaching process. Inadequate pedagogical awareness of teachers may lead to traditional lecturing which is poor compared to alternative practices. The term pedagogy is also very important within the concept of learner autonomy. Jiménez Raya

& Pérez Fernández (2002) define the concept of pedagogy for autonomy as teachers' being aware of their power for empowering students. For developing pedagogy for autonomy, teachers should learn the ways of allowing students to take control of their own learning. In the light of these assumptions, this term was used to symbolize teachers' being aware of their duty of transferring their possible gains from the teacher development program into practice in order to develop pedagogy for autonomy.

In session two, T2 described learner autonomy from the perspective of pedagogy for teaching by making inferences for her own courses:

> *"I saw that learner autonomy is to get the students to find their own effective way of learning. Giving them chances to be creative and making a good evaluation about what they learn during the courses is very important for teaching."* (T2)

In session three, six different views can be evaluated under pedagogical awareness. For example, in their diary entries, T1 and T4 stated that they have been informed on learner autonomy and that made them achieve a better evaluation in their courses:

> *"This week we have been informed about the features of autonomous learners and so now we can evaluate our own students. We can think about how many of our students can be considered as autonomous and how many of them have at least a couple of these features.".* (T1)
>
> *"In this session I have learned more on the autonomous learner profile. An autonomous learner can set objectives for himself and choose the appropriate learning methods and techniques on the way to objectives. And, at the end of the learning process, he can evaluate his learning.".* (T4)

T2 and T3 stated that they learned the properties of autonomous students and T3 also added that her skills developed in terms of promoting autonomous behaviors:

> *"I learned to evaluate my students in terms of learner autonomy. Autonomous students should be independent and self-motivated. They can make their own decisions; they can think critically."* (T2)
>
> *"I have learned how to use self-learning and to improve my skills on children."* (T3)

Another participant's, T10's, diary entry reflected her pedagogical awareness as a teacher:

> *"As a teacher I saw that it is important for the students to rely on themselves. They can be independent and creative in their learning process."* (T10)

In the fifth session, five different participant teachers provided entries about their gains in relation to their professional development in terms of awakening their pedagogical awareness. The entries focused on teachers' roles in the classroom environment. All of these five participants made inferences about the roles and duties of teachers:

> *"There are some steps teachers should follow during the lesson."* (T1)
> *"Each class has its own dynamics. Even though we have a curriculum and syllabus we must be flexible enough to make small changes for our students."* (T2)
> *"Teachers should learn to be autonomous before starting the job."* (T5)
> *"Teachers should be autonomous as well. Focus should be on learning rather than teaching."* (T6)
> *"An autonomous teacher can create the place for the learners."* (T10)

The entries of participants T5 and T8 in session six were recorded as a gain for their professional development. T5 mentioned updating the teaching methods while T8 focused on the importance of solving problems in the class. These excerpts were directly taken from their diaries:

> *"By changing the teaching method according to students' interest, it could be more interesting; for example, by preparing more activities, videos or controversial questions, their learning would be more persistent."* (T5)
> *"Action research is a good way of solving problems. Each teacher has some problems in their classes. But we should not underestimate them and work on them."* (T8)

In the seventh session of the program, the answers of four participants were gathered and evaluated within this code. T1 and T9 mentioned the materials that they have learned about through the session. Their entries revealed that they did not use these materials before the program:

> *"I have learned the ways of integrating students into my courses. I have learned about logbooks, posters and the importance of group work. They all have some properties. I had heard about them but I didn't know the details before this session."* (T1)
> *"Learner centered teaching is very important. Posters and logbooks can be used in order to raise awareness in our students."* (T9)

T3 and T5 focused on the role of the teacher in the learning process. They have gained a different point of view towards the position of the teacher in the class:

"I have learned that for each class a different approach is required. Every class has its own dynamics. Teachers are required to change techniques and style for this. Teachers should get students to take responsibility for their own learning." (T3)

"As a language teacher I have learned how to monitor the learning process better". (T5)

In the eighth session, the main concern of the researcher was to bring a new perspective to the planning section of the courses which the participant teachers could add to their existing knowledge. They certainly do plan for their classes. However, this session of the program put the emphasis on the ways of integrating students into the planning of their own learning.

In the excerpts which were taken directly from the participants' diaries, it is seen that all the participant teachers drew attention to the integration of the students into the planning state:

"Learners should be in the center of the learning process. I have learned the ways of integrating them in the planning session" (T2)

"Students should take responsibilities in planning sessions." (T9)

"Learners are unique. And each of them has her/his own interests. And the students should know their reasons for being in the classroom" (T7)

"Integrating students into our syllabus is very important. They should decide for their own way of learning. They should be informed about the things that are planned for them." (T8)

"We can give the responsibility of planning their own process to the students." (T10)

Session nine was very rich for providing data that were coded as pedagogical awareness. There were seven different views provided by participants. Their diary entries provided data that could give the sense of their development of a pedagogy for autonomy. T3, T5, T7, and T8 focused on the importance of authenticity for language courses. Real materials appeal to students more than specifically designed ones. In each session, the diary entries of the participant teachers revealed that they had discovered new ways of capturing students' attention. This will help them effectively integrating students into the learning process:

"Authentic classroom atmosphere can motivate students. Teacher should abandon the role of 'the boss' in the classroom." (T3)

Two teachers even gave examples of such real materials (magazines, YouTube), underlining the understanding that they had gained:

> *"I have learned that I can use real materials in my courses like magazines, YouTube. These materials may capture attentions of the learners and encourage them to use the target language."* (T5)
>
> *"I have learned that I can use real materials in my courses like magazines, YouTube. These materials may capture attentions of the learners and encourage them to become autonomous."* (T7)

One teacher emphasized that authentic materials promote learner autonomy and encourage them to use what they learn in the classroom because authentic material communicates to the students that they are learning is real-world information:

> *"Authentic methods are both spoken and written, they can play important role for learners. To foster learner autonomy, instructions for learners must be clear so as to make learners create their own goals. They can also use the language outside the classroom. Teachers must encourage students in all ways."* (T8)

In their diaries, T2, T9 and T10 underlined the role of encouraging students for setting their own goals and targets in the learning process:

> *"We should make the instructions clear to learners. We should allow learners to create their own goals and encourage them to use the target language outside the classroom. Students should be encouraged to become researchers."* (T2)

One teacher emphasizes the teacher's role of classifying as the aid student needs to learn in his/her own way:

> *"Students are supposed to set goals and find out the meaning of the structure. Classifying helps students to learn in a different and better way."* (T9)

One teacher gave support to the notion of incorporating student into the learning decision-making process, which is an example of pedagogical awareness:

> *"A teacher must not have the role of 'the boss' of the class. Students should feel relaxed and free to choose their goals for learning."* (T10)

For session ten, there was not any data related to this code. None of the participants noted something that can be regarded as pedagogical awareness.

In the eleventh session of the program there was one entry that can be evaluated as a pedagogical gain:

"Self-assessments are crucial for students to develop learner autonomy. Reflecting on what they have learned and evaluating is very important for students' improvement." (T2)

The second frequent code was 'self-awareness' which is an important term in the field of autonomy. Smith & Barfield (2001) suggest that developing awareness among teachers for enhancing their capacities related to professional development is a need for teacher educators. Here, self-awareness was used to point out the participant teachers' being aware of the learning outcomes of each session. The answers of the participant teachers which were related to their self-awareness in terms of autonomy and its related context were gathered under this code.

In session two there were three different views emerged related to this code. The participant teachers mentioned the contribution of the TDP for developing self-awareness about the subject:

"In this session I have learned what autonomous learning is. I have learned that it is not a separate program that needs extra time but it is a way of self-learning, getting self-esteem, self-confidence while learning new things." (T1)

"I have learned more on the idea of learner autonomy. Also, I had new information on the idea that formal education distorts their freedom of choice which I think is pretty interesting. Moreover, I had an idea on what learner autonomy is not and now I am sure that learner autonomy does not mean a process without teachers." (T4)

"It was useful. I think I need more details in the field of autonomy, but so far this program is interesting. I think if I learn more, it can help me improve myself." (T6)

In session three there was only one view that could be classified under this code and it was provided by T9. She stated that before the program she could not develop an awareness about the subject but after this session, she learned the properties of autonomous students:

"I learned the properties of the students who are autonomous. At schools we don't have an exact measurement or evaluation about learner autonomy so I can't be sure if my students are autonomous or not." (T9)

There were four participant teachers in session four whose entries reflected that they had developed themselves in terms of generating self-awareness in the field of autonomy. T3 and T4 chose to talk about what they have learned during the session:

> *"I have learned definitions for teacher autonomy to create an autonomous classroom."* (T3)
> *"Teacher autonomy is necessary in the way of promoting learner autonomy. Also, I have learned how to be an autonomous teacher."* (T4)

From another point of view, T7 and T8 focused on the ways of how to be an autonomous teacher:

> *"An autonomous teacher can create autonomous classrooms."* (T7)
> *"Autonomous teachers create autonomous learning environments. Teachers must help the learners and teachers always inform the learners in every step and they try to find solutions."* (T8)

For session five, there was not any data related to this code. None of the participants noted something that can be grouped as self-awareness.

In session six, T1, T3, and T4 provided answers for this code. The excerpts directly taken from their diaries are given below:

> *"I have learned more about action research. It is a very easy and short way of doing research. I am not a scientist but I can do it in my classes."* (T1)
> *"The point is that, as teachers, we often see gaps between what is actually happening in our teaching situation and what we would ideally like to see happening."* (T3)
> *"I have learned about action research. I didn't know what it was and how to do it before this session. And I see that a teacher can do action research in her classes, it is not as difficult as I have known."* (T4)

In the seventh session of the program, the researcher started to put more emphasis on the practical side of the subject. Activities that may help to foster learner autonomy in language classes were included in the session. The effectiveness of this strategy reflected in the participant teachers' diaries. Four of the participant teachers gave answers which could be evaluated as raising their awareness for autonomy. T1 and T6 wrote about their gains by giving examples from the activities they have learned for their classroom practice:

"I have learned the ways of integrating students into my courses. I have learned about logbooks, posters and the importance of group work. They all have some properties. I knew them but I didn't know the details before this session." (T1)

"I have learned the activities I can do in my classes. For example posters, logbooks and group work. They are very important for me because I haven't known them before." (T4)

Participants T6 and T8 did not mention the names of activities, they emphasize group work. Additionally, T8 talked about her ideas about these activities:

"I have learned different types of group work and its importance." (T6)

"I have learned some group activities to make autonomous classes. I think they are enjoyable and effective." (T8)

In session eight the focus of the program was learner-centered course planning. The researcher talked about some different ways of integrating students into this part of the learning process. Four different views can be analyzed under self-awareness. T3 emphasized the relationship between learner autonomy and awareness:

"The potential for learner autonomy increases as an individual's learning awareness grows." (T3)

From another point of view, T4 and T6 were interested in learner-centeredness. They wrote that they had learned new details about course planning:

"I have learned learner-centered course planning. I have heard it but I didn't know the details." (T4)

"Learner-centered lessons are very important. We should know why we learn and how we should learn. Then we should plan the lessons." (T6)

T5 developed self-awareness for identifying goals on the way of reaching autonomous learning:

"I have learned the importance of identifying goals." (T5)

In session nine, only T1's answer was associated with self-awareness:

"I have learned that there are several steps in autonomous education that need to be followed." (T1)

In session ten, in which the researcher attempted to provide some ideas on reflection and self-evaluation to promote learner autonomy in language classes, seven different participants provided views that can be evaluated under self-awareness. The common

point among these entries was that each participant mentioned their developing an awareness about the importance of self-assessment:

> *"Self-assessments are crucial for autonomy. Reflecting on what they have learned and evaluating is very important for students' improvement."* (T2)
> *"I have learned that by writing diaries someone can make regard to what she has done during the classes. Learners should be trained to think about their learning and assess themselves."* (T7)

Some of the participants mentioned that they have heard some terms for the first time:

> *"I was informed about the assessment types this was the first time I came across the term external assessment. Also, I had information about ELP."* (T4)
> *"I have learned the terms self-assessment and formative assessment."* (T5)
> *"I have heard the term ELP. And I got some ideas for different assessment techniques."* (T6)

Participants T8 and T10's entries stressed that they had known about the assessment strategies before the session but they added some new information:

> *"I have learned much about ELP. It is the best tool for promoting learner autonomy when choosing strategies for learners. It is very useful."* (T8)
> *"I have learned different types of assessments such as; self, peer, formal and external. I have also learned more details on portfolios."* (T10)

In session eleven, the subject was the participants' ideas about the problems in fostering learner autonomy in Turkey. Three participants wrote entries in which they related these problems with inadequate teacher development. This sort of criticism was important to develop self-awareness about learner autonomy:

> *"I think the biggest problem in fostering learner autonomy in language classes in Turkey is that the teachers are not informed about learner autonomy and its importance."* (T3)
> *"I think the biggest problem in fostering learner autonomy in language classes in Turkey is teacher development."* (T4)
> *"I think the biggest problem in fostering learner autonomy in language classes in Turkey is teacher development."* (T5)

4.2.1.2 Benefits in relation to capacity for self-directed professional development

In this part, the diaries of the participants will be analyzed in terms of capacity for self-directed professional development. To Smith (2003), preparing teachers to engage in

pedagogy for autonomy is a crucial issue. Everybody may accept the importance of autonomous learning but taking steps to achieve this aim is different. At this point, for teacher educators, it is suggested to concentrate on developing a capacity and willingness for engaging in self-directed teaching. Therefore, one of the aims of the teacher development program was to develop such a capacity in the participant teachers. The development of this capacity will be evaluated by looking at the participant diary from the teachers' point of view.

After the examination of participant diaries, the most frequent code that can be related to this theme was 'capability'.According to Littlewood (1997), autonomous people can govern their actions by using their independent capacity, and to develop this capacity two components are necessary: Ability and willingness. These two components are very important so as to enhance autonomous behaviors. In this study, the participant teachers' capability for developing a capacity for self-directed professional development was evaluated through their entries. In this regard, there were two participants in session two whose answers could be coded as capability. Both of them seemed to be aware of their capability for being autonomous and autonomy not being an inborn capacity. T2 mentioned that everybody can develop autonomy and this phrase could easily be interpreted as that teacher is ready to develop his/her own capability. This was evident in the sentences below:

> *"Autonomy is not an inborn capacity. It can be improved through education and everyone can develop it."* (T2)
> *"I have learnt what autonomy is. It is not an inborn capacity, so I can also develop it and it is not a kind of learning without a teacher."* (T10)

In the fifth session of the TDP, the researcher tried a different way of teaching. Instead of using written materials or PowerPoint presentations, she brought a movie that may motivate the participant teachers. After the session, there was only one entry that can be coded as capability and it was provided by T4. In this excerpt which was taken directly from the participant's diary, it is seen that session five helped him to think that he can develop a capacity for self-directed teaching.

> *"The movie teaches me that a teacher has the capacity to direct her own teaching. And each student can do something. It is important to find your own skills and do something. The importance of being a teacher should be known by all teachers."* (T4)

The last entry related to this code was in session eight and it was written by T1. This answer reflected the teacher's feelings about the development of her capacity towards self-directed teaching.

> *"It is important to integrate the students into the planning session. I have known this reality but I didn't know the ways of doing this, now I feel that I am capable of applying it to my students."* (T1)

The second frequent code which emerged in the participants' diaries was 'willingness'. The term was a keyword for developing autonomous behaviors both for the teachers and learners. Borg & Al-Busaidi (2012) assume that willingness is a prerequisite for learners to take responsibility for their learning. In this study, as the teachers are teacher-learners, their willingness towards developing a capacity for self-directed teaching is important. Surprisingly there were just three entries that could be coded as willingness. Three participants gave answers that can be related to the code and all of them were in session five. By looking at the excerpts taken directly from the diaries, it can be concluded that these teachers formed a willingness for developing a capacity for their development.

> *"I have learned that there is always a way to get to students. I want to find that way. Not giving up on them is the key to success."* (T2)
> *"The teacher in the movie inspires me about doing my best for my development."* (T3)
> *"I have learned that we can always have some students who refuse to listen to us. But I am ready to overcome this problem by learning its ways."* (T9)

4.2.1.3 Benefits in relation to freedom from control over professional development

The last part of this section focuses on teachers' freedom from control over professional development. This dimension of teacher autonomy is highly emphasized by Benson (2000). To him, the right of being free from control by others is one of the most important and difficult parts of autonomy. This view of teacher autonomy focuses on teachers' being autonomous professionals in terms of taking actions during their courses. But in real life situations, it is not always possible as there are control mechanisms like educational systems or administration. Thus Smith &Erdoğan (2003) suggest that for teacher educators, instead of concentrating on these constraints, it is wiser to focus on developing a general capacity for self-directed teaching. This may

help teachers to address the issue and find ways to overcome the possible problems. In the light of this assumption, in the current study, this dimension of teacher autonomy was linked to the self-perception and motivation of the teachers.

The answers coded as 'motivation' were provided by six participants in two different sessions. Here the term was employed for reflecting the teachers' motivation towards reaching a certain level in directing their professional development.

In session five there were five different participants whose answers were coded under the term of motivation. When we examine the entries of the participants it is evident that half of the participant teachers felt motivated and ready to motivate:

> *"I have learned the importance of motivation and focusing on your aims."* (T5)
> *"I see that motivation is the most important part of the learning process, even more important than the teacher. In addition, teachers' attitudes can help students to be more confident and autonomous."* (T6)
> *"In order to create motivated students, first we should motivate ourselves as teachers. We are not supposed to teach them only theoretical things but we should also teach them to believe in themselves."* (T7)
> *"This movie is very interesting. The courage of the teacher is very motivating. She never gives up and she is always determined in her own goals."* (T8)
> *"This session taught me that motivation is very important. If you can motivate any person for any job, she/he can reach the target."* (T10)

Another entry was provided by T7 in session seven:

> *"I have learned that we should not underestimate the importance of motivation and how to reach it in language learning."* (T7)

The second code that emerged related to this theme was 'self-perception'. Cotterall (1995) states that, in promoting learner autonomy, the perception of individuals should be investigated in order to develop appropriate strategies. Especially on the teachers' side, it is necessary to employ some sort of perception in their teaching as learners are affected by this process. Also, as Vieira (2009) emphasizes, developing pedagogy for autonomy requires teachers to question their roles in the teaching context, what their assumptions originally are, and what probable constraints and dilemmas need to be faced both in pre and in-service teacher education.

There were four entries related to this code. In session five, T1 provided the following excerpt:

"I know that teachers are very important in students' life. We should be good role models. Each of us has this ability, it is important to find and direct it in our courses." (T1)

In session eleven, three out of ten participants gave answers that could be coded as self-perception. The answers are as follows:

"I think the biggest problem in fostering learner autonomy in language classes in Turkey is that in Turkish education system both teachers and students are used to having traditional techniques. In the classroom, teacher is the boss and he/she gives directions to others and they all obey, so having self-confident and talkative kids in their classes is a kind of taboo for teachers." (T1)

"I think the biggest problem in fostering learner autonomy in language classes in Turkey is the traditional system of education. It is changing day by day but we still have a long way to go." (T6)

"I think the biggest problem in fostering learner autonomy in language classes in Turkey is that teachers speak in native language, not in English. Also, they put the emphasis on grammar." (T7)

The second research question of the study was "What are the benefits of involvement in an in-service teacher development program on learner autonomy for the participant teachers?". In the current study, one teacher development program (TDP) has been applied and results about its impact on teachers have been taken. Professional development achieved has been evaluated in this section. For professional development, there are three themes:

- Benefits in relation to self-directed professional development,
- Benefits in relation to capacity for self-directed professional development
- Benefits in relation to freedom from control over professional development

Self-directed professional development can be regarded nearly the same as the concept known in the literature as "Teacher Autonomy" (TA). It is fully contained by TA although it does not fully contain TA. In order to investigate the effects of the TDP on the teachers' development on any of these three themes, research has made an extensive analysis of teachers' diaries. For each of the themes, the most important codes have been determined and analysis of these codes has presented a complete picture. Also, the frequency and percentage of these codes have been noted to compare them to each other.

For the first theme, the codes were ‘pedagogical awareness’ and ‘self-awareness’. Pedagogical awareness can be summarized as the teacher’s knowledge of his/her role as an educator. This is essential for self-directed professional development since, if one is not aware of his/her role, it is impossible for him/her to develop in a directed manner. Self-awareness is also important since teachers should know of their shortcomings and what they need to develop in order for them to develop healthily. In this study, in professional development gains, pedagogical awareness and self-awareness are by far the two most frequent notions mentioned in diaries, as both of them have been mentioned at a rate of nearly 40%. This can be attributed to these two concepts being more well-known concepts to teachers in the traditional teacher role. In the context of pedagogical awareness, it is seen that TDP has taught teachers the importance of learner autonomy and how it is formed and used, the importance of teacher autonomy, usage of different methods and materials, planning and usage of different techniques. In the context of self-awareness, teachers have made self-reflections such as what they knew wrong before, what they did not use when they could have and mistakes they had made in the past.

For the second theme, benefits in relation to capacity for self-directed professional development, two codes considered were willingness and capability. These codes are much rarer when compared to codes of the previous theme, being seen as only 5% and 4%, respectively. If someone has willingness and capability, he/she can be said to have the capacity for autonomy. It has been seen from the diaries that some of the teachers have made some comments which communicate that they have, or at least believe that they have what it takes to incorporate autonomous teaching into their professional work. Regarding willingness, it has been seen that some teachers have made comments about how they are now willing to develop learner autonomy. This means that TDP has made some teachers realize their own potential and it has also made some teachers more willing to gain the ability to teach autonomously.

For the third theme, benefits in relation to freedom from control over professional development two codes considered were motivation and self-perception. These codes are also rare, being mentioned at only 8% and 5% rate, respectively. The emphasis on motivation is about the teachers realizing how important motivation is for a student to learn properly, not about the motivation of teachers themselves. Some teachers have mentioned that they had realized that notion thanks to the TDP, which is a gain from

the TDP. In the context of self-perception, it has been seen that some teachers have mentioned problems with foreign language education in Turkey in their diaries. This is important because, as parts of the system, teachers can change things. This is why having self-perception is useful and TDP has made gains regarding that.

In conclusion, it has been seen that TDP has contributed to participant teachers' self-directed professional development, especially in terms of pedagogical awareness and self-awareness. Self-directed professional development is a popular subject in literature. Teacher autonomy is also a popular research topic. Krejsler (2005, p. 336) states that teaching is a profession in which 'a high level of personal commitment' is required and work quality is dependent on the professional's personality. According to Day (1999, p.1), 'the nature of teaching demands that teachers engage in continuing career-long professional development', therefore, continuous development is crucial for a successful teaching career.

Teachers' professional development should be seen as essential if quality education is given to new generations. At any level of education, this notion is seen as very important. This is why teacher training and professional development programs are common (Rodrigues, 2005). However, despite the dire need for good teacher development programs, available programs are often seen as inadequate (Cohen & Hill, 2001). For example, in-service programs are viewed as poorly defined without any course follow-ups (OECD, 1998). Even with a tremendous amount of resources, support, time and money spent on professional development efforts, such as the case for many US schools, required outcomes are not gotten, perhaps due to the programs being inadequate (Ball & Cohen, 1999). Regarding the teachers, it has seen in the literature that while teachers agree in principle that they need to adapt their teaching to better themselves and they may even be motivated to better themselves, it is not easy for them to change their current attitudes and beliefs. This is why teachers seem to be showing resistance to new and better teaching practices (Cohen, 1990). This phenomenon is observed in teachers' resistance to professional development programs (Fullan, 1991). These opinions in the literature are partially in-line with current study findings since seeing willingness, capability and motivation was not that common in the analysis. On the other hand, teachers are pedagogically aware and have high self-awareness. This shows that despite knowing what they should do and what they have been doing wrong, teachers are not quite ready to better themselves.

The literature review has shown a few studies that have used action research studies to develop teacher autonomy. Çakır&Balçıkanlı (2012) have used European Portfolio for Student Teachers of Languages (EPOSTL) to foster TA in English teachers and reported developments in reflection, self-assessment, and awareness. Mello, Dutra & Jorge (2008) have used action research as a tool to enhance language teacher autonomy. In this qualitative research, they reported varying outcomes with the most successful group exceeding expectations. Vieira et. al. (2008) have reported varying success between individuals however, in general, outcomes are positive in both papers. All in all, the literature suggests that TDP's are indeed successful, but success varies between individuals. This is exactly what we have found as most participants have made good comments yet not all participants and not all the time.

4.2.2 The benefits of the TDP for the participant in relation to professional action

In this section, the benefits of the teacher development program for teachers' professional action will be evaluated by using the answers of the participants given to the second question of the participant diary: 'What can I do with what I have learned with my students in my courses?'. This question was employed to make participant teachers see to what extent they can put their knowledge into practice. Little (1995) states that teacher autonomy requires a capacity to enhance a self-directed professional action and in order to achieve this, teachers should feel a responsibility while teaching and try to develop their profession with continuous reflection and analysis. As Benson (2011) argues, teacher educators should focus on not only the idea of learner autonomy but also developing a capacity for taking action. Regarding these ideas, in the second part of the data analysis, the participant teachers' diary entries will be analyzed in terms of the benefits of involvement in a teacher development program on learner autonomy for self-directed professional action. The section is composed of three parts and each part will be analyzed under the themes stated in table 4.6.

Table 4.3: The Benefits of Involvement in the Teacher Development Program in Relation to Professional Action

Themes	Codes	Frequency	%
-Benefits in relation to self-directed professional action	- Pedagogical action	28	34,2
	- Self-directed learning	6	7,31

-Benefits in relation to capacity for self-directed professional action	-Capacity for self-directed teaching	25	30,5
	-Capacity for promoting learner autonomy	9	10,9
-Benefits in relation to freedom from control over professional action	-Free production	9	10,6
	-Controlled production	5	6,1
Total		82	100

4.2.2.1 Benefits in relation to self-directed professional action

The first theme of this section focuses on the benefits in relation to self-directed professional action. Smith (2003) states that to foster learner autonomy the first thing to do is helping teachers develop autonomy in themselves and then put this into action for their courses. In other words, "professional development ('teacher-learning') is a subset of professional action" (Smith, 2003, p.5). Thus, the initial aim of the current study is to help participant teachers develop themselves professionally and the second aim is to encourage them to prepare themselves for putting their gains into action. In light of these assumptions, two codes have emerged from the answers of the participants. The codes were decided by the researcher within the concept of autonomy. The most frequent code of this theme was 'pedagogical action'. In the previous section, the participant teachers' answers were analyzed under the term 'pedagogical awareness' and now the aim was to demonstrate the participant teachers' plans of action. The benefits of the TDP in relation to self-directed professional action will be evaluated in this part of the section. After awakening awareness in terms of pedagogy for autonomy, the researcher aimed to promote participant teachers to do something in their classes. As Smith (2001) asserts:

> In [the] process of attempting to understand and advise students, teachers are likely to be engaged in various investigative activities, asking questions which are themselves useful in raising students' awareness of learning. And in order to engage students in autonomous and effective reflection on their own learning, teachers need to constantly reflect on their own role in the classroom, monitoring the extent to which they constrain or scaffold students' thinking and behavior. There is a sense, then, in which teachers and students can learn together and together become more empowered in the course of pedagogy for autonomy combined with reflective teaching (p .43-44).

In light of this information, it can be concluded that pedagogical action is one of the most necessary elements of developing an autonomous classroom. In session two, two participant teachers T4 and T6 wrote in their diaries about their action plans:

> *"After the first week's attendance of this program I started to think about autonomy as far as I have known. I should accept that I could not do much on it in my classes but I believe that in the next sessions I will get more ideas and practice on them and apply them in my classes to promote learner autonomy."* (T4)
>
> *"I will use the information to think and find better methods to motivate my students. Maybe I can find potential students to start autonomous learning."* (T6)

In session three, only T4's answer could be coded as a pedagogical action. He mentioned his attainments from the session and accordingly his plans by using this information:

> *"In my classes, I will use these strategies as a beneficial source to decide if my students are autonomous or not. Thus, I can now decide more appropriately and accurately if my students are autonomous or not. And also, I will guide the ones that are on that way."* (T4)

Session four was accepted to provide a rich source for this code as there were four participants whose entries were evaluated as a benefit for self-directed professional action. Participant T3 reflected his feelings clear as can be seen in the extract below:

> *"The question 'What can I do with what I have learned in my classes?' makes me think more on my course plans. After each session I feel myself as developing an understanding towards autonomous classes. This is good both for me and my job. This session taught me that I must try to know the needs of the students and try to find solutions to come up with these needs."* (T3)

T6 mentioned her decisions and action plans for her classes after the TDP:

> *"I think English language teachers are generally careful about the needs and expectations of the students but after this session I see that I should try to evaluate myself and try to be an autonomous teacher much more than I did before. I feel ready to do some changes in my role in the learning process."* (T6)

Like T6, T7 seemed to be ready to make some changes in his teaching practice. The pedagogical awareness towards autonomy helped participant teachers to take some decisions for their ongoing teaching practices. The theoretical parts of the TDP paved the way for composing a good knowledge of autonomy:

> *"I will be a role model for my students. I will improve my teaching skills. I will focus on the needs of my students."* (T7)

Regarding the same issue, T8 put more emphasis on being tolerant of students:

> *"I will try to be more tolerant of students; I can try to understand them. I will also encourage them and I always help and guide them. I am always clear. From start to finish, I can sometimes make them understand every step."* (T8)

In session five, the only participant who provided data for this code was T8. She mentioned her plans on trying different techniques and put an emphasis on the importance of teachers in students' lives.

> *"After watching the movie in this session, I see that it is important to try different techniques in my classes. I am a counsellor; my job is not limited to teaching subjects, it also contains touching the students' lives to make them trust in themselves."* (T8)

Session six aimed at introducing the possible ways of fostering learner autonomy in language classes by using action research. Six out of ten participants wrote entries that can be evaluated as plans for their possible pedagogical actions to promote learner autonomy in their classes. T4 mentioned some problems in his classes and his plans for solving them:

> *"As soon as possible, I will try to do action research. I have a problem in my grammar courses, I will try to solve this problem by conducting an action research. I will also attempt to include my students in it to solve their educational problems."* (T4)

Similarly, T5 wrote about the problems in her classes. She also added that she can use action research both for solving these problems and developing autonomous behaviors in learners:

> *"Carrying out an action research seemed logical to solve some problems in the class. I can talk to the students about their problems and then we can plan an*

action research together. This may help them to develop their autonomous behaviors and make them feel more responsible." (T5)

T6's entry had a different point of view, she thought about assigning group activities to her students and giving them feedback:

"I will assign the students some group activities like action research and then monitor the effects and feedback. I can also use action research to solve some problems in the class." (T6)

T7 mentioned a current problem which is very common in a lot of language classes. Teaching for different levels in one class is a challenging issue and T7 came up with the idea of solving this problem by using action research. By doing this, the students may also feel more motivated:

"I think that I will do various things with what I have learned in this session. For example, in my classes some students are weaker than the others, I can plan an action research project with them altogether and try to find out what their exact problem is. By doing this they will feel more motivated and confident." (T7)

In her diary, T9 reflected her attainments from the session by writing about her plans for researching her students:

"The first thing I will do is to find out my students' way of learning and decide best teaching methods for them. To do this I can carry out research on them." (T9)

Regarding the same issues with her colleagues, T10 mentioned her action plans:

"I think that I can do various things. For example; we can divide the students into groups and we ask them to determine a problem to work on." (T10)

In session seven, T1 wrote about her action plans by using the activities she had learned in the session:

"It makes me happy to see that I can apply all these activities in my classes. They are really applicable. For example, next week I will make a poster about homework because I have problems with it and want students to write log books like we did in this session. Writing log books can make them monitor their learning process better." (T1)

T6 emphasized that she was aware of the differences between groups and she was planning to take action as soon as possible:

"I saw that each class has its own dynamics so I will try to find suitable group activities for each class. By using the activities, we have learned today, I can create an autonomous environment." (T6)

T10 mentioned about her action plans for speaking activities in her classes:

"I will give some responsibilities to my students, for example they can create their own groups before speaking activities or we can prepare posters together." (T10)

Session eight was devoted to suggesting some activities to promote learner-centered course planning. The researcher aimed at preparing participant teachers for applying the activities in their classes to make learners plan their own learning processes. The participants seemed to plan using various activities which they had learned in the session. T3 emphasized creating a willingness in learners to take over responsibility for planning their learning process:

"I will try hard to make learners be willing to take over responsibility for planning their own learning process. To achieve this aim, I can use the activities that I have learned during the session." (T3)

T4 mentioned his action plans for creating awareness in his students. The questions he was planning to ask his students reflected that this session helped him to originate new ideas to make students more active:

"I will ask my students the questions; Why do I learn English? And how should I learn English? I want them to answer these two questions and then I will try to make them find their own way of learning." (T4)

From another perspective, T6 focused on preparing lesson plans herself but trying to make them suitable for each class' interests:

"From this session I got the impression that I can make lesson plans suitable for each class' needs and interests. I will try to do this in my next course." (T6)

T8 seemed to prepare an action plan in which she explained the reasons and possible results of this plan to her students:

"I will share the reasons and expected results of this type of course planning with my students. I will make them decide their way of learning and give them more responsibility in planning the course." (T8)

In the ninth session, the researcher aimed at suggesting some activities for promoting learner autonomy by using authenticity in the classroom. In the following extracts,

which were directly taken from the participants' diaries, their possible attempts to use authenticity in their classes can be seen. According to T3, it is possible to make courses more enjoyable by using authenticity and this can help teachers to make students feel more comfortable:

> *"Courses can be made more enjoyable by using some authentic materials like magazines, videos etc. I will try to bring more authenticity into my language classes because by doing this I can capture my students' attention."* (T3)

T6 shared her action plan to promote learner autonomy by using authenticity:

> *"I will plan some authentic activities in my classes to foster learner autonomy. For example, I will ask my students to prepare a YouTube video, they can bring it to the class and other students can ask questions. With the help of this activity the students can feel motivated and responsible as they will be preparing their own materials."* (T6)

In her entry, T10 stated that she was planning to use authenticity in the warm-up part to capture students' attention:

> *"I am thinking of preparing some popular videos for our students and use them for warm up part of the lesson."* (T10)

The last entries related to this code were in session ten. The participant teachers' pedagogical action plans for fostering learner autonomy in terms of reflection and evaluation will be discussed using their own words. As a self-assessment method, T2 mentioned using portfolios:

> *"I will use a portfolio to make students evaluate themselves. To achieve an accurate reflection and evaluation there should be self- assessment parts for the students. Up to now I have heard about some methods like portfolios but to be honest I did not attempt to use them in my classes."* (T2)

T5's entry revealed that she felt more conscious about the role of evaluation in an autonomous classroom environment. Additionally, she mentioned her plans on integrating self-assessment into her courses:

> *"This session makes me much more conscious about the importance of self-evaluation. I have some new ideas now. For example, I will make feedback for my students about their proficiency levels and inform them of the ways of evaluating themselves."* (T5)

T6 focused on the inefficacy of formal assessment to foster learner autonomy and added her decision on using self-assessment methods:

> *"After the session I see that formal assessment is not solely enough to develop learner autonomy. So, I decided to prepare some materials to make my students evaluate themselves in my classes. I have learned some ways to do it."* (T6)

To help students evaluate themselves, T10 planned to make students prepare portfolios:

> *"As a self-assessment method, I will make students prepare their own portfolios to see their improvement in terms of language skills."* (T10)

The other code was 'self-directed learning'. Self-directed learning has an important role in the field of autonomy and as Smith (2003) states in many situations, teacher educators attempt to develop a willingness and ability for self-directed teaching and learning to make teachers develop a pedagogy for learner autonomy. In this regard, the researcher attempted to enhance participant teachers' contributions to self-directed learning. The entries of the participant teachers which showed their readiness for taking action about self-directed learning will be evaluated under this code.

In the second session of the TDP, there were three participant teachers whose diary entries provided data for analyzing under the code self-directed learning. T2 and T7 mentioned that they could create a classroom environment which helped the learners direct their own learning:

> *"I will give them the chance to direct their learning process by expressing their feelings and ideas about what they learn in the classroom."* (T2)
> *"After this session I think I will try to make my students make their own decisions for their learning with my help."* (T7)

Regarding the same issue, T5 put more emphasis on students' being effective in their private lives and the requirement of the parents' help for doing this:

> *"I will help my students to plan and direct their own activities and ask them to practice it in their lifetime. I can ask parents to help us."* (T5)

In session three, only T7's diary entry was associated with self-directed learning. In his answer, he made a summary of learner-teacher roles in autonomous learning:

> *"As far as I understood from this session. If students want to get autonomous, they should learn to plan and direct their own learning and a teacher can help*

them to do this. As a teacher I will try to create a learning environment in which the students have words to say about their own learning process." (T7)

Other entries that are grouped under this code were in session four. The fourth session of the TDP aimed to raise awareness in the participants about the role of teachers in learner autonomy. According to the participant teachers' entries, the content of the session provided a benefit for taking action about self-directed learning. T2 and T9 mentioned their action plans to achieve self-directed learning:

"In this session I got more information on learner autonomy and it makes me think about my position in the class. I became aware of the fact that maybe I cannot use my whole potential as a teacher. For example, I will lead my students to direct their learning themselves and I will also create a learning environment for this." (T2)

"Up to now, I have seen that creating an autonomous classroom is not impossible. I will help my students to take part in their own learning, in other words direct the learning process themselves." (T9)

4.2.2.2 Benefits in relation to capacity for self-directed professional action

The second theme of this section is determined as the benefits in relation to capacity for self-directed professional action. According to Smith (2003), teacher education programs that aim to promote learner autonomy should put more emphasis on different dimensions of teacher autonomy and developing a capacity in teachers for self-directed teaching. As was mentioned in the previous section, the initial aim of the current study was to help participant teachers develop themselves professionally and the second aim was to prepare them for putting these attainments into action in their classes. In light of these assumptions, two codes emerged from the answers of the participants. The codes were decided by the researcher within the concept of autonomy. The most frequent code was determined as 'capacity for self-directed teaching'. Various scholars (Little, 2000; Aoki, 2000; McGrath, 2000; Vieira, 2000) emphasize that teachers' having or developing a capacity for self-directed teaching is an essential dimension to promote learner autonomy in their classes. Thus, that kind of capacity can be regarded as an indispensable part of autonomous classes. The extracts from the diaries which reflect the participants' generating a capacity for self-directed teaching will be evaluated under this code.

In the diary entries of the second session, T3, T5, and T10's writings were evaluated as the determiners of their attempts for developing a capacity for self-directed teaching. T3 preferred to commenton his potential waiting to come out while T5 reflected her willingness for creating her way of teaching:

> *"I can try to generate a teaching style by using the information I have learned today. It was really useful for me. I think after this program I will have learned to show my potential as a teacher."* (T3)
>
> *"I can give my students some activities which may help them to direct their own learning. As a teacher I always wanted to make my students feel more confident and now I can say that I believe in myself for creating my own way of teaching."* (T5)

T10 emphasized her having a capacity of alternative teaching styles but there is always more to do:

> *"As teachers, we can do more research on the subject and we can get over our already existing capacity for teaching in terms of finding new ways."* (T10)

In the next session, the same participants T3, T5, and T10 provided data that can be evaluated as a sign of developing a capacity for self-directed teaching. T3 and T10 focused on their future attempts to make their students feel more comfortable.

> *"I think I can try to teach my students by using easy but permanent ways of teaching, without putting pressure on them."* (T3)
>
> *"I can make my students feel more comfortable in my courses. As I mentioned in the previous session, I feel really powerful as a teacher to take action."* (T10)

T5 emphasized her decision on empathizing with students:

> *"I can try to focus on their knowledge and motivate them. I can try to have empathy with them and understand them by their point of views. I can also try to teach them practice more than theory."* (T5)

In the next session, T5 further added the inferences that indicate her developing a capacity for self-directed teaching:

> *"Since what is applicable for learners is applicable for teachers too, teachers can improve themselves. I can help my students to set their own targets and choose their own activities and also, I can let them evaluate themselves so they can have a bigger role in the learning process."* (T5)

The content of the fifth session was prepared to be inspirational for the participant teachers. The movie was chosen to show them all teachers have an inner capacity for touching upon students' lives. The woman in the movie created her own way of teaching which is the most appropriate one for her students. T1 wrote about her ideas on what can be done for motivating the students:

> *"I can work more on my students' motivation. For example, I can try to learn more about their personality and family's social status. I can show them that I understand them."* (T1)

Similarly, T2 put the emphasis on the role of teachers in students' lives:

> *"We have really huge power as teachers. There are lots of students who find their ways with the help of a teacher. I can also motivate my students and they can accomplish the things they would like to do. I can try to observe each student much more carefully and then decide the best teaching methods."* (T2)

T3 commented on his progress in terms of developing a capacity for self-directed teaching starting from the beginning of the program:

> *"I did not spend much time thinking on the psychological sides of teaching. But since I have started to attend this program, I started to pay more attention to it. After today's session I feel that I can find different teaching methods instead of following the same paths every day. I feel the power to encourage my students like that woman."* (T3)

T4 emphasized his power as a teacher and his plans on pushing his students to be aware of their own power:

> *"I can work more on doing my best. Because I see my power. I never give up and I can try to make my students aware of their power and responsibilities. This can change everything."* (T4)

T5 and T10 indicated that with the help of the program they can understand and motivate their students:

> *"I can show my students the benefit of learning and help them to reach their purpose and give more motivation to learn new things."* (T5)
>
> *"We should understand students. Also we should be sensitive and never give up."* (T10)

T6 focused on the importance of whole-learning:

"As a teacher I can find some new ways to motivate my students to learn better. A teacher should have such kind of a capacity in order to maintain a whole-learning process." (T6)

In the seventh session, the entries of the participant teachers which can be evaluated as a sign of their developing capacity for self-directed teaching mainly focused on the usage of activities mentioned during the session. The extracts below reflect the participant teachers' willingness and possible attempts in their future courses. The supplement of the practical activities towards promoting learner autonomy in language classes make teachers believe in themselves:

"I can do lots of things with what I have learned today. For example, I can use some posters in my classroom to understand my students' needs better and activate their attention." (T3)

"I can apply all of the activities that I have learned today. For example, next week I can make a poster. Each activity is easy and they do not require much time. I can integrate them easily." (T4)

"I can use visual activities for my classes. They will enjoy and have fun. I can also use realia, it may be more memorable." (T7)

"I believe that I can use log books easily. They seem very enjoyable and effective. Next week I will want all students to write a logbook." (T8)

T2's entry in session nine reflected her self-confidence in terms of developing a capacity for self-directed teaching:

"I can give my students a voice in class to reflect their learning style. I can begin with classroom tasks and let them decide on what they want to learn. As far as I understand I am capable of doing such kind of learner autonomy promoting activities in my classes, it does not seem too hard." (T2)

Regarding the same issue, T5 believed in herself about directing her courses:

"I can prepare out of class activities according to the interest of my students, I can also give them group work assignments." (T5)

T8 preferred to mention the attainments she had had since the beginning of the TDP. She also added the benefits of that session not only herself but also for her students:

"In every session I have gained something about fostering learner autonomy. For example, today I see that I can encourage my students by giving them responsibilities like conducting research. This can both help me to solve problems

in the class and help my students to feel themselves included in their learning process." (T8)

T3 and T4's entries put the emphasis on the fact that they were developing a sense for self-directing teaching in order to create an encouraging learning environment:

"I can encourage my students to work in pairs so they can make practice." (T3)
"I could encourage my students to use ELP, it is a good way for self-assessment. Also, it is a good tool for a student to see himself/herself clearly." (T4)

It became clear from the entries of T3 and T4 in session eleven that participant teachers were willing to compose and direct their own professional actions. T3 mentioned teachers' roles in overcoming the problems in education by creating their own teaching practice:

"After attending eleven sessions I can say that to overcome all the problems in education, teachers should play a significant role. But as teachers, it depends on us. We can create our own teaching practice. We cannot stop learning; we should always develop ourselves." (T3)

T4 focused on the same issue and put more emphasis on teachers' updating themselves:

"As language teachers we can overcome the problems of non-autonomous students by searching and reading more. Teachers should always be updated about the new ideas in their field. They should follow the latest news and activities. They can follow a blog or website and they can reach information so easily." (T4)

Another code that emerged under this theme was 'capacity for promoting learner autonomy'. As mentioned in the previous chapters, the main aim of this study is to help language teachers to learn how to promote learner autonomy in their classes. Thus, one of the important benefits of the TDP should be developing a capacity in participant teachers to promote learner autonomy. In that sense, teacher responsibility and capacity to support learner autonomy are of great importance. Breen & Mann (1997) and Aoki (2002) are among the scholars who provide a broad picture of the necessary capacity of teachers to support the development of learner autonomy. According to Breen & Mann (1997, p.135), in classrooms, teachers should have six important roles in terms of classroom action to foster learner autonomy. These roles are, being a source of information, sharing the responsibility of decision-making,

facilitating collaborative evaluation, managing the disorientation in the learning process, trying to be a patient pusher, and knowing how to get support from others when necessary. The entries of the participant teachers which were coded as developing a capacity for promoting learner autonomy will be analyzed in the light of these remarks. The participant teachers whose answers gave the sign of the development of a capacity for promoting learner autonomy will be evaluated in this part.

The second session of the TDP was employed to provide general information on learner autonomy. Participants T1, T2, and T7 provided entries which implied that they were eager to enhance a capacity for fostering learner autonomy in their classes. This implication becomes clear with the following extracts taken directly from participants' diaries. T1 focused on her possible future attempts to foster learner autonomy and the impacts of it in students' lives:

> *"As a language teacher, to promote learner autonomy I can try to let my students reflect themselves easily during my courses and maybe this can also help them to become self-sufficient adults in the future."* (T1)

T2 mentioned the same issue but she also added the importance of feedback:

> *"At the end of the session I think there are a lot of things that I can do with the things we have learned. I can give my students the chance to express their feelings and ideas about what they learn in the classroom. And I can provide them feedback."* (T2)

T7 put the emphasis on the following sessions which he thought would be much more informative on the field of learner autonomy. He further added that even this first session made him feel that he is developing a capacity towards fostering learner autonomy:

> *"We can do a lot of things as teachers but I think we will learn much more on learner autonomy in the future sessions. However today's session makes me see that I can make my students give their own decisions with my help."* (T7)

The next session, session three, focused on the characteristics of autonomous learners. In the following extracts, the participants referred to the notion that leaving the traditional teacher roles may pave the way for more autonomous students. T1 used the term 'mentor' instead of 'teacher':

"Since I have learned the exact features of an autonomous learner, I may help my students to improve their own characteristics to become more autonomous. Autonomous learners' properties can be acquired by any student and I can be their mentor during this procedure." (T1)

Like T1, T2 emphasized an alternative role of the teacher in a class. According to her, teachers should behave like partners, mates of the students:

"I can try to get my students to understand that they should be more independent and rely on me as the teacher. I am not the boss but like a partner of them. I also decided to work more on how to give them a space to think and so as not to be control freaks." (T2)

From another point of view, T6 wrote about the importance of motivation:

"I can try to evoke those factors that raise learner autonomy in my students. I believe after this program; I can help them become more autonomous learners. Some students just need to be motivated." (T6)

Agreeing with her friends, T7 added the role of incorporation in fostering learner autonomy:

"As far as I understand, in order to create an autonomous learning environment I can try to incorporate my students in decision-making about their learning. They can be active in my classes from now on." (T7)

In session nine and ten, T1 mentioned her plans for future courses which revealed her improvement in terms of integrating learner autonomy fostering activities into her teaching practice:

"By using these steps I may create an autonomous learning environment for the students." (T1)

"I can use all of these activities in my classes. They can help students to become more self-confident and autonomous." (T1)

In the theme of benefits in relation to capacity for self-directed professional action, two codes have been detected and these are capacity for self-directed teaching and capacity for promoting learner autonomy. These draw a picture of how an autonomous learning process should be designed by the teacher and which are the abilities necessary for the process on the teacher's part. It is known that the teacher should first be able to learn autonomously in order to be able to teach autonomously. Therefore, self-directed teaching is more commonly encountered, since it is the first step and

promoting learner autonomy is the second step. This notion is also proven by the fact that the study suggests self-directed teaching code was more frequent, as one can have the first code without the second, but not so much the second code without the first. If a teacher can creatively design his/her teaching according to his/her own style and other factors that he/she sees relevant, this teacher is a candidate for being a nurturer of learner autonomy. Then, if the teacher tries to promote learner autonomy, he/she is fully capable of self-directed professional action.

4.2.2.3 Benefits in relation to freedom from control over professional action

The participant diaries were examined under the last theme of this section; benefits in relation to freedom from control over professional action. Two codes emerged for the content analysis of the entries in relation to the benefits of the TDP: Controlled production and free production. The participant teachers' diary entries which indicated their professional actions being controlled by some mechanisms or free from any constraints will be analyzed in this section. The first code emerging from participants' diaries was 'controlled production'.

In the second session of the TDP, T8 mentioned that it seemed very hard to do anything without informing the school administration:

> *"It is really not good to say that but I think I can't do anything. Because in this school we do our teaching within the rules of administration."* (T8)

Similarly, in session three, T9 focused on the same issue by referring to the predetermined policies:

> *"I can't decide what to do for my students to foster learner autonomy yet because of pre-determined policies in the education system. I am not allowed to do whatever I want in my classes."* (T9)

Regarding the same issue, T10 complained about the same problems but without mentioning any responsible:

> *"At the beginning we have some difficulties creating an autonomous classroom because of the necessities. We can encourage them to have self-confidence."* (T10)

The last entries coded as controlled production were provided in session ten by T5 and T8. T5 suggested to solve some problems with the help of school administration:

"Teachers can overcome some problems in their classes with the help of school administration." (T5)

T8's recommendation was in the same direction:

"Teachers can overcome school problems by informing school administration." (T8)

The other code that emerged from the PD's was 'free production'. The entries of the participants evaluated as a sign for developing themselves in terms of being free in their professional action will be given in this part. In session two, T9 stated that she can do some actions in her classes without just depending on the syllabus:

"Without just depending on the syllabus I try to do it with my students together. They can learn managing." (T9)

In the next session, T8 declared that she could try to use new techniques to foster learner autonomy:

"From now on, in my courses I could try my best to raise autonomous students by trying new techniques." (T8)

T4's entry in session four reflected his decision for making necessary arrangements in his courses:

"Curriculum and syllabus are designed by specialists, yes, but as teachers we should make changes according to our learners' needs. We can also find ways to create autonomous environments." (T4)

In session six, T2 and T3 put the emphasis on trying to use new ways different from the predetermined exercises:

"I think trying out new ways is important. For example, after this session I am planning to try different exercises in my courses, I won't stick to ones in the syllabus." (T2)
"I will try more to teach different ways." (T3)

T2 preferred to reflect her possible attempts for free production by giving an example from her speaking classes:

"As a whole class it is usually very difficult to do speaking. We have a book which includes good activities however every class has its own dynamics. For example, in my classes, dividing the class into two or more groups takes the pressure away. Groups of 5-6 is enough, I think. I can use the posters to remind the students of

the rules or already given language points. Using logbooks is a good way. After each session, writing about positive and negative things makes students be aware of their situation." (T2)

T1 and T2 mentioned planning their courses with the students by making some changes:

"I can plan my courses together with my students. I think a teacher should make small changes according to the students' needs." (T1)
"I can apply the example activity in my classes. I will try to choose course tasks according to my learners, I can make some changes in my courses." (T2)

In session eleven, T1 shared her emphasis on the importance of making some arrangements according to the students' needs:

Teachers can overcome some problems by giving a chance to the students. Learner autonomy is not just about students but about teachers too. In order to foster learner autonomy, teachers need to change their mind about education and also we have to make some arrangements by determining our students' needs." (T1)

This section has been an extension to research question 2; "What are the benefits of involvement in an in-service teacher development program on learner autonomy for the participant teachers?" In the previous section, discussion on the first dimension of learner autonomy education, professional development, has been discussed. This part added the second dimension to it which is professional action.

For professional action, there are three themes,

- Benefits in relation to self-directed professional action
- Benefits in relation to capacity for self-directed professional action
- Benefits in relation to freedom from control over professional action

For each of these themes, two codes have been produced and evaluated by the researcher. For benefits in relation to self-directed professional action, codes are self-directed learning and pedagogical action. As was the case for pedagogical awareness, pedagogical action is the most detected code in the whole dimension, with a percentage of 34%. As the participants are teachers, they are naturally very sensitive to pedagogical issues. And since they are in a professional training environment, they are ready to incorporate everything they learn to use as pedagogical action. This underlines the accuracy of the education given to the participants. Another code of benefits in

relation to self-directed professional action was self-directed learning and it came up with a ratio of 8%. Unsurprisingly, it is rarer than pedagogical action since it is a more specialized notion. However, detecting this code in diaries at all is a considerable success, since hearing this from teachers is one of the most desired outcomes of this whole program.

The second theme was the benefits in relation to capacity for self-directed professional action. This theme has two codes which are capacity for self-directed teaching and capacity for promoting learner autonomy. Capacity for self-directed teaching has been detected at a high rate of 30% while capacity for promoting learner autonomy has been detected at a rate of 11%. Results suggest that the participant teachers are very optimistic about their power in self-directed teaching. They think that they have what it takes to implement this style of teaching. Since one probably cannot think that they can promote learner autonomy without first believing in their ability to implement self-directed teaching, the frequency of capacity for promoting learner autonomy code is lower than the first code's frequency. Still, with an 11% frequency rate, teachers stated that they believe that they can promote learner autonomy in their students, which is a significant development for their job.

The third theme was the benefits in relation to freedom from control over professional action. Codes of this theme were not as frequent. Controlled production has a frequency rate of 6% while free production has a frequency rate of 11%. Controlled production code symbolizes teachers thinking that they are not free in their teaching, most of the time stating that they are under pressure by the governing body. Free production code symbolizes the teachers' ability and willingness to go out of the box when teaching, do something that is not in the curriculum or textbooks. A healthy number of teachers have stated that they will be disobeying the curriculum in order to achieve more autonomous learning, which is a great success. However, statements about controlled production are worrisome. Even if TDP is applied to every teacher and is fully successful, it can be inferred that governing bodies will still put obstacles in front of teachers trying to implement autonomous learning. This makes one think that programs similar to TDP should be developed to be applied to decision-makers in the governing body.

In the previous section, a literature review and discussion for professional development have been presented. When literature is surveyed for the works related to professional action in learner autonomy TDP, no results have been found. Impacts of TDP on this subject, if any, are considered within the professional development framework since TDP is the "teacher development program" and its impacts are professional developments. Therefore, the literature review of the professional development section is valid for this part as there is nothing to add to it. For example, quoted previously in the teacher development section, "Çakır&Balçıkanlı (2010) has made a study with 112 participant teachers and reported that the teachers were willing and enthusiastic about incorporating autonomy principles in their teaching practices after education.". If closely examined, Çakır&Balçıkanlı's study reported gains about professional action gains as well as professional development gains (according to the meanings of these terms defined in the context of our study or in Smith (2003) yet they did not mention professional action gains separately. This is the case for the whole literature. This is why there is no way to separate professional development from professional action in TDP literature.

The table below shows the comparisons of the sessions regarding their impacts on professional development and professional action.

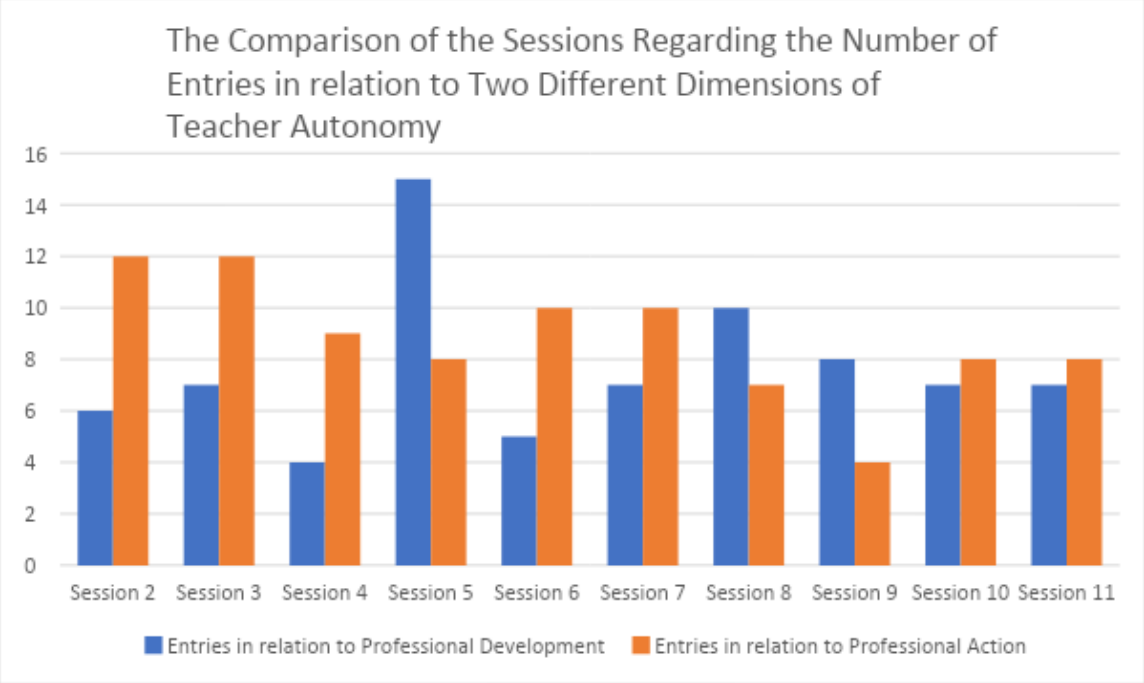


Figure 4.1: The Comparison of the Sessions Regarding Their Impacts on Professional Development and Professional Action

It is clear from the table that, in most sessions, gains in professional action is dominant. Professional action gains are dominant in seven sessions while professional development gains are dominant in four sections. However, the biggest difference is seen in session five, where professional development gains are almost twice as prominent as professional action gains. Interpretation of every section in accordance with the data in the graph is given below:

Session 1: Introducing 'Learner Autonomy' and its role in language teaching: In this session, the gains on professional action are significantly more prominent than the gains on professional development. It can be said that, when presented with general information about the concept "autonomy" in a TDP, most teachers think about using them in practice rather than thinking whether they are sufficiently capable of using those in the classroom or not.

Session 2: Drawing an autonomous language learner profile: This session's outcomes are almost identical to session 1. Gains on professional action are significantly more prominent than the gains on professional development. In this section, the researcher lets the participants fully understand how an autonomous learner looks and operates. Since this section is focused on the student, unsurprisingly, professional action gains are more significant compared to professional development gains. This session is not focused as much on self-reflection on the part of the teachers.

Session 4: Introducing the term teacher autonomy: In this session, gains on professional action are significantly more prominent than the gains on professional development. Teachers are more likely to see themselves as ready to incorporate new concepts than requiring or ready for development. It is to be expected that, the less one knows about a subject (only brief information has been given yet) the easier he/she perceives application to be. This is the reason for the higher emphasis on action when compared to development.

Session 5: Introducing the role of the teachers in promoting learner autonomy: In this session, gains in professional development are significantly more prominent compared to gains in professional action. It is clear that, when informed about the roles they need to take in order to promote learner autonomy, teachers have realized more about their shortcomings and their answers have shown an emphasis on development.

Session 6: Introducing the action research: In this session, gains on professional action are significantly more prominent than the gains on professional development. When action research is presented in an introductory manner, most teachers commented on using this new tool. However, since the introduction is not in detail, they did not feel as inclined to development or have not reported having developed, since they did not realize their shortcomings or the session did not grant development material.

Session 7: Suggesting some activities to promote learner autonomy related to the classroom environment and the changing roles of teachers: In this session, gains on professional action are slightly more prominent than the gains on professional development. For this session, the difference between dimensions is slight. This is due to the fact that activity in this session carries implications both for action and development. New activities suggested are indeed professional actions, so, comments on the professional action dimension are expected; however, since these are new and teachers have not seen them before, an emphasis on development should also be expected.

Session 8: Suggesting some activities to promote learner autonomy related to learner-centered course planning: In this session, gains on professional development are slightly more prominent than the gains on professional action. Compared to changing the roles of teacher and classroom environment for learner autonomy, learner-centered course planning has created more emphasis on professional development. This means that the teachers see themselves as being more insufficient in planning than in changing their roles and classroom environment. This is understandable because while changing roles and classroom environment are straightforward, planning is a technical application that might require more professional development to do. From the planning session, teachers have learned more since there is naturally more to learn from the subject.

Session 9: Suggesting some activities to promote learner autonomy related to authenticity in the classroom: In this session, gains in professional development are significantly more prominent compared to gains in professional action. This can be attributed to the fact that using authentic materials for teaching is a new thing for teachers. In all their education life and working in schools, teachers have been handed specifically designed teaching materials to use in the classroom. Telling them that they can use common generic materials has elicited a development response.

Session 10: Suggesting some activities to promote learner autonomy related to reflection and evaluation: In this session, gains on professional action are very slightly more prominent compared to gains in professional development. The difference in this session is only one comment, which can be ignored and two dimensions can be taken as equal. Activities related to reflection and evaluation have been taken as both professional action and professional development media by the teachers.

Session 11: Dealing with the possible problems in creating an autonomous learning environment: Identical to Session 10, in Session 11, the difference between two dimensions is so slight that two dimensions can be taken as equally emphasized. Teachers understandably think that possible problems arising are related to both action and development. TDP has gained them ways to deal both by developing them and affording them practical knowledge.

4.3 Results of the Qualitative Analysis of the Research Question 3

The third research question of this study aims at gathering information on the participant teachers' evaluation of the TDP. At the beginning of the program, each participant had some expectations and this question helped them reveal whether the TDP met their needs or not. Thus, in this section, the research question "Are the participants satisfied with the teacher development program on learner autonomy?" will be answered by analyzing the first three questions of the CEQ. In the qualitative analysis of the CEQ, there were three themes covering 10 codes. The themes were: 1) The expectations of the participants at the beginning of the TDP, 2) The satisfaction of the participants of the TDP in terms of meeting their needs and 3)The suggestions of the participants at the end of the TDP.

Three themes and 10 codes emerged as shown in Table 4.4.

Table 4.4: Themes, Codes and Data Sources Obtained from the Participants Teachers' Overall Evaluation of the Teacher Development Program

Themes	Codes	Frequency	%
The expectations of the participants at the beginning of the TDP	- Learning new ways of teaching	3	42,8
	- Developing awareness about learner autonomy	2	28,6

	- Learning new activities to use during the courses	1	14,3
	- Putting their existing knowledge into practice	1	14,3
Total		7	100
The satisfaction of the participants of the TDP in terms of meeting with their needs	- Meeting with their needs totally	6	60
	- Having more information about learner autonomy	2	20
	- Experiencing new activities for promoting learner autonomy	2	20
Total		10	100
The suggestions of the participants at the end of the TDP	- Having no suggestions	7	70
	- Focusing more on school problems	1	10
	- Adding more visuals	1	10
	- Performing a demo lesson	1	10
Total		10	100

4.3.1 The expectations of the participants at the beginning of the TDP

The responses of the participants to the first three questions of the CEQ revealed their level of satisfaction with the TDP. For theme 1, the expectations of the participants at the beginning of the TDP, four codes emerged from ten answers. All of the participants stated their expectations clearly. The first code which emerged in three participants' answers was about new, alternative ways of teaching. For example, T1's answer was short but clear enough to reflect her expectation:

"I was expecting to learn about a new, unusual way of teaching".

Another participant T5 gave a similar answer by using different words:

"I expected to learn some teaching methods".

When these answers were examined, it can be inferred that participant teachers were eager to make necessary changes in their teaching styles. Their utterances revealed that they primarily expect to learn new things from a teacher development program.

The participants who stated that they expected to learn more on learner autonomy mainly focused on their insufficient knowledge on the subject. For example, T4 mentioned his current situation and expectations from the TDP:

"At the beginning, I thought it was just about the learner autonomy and I thought that would be boring because I had some information about it already. However, I have seen that there are a lot of things to learn about it".

T9's answer emphasized the same issue:

"I expected to learn something and I learned. Learner autonomy is an important part of education. And I was willing to learn more on it as a language teacher".

From another point of view, T8 stated her prejudgment about the program at the beginning of it:

"At the beginning of the program I thought that it was not useful enough but in the middle of the program my idea changed. I thought that I had already created autonomous classroom environment but I saw that I could do much more. Thus, I think that it should be applied in all schools".

In the following excerpt, T6 stated that her expectations were both sided. Besides developing her knowledge of learner autonomy, she also wished to learn new activities:

"At the beginning of the program I expected to learn something about learner autonomy. And I also wished to learn new activities that I can do in my classes".

T7 was the other participant who focused on learning new activities rather than theoretical knowledge:

"I expected to learn new activities to perform in my classes to promote learner autonomy".

The answers of the participants to the first question of CEQ revealed that their expectations from the TDP mainly focused on learning new ways of teaching for promoting learner autonomy in their courses. The excerpts taken from the questionnaires were clear and sufficient enough in terms of explaining the participant teachers' ideas.

4.3.2 The satisfaction of the participants of the TDP in terms of meeting with their needs

The first question of the CEQ was formed by the researcher in order to see the participants' primary expectations from the TDP. Accordingly, a second question was formed to determine whether their expectations were met or not. The question was:

"Did the program meet with your needs?". The answers of the participant teachers to this question helped the researcher to see at what rate the participants were satisfied with the program. The utterances of the participants were classified under three different codes. Six out of ten participants mentioned that the TDP completely met their needs, in other words, they were satisfied with the TDP. T7, T8, and T10 preferred to give a short answer without any other declaration. They all wrote:

"Yes, it did".

This answer did not give any details but it simply showed that they did not face any disappointment about the TDP.

Another participant T2 reflected her thoughts by adding her evaluation of the researcher:

"The program definitely showed me lots of new ways to reach out to the students. It was well conducted by the researcher".

In the following excerpt, T6 indicated her satisfaction by emphasizing that she has found the activities suggested during the TDP useful:

"Absolutely yes. Because in these 12 weeks I have learned a lot of different kinds of activities and I also applied them in my courses".

Two of the participants focused on their gaining more information on learner autonomy instead of making a general evaluation including all of their needs.

One of them, T3, stated that he did not know anything about learner autonomy but after attending the TDP, the situation has changed:

"I had no idea about what learner autonomy is, now I have learned about it".

T4 also emphasized his development in terms of knowing more on the subject learner autonomy:

"I have gained more and detailed information about learner autonomy".

Participants T1 and T9 put the emphasis on experiencing new activities for promoting learner autonomy in their classes:

"With the help of the program I have learned new activities to perform". (T1)
"Yes, it provides me some new ideas about classroom activities". (T9)

Regarding the answers provided by the participants with their own words, it can be inferred that all of the participant teachers were glad to be included in the TDP. None of them mentioned a sign of dissatisfaction. However, that does not mean that the program was perfect. As will be seen in the following section, the suggestions made by the participants are very important and worthy of further development.

4.3.3 The suggestions of the participants at the end of the TDP

In the previous two sections, the expectations and the rate of satisfaction of the participant teachers were discussed. And it can be concluded that no participant seemed to feel disappointed about the program. Their gains met their expectations. However, the researcher wished to know if there is anything to add to the program to make it more beneficial. For that reason, the question "Could this program be conducted better? How?" was added to the CEQ. By answering this open-ended question, the participant teachers' negative and positive evaluations of the program would be obtained. Moreover, as this study is an action research, the answers can constitute a model for future studies. The suggestions of the participants were grouped under three codes; focusing more on school problems, adding more visuals, and performing a demo lesson. Seven out of ten participant teachers mentioned that they did not have any further suggestions as the program was conducted very well. In his answer, T4 mentioned that a demo lesson on how to promote learner autonomy in a language classroom would be beneficial:

> *"I just would like to have a demo lesson that can promote learner autonomy".* (T4)

Another participant T5 would like to concentrate more on school problems in Turkey.

> *"Maybe the program can focus on our school problems and students who are growing up in Turkey".* (T5)

T8 mentioned that she would like to see more visual materials like videos:

> *"I think in this program there should be more videos". (*T8)

The opinions and accordingly suggestions of the participant teachers are of great importance for the researcher because the answers revealed the 'real' needs of the language teachers who are actively workingin the teaching process.

In conclusion, about the research question three, “Are the participant teachers satisfied with the teacher development program on learner autonomy?”, the evaluation has been made under three themes. Themes have been about participants’ expectations before the program, the satisfaction of participants after the program, and their suggestions for the program's further improvement.

Regarding theme 1, which is about the teachers’ expectations, the most frequent expectation has been detected to be “learning new ways of teaching”. Three teachers have stated that. Adding one comment about the expectation of learning new activities to use during classes, it can be inferred that many teachers have started the TDP expecting practical benefit. Other comments were about developing awareness about learner autonomy, which is a natural gain to expect from such a program, and putting their existing knowledge into practice which means that one teacher has expected to gain experience from the program. All in all, teachers have started the program with some amount of enthusiasm and not too unrealistic expectations, which can be seen as an ideal tone.

Theme 2 aimed to detect whether the participants had their needs met by the TDP. Results show that every single participant had their needs met. 6 participants said that their needs have been met and gave no further detail. 2 participants have underlined that they have gained more information about learner autonomy and the other 2 participants have said that they experienced new activities to promote learner autonomy. All in all, the participants who had given a reason for their satisfaction underlined that they have gained conceptual knowledge and practical knowledge, which are in line with the TDP goals.

Theme 3 was about participants’ suggestions about the program for further implementation. 7 out of 10 participants have said that they had no suggestions, meaning that for them, the program was useful enough. There were three suggestions and these were; focusing more on school problems, adding more visuals, and performing a demo lesson. These are all useful suggestions. Adding more visuals may be easily implemented. For focusing more on school problems, more research might be needed. To add a demo lesson, while it might be done, more resources would need to be spent and that would be not very practical.

In conclusion, participant teachers seem to be satisfied with the TDP and the vast majority of them do not even have further suggestions for development. This may indicate that they liked the program as it was or they did not think most on the suggestions.

4.4 Results of the Qualitative Analysis of the Research Question 4

The fourth research question of this study aims at gathering information on the researcher's evaluation of the TDP. As it was mentioned in the previous chapter in detail, the TDP was prepared by the researcher. At the beginning of the program, like the participant teachers, the researcher also had some expectations and throughout 12 weeks, some of these expectations became reality and some of them did not. Thus, in this section, the research question "Is the researcher satisfied with the teacher development program regarding the materials used, the procedures followed and the environment created?" will be answered by analyzing the researcher diary (RD). In the qualitative analysis of the RD, three themes were covering 12 codes. The themes were: 1) The opinions of the researcher regarding the materials used, 2) The opinions of the researcher regarding the procedures followed and 3) The opinions of the researcher regarding the environment created. Three themes and 12 codes emerged as shown in Table 4.5.

Table 4.5: Themes, Codes and Data Sources Obtained from the Researcher's Overall Evaluation of the Teacher Development Program

Themes	**Codes**	**Frequency**	**%**
The opinions of the researcher regarding the materials used	-Interesting	2	33,4
	-Motivating	2	33,4
	- Practical	1	16,6
	-Affordable	1	16,6
Total		6	100
The opinions of the researcher regarding the procedures followed	- Encouraging	2	50
	- Informing	1	25
	- Applicable	1	25
Total		4	100
	-Relaxing	2	33,4

The opinions of the researcher regarding the environment created	- Enjoyable	1	16,6
	-Warm and lively	2	33,4
	- Friendly and comfortable	1	16,6
Total		6	100

4.4.1 The opinions of the researcher regarding the materials used

The RD was examined under Theme 1, the opinions of the researcher regarding the materials used, and the entries of the researcher including her evaluation of the materials used during the session were analyzed. Four codes emerged under this theme and all of them seemed to be positive and accordingly useful for the TDP. When the researcher's entries were evaluated, the materials were reflected as interesting, motivating, inspiring, practical, and affordable. According to Navarro (2015) in student-teacher education, teaching them how to design material is crucial. Materials are seen as fundamental to the language learning process yet they have to be personalized in order to become effective (Garton & Graves, 2014, p.11).

For example, in the first session of the TDP, the researcher used a powerpoint presentation and mentioned that it worked well and was capture participant teachers' attention:

> *"I had prepared a power point presentation to establish in the participant teachers a general understanding of the aims and the contents of the program. It worked well, the participants were interested in my presentation and also topic. They asked further questions." (S1)*

In the third session, the researcher put forward her ideas about the materials used. The role-play cards that were used in the session were regarded as interesting and motivating:

> *"I used two different materials and one of them was a role-play activity which tried to underline the differences between autonomous and non-autonomous behaviors. At the beginning of the session I began with a power point presentation on the characteristics of autonomous language learners. During the presentation, the participants often smiled and made comments on autonomous learners and their own students. Then, in the second part of the session they really enjoyed themselves during the role play exercise. They sometimes imitated some students*

in their classes. The role play cards were very interesting and motivating for the teachers. " (S3)

Another motivating material according to the researcher was in session five; a movie. By using a movie, the researcher aimed at creating a motivating ambiance and her diary entry revealed that she had reached her goal:

"Session five was very different from the other sessions. This time, my materials were a DVD, some cookies and popcorn. The participant teachers seemed very happy when they learned that we would watch a movie together. As they are working in a private school, they are always very busy and they need some break during this rush. The main idea of the movie and also the ambiance in the class really made them fell motivated. I could clearly understand this by looking at their faces."

According to the researcher, another positive contribution of materials used in this TDP was that they were really practical and affordable. These characteristics were really important for classroom materials because teachers did not always work in schools that are fully facilitated. Thus, using reachable materials were of great importance. The extracts in relation to the materials used are given below:

"At the beginning of the session I gave some handouts including theoretical information on learner autonomy. The handouts worked well because the participants concentrated on the written items and based on my observations, I can say that most of the participants underlined some parts on the handouts. Using handouts are really practical as they can be used both in the classroom and after the session, out of classroom." (S2)

"I used a power point presentation and some handouts as materials. These presentations made them fell more concentrated on the subject because I used some visuals which could awaken their interest. Handouts were also important because the participants can check them later when they need to remember something on the subject and also handouts are really cheap." (S6)

4.4.2 The opinions of the researcher regarding the procedures followed

The RD was examined under Theme 2, the opinions of the researcher regarding the procedures followed, and the entries of the researcher including her evaluation of the followed procedure throughout twelve sessions were analyzed. Three different codes emerged under this theme and all of them seemed to be positive and accordingly useful

for the TDP. When the researcher's entries were examined, it was seen that the sessions were perceived as encouraging, informing, and applicable.

This excerpt states that the session went perfectly and it has exceeded even the expectations of the researcher:

> *"For this session I cannot say anything that did not work well, everything came true as desired. Before the session I felt a bit stressed because I was not sure whether the teachers would be interested in the subject or not but all of my worries disappeared in this very first session. The plans for the future sessions were arranged beforehand. For the next session I did not need to make any changes. As far as I planned, in first four sessions I will give some brief theoretical information and for the other sessions activity suggestions and practices will be worked on." (S1)*

In this excerpt, the researcher said that a successful start to the program and high involvement from the participants made her feel more motivated after a few weeks:

> *"As a researcher in an ongoing action research, I was pleased to see that the participants of the TD program actively took part in the process. They did not see the program as an 'extra' part of their job. They took notes and asked questions throughout the whole session. After 3 weeks, I felt much more confident about my TDP and planned to talk more about my own experiences about learner autonomy in order to make participant teachers feel that they are not alone." (S3)*

In this excerpt, the researcher gives more information about the general theme of the TDP and her main aim. She also states that she is aware of the possible downsides of the general theme and says that she had taken preventions accordingly:

> *"So, this session required me to encourage teachers to try some new things in their classes to enable changes in the students' behaviors. I aimed at making them feel like their students. The educational systems all over the world may have some problems but it is always possible to do something by yourself. I also paid attention to prevent participant teachers feel guilty because the subject of this session was about them and it can make them feel stressed. Throughout the session I tried to make them realize their power as teachers and make them be able to use it." (S4)*

In the excerpt below, the researcher states that she had suggested new activities for the participant teachers to use in their classes and she was successful in capturing their attention:

> *"In session seven I continue to suggest some activities for participants in order to promote learner autonomy in their courses. Particularly, I emphasize the importance of the classroom environment and the changing roles in the classroom. After having a basic knowledge about learner autonomy, participants seemed to be interested in suggested activities." (S7)*

4.4.3 The opinions of the researcher regarding the environment created

The RD was examined under Theme 3, the opinions of the researcher regarding the environment created, and the entries of the researcher including her opinions about the environment created during the sessions were analyzed. Four different codes emerged under this theme and all of them seemed to be positive and accordingly useful for the TDP. When the researcher's entries were examined, it was seen that the environment created during the TDP was perceived as relaxing, enjoyable, warm and lively, friendly, and comfortable.

These notions are reflected in excerpts below:

> *"As far as I can see, the atmosphere of the classroom was very friendly and warm, the necessary equipment was ready to use. The participant teachers seemed to be eager to attend the program." (S1)*
>
> *"The classroom atmosphere created was friendly and comfortable. I felt that the participant teachers were not anxious. They were all eager to participate in the process. Most of the session went on like a sincere conversation among friends. Especially the part of the session that I asked for their experiences was very interesting both for me and the participants." (S2)*

She also mentions positive verbal feedbacks she has received during the sessions:

> *"In this session, some participants mentioned that they were happy to learn new things and it was good to know that somebody is interested in their problems. The atmosphere was very warm and lively." (S3)*

She mentions that she understands activities are more helpful when the participants are relaxed:

"This session ended in making comments on the movie. The participants felt relaxed and enjoyed. After this session they were ready to do some activities in their classes in order to foster learner autonomy." (S5)

The researcher mentions that she has beaten some of the prejudices the participants had about learner autonomy:

"At first, some participants were a bit desperate about the insufficiency of course hours and the curriculum but after suggesting possible solutions they seemed more relaxed and hopeful. Because the activities I recommended were not time consuming, they were not just a theory." (S7)

This section analyzed the fourth research question; "Is the researcher satisfied with the teacher development program regarding the materials used, the procedures followed and the environment created?". To analyze this question, the researcher diary (RD) has been examined. Three themes have been identified; the opinions of the researcher regarding the materials used, the opinions of the researcher regarding the procedures followed and the opinions of the researcher regarding the environment created. Regarding theme 1, four codes have been detected and these are interesting, motivating, practical, and affordable. If a program is to be successful, it has to be interesting in order to capture attention and it has to be motivating. However, if a program is not practical, teachers may not have time to implement it. Moreover, if it is not affordable, its success won't matter for teachers from poorer schools as they will never be able to implement it. In line with these arguments, the researcher is aware of these required characteristics of the TDP developed.

In the second theme, the opinions of the researcher regarding the procedures followed have been investigated. Three codes that were identified are encouraging, informing, and applicable. In order for the TDP to be successful, it needs to be encouraging. This changes regarding culture and socio-demographic features as some groups are more readily motivated while some require encouragement. Nevertheless, it is a fact that the participants have to be excited about the skills they will gain otherwise the program will be another chore for them. According to the encouraging code in the second theme, encouraging code was detected twice while other codes were detected once each. This underlines the researcher's understanding of the above notion. The code informing is more of an obvious one as any development program should be applicable otherwise there will never be development. Applicability is another crucial code as

unless the program is perceived as applicable, the education will be seen as purely theoretical and this would be uninteresting for in-service teachers.

The third theme is about the opinions of the researcher regarding the environment created. For the participants to be more open, motivated, and eager, the environment has to be suitable. Four codes have been identified regarding the environment and these are relaxing, enjoyable, warm and lively, and friendly and comfortable. Relaxing and warm and lively codes have been detected twice while others have been detected once. Since the participants are teachers with busy and stressful schedules, getting them into a relaxed mode in a ward environment is crucial. Also, an enjoyable environment is required to maintain involvement while a friendly and comfortable environment is required for open dialogue.

Any program that is applied is required to fit the trainees' needs. According to Glover & Law (1991), Blandford (2000), Dean (1991), and McLaughlin &Oberman (1996), some required features of a TDP can be identified. In summary, a TDP should be;

- Able to develop teachers professionally,
- Able to add to teachers' professional specialization,
- Able to strengthen teachers' professional values,
- Practical enough to be employed in a real-world context,
- Able to benefit teachers in the development of a more adaptable characteristic,
- Increasing work satisfaction,
- Informing teachers on the current developments in the profession,
- Providing support for schools that would want to implement new policies,
- Part of a developmental context (should not be a one-time event),
- Encouraging collaboration between teachers.

In line with the suggested characteristics of a TDP seen above, the codes regarding being practical, informing, and applicable can be seen in the researcher's diary. The emphasis on collaboration is in line with the code in the environment theme, friendly and comfortable since this type of environment is crucial for collaboration. Development in a professional context is given in such a TDP program and more information on that has been given in previous chapters.

5. CONCLUSION

Language learning is one of the fields in which the application of learner autonomy is the most common. Learner autonomy is a concept that is incompatible with the traditional teaching approach and therefore, the development of teachers via teacher development programs is required for its proper usage. Regarding the TDP design, these are the important points, according to Wideen& Andrew (1987);

- It has to be context-sensitive, TDP has to be designed according to the existing context, such as school culture (Dean (1991),
- Before the start of TDP desired knowledge has to be explained,
- Participation and collaboration have to be ensured,
- The program has to be an on-going one,
- The program should be reflective and analytic. In other words, it has to be in-depth and comprehensive,
- Identification and analysis have to be open for feedbacks of the participants (O'Sullivan et al, 1988),
- TDP has to contain applications that the participant teachers can replicate with their own students (O'Sullivan et al, 1988).

According to the first point, since the TDP used in this study is not an on-going school program, it aims at individual development, so this notion is not valid. However, the second point has been obeyed in this study as desired outcomes have been explained to participants beforehand. Regarding the third point, as it is a group study, the researcher has done everything she can to ensure teachers collaborate and learn to collaborate with others, as it is underlined in the setting of the environment. Regarding the fourth point, unfortunately, this is a one-time study so this point is not valid as well. Regarding the fifth point, as it is reflected by the qualitative analysis that has been presented here, subsequent to the twelve-week program, a comprehensive study has been conducted. Completely in line with the sixth point, as can be seen in the previous chapters, the feedback was carefully gathered from the participants for analysis and future implementation. And lastly, in the activities designed, replicability

has always been taken into account. All in all, the design and the way of conducting this study has been in line with the way literature suggests conducting TDP.While currently, language learning is vastly teacher-centered, there are some attempts towards applying more learner autonomy. Studies suggest that applying learner autonomy in language learning is beneficial for teachers' performance (Dam 2011; Serrano Sampedro 2008; Silva 2008). However, there is still a long way to go. Currently, the teacher is the ultimate authority in the classroom and he/she makes every decision. Meanwhile, learners act in a completely passive way, almost as knowledge 'containers' (Manzano Vázquez 2015). Our findings support this notion as participant teachers mostly do not even know what learner autonomy is, let alone applying it. Some researchers attribute this fact to the lack of teacher development programs on learner autonomy (Benson 2011; Jiménez Raya & Vieira 2008; Manzano Vázquez 2016). Currently, teacher education for autonomy (TEA) is gaining more and more focus.

In this study, a twelve-week teacher development program (TDP) has been applied to ten teachers and qualitative analysis has been made using the data gathered. According to the research questions asked, change in teachers' views on learner autonomy after the TDP, benefits of TDP on teachers regarding learner autonomy, participant teachers' satisfaction of the program, and researcher's satisfaction with the program have been evaluated.

For the evaluation of change of the participants in the views of learner autonomy, Autonomy Perception Questionnaire (APQ) and Course Evaluation Questionnaire (CEQ) have been used. According to the results, 5 of 10 teachers had no idea what learner autonomy is before the TDP and a further 3 had a wrong idea. After the TDP application, all of the teachers could give accurate answers about what learner autonomy is and few of them even gave detailed comprehensive answers. Therefore, TDP can be regarded as successful in gaining teachers the right conception about learner autonomy.

For the evaluation of the benefits of the TDP for the participant teachers, Participant Diaries (PD) have been utilized. Analysis has been made in two parts, professional development and professional action, and three themes were present for each part, with codes identified for each theme. The most frequent development achieved regarding professional development was pedagogical awareness and self-awareness, which can

be attributed to the participants' high readiness for these concepts due to them being teachers. There were also relatively small developments in willingness, capability, self-perception, and motivation. For the professional action part, most frequent developments have been achieved in pedagogical action related to self-directed professional action and capacity for self-directed teaching. There were also developments in capacity for promoting learner autonomy, free production, and self-directed learning to a smaller extent. In addition to this, an analysis comparing the gains in professional development and professional action has been made and it has been found that in 7 of the 10 sections of the program, professional action gains were more prominent than professional development gains. This can be attributed to teachers trusting their current knowledge to implement learner autonomy applications or them being more interested in gaining practical knowledge.

For the evaluation of participants' satisfaction withthe TDP, the Course Evaluation Questionnaire (CEQ) has been used. It has been seen that 4 out of 10 participants were expecting to gain practical knowledge from the TDP which they can then use to better their teaching practices. 2 of them were looking to gain awareness on learner autonomy. Rest did not expect anything particular. After the TDP, participant satisfaction has been evaluated. Results show that every participant was satisfied with the program and there were not any participants stating that they were dissatisfied. Lastly, in order to further analyze the participant satisfaction and better the TDP application in the future, participants have been asked about their suggestions on the program. 7 out of 10 participants have said that the program was useful enough and they had no suggestions. There were three suggestions; focusing more on school problems, adding more visuals, and performing a demo lesson. These can be evaluated as possible implications for further research and application.

For the evaluation of the researcher's satisfaction with TDP, Researcher Diary (RD) has been used. The researcher has made comments about the materials used, procedures followed and environment created. Regarding materials, she has underlined the features of being interesting, motivating, practical, and affordable. Regarding procedures she has underlined the features of being encouraging, informing, and applicable. Regarding the environment created she has underlined the features of being relaxing, enjoyable, warm and lively and friendly and comfortable.

These features have been shown to be in-line with what the literature emphasizes how a TDP should be designed and implemented.

In conclusion, this research has applied a TDP program on 10 teachers for 12 weeks and has conducted qualitative research on them. According to the results, the TDP program can be seen as successful in improving teachers' conceptions on learner autonomy, and has contributed to various areas especially in pedagogical awareness and self-awareness for professional development and self-directed professional action and capacity for self-directed teaching for professional action. It may even be stated that the TDP used in this study can be used for application in schools, perhaps on a wider scale and in a continuous manner. Feedback gathered from the participants gives valuable insight into how the program can be improved further.

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APPENDICES

APPENDIX A: Permission Letter Taken from the Institute of Social Sciences of İstanbul Aydın University

APPENDIX B: Permission Letter Taken from the Samsun Directorate of NationalEducation

APPENDIX C: Consent Form

APPENDIX D: Participant Diary

APPENDIX E: Researcher Diary

APPENDIX F: Course Evaluation Questionaire

APPENDIX G: Autonomy Perception Questionaire

APPENDIX H: Personal Information Form

APPENDIX K: A Draft of 12-weeks training on Teacher Development Program on Learner Autonomy prepared by the researcher.

APPENDIX A: Permission Letter Taken from the Institute of Social Sciences ofİstanbul Aydın University

Evrak Tarih ve Sayısı: 12/06/2018-3257

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : 54167746-044
Konu : Esen GENÇ'in Anket İzni Hk.

T.C.
SAMSUN VALİLİĞİ
İl Milli Eğitim Müdürlüğü

İlgi : 11/06/2018 tarihli ve 12284 sayılı yazı.

Üniversitemiz Sosyal Bilimler Enstitüsü ***Y1514.620012*** numaralı İngiliz Dili ve Edebiyatı (İng.) Anabilim Dalı İngiliz Dili ve Edebiyatı doktora programı öğrencilerinden ***Esen GENÇ***'in "***FOSTERING LEARNER AUTONOMY: AN IN-SERVICE TEACHER DEVELOPMENT PROGRAM FOR ENGLISH LANGUAGE TEACHERS***" adlı tez çalışması gereği "***Learner Autonomy Perception Questionaire***" ile ilgili anketi Samsun Milli Eğitim Müdürlüğü ve Samsun Sınav Koleji'ne uygulamak istemektedir.

Adı geçen Doktora öğrencisine yapacağı anket çalışmaları için izin verilmesini saygı ile arz ederim.

e-imzalıdır
Prof. Dr. Yadigar İZMİRLİ
Rektör

Ek:Esen GENÇ_in Anket Onay Hk. (Elden Takip)_1 (28 sayfa)

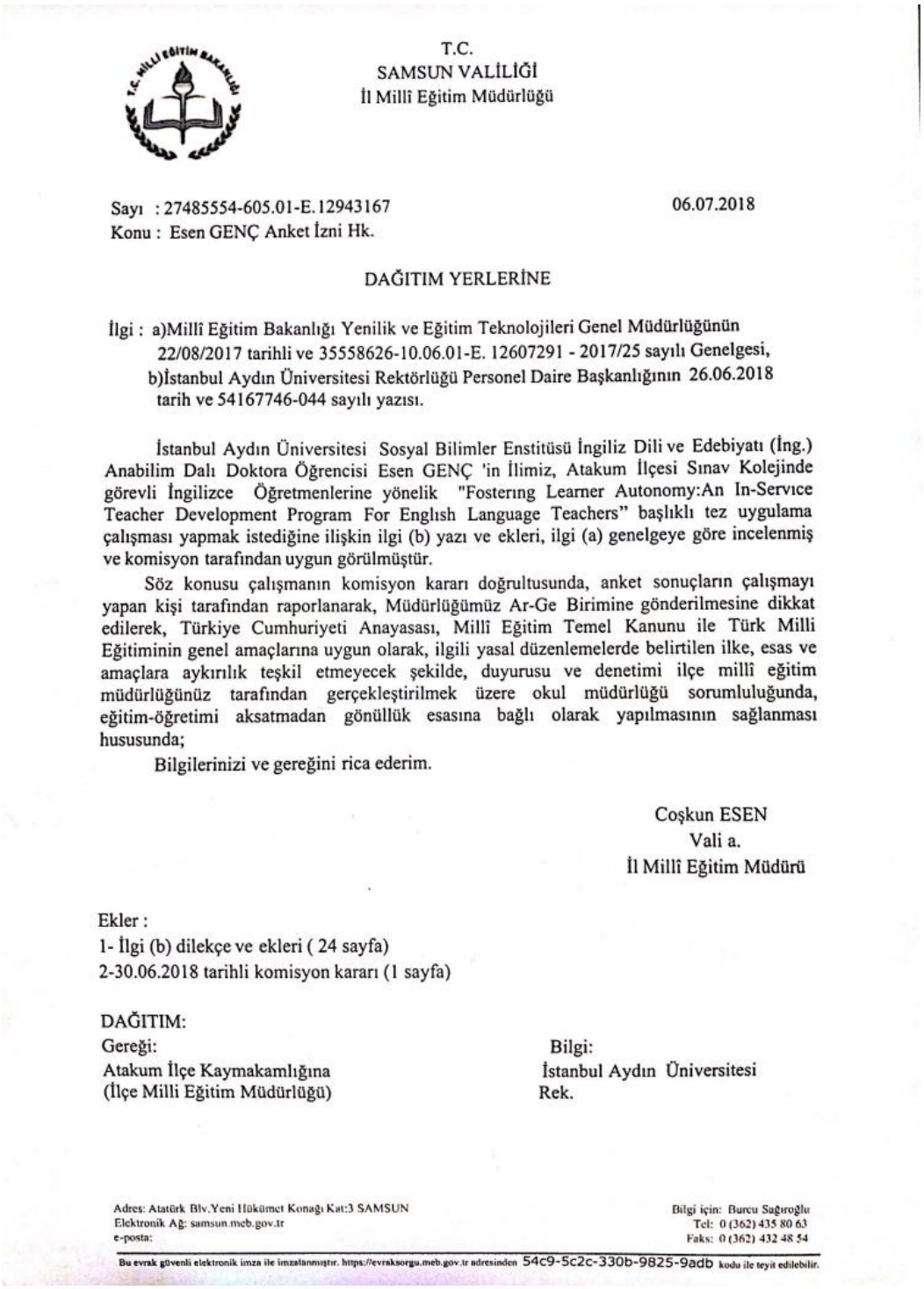
Evrakı Doğrulamak İçin : https://evrakdogrula.aydin.edu.tr/enVision.Dogrula/BelgeDogrulama.aspx?V=BEAM2U99

Adres:Beşyol Mah. İnönü Cad. No:38 Sefaköy , 34295 Küçükçekmece / İSTANBUL
Telefon:444 1 428
Elektronik Ağ:http://www.aydin.edu.tr/

Bilgi için: Eda ÖZDEMİR
Unvanı: Uzman Yardımcısı

Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır

APPENDIX B: Permission Letter Taken from the Samsun Directorate of National Education



T.C.
SAMSUN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 27485554-605.01-E.12943167 06.07.2018
Konu : Esen GENÇ Anket İzni Hk.

DAĞITIM YERLERİNE

İlgi : a)Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 22/08/2017 tarihli ve 35558626-10.06.01-E. 12607291 - 2017/25 sayılı Genelgesi,
b)İstanbul Aydın Üniversitesi Rektörlüğü Personel Daire Başkanlığının 26.06.2018 tarih ve 54167746-044 sayılı yazısı.

İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Edebiyatı (İng.) Anabilim Dalı Doktora Öğrencisi Esen GENÇ 'in İlimiz, Atakum İlçesi Sınav Kolejinde görevli İngilizce Öğretmenlerine yönelik "Fostering Learner Autonomy:An In-Service Teacher Development Program For English Language Teachers" başlıklı tez uygulama çalışması yapmak istediğine ilişkin ilgi (b) yazı ve ekleri, ilgi (a) genelgeye göre incelenmiş ve komisyon tarafından uygun görülmüştür.

Söz konusu çalışmanın komisyon kararı doğrultusunda, anket sonuçların çalışmayı yapan kişi tarafından raporlanarak, Müdürlüğümüz Ar-Ge Birimine gönderilmesine dikkat edilerek, Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek şekilde, duyurusu ve denetimi ilçe millî eğitim müdürlüğünüz tarafından gerçekleştirilmek üzere okul müdürlüğü sorumluluğunda, eğitim-öğretimi aksatmadan gönüllük esasına bağlı olarak yapılmasının sağlanması hususunda;

Bilgilerinizi ve gereğini rica ederim.

Coşkun ESEN
Vali a.
İl Millî Eğitim Müdürü

Ekler :
1- İlgi (b) dilekçe ve ekleri (24 sayfa)
2-30.06.2018 tarihli komisyon kararı (1 sayfa)

DAĞITIM:
Gereği:
Atakum İlçe Kaymakamlığına
(İlçe Milli Eğitim Müdürlüğü)

Bilgi:
İstanbul Aydın Üniversitesi
Rek.

Adres: Atatürk Blv.Yeni Hükümet Konağı Kat:3 SAMSUN
Elektronik Ağ: samsun.meb.gov.tr
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Bilgi için: Burcu Sağıroğlu
Tel: 0 (362) 435 80 63
Faks: 0 (362) 432 48 54

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 54c9-5c2c-330b-9825-9adb kodu ile teyit edilebilir.

APPENDIX C: Consent Form

CONSENT FORM

I participate in the 'Fostering Learner Autonomy English Teacher Development Program' with my own free will and give my consent to Esen Genç to use the data emerging from the interviews and from my diary to publish for any scientific purpose as long as I remain anonymous.

Name/Surname:

Signature

APPENDIX D: Participant Diary

Participant Diary

1- What have I learned?

2- What can I do with what I have learned with my students in my classes?

APPENDIX E: Researcher Diary

1. What worked well?

-The materials used?

-The procedures followed?

-The classroom atmosphere created?

2. What did not work well?

3. What are my plans for future courses?

4. What changes can I make to improve the in-service TD program?

APPENDIX F: Course Evaluation Questionaire

COURSE EVALUATION QUESTIONAIRE

1. What were your expectations at the beginning of the program?

2. Did the program meet with your needs?

3. Could this program be conducted better? How?

4. Did the program result in a change in your conceptions of learner autonomy?

5. Did the program provide you new ideas for fostering learner autonomy in your classes?

APPENDIX G: Autonomy Perception Questionaire

AUTONOMY PERCEPTION QUESTIONAIRE

1- What do you think learner autonomy is?

2- Do you do any activities in your classes in order to develop it?

APPENDIX H: Personal Information Form

PERSONAL INFORMATION FORM

Gender:

Age:

Years of Experience:

APPENDIX K: A Draft of 12-weeks training on Teacher Development Program on Learner Autonomy prepared by the researcher.

Session One: An Orientation to the Program and Giving Brief Information about the Concept of 'Autonomy'

Aims:

The aim of the very first session was to establish in the participant teachers a general understanding of the aims and the contents of the program.

The aims can be enlisted as in the following:

1. To find a common ground for the time of the sessions.
2. To give detailed information about the contents of the teacher development program
3. To fill-in a personal form for the participants including the information of their gender, age and years of experience
4. To apply the 'Autonomy Perception Questionnaire' (see Appendix A)

Materials Used:

1- A power point presentation to establish in the participant teachers a general understanding of the aims and the contents of the program. (Burns,2010; Richards and Farrell,2005)

2- Autonomy Perception Questionnaire to determine the participants' perception of the concept.

3- A personal form to elicit demographic information about the participants.

Procedures:

1. Determining the schedule for the program with the participants.
2. Explaining the content of the program in details.
3. Receiving participants' comments and expectations on the program.
4. Application of the Autonomy Perception Questionnaire.

Session Two: An Introduction to 'Learner Autonomy' and Its Role in Language Teaching

Aims:

The aims of this session were listed as in the following:

1- To make a detailed definition of learner autonomy.
2- To indicate the role of learner autonomy in language teaching.
3- To determine the current situation of language teaching process of the participant teachers in terms of learner autonomy.

Materials Used:

1- Handouts including theoretical information on learner autonomy (Benson, 2011; Holec,1981; Little,1991; Dickinson, 1987; Candy; 1988; Frieire, 1996; Salmon, 1998; Esch,1996).

Procedures:

1- Making a detailed definition of learner autonomy.
2- Explaining its roles and effects on language teaching.
3- Receiving participants' comments on the current situation of learner autonomy in language teaching process.
4- Asking the participants if they had any problems in their classes resulted from the lack of learner autonomy.

Session Three: Drawing an Autonomous Language Learner Profile

Aims:

The aims of this session were listed as in the following:

1- To draw an autonomous language learner profile.
2- To arouse the participant teachers' interest on autonomous learner behaviors in their classes.

Materials Used:

1- A power point presentation on characteristics of autonomous language learners. (Benson,2011; Benson&Cooker,2013)
2- Role play cards designed by the researcher were handed out to the participants in order to reflect the differences between autonomous and non-autonomous behaviors in language classes.

Procedures:

1- Making a list for the characteristics of autonomous language learners.
2- Discussing the important points after watching the presentation.
3- Performing the roles in the role play cards and receiving the participants' comments on these roles.
4-Asking the participants' ideas about integrating these role play cards in their own classes.

Session Four: Expressing the Importance of Teachers in Developing Learner Autonomy

Aims:

The aims of this session were listed as the following:

1- To raise an awareness in the participants about the role of teachers in learner autonomy.
2- To inform participants about the term 'teacher autonomy'.

Materials Used:

1- A power point presentation on teacher autonomy was used to make a clear definition of the term. (Balçıkanlı, 2010; Benson, 2000; De Vries and Kohlberg, 1987; Huang, 2006; Little, 1995; Smith, 2000; Yang, 1998)

Procedures:

1- Discussing the role of teachers in learner autonomy.
2- Making a definition of teacher autonomy and its relationship with learner autonomy.
3- Discussing on the applicability of teacher autonomy in language learning process.
4- Exchanging opinions using participants' pre-existing experiences about the subject.
5- Making suggestions on developing an autonomous classroom atmosphere.

Session Five: Watching a Movie on the Role of The Teachers in Learner Autonomy

Aims:

The aim of this session was the following:

1- To help participants to uncover their ideas on their roles in fostering learner autonomy in class.

Materials Used:

1- The movie ‘Freedom Writers’ (Directed by Richard La Gravenese)

Procedures:

1- Watching the movie ‘Freedom Writers’.
2- Discussing the role of the teacher in the movie.
3- Discussing the methods the teacher used in the movie in order to foster learner autonomy in her classes.
4- Making comments on the results she (the teacher) obtains at the end of the movie.

Session Six: Introducing the Possible Ways of Fostering Learner Autonomy in Language Classes: Action Research

Aims:

The aims of this session were listed as the following:

1- To suggest some activities to foster learner autonomy.
2- To inform participant teachers about the details of action research.
3- To encourage the participant teachers for implementing a small-scale action research in their own classes.

Materials Used:

1- A power point presentation on action research including examples.
2- Handouts for participants to provide detailed information on action study.

Procedures:

1- Discussing the main steps of action research.
2- Discussing its relation with fostering learner autonomy in language classes.
3- Making connections with the ongoing teacher development program and implementation of an action study.
4- Exchanging opinions using participants' pre-existing experiences about the subject.
5- Making suggestions on applicable action studies in the participants' own classes.
6- Planning an action research for each participant teacher.

Session Seven: Suggesting Some Activities for Participants in order to Promote Learner Autonomy in Their Courses: The Classroom Environment and the Changing Roles in the Classroom

Aims:

The aims of this session were listed as the following:

1- To make participant teachers aware of their power in creating a learner-centered course.
2- To suggest some activities to do in the participant teachers' classes to create.
3- To suggest some physical arrangements in their classes in order to promote co-working.

Materials Used:

1- A power point presentation including activities for promoting learner autonomy. (Dam; 2011)

Procedures:

1- Discussing what characteristics an autonomous classroom should have.
2- Introducing the possible ways of creating learner- centered classroom environment both physically and mentally.
4- Exchanging opinions using participants' pre-existing experiences about the subject.
5- Suggesting some activities for learner-centered classrooms.
6- Doing a group work to foster teacher autonomy in the participant teachers.

Session Eight: Suggesting Some Activities for Participants in order to Promote Learner Autonomy in Their Courses: Learner-Centered Course Planning

Aims:

The aims of this session were listed as the following:

1- To suggest some activities to foster learner autonomy in the planning session of the course.
2- To do some autonomy fostering activities with the participants teachers.
3- To encourage the participant teachers for creating learner-centered learning environment in their courses by planning the curriculum within the possibilities of the institutional context.

Materials Used:

1- Handouts including tips for suggested activities.

Procedures:

1- Discussing the main steps of fostering learner autonomy in a language class.
2- Discussing the main problems teachers face about planning their courses.
3- Introducing the possible ways of integrating learners into the planning of their learning process.
4- Exchanging opinions using participants' pre-existing experiences about the subject.
5- Suggesting some activities for planning and motivation in order to foster learner autonomy in their courses.
6- Doing some activities in order to make teachers to look from the learners' perspectives.

Session Nine: Suggesting Some Activities for Participants in order to Promote Learner Autonomy in Their Courses: Authenticity in the Classroom

Aims:

The aims of this session were listed as the following:

1- To reflect the importance of authenticity in fostering learner autonomy.
2- To evaluate the authenticity of currently used course materials by the participant teachers.
3- To suggest some ways of integrating authenticity into their courses.

Materials Used:

1- A power point presentation on authenticity in learner autonomy.
2- A sample lesson plan for a course designed to foster learner autonomy.

Procedures:

1- Discussing the importance of authenticity in promoting learner autonomy and the relation between these two terms.
2- Discussing the authenticity of the course materials from an intuitional perspective.
3- Discussing the possible ways of making language courses more authentic.
4- Analyzing the sample lesson plan.
5- Preparing a similar lesson plan in groups within the possible restrictions of the current curriculum.

Session Ten: Suggesting Some Activities for Participants in order to Promote Learner Autonomy in Their Courses: Reflection and Evaluation

Aims:

The aims of this session were listed as the following:

1- To introduce the ways of reflection and evaluation in an autonomous classroom.
2- To evaluate the current evaluation methods.
3- To suggest some techniques to promote learner autonomy in terms of reflection and evaluation.

Materials Used:

1- Handouts including materials for self-evaluation. (Learner diaries, logbooks, portfolios)

Procedures:

1- Discussing the applicability of self-evaluation in participant teachers' own classes.
2- Suggesting possible ways for establishing a reflective course.
3- Discussing the self-evaluation materials' effectiveness.

Session Eleven: Dealing with the Possible Problems in Creating an Autonomous Learning Environment

Aims:

The aims of this session were listed as the following:

1- To discuss the possible problems in promoting autonomy in a traditional educational context.
2- To discuss the ways of overcoming these problems.

Materials Used:

1- Handouts to be filled by the participants.

Procedures:

1- Exchanging opinions using participants' pre-existing experiences about the possible problems.
2- Discussing the ways of overcoming these problems.
3- Suggesting some strategies to overcome these problems.

Session Twelve: Application of the Course Evaluation Questionnaire to the Participants and a General Evaluation of the Program

The last session was designed as an overall evaluation of the teacher development program. This twelve-week study formed a basis among the participant

teachers. The Course Evaluation Questionnaire was filled by all of them and their ideas about the program were discussed orally.

RESUME

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