

AN INVESTIGATION OF LEARNER AUTONOMY AND STRATEGIES FOR
COPING WITH SPEAKING PROBLEMS IN RELATION TO SUCCESS IN
ENGLISH SPEAKING CLASSES

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
THE DEPARTMENT OF
ENGLISH LANGUAGE TEACHING

AUGUST 2008

Approval of the Graduate School of Social Sciences

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ABSTRACT

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August 2008, 114 pages

The present study was conducted at Dumlupınar University, Department of Foreign Languages Preparatory Classes to investigate the relationship between degrees of learner autonomy, use of strategies for coping with speaking problems and success in speaking class of the participants.

To determine the degree of correlation among degree of learner autonomy, use of strategies for coping with speaking problems and success in speaking class, 102 participants were distributed a questionnaire. The questionnaire asked the participants to self report the strategies they use when they have problems during speaking English and also to report their degree of learner autonomy as an English language learner by choosing one of the items on the questionnaire. Following the completion of the questionnaire the quantitative data analysis method was performed via SPSS (Statistical Package of Social Sciences) 13.0 by conducting ANOVA and MANOVA tests and some descriptive statistics.

As a result, the results of the study revealed that learners with low speaking grades are worse than learners with high speaking grades during the use of strategies for coping with speaking problems on the whole. Similarly, learners with low speaking grades also reported themselves as less autonomous when compared to high proficiency learners of English, although the difference is not significant between the group of learners in average speaking grade level and high grade level.

Keywords: Learner Autonomy, Strategies for Coping with Speaking Problems in English

ÖZ

ÖĞRENEN ÖZERKLİĞİNİN VE KONUŞMADA YAŞANAN GÜÇLÜKLERLE BAŞA ÇIKMA STRATEJİLERİNİN İNGİLİZCE KONUŞMA DERSLERİNDEKİ BAŞARIYLA İLİŞKİLİ OLARAK İNCELENMESİ

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Tez Yöneticisi: Doç. Dr. Gölge Seferoğlu

Ağustos 2008, 114 sayfa

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Sonu olarak, alıřmanın sonuları konuřma notu dūřuk olan oērenci grubunun, konuřma notu yūksek olan oērenci grubuna gōre konuřmada yařanan gūlūklerle bařa ıkma stratejilerinin kullanımında da dūřuk deēerler verdiēi gōzlenmiřtir. Benzer řekilde, ankete verilen cevaplardan notu dūřuk olan oērenci grubunun aynı zamanda konuřma notu yūksek olan oērenci grubuna gōre kendilerini daha az otonom (ōzerk) olarak ifade ettikleri sonucu ıkmıřtır. Bununla beraber, bu farklılık, konuřma notu orta derecede olan grupla konuřma notu yūksek olan oērenci grubu arasında aynı derecede ıkmamıřtır.

Anahtar Kelimeler: Őērenen Őzerkliēi, İngilizce konuřmada yařanan gūlūklerle bař etme stratejileri

To my parents and my beloved Can

ACKNOWLEDGMENTS

I wish to express my deepest gratitude to my supervisor Assoc. Prof. Dr. Gölge Seferođlu for her guidance, advice, criticism, encouragements and insight throughout the research process. I am grateful to her because she was much more than a supervisor, with her endless support, warmth and motivation that she gave me during the long and depressing times of writing my thesis.

I would also like to thank Research Assistants İhsan Genç and Emre Özel for their endless patience and their help with statistical calculations.

Besides, I would also like to thank Instructor Suzan Yıldırım for helping me with the administration of the questionnaires.

My beloved friends Nükhet Ergün and Zeynep Şengül have always increased my personal courage all along the process of the writing of my thesis.

The students who had participated in the study also deserve appreciation for allotting their times.

It is a duty to thank my invaluable family members Kadriye, Bünyamin and Yücel Gökğöz for their continuous support and belief in me.

Finally, my beloved husband, Can Kurt, was always caring and considerate. I owe each and every word of this thesis to him for his never ending tolerance, help, kindness and understanding throughout writing my thesis.

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGEMENTS.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xvi
CHAPTER	
I. INTRODUCTION	
1.0. Presentation.....	1
1.1. Background to the Study.....	1
1.2. Purpose of the Study.....	2
1.3. Research Questions.....	3
1.4. Significance of the Study.....	3
1.5. Definition of key terms.....	3
II. REVIEW OF LITERATURE	
2.0. Presentation.....	5
2.1. Autonomy Concept and Strategy Use in a Framework of Language	

Teaching and Learning.....	5
2.1.1. Definitions of Learner Autonomy.....	5
2.1.2. Descriptions of Autonomous Learner.....	8
2.2. Autonomy Concept within a Broader Framework: Past & Present	11
2.3. Fostering Autonomy in Language Classrooms.....	15
2.3.1. Reasons for Learner Autonomy in Language Classrooms.....	15
2.3.2. Conditions for Learner Autonomy in Language Classrooms.....	17
2.3.3. Approaches to Fostering Autonomy in Language Classrooms.....	18
2.3.3.1. Resource-based Approaches.....	19
2.3.3.2. Technology-based Approaches.....	19
2.3.3.3. Teacher-based approaches.....	20
2.3.3.4. Classroom-based approaches.....	21
2.3.3.5. Curriculum-based approaches.....	22
2.3.3.6. Learner-based approaches.....	23
2.4. Strategy Use in Language Learning	24
2.4.1 Definitions of Language Learning Strategies.....	25
2.4.2. Foreign Language Learning and Use Strategies.....	28
2.4.3. Communication Strategies.....	29
2.5. Summary of Literature Review	35
III. METHOD	
3.0. Presentation.....	37
3.1. Overall Design of the Study.....	37
3.2. Participants.....	38

3.3. Research Questions.....	42
3.4. Instruments.....	42
3.4.1. Pilot Study.....	45
3.4.1.1. Oral Communication Strategy Inventory.....	45
3.4.1.2. Questionnaire on Learner Autonomy.....	46
3.5. Data Collection Procedure.....	48
3.6. Data Analysis.....	49
3.7. Limitations of the Study.....	49
 IV. RESULTS	
4.0. Presentation.....	50
4.1. Data Analysis- Oral Communication Strategy Inventory Strategies for Coping with Speaking Problems.....	50
4.1.1. Relationship between OCSI-Strategies for Coping with Speaking Problems and the Speaking Grade Level.....	50
4.1.2. Statistical Differences between Different Groups of Speaking Grade Level.....	56
4.1.3. Analysis of Questionnaire Items.....	58
4.2. Data Analysis - Questionnaire on Learner Autonomy.....	66
4.2.1 Relationship between Reported Degree of Learner Autonomy and Speaking Grade Level of the Students.....	66
4.2.2. Analysis of the Questionnaire Items.....	68
4.3. Discussion of the Results.....	81
 V. CONCLUSION	
5.0. Presentation.....	85

5.1. Summary of the Study.....	85
5.2. Summary of the Findings.....	87
5.3. Implications for ELT.....	87
5.4. Suggestion for Further Research.....	89
REFERENCES.....	90
APPENDICES	
A. QUESTIONNAIRE TO INVESTIGATE THE LEARNER AUTONOMY OF THE SUBJECTS.....	95
B. ORAL COMMUNICATION STRATEGY INVENTORY QUESTIONS OF THE SURVEY-SPEAKING PART	98
C. THE RESEARCH TOOL-BEFORE PILOTING.....	99
D. THE RESEARCH TOOL-AFTER PILOTING.....	105
E. MULTIPLE COMPARISONS OF DEPENDENT VARIABLE OF THE SCORES OF OCSI-SPEAKING PART OF THE QUESTIONNAIRE....	110
F. MULTIPLE COMPARISONS TEST OF QUESTIONNAIRE ON LEARNER AUTONOMY.....	113

LIST OF TABLES

TABLES

Table 2.1 Definitions of Language Learning Strategies.....	25
Table 3.1 Distribution of the percentages of the courses in the calculation of the final grade.....	40
Table 3.2 Percentages of Speaking and Listening Course Evaluation.....	40
Table 3.3 Correlation between the SILL and the OCSI.....	44
Table 4.1 Mean Scores of Questionnaire Items for Each Speaking Grade Level	51
Table 4.2 Results of Multivariate Analysis Tests for OCSI Speaking Part.....	57
Table 4.3 Results of Test of Between-Subjects Effects	58
Table 4.4 Results of Homogenous Subsets Test for questionnaire item Q1.....	59
Table 4.5. Results of Homogenous Subsets Test for questionnaire items Q3 Q4, Q8, Q9, Q10, Q15, Q16 and Q25.....	61
Table 4.6 Results of Homogenous Subsets Test for Questionnaire item Q5.....	63
Table 4.7 Results of Homogenous Subsets Test for Questionnaire items Q7, Q11, Q 14, Q 19, Q 20, Q 24, and Q 26.	64
Table 4.8 ANOVA Results for Questionnaire on Learner Autonomy.....	67
Table 4.9 Homogenous Subsets Results for questionnaire item Q1.....	68
Table 4.10 Homogenous Subsets Results for questionnaire item Q2.....	69
Table 4.11 Homogenous Subsets Results for questionnaire item Q4.....	70
Table 4.12 Homogenous Subsets Results for questionnaire item Q8.....	71

Table 4.13 Homogenous Subsets Results for questionnaire item Q9	72
Table 4.14 Homogenous Subset for Questionnaire Item Q3.....	77
Table 4.15 Homogenous Subset for Questionnaire Item Q5.....	78
Table 4.16 Homogenous Subset for Questionnaire Item Q6.....	78
Table 4.17 Homogenous Subset for Questionnaire Item Q15.....	79
Table 4.18 Homogenous Subset for Questionnaire Item Q17.....	80
Table 4.19 Factors and codes of corresponding questionnaire items in the current study.....	83

LIST OF FIGURES

FIGURES

Figure 2.1 Major influences on the theory of autonomy in language learning.....	12
Figure 2.2 Autonomy in language learning and related areas of practice.....	18
Figure 3.1 Visual Illustration of Gender Distribution.....	38
Figure 3.2 Visual Illustration of Age Group Distribution.....	39
Figure 3.3 Descriptions of Speaking & Listening Final Course Grade.....	41
Figure 4.1 Mean plots for Questionnaire Item Q12	73
Figure 4.2 Mean plots for Questionnaire Item Q16.....	74
Figure 4.3 Mean plots for Questionnaire Item Q18.....	75
Figure 4.4 Mean plots for Questionnaire Item Q21.....	76

CHAPTER I

INTRODUCTION

1.0. Presentation

This chapter starts with the background information to the study carried out, together with the purpose of the study. It also states the research questions and points out the significance of the study in addition to limitations of the study. Finally, definitions of the terms used in the study are supplied.

1.1. Background to the study

The dynamic field of language learning and teaching has been taking many steps forward in accordance with the pivotal advancements in technology and economical and political situations on the world. Theories, strategies and practices of language teaching and learning in the recent decades are subject to change in a way to focus more on the communicative, functional and individual aspect of language. The thing that matters in the current trend is the individual so; the teacher and the learner roles seem to be reassigned. (Little, 1991, Benson & Voller, 1997 as cited in Thanasoulas, 2000) All these novelties have their roots in Communicative Approach (Communicative Language Teaching). As communicative language teaching (CLT) suggests, in communicative activities there is supposed to be a desire to communicate, a communicative purpose, no teacher intervention, and no materials control. The level of teacher intervention is kept at minimum level during communicative activities however the teacher is to promote the use of communicative language by giving immediate answers to the students in the

relatively uncontrolled conversations (Harmer, 2001). As is seen, to a certain extent similar theories and practices in the classroom go hand in hand in the recent decades, supporting each other to a certain extent. Learner autonomy is one of those relatively recent and much debated concepts as scholars have difficulty in defining and applying it. The difficulty of the concept is actually correlated with the difficulty of breaking habits. Teachers as well as learners are having difficulty in reassigning the roles of actors in a classroom. When we consider the fact that much of the learning takes place outside the formal setting, then it can be stated that the learners are not accustomed to be in the center of their own learning. Therefore, at this very point, there arises a problem to be solved. To what extent the students in the classroom are aware of the role of autonomy and strategy use while they speak in English.

1.2. Purpose of the Study

The purpose of this study in question is to find out the degree of autonomy of the participants as language learners and correlate them with the results of the use of the strategies applied by the students while coping with the speaking problems they face in the foreign language they learn. In addition to that, students' cumulative grades in their speaking exams throughout the year will be correlated with the variables mentioned. Therefore, the relationship between speaking coping strategies, degree of autonomy, and speaking grade levels will be investigated. The result will demonstrate us whether there is a direct relationship between those variables. Basic purposes of the study may be shortened as follows:

1. Understanding the students' level of autonomy and strategies they apply while coping with speaking problems.
2. Enlightening teachers and other scholars about the degree of relationship between speaking grade levels of the students with their reported degree of autonomy and coping strategy use during speaking.

1.3. Research Questions

The study investigates the following research questions:

1. Is there a correlation between reported use of strategies for coping with speaking problems, reported degree of autonomy and the speaking class grade levels of the students?
 1. a Is there a correlation between reported degree of autonomy and speaking grade levels of the students?
 1. b Is there a correlation between reported use of strategies for coping with speaking problems and speaking grade levels of the students?
2. To what extent do reported degree of autonomy and reported use of strategies for coping with speaking problems explain speaking grade levels of the students?

1.4. Significance of the study

The study bears importance in that there have not been many studies conducted evaluating autonomy, coping strategies in speaking and success in English speaking classes of the student at the same time. With a need to investigate these two factors a questionnaire was designed. The results of the study may offer new insights to teachers and other scholars in evaluating many aspects of language learning and teaching indifferent ways and inspire them to widen the spectrum of language learning areas.

1.5. Definition of key terms

Learner Autonomy: The ability to take charge of one's own learning, which is specified as to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning (Holec, 1981, p. 3).

Oral Communication Strategy Inventory (OCSI): A two-part questionnaire which was developed by Nakatani (2006) for measuring the strategy use of the participants for coping with speaking and listening problems while communicating in English.

Strategies for Coping with Speaking Problems: The strategies speakers apply when they encounter some difficulties during speaking. Using gestures and facial expressions when speakers cannot communicate the message, giving more examples to clarify themselves can be counted as examples (Nakatani, 2006).

Strategy Inventory for Language Learning (SILL): An inventory investigating the strategy use of the respondents during learning languages (Oxford, 1990).

CHAPTER II

REVIEW OF LITERATURE

2.0. Presentation

In this chapter, literature relevant to the study in question will be presented. First, the concept of autonomy will be defined and described. Then, before ways of fostering autonomy were discussed, the concept will be handled within a historical framework. Finally, the learner autonomy concept will be discussed in increasing the use of strategies for coping with speaking problems.

2.1. Autonomy Concept and Strategy Use in a Framework of Language Teaching and Learning

2.1.1. Definitions of Learner Autonomy

The field of language learning and teaching is subject to change itself in accordance with the changes especially in the world politics and economics as these two issues act as the main decision-making mechanisms in people's daily lives. Therefore, as Gremmo and Riley (1995) puts it, the first interest in the concept of autonomy in language education is partially a response to ideals and prospects which came out as a result of political tumult in Europe in 1960s (as cited in Benson, 2001; p. 7). According to Holec (1981), at those times Western countries had taken a long way in industrialization and they were being characterized by "social progress" rather than the amount of materials they produce. Therefore, the focus was more on increasing the standards of living, which would inevitably bring about respect for human beings

and individualization (p. 1, as cited in Benson, 2001; p. 8). The concept came into being through the Council of Europe's Modern Languages Project, which was first formed in 1971. Its initial purpose was more related to adult learners and lifelong learning. Additionally, the project was specifically affected by self-directed learning, which was receiving greater attention every other day. Within the area of self-directed learning, autonomy made its way as "the capacity to take charge of one's own learning" as in the highly popular definition of Holec's (1981, p. 3 as cited in Lee, 1998). Actually it was regarded as an accepted product of the practice of self-directed learning, or as type of learning where the objectives, progress and evaluation are monitored by the learners themselves (ibid, p. 8). To Trebbi (1996), this definition of "taking charge of one's own learning" is noting but "a tautology as no learning takes place unless the learner is in charge; it is a prerequisite of learning" (cited in Fenner, 2000, p. 79). In addition to that, similar to the definition of Holec (1981), Pemberton (1996) defines the term self-directed learning as "the techniques used in order to direct one's own learning" (p. 3, as cited in Lee, 1998). However, he points out that although Holec (1981) and himself describes the term autonomy as "the ability to take charge of one's own learning" (p. 3, as cited in Lee, 1998) it is sometimes used interchangeably with self direction by some scholars.

Additionally, Pemberton is on the same terms with Holec's definition which means that the word autonomy is a capacity, while self-directed learning is a way of organizing learning (p. 3, as cited in Lee, 1998). However, the word "capacity" and its definition need further explanation at this very point. As Holec (1981) puts it, there are three key components in this definition. The first and the to-the-point one is that there is "a dual emphasis on the *ability* to carry out autonomous learning and on the learning structures that allow the *possibility* of developing and exercising that ability" (p. 6 as cited in Benson 1996, p. 29). This explanation demonstrates that what are emphasized here is the ability and the possibility. In other words, the learner is not necessarily expected to have but rather expected, or supposed to have the capacity to play an autonomous role in the classroom in order to improve himself or

herself. As is suggested, the capacity and readiness of the learners to undertake such responsibility is not innate and also this is not something which should be fostered and gained through formal learning environments (Holec, 1981, cited in Chan, 2001, p. 506). Although the second component is more about the ways of fostering autonomy, the third component Holec (1985) talks about is that there is “a principle of full control by learners over decisions relating to their own learning and a concept of teaching or counseling as support” (ibid, p. 29).

In other words, the concept of autonomy signifies learner’s expansive approach to the learning process rather than a specified style of teaching or learning (Benson, 2001, p. 1). Benson and Voller (1997) specify these processes where learner autonomy is used. Claiming that the term is used at least in five ways in language education, they list these ways in which autonomy concept is used, as follows:

1. situations in which learners study entirely on their own;
2. a set of *skills* which can be learned and applied in self-directed learning;
3. an inborn *capacity* which is suppressed by institutional education;
4. exercise of learners’ responsibility for their own learning;
5. the right of learners to determine the direction of their own learning. (p. 2)

As Benson and Voller (1997) argue the term is used at least in five different ways in the field of language learning alone. As the term has its connection with more and more concepts even in language learning, the literature of autonomy is abundant of countless definitions and synonyms “such as ‘independence’ (Sherin, 1991), ‘language awareness’ (Lier, 1996; James & Garrett, 1991), ‘self-direction’ (Candy, 1991), ‘andragogy’ (Knowles, 1980; 1983 etc.) which testifies the importance attached to it by scholars” (cited in Thanasoulas, 2000). However, Little (1990, as cited in Benson, 2001, p. 48) states that there are several terms used by some to refer to autonomy term in a wrong way. He states these misinterpretations as in the following:

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

As is stated, autonomy is a term which is difficult to come to an agreement among scholars even in the field of language learning and teaching. This is not an excuse, of course, for teachers to motivate the learners to develop this ability of learning how to learn independently. In other words, having become the buzzword within the context of ELT, more and more teachers are dwelling upon their students' capability to develop autonomy in their process of language learning (Jiao, 2005, p. 27). This will provide them with a life-long experience of autonomous learning affecting not only their educational life in formal setting but also their life where they have to learn and decide at each and every second. Therefore, it would be appropriate to learn more about those people whom we can call as autonomous learners.

2.1.2. Descriptions of Autonomous Learner

As the main participants of the term autonomy, the learners are ascribed the control in an autonomous environment. However, how can it be possible? Can the traditional way putting the teacher in the centre of the learning process collapse suddenly? Of course, it cannot. Thanasoulas (2000) claims that this change does not occur in

vacuum, because it is “a result of concatenation of changes to the curriculum itself towards a more learner centered kind of learning”. Autonomous learners can understand the purpose of their learning program, unequivocally recognize the conscientiousness for their learning; divide the set of learning objectives, take initiatives in planning and implementing learning activities, and regularly review their learning and evaluate its effectiveness (Little 1991, as cited in Little 2003). Nunan (1996) supports the idea that the autonomous learner is the one who is able to create their own learning objectives by stating it as a concluding sentence (as cited in Pemberton et al. 1996). Arguing that autonomous learner is the one who is successful in finding the best strategy to learn and to be successful. According to Wenden (1991, pp. 41-42) there are seven characteristics of successful language learners, in question, which she has concluded from the interviews she has conducted. These attributes are summarized as follows:

Successful language learners:

1. have insight into their own language learning styles and preferences as well as the nature of the task itself.
2. take an active approach to learning task. They select learning objectives for themselves and deliberately involve themselves in the language they are learning.
3. are willing to take risks. These students accept their status as ‘linguistic toddlers’. They are willing to appear foolish sometimes in order to communicate, using any means at their disposal to convey meaning.
4. are good guessers. They use clues effectively and make legitimate inferences.
5. are prepared to attend to form as well as to content.
6. actively attempt to develop the target language into a separate reference system and try to think in the target language as soon as possible.
7. have a tolerant and outgoing approach to the target language.

In addition to Wenden's (1991) descriptions many other researchers made attempts to come up with other characteristics to specify the profile of the autonomous learner. One of those scholars is Candy (1991), who has brought together a list consisted of more than 100 competencies linked with successful autonomous learning in general (as cited in Benson, 2001, p. 84). However, as we would like to put it more specifically, like autonomy in language learning, Breen and Mann (1997) puts forward some attributes of autonomous learners (*ibid*, pp. 84-85). According to their evaluation, autonomous learners know the content and the strategy to learn it. They are able to evaluate their progress, make changes when necessary according to the needs and objectives of their own learning. To Benson (2001), these attributes demonstrate that they do not simply shape apparent learning deeds but the capacity in question is not only related to learning management. It is related to the factors of personality and attitude (p. 86). The autonomous learner is like somebody whose "life has a consistency that drives from a coherent set of beliefs, values and principles" and also who "engages in a still-continuing process of criticism and re-evaluation" (Thanasoulas, 2000). At this point, it would be appropriate to pave the way for the learners' view of learner autonomy.

Chan (2001) interviewed a number of learners and concluded some attributes of autonomous learners according to learners' own evaluation. These participants were 20 language major students in Hong Kong. During the interviews accepting and claiming the prominence of learner autonomy, they described autonomous learner as "highly motivated, goal-oriented, having an inquisitive mind, well-organized, hardworking, curious about language, interested and enthusiastic about what is learnt, active, having initiative, making use of every opportunity to improve one's standard and flexible" (Chan, 2001, p. 513). These descriptions do not have one-to-one correspondence at the first sight; however, most of the characteristics seem to overlap. To a certain extent, it looks as if the students restate the definitions of scholars and simplify them. However, it should be noted that these descriptions of students are not necessarily true. Whether the autonomous learner can really be

named “hardworking” or not, is discussable. Similarly, Hedge (2000) supplies us with some non-scholar descriptions of autonomous learners, which he had in 1970s when there were a very few publications specifically on learner autonomy (p. 76). Surprisingly enough, English Language teachers from around the world were very successful in defining the term “self-directed learners” although they were not that much familiar with the concept than the teachers in the twentieth century. They defined self-directed learners as learners who “know their objectives, know how to use resources in an independent way, learn both inside and outside the classroom”, who “needs and work productively with teachers towards the achievement”, or who “do not think the teacher is god who can give them ability to master language” (Hedge, 2000, p. 76). Just like the definitions of the students, these definitions demonstrate that some teachers as well as learners are aware of the fact that autonomy can be very “beneficial” both for the students and for the teachers when it is handled in “the best” way. Very few teachers and students would oppose the idea when they once get a hold of the idea and use of autonomy not to give it up again in their classrooms because as Rousseau (1762) claims that the “autonomous learner is obedient to a law that he prescribes to himself” (cited in Thanasoulas, 2000).

Although within the context of education it has many other attributes, more or the less the underlying idea seems to be rooted in this basic idea. However, among all those definitions and descriptions in the field of education, it should be born in mind that one should not become autonomous but work towards autonomy as autonomy is a process rather than a product (id.).

2.2. Autonomy Concept within a Broader Framework: Past & Present

Being under several deeper influences, autonomy term is much more rooted than it seems to be. It does not just mean the responsibility that the learner has in his or her learning process. As may be guessed, it is not “originally and primarily a language learning concept” (Benson, 2001, p. 22). Even in 1560s, Galileo (1564-1642)

suggested that “you cannot teach a man anything; you can only help him find it within himself” (ibid., p. 23). Apart from Galileo, many other thinkers in the following centuries supported and described the term autonomy without naming it as “autonomy”. Similar quotations prove that autonomy concept is inevitably under the influence of many other fields. According to Benson (2001), if autonomy in language learning is regarded as being in the centre, a number of interactive factors such as political reform in connection with educational reform, adult education in connection are just some of the factors involved.

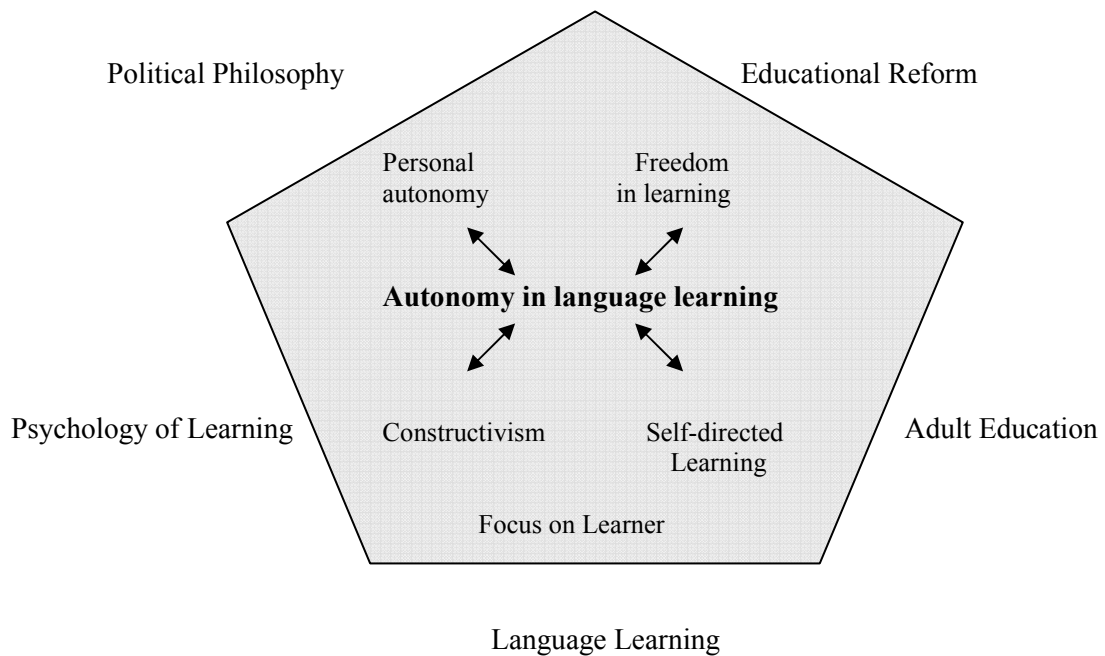


Figure 2.1: Major influences on the theory of autonomy in language learning
Source: Benson, 2001, p. 22

As is demonstrated in the figure, there are many factors interrelated with the concept of autonomy in language learning and teaching. Among those factors self-directed learning is documented to be involved in learning outside the context of formal

education, and described by Knowles (1975, p. 75, as cited in Benson, 2001) as follows:

In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goal, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 33)

On the other hand, when we evaluate the current literature, it is obvious that the term self-directed learning has turned out to be “an umbrella concept embracing both self-instructional processes and the psychological characteristics of the learner that support them” (Benson, 2001, p. 33). At this point, the distinction between autonomy and self-direction is to be discussed. Benson raise this issue and claims that in the field of language learning autonomy concept identifies the wide field of query and the universal capacity to exercise control over one’s own learning. Self-directed learning in contrast, tends to pass on purely learning that is carried out under the learner’s own direction, rather than under the direction of others. To put it differently, while the first one is a characteristic of the learner the latter is a mode of learning (ibid, p. 34).

Following the short discussion of self-directed learning and autonomy, it would be appropriate to bring the influences into the discussion. These influences on learner autonomy in language concept underpin the broad perspective to give a deeper insight with respect to the roots of language learning in all fields. However, to put it more specifically, a different approach will be adopted here, which will draw a neat picture of basic effective philosophies, theories, approaches and understandings of learner autonomy in language learning. Several ones such as positivism, constructivism, liberal humanist theory, socio-cultural theory (SCT), and more specifically communicative language teaching will be touched upon to the extent that they are in relation with the term learner autonomy.

First one of them is positivism which was high in power in the twentieth century. It assumes that knowledge reflects objective reality. If teachers are regarded to hold this, then learning can occur only “in the transmissions of knowledge from one individual to another. (Benson and Voller, 1997, p. 20; as cited in Thanasoulas, 2000) In that sense, a positivist view of knowledge consider teacher as fundamental to fill in the empty container of the students, that is, their minds. Apart from that, positivism supports the hypothesis testing model to discover new knowledge; therefore knowledge is discovered rather than taught. In Positivism, language concepts are direct representations of objective reality so while positivist conceptions hold the basic framework for structural, drill and pattern practice approaches which are more descriptive they also supply a framework for more communicative or inductive methodologies if final objective is to practice the given linguistic input and therefore to communicate (Benson & Voller, 1997, pp. 20-21).

The second underlying concept autonomy is constructivism. According to this, people try to get a meaning out of the world they live in. As Kelly (1953) claims “a person’s processes are psychologically channelized by the ways in which they anticipate events” (cited in Fenner, 2000). Moreover, Kelly adds that people anticipate those events “by construing their replications” (id.), which in simpler terms, meaning that, we interpret them so that they assume meaning. Kelly explains it as in the following: “In themselves they carry no meaning; meaning is applied by the individual who interprets. We differ from each other in the way we construct events and we have different approaches to our anticipation of the same events” (Kelly, 1953, p. 50-55; as cited in Fenner, 2000).

All these demonstrate that learning processes are individual and may be observed by the learners themselves. In addition to this basic idea, there are a number of important implications of constructivism for learning according to several ‘constructivist’ pedagogues such as Borich & Tombari (1997), Brooks & Brooks

(1993), Driscoll (1994), Eggen and Kauchak (1997), Jonassen, (1991) (as cited in Esch & St.John, p. 20). Some of these implications are reported by Esch and St.John (2003) as follows:

1. Authenticity, complexity, reality, relevance and richness on the learning environment are essential characteristics. There is a definite need for learning activities which are related to realistic problems, embedded in relevant contexts and approached from multiple perspectives.

2. The prior knowledge, experiences and beliefs of the learner are the departure points of learning process. There is a need for learner-centered instruction. [...]

3. Learning is viewed as a social event: learning needs to be embedded in social experiences, instructional goals, objectives and content should be negotiated and not imposed; learners should work primarily in groups and most of the learning outcomes result from cooperation.

4. The learner is the ‘owner’ of his learning process: he has to be in control of and responsible for that process, so he needs to have a voice in deciding what to learn and how to learn it.

5. Assessment and evaluation are continually interwoven with teaching and learning; self evaluation and peer evaluation are important aspects and facilitated by using tools like journals and portfolios. Continuous feedback on errors is given for the purpose of increasing learners’ understanding and awareness of their progress. (p. 20)

As is demonstrated, the learner takes charge of his or her own learning process in the constructivist view of learning. Although socialization is necessary, learner centeredness is still the focus of the learning.

2.3. Fostering Autonomy in Language Classrooms

2.3.1. Reasons for Learner Autonomy in Language Classrooms

It is difficult fully to supply an answer to the question of “why learner autonomy should be promoted in language classrooms?” since the reasons for that are

abundant. First of all, learner autonomy increases motivation, which will bring about more effective learning. This occurs because the learner is the decision-maker in the classroom in contrast to traditional classrooms where teacher is the only wielder of power. Therefore, the learners feel more independent rather than teacher-dependent (Jiao, 2005).

Another reason for fostering autonomy is that an autonomous learner will have many more opportunities for the use of target language especially in non-native environment (id.). Therefore, fostering autonomy will not only be a remedy for learners' improving their language skills but also enable them to create and make use of all the opportunities to communicate their message even in EFL setting. van Esch (2003) supports this idea stating that the learner has many chances on the Internet, and other multimedia sources so helping the "learners' equip themselves with tools and strategies will empower them to take advantage of the opportunities offered by their extended 'classroom'"(p. 18).

The third reason is that learner autonomy "caters to the individual needs of learners at all levels" as Jiao (2005) claims. If a learner is an autonomous one, then learning will get out of the classroom and every occasion will turn out to be a chance for learning the language. In other words, "some degree of autonomy is essential to successful language learning" (Scharle & Szabó, 2000). The time the learners spend inside the classroom may differ however, 'practice' is essential for actual learning to take place. This can only be gained through helping the learners become more autonomous (ibid, p. 4). After they once become autonomous, they will have acquired a skill to last all along their lives, which is the habit of independent thinking (Jiao, 2005). The following excerpt from McGarry (1995, as cited in Jiao, 2005) summarizes the attributes of autonomous learners by supplying us the rationale for fostering autonomy as follows:

Students who are encouraged to take responsibility for their own work by being given some control over what, how and when they learn are more likely to be able to set realistic goals, plan programs of work, develop strategies for coping with a new and unforeseen situations, evaluate and assess their own work and generally to learn how to learn from their own successes and failures, in ways which will help them to be more efficient learners in the future

To sum up, learners are reflectively engaged in planning, monitoring and evaluating their own learning themselves. Therefore, this will bring about success as the learning process was basically focused on the learning process they experience. As a result, learners will use this “reflective engagement” (Little, 2000) in carrying the skills and knowledge of the language learnt in the classroom, outside the classroom, which is real world (id.).

2.3.2. Conditions for Learner Autonomy in Language Classrooms

As the reasons for autonomy have explained, helping learners to develop a sense of responsibility and autonomy is of great importance. However learner autonomy should not be thought regardless of the conditions, as they may restrict development of autonomy to a certain extent. Learners’ cognitive and meta-cognitive strategies, relatively average motivation and positive attitudes towards learning a language, knowledge and self-esteem about language learning (Thanasoulas, 2000), voluntariness, flexible environment, teacher support, and peer support (Lee, 1998) are just a few factors which will facilitate the development of autonomy in language learners. On the other hand, to Scharle and Szabo (2000), three basic conditions for the development of autonomy are as follows:

- Raising awareness
- Changing attitudes
- Transferring roles

(p. 9)

In addition to the fact that in the existence of some of these conditions, fostering and developing would be easier, it is also possible that some of these factors may develop at the end of the autonomous learning experience. These will not be discussed in detail but as is obvious the level of autonomy promoted will definitely differ in accordance with the contexts in which the learning takes place.

2.3.3. Approaches to Fostering Autonomy in Language Classrooms

There are profusion of ways for promoting learner autonomy in language classrooms however, the categorization taken by Benson (2001) will be applied here as it seems to be the most comprehensive one (pp. 107-178). The figure below displays the practice associated with the development of autonomy in language classroom and will be mentioned briefly hereafter.

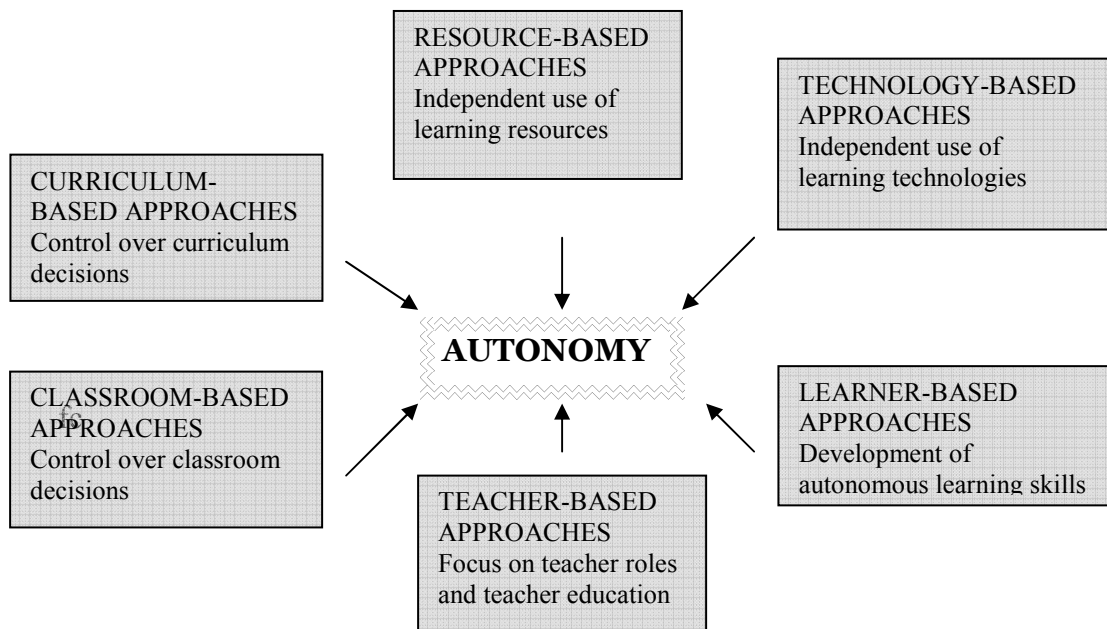


Figure 2.2: Autonomy in language learning and related areas of practice
Source: Benson, 2001, p. 112

2.3.3.1. Resource-based Approaches

Self-access, which is defined as “a way of describing materials that are designed and organized in such a way that students can select and work on their own” (Sheerin, 1991, p147, as cited in Benson, 2001, p. 113). These materials give learners responsibility of deciding the extent of the materials together with the ways to make use of the materials (Edge & Wharton, 1998). Additionally, self-access centres operate in a variety of cultural and educational environments and they appear in various forms as facilities in institutions, parts of libraries, or language or computer laboratories (id.).

Other key concepts are self-instruction and distance learning (Benson, 2001, p. 131). When we consider autonomy, these ways of learning come to foreground. However, as Benson puts it, these two ways seem to be a good way of promoting autonomy; they need a certain degree of autonomy to work properly, though.

As is briefly described, self-access learning, distance and self-instruction all seem to give students some kinds chances for independent study, however the question arises at this point; whether they are sufficient in practice to promote autonomy? Gardner and Miller (1999) claim that self-access learning, self-instruction and distance learning may be autonomous learning methods however they make little progress in terms of autonomy and language learning (cited in Benson, 2001, p. 132). This is partially due to the lack of sufficient support or direction for the use of resources.

2.3.3.2. Technology-based Approaches

Computer assisted language learning comes to mind when we say technology-based approach. There is a lot of research done in the area with respect to the benefits of computer assisted language learning and the use of internet in language classrooms (Little, 1996; Milton et al., 1996; Milton, 1997; Schweinhorst, 2003 etc.). They

support learner autonomy in that they help learners self-direct their learning and control the process to the extent learners do. Benson claims that it differs from self-access learning with respect to its chances for collaboration and increased motivation to learn new technologies adding that more empirical data is to be collected on the type of language used and the effectiveness of CALL environment for language improvement (2001, pp. 141-142).

2.3.3.3. Teacher-based approaches

Teacher autonomy has come to be regarded as inevitable for learner autonomy. It seems to be difficult to specify the boundaries of the definition of teacher autonomy but Barfield et al. (2002) defines teacher autonomy as follows:

Characterized by recognition that teaching is always contextually situated, teacher autonomy is a continual process of inquiry into how teaching can best promote autonomous learning for learners. It involves understanding and making explicit the different constraints that a teacher may face, so that teachers can work collaboratively towards confronting constraints and transforming them into opportunities for change. The collaboration that teacher autonomy requires suggests that outside the classroom teachers need to develop institutional knowledge and flexibility in dealing with external constraints. It also suggests that teacher autonomy can be strengthened by collaborative support and networking both within the institution and beyond. Negotiation thus forms an integral part of the process of developing teacher autonomy. (p. 218)

To this definition, they also add some qualities of autonomous teachers. They propose that teacher autonomy involve “negotiation skills; institutional knowledge in order to start to address effectively constraints on teaching and learning; willingness to confront institutional barriers in socially appropriate ways to turn constraints into opportunities for change; readiness to engage in lifelong learning to the best of an individual’s capacity; reflection on the teaching process and environment; commitment to promoting learner autonomy” (id.).

Sharing the ideas of Barfield et al. on the interwoven nature of teacher and learner autonomy, McGrath (2000) claims that the first step to be an autonomous teacher occurs when the teacher adopts “an evaluative stance towards elements of the teaching and learning context over which she has a degree of control” (cited in Benson, 2001, p. 174) Thavenius (1999, as cited in Benson, 2001) maintains this idea and states that

Developing learner autonomy involves a lot more for the teacher role than most teachers realize. Although they may be ambitious and even eager to start helping their students developing autonomy and awareness of language learning process, they may still be ignorant of what this means for the teacher role. It is not just a matter of changing teaching techniques; it is a matter of changing teacher personality. (p. 174)

Therefore, these demonstrate that language teachers should receive professional knowledge on how to develop and how to encourage fostering autonomy in students, which would make it necessary for them to have the necessary education and professionalism to act teacher’s role of initiator.

2.3.3.4. Classroom-based approaches

This type of approach to fostering autonomy is more related to what is going on inside the classroom as may be predicted. Classroom based-approaches to learner autonomy give emphasis to changes in the relationships between learners and teachers inside the classroom (Benson, 2001, p. 151). Learner will have a collaborative and supportive environment by the teacher if it is benefited in a good way. Therefore, it is apparent that learner autonomy will be promoted in such classrooms where learners are a part of the decision-making process about the learning process.

Another point to be mentioned is that through classroom-based approaches the learners have also the chance of monitoring their own learning process (Benson, 2001, p. 155). This will enable learners to manage the effectiveness of their learning, evaluate their own progress, thus granting them with control over the content, cognitive, and evaluative aspects of their own learning procedure (ibid, p. 161).

2.3.3.5. Curriculum-based approaches

In this respect, Benson (2001) argues that curriculum based approaches to autonomy broadens the principle of learner control over the management of learning to the curriculum as a whole. Similarly, while mentioning the places of teachers and learners in curriculum, Brown (1995) lists some “concepts with which the curriculum will be related to their preferences”. They are

1. Learning approaches
2. Attitudes toward learning
3. Learning styles
4. Strategies used in learning
5. Learning Activities
6. Patterns of interaction
7. Degree of learner control over their own learning
8. What constitutes effective teaching
9. The nature of effective learning

(p. 187)

As is seen involving learners into the development of curriculum in several ways would foster autonomy because the learners will feel that their choices and decisions are valued. In addition to that they would be motivated to take place voluntarily in the learning process and the curriculum they have partially created.

2.3.3.6. Learner-based approaches

Approaches taking learner as a source of fostering autonomy put emphasis on the production of behavioural and psychological changes in learners who will be taking control (Benson, 2001, p. 143). These types of approaches mainly focus on learner development, learner training and strategy training. To Benson (2001) “the primary goal of all approaches is to help learners become ‘better’ language learners” (p. 142). The current approaches tend to regard the development of autonomy as an indispensable part of this primary goal (id.). Similarly, Cohen (1998, p. 67, as cited in Benson, 2001) argues that:

Strategy training, i.e. explicitly teaching students how to apply language learning and language use strategies, can enhance students’ efforts to reach language program goals because it encourages students to find their own pathways to success, and thus it promotes learner autonomy and self-direction. (p. 144)

This explanation displays how learner-based approaches to fostering autonomy and strategy use are interrelated. While Cohen (1998) further discusses the idea that “language learning will be facilitated if students become more aware of the range of possible strategies that can consciously select during language learning and language use”, Rees-Miller (1993) opposes strategy training by supplying the reader with four main reasons for that (id.). They can be summarized as the lack of empirical evidence pertaining the relationship between success in language learning and strategy use; some of the strategies may not be teachable and may be valid; the results of successful language learners’ strategy use should not be starting point for better language learning process because these successful learners do not necessarily use recommended strategies and may be using non-recommended strategies (ibid, p. 145).

Chamot and Rubin (1994; as cited in Benson, 2001, p. 145) opposes these claims of Rees-Miller (1993) by developing counter-arguments and concludes by supporting the statement of Cohen (1998) that “the most efficient way for learner awareness to be heightened is by having teachers provide strategies-based instruction to students as part of the foreign language curriculum.” (as cited in Benson, 2001, p. 146).

Wenden (1998) highlights the importance of learner autonomy and strategy training by claiming that the more learners are involved in the process of effective strategy use in learning process the more independently they will learn, which will bring about the autonomous learner with the following statement:

In effect, “successful” or “expert” or “intelligent” learners have learnt how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous. The literature also argued, implicitly or explicitly, for the need to provide learning training, especially for those who may not be as varied and flexible in their use of learning strategies as their successful classmates. (p. 15)

As is seen, learner based approaches to fostering learner autonomy is controversial to a certain extent but still plays a crucial role in language learning. Therefore, in the following section strategy use especially, speaking skills *per se* will be mentioned.

2.4. Strategy Use in Language Learning

An old proverb stating “Give a man a fish and he eats for a day, teach him how to fish and he eats for a life time.” (Wenden, 1985) actually outlines the intimate relationship between autonomy and strategy use. After we delved into the theory autonomy concept and classroom applications of it, the second stage of the present study is related to reported strategy use of the participants. Therefore, bearing in

mind the previous points related to autonomy, now we will briefly explore the strategy use in speaking skills.

2.4.1 Definitions of Language Learning Strategies (LLS)

Language Learning Strategies concept was defined and described in various ways by various researchers. There has always been a debate concerning the definition of LLS which has resulted in a great number of perspectives on the definition of the concept. Huang (2004) has provided us various definitions for language learning strategies (cited in Atik, 2006, pp. 15-16) as is listed in Table 2.1 below.

Table 2.1: *Definitions of Language Learning Strategies*

Researcher(s)	Definition of LLS
Bialystok (1978)	“optimal means for exploring available information to improve competence in a second language” (p. 71).
Stern (1983)	“... strategy is ... for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as Particular forms of observable learning behaviour” (Ellis, 1994, p. 531).
Tarone (1983)	“an attempt to develop linguistic and sociolinguistic competence in the target language – to incorporate these into one’s interlanguage competence” (p. 67).

Table 2.1 (continued)

Seliger (1984)	Strategies – “basic abstract categories of processing by which information perceived in the outside world is organized and categorized into cognitive structures as part of a conceptual network” (p. 4). Tactics – “variable and idiosyncratic learning activities, which learners use to organize a learning situation, respond to the learning environment, or cope with input and output demands” (Ellis, 1994, p. 532).
Weinstein & Mayer (1986)	“behaviours and thoughts that a learner engages in during learning” which are “intended to influence the learner’s encoding process” (p. 315).
Mayer (1988)	“behaviours of a learner that are intended to influence how the learner processes information” (p. 11).
Chamot (1987)	“techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information” (p. 71).
Rubin (1987)	“strategies which contribute to the development of the language system which the learner constructs and affects learning directly” (p. 22).
Wenden & Rubin (1987)	“... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p. 19).
Oxford (1989)	“behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable” (p. 235).

Table 2.1 (*continued*)

Oxford (1992/1993)	“specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability” (p. 18).
Oxford (1990)	“specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8).
O’Malley & Chamot (1990)	“the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information” (p. 1)
Carrell, et al. (1989)	“the kinds of cognitive, metacognitive, social, and affective strategies that learners employ” (p. 3).
Richards & Platt (1992)	“intentional behavior or thoughts used by learners during learning so as to better help them understand, learn, or remember new information” (p. 209).
Stern (1992)	“broadly conceived intentional directions and learning techniques”(p. 261).
Green & Oxford (1995)“	“specific actions or techniques that (learners) use, often intentionally, to improve their progress in developing L2 skills” (p. 262).
Weaver & Cohen (1997)	“specific behaviours, steps and actions taken to enhance one’s own learning, through the storage, retention, and use of new information about the target language. They are conscious thoughts and behaviours used by the learners with the explicit goals of improving their knowledge and understanding of a target language.” (p. vi).

Table 2.1 (*continued*)

Cohen (2002)	“learners’ conscious and semi-conscious thoughts and behaviours, having the explicit goal of improving the learner’s knowledge and understanding of the second language (i.e. language learning strategies), as well as strategies for using the language that has been learned or for getting around gaps in language proficiency (i.e., language use strategies)” (p. 51)
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Source: Atik, 2006, pp. 15-16

2.4.2. Foreign Language Learning and Use Strategies

Language learning and use strategies consists of the steps and actions chosen by the learners to take one step further in learning of the foreign language. (Cohen et al. 1996, p. 3)

In order to facilitate the tasks provided by the instructor the students use several strategies which would personalize the learning process. These language learning strategies have been differentiated into four main categories (Cohen et al. 1996) and they are described as follows:

- 1- Cognitive strategies usually involve the identification, retention, storage, retrieval of words, phrases, and other elements of the target language (e.g. using prior knowledge to comprehend new language material, applying grammar rule to a new context, or classifying vocabulary according to topic).
2. Metacognitive strategies deal with pre-planning and self-assessment, online planning, monitoring and evaluation, as well as post evaluation of language learning activities. (e.g. previewing the language materials for the day’s lesson, organizing one’ thoughts before speaking, or reflecting on one’s performance)

3. Social strategies include the action that learner select for interacting with other learner, a teacher, or with native speakers (e.g. asking questions for clarification, helping a fellow student complete a task, or cooperating with others)

4. Affective strategies serve to regulate learner motivation, emotions, and attitude (e.g. strategies for reducing anxiety, for self-encouragement and for self-reward). (p. 4)

As for language use strategies, they consist of language performance and communication strategies. Performance strategies are strategies for rehearsing target language structures, through form-focused practice for instance. As opposed to performance strategies, in case of communication strategies the spotlight is on communicating the message in the target language despite gaps in target language knowledge. As opposed to performance strategies, communication strategies are used to communicate an idea (Cohen et.al. 1996, p. 4).

2.4.3. Communication Strategies

Selinker (1972) was the first to introduce the notion of communication strategy (p. 229), not in detail, though. Dörnyei (1995) summarizes the historical development of the term communication strategies as follows:

In the 1970s, four studies prepared the ground for the study of communication strategies (CSs), a new area of research within applied linguistics: Selinker's (1972) classic article on interlanguage introduced the notion of strategies of L2 communication. Varadi (1973, but published in 1980) and Tarone (1977; also Tarone, Cohen, & Dumas, 1976) elaborated on Selinker's notion by providing a systematic analysis of CS introducing many of the categories and terms used in subsequent CS research. Savignon (1972) reported on a pioneering language teaching experiment involving a communicative approach, which, for the first time, included student training in CSs (or, as she termed them, *coping strategies*). Since these early studies, much research has been done to identify and classify CSs (for reviews, see Bialystok, 1990; Cook, 1993; Poulisse, 1987); however, far le attention has been paid to the question of whether these strategies could be integrated [...]. (p. 55)

As is summarized, there has not been a consensus on the definition of the term communication strategy but a variety of definitions was written. However, it is a fact that non-native and native speakers of a given language may struggle to find the right expression or grammatical construction when attempting to communicate their message from time to time (Faucette, 2001). Faucette describes communication strategy as “the ways in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available linguistic resources are known as communication strategies (CS)” (2001, p. 2) by also adding that “[a]lthough researchers are still not in complete agreement, one widely accepted definition is “communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (Færch & Kasper, 1983a, p. 36, as cited in Faucette, 2001). In addition to these definitions the following definitions were also made by also various researchers which were compiled by Rababah (2002):

- conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought (Tarone, 1977, p. 195).
- they are systematic techniques employed by a speaker to express his meaning when faced with some difficulty (Corder, 1981, 1983, pp. 103-16)
- communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch & Kasper, 1983a, p. 36).
- communication strategies predetermine the verbal planning, they serve the function of adjusting the plan to the situation, i.e. each individual utterance is to be seen as strategic. What is specific for IL users is that plans of action cannot be directly converted into verbal plans, because of gaps in the speaker’s (and hearer’s) linguistic repertoire. The primary function of function of communication strategies in the speech of IL users is to compensate for this deficit (Wagner, 1983, p. 167).

- communication strategies, i.e., techniques of coping with difficulties in communicating in an imperfectly known second language (Stern, 1983, p. 1983).
- [...] all attempts to manipulate a limited linguistic system in order to promote communication. Should learning result from the exercise, the strategy has also functioned as a learning strategy, but there is no inherent feature of the strategy itself which can determine which of these roles it will serve (Bialystok, 1983, pp. 102-103).
- compensatory strategies are strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings (Poulisse, 1990, p. 88).
- communication strategies (CS) have generally been defined as means that speakers use to solve their communicative problems; (Paribakht, 1985, p. 132).
- the means used by a speaker to overcome a difficulty encountered whilst attempting to communicate in the foreign language (Towell, 1987, p. 97).
- the conscious employment by verbal or non-verbal mechanisms for communicating an idea when precise linguistic forms are for some reasons not available to the learner at that point in communication (Brown, 1987, p.180).

After Rababah (2001) cites these definitions, it is also stated in the article that “the key defining criteria for [communication strategies] are “problematicity” and “consciousness”. All the previously mentioned definitions support the claim that CSs are employed when L2 learners encounter a problem in communication. These “problems” and “difficulties” are various. The speakers may not communicate the message due to lack of second or foreign language linguistic knowledge which would lead the speaker to apply different strategies to compensate it. Another problem might be that the speech may not be clear and intelligible enough. At this point, the speakers have to make themselves understood which requires use of alternate strategies while speaking. These and similar problems lead speakers to use various ways to express themselves during establishing a communication. These

strategies may vary when they are evaluated under the name of communication strategies. For instance, Tarone (1977) suggests some strategies like paraphrasing, conscious transfer, avoidance while Dornyei and Scott (1997) suggests strategies like message abandonment, message reduction, message replacement, circumlocution, use of all-purpose words, word-coinage, restructuring, literal translation, code switching, use of similar sounding words, mumbling, and omission. In addition to those, self-rephrasing, and self-repair, use of fillers and repetitions are suggested to be applied during speaking.

With regard to the necessity of the strategies, Bialystok (1990) mentions a number of definitions of communication strategies in which communication strategies are stated as being applied when the speaker face a “difficulty” (Corder, 1977, as cited in Bialystok, 1990, p. 3), “a problem” (Faerch & Kasper, 1983a, as cited in Bialystok, 1990, p. 3) or a *difficulty to be coped with* (Stern, 1983, as cited in Bialystok, 1990, p. 3). As communication strategies are claimed to be used to cope with these problems or difficulties in question, it can be claimed that studies conducted in the area also investigate the applicability of any kind of strategy during coping with problems of speaking in a foreign or second language. A number of studies were conducted to establish a direct association between apparent use of learner strategies and second language proficiency (O’Malley & Chamot, 1990; Oxford, 1996) As Oxford (1996) claims that students with advanced language proficiency have reported higher levels of overall strategy use and frequent use of a greater number of categories of strategies.

Another similar study was conducted by Zhang (2007) with an aim to investigate the reasons and solutions concerning the inefficiency of the students’ while they communicate in English. The study was conducted at a Chinese Secondary Vocational School and Zhang (2007) describes the student profile as follows: “most students have no intention of communicating in English, nor do they feel the need to do so. Even though English is a key course for students in Hotel Management and

Tour Guiding, teachers can seldom find them speaking in English on campus or even in classrooms. The reason for this may contribute to their limited acquisition of the language and their limited interest in it. [...] A large majority of students have no idea about how to cope themselves when they are confronted with some words they do not know” (p. 44) by also pointing out structural differences of two languages, Chinese and English. With an aim to investigate the problems those EFL learners face, Zhang (2007) concludes that EFL teachers instruct learners communication strategies so as to value English language learning more meaningful and influential. In addition to that an English-speaking environment needs to be created to the largest extent, because by continual exposure to natural conversation students may learn through opportunities both to hear more of the target language and to produce new utterances to test their knowledge (Wenden & Rubin, 1987, p. 26, as cited in Zhang, 2007).

With regard to autonomy and use of strategies, Simmons (1996) starts conducting a study in 1991 via Independent Language Program as apart of the government-funded Adult Migrant English Program. There were 18 participants and they expressed their willingness to work independently. During the first week it was founded that most of the participants were unsuccessful in negotiating their own learning contract, which was signed, in an effective way. Instead, they wanted the teacher to direct them to apply the contract and handle with their studies. It was a longitudinal study where diaries as well as questionnaires were conducted in order to find out the corresponding learning activities in relation to strategies used. Following the training sessions, an increase in the use of strategies was recorded. At the end of the study, it was concluded that the aim of the study, which was whether strategy training would be able to help the student to be more independent owners of their own learning process and their programs, was realized in that the students proved to manage their of learning by applying the strategies that suited them the best(as cited in Pemberton et al., 1996).

A more specific and to-the point study conducted in the area belongs to Voller and Pickard (1996). The study was conducted at the University of Hong Kong following the decision to set up a self-access centre. The students were encouraged to register for the conversation exchange program in which the students coming from nearly eight different language background. They would meet several times a week to speak English. However, important point here is that the partners could not speak the native language of the other partner. This ensures that English would be only medium for communication. Another point deserving attention is that the students are just directed at the initial stage of helping them to meet. They are given a conversation exchange form to create a record of all students' profile and the consultation desk find a partner in accordance with the priorities and the profile of the students. To put it differently, apart from the helping the students to find the best partner to practice, self access center leaves each and every other details of meetings and practice hours at the students' own discretion. At this very point, the difference between autonomous learners and the others became more obvious. The researcher concludes that the conversion exchange program had been successful in proving that "autonomous learning is possible and is already being practiced by some" (as cited in Pemberton, et al., 1996, p.126). The study demonstrates that learner autonomy and speaking skills have a mutual development sequence. When one develops the other one shows a similar development, as well.

Language learning strategies and use issue is not easy to handle with a few headings. There are many aspects of the concept, however, in the present study, learner autonomy and strategies for coping with speaking problems are handled to melt in the same pot. Therefore, the researcher only dealt with the related points by establishing the dynamic relevance.

The learner who is aware of the best way he or he can learn would most probably be more autonomous, which would lead to students who are more successful and aware of their own learning process. Faucette (2001) summarizes the relationship between

communication strategy instruction and learner autonomy as follows “The connection between a learner autonomy approach and communication strategy instruction should be clear. Using the common metaphor of ‘bridge’, Færch and Kasper (1983a) argue that “by learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non-pedagogic communicative situations” (p. 56, as cited in Faucette, 2001). by also adding that “learner autonomy can be thought of as the ability to bridge that gap, instruction can be thought of as the means to develop that ability” (id.). As is highlighted, communication strategies and learner autonomy are interrelated so acquiring our students with communication strategies would promote learner autonomy in students. Faucette (2001) supports this view by summarizing the issue in the best way:

If one of the goals of language teaching is to produce independent, skillful L2 strategy users, and if we think it is important for our learners to be able to participate in real communication outside the classroom, then how can we ignore communication strategies in our L2 lessons? Perhaps learner autonomy is one of the most significant goals of communication strategy training. The two approaches go hand in hand and would help teachers develop independent, strategically competent language learners. (p. 10)

As is summed up briefly, teaching coping strategies in establishing communication in a foreign language would be of great benefit for the students.

2.5. Summary of Literature Review

In this chapter, the literature on the theory of learner autonomy and speaking skills coping strategies were reviewed. The definitions of learner autonomy and various perspectives on the understanding of the concept together with the applicability of it were discussed. Additionally, some studies related to learner autonomy and strategy use while coping with speaking problems were mentioned briefly. In short,

autonomy and strategy use were aimed to be described as being highly related rather than being totally intact concepts.

The next chapter will be concerning the method used in the present study, including participants, instruments, data collection and data analysis procedures.

CHAPTER III

METHOD

3.0. Presentation

This chapter presents the overall design of the study, the participants, and the research questions, the data collection instruments along with data collection procedure and data analysis.

3.1. Overall Design of the Study

The present study seeks to investigate the correlation among reported degree of learner autonomy of the students, strategies they used while coping with speaking problems, and their speaking grade levels. The data has been collected via quantitative instruments.

The study investigating relationship between autonomy, strategy use and proficiency level was administrated at Kütahya Dumlupinar University at the Department of Foreign Languages with the participation of 6 preparatory classes of 102 EFL learners. In order to reach the answers of the research questions a questionnaire was administered and the results of the questionnaire were compared with the grade levels displaying the speaking proficiency level of the students.

3.2. Participants

Participants of the present study consisted of 102 pre-intermediate and beginner level preparatory class EFL learners of English at Kütahya Dumlupınar University. Apart from those, 20 other preparatory class students also participated in the pilot trial of the questionnaire. The students participating in the study were at the first year of their study at Dumlupınar University and preparatory class is not compulsory and is also not a prerequisite for the continuation of the undergraduate study. Following the completion of the one-year study at preparatory class, the students take several courses in English in their subject area at their departments. Therefore, this is to bear in mind that they themselves chose to study English during one-year. The actual departments of the students that they would continue the following year are business administration, economics, electrics and electronics engineering, chemistry and physics.

The demographic information of students regarding their age and gender of the participants is demonstrated in the Figures 3.1 and 3.2.

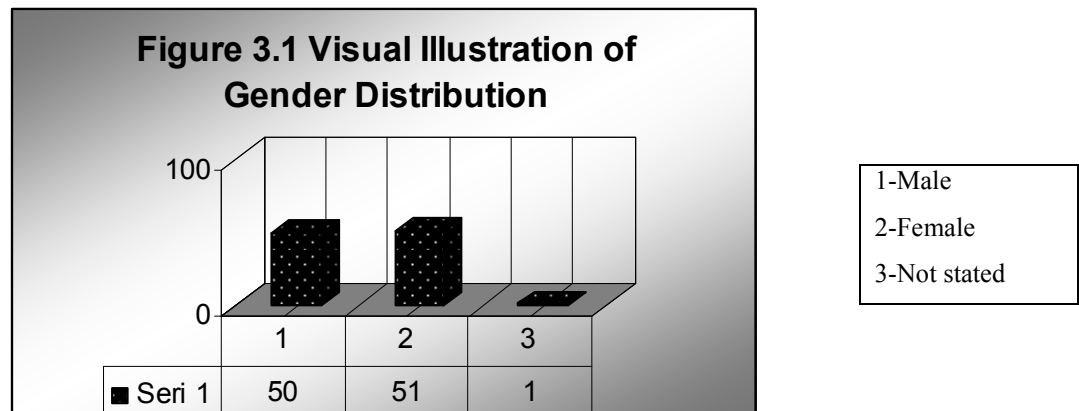


Figure 3.1: Visual Illustration of Gender Distribution

As Figure 3.1 illustrates, there is an equal distribution among the respondents in terms of gender. While a half (50 %) of the respondents is female, the remaining 49 % are male participants meaning that a homogenous sample regarding gender was achieved. Therefore means that it would cause no hindrance for the results of the survey in terms of gender differences.

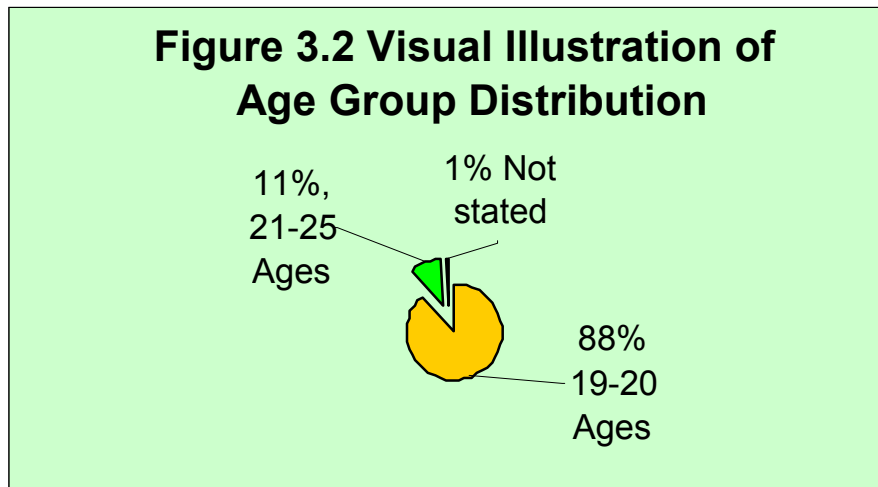


Figure 3.2: Visual Illustration of Age Group Distribution

As Figure 3.2 demonstrates, 88 % of the population has got an age range between 18 and 20, while just 11 % is from the 21-25 age groups. Additionally, not stated refers to the number of students whose information is missing. This figure would be helpful in evaluating the results of the survey as there is not a great range of age group difference as the students are at their first year at the university.

At the time of the implementation of the questionnaire, only one class of students was of upper intermediate proficiency but the other five classes were a combination of intermediate and lower intermediate students. It should be noted that this distribution of students was not taken into consideration during the study but rather they were graded according to their speaking grades as speaking grade levels were

counted as a variable in the study, not the English proficiency level. As for their courses, the students get separate grades for each class, taking main course, reading, writing, listening and speaking classes. The distribution of each course in the curriculum is as in the table:

Table 3.1: *Distribution of the percentages of the courses in the calculation of the final grade*

<i>Course</i>	<i>Percentage</i>	<i>No of hours a week</i>
Main Course	40 %	18 hours
Reading	20 %	4 hours
Writing	20 %	4 hours
Speaking and Listening	20 %	4 hours

When the evaluation process of the speaking and listening class taken under scrutiny, it is observed that the instructors grade the students in two ways. The course is divided into two in itself and the evaluation process is done accordingly. Below is the table demonstrating the evaluation process of the course:

Table 3.2: *Percentages of Speaking and Listening Course Evaluation*

<i>Speaking & Listening Course Evaluation</i>	<i>Percentage</i>
Speaking Exams	50 %
Listening Exams	50 %

As for the grading, first of all, they take their written exam for listening simultaneously, and on the same day each student is interviewed and evaluated according to her or his performance on speaking out of 50 as in the listening exam. Apart from that, the instructors have small quizzes inside the classes on various days as pop-up quizzes.

Below is described the assessment for the speaking and listening course at the preparatory classes at Dum lupinar University.

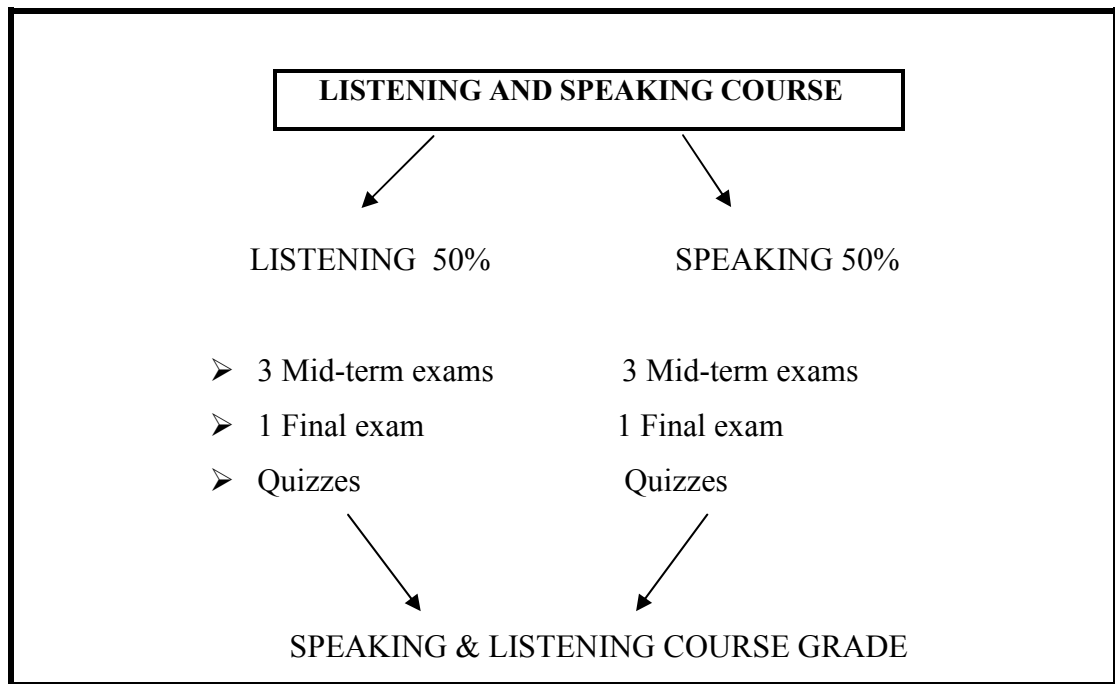


Figure 3.3: Descriptions of Speaking & Listening Final Course Grade

It should be pointed out that there were 2 separate instructors of English, each teaching speaking & listening class but apart from the quizzes they were both present during the oral exams the students took throughout the year. Most of the time the main course classroom instructors of each class also participated in these oral exams for the sake of the students but the grading rubric for each class was the same and was done by these two speaking instructors in a random fashion. It should also be added that listening exams were supplied by the teacher's book, but the format content and the assessment of all speaking exams were developed in accordance with the content of the speaking course book, which is a separate from the listening book.

As for the speaking quizzes, they are developed by the teacher in accordance with the topics included in the book or taken from the teacher's book.

3.3. Research questions

The study investigates the following research questions:

1. Is there a correlation between reported use of strategies for coping with speaking problems, reported degree of autonomy and the speaking class grade levels of the students?
 1. a Is there a correlation between reported degree of autonomy and speaking grade levels of the students?
 1. b Is there a correlation between reported use of strategies for coping with speaking problems and speaking grade levels of the students?
2. To what extent do reported degree of autonomy and reported use of strategies for coping with speaking problems explain speaking grade levels of the students?

3.4. Instruments

Investigating the reported level of autonomy of the students does not mean that the students' autonomy is declared with that questionnaire. However, the students will have a statement of their own view of autonomy while learning a foreign language. Apart from that speaking strategies used by the students would also reflect the answers supplied by the students. To cut it short, the study made use of three parts using two different questionnaires to collect data.

Questionnaire to investigate the Learner autonomy of the subjects: Claimed to have high reliability, the questionnaire was administrated by Deng Dafei, in a study titled "An Exploration of the Relationship between Learner Autonomy and English Proficiency" (2007). The article was published in *Asian EFL Journal* and in

the article it is stated that the questionnaire was originally designed by Zhang & Li (2004, p. 23). The original instrument is composed of three main parts: 21 close ended items with multiple choice and Likert scale options and 5 open ended questions for teachers (see Appendix A). The close ended statements used a scale from A to E corresponding to Likert scale together with some multiple choice questions. However, the researcher chose to administer just the first part of the questionnaire as interviewing with two teachers would not be noteworthy for the well-documentation of the current study. The reasons for opting out this questionnaire for the study are various. First of all, as is known learner autonomy is not something that one may measure at once. Therefore, the number of questionnaires measuring it would be comparatively few. As the administration of the survey was in the middle of the term, it was not preferable to work on a longitudinal study. Among the ones that measure the current perspective of the students about their degree of autonomy while teaching English, this questionnaire seemed to be the most appropriate one. Another reason for the researcher to choose the present questionnaire was that it was stated that the items comprising the questionnaire “were revised and predicted on the basis of the learning strategies classified by Oxford (1990, p. 17), Wenden (1998, p. 34-52) and O’Malley and Chamot (1990)” (as cited in Dafei, 2007) as the second part of the study would include the coping strategies applied by the students while establishing oral communication (id.).

Oral Communication Strategy Inventory: In order to form the second main part of the questionnaire, the researcher used the questionnaire raised in a study titled “Developing an Oral Communication Strategy Inventory” by Yasuo Nakatani (2006) which was published in *The Modern Language Journal*. Likert scale was used in this questionnaire. The researcher used a two-part questionnaire investigating the oral communication strategies of the participants. However, having two separate parts as listening and speaking coping strategies, the questionnaire seemed to be out of the scope of the present study, therefore the second part of the questionnaire was

eliminated. Only the first part asking questions about coping strategies of students during production of language was used by the researcher. (see Appendix B)

The questionnaire in question was formed after longitudinal pilot studies administered in Japan on various students. Before the actual study was conducted, during the piloting process, the researcher also had a correlation between Oral Communication Strategy Inventory and Strategy Inventory for Language Learning (SILL) (Oxford, 1990) as in the Table 3.1. The reason for this to be taken into consideration was that Strategy Inventory for Language Learning is accepted as an inventory in the literature of language teaching. Therefore, supplying a correlation of those two inventories would just help to evaluate the current inventory in comparison with an acceptable inventory, SILL.

Table 3.3: *Correlation between the SILL and the OCSI*

OCSI Strategies	SILL Strategies						
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social	Total
	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>
<i>Speaking</i>							
Social Affective	.35	.42	.50	.46	.34	.43	.49
Fluency-Oriented	.44	.53	.43	.50	.39	.49	.56
Negotiation for Meaning	.38	.45	.41	.51	.42	.60	.54
While Speaking							
Accuracy-Oriented	.40	.52	.38	.52	.48	.51	.56
Message Reduction and	.46	.37	.42	.38	.37	.39	.47
Alteration							
Nonverbal Strategies While	.49	.45	.45	.40	.26	.31	.48
Speaking							
Message Abandonment	-.02	-.07	-.09	-.09	.08	.11	-.03
Attempt to Think in English	.32	.30	.22	.31	.29	.25	.34
Total	.51	.54	.49	.54	.47	.56	.62

Source: Nakatani, 2006

As the Table 3.1 demonstrates there is significant positive correlations in the speaking part for the following categories: social affective strategies, fluency-

oriented strategies, negotiation for meaning while speaking strategies, accuracy-oriented strategies, message reduction and alteration strategies, nonverbal strategies while speaking, and attempt to think in English strategies (Nakatani, 2006). Apart from that it should also be pointed out that while SILL consists of more of so-called good language learner strategies, for OCSI it is not the case. OCSI tries to measure the use of all kinds of strategies during communication tasks. Therefore, it is not surprising to come across with some discrepancies during evaluation as these two inventories were not developed for exactly the same reason (id.). In addition to that as a result of the study conducted by Nakatani (2006) students reported frequent use of the SILL items tended to report frequent use of the OCSI items. This proves why the current OCSI is to be recognized. However, it should be noted here that in the current study, the factors would not be taken into consideration as the main focus is not directly related to factor analyses of the items. Following the determination of the two separate questionnaires, the researcher decided to pilot them to see the reliability rate of each item (see Appendix C).

3.4.1. Pilot study

The participants of the pilot study included 20 students from the same population but they didn't participate in the actual study. They were in the same class, which consisted of 20 students in total. The class was a representative of the rest of the participants in the present study in that only one class among all classes only one was of a different proficiency group than the sample for piloting.

3.4.1.1 Oral Communication Strategy Inventory

Total number of items on the questionnaire was 29 in the original version. Reliability of the items was calculated on a sample of 20 students representing the total number of participants. They were selected at random fashion. One of the classes containing

students from all grade levels was selected. Cronbach's Alpha value was found to be as low as .542 with 29 questionnaire items on the research tool.

Likewise Inter Item Correlation values proved that some items on the questionnaire seemed to be totally insignificant with the other items on the questionnaire.

Following the deletion of the specified items on the questionnaire in accordance with the calculation of the program SPSS, the questionnaire reached a higher value of reliability. The questionnaire items that were deleted were Q2, Q6, Q12, Q22, Q23, Q27, Q28, Q29. As a result of this change in the content as well as design of the questionnaire, 21 items remained in the final draft with a Cronbach' Alpha value of .847. According to Nakatani (2006) Oral Communication Strategy Inventory has good internal consistency, with a Cronbach' Alpha coefficient reported of .86. In the current study, Cronbach's Alpha coefficient, with a few corrected and changed items was .847 with 21 questionnaire items in the end.

3.4.1.2 Questionnaire on Learner Autonomy

As the second part of the whole survey questions were structured by questionnaire on learner autonomy, reliability calculation and item deletion procedures would be applied for the present questionnaire, as well. In the original study (Dafei, 2007; Zhang and Li, 2004) the reliability and content validity of the questionnaire is mentioned as "high" (Dafei, 2007, p. 10), however, with respect to this questionnaire, it should be noted that the sample of participants would change so, to make sure, Cronbach's Alpha coefficient was also calculated like in the previous questionnaire. Reliability statistics demonstrated that the items on the questionnaire were of low reliability according to the results of the pilot study statistics. Cronbach's Alpha value was found to be of .512 having 21 questionnaire items.

Therefore, having 21 items, the questionnaire would have higher Cronbach's Alpha coefficient if some items indicated by statistical calculations were deleted. Therefore, Q7, Q10, Q11, Q13, Q14, Q19, Q20 were deleted from the questionnaire to reach Cronbach's Alpha coefficient of .709 with remaining 14 questionnaire items.

The present part of the study seemed to be less reliable when compared to the previous questionnaire. For such reasons, following the reliability test, some items were excluded from the questionnaire. As a result of the piloting studies both of the questionnaires reached an acceptable Cronbach's Alpha coefficient value. For now, suffice it to say that the calculations proved that the study is sufficiently ready to be administered.

In addition to these separate reliability calculations both of the questionnaires (OCSI-Speaking Part and Learner Autonomy Questionnaire) were combined in order to check the overall coefficient value. The outcome value was again as high as .828 with a total 35 items. These statistical findings for reliability statistics prove these tools to be acceptable.

Following the piloting studies, the necessary data to redesign the study was collected and necessary modifications were made in accordance with the results before the actual study took place. However, it should be pointed out that in order to facilitate the interpretation and the comparison of the questionnaire items and the original studies, each questionnaire item was assigned the numbers they had at the initial stage of piloting. Like, if the questionnaire item Q1 is deleted during piloting data analysis, the code assigned to question two would remained as Q2 (see Appendix D) to facilitate comparisons and contrasts.

3.5. Data Collection Procedure

The questionnaire on learner autonomy and the oral communication strategy inventory were redesigned in accordance with the objectives of the present study. As some small changes were made on the design of the questionnaires and they were translated into Turkish, there may be some need to check the reliability of the questionnaire. To eliminate these shadows over the study, the researcher back translated each item in the questionnaire. Following this, each part of the questionnaire was piloted in order to avoid possible misinterpretations and similar problems. As Dörnyei (2007) points out, “just like theatre performances, a research study also needs a dress rehearsal to ensure the high quality (in terms of reliability and validity) of the outcomes in the specific context” (p. 75). After the pilot study was administered, the data was analysed via SPSS 13.0 and some items on each questionnaire was decided to be removed to design the final draft of the questionnaire.

After the pilot study was administered on 20 students before the actual study was administered. The students’ grade level of speaking consisted of all levels. Participants from six different classes supplied responses for the questions towards the end of the term as the students would have developed some kind of strategy towards speaking coping strategies then. Following the administration of the questionnaire, some students commented on the necessity of such kind of studies.

As the final part of the study, at the end of the term the speaking portion of their speaking and listening class was calculated for 102 students and the data was put into analysis.

3.6. Data Analysis

After all the data were collected, in order to analyze the quantitative data, the Statistical Package for Social Science (SPSS) was used. Especially descriptive and statistical procedures were used to present the data and draw conclusions. As for the questionnaires, the items on the five-point Likert scale were assessed as values ranging from 1 to 5. ANOVA and MANOVA tests were used to show the differences among grade levels with regard to the answers each grade level group supplied for the questionnaire items. In addition to that, Tukey's HSD test was used for post hoc analysis in order to find out the exact spot of differentiation where significant results were indicated in the ANOVA and MANOVA tests. Before all of these analyses were conducted a piloting has been carried out.

3.7. Limitations of the Study

The present study investigates the correlation between learner autonomy, use of strategies for coping with speaking problems and the speaking grade levels of the students. However, the study is not devoid of limitations.

There are two limitations that need to be acknowledged and addressed regarding the present study. The first one of these is the limited number of research tools assessing learners' degree of present autonomy. It created difficulties in specifying the degree of autonomy the students have at the time of the administration of the questionnaire.

The second limitation has to do with the extent to which the findings can be generalized beyond the case studied. The small sample of study is obviously a constraint which makes the interpretation of the results limited. The results obtained in this study may not be sufficient enough to account for the general tendencies as the number of participants is too small for broad generalizations; however the findings still reflect some aspects of the issue in question.

CHAPTER IV

RESULTS

4.0. Presentation

This chapter presents the analyses of the results of the two-part questionnaires on learner autonomy and speaking part of Oral Communication Strategy Inventory.

The data was interpreted in relation to the research questions formulated for the study and the aim in this chapter was to investigate the answers for these questions.

4.1. Data Analysis-Oral Communication Strategy Inventory-Strategies for Coping with Speaking Problems

4.1.1 Relationship between OCSI-Strategies for Coping with Speaking Problems and the Speaking Grade Level

The data related to the first part of the whole study were analysed with several measurement methods and tools. First of all, the proficiency groups were grouped according to their cumulative speaking grades at the end of the term. According to this, the students who had an average 0-69, 70-79, and 80-100 were grouped as low proficient, intermediate, and high proficient. The grouping was done by taking the grading and passing system of the preparatory classes. Following the grouping, mean value for the answers of each question was calculated for each grade level. The results demonstrate that there are significant differences among different speaking grade levels (Table 4.1).

Table 4.1 *Mean Scores of Questionnaire Items for Each Speaking Grade Level*

QUESTION CODE	Low proficiency N=37 <i>M</i>	Intermediate N=36 <i>M</i>	High proficiency N=29 <i>M</i>
Q1: I think first of what I want to say in my native language and then construct the English sentence.	4.08	3.83	3.89
Q3: I use words which are familiar to me.	3.21	4.11	4.03
Q4: I reduce the message and use simple expressions.	3.29	4.13	4.03
Q5: I replace the original message with another message because of feeling incapable of executing my original intent.	3.02	3.33	3.68
Q7: I pay attention to grammar and word order during conversation.	3.32	3.63	3.89
Q8: I try to emphasize the subject and verb of the sentence.	2.78	3.08	2.82
Q9: I change my way of saying things according to the context.	3.24	3.38	3.58
Q10: I take my time to express what I want to say.	3.16	3.36	3.78
Q11: I pay attention to my pronunciation.	3.35	4.05	4.13
Q13: I pay attention to my rhythm and intonation.	2.54	3.00	2.9
Q14: I pay attention to the conversation flow.	3.18	3.58	3.82

Table 4.1 (*continued*)

Q15: I try to make eye-contact when I am talking.	3.75	4.08	4
Q16: I use gestures and facial expressions if I can't communicate how to express myself.	3.97	3.75	3.79
Q17: I correct myself when I notice that I have made a mistake.	3.75	4.08	4.27
Q18: I notice myself using an expression which fits a rule that I have learned.	2.91	3.86	3.58
Q19: While speaking, I pay attention to the listener's reaction to my speech.	3.62	4.44	4.44
Q20: I give examples if the listener doesn't understand what I am saying.	3.45	3.77	4.10
Q21: I repeat what I want to say until the listener understands.	3.08	3.02	3.41
Q24: I try to give a good impression to the listener.	3.64	4.16	4.00
Q25: I don't mind taking risks even though I might make mistakes.	3.56	3.63	3.31
Q26: I try to enjoy the conversation	2.91	3.61	3.37

The results in Table 4.1 illustrate very different aspects of reported use of strategies for coping with speaking problems. Each question will be handled in identical groups.

The mean values for the following statements prove that there is a difference between the mean values of low proficiency and high proficiency groups. However,

the responses of the intermediate group seem to be a bit unstable. These statements are listed below.

- Q7 (*I pay attention to grammar and word order during conversation*),
- Q9 (*I change my way of saying things according to the context*),
- Q10 (*I take my time to express what I want to say*),
- Q11 (*I pay attention to my pronunciation*),
- Q14 (*I pay attention to the conversation flow*),
- Q15 (*I try to make eye-contact when I am talking*),
- Q17 (*I correct myself when I notice that I have made a mistake*),
- Q18 (*I notice myself using an expression which fits a rule that I have learned*),
- Q19 (*While speaking, I pay attention to the listener's reaction to my speech*),
- Q20 (*I give examples if the listener doesn't understand what I am saying*),
- Q21 (*I repeat what I want to say until the listener understands*),
- Q24 (*I try to give a good impression to the listener*),
- Q3 (*I use words which are familiar to me*),
- Q4 (*I reduce the message and use simple expressions*)
- Q5 (*I replace the original message with another message because of feeling incapable of executing my original intent*),
- Q26 (*I try to enjoy the conversation*).

Although there mean values differ for the statements mentioned, the difference between the intermediate group and high proficiency group is not significant meaning that they did nearly the same on most of the statements on these questionnaire items.

On the other hand, the statements below are also worth mentioning because the mean value for all proficiency levels is nearly the same and even higher for low

proficiency group or intermediate group for some of the items. These statements are listed below.

- Q1 (*I think first of what I want to say in my native language and then construct the English sentence*),
- Q8 (*I try to emphasize the subject and verb of the sentence*),
- Q13 (*I pay attention to my rhythm and intonation*),
- Q16 (*I use gestures and facial expressions if I can't communicate how to express myself*),
- Q25 (*I don't mind taking risks even though I might make mistakes*) are

This shows us that there is not a regular or expected significant difference among the answers of the students from different proficiency groups. These items of the questionnaire will be investigated further to see the reasons behind the insignificance through some statistical calculations.

The questionnaire item Q1 (*I think first of what I want to say in my native language and then construct the English sentence*) is contradictory with regard to the literature. According to current language teaching methodologies, the students are encouraged first to think in their target language instead of building up sentences in the native language and then translate it in the mind and then speak out. Such an approach to speaking is taken for granted in EFL teaching circles. According to Wenden, for instance, (1991, pp. 41-42) successful language learners “actively attempt to develop the target language into a separate reference system and try to think in the target language as soon as possible” meaning that this kind of a strategy may not be appreciated in all circles. Therefore, the high mean value of low proficiency group is not a sign of lack of successful strategy use for the other two groups rather such an output of the study supports the claim that high proficiency groups are better speakers because they apply the best methods competently. As thinking in native language is not much favored in the current pedagogy, low proficiency group lacks

such kind of strategy training. Actually, Nakatani's following words explain the reasons for this result to be recorded. "as already mentioned the SILL consists mainly of so-called good language learner strategies. On the other hand, the OCSI aims to measure all kinds of strategies for oral communication tasks. Because these two scales were developed for slightly different purposes, it is reasonable to find a little discrepancy between self-reported strategy use on these two scales." (2006, p. 159).

As for item Q8 (*I try to emphasize the subject and verb of the sentence*), it is observed that while there is not a significant difference between low and high proficiency groups, intermediate group seems to score higher. This may be interpreted as lack of knowledge of structure for low proficiency group because they try to survive while speaking let alone stressing some patterns of speech. As for high proficiency group, they try to speak fluently so conversation flow (Q14) and being clear (Q20) are more important for them than emphasizing the subject or paying attention to rhythm and intonation (Q13). This may also be due to the lack of awareness in pronunciation training of the students.

Another question type is Q16 (*I use gestures and facial expressions if I can't communicate how to express myself*). What makes the question worthy of mentioning is that the highest for low proficiency group. This highlights the fact that among 102 participants low proficient speakers of English tend to use facial expressions more often than other group of speakers. The reason for this may be their feeling of insufficiency in expressing themselves. Therefore, they use gestures and facial expressions to bridge a stronger communication channel with the listener. However, this may also be interpreted in a different way, because more successful speakers may be sometimes the ones who are competent at using facial expression appropriately.

Although questionnaire item Q25 (*I don't mind taking risks even though I might make mistakes*) does not seem to make sense when it is compared to the results of the original study and the current situations as well because usually the students with high speaking grade level seem to be risk takers in the classroom as they behave in a more self-confident way. However, the sample of students suggest that even though it is not very significant, intermediate group of learners and low proficient speakers seem to take risks more often than high proficient group of speakers. This may be due to the fact that they are more aware and conscious of the rule within the language. This result may again be due to the fact that the questionnaire does not measure the use of just strategies of successful language learners but all of the strategies that can be used.

To conclude, the results of these investigations highlight that majority of the questions (76 %) proves that there is a difference between high and low proficiency groups with respect to the use of strategies for coping with speaking problems but there are still some questions which make no difference. This result supports the hypothesis that “the students who did better in the speaking class turn out to report themselves as better in applying strategies. However, this difference is not significant for the comparisons of intermediate group and there are still some questions which do not support the hypothesis (24 %) as is demonstrated in Table 4.1. However, these are just mathematical calculations, so statistical calculation will tell us whether these levels of significance are enough to make generalizations.

4.1.2. Statistical Differences between Different Groups of Speaking Grade Level

As there are three main groups of speaking grade levels and 21 questionnaire items on the questionnaire, in order to find out whether there are significant differences which are recorded among groups of speakers on a linear combination of the dependent variables, MANOVA test was used. Before passing on the discussion of

each item on the questionnaire, the significant difference among different speaking proficiency group of learners would be evaluated. In order to investigate this, a multivariate analysis of variance (MANOVA) was conducted. The results are demonstrated in the following table.

Table 4.2: Results of Multivariate Analysis Tests for OCSI-Speaking Part

Multivariate Tests^c

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,990	376,266 ^a	21,000	79,000	,000
	Wilks' Lambda	,010	376,266 ^a	21,000	79,000	,000
	Hotelling's Trace	100,020	376,266 ^a	21,000	79,000	,000
	Roy's Largest Root	100,020	376,266 ^a	21,000	79,000	,000
notgrup	Pillai's Trace	,603	1,644	42,000	160,000	,015
	Wilks' Lambda	,471	1,720 ^a	42,000	158,000	,009
	Hotelling's Trace	,967	1,795	42,000	156,000	,005
	Roy's Largest Root	,761	2,898 ^b	21,000	80,000	,000

As is seen in Table 4.2 between groups a multivariate analysis of variance was performed to investigate differences in use of reported use of strategies for coping with speaking problems. 21 dependent variables were used that are questionnaire items on the questionnaire. The independent variables were the speaking proficiency groups of EFL learners which was referred to as “notgrup” in the third left row of the Table 4.2. It should be affirmed that preliminary assumption testing was conducted to check linearity and no violations noted.

There was a significant difference among speaking proficiency groups with a Sig. value of .009, .015, .005, and .000 for Wilks' Lambda, Pillai's Trace, Hotelling's Trace, Roy's Largest Root, respectively. As a result of “Test of between Subjects Effects”, an inspection of mean scores indicated that some of the items on the

questionnaire reported higher significance value in explaining the differences among groups which will be analyzed and discussed in the following section.

4.1.3. Analysis of Questionnaire Items.

As significant results on the MANOVA test of significance was obtained, each of the questionnaire items was to be investigated further in relation to each dependent variable. The Test of between Subjects Effects output box was used to find out the relationship among each questionnaire item and their distribution among speaking proficiency groups. The df., F and Sig. values for each item are displayed below.

Table 4.3: Results of Test of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
notgrup	Q1	1,201	2	,600	,844	,433
	Q3	,683	2	,341	,635	,532
	Q4	1,122	2	,561	,884	,416
	Q5	6,568	2	3,284	2,953	,057
	Q7	5,416	2	2,708	2,457	,091
	Q8	1,861	2	,931	,644	,528
	Q9	1,924	2	,962	,687	,505
	Q10	1,750	2	,875	,861	,426
	Q11	13,054	2	6,527	7,198	,001
	Q13	4,669	2	2,334	2,061	,133
	Q14	6,927	2	3,463	3,786	,026
	Q15	2,229	2	1,114	,963	,385
	Q16	1,009	2	,504	,401	,671
	Q17	4,607	2	2,303	2,611	,079
	Q18	17,050	2	8,525	6,693	,002
	Q19	16,030	2	8,015	9,825	,000
	Q20	6,835	2	3,418	3,400	,037
	Q21	2,592	2	1,296	,990	,375
	Q24	5,087	2	2,544	2,948	,057
	Q25	2,124	2	1,062	,714	,492
	Q26	9,037	2	4,518	2,979	,055

As is seen in the Sig. column of Table 4.3 any values that are less than 0.17 is searched for because in the Test of Between-Subjects Effects, the number of dependent variables in this study is three therefore the researcher would divide .05 value by three giving new Alpha level of .017. In other words, the results will be

significant only if the probability value (Sig.) is less than .017. In the Sig. column, those values belong to questionnaire items Q5, Q7, Q11, Q14, Q17, Q18, Q19, Q20, Q24 and Q26. These questions are different from the rest of the questions with regard to the level of significance which will be discussed in detail.

In addition to the results of MANOVA tests calculations, Post Hoc comparisons using Tukey HSD test indicated that the mean difference is significant in the same questions (see Appendix E) supporting the following calculations of Homogenous Subsets using Tukey and Duncan Tests.

To start with, Table 4.4 reveals some values concerning item Q1 in the questionnaire.

Table 4.4: *Results of Homogenous Subsets Test for questionnaire item Q1*

“I think first of what I want to say in my native language and then construct the English sentence.”

Q1

	notgrup	N	Subset 1
Tukey HSD ^{a,b}	2,00	36	3,8333
	3,00	29	3,8966
	1,00	37	4,0811
	Sig.		,454
Duncan ^{a,b}	2,00	36	3,8333
	3,00	29	3,8966
	1,00	37	4,0811
	Sig.		,261

Table 4.4 demonstrates the subsets with “notgrup” referring to each group of speaking of proficiency. Value 2.00 refers to intermediate, value 3.00 refers to high proficiency and 1.00 refers to low proficiency group of English speakers. As Tukey HSD and Duncan tests suggest, the answers to the questionnaire among groups is not significant enough to constitute two or more different subsets. The case is the same for items Q3, Q4, Q8, Q9, Q10, Q15, Q16 and Q25. The following table belongs to

these items on the questionnaire and the point they have in common can be seen when the mean score of Tukey's HSD and Duncan tests were compared and contrasted for each group.

Table 4.5: Results of Homogenous Subsets Test for questionnaire items Q3 Q4, Q8, Q9, Q10, Q15, Q16 and Q25

"I use words which are familiar to me."

Q3

	notgrup	N	Subset
			1
Tukey HSD ^{a,b}	1,00	37	3,9189
	3,00	29	4,0345
	2,00	36	4,1111
	Sig.		,533
Duncan ^{a,b}	1,00	37	3,9189
	3,00	29	4,0345
	2,00	36	4,1111
	Sig.		,316

"I change my way of saying things according to the context"

Q9

	notgrup	N	Subset
			1
Tukey HSD ^{a,b}	1,00	37	3,2432
	2,00	36	3,4167
	3,00	29	3,5862
	Sig.		,463
Duncan ^{a,b}	1,00	37	3,2432
	2,00	36	3,4167
	3,00	29	3,5862
	Sig.		,267

"I reduce the message and use simple expressions." *"I take my time to express what I want to say."*

Q4

	notgrup	N	Subset
			1
Tukey HSD ^{a,b}	1,00	37	3,8919
	3,00	29	4,0345
	2,00	36	4,1389
	Sig.		,415
Duncan ^{a,b}	1,00	37	3,8919
	3,00	29	4,0345
	2,00	36	4,1389
	Sig.		,235

Q10

	notgrup	N	Subset
			1
Tukey HSD ^{a,b}	1,00	37	3,1622
	2,00	36	3,3611
	3,00	29	3,4828
	Sig.		,396
Duncan ^{a,b}	1,00	37	3,1622
	2,00	36	3,3611
	3,00	29	3,4828
	Sig.		,223

Table 4.5 (continued)

"I try to emphasize the subject and verb of the sentence." "I pay attention to my rhythm and intonation."

Q8

notgrup	N	Subset
		1
Tukey HSD ^{a,b} 1,00	37	2,7838
3,00	29	2,8276
2,00	36	3,0833
Sig.		,565
Duncan ^{a,b} 1,00	37	2,7838
3,00	29	2,8276
2,00	36	3,0833
Sig.		,341

Q13

notgrup	N	Subset
		1
Tukey HSD ^{a,b} 1,00	37	2,5405
3,00	29	2,9655
2,00	36	3,0000
Sig.		,185
Duncan ^{a,b} 1,00	37	2,5405
3,00	29	2,9655
2,00	36	3,0000
Sig.		,097

"I try to make eye-contact when I am talking." "I repeat what I want to say until the listener understands."

Q15

notgrup	N	Subset
		1
Tukey HSD ^{a,b} 1,00	37	3,7568
3,00	29	4,0345
2,00	36	4,0833
Sig.		,430
Duncan ^{a,b} 1,00	37	3,7568
3,00	29	4,0345
2,00	36	4,0833
Sig.		,245

Q21

notgrup	N	Subset
		1
Tukey HSD ^{a,b} 2,00	36	3,0278
1,00	37	3,1061
3,00	29	3,4138
Sig.		,354
Duncan ^{a,b} 2,00	36	3,0278
1,00	37	3,1061
3,00	29	3,4138
Sig.		,196

"I use gestures and facial expressions if I can't communicate how to express myself."

Q16

notgrup	N	Subset
		1
Tukey HSD ^{a,b} 2,00	36	3,7500
3,00	29	3,7931
1,00	37	3,9730
Sig.		,695
Duncan ^{a,b} 2,00	36	3,7500
3,00	29	3,7931
1,00	37	3,9730
Sig.		,447

Table 4.5 (continued)

"I don't mind taking risks even though I might make mistakes."

Q25

	notgrup	N	Subset
			1
Tukey HSD ^{a,b}	3,00	29	3,3103
	1,00	37	3,5676
	2,00	36	3,6667
	Sig.		,458
Duncan ^{a,b}	3,00	29	3,3103
	1,00	37	3,5676
	2,00	36	3,6667
	Sig.		,263

Some of the questions observed in the table are the ones that we have mentioned during mathematical calculations. However, those calculations were just to show even the slightest difference while statistical calculations regard differences among groups that are only significant. As a result, in addition to Q1, Q8, Q13, Q16 and Q25, questionnaire items Q3, Q4, Q9, Q10, Q15, and Q21 were also observed to create no significant difference that would be enough to form separate subsets.

With regard to the rest of the questionnaire items it can be stated that they all form two subsets. To begin with Table 4.6, it demonstrates that there is a significant difference between the mean scores of two groups, value 3.00 referring to high and 1.00 referring to low proficiency group of speakers. As is seen below the mean score for low proficiency group is 3.0541 while the mean score for high proficiency group is 3.6897 meaning that there is a difference between total of the answers of the participants with low and high grade levels.

Table 4.6: Results of Homogenous Subsets Test for Questionnaire item Q5

“I replace the original message with another message because of feeling incapable of executing my original intent.”

Q5				
	notgrup	N	Subset	
			1	2
Tukey HSD ^{a,b}	1,00	37	3,0541	
	2,00	36	3,3333	3,3333
	3,00	29		3,6897
	Sig.		,525	,353
Duncan ^{a,b}	1,00	37	3,0541	
	2,00	36	3,3333	3,3333
	3,00	29		3,6897
	Sig.		,280	,169

The case is more or the less the same for Q7, Q11, Q 14, Q 19, Q 20, Q 24, and Q 26.

Table 4.7: Results of Homogenous Subsets Test for Questionnaire items Q7, Q11, Q 14, Q 19, Q 20, Q 24, and Q 26

“I pay attention to grammar and word order during conversation” “I pay attention to the conversation flow”

Q7				Q14			
notgrup	N	Subset		notgrup	N	Subset	
		1	2			1	2
Tukey HSD ^{a,b}	1,00	37	3,3243	Tukey HSD ^{a,b}	1,00	37	3,1892
	2,00	36	3,6389		2,00	36	3,5833
	3,00	29	3,8966		3,00	29	3,8276
	Sig.		,070		Sig.		,214
Duncan ^{a,b}	1,00	37	3,3243	Duncan ^{a,b}	1,00	37	3,1892
	2,00	36	3,6389		2,00	36	3,5833
	3,00	29	3,8966		3,00	29	3,8276
	Sig.		,222		Sig.		,094
			,317				,298

“I take my time to express what I want to say”

“I correct myself when I notice that I have made a mistake”

Q11				Q17			
notgrup	N	Subset		notgrup	N	Subset	
		1	2			1	2
Tukey HSD ^{a,b}	1,00	37	3,3514	Tukey HSD ^{a,b}	1,00	37	3,7568
	2,00	36	4,0556		2,00	36	4,0833
	3,00	29	4,1379		3,00	29	4,2759
	Sig.		1,000		Sig.		,066
Duncan ^{a,b}	1,00	37	3,3514	Duncan ^{a,b}	1,00	37	3,7568
	2,00	36	4,0556		2,00	36	4,0833
	3,00	29	4,1379		3,00	29	4,2759
	Sig.		1,000		Sig.		,157
			,724				,403

Means for groups in homogeneous subsets are displayed

“I notice myself using an expression which fits a rule that I have learned”

“I give examples if the listener doesn't understand what I am saying”

Q18				Q20			
notgrup	N	Subset		notgrup	N	Subset	
		1	2			1	2
Tukey HSD ^{a,b}	1,00	37	2,9189	Tukey HSD ^{a,b}	1,00	37	3,4595
	3,00	29	3,5862		2,00	36	3,8056
	2,00	36	3,8611		3,00	29	4,1034
	Sig.		1,000		Sig.		,337
Duncan ^{a,b}	1,00	37	2,9189	Duncan ^{a,b}	1,00	37	3,4595
	3,00	29	3,5862		2,00	36	3,8056
	2,00	36	3,8611		3,00	29	4,1034
	Sig.		1,000		Sig.		,160
			,321				,226

Table 4.7 (continued)

“While speaking, I pay attention to the listener’s reaction to my speech” *“I try to give a good impression to the listener”*

Q19					Q24				
notgrup		N	Subset		notgrup		N	Subset	
			1	2				1	2
Tukey HSD ^{a,b}	1,00	37	3,6216		Tukey HSD ^{a,b}	1,00	37	3,6486	
	2,00	36		4,4444		3,00	29	4,0000	
	3,00	29		4,4483		2,00	36	4,1667	
	Sig.		1,000	1,000		Sig.		,063	
Duncan ^{a,b}	1,00	37	3,6216		Duncan ^{a,b}	1,00	37	3,6486	
	2,00	36		4,4444		3,00	29	4,0000	4,0000
	3,00	29		4,4483		2,00	36		4,1667
	Sig.		1,000	,986		Sig.		,124	,464

“I try to enjoy the conversation”

Q26				
notgrup		N	Subset	
			1	2
Tukey HSD ^{a,b}	1,00	37	2,9189	
	3,00	29	3,3793	
	2,00	36	3,6111	
	Sig.		,060	
Duncan ^{a,b}	1,00	37	2,9189	
	3,00	29	3,3793	3,3793
	2,00	36		3,6111
	Sig.		,129	,442

As is demonstrated in Table 4.7 two subsets for each item mean that there is a significant difference among the answers of the two groups. These results were acquired via Duncan and Tukey HSD tests and all these statistical calculations support the previous mathematical calculations (see Table 4.1) with a slight difference, as in Table 4.1 even slightest significance values among group were regarded to count as a difference however, the current values reveals the statistical approach to the issue. However, still suffice it to say that all prove that the speaking

proficiency of the participants is significantly correlated with the strategies they self-reported in the questionnaire.

4.2. Data Analysis - Questionnaire on Learner Autonomy

4.2.1 Relationship between Reported Degree of Learner Autonomy and Speaking Grade Level of the Students.

In the second part of the data analysis, the answers of the students to the learner autonomy questionnaire and the speaking grade levels of the students were compared in order to look for some kind a link between them.

As there are more than two groups whose mean scores to be compared, One-way analysis of variance (ANOVA) was performed (See Table 4.8). The results of the analysis, which would be discussed in detail further on, demonstrates that the questionnaire item with an F value of greater than 2.76 and with Sig. value of less than .05 is considered to be significantly different, meaning that effects are real. It should be also be noted that preliminary assumption testing was conducted to check linearity and no violations noted.

As overall ANOVA results suggest that there is a significant difference, Multiple Comparisons Data Output Box tells us exactly where these differences among groups occur. When we look at the columns labeled Mean Difference (Appendix F), some asterisks (*) next to values are listed. The value with asterisk means that the two groups being compared are significantly different from one another at the $p < .05$ level. In order to see the larger picture, below are the results of ANOVA test of questionnaire on learner autonomy.

Table 4.8: ANOVA Results for Questionnaire on Learner Autonomy

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Q1	Between Groups	16,615	2	8,307	9,319	,000
	Within Groups	88,258	99	,891		
	Total	104,873	101			
Q2	Between Groups	61,452	2	30,726	42,313	,000
	Within Groups	71,891	99	,726		
	Total	133,343	101			
Q3	Between Groups	1,214	2	,607	,628	,536
	Within Groups	95,776	99	,967		
	Total	96,990	101			
Q4	Between Groups	36,099	2	18,049	15,222	,000
	Within Groups	117,392	99	1,186		
	Total	153,490	101			
Q5	Between Groups	,393	2	,197	,157	,855
	Within Groups	124,361	99	1,256		
	Total	124,755	101			
Q6	Between Groups	,001	2	,001	,001	,999
	Within Groups	94,911	99	,959		
	Total	94,912	101			
Q8	Between Groups	44,100	2	22,050	23,710	,000
	Within Groups	92,067	99	,930		
	Total	136,167	101			
Q9	Between Groups	78,171	2	39,086	38,235	,000
	Within Groups	101,201	99	1,022		
	Total	179,373	101			
Q12	Between Groups	48,061	2	24,030	18,197	,000
	Within Groups	130,733	99	1,321		
	Total	178,794	101			
Q15	Between Groups	4,564	2	2,282	1,667	,194
	Within Groups	135,514	99	1,369		
	Total	140,078	101			
Q16	Between Groups	12,636	2	6,318	6,166	,003
	Within Groups	101,442	99	1,025		
	Total	114,078	101			
Q17	Between Groups	3,248	2	1,624	1,290	,280
	Within Groups	124,605	99	1,259		
	Total	127,853	101			
Q18	Between Groups	10,970	2	5,485	4,846	,010
	Within Groups	112,050	99	1,132		
	Total	123,020	101			
Q21	Between Groups	7,191	2	3,596	5,767	,004
	Within Groups	61,721	99	,623		
	Total	68,912	101			

As is observed in Table 4.8, the answers supplied by different groups of speaking proficiency creates significant differences in questionnaire items Q1, Q2, Q4, Q8, Q9, Q12, Q16, Q18 and Q21. For the rest of the items, there is no significant difference recorded. In other words, although the answers of different groups vary this variance is not significant enough as the mean scores are so close to each other.

Out of 14 items on the questionnaire 9 items prove that there is a positive correlation between reported degree of autonomy and speaking grade levels of the students. The questions leading to this interpretation together with the ones which does not support this view would be investigated in detail.

4.2.2. Analysis of the Questionnaire Items

To be able to evaluate each and every item, Homogenous subsets test will be utilized. The results on this test would give the researcher the chance to assess the subsets formed in detail.

To begin with, the answers of the participants to Q1 (*I think I have the ability to learn English well.*) underpins the significant difference between low proficiency group and high proficiency group of speakers as Table 4.9 suggests.

Table 4.9: *Homogenous Subsets Results for questionnaire item Q1
“I think I have the ability to learn English well”*

Q1

	GradeLevel	N	Subset for alpha = .05	
			1	2
Tukey HSD ^{a,b}	1,00	37	3,0811	
	2,00	36		3,6944
	3,00	29		4,0690
	Sig.		1,000	,240
Duncan ^{a,b}	1,00	37	3,0811	
	2,00	36		3,6944
	3,00	29		4,0690
	Sig.		1,000	,107

As is demonstrated in the table, the mean score for low proficiency group of speakers is 3.0811 while this score is 4.0690 for high proficiency group, referring that the answers given to the questionnaire makes difference with regard to groups of speakers from different grade levels Furthermore, the reason for the subsets' not

forming three groups is obvious. When we look at the mean score of grade level 2.00 (3.6944), there seems to be no significance between grade levels 3.00. and 2.00 meaning that the participants of those groups regard themselves nearly the same with respect to their degree of autonomy. The low proficiency group of speakers does not believe that they have the ability to learn English well as high proficiency group of learners do in the current study.

The second item on the questionnaire is labeled as Q2 and the illustrative table for it is supplied below.

Table 4.10: *Homogenous Subsets Results for questionnaire item Q2*

“I make good use of my free time in English study”

Q2

GradeLevel	N	Subset for alpha = .05	
		1	2
Tukey HSD ^{a,b}			
1,00	37	1,5135	
2,00	36		3,0556
3,00	29		3,2069
Sig.		1,000	,748
Duncan ^{a,b}			
1,00	37	1,5135	
2,00	36		3,0556
3,00	29		3,2069
Sig.		1,000	,468

Table 4.10 shows the results for the question “*I make good use of my free time in English study*” just like in the previous question, the answers of the students prove that the participants actually know themselves and they are aware of the fact that they are wasting or making use of their times while studying. The low proficiency group of speakers states that they are not good at make the most of their time while studying.

To pass on another questionnaire item Q4, it can be stated that the significance between the answers of high and low proficiency groups is again significant. Table 4.11 demonstrates this obviously.

Table 4.11: *Homogenous Subsets Results for questionnaire item Q4*
“I find I can finish my task in time”

Q4

	GradeLevel	N	Subset for alpha = .05	
			1	2
Tukey HSD ^{a,b}	1,00	37	1,7027	
	3,00	29		2,8966
	2,00	36		2,9722
	Sig.		1,000	,956
Duncan ^{a,b}	1,00	37	1,7027	
	3,00	29		2,8966
	2,00	36		2,9722
	Sig.		1,000	,776

The students from low speaking grade level stated that they are not good at finishing a task in time, while participants from intermediate and high speaking grade level do as Tukey HSD and Duncan Tests demonstrate. Even the grade level 2.00 is the best in finishing the tasks in time according to the statistical calculations.

The next item is Q8 having a slightly different nature when compared to the items described up to now. The difference is seen in the following table.

Table 4.12: *Homogenous Subsets Results for questionnaire item Q8*

“I attend out-class activities to practice and learn the language.”

Q8

	GradeLevel	N	Subset for alpha = .05	
			1	2
Tukey HSD ^{a,b}	1,00	37	2,2973	
	2,00	36	2,5556	
	3,00	29		3,8621
	Sig.		.518	1,000
Duncan ^{a,b}	1,00	37	2,2973	
	2,00	36	2,5556	
	3,00	29		3,8621
	Sig.		.275	1,000

The subsets are formed due to the significant difference between the answers of low and high proficient speakers but this time the mean score of participants with average grades is different. It is closer to the mean score of low proficiency group meaning that intermediate speakers and low proficient speakers attend out-class activities to practice and learn the language less often than speakers from high speaking grade levels. This may be interpreted as a very good explanation for students’ success in the speaking classes. These students from high grade level know how to take charge of their own speaking development by creating chances for themselves, thus they can make use of strategies more competently and get higher grades. These factors are interrelated.

The following questionnaire item is Q9 (*During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.*). This item is very much related to the speaking skills development of the students as well as their learner autonomy. Table 4.13 summarizes the results.

Table 4.13: *Homogenous Subsets Results for questionnaire item Q9*

“During the class, I try to catch chances to take part in activities such as pair / group discussion, role-play, etc”.

Q9

	GradeLevel	N	Subset for alpha = .05	
			1	2
Tukey HSD ^{a,b}	1,00	37	1,5946	
	3,00	29		3,2414
	2,00	36		3,5278
	Sig.		1,000	,479
Duncan ^{a,b}	1,00	37	1,5946	
	3,00	29		3,2414
	2,00	36		3,5278
	Sig.		1,000	,248

As Table 4.13 shows the higher the grades of the students, the more the student takes part in class activities or vice versa. It proves the idea that the students should be encouraged to take part in classroom activities to develop their communication skills in a foreign language. Similarly, autonomous language learning encourages learners participating in classroom activities, group discussion as the teacher is more in the position of a guide rather than the “teacher” of some subjects.

The questionnaire item Q12 is not much different with regard to the subsets it formed however; the item differs in that it is a multiple choice sentence completion. The statement and the choices are as follows:

“I study English here due to:

- A. my parents' demand*
- B. curiosity*
- C. getting a good job, help to my major*
- D. interest of English culture, such as film, sports, music, etc.*
- E. C and D”*

The items are again evaluated according to Likert scale calculations, according to the answers of the student groups. The following graph demonstrates the differences in mean score of each grade level.

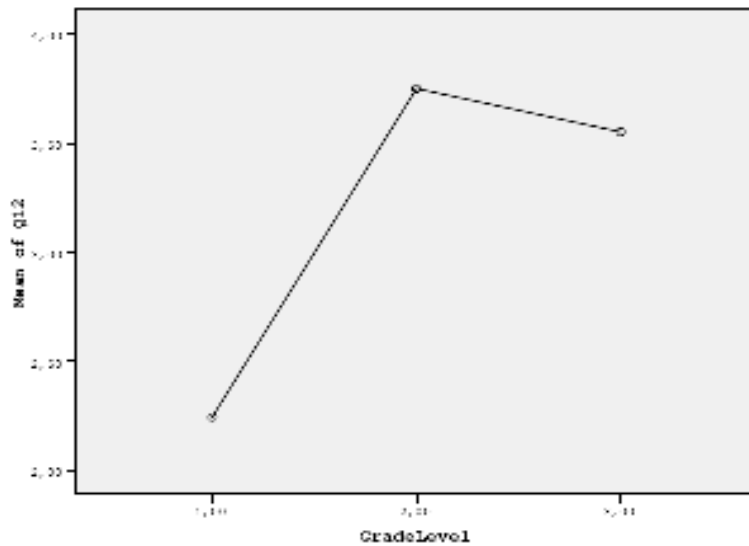


Figure 4.1: Mean plots for Questionnaire Item Q12

As is seen above, the mean score for grade level 1.00 is below 2.50 while it is nearly 3.5 for grade level 2.00 and 3.00. Here, grade level 2.00 is recorded as more autonomous than grade level 3.00 but the difference is not significant.

As for questionnaire items Q16 and Q18 it is seen that the difference between grade level 1.00 and 3.00 (2.00, as well) is more significant as is illustrated in the following graphs.

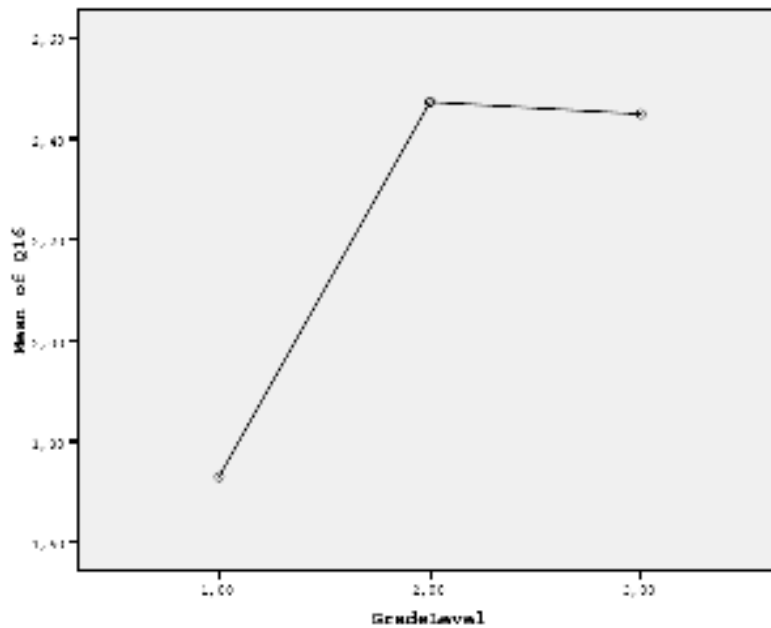


Figure 4.2: Mean plots for Questionnaire Item Q16

This figure illustrates the results of the answers were given to the following statement and its choices:

When the teacher asks questions for us to answer, I would mostly like to:

- A. wait for others' answers*
- B. think and ready to answer*
- C. look up books, dictionaries*
- D. clarify questions with teachers*
- E. join a pair/group discussion*

The more a student autonomous the more he or she participates in classroom activities and this result suggests the following statement of Esch and St.John (2003) concerning constructivist learning of languages with regard to learner autonomy.

According to them, “Learning is viewed as a social event: learning needs to be embedded in social experiences, instructional goals, objectives and content should be negotiated and not imposed; learners should work primarily in groups and most of the learning outcomes result from cooperation” (p. 20). This statement also support supports the results of the analysis.

As for the results of the item Q18, which is recorded in the questionnaire as in the following, they are not different in comparison with the item Q16.

When I make mistakes in study, I'd usually like the following ones to correct them:

A. let them be

B. teachers

C. classmates

D. others

E. books or dictionaries

The figure demonstrating the mean slot is as follows:

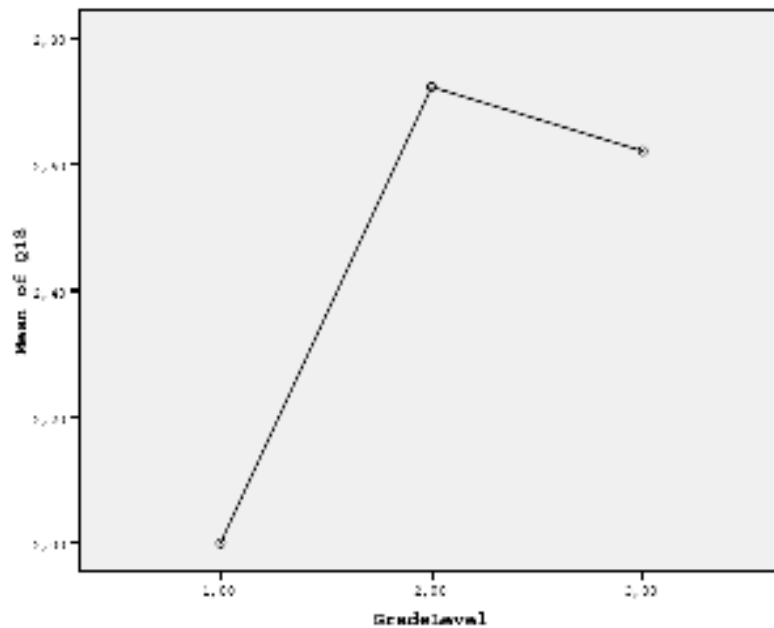


Figure 4.3: Mean plots for Questionnaire Item Q18

Here, the thing is that the participant students who have scored higher (grade level 2.00 and 3.00) are less dependent on their teacher and other students. Rather it seems that they have already developed their sense of responsibility for their own learning by referring books and other resources more often than the students from the grade level 1.00.

As for the item Q21 it is not surprising that the grade level 1.00 and 3.00 scored nearly the same but not the grade level 2.00 because the statement and its choices was as in the following:

I usually use materials selected:

- A. only by teachers*
- B. mostly by teachers*
- C. by teachers and by myself*
- D. mostly by myself*
- E. only by myself*

The Figure 4.4 illustrates the mean scores by striking attention to the score of grade level 2.00.

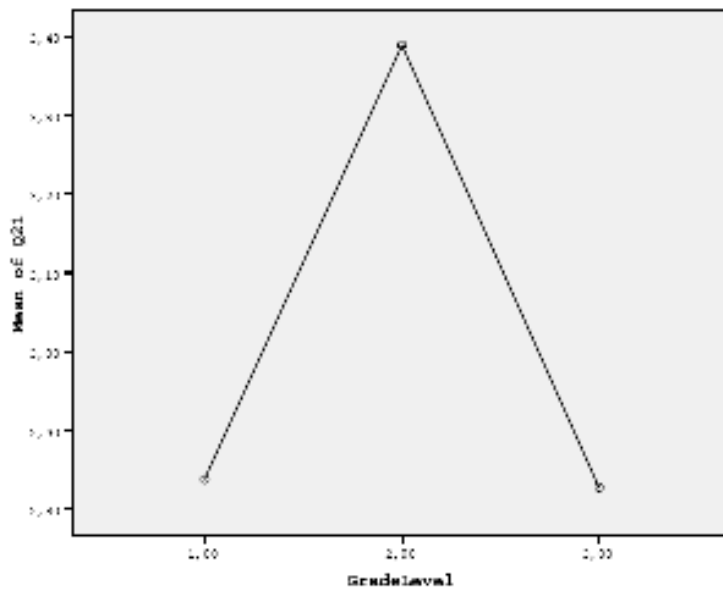


Figure 4.4: Mean plots for Questionnaire Item Q21

What makes this distribution striking is that while grade level 1.00 and 3.00 scored nearly the same on the questionnaire item concerning the selection of materials, intermediate group of speakers scored relatively high on that. The reason may be due to the nature of the study as there is directly not a correlation between speaking grade levels of the students and materials selection. The reasons for the low score of the

high proficient speakers may be various but the results may also be specific to the sample of participants.

Up to now, the questionnaire items on which the groups scored in a significantly different way were discussed. And now, the questionnaire items which revealed no significant difference among the answers of the grade levels will be considered.

To start with, item Q3 and Q5 did not make difference in creating separate subsets. The following tables show the means for each group.

Table 4.14: *Homogenous Subset for Questionnaire Item Q3*
“I preview before the class”

Q3

		N	Subset for alpha = . 05
GradeLevel	1		
Tukey HSD ^{a,b}	3,00	29	2,2414
	2,00	36	2,2778
	1,00	37	2,4865
	Sig.		,565
Duncan ^{a,b}	3,00	29	2,2414
	2,00	36	2,2778
	1,00	37	2,4865
	Sig.		,341

Table 4.15: *Homogenous Subset for Questionnaire Item Q5*

“I keep a record of my study, such as keeping a diary, writing review etc.”

Q5

	GradeLevel	N	Subset for alpha = . 05
			1
Tukey HSD ^{a,b}	3,00	29	2,2069
	1,00	37	2,2703
	2,00	36	2,3611
	Sig.		,840
Duncan ^{a,b}	3,00	29	2,2069
	1,00	37	2,2703
	2,00	36	2,3611
	Sig.		,599

As is obvious previewing before class and keeping a learning diary kind of studies are not favored much by Turkish EFL learners. Regardless of their grade level of speaking English, they do not choose to study in those specific ways

It is not surprising that the answers given to the questionnaire item Q6 did not create any significance among grade levels. The reason is hidden in the statement:

Table 4.16: *Homogenous Subset for Questionnaire Item Q6*

“I make self-exam with the exam papers chosen by myself”

Q6

	GradeLevel	N	Subset for alpha = . 05
			1
Tukey HSD ^{a,b}	1,00	37	2,0270
	2,00	36	2,0278
	3,00	29	2,0345
	Sig.		,999
Duncan ^{a,b}	1,00	37	2,0270
	2,00	36	2,0278
	3,00	29	2,0345
	Sig.		,977

To tell the truth, this is not a common thing most of the students do during their studies. For further research, this statement may be replaced with something like “On my own, I prepare some questions to check myself in order to study for the exam”. However, this might still not make any difference due to students’ finding it unnecessary.

The last two items on the questionnaire are Q15 and Q17 and their mean scores and subsets are shown in the following tables.

Whether students should design the teaching plan together with teachers or not, my opinion is:

- A. strongly agree*
- B. agree*
- C. neutral*
- D. oppose*
- E. strongly oppose*

Table 4.17: *Homogenous Subset for Questionnaire Item Q15*

Q15

		N	Subset for alpha = . 05
GradeLevel			1
Tukey HSD ^{a,b}	2,00	36	1,9167
	1,00	37	2,2973
	3,00	29	2,4138
	Sig.		,195
Duncan ^{a,b}	2,00	36	1,9167
	1,00	37	2,2973
	3,00	29	2,4138
	Sig.		,103

As is noticed the question is a bit contrary to the Turkish traditional education system which is “to oppose” the plan the teacher offers. Viewed in this light, the mean scores of each group and the insignificant values are not surprising.

When I meet a word I don't know, I mainly:

- A. let it go*
- B. ask others*
- C. guess the meaning*
- D. B and E*
- E. look up the dictionary*

Table 4.18: *Homogenous Subset for Questionnaire Item Q17*

Q17

		N	Subset for alpha = . 05
GradeLevel			1
Tukey HSD ^{a,b}	1,00	37	3,5676
	3,00	29	3,6552
	2,00	36	3,9722
	Sig.		,306
Duncan ^{a,b}	1,00	37	3,5676
	3,00	29	3,6552
	2,00	36	3,9722
	Sig.		,167

For this questionnaire item (Table 4.18), the students agreed that they do not let the unknown words go but rather they try to learn it in a way and all of the ways are appropriate for them as the mean score suggests and the grade levels do not make any difference in that by also eliminating the differences in the reported degree of autonomy.

To conclude, one way-between group analysis of variance was conducted to explore the impact of grade levels in speaking classes of the participants on their degree of learner autonomy. There was statistically significant difference in questionnaire items Q1, Q2, Q4, Q8, Q9, Q12, Q16, Q18 and Q21 among different grade levels. In addition to reaching statistical significance the actual difference in mean scores between the grade levels was also high. The Post Hoc comparisons using the Tukey HSD test also indicated that the mean scores were also different for the same items on the questionnaire (see Table 4.18).

As the majority of the questionnaire items (9 out of 14) proves there is a high positive correlation between the speaking grade levels of the students and their reported degree of learner autonomy.

When the results of data analysis belonging to the use of strategies for coping with speaking problems and the results of this data analysis were combined it is not difficult to see the linkage between those two variables. On the whole, the students from high speaking grade level scored high on the first part of the research tool as well as they scored high on the second part. Likewise, the case is the same for the students from low speaking grade level as they scored worse on both of the questionnaires. All of these data which were investigated proves that there is a mutual and direct correlation among those three variables: speaking grade level, learner autonomy and use of strategies for coping with speaking problems.

4.3. Discussion of the Results

Statistical calculations demonstrate that there is a positive correlation between speaking grade levels of the students and reported degree of autonomy and use of coping strategies while speaking English. This is a sign of the fact that the students, who are good at using the strategies in question, reported themselves as autonomous in comparison with the other groups, as well. The correlation is again positive for

low proficiency speakers of English. However, with intermediate speakers, the correlation is not obvious as there is no significant difference between the answers of the high proficiency students and them. Therefore, as is obvious, the more the students report themselves as autonomous and competent in the use of strategies in question; the higher grades they have speaking class. Actually, the results gained on both questionnaires support both of the results in the original studies (Dafei, 2007; Nakatani, 2006).

Although in the study of Dafei, the researcher investigated the relationship between learner autonomy and English proficiency, the findings were similar to the ones found in the current study as it confirms the conclusion of Dafei (2006) that “the students’ English proficiency was significantly and positively related to their learner autonomy, and there are no significant differences among the students’ learner autonomy when their English proficiency is not significantly different. But there are significant differences among the students’ learner autonomy when their English proficiency is significantly different. These findings imply that the more autonomous a learner becomes, the more likely he/she achieves high language proficiency.”

These findings are very much like the findings that the current study comes up with but with an exception, which is the aspect of strategy use results of the participants.

As for the Strategies for Coping with Speaking Problems Questionnaire (Nakatani, 2006), it is observed that in the original study, the researcher categorized the items on the questionnaire into factors and among those factors only in 3 factors out of 8 factors noted as significantly different with regard to the answers of low proficiency and high proficiency groups. The researcher summarizes this as “Regarding the speaking part, the high oral proficiency group reported more use of the following three categories than the low oral proficiency group: social affective strategies, fluency-oriented strategies, and negotiation for meaning while speaking strategies. The results indicate that students who recognized their use of these three types of

strategies were judged as higher level speakers of English” (Nakatani, 2006). However, in order to interpret these results in comparison with the results of the current study, it is necessary to know the corresponding questionnaire item of these three factors. It is listed in the following table.

Table 4.19: *Factors and codes of corresponding questionnaire items in the current study*

CATEGORY	CORRESPONDING QUESTIONNAIRE ITEMS
1. Social Affective Strategies	Q24, Q25, Q26
2. Fluency Oriented Strategies	Q9, Q10, Q11, Q12, Q13, Q14
3. Negotiation for meaning while speaking	Q19, Q20, Q21

Out of these questionnaire items that belong to three factors, which are found to create significant difference among the answers of the grade levels, six items corresponds to the original study with regard to the results. In other words, under the category of Social Affective Strategies, the answers of the participant of the current study to items Q24 and Q26 created significant difference among grade levels.

As for the second factor, on only two items Q11, Q14 a significant difference was observed with respect to the answers supplied by the participants.

Finally, the answers of the students to the statements Q19, Q20 demonstrated that there occurs a significant difference and these items correspond to the factor negotiation for meaning while speaking.

As is obvious, the findings of each separate questionnaire support each other and the previous results found out by the original studies themselves.

The study also provided some useful insights with regard to the weak points of the research tool itself in order to be used in further research studies which will be carried out.

CHAPTER V

CONCLUSION

5.0. Presentation

The chapter presents the summary of the study, and then discusses the results analyzed in the previous chapter. Then, the chapter ends up with implications for English language teaching and suggestions for further research.

5.1. Summary of the Study

There were two basic foci of the study as it was designed with an aim to unfold the relationship between learner autonomy, use of strategies for coping with speaking problems and the success in English speaking class, which will be the classified speaking grade levels. Up to now, a great number of studies were conducted on various aspects of strategies for coping with speaking problems use and learner autonomy. However, there are nearly no studies carried out combining these two variables in relation to success. With a need to investigate these two factors a questionnaire was designed. The questionnaire consisted of four parts, and in the first part, some questions about the participants were asked. The data which would be supplied in this part were necessary to make calculations of gender and age distribution together with the specification of the cumulative speaking grades of the participants. The second part was an adaptation of the questionnaire which is originally called Oral Communication Strategy Inventory by Nakatani (2006). However, it is should be noted that the original study consisted of two parts, first for speaking and second for listening strategies. In the present study, only speaking part was utilized (see Appendix B).

Upon completion of the first part, second part of the current study was to be designed. The questionnaire on learner autonomy was adapted from Dafei (2007) and Zhang and Li (2004)'s study (see Appendix A). The original study consisted of three subsections. The first and second sub sections of original questionnaire consisting of multiple choice and Likert scale items were utilized. Therefore, these two subsections formed the third and fourth part of the current research tool with an aim to assess the degree of learner autonomy of the participants. Then a piloting session was performed on 20 students within a sample of the same group of participants. The reliability statistics were calculated for each part of the questionnaire. For the first part assessing the use of strategies for coping with speaking problems and the second part which is assessing the degree of autonomy the Cronbach's Alpha value raised from .459 to .845 and from .512 to .709, respectively. In addition to that, a reliability calculation was conducted on the whole questionnaire in a combined version following the piloting studies and the Cronbach's Alpha coefficient was found to be .828.

Following the design of the final draft of the research tool, the actual study was conducted on 102 participants. The participants were preparatory class students from various departments such as economics, business administration, electric and electronics engineering and chemistry at Dumlupinar University in Kutahya. After the administration of the study, the data were analyzed via MANOVA and ANOVA tests.

As a result, the relationship between learner autonomy and the use of strategies for coping with speaking problems and speaking proficiency of the participants were calculated.

5.2. Summary of the Findings

As a result of statistical calculations, it was found that there is a positive correlation between speaking grade levels of the students and their reported degree of autonomy and use of coping strategies while speaking English. This proves that the students, who are good at using the strategies in question, reported themselves as autonomous in comparison with the other groups, as well. Likewise, the students from low speaking grade level also turned out to score low in reporting their degree of autonomy and use of strategies for coping with speaking problems. However, with intermediate speakers, the correlation is not obvious as there is no significant difference between the answers of the high proficiency students and them. Therefore, as is obvious, the more the students report themselves as autonomous and competent in the use of strategies in question; the higher grades they have speaking class.

5.3. Implications for ELT

The purpose of the study was roughly to investigate the relationship among autonomy, strategy use and speaking grade level. The results supported that there is a positive correlation among those factors.

Therefore, the first desirable endpoint should be some kind of modification on the curriculum of language teaching in terms of development of learner autonomy. More chances for student's developing autonomy should be given so that they would get used to it and be more successful in communication skills. The first step is to have some modification not only in the teacher training but also in the language teaching curriculum design because, it may not be enough just to define autonomy in theory without any application. To achieve this aim, in the language teaching curriculum there should be more communication involved rather than mere structure teaching. When the students take part in group and pair work discussions they develop their autonomy. More peer feedback and peer evaluation in addition to self-assessment

should be promoted in the language classes. However, it deserves attention that group and pair work study increases individualization as each student should have a saying during these studies, leading to development of autonomy. The current primary school curriculum of Ministry of National Education supports learner autonomy with the theory and applications inside the classes. Main departure point is constructivism and the classroom applications also prove it. Project-based learning, students portfolios, promoting inquiry methods and more group and pair work are some of these applications. The role of the teacher seems to be more passive and the role of the student is more active, teacher being the guide rather than “being the person who teaches”.

The findings of the study also seem to endorse the integration of strategies for coping with speaking problems use into the curriculum of the language teaching and learning. However, such an approach calls for training of the teachers of English with respect to conveying the use of strategies while speaking. Without this, strategy use can never go beyond being in theory rather than becoming an integral part of the speaking classes. The students should not only be asked to speak but also be trained how to speak in the most competent way. Thus, they would be able to combine the knowledge of language and structure they have in their minds and knowledge of strategies for coping with speaking problems use. As a result, they would cope with the problems they face during the communication. In order this to happen, a similar modification in the teacher training curriculum and language teaching curriculum should be carried out. More including more strategy training would solve the problem when it is combined with elements of developing autonomy in language learner. For instance, teacher should be equipped with more ways to train their students in using various speaking strategies, and how to use them appropriately and effectively both outside and inside the classroom.

The desirable endpoint is not just the success but rather “classrooms” and “teachers” compatible with and supportive of learner autonomy and strategy use and training.

In order all these and more to be integrated into the curriculum, a change both in the teacher training curriculum and language teaching curriculum is appreciated. Therefore, both students and the teacher would have more freedom inside the classes, a freedom paving the way for better learning experiences.

5.4. Suggestion for Further Research

As a result of the findings from the research reported on here, and as a consequence of the limitations of the study, there are several suggestions which are worth considering for future research.

The study may be replicated on a larger sample of students on a longitudinal basis, that is, each questionnaire can be administrated in a pre and post test manner by supplying some tasks on developing students' degree of autonomy together with speaking coping strategies training. At the end of the term, some post tests may be administered in order to measure the difference.

In addition to that, not only strategies for coping with speaking problems use but also correlation between degree of reported autonomy and other language skills may also be analyzed.

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APPENDICES

APPENDIX A

QUESTIONNAIRE TO INVESTIGATE THE LEARNER AUTONOMY OF THE SUBJECTS

ORIGINAL QUESTIONNAIRE

Direction: In order to investigate the Learner autonomy, will you please circle the or answers to the following questions according to your true cases. Thank you very much for and patience!

Part I (A. never B. rarely C. sometimes D. often E. always.)

1. I think I have the ability to learn English well. A B C D E
2. I make good use of my free time in English study. A B C D E
3. I preview before the class. A B C D E
4. I find I can finish my task in time. A B C D E
5. I keep a record of my study, such as keeping a diary, writing review etc. A B C D E
6. I make self-exam with the exam papers chosen by myself. A B C D E
7. I reward myself such as going shopping, playing etc. when I make progress. A B C D E
8. I attend out-class activities to practice and learn the language. A B C D E
9. During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc. A B C D E
10. I know my strengths and weaknesses in my English study. A B C D E
11. I choose books, exercises which suit me, neither too difficult nor too easy. A B C D E

Part II

12. I study English here due to:
 - A. my parents' demand
 - B. curiosity
 - C. getting a good job, help to my major
 - D. interest of English culture, such as film, sports, music, etc.
 - E. C and D
13. I think the learner-teacher relationship is that of:

- A. receiver and giver
 - B. raw material and maker
 - C. customer and shopkeeper
 - D. partners
 - E. explorer and director
14. I think my success or failure in English study is mainly due to:
- A. luck or fate
 - B. English studying environment
 - C. studying facilities(aids)
 - D. teachers
 - E. myself
15. Whether students should design the teaching plan together with teachers or not, my opinion is:
- A. strongly agree
 - B. agree
 - C. neutral
 - D. oppose
 - E. strongly oppose
16. When the teacher asks questions for us to answer, I would mostly like to:
- A. wait for others' answers
 - B. think and ready to answer
 - C. look up books, dictionaries
 - D. clarify questions with teachers
 - E. join a pair/group discussion
17. When I meet a word I don't know, I mainly:
- A. let it go
 - B. ask others
 - C. guess the meaning
 - D. B and E
 - E. look up the dictionary
18. When I make mistakes in study, I'd usually like the following ones to correct them:
- A. let them be
 - B. teachers
 - C. classmates
 - D. others
 - E. books or dictionaries

19. When I am asked to use technologies that I haven't used before(e. g. internet discussion),
- A. I usually try to learn new skills
 - B. I learn them following others
 - C. I feel worried, but anyway
 - D. I put it off or try to avoid it
 - E. I resist using them
20. I think the following way is most useful in my English study:
- A. taking notes
 - B. mechanic memory
 - C. doing exercises of grammar, translation, words etc.
 - D. classifying or grouping or comparing
 - E. group discussion
21. I usually use materials selected:
- A. only by teachers
 - B. mostly by teachers
 - C. by teachers and by myself
 - D. mostly by myself
 - E. only by myself

Appendix B: Questions for interview with teachers

1. Do you think that the high-proficient students are more autonomous than low-proficient students?
2. What are the factors that influence their autonomous abilities?
3. What are the differences of learner autonomy between high-proficient students and low-proficient students?
4. What's your opinion on the classroom performances of the high-proficient students and the low-proficient students?

APPENDIX B

ORAL COMMUNICATION STRATEGY INVENTORY QUESTIONS OF THE SURVEY-SPEAKING PART

ORIGINAL QUESTIONNAIRE

APPENDIX A

Oral Communication Strategy Inventory (OCSI)

Please read the following items,^a choose a response, and write it in the space after each item.

1. *Never or almost never true of me*
2. *Generally not true of me*
3. *Somewhat true of me*
4. *Generally true of me*
5. *Always or almost always true of me*

Strategies for Coping With Speaking Problems^b

1. I think first of what I want to say in my native language and then construct the English sentence.
2. I think first of a sentence I already know in English and then try to change it to fit the situation.
3. I use words which are familiar to me.
4. I reduce the message and use simple expressions.
5. I replace the original message with another message because of feeling incapable of executing my original intent.
6. I abandon the execution of a verbal plan and just say some words when I don't know what to say.
7. I pay attention to grammar and word order during conversation.
8. I try to emphasize the subject and verb of the sentence.
9. I change my way of saying things according to the context.
10. I take my time to express what I want to say.
11. I pay attention to my pronunciation.
12. I try to speak clearly and loudly to make myself heard.
13. I pay attention to my rhythm and intonation.
14. I pay attention to the conversation flow.
15. I try to make eye-contact when I am talking.
16. I use gestures and facial expressions if I can't communicate how to express myself.
17. I correct myself when I notice that I have made a mistake.
18. I notice myself using an expression which fits a rule that I have learned.
19. While speaking, I pay attention to the listener's reaction to my speech.
20. I give examples if the listener doesn't understand what I am saying.
21. I repeat what I want to say until the listener understands.
22. I make comprehension checks to ensure the listener understands what I want to say.
23. I try to use fillers when I cannot think of what to say.
24. I leave a message unfinished because of some language difficulty.
25. I try to give a good impression to the listener.
26. I don't mind taking risks even though I might make mistakes.
27. I try to enjoy the conversation.
28. I try to relax when I feel anxious.
29. I actively encourage myself to express what I want to say.
30. I try to talk like a native speaker.
31. I ask other people to help when I can't communicate well.
32. I give up when I can't make myself understood.

APPENDIX C

THE RESEARCH TOOL-BEFORE PILOTING

YABANCI DİL ÖĞRENİMİNDE ÖZERK ÖĞRENME, KONUŞMADA YAŞANAN ZORLUKLARLA BAŞA ÇIKMA STRATEJİLERİ VE BAŞARININ İLİŞKİSİ

Sayın Katılımcı,

Bu anket okulumuzdaki öğrencilerin İngilizce öğrenirken üstlendikleri sorumlulukları, ders dışındaki İngilizce faaliyetlerine katılımlarını, otonomluklarını (özerkliklerini), konuşurken karşılaştıkları zorluklarla baş ederken ne gibi stratejiler kullandıklarını, ölçmek için araştırma aracı olarak hazırlanmıştır. Vereceğiniz doğru cevaplar ile elde edilen bilgiler okulumuzdaki İngilizce öğretim etkinliklerine de verimli bir şekilde yansıtacaktır. Bu nedenle her bir soruyu dikkatle okuyarak eksiksiz yanıtlamaya ve atlanmış soru bırakmamaya özen gösteriniz. **Ankete verdiğiniz bilgiler araştırmacı tarafından kesinlikle GİZLİ tutulacaktır.**

KATILIMINIZ VE SABRINIZ İÇİN ŞİMDİDEN TEŞEKKÜR EDERİM.

Burcu GÖKGÖZ

burcugokgozz@yahoo.com

BÖLÜM I

Bu bölümde vereceğiniz cevaplar çalışmanın için gereklidir. Bu bilgi sadece notlarınıza ulaşabilmek amacıyla kullanılacaktır. Bilgiler kesinlikle GİZLİ tutulacaktır. Notunuza hiçbir etki etmeyecektir.

Kişisel Bilgiler

Soyad:

Okul No:

Sınıf No:

Yaş:

Cinsiyet

BÖLÜM II

Lütfen aşağıdaki ifadelerden size uygun cevabı yuvarlak içine alarak işaretleyiniz.

1. *Asla / hemen hemen hiç*
2. *Nadiren*
3. *Bazen*
4. *Çoğu zaman*
5. *Her zaman/ hemen hemen her zaman*

	Kullanım sıklığı				
	<i>Asla / hemen hemen hiç</i>	<i>Nadir en</i>	<i>Baze n</i>	<i>Çoğu zama n</i>	<i>Her zaman/ Hemen hemen her zaman 5</i>
	1	2	3	4	5
1. Konuşurken, ifade etmek istediğim şeyleri önce anadilimde düşünürüm sonra İngilizcesini kurarım.	1	2	3	4	5
2. Konuşurken, önce bildiğim bir İngilizce cümleyi düşünürüm sonra onu o andaki duruma uyacak şekilde değiştiririm.	1	2	3	4	5
3. Konuşurken, kulağıma tanıdık gelen kelimeleri kullanırım.	1	2	3	4	5
4. Anlatacaklarımı kısaca ve basit ifadelerle anlatırım.	1	2	3	4	5
5. Anlatmak istediğimi anlatamadığımı hissettiğim zaman kendimi başka sözlerle yeniden ifade ederim.	1	2	3	4	5
6. Ne söyleyeceğimi bilemediğim zaman planladığım konuşmayı uygulamaktan vazgeçip sadece birkaç söz söylerim.	1	2	3	4	5
7. Konuşurken dilbilgisi ve cümle öğelerinin dizilişine dikkat ederim.	1	2	3	4	5
8. Konuşurken cümlenin özne ve	1	2	3	4	5

yüklemine vurgulamaya çalışırım					
9. Konuşurken bulunduğum ortam ve koşullara göre ifade şeklimi değiştiririm.	1	2	3	4	5
10. Söyleyeceğim şeyi acele etmeden ifade ederim.	1	2	3	4	5
11. Telaffuzuma dikkat ederim	1	2	3	4	5
12. Sesimi duyurabilmek için açık ve yüksek sesle konuşurum.	1	2	3	4	5
13. Konuşurken ritim ve tonlamama dikkat ederim.	1	2	3	4	5
14. Karşılıklı konuşmanın akışına dikkat ederim.	1	2	3	4	5
15. Konuşurken karşımdakilerle göz teması kurmaya dikkat ederim.	1	2	3	4	5
16. Konuşurken kendimi ifade edemediğimde jest ve mimikler kullanırım.	1	2	3	4	5
17. Konuşurken hata yaptığımı fark edince kendimi düzeltirim	1	2	3	4	5
18. Konuşurken kendim, yeni öğrendiğim bir kurala uyan bir yapıyı kullandığımı fark ederim.	1	2	3	4	5
19. Konuşurken dinleyicinin benim konuşmama tepkisine dikkat ederim.	1	2	3	4	5
20. Dinleyici söylediklerimi anlamazsa örnekler veririm.	1	2	3	4	5
21. Dinleyici anlayana kadar söylediklerimi yinelerim.	1	2	3	4	5
22. Konuşurken söyleyeceğim şey aklıma gelmeyince, Türkçe’de “ee”, “yani” gibi kelimelerin karşılığı olabilecek İngilizce ifadeler kullanırım. (örn. well, I know, vb)	1	2	3	4	5
23. Dili kullanmada zorluklar	1	2	3	4	5

yaşayınca söyleyeceklerimi yarım bırakırım.					
24.. Dinleyicide iyi bir izlenim bırakmaya çalışırım	1	2	3	4	5
25. Konuşurken hata yapsam da risk almaktan çekinmem.	1	2	3	4	5
26. Karşılıklı konuşmaları yaparken konuşmanın tadını çıkarmaya çalışırım	1	2	3	4	5
27. İngilizce konuşurken, ana dili İngilizce olanların konuştuğu gibi konuşmaya çalışırım	1	2	3	4	5
28. Konuşurken, iyi bir iletişim kuramadığımda başkalarının yardımını isterim.	1	2	3	4	5
29. Konuşurken kendimi ifade edemediğimde pes ederim.	1	2	3	4	5

BÖLÜM III

a. Bu bölümde aşağıdaki ifadeleri okuyup sizin durumunuza en uygun olanları yuvarlak içine alınız.

- A. Asla**
- B. Nadiren**
- C. Bazen**
- D. Çoğu kez**
- E. Her zaman**

	Asla	Nadiren	Bazen	Çoğu kez	Her zaman
	A	B	C	D	E
1. İngilizce'yi iyi öğrenebilme yeteneğine sahip olduğumu düşünürüm.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
2. İngilizce çalışırken zamanımı iyi kullanırım	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
3. Derse gelmeden önce o gün işleneceklere bakarım.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
4. Sınıf içinde bir verilen bir görevleri zamanından önce bitirebildiğimi fark ederim.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
5. Çalışmalarımı, günlük yazarak veya o günün değerlendirmesini yazarak o günün bir	Asla	Nadiren	Bazen	Çoğu kez	Her zaman

kaydını tutarım.	A	B	C	D	E
6. Kendi kendime seçtiğim sınav kağıtlarıyla kendimi sınav yaparım.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
7. İlerleme kaydettiğimde kendimi (alışveriş vb.) bir şeyle (alışveriş, oyun vb.) ödüllendiririm.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
8. Pratik yapmak ve dili öğrenmek için sınıf dışı faaliyetlerde bulunurum.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
9. Ders esnasında, ikili/grup çalışması veya rol alıp yapılan canlandırma gibi aktivitelerde yer almaya çalışırım.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
10. İngilizce çalışırken güçlü olduğum ve zayıf olduğum noktaları bilirim.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
11. Ne çok zor ne çok kolay, kendi seviyeme uyan kitapları seçerim.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E

b. Bu son bölümde, Sizin için en uygun olan şıkkı seçiniz

12. İngilizceyi _____ öğreniyorum.

- A. ailemin istediği için
- B. merakım olduğu için
- C. iyi bir iş sahibi olayım ve okuduğum bölüme katkısı olsun diye
- D. film, müzik, spor gibi, İngilizce kültürüne olan ilgimden ötürü
- E. C ve D de belirtilen sebeplerden ötürü



13. Bence öğretmen-öğrenci ilişkisi, _____ ilişkisine benzer.

- A. alıcı ile verici
- B. ham madde satıcı ile üretici
- C. müşteri ve mağaza sahibi
- D. partnerlerin
- E. keşfeden ile yönlendiren

14. Bence İngilizcedeki başarımlarım veya başarısızlığım temelde _____ bağlıdır.

- A. şans / talihe
- B. İngilizce çalıştığım çevreye
- C. çalışmalarımı destekleyen donanıma
- D. öğretmenlere
- E. kendime

15. Öğrencilerin çalışma planını öğretmenlerle beraber hazırlaması yönündeki düşünceye

- A. kesinlikle katılıyorum
- B. katılıyorum
- C. ne katılıyorum ne katılmıyorum
- D. karşı çıkıyorum

E. Kesinlikle karşı çıkıyorum

16. Öğretmen cevaplamamız için soru sorduğunda ben büyük ihtimalle,

- A. diğerlerinin cevaplarını beklemek isterim
- B. düşünüp hazır olarak cevap vermek isterim
- C. kitap ve sözlükten bir şeylere bakmak isterim
- D. öğretmenle beraber soruyu açık hale getirmek isterim
- E. ikili veya grup tartışmalarına, konuşmalarına katılmak isterim

17. Bilmediğim bir kelime çıktığında

- A. okuyup geçerim
- B. başkalarına sorarım
- C. anlamını tahmin ederim
- D. B ve E
- E. Sözlükten bakarım

18. Hata yaptığımda _____ .

- A. olmalarına izin veririm
- B. öğretmenlerin beni düzeltmesini isterim
- C. sınıf arkadaşlarımla beni düzeltmesini isterim
- D. başkalarının beni düzeltmesini isterim
- E. kitap ve sözlüklerin beni düzeltmesini isterim.

19. Daha önce kullanmadığım bir teknolojiyi kullanmam istendiğinde (örn. internette konuşma, internette tartışma yapma)

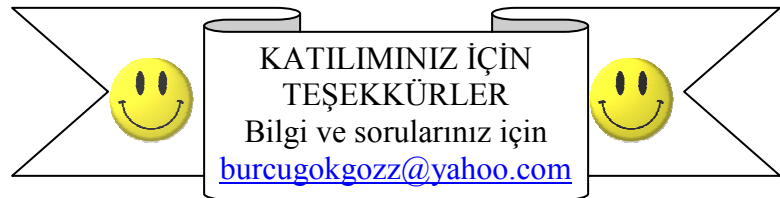
- A. genellikle yeni beceriler edinmeye çalışırım
- B. başkalarını izleyerek öğrenirim
- C. endişeli hissederim ama önemli değil.
- D. ertelerim ve kaçınmaya çalışırım
- E. kullanmamak için direnirim

20. İngilizce öğrenirken benim için en etkili yol...

- A. not alarak öğrenmedir
- B. mekanik ezber yapmadır.
- C. dilbilgisi, kelime ve çeviri alıştırmaları yapmamdır.
- D. sınıflandırma, karşılaştırma ve gruplandırmadır.
- E. grup tartışmalarıdır.

21. Çalışmalarında, genellikle _____ tarafından seçilen materyalleri (çalışma kâğıdı, kitap vs.) kullanırım.

- A. sadece öğretmenler
- B. çoğunlukla öğretmenler
- C. öğretmenler ve benim
- D. çoğunlukla ben
- E. sadece benim



APPENDIX D

THE RESEARCH TOOL-AFTER PILOTING

YABANCI DİL ÖĞRENİMİNDE ÖZERK ÖĞRENME, KONUŞMADA YAŞANAN ZORLUKLARLA BAŞA ÇIKMA STRATEJİLERİ VE BAŞARININ İLİŞKİSİ

Sayın Katılımcı,

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KATILIMINIZ VE SABRINIZ İÇİN ŞİMDİDEN TEŞEKKÜR EDERİM.

Burcu GÖKGÖZ

burcugokgozz@yahoo.com

BÖLÜM I

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Kişisel Bilgiler

Soyad:

Okul No:

Sınıf No:

Yaş:

Cinsiyet

BÖLÜM II

Lütfen aşağıdaki ifadelerden size uygun cevabı yuvarlak içine alarak işaretleyiniz.

1. *Asla / hemen hemen hiç*
2. *Nadiren*
- 3 *Bazen*
4. *Çoğu zaman*
5. *Her zaman/ hemen hemen her zaman*

	Kullanım sıklığı				
	<i>Asla / hemen hemen hiç</i> 1	<i>Nadiren</i> 2	<i>Bazen</i> 3	<i>Çoğu zaman</i> 4	<i>Her zaman/ Hemen hemen her zaman</i> 5
1. Konuşurken, ifade etmek istediğim şeyleri önce anadilimde düşünürüm sonra İngilizcesini kurarım.	1	2	3	4	5
3. Konuşurken, kulağıma tanıdık gelen kelimeleri kullanırım.	1	2	3	4	5
4. Anlatacaklarımı kısaca ve basit ifadelerle anlatırım.	1	2	3	4	5
5. Anlatmak istediğimi anlatamadığımı hissettiğim zaman kendimi başka sözlerle yeniden ifade ederim.	1	2	3	4	5
7. Konuşurken dilbilgisi ve cümle öğelerinin dizilişine dikkat ederim.	1	2	3	4	5
8. Konuşurken cümlenin özne ve yüklemine vurgulamaya çalışırım	1	2	3	4	5
9. Konuşurken bulunduğum ortam ve koşullara göre ifade şeklimi değiştiririm.	1	2	3	4	5
10. Söyleyeceğim şeyi acele etmeden ifade ederim.	1	2	3	4	5
11. Telaffuzuma dikkat ederim	1	2	3	4	5
13. Konuşurken ritim ve tonlamama dikkat ederim.	1	2	3	4	5

14. Karşılıklı konuşmanın akışına dikkat ederim.	1	2	3	4	5
15. Konuşurken karşımdakilerle göz teması kurmaya dikkat ederim.	1	2	3	4	5
16. Konuşurken kendimi ifade edemediğimde jest ve mimikler kullanırım.	1	2	3	4	5
17. Konuşurken hata yaptığımı fark edince kendimi düzeltirim	1	2	3	4	5
18. Konuşurken kendim, yeni öğrendiğim bir kurala uyan bir yapıyı kullandığımı fark ederim.	1	2	3	4	5
19. Konuşurken dinleyicinin benim konuşmama tepkisine dikkat ederim.	1	2	3	4	5
20. Dinleyici söylediklerimi anlamazsa örnekler veririm.	1	2	3	4	5
21. Dinleyici anlayana kadar söylediklerimi tekrar ederim.	1	2	3	4	5
24. Dinleyicide iyi bir izlenim bırakmaya çalışırım	1	2	3	4	5
25. Konuşurken hata yapsam da risk almaktan çekinmem.	1	2	3	4	5
26. Karşılıklı konuşmaları yaparken konuşmanın tadını çıkarmaya çalışırım	1	2	3	4	5

BÖLÜM III

a. Bu bölümde aşağıdaki ifadeleri okuyup sizin durumunuza en uygun olanları yuvarlak içine alınız.

- A. Asla
- B. Nadiren
- C. Bazen
- D. Çoğu kez
- E. Her zaman

	Asla	Nadiren	Bazen	Çoğu kez	Her zaman
	A	B	C	D	E

1. İngilizce'yi iyi öğrenebilme yeteneğine sahip olduğumu düşünürüm.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
2. İngilizce çalışırken zamanımı iyi kullanırım	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
3. Ders gelmeden önce o gün işleneceklere bakarım.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
4. Sınıf içinde bir verilen bir görevleri zamanından önce bitirebildiğimi fark ederim.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
5. Çalışmalarımı, günlük yazarak veya o günün değerlendirmesini yazarak o günün bir kaydını tutarım.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
6. Kendi kendime seçtiğim sınav kağıtlarıyla kendimi sınav yaparım.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
8. Pratik yapmak ve dili öğrenmek için sınıf dışı faaliyetlerde bulunurum.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E
9. Ders esnasında, ikili/grup çalışması veya rol alıp yapılan canlandırma gibi aktivitelerde yer almaya çalışırım.	Asla A	Nadiren B	Bazen C	Çoğu kez D	Her zaman E

b. Bu son bölümde, Sizin için en uygun olan şıkkı seçiniz

12. İngilizceyi _____ öğreniyorum.

- A. ailemin istediği için
- B. merakım olduğu için
- C. iyi bir iş sahibi olayım ve okuduğum bölüme katkısı olsun diye
- D. film, müzik, spor gibi, İngilizce kültürüne olan ilgimden ötürü
- E. C ve D de belirtilen sebeplerden ötürü



15. Öğrencilerin çalışma planını öğretmenlerle beraber hazırlaması yönündeki düşünceye

- A. kesinlikle katılıyorum
- B. katılıyorum
- C. ne katılıyorum ne katılmıyorum
- D. karşı çıkıyorum
- E. Kesinlikle karşı çıkıyorum

16. Öğretmen cevaplamamız için soru sorduğunda ben büyük ihtimalle,

- A. diğerlerinin cevaplarını beklemek isterim
- B. düşünüp hazır olarak cevap vermek isterim
- C. kitap ve sözlükten bir şeylere bakmak isterim
- D. öğretmenle beraber soruyu açık hale getirmek isterim

E. ikili veya grup tartışmalarına, konuşmalarına katılmak isterim

17. Bilmediğim bir kelime çıktığında

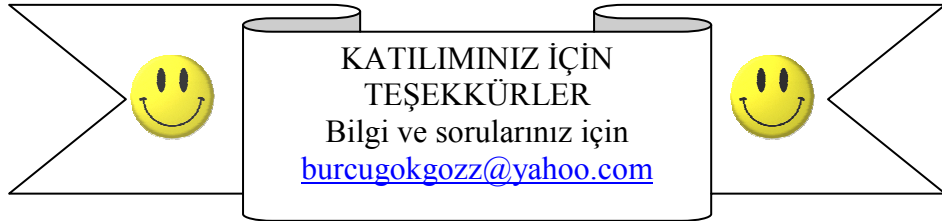
- A. okuyup geçerim
- B. başkalarına sorarım
- C. anlamını tahmin ederim
- D. B ve E
- E. Sözlükten bakarım

18. Hata yaptığımda _____ .

- A. olmalarına izin veririm
- B. öğretmenlerin beni düzeltmesini isterim
- C. sınıf arkadaşlarımdan beni düzeltmesini isterim
- D. başkalarının beni düzeltmesini isterim
- E. kitap ve sözlüklerin beni düzeltmesini isterim.

21. Çalışmalarında, genellikle _____ tarafından seçilen materyalleri (çalışma kâğıdı, kitap vs.) kullanırım.

- A. sadece öğretmenler
- B. çoğunlukla öğretmenler
- C. öğretmenler ve benim
- D. çoğunlukla benim
- E. sadece benim



APPENDIX E

MULTIPLE COMPARISONS OF DEPENDENT VARIABLE OF THE SCORES OF OCSI-SPEAKING PART QUESTIONNAIRE

Dependent Variable		(I) notgrup	(J) notgrup	Mean Difference (I-J)	Std. Error	Sig.
Q1	Tukey HSD	1,00	2,00	,2477	,19748	,424
			3,00	,1845	,20921	,653
		2,00	1,00	-,2477	,19748	,424
		3,00	-,0632	,21048	,952	
		3,00	1,00	-,1845	,20921	,653
		2,00	2,00	,0632	,21048	,952
Q3	Tukey HSD	1,00	2,00	-,1922	,17174	,505
			3,00	-,1156	,18194	,801
		2,00	1,00	,1922	,17174	,505
		3,00	,0766	,18305	,908	
		3,00	1,00	,1156	,18194	,801
		2,00	2,00	-,0766	,18305	,908
Q4	Tukey HSD	1,00	2,00	-,2470	,18651	,385
			3,00	-,1426	,19759	,751
		2,00	1,00	,2470	,18651	,385
		3,00	,1044	,19879	,859	
		3,00	1,00	,1426	,19759	,751
		2,00	2,00	-,1044	,19879	,859
Q5	Tukey HSD	1,00	2,00	-,2793	,24688	,497
			3,00	-,6356*	,26154	,044
		2,00	1,00	,2793	,24688	,497
		3,00	-,3563	,26314	,369	
		3,00	1,00	,6356*	,26154	,044
		2,00	2,00	,3563	,26314	,369
Q7	Tukey HSD	1,00	2,00	-,3146	,24576	,410
			3,00	-,5722	,26036	,076
		2,00	1,00	,3146	,24576	,410
		3,00	-,2577	,26194	,589	
		3,00	1,00	,5722	,26036	,076
		2,00	2,00	,2577	,26194	,589
Q8	Tukey HSD	1,00	2,00	-,2995	,28151	,539
			3,00	-,0438	,29824	,988
		2,00	1,00	,2995	,28151	,539
		3,00	,2557	,30005	,671	
		3,00	1,00	,0438	,29824	,988
		2,00	2,00	-,2557	,30005	,671
Q9	Tukey HSD	1,00	2,00	-,1734	,27699	,806
			3,00	-,3430	,29345	,475
		2,00	1,00	,1734	,27699	,806
		3,00	-,1695	,29523	,834	
		3,00	1,00	,3430	,29345	,475
		2,00	2,00	,1695	,29523	,834
Q10	Tukey HSD	1,00	2,00	-,1989	,23596	,677
			3,00	-,3206	,24998	,408
		2,00	1,00	,1989	,23596	,677
		3,00	-,1216	,25150	,879	
		3,00	1,00	,3206	,24998	,408
		2,00	2,00	,1216	,25150	,879
Q11	Tukey HSD	1,00	2,00	-,7042*	,22292	,006
			3,00	-,7866*	,23617	,003
		2,00	1,00	,7042*	,22292	,006
		3,00	-,0824	,23760	,936	
		3,00	1,00	,7866*	,23617	,003
		2,00	2,00	,0824	,23760	,936

Based on observed means.

Dependent Variable		(I) notgrup	(J) notgrup	Mean Difference (I-J)	Std. Error	Sig.
Q13	Tukey HSD	1,00	2,00	-,4595	,24917	,161
			3,00	-,4250	,26398	,246
		2,00	1,00	,4595	,24917	,161
			3,00	,0345	,26558	,991
		3,00	1,00	,4250	,26398	,246
			2,00	-,0345	,26558	,991
Q14	Tukey HSD	1,00	2,00	-,3941	,22391	,188
			3,00	-,6384*	,23721	,023
		2,00	1,00	,3941	,22391	,188
			3,00	-,2443	,23865	,564
		3,00	1,00	,6384*	,23721	,023
			2,00	,2443	,23865	,564
Q15	Tukey HSD	1,00	2,00	-,3266	,25179	,400
			3,00	-,2777	,26675	,553
		2,00	1,00	,3266	,25179	,400
			3,00	,0489	,26837	,982
		3,00	1,00	,2777	,26675	,553
			2,00	-,0489	,26837	,982
Q16	Tukey HSD	1,00	2,00	,2230	,26251	,673
			3,00	,1799	,27810	,795
		2,00	1,00	-,2230	,26251	,673
			3,00	-,0431	,27980	,987
		3,00	1,00	-,1799	,27810	,795
			2,00	,0431	,27980	,987
Q17	Tukey HSD	1,00	2,00	-,3266	,21990	,302
			3,00	-,5191	,23297	,071
		2,00	1,00	,3266	,21990	,302
			3,00	-,1925	,23439	,691
		3,00	1,00	,5191	,23297	,071
			2,00	,1925	,23439	,691
Q18	Tukey HSD	1,00	2,00	-,9422*	,26421	,002
			3,00	-,6673*	,27990	,049
		2,00	1,00	,9422*	,26421	,002
			3,00	,2749	,28161	,594
		3,00	1,00	,6673*	,27990	,049
			2,00	-,2749	,28161	,594
Q19	Tukey HSD	1,00	2,00	-,8228*	,21145	,001
			3,00	-,8267*	,22401	,001
		2,00	1,00	,8228*	,21145	,001
			3,00	-,0038	,22537	1,000
		3,00	1,00	,8267*	,22401	,001
			2,00	,0038	,22537	1,000
Q20	Tukey HSD	1,00	2,00	-,3461	,23472	,308
			3,00	-,6440*	,24866	,029
		2,00	1,00	,3461	,23472	,308
			3,00	-,2979	,25017	,461
		3,00	1,00	,6440*	,24866	,029
			2,00	,2979	,25017	,461
Q21	Tukey HSD	1,00	2,00	,0803	,26782	,952
			3,00	-,3057	,28374	,530
		2,00	1,00	-,0803	,26782	,952
			3,00	-,3860	,28546	,370
		3,00	1,00	,3057	,28374	,530
			2,00	,3860	,28546	,370

Based on observed means.

Dependent Variable		(I) notgrup	(J) notgrup	Mean Difference (I-J)	Std. Error	Sig.
Q24	Tukey HSD	1,00	2,00	-,5180*	,21747	,050
			3,00	-,3514	,23039	,284
		2,00	1,00	,5180*	,21747	,050
			3,00	,1667	,23179	,753
		3,00	1,00	,3514	,23039	,284
			2,00	-,1667	,23179	,753
Q25	Tukey HSD	1,00	2,00	-,0991	,28555	,936
			3,00	,2572	,30251	,673
		2,00	1,00	,0991	,28555	,936
			3,00	,3563	,30435	,473
		3,00	1,00	-,2572	,30251	,673
			2,00	-,3563	,30435	,473
Q26	Tukey HSD	1,00	2,00	-,6922*	,28830	,047
			3,00	-,4604	,30542	,292
		2,00	1,00	,6922*	,28830	,047
			3,00	,2318	,30728	,732
		3,00	1,00	,4604	,30542	,292
			2,00	-,2318	,30728	,732

Based on observed means.

APPENDIX F

MULTIPLE COMPARISONS TEST OF QUESTIONNAIRE ON LEARNER AUTONOMY

Multiple Comparisons

Dependent Variable		(I) GradeLevel	(J) GradeLevel	Mean Difference (I-J)	Std. Error	Sig.
Q1	Tukey HSD	1,00	2,00	-,61336*	,22104	,018
			3,00	-,98788*	,23417	,000
		2,00	1,00	,61336*	,22104	,018
			3,00	-,37452	,23559	,255
		3,00	1,00	,98788*	,23417	,000
			2,00	,37452	,23559	,255
Q2	Tukey HSD	1,00	2,00	-1,54204*	,19949	,000
			3,00	-1,69338*	,21134	,000
		2,00	1,00	1,54204*	,19949	,000
			3,00	-,15134	,21263	,757
		3,00	1,00	1,69338*	,21134	,000
			2,00	,15134	,21263	,757
Q3	Tukey HSD	1,00	2,00	,20871	,23026	,638
			3,00	,24511	,24394	,576
		2,00	1,00	-,20871	,23026	,638
			3,00	,03640	,24542	,988
		3,00	1,00	-,24511	,24394	,576
			2,00	-,03640	,24542	,988
Q4	Tukey HSD	1,00	2,00	-1,26952*	,25492	,000
			3,00	-1,19385*	,27007	,000
		2,00	1,00	1,26952*	,25492	,000
			3,00	,07567	,27171	,958
		3,00	1,00	1,19385*	,27007	,000
			2,00	-,07567	,27171	,958
Q5	Tukey HSD	1,00	2,00	-,09084	,26238	,936
			3,00	,06337	,27797	,972
		2,00	1,00	,09084	,26238	,936
			3,00	-,15421	,27966	,846
		3,00	1,00	-,06337	,27797	,972
			2,00	-,15421	,27966	,846
Q6	Tukey HSD	1,00	2,00	-,00075	,22922	1,000
			3,00	-,00746	,24284	,999
		2,00	1,00	,00075	,22922	1,000
			3,00	-,00670	,24431	1,000
		3,00	1,00	,00746	,24284	,999
			2,00	,00670	,24431	1,000
Q8	Tukey HSD	1,00	2,00	-,25826	,22576	,490
			3,00	-1,56477*	,23917	,000
		2,00	1,00	,25826	,22576	,490
			3,00	-1,30651*	,24062	,000
		3,00	1,00	1,56477*	,23917	,000
			2,00	1,30651*	,24062	,000
Q9	Tukey HSD	1,00	2,00	-1,93318*	,23669	,000
			3,00	-1,64678*	,25075	,000
		2,00	1,00	1,93318*	,23669	,000
			3,00	,28640	,25228	,495
		3,00	1,00	1,64678*	,25075	,000
			2,00	-,28640	,25228	,495
Q12	Tukey HSD	1,00	2,00	-1,50676*	,26902	,000
			3,00	-1,30848*	,28500	,000
		2,00	1,00	1,50676*	,26902	,000
			3,00	,19828	,28674	,769
		3,00	1,00	1,30848*	,28500	,000
			2,00	-,19828	,28674	,769

Multiple Comparisons

Dependent Variable		(I) GradeLevel	(J) GradeLevel	Mean Difference (I-J)		Sig.
					Std. Error	
Q15	Tukey HSD	1,00	2,00	,38063	,27390	,350
			3,00	-,11650	,29017	,915
		2,00	1,00	-,38063	,27390	,350
			3,00	-,49713	,29193	,209
		3,00	1,00	,11650	,29017	,915
			2,00	,49713	,29193	,209
Q16	Tukey HSD	1,00	2,00	-,74249*	,23697	,006
			3,00	-,71855*	,25105	,014
		2,00	1,00	,74249*	,23697	,006
			3,00	,02395	,25258	,995
		3,00	1,00	,71855*	,25105	,014
			2,00	-,02395	,25258	,995
Q17	Tukey HSD	1,00	2,00	-,40465	,26264	,276
			3,00	-,08760	,27824	,947
		2,00	1,00	,40465	,26264	,276
			3,00	,31705	,27993	,496
		3,00	1,00	,08760	,27824	,947
			2,00	-,31705	,27993	,496
Q18	Tukey HSD	1,00	2,00	-,72222*	,24906	,013
			3,00	-,62069	,26385	,053
		2,00	1,00	,72222*	,24906	,013
			3,00	,10153	,26546	,923
		3,00	1,00	,62069	,26385	,053
			2,00	-,10153	,26546	,923
Q21	Tukey HSD	1,00	2,00	-,55105*	,18484	,010
			3,00	,01025	,19583	,998
		2,00	1,00	,55105*	,18484	,010
			3,00	,56130*	,19702	,015
		3,00	1,00	-,01025	,19583	,998
			2,00	-,56130*	,19702	,015