A STUDY ON ELT HIGH SCHOOL TEACHERS' PRACTICES TO FOSTER
LEARNER AUTONOMY IN İZMİR

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ABSTRACT

A STUDY ON ELT HIGH SCHOOL TEACHERS' PRACTICES TO FOSTER LEARNER AUTONOMY IN İZMİR

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This study aims to identify the practices of ELT high school teachers in İzmir to foster learner autonomy during their classes and to examine whether their practices show significant differences with respect to certain background variables such as gender, experience, and field of certification.

The sample of this study consisted of 118 ELT high school teachers from eighteen different high schools in different neighborhoods in the province of İzmir.

The data was gathered through a questionnaire developed by the researcher in order to measure ELT high school teachers' practices to foster learner autonomy in their classes and also identify their opinions based on their strengths, needs, suggestions, and extra information related to objectives, activities, materials, evaluation with regard to developing an autonomous learning environment. Descriptive and inferential statistics were employed for the analysis of the data. The principal component analysis extracted four dimensions of practices to foster language learning autonomy, namely activity-based practices, material-

based practices, student-centered practices and objective-based practices. The results of the repeated measures analysis indicated that dimensions can be listed from the most frequently used to the least frequently used as objective-based practices material-based practices, student-centered practices, and activity-based practices. ELT high school teachers made use of objective-based practices more than they use other dimensions.

The results of the MANOVA indicated that while gender has non-significant effect on ELT teachers' practices with regard to objective-based practices, material-based practices, activity-based practices, it has significant effect on student-centered practices of ELT teachers. Compared to males, female teachers put more emphasis on improving learner autonomy in language classes through student-centered practices. Results also revealed that experience and field of certification have non-significant effect on ELT teachers' practices with regard to all four dimensions of practices to foster autonomy.

Key words: Learner Autonomy, English Curriculum, Practices to Foster Autonomy

ÖZ

İZMİR'DE GÖREV YAPAN LİSE İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRENCİ ÖZERKLİĞİNİ GELİŞTİRMEYE YÖNELİK UYGULAMALARI ÜZERİNE BİR ÇALIŞMA

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Bu çalışmanın amacı İzmir'de lise düzeyinde görev yapmakta olan İngilizce öğretmenlerinin derslerinde, öğrenci özerkliğini geliştirmeye yönelik yaptıkları uygulamaları belirlemek ve yaptıkları bu uygulamalara cinsiyet, tecrübe, ve mezun olunan bölüm gibi farklı bağımsız değişkenlerin etkilerini araştırmaktır.

Çalışmanın örneklemini İzmir ilinin farklı bölgelerinde bulunan on sekiz farklı lisede görev yapan 118 İngilizce öğretmeni oluşturmaktadır.

Veriler, lise İngilizce öğretmenlerinin sınıflarında öğrenci özerkliğini geliştirmeye yönelik yaptıkları uygulamaları ve ayrıca hedefler, etkinlikler, materyaller ve değerlendirmeler bakımından otonom bir öğrenme ortamı geliştirme sürecinde öğretmenlerin kendilerini başarılı buldukları konuları, karşılaştıkları zorlukları, yaptıkları önerileri ve eklemek istedikleri bilgileri araştırmak amacıyla araştırmacı tarafından geliştirilen bir anket kullanılarak toplanmıştır.

Elde edilen veriler betimsel ve çıkarımsal istatistik yöntemler kullanılarak yorumlanmıştır. İlk olarak betimsel istatistik yöntem kullanılarak katılımcıların özellikleri çözümlenmiştir. Daha sonra yabancı dil öğrenme özerkliğini geliştirmeye yönelik uygulamaların boyutlarını belirlemek için faktör analizi yapılmıştır. Boyutlar belirlendikten sonra, özerkliği geliştirmeye yönelik uygulamaların boyutlarını karşılaştırmak için ilişkili örneklem tek yönlü varyans analizi yapılmıştır. Son olarak, cinsiyet, tecrübe ve mezun olunan bölüm bağımsız değişkenlerine göre yapılan uygulamalardaki değişimi incelemek için çoklu varyans analizi yapılmıştır.

Faktör analizi sonucunda özerkliği geliştirmeye yönelik uygulamaların dört boyutlu olduğu ortaya çıkmıştır. Bunlar aktivite temelli uygulamalar, materyal temelli uygulamalar, öğrenci merkezli uygulamalar ve hedef temelli uygulamalar olarak isimlendirilmiştir. İlişkili örneklem tek yönlü varyans analizi sonucunda boyutlar en çok kullanılandan en az kullanılana göre şöyle sıralandırılmıştır: hedef temelli, materyal temelli, öğrenci merkezli ve aktivite temelli. Lise İngilizce öğretmenleri öğrenme özerkliğini geliştirmek amacıyla hedef temelli uygulamaları diğer boyutlara göre daha çok kullanmışlardır. Çoklu varyans analizi sonucunda, cinsiyetin diğer üç boyut üzerinde anlamlı bir fark yaratmazken, sadece öğrenci merkezli uygulamalarda fark yarattığı ortaya çıkmıştır. Ayrıca tecrübe ve mezun olunan bölümün lise İngilizce öğretmenlerinin derslerinde öğrenci özerkliğini geliştirmeye yönelik yaptıkları uygulamalar üzerinde her hangi bir fark yaratmadığı da ortaya çıkmıştır.

Anahtar Sözcükler: Öğrenci Özerkliği, İngilizce Müfredatı, Öğrenci Özerkliğini Geliştirmeye Yönelik Uygulamalar.

To my dear wife

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INTRODUCTION

1.1 Background to the Study

There has been increasing research focused on the study of autonomy in terms of its importance in educational studies and even in some particular fields in which humans are accepted as the main constituent. On the other hand, there is a growing focus in the literature on the concept of autonomy in English language teaching (ELT), together with its obvious and hidden effects on the teaching process (Barfield & Brown, 2007; Broady & Kenning, 1996; Cotterall & Crabbe, 1999; Little, Ridley, & Ushioda, 2003). The promotion of students' autonomy through helping students to identify their own goals and to make use of effective strategies to achieve these goals, and create consciousness of social contexts, has proved to have a strong competence as an alternative approach to language learning (Inomata, 2008). Whether the students and the teachers are aware of the importance of the concept and of the possible ways to enhance language learning autonomy in the classroom context are some other points that the recent research addresses.

The practices for curriculum implementation are the teachers' responsibility and teachers have the most effective role in the English language teaching process because they can shape and direct it via applying their own experiences and strategies to the curriculum and relatively using course books. The important point here is to what extent they are motivated to foster an autonomous learning environment during their classes and how they conduct the necessary actions to enhance autonomy while implementing the ELT curriculum.

In Turkey, English language teaching's real communicative purposes have been only recently recognized by the authorities. In other words, the main concern of ELT in Turkey has been based on constructivism, which necessitates a shift from the learner as a passive recipient of language forms to an active and creative language user who

handles meaningful activities to be able to construct his or her own knowledge related to the target language and to communicate effectively in L2 (Murphy, 2000). As a supplementary method of constructivism in the ELT context, communicative language teaching has come into prominence. On this basis, some amendments related to curriculum have been placed in light of the constructivist approach, in which learner-centeredness and learner autonomy are the spearheading factors, by the Ministry of National Education (MONE) in recent years. In 2007, the MONE in Turkey revised and restructured the National English Teaching Curriculum at the primary and secondary levels (MONE, 2008). According to this recent reform, CLT has been announced as the main base of the ELT curriculum, one of the main goals of which is described as to "develop written and oral communication skills of learners" (MONE, 2008). Furthermore, this curriculum prescribes that "the main concern is the use of language as a means of communication rather than the rules of grammar, which is the traditional method" (MONE, 2008). Subsequent to the adoption of the new CLT-based curriculum, MONE removed all the existing textbooks used in schools and replaced them with newly written course books based on the CLT approach.

With the rise of CLT-based curriculum of ELT in Turkey, learner-centeredness has gained importance as well. It is accepted by Tudor (2003) as an approach in which students are more participatory in the process of learning with the collaborative classroom environment and inclusion of the students into the decision making process for activities, contrary to the traditional sense. As a result, teachers have a changing role in the classroom environment via guiding the students to learn themselves, rather than teachers' domination in classroom by constant instruction or traditional teaching strategies.

At the same time, the learner-centered approach, highly interrelated with autonomy itself, has some positive effects on the teaching process in terms of curriculum, according to Nunan (1989). He explains the relationship between the theory of learner-centeredness and curriculum in terms of teacher and learner collaboration in the process of curriculum development, in which learners are allowed to express their opinions on selecting the content, methods, and evaluation techniques.

Nunan (1996) also mentions the two corresponding objectives of a learner-centered teaching environment. One of them places emphasis on learning as a process, while the other approaches learning in terms of language content. He suggests that these aims can be accomplished with the learners' own decisions about what to learn and how to learn phenomena. In consequence, to some extent, it is the teacher's responsibility to provide the appropriate settings to help the learners while making these types of academic decisions, such as language learning content, learning strategies, learning materials, and evaluation.

In relation to these objectives of learner-centered teaching, Tudor (1993) states that the teaching process relies upon the creation of such settings. According to his description, this process should include some patterns such as more appropriate goal setting with the help of the students, more active learning enhanced with students' inclinations, more effective activities, and language content with the assistance of students' decisions, and a more effective learning program with more student participation.

According to Little (2000a), it is very important for language learners to be more autonomous if they want to become more effective in language learning and using the language actively. For that reason, developing learner autonomy also means developing communicative competence in the target language, which has been the main goal of English language teaching recently. Beginning from this point, it is better for the teachers to teach ''how to learn'' instead of providing the necessary content and administration of the curriculum in a traditional manner. Therefore, it can be said that teachers have a decisive role in students' English language learning process and must further develop this understanding with the help of the promotion of the concept of learner autonomy in English classes (Benson, 2001). He adds that it is rational to believe that the concept of control over learning, which constitutes the notion of autonomy, can be achieved by observing the normal process of language learning and this can obviously be done by teachers in classes. In other words, the process of English language teaching is in the control of the teachers, like directors of the school environment, and they have the capability to direct the natural environment themselves.

On the other hand, the research indicates that it is very uncertain to apply learner autonomy in Asian context, in terms of dominance of diligence, obedience, and discipline on qualities such as independence and creativity (Littlewood, 2000). These terms can be observed in the authoritarian and traditionalist Turkish society, as well. In the Journal of National Education (2004), this structure is accepted to exist in the Turkish education system and it is related to the traditional family model in Turkey in which children are expected to obey particular rules at home and in the school, most of which are under the control of the father (Tezcan, 2006). Therefore, discipline, obedience, and diligence are also seen crucial concepts in the schools and they are supported by both the administration and parents. The question that arises here is: "Are these concepts hindrances or benefits for the enhancement of learner autonomy in ELT in Turkey?"

On the other hand, Pennycook (1997) asserts that the perception of autonomy is the outcome of western cultures and it is almost impossible to apply the concept in other cultural contexts. At this point, examining the location of Turkey between the East and the West, namely Eurasia, embracing some characteristics from both, it is important to examine the teachers' practices for fostering autonomy in the English classes of a country, having similar characteristics to the problematic Asian context in terms of the exam-oriented environment, focusing on reading comprehension and writing skills (Üstünlüoğlu, 2009).

Nakata (2011) states that the concept of autonomy in second or foreign language learning has been attempted to be fostered in various European countries (e.g., England, Finland, France, Ireland, Spain; relatively under the patronages of Council of Europe), the United States, and some other international contexts, particularly East Asian countries, with the help of the Ministries of Education.

Together with learner autonomy, the notion of teacher autonomy has become a new and essential term in the field of foreign language teaching/learning (Benson, 2001; Little, 1991) and the relationship between them is basically complementary, which means that without advancement of teacher autonomy, it is impossible to enhance learner autonomy; however, the challenging point is how learner autonomy can be

promoted by teachers (Aoki, 2002; Benson, 2001; Little, 1995; Nakata, 2011; Smith, 2000).

1.2 Purpose of the Study

This study aims to identify the practices of ELT high school teachers to foster learner autonomy during their classes in İzmir with regard to four categories of curriculum implementation: (1) determining objectives, (2) determining the content, (3) planning for the instructional process, and (4) evaluation. Whether there is consistency between ELT teachers' practices to foster learner autonomy and the dimensions of the practices to foster autonomy with respect to certain background variables such as gender, experience, and field of certification or not is another question to be explored in the present study.

It also aims to explore ELT high school teachers' opinions about their strengths, needs, and lastly their suggestions to the stakeholders from the perspective of the difficulties they encounter with regard to objectives, activities, materials, and evaluation while developing an autonomous learning environment.

1.3 Research Questions

The study aims to answer the following research questions:

1. How do ELT high school teachers foster learner autonomy in their classes?

1a. Which practices do ELT high school teachers use to foster learner autonomy?

1b. Do male and female teachers differ in their practices while fostering autonomy?

1c.   Is there a significant difference among ELT high school teachers' practices to foster learner autonomy with respect to the years of experience?

1d.   Is there a significant difference among ELT high school teachers' practices to foster learner autonomy with respect to their field of certification?

2.   What are ELT high school teachers' strengths with regard to fostering learner autonomy through ELT curriculum in their classes?

3.   What are ELT high school teachers' needs with regard to fostering learner autonomy through ELT curriculum in their classes?

4.   What are ELT high school teachers' suggestions with regard to fostering learner autonomy through ELT curriculum in their classes?

1.4 Significance of the Study

Gardner (2010) signified that there are more bilinguals in the world than monolinguals, and in more populated countries like China, India, and Nigeria, bilingualism is more of a requirement rather than an exception. English language teaching has definitely become one of the most demanding and crucial issues in many societies with technological and scientific developments, with improvements in international relations, in commercial accomplishments, and in transportation. These developmental changes have elicited a desire to learn about other cultures and nations, and with the concept of globalization, the importance of acquiring foreign languages (especially English) has been recognized by millions (Richards, 2006). Turkey is one of those places where educational issues have begun to attract great attention by people and the circumstances require students' acquisition of foreign languages autonomously.

As it is one of the core elements of constructivist approach in education, which is tightly tried to be handled and adapted to the classes of different fields (Classroom Teaching, Science Teaching, etc...) in Turkey by the Ministry of National Education recently, the investigation of the learner autonomy concept by means of the practices for fostering learner autonomy by ELT high school teachers is expected to be significant. Benson (2001) and Little (2007) indicated that learner autonomy is more than a skill of the learner. In essence, it is a product of a constant process of interaction between the learners and the teacher. Therefore, this study is necessary to investigate the products, in other words practices of the teachers, which constitute the interaction between the learners and the teacher to foster learner autonomy, rather than being concerned with students' and teachers' perceptions about learner autonomy.

On the other hand, teachers are delivered curriculum rather than contributing to its developmental process and students are expected to be successful at the end of the academic year (Loucks & Pratt, 1979). However, the success of the curriculum is determined by it is construed by its implementers, namely the teachers (Kasapoğlu, 2010).

Additionally, the present study may provide English language teachers with useful resources to reflect on their own teaching, because it serves as a reminder of the necessary practices with regard to implementing learner autonomy to develop an autonomous learning environment.

1.5 Definitions of Terms

Autonomy: According to Holec (1981), autonomy is the ability to take charge of one's own learning (as cited in Little, 1991; p.7).

Curriculum: The curriculum is plan or program of all experiences which the learner encounters under the direction of a school (Tanner and Tanner, 1995: 158).

Constructivism: Constructivist teaching is standing on the belief that learning is possible only when learners can actively construct the knowledge throughout the

learning process contrary to being a passive recipient of information. It also attempts to foster critical thinking and construct independent learners (Gray, 1997).

Practice: Practice is the act of putting something to a special use or purpose and good practice should encourage cooperation among students, enhance active learning, provide prompt feedback, emphasize time on task, communicate high expectations, and respect diverse talents and ways of learning (Chickering & Gamson, 1987).

CHAPTER 2

REVIEW OF LITERATURE

This section elaborates on the literature of learner autonomy in foreign language teaching and establishing autonomy in foreign language classrooms in Turkey.

2.1 Theoretical Background

At first, the theory of autonomy in language learning emerged as a result of research on the practice of adult self-directed learning, which is characterized by Knowles (1975) (as cited in Benson, 2001). Self-directed learning seemed as a kind of basic element in adult education, since it was accepted to include a long-term period in which individuals agree to accept responsibility for all decisions related to their learning. In the 1970s and 1980s, this concept attracted considerable attention of the authorities, although it was not formally integrated into education.

On the other hand, in recent literature, it is easy to find research studies related to the concept of self-directed learning in a formal manner. It is important to state the fact that both concepts are concerned with teaching language learners first how to think, and then how to learn, and finally, how to take control of their own learning. At the same time, it can be beneficial to mention the trivial difference between autonomy and self-directed learning that was simply underlined by Dickinson (1987), indicating that self-directed learners accept responsibility for all the decisions related to the their learning, but not autonomously put those decisions into action; however, in autonomous learning, the learners both feel completely responsible for all the decisions concerned with their learning and the completion of these decisions.

In order to provide learners necessary opportunities for good performance to promote language learning autonomy, the first self-access language learning centers were established by the use of some facilities of entrance to a versatile collection of second language materials. As self-access learning is frequently used as an

alternative word for autonomous learning, in many countries' organizations it has become very easy to find self-access centers. Nevertheless, although it is generally expected, can language learning autonomy be spontaneously gained by using self-access centers regularly? Based upon this misinterpretation, researchers have been studying this issue and a great number of studies have been conducted to improve the self-access centers' efficiency. To exemplify that, Wright and Piper (1995) lead a project in the Universities of Cambridge, Kent, and Southampton, expecting to provide self-access learning materials, which would improve the necessary skills and strategies for the effectiveness of the learners in their own learning process. They chose the materials as topic-based including realia such as listening and reading texts and related tasks, and these were expected to help learners take the responsibility of their learning in a more productive, rational, and rapid manner in an autonomous learning environment.

Independent language learning is another concept seen as parallel to the concept of learner autonomy in the literature (Benson, 2001; Little, 1991; Wenden, 1991) and related to self-access learning (Sheerin, 1997) and self-directed learning (as cited in Hurd and Lewis Carver, 1984, p. 27) as well. The concepts of individual or independent learner and of learner choice, control, and responsibility have been emphasized by putting their effect on language learning for approximately 30 years now (Brindley, 1989; Holec et al., 1996; Dubin, 1975). According to Hurd and Lewis there are three interpretations of independent language learning: (1) context, (2) philosophy of learning, and (3) learner attributes (see Figure 2.1.).
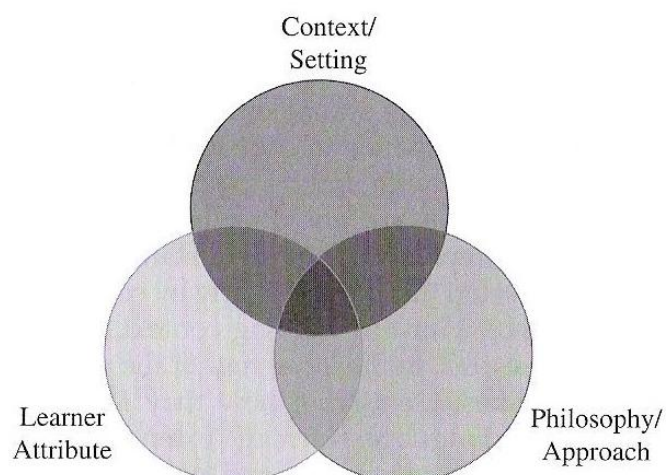
Figure 2.1. Interrelated dimensions of independent language learning

Here, the important point is that independence is separated from the controlling power of the teacher and students have the freedom to make their own choices within the context. They have the opportunities to select their own methods of learning and resources according to their needs through means such as self-access learning (Gardner, 2007), distance learning (White, 2007), and language advising (Gremmo & Castillo, 2007).

To the second dimension of independent language learning there should be an approach which aims to foster independence in learners through teachers' creating promising tendencies toward autonomous learning and forcing learners to decide on their needs and objectives.

As the second dimension is highly related to strategy development, learner attributes, namely skills, are incredibly important to take actions to self-directed language learning as well. It is emphasized here that without practical abilities, learners cannot exhibit their intention to learn.

After the mid-1970s, different from classroom-based language teaching methodology, some other possible concepts such as motivation, language learning strategies, and learning styles began to stand out in the studies of applied linguistics (Hurd & Lewis, 2008). From that time on, learners have become more important than

teaching and this was thanks to the developing research on how language learners process, store, retrieve, and use the target language material. Later, through the improvements in research, there existed links between strategy use and learner independence, learners' methodological preparation and self-directed learning, and metacognitive knowledge and independent language learning, etc. Thus, the recent approach toward language learning emphasizes that learners should access and use the appropriate knowledge themselves via using effective strategies and handling given contexts to be able to form a meaningful connection to the learning environment (Hurd & Lewis, 2008).

Additionally, as pointed out by Hurd and Lewis (2008), there is gap in the perception of independent language learning and this gap is supposed to be filled with the enhancement of the learning experiences and opportunities of the main participants in the educational process, that is, the learners. Related to this purpose of education, an important solution was suggested by White (2005) through a framework based on the theory of learner-context interface. This theory mainly supports independent language learning with the assistance of essential language learning strategies, but these strategies are effective when the circumstances are appropriate for learners to work independently, which is a very difficult process. White (2005) also conducted a phenomenographic study based on the students' perceptions and experiences of their language learning in a self-regulated setting. According to the reports of the learners, independent language learning is possible if there is a meaningful and efficient interaction among the learners and if they gain insight into their characteristics and needs together with the attributes of the language learning setting. In other words, language learners should be active agents who can determine their own needs, priorities in language learning and learning objectives, select and complete various tasks, and evaluate their progression within the present setting of language learning.

On the other hand, according to Little (2006), autonomy is similar to learning spiral. By the concept, it is asserted that the first phase of acquiring independence in the learning process consists of independence with a teacher or others and then comes the process of new levels of independence, while Pierson (1996) suggested that autonomy in L2 learning is a matter of degree, meaning that some sub-skills can be grasped easily and they put the autonomy level of the learners in order.

2.2 Definitions of Autonomy

In literature, the common viewpoint about learner autonomy is that it emerges as a result of learners' approval of responsibility for their own learning (Benson & Voller, 1997; Little, 1991; Dickinson, 1987). This means that autonomy requires the learner to develop control over his or her own learning and his or her own role in that process. According to Benson (2001), this control might take numerous forms for different individuals and even different forms for the same individual along with the contexts or time. For instance, the learner who shows a high degree of autonomy in one area can be non-autonomous in another.

More recent definitions have added further dimensions to learner autonomy. For instance, Dam (1995) proposed a wider concept that considers, among other factors, the social aspect of learning:

> An autonomous learner is an active participant in the social processes of classroom learning, but also an active interpreter of new information in terms of what she/he already and uniquely knows. Therefore, it is essential that an autonomous learner advances an awareness of the aims and processes of learning and is capable of the critical thought that syllabuses and curricula frequently require but traditional pedagogical methods hardly achieve. An autonomous learner knows how to learn and can use this knowledge in any learning situation she/he may encounter at any stage in her/his life.

Further definitions have attempted to emphasize that learner autonomy is not specific knowledge the learner has, but rather, a capacity that allows him or her to direct his or her own learning. For example, Little (1991) stated that "Autonomy is a capacity – for self-regulated learning, critical thinking, decision-making, and independent actions. Development of a particular kind of psychological relation to the process and content of his or her learning is a fundamental requirement".

Moreover, some researchers approached definition of the notion from the separation of individual autonomy (western) and social autonomy (non-western) (Hurd and

Lewis, 2008). Individual autonomy is associated with agency, locus of control, attribution of outcomes, and self-efficiency. First of all, agency places the individual on the origin of the behavior and the individual effects the outcomes (Oxford, 2013). Secondly, the locus of control can be related to internal control orientation in which the individual believes that outcomes are entirely reliant on him/her. While the attribution of outcomes is also internal and external, like locus of control, autonomous learners tend to attribute their learning achievements to internal factors rather than external ones. Lastly, self- efficacy (Bandura, 1997) is individuals' belief to achieve the specific goal or task, which also highlights the skills and control.

Related to the latter concept, Pennycook (1997) seemed totally against the methods that push the individual into a competitive, western-like version of autonomy. Esch (2009) criticized the notion of individual autonomy and supports the social autonomy. Holliday (2003) also promoted social autonomy from the perspective that autonomy is something that is already available in the learners' social world and changes according to different socio-cultural contexts. Holliday also asserted that autonomy is universal until there is no evidence to the contrary.

2.3 Curriculum Implementation

Nunan (1985) supported that English course designs, which are course syllabi, should comprise needs assessment, objective setting, selection of the learning resources and activities, language learning setting, and evaluation. However, learners' needs and expectations should be analyzed thoroughly because the general structure of the learner-centered approach necessitates the development of separate syllabi to satisfy different needs of the learners rather than the development of an entirely differentiated curriculum, which is impossible.

Allwright (1986) asserted that learners are confused about the learning objectives of language lessons because of the lack of communication between the learners and teachers. Therefore, teachers have the responsibility to explain the objectives as clearly as possible and to ask about the learners' opinions about the objectives as well.

On the other hand, Johnson (1990) added his opinions to Allwright's assertion and claimed that, first of all, language teachers should explicitly outline the objectives of their courses. Secondly, they should inquire about the possible contradictions between the perceptions of learners and teachers with regard to content and methodology. If there are, negotiations should be made to find solutions. Thirdly, modifications related to the implementation of on-going course should be conducted.

2.4 Self-Instructional Systems Fostering Autonomy

Self-instructional systems are the language learning systems that have been created to produce different programs to support learners in English language learning themselves. The systems work with the help of self-access centers and specific programs that have been developed for learners to acquire English language as effectively as possible.

2.4.1 Systems Used for Adult Learners

The first model for self-instruction is run by the Centre de Recherches et d' Applications Pédagogiques en Langues (CRAPEL), which was founded in 1962 at the University of Nancy II, France. It has been open to learners outside the university such as groups of employees in local factories and commercial organizations. Learners can choose to attend the evening classes regularly or learn autonomously by on-site courses or via a variety of authentic resources. Learners who have a desire for autonomous learning are assigned to a "helper", meaning a native or proficient English speaker who has experience in autonomous language teaching. Later on, they collaboratively attempt to assess the learner's needs, to determine his/her targets, to detect possible obstructions to learning such as transportation and time. Secondly, they begin to decide on language learning materials and methods. As the learning process continues, the learners are given more and more responsibilities by the helper, such as selecting the materials and type or design of the activities. In this model, helpers work as a helping hand of the learners facilitating the learner to learn how to learn, and in addition to the huge variety of printed materials, the learners are also encouraged to use information and communication technologies, including authentic sound and video recordings, whenever they want (Dickinson, 1987).

The second model is offered at Cambridge University and began as the Open Access Sound and Video Library in 1966. Different from CRAPEL, it aims to offer language learning facilities to University members, including undergraduates, postgraduates, and even staff members. The system aims to provide the members the opportunity to learn any language among one hundred languages beginning at any level and learners can demand advisory service as necessary while using the self-access resource center. In the center, there are a considerable number of different authentic materials ranging from audio booths, videos, and live reception by satellite. There are also special corners for reading, listening, watching videos, and speaking, as well. The main functions of the advisory service are presented by Dickinson (1987) as:

(1)   to help learners to select the materials they want to use and prepare new materials,

(2)   to offer information about the process of assessment and to help learners assess their own progressions,

(3)   to assist and direct learners about the determination of short and long-term objectives, needs identification, time management, language learning techniques, and language interaction with the advisors.

The third model used for the enhancement of language learner autonomy was designed by the British Council in the system of the Direct Teaching of English Operation (DTEO) as an alternative to traditional teacher-led instruction. Different from other models, this one aims to make the learners achieve the proficiency level controlling them at each level of language learning progression. There were also "helpers" who were language learning and teaching specialists within an assistance network. A learner is assigned to a helper first and directed by the advisor throughout the process, consisting of nine proficiency levels. Normally, the access to a significant amount and variety of language learning network is crucially available in the model and learners are guided to improve themselves and expected complete the stages one by one with the help of the specialists.

The fourth and the final self-instructional language learning model for adults is the model of Moray House College in Edinburgh. It was a Language Skills program in

the Scottish Center for Education Overseas (SCEO). The aims of the program were described as:

    (1)   to assist learners to improve their English language proficiency in language learning techniques, in their use of language in social contexts in the UK, and to improve their own English language learning models,

    (2)   to assist the participants to gain self-direction in language learning,

    (3)   to be able to implement the self-directed learning concept.

The program ironically begins with 30 hours of intensive study of academic writing, oral skills, and the continuation of academic writing under the control of the teacher. The purpose of beginning with intensive instruction is probably to conduct the needs assessment of the learners. After the instruction, the learners participate in workshops and seminars, and then they are categorized into the groups of 15, each with an advisor. With the program, the aim was to involve the learners in doing individual and co-operative practices, determining their personal objectives, specializing in academic writing, and doing role-play.

2.4.2 Systems at the School Level

The first model with regard to self-directed learning or autonomous learning is the "Circle Model," which was developed for use in Danish secondary schools. The model encompasses several principles of self-directed learning such as:

    (1)   the learners can either study independent of the teacher or in a group led by the teacher,

    (2)   the learners are offered a large variety of choices on what to do within a framework for language learning.

The second model is "The Flower Model" (see Figure 2.2.) used by Dam (1983) for use with full classes consisting of 20-30 pupils (as cited in Dickinson, 1987). Beginner level students without background knowledge of English are expected to

achieve autonomous language learning consciousness through some key elements such as:

(1)   Students exercise their own needs and interests.

(2)   They organize their own course outlines according to their own needs.

(3)   Students themselves decide on the language learning subjects they are going to study and their language learning styles.

(4)   They sign contracts to accept their learning responsibility with themselves or with the teacher they choose.
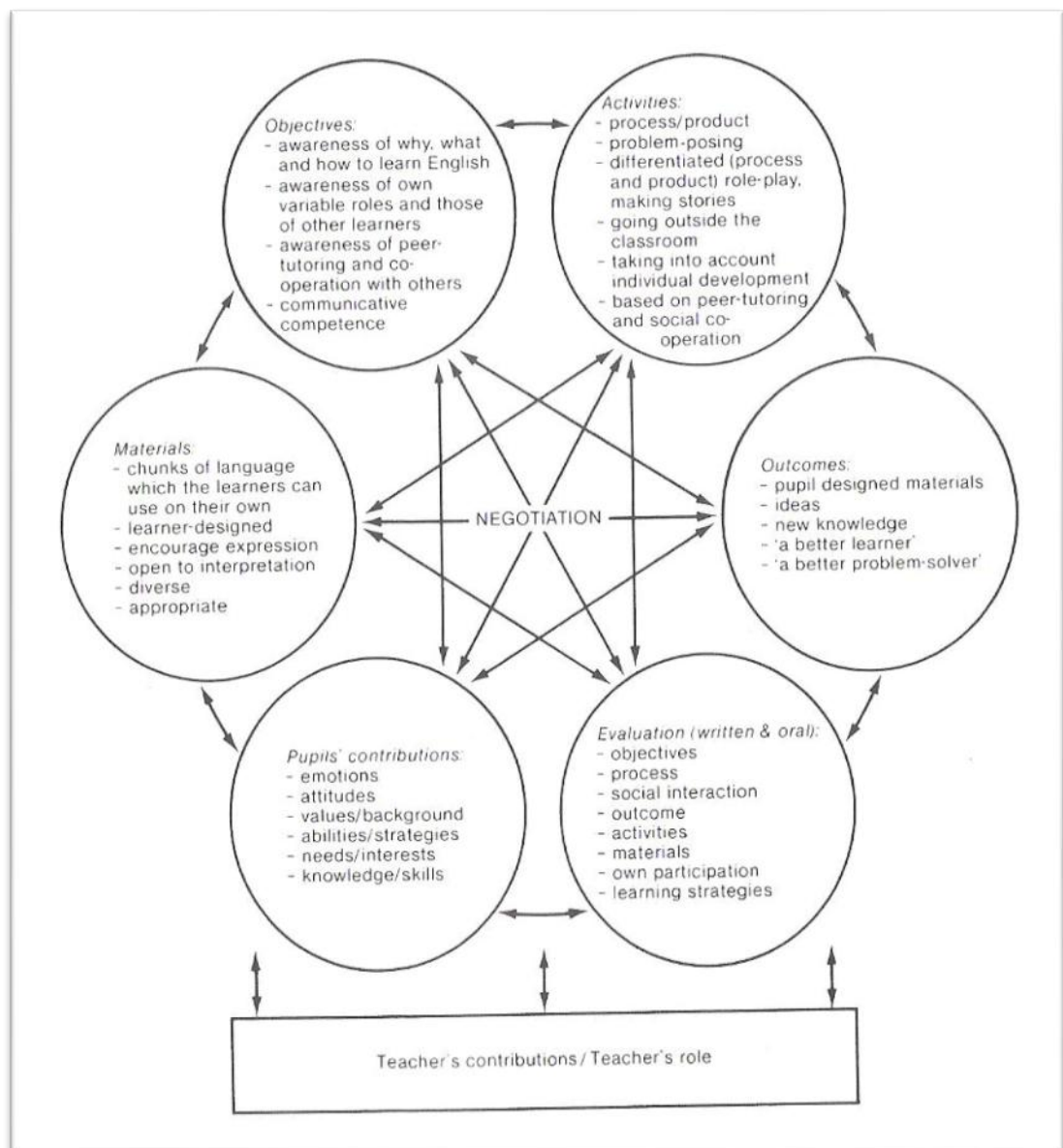
Figure 2.2. The Flower Model

2.5 Research Studies Conducted in Other Countries on Learner Autonomy in Language Teaching

Haseborg (2012) conducted a participatory research study to contribute to the experimental knowledge base of autonomy to help fill some of the gaps in the body of research pursuing the answers to the questions such as, "How do students perceive the ability to make autonomous learning choices?", " How does the ability to make autonomous choices regarding format, content, and timing affect motivation?", and "Which areas of language learning most benefit from autonomous learning choices?". The data were collected by means of two surveys, a learning journal kept by each participant in the study and completed for every work cycle, and reflective statements of the participants. The findings of the study indicated that it is also in the interest of the teacher to provide a well-structured learning environment. At the same time, many students also reported that their skills improved in terms of communication and in the areas of reading, writing, listening, and speaking. Lastly, it was realized that the choices made in relation to projects to improve the four skills benefited the students' self-confidence and helped them progress their ability to communicate in German.

Nakata (2011) aimed to investigate teachers' readiness for promoting learner autonomy by exploring the perceived importance of and the use of strategies for promoting learner autonomy among Japanese high school teachers of English as a foreign language (EFL). In the study, the quantitative data was collected through a questionnaire while the qualitative data was collected through a focus group interview. Questionnaire participants were eighty high school English teachers in Japan who are native speakers of Japanese. The interview participants were four English teachers in Japan with MA degrees, except one who had more than sixteen years of teaching career. The survey results mainly revealed five problems: the students were not ready for autonomous learning, the university entrance exam necessitates a grammar-translation method, because of the nature of school teaching assignments there were restrictions on the development of professional autonomy, teacher isolation and the lack of cooperation among colleagues, the unity of teaching autonomy, and teacher autonomy. The quantitative analysis showed that many Japanese EFL high school teachers understood the importance of autonomy, but they

were not completely ready to promote it. The qualitative analysis exemplified that the social/cultural context impacted what teachers decide to do to promote their students' and their own autonomy. These pointed out the three dimensions of readiness (i.e., behavioral, situational, and psychological) such as social/cultural context, which is filtered by teachers' professional/personal lives including working conditions. In the same way, teaching autonomy, teacher autonomy, and professional autonomy should not be taught separately. The findings concluded that the challenge is in the teacher education program, which is lack of the classroom/school context supporting the teachers in developing autonomy limitedly while the aim is to eliminate the limitations. To promote autonomy, Nakata suggested teachers to create a safe space or a helpful environment where they have the opportunity to discuss such issues with colleagues, reflect on them more deeply, and determine the answer on their own.

Benson (2010) conducted a collective case study of four Hong Kong secondary school teachers' experiences with regard to obstructions to the development of teacher autonomy in English language teaching, and their implications for teacher education. The study was designed as an interview-based study and the participants were four English teachers approaching the end of a two-year part-time MA in Applied Linguistics program at a university in Hong Kong. The findings of the study suggested that the constraints were systemic and primarily focused around 'Schemes of Work', school-based regulations, and the supervision system. On the other hand, participant teachers were able to create spaces for teacher autonomy, but the nature of these spaces was developed according to the school context and partly through previous educational experiences as either learners or teachers. Through the study, it was also concluded that the impact of teacher education courses that depend on experimentation with new ideas in the classroom tend to be inadequate in many state school systems and language teacher education may benefit from a teachers' practices employed with great passion to perform their professions.

Inomata (2008) also carried out a research study to explore Japanese students' autonomy in learning English as a foreign language in out-of-school settings and attempted to put the emphasis on learning context through conducting a qualitative study of three Japanese high school students. How the students engage in English

learning in out-of-school settings and how their English learning act together within social contexts were investigated. The results showed that learners had already developed their sense of autonomy in EFL learning in relation to the school-based discourse community. Rather than "foster" autonomy, which is frequently used in the field of autonomy in language learning, it would be more appropriate for educators to help students to "negotiate" their developed autonomy by means of internal and external motivation factors.

Rajamoney (2008) conducted a case study to identify the types of language learning strategies employed by the students in an ESL classroom and to analyze students' perceptions on the use of the strategies in their language learning after strategy training. The findings indicated that students made use of various language learning strategies such as metacognitive, cognitive, affective, and social strategies in their process of language learning. They also pointed out that students were unaware of the language learning strategies used and they were not aware of the benefits of using these strategies in learning English, which proved that teachers should have the responsibility to provide awareness in using these strategies.

In Norwegian secondary schools, Trebbi (2003) performed a study to compare the traditional curriculum with an experience-oriented curriculum, which enables the learners to control their own language learning and flexible goal setting. Further aims of the project were to "promote students' insight into what it is to learn French/German and the advancement of their capacity to take charge of their own learning" (Trebbi, p. 172). Trebbi also stated that five years after the implementation of the new curriculum, some of the teachers showed the constraints of rejection, but re-arranging the traditional concepts and innovative approaches were also observed. Additionally, it was realized that it is very difficult to implement principles of learner autonomy on a curricular level.

Camilleri (1999)'s study included questionnaire of classroom activities data collected from 328 teachers in six European contexts (Malta, The Netherlands, Belorussia, Poland, Estonia, and Slovenia) and consisted of 13 items each asking about the extent to which learners, according to the teachers, should be involved in decisions about a range of learning activities, such as establishing the objectives of a course or

selecting course content. In the Maltese context, although it was difficult to define how much they were aware of the autonomy concept, teachers' views, based on classroom experience, were positive because teachers displayed their willingness to care about learners' decisions about their learning strategies and content and these factors' positive effects on the outcome of language teaching process.

It was also articulated by the researcher that the attitudes of Maltese teachers were almost completely similar to those expressed by the teachers of mainland countries in Europe. Some of the differences were Maltese teachers' conservativeness about choosing objectives, topics, tasks, selecting materials, deciding on individual/pair/group activities, type of homework activities, and spotting learning tasks, which are very important elements for enhancement of learner autonomy. On the other hand, the results changed when the study was applied to young teachers in Malta, and this problem of conservative views about including the learner in the decision-making process were not observed in the replies of the youngsters.

However, in the Slovenian context, the results were not significantly different and one of the replies of the teachers was: "We should teach students to be autonomous from the beginning of their education," happened to be found important by Dogsa (1999), the researcher who conducted the same study in the Slovenian context.

In summary, Camilleri (1999) reached the conclusion that both the quantitative and qualitative data caused the researchers to categorize the teachers' choices into two sections: those affected by teacher/learner and those affected by forces or authorities other than teachers. It also remarked that feasibility of the actions to foster autonomy occupy a vital place in the attitudes of teachers and the viewpoints of higher authorities affect their perceptions and even practices for the enhancement of learner autonomy in the classes.

Yahong (1999), an English teacher, conducted a research study at a high school in China, establishing the question of how he could help his students promote learner-autonomy in English language learning. In his study, he collected data through classroom observations, his own journal, his students' journals, interviewing them, and chose three particular students to show the findings in detail. In the process he

helped his students improve their attitudes toward learning, accomplish their own goals by some affection strategies and determine their methodological and linguistic weaknesses. Some of his strategies were:

(1)   Asking students to keep their learning journal once a week,
(2)   Acknowledging their achievement and thus encouraging them to move forward,
(3)   Becoming a "helping hand" in the students' autonomous learning,
(4)   Creating opportunities to monitor and promote independent learning,
(5)   Dictating new words and short paragraphs regularly,
(6)   Constantly persuading the students to take risks in improving their language skills,
(7)   Collecting expert opinions, and the students' and colleagues' views,
(8)   Observing the students throughout daily activities,
(9)   Reading their journals carefully,
(10)   Helping them make decisions about their learning English by explaining the purpose and indicating importance.

After the application of all these strategies for the promotion of autonomy, Yahong concluded that his efforts to promote learner autonomy became rewarding in some aspects for the students. These aspects were: the students gained self-confidence, developed problem-solving strategies of their own, became more creative in language learning activities and tasks, began to think critically, and more positive learning environment was created.

Murray (1999) carried out a research study about a classroom-based research project exploring the learning experiences of 30 Japanese ESL exchange students in an environment emphasizing autonomy supported by technology. In the study, the main target was to visualize the ideal learning environment for fostering autonomy in the minds of the practitioners (teachers). The researcher conducted several case studies including questionnaires and interviews, participants' learning logs, teacher observation, and measures of academic achievements. The data suggested that motivation, metacognitive knowledge, and personal growth can be promoted through experiential learning. When the data was analyzed in detail, respondents were

positive toward following their own interests, being free to choose, learning about computers and the Internet, making their own decisions, and collaborating with their friends.

Another study conducted by White (1995-1997) was a large-scale study at a university offering courses to both distance and face-to-face students. In the study, both quantitative and qualitative data were utilized and White compared the strategy use of 274 distance students and 143 language learners that attended the courses regularly. The results of the study indicated that distance learners employed four times the use of metacognitive strategies of language learning such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress compared to the learners who attended the classes.

2.6 Research Studies Conducted in Turkey on Learner Autonomy in Language Teaching

In their study, Gömleksiz and Bozpolat (2011) aimed to investigate the opinions of sixth grade students at elementary schools in Sivas city center with regard to learner autonomy in foreign language learning. They made use of the descriptive research method through a questionnaire applied to 975 elementary school students selected randomly in Sivas city center in the spring term of the 2010-2011 academic year. The results of the study indicated that in terms of readiness for self-direction, studying independently in language learning, and of the classifications of selecting content and assessment, and motivation, female students were more successful. However, there was no significant difference found among the students' views about the importance of the teacher, the role of the teacher as a supervisor, about the objectives of the lesson, language learning activities, and evaluation and interaction with other cultures sub-scales in terms of the gender variable.

Balçıkanlı (2008) conducted a study that aimed to foster learner autonomy through activities at the Preparatory School of Gazi University. In order to achieve this goal, two classes were selected randomly, each of which consisted of twenty learners studying English from several faculties at Gazi University, as an experimental group and a control group. Before implementation, a learner autonomy questionnaire,

consisting of three parts, was administered to both groups to reveal possible levels of autonomy they possessed. While the experimental group was instructed in the autonomy implementation, the control group continued their education without any alteration. After the 12-week implementation process, the same questionnaire was administered to both groups once again. At the end of the process, the statistical results were analyzed and interpreted. The results showed that the learners in the experimental group scored higher than those in the control group and the experimental group had a strong tendency towards autonomy compared to the control group with a few exceptions. According to the results, it was concluded that the syllabi of the preparatory schools should be restructured in parallel with the principles of learner autonomy. It was also decided that the course books that were used at preparatory schools should be evaluated as to whether they encourage autonomy or not, in-service training for teachers should be provided, and as a final point, self-access laboratories should be developed technically to make best of them.

Kesal and Aksu (2005) developed a study to determine how effective the characteristics of a constructivist learning environment (professional relevance, reflective thinking, negotiation, leadership, empathy, and support) in English Language Teaching (ELT) Methodology II courses and according to certain variances (universities, gender, high school background, expected average score, competency in English) if students' perception of the learning environment differed or not. The design of the study was a survey and the data was collected through a questionnaire. The participants were 410 ELT Methodology II course students in the ELT departments of four universities in Turkey. The results of the study showed that the students agreed on the learning environments' often being constructivist in nature. Moreover, although their gender and background did not differ, students' perception of the learning environment varied according to their university, their expectation of the average score from the course, and perceived competency in English. Researchers also suggested that to achieve constructivist learning environments in ELT classrooms, the students should have the opportunity to experience teaching environments that enable them to relate their learning to their future teaching needs and develop their higher thinking skills. The instructors should make the students more active in the teaching environment for effective leaders and

classroom managers, and support them with the difficulties during learning process and provide the necessary cognitive and affective support for their learning.

The study of Koçak (2003) aimed explore the readiness level of the students attending the English Language Preparatory School at Başkent University to be involved in autonomous language learning. The readiness level of the students were investigated in four areas: (a) learners' motivation level to learn English, (b) learners' use of metacognitive strategies in learning English, (c) learners' responsibility perception of their own and their teachers' in learning English, and (d) learners' practice of English in the outside class activities. A questionnaire was administered to 186 students attending the Preparatory School of Başkent University and the results indicated that a majority of the students had high motivation and the students had a tendency to use some metacognitive strategies such as self-monitoring and self-evaluation. On the other hand, the participant students considered the teacher as more responsible for most of the tasks, a majority of the students had a tendency to spend little time on activities outside the class to improve their English competency, and females and elementary learners had higher motivation to learn English.

The study of Yumuk (2002) intended to construct and evaluate a program to promote the students' attitudes from a traditional manner of learning to an autonomous manner. In the application process of the program, the students were encouraged to use the Internet for the collection, examination, evaluation, and application of appropriate information for their translations to be as effective as possible. The researcher discovered that the use of an Internet-based approach provided the students with an environment in which they could critically think, especially through interviews and questionnaires given after the course and information recorded regularly in a diary by the teacher who was the researcher as well. The results of the study showed that the program caused a change in the view of learning towards a more autonomous manner and the students concluded that in the course of translation, they understood the fact that it is the responsibility of the students to manage to learn English within the process.

2.7 Summary of the Literature Review

In the literature, it is broadly accepted that learner autonomy in ELT is a crucial concept and there have been a considerable amount of research studies conducted to explore the perceptions or attitudes of students and teachers both in Turkey and in foreign countries. The research indicates that the students and the teachers have positive attitudes towards the concept together with the supportive effects of the language teaching programs and authorities in recent years. However, while the programs and administrative staff support the enhancement of learner autonomy, particularly in ELT, there seems to be a gap in the literature regarding to what extent do the real practitioners, namely teachers, attempt to foster learner autonomy in terms of practices of ELT high school teachers on four dimensions of curriculum implementation: (1) determining objectives, (2) determining the content, (3) planning for the instructional process, and (4) evaluation.

CHAPTER 3

METHODOLOGY

This chapter provides information about the overall design of the study, sampling, instrumentation, data collection procedure, and data analysis.

3.1 Overall Research Design

The design of the study was a cross-sectional survey design. In other words, the data collection instrument was administered at one specific point in time. Both quantitative and qualitative data necessary to answer the research questions in this survey study was collected through a structured questionnaire developed by the researcher. The aim was to describe ELT high school teachers' practices to foster learner autonomy during their classes with regard to four categories of curriculum implementation: (1) determining objectives, (2) determining the content, (3) planning for the instructional process, and (4) evaluation. Moreover, ELT high school teachers' opinions were examined about their strengths, needs, and their suggestions to the stakeholders from the perspective of the challenges they encounter with regard to objectives, activities, materials, and evaluation while developing an autonomous learning environment. Descriptive and inferential analyses were conducted to obtain a deeper insight into the research questions that were used in this study. SPSS software program was used for analyses (Table 3.1).

Table 3.1 *Overall Research Design*

1. Research Questions	- Literature Review - Previous studies
2. Sampling	Convenience Sampling
3. Research Design	Cross-sectional Survey Design
4. Instrument	Questionnaire constructed by the researcher
5. Data Collection Procedure	Administration of the questionnaire to 118 high school ELT teachers in their school settings within 20 minutes
6. Data Analysis Procedure	SPSS software program for descriptive and inferential statistics
7. Interpreting the Results	Relevant literature and the context of the present study

3.2 Research Questions

The study aims to answer the following research questions:

1. How do ELT high school teachers foster learner autonomy in their classes?

1a. Which practices do ELT high school teachers use to foster learner autonomy?

1b. Do male and female teachers differ in their practices while fostering autonomy?

1c.   Is there a significant difference among ELT high school teachers' practices to foster learner autonomy with respect to the years of experience?

1d.   Is there a significant difference among ELT high school teachers' practices to foster learner autonomy with respect to their field of certification?

2.   What are ELT high school teachers' strengths with regard to fostering learner autonomy through ELT curriculum in their classes?

3.   What are ELT high school teachers' needs with regard to fostering learner autonomy through ELT curriculum in their classes?

4.   What are ELT high school teachers' suggestions with regard to fostering learner autonomy through ELT curriculum in their classes?

3.3 Variables

Gender: The variable is a nominated dichotomous variable with categories of female (1) and male (2).

Field of Certification: This variable is a nominated variable with categories of ELT (1) and others (2).

Years of Experience: This variable is a categorical variable with categories of 1-5 years (1); 6-10 years (2); 11-15 years (3); 16 and more years (4).

Activity-Based Practices refers to ELT activities practiced by the teachers to promote learner autonomy in their classes.

Objective-Based Practices refers to the practices to enhance learner autonomy through informing them about the general objectives of the English classes.

Student-centered Practices refers to the practices to enhance learner autonomy through informing them about their own responsibilities in English language acquisition.

Material-Based Practices refers to practices used by teachers to foster learner autonomy through the use of information and communication technologies.

3.4 Sample

The target population of the study included all ELT high school teachers serving at the 9-12 grade levels and implementing high school ELT curriculum in both public and primary schools in İzmir. The population was so large that it was difficult to access all the ELT high school teachers around the İzmir province. Thus, convenience sampling procedures were employed since the subjects were selected according to their convenient accessibility and proximity to the researcher. While sampling, it was important that the selected sample was representative of the target population. There were 2801 ELT high school teachers in İzmir. The accessible population of this study, due to its convenience, consisted of 118 high school ELT teachers from 18 different high schools in different parts of the city that voluntarily participated in the "İzmir High Schools Scrabble Tournament". The tournament was performed for 14 years and it was known to be a prestigious event within the province of İzmir. Schools' administrators, ELT teachers, and students were highly motivated and prepared collaboratively to achieve good standing in the tournament both individually and as a team. The data was collected after obtaining the necessary consent from İzmir Provincial Directorate of National Education. There were 18 participant high schools in the tournament and all of the schools that involved 136 ELT teachers were sampled in this study. In total, 118 of them returned the questionnaires which resulted in a response rate of 87%.

According to the results, among participant ELT teachers (*N*=118), 56% (*n*=66) of them were female, whereas 44% (*n*=52) of them were male.

The age of the ELT teachers ranged from 25 to 57 years. Approximately, 37% (*n*=44) of them were aged between 41 and 50 years while approximately 28% (*n*=33) of them aged between 25 and 30 years. Furthermore, the age of 25% (*n*=29) of them ranged from 31 to 40 years, whereas 10% (*n*=12) of them were 51-57 years old.

When the academic status of participant ELT teachers is considered, 76% (*n*=90) of them had Bachelor Degrees while 23% (*n*=27) of them had Master's Degrees. There was only 1 participant who had a Doctoral Degree and formed the smallest portion (1%) of the sample.

When the faculty from which participant ELT teachers graduated is considered, it is clearly seen that 78% (*n*=92) of them were graduates of the Department of English Language Teaching, whereas 18% (*n*=22) of them were graduates of the Department of English/American Literature. Among all participants, approximately 1% (*n*=1) of them were graduates of English Linguistics, while 3% (*n*=3) of them were graduates of different departments such as Engineering, Physics Teaching, and Biology Teaching.

Among 27 ELT teachers who had Master's degrees, 26% (*n*=7) of them completed the Curriculum and Instruction Program, while 30% (*n*=8) of them completed the Educational Administration and Planning Program. On the other hand, 22% (*n*=6) of the teachers attended the ELT Program, 3% (*n*=1) of them attended the American Language and Literature Program, while 3% (*n*=1) of them attended the English Literature Program. Different from the programs that are directly related to the field of ELT, approximately 7% (*n*=2) of them attended the International Relations Program, 3% (*n*=1) of them completed the Oral Skills Program, 3% (*n*=1) of them completed the Teaching Turkish to Foreigners Program, and 3% (*n*=1) of them completed the Communication Program. Surprisingly, 3% (*n*=1) of them completed both the ELT and Educational Administration and Planning Programs.

Among the participants, approximately 1% (*n*=1) had a Doctoral Degree and that teacher attended the Educational Administration and Planning program.

Considering their current status at their schools, more than three fourths of ELT teachers (85%, *n*=100) had the status of teacher, whereas 7% (*n*=9) of them were expert teachers, and 4% (*n*=5) of them were senior expert teachers. Approximately 1% (*n*=1) of the participants had the status of head teacher, while 3% (*n*=3) of them were administrators.

More than three fourths of teachers (87%, *n*=103) taught at state schools, while around 13% (*n*=15) of them were from private schools.

When the categorization of the schools the teachers taught is considered, 62% (*n*=73) of them taught at Anatolian High Schools, while 12% (*n*=14) of the teachers were on duty at Anatolian Vocational and Technical High Schools. Eleven percent (*n*=13) of the participants were on duty at vocational and technical high schools, whereas 9% (*n*=10) of them taught at general high schools. The slightest portion of schools were of science high schools and social sciences high schools with the rate of 3% (*n*=4) for each.

The number of years ELT teachers spent in the profession ranged from 1 year to 36 years. Thirty-six percent (*n*=43) of the teachers had experience between 20 and 29 of years. While the experience of 31% (*n*=36) of the teachers ranged from 10 to 19 years, 30% (*n*=35) of them spent 1-9 years in the profession. However, 3% (*n*=4) of them had 30-36 years of experience.

The number of the different classes ELT teachers taught in that term ranged from 1 to 10. Among all participants, 24% (*n*=28) of them taught 3 different classes, while 22% (*n*=26) of them taught 1 class, and 22% (*n*=26) of them taught 4 different classes. Twelve percent (*n*=14) of the teachers had courses for 5 different classes, whereas 10% (*n*=12) of them had courses for 2 different classes. The remaining teachers (10%, *n*=12) taught from 6 to 10 various classes.

The number of the students ELT teachers taught in that term ranged from 19 to 270. Seventeen percent (*n*=20) of them had between 19 and 23 students, while 38% (*n*=45) of them taught to 40-100 students. More than one third of the participants (45%, *n*=53had between 202 and 270 students.

When the weekly class hours that ELT teachers had in that term is considered, the minimum number was 4 hours a week and maximum number was 28 hours a week. Twenty-nine percent (*n*=34) of them had class hours between 4 and 19 whereas 20% (*n*=24) of them had 20 hours a week in the term. More than a half of the teachers (51%, *n*=60) taught 21-28 hours a week within that term as well.

ELT high school teachers used 30 different course books in that term. Among the participants, 77% (*n*=91) of the teachers used only 1 course-book, while 18% (*n*=21) of them used 2 different course books at the same time. Moreover, 4% (*n*=5) of them used 3 different course books, whereas 1 of the teachers (approximately 1%) used 4 course books at for the same course. The most frequently used course-book was Total English with a rate of 31% (*n*=37), while the second most frequently used book was Yes You Can, with a rate of 20% (*n*=23). The other course books were Impulse, Aim High, Gateway, New Bridge to Success, New English File, Real Life, Prime Time, Solutions, Close Up, Top Notch, Upload, Speak Out, English Break, English for Life, ELS, Touchstone, TOEFL IBT, North Star, Aim High, and Q Skills. Different from other course books, Fact and Figures, Cause and Effect, Concept and Comments, Readers, and Reading Explorer were course books for Four Skills courses while Travel and Tourism, Hotel Hospitality, and Restaurant Workers were vocational books used by the ELT high school teachers.

The attendance rate of ELT teachers at in-service training programs in the last 3 years was 71% (*n*=84), while 29% (*n*=34) of them did not attend any of them. Among the teachers who attended any in-service trainings, 32% (*n*=27) of them attended 2 different programs, 23% (*n*=19) of them attended 3 different courses, and 21% (*n*=18) of them attended only one program within the last 3 years. The rest of the teachers (24%, *n*=20) attended from 5 to 25 different in-service training programs.

Among the participant ELT high school teachers, 79% (*n*=66) of the teachers participated in various programs related to ELT Methodology, whereas 27% (*n*=23) of them attended in-service trainings about Computer Practices in a School Setting. Fourteen percent (*n*=12) of them attended some programs related to Classroom

Management, Curriculum Evaluation, Disadvantaged Students, and Administration. Thirty-one percent (*n*=26) of them attended more than one in-service programs as well.

A summary of the descriptive results corresponding to the abovementioned independent variables is presented in frequencies and percentages in Table 3.2.

Table 3.2

Demographic Background of Participant ELT High School Teachers (*N*=118)

		f	*%*
Gender (*N*=118)			
	Male	52	44.06
	Female	66	55.94
Age (*N*=118)			
	25-30	33	27.96
	31-40	29	24.57
	41-50	44	37.28
	51-57	12	10.16
Academic Status (*N*=118)			
	Bachelor Degree	90	76.27
	Master's Degree	27	22.88
	Doctoral Degree	1	.8
Faculty graduated from (*N*=118)			
	ELT	92	78
	English/American Literature	22	18.6
	English Linguistics	1	.8
	Others	3	2.5
Master Program graduate (*n*=27)			
	Educational Administration and Planning	8	29.62
	Curriculum and Instruction	7	25.92
	ELT	6	22.22
	American Language and Literature	1	3.70
	English Literature	1	3.70

Table 3.2 (continued)

		f	*%*
	International Relations	2	7.40
	Oral Skills	1	3.70
	Teaching Turkish to Foreigners	1	3.70
	Communication	1	3.70
PhD Program graduate (*n*=1)			
	Educational Administration and Planning	1	100
Field Status (*N*=118)			
	Teacher	100	84.74
	Expert Teacher	9	7.62
	Senior Expert Teacher	5	4.23
	Head Teacher	1	.8
	Administrator	3	2.5
Type of School (*N*=118)			
	State	103	87.3
	Private	15	12.7
School Category (*N*=118)			
	General High School	10	8.5
	Anatolian High School	73	61.9
	Vocational and Technical High School	13	11
	Anatolian Vocational and Technical High School	14	11.9
	Science High School	4	3.4
	Others	4	3.4
Teaching Experience (*N*=118)			
	1-9 years	35	29.66
	10-19 years	36	30.50
	20-29 years	43	36.44

Table 3.2 (continued)

	f	%
30-36 years	4	3.38
Number of classes (N=118)		
1 class	26	22
2 classes	12	10.16
3 classes	28	23.72
4 classes	26	22
5 classes	14	11.86
6-10 classes	12	10.16
# of students for each teacher (N=118)		
19-23 students	20	16.94
40-100 students	45	38.13
202-207 students	53	44.91
Weekly class hours (N=118)		
4-19 hours	34	28.81
20 hours	24	20.33
21-28 hours	60	50.8
# of different course books used (N=118)		
1 course-book	91	77.11
2 course books	21	17.79
3 course books	5	4.23
4 course books	1	.8
# of times attended in-service training in last 3 years (N=84)		
1 training	18	21.42
2 trainings	27	32.14
3 trainings	19	22.61
5-25 trainings	20	23.80
Field of in-service training attended (N=84)		
ELT	66	78.57
Computer Practices	23	27.38
Others	12	14.28

N for each item may vary due to missing responses

3.4 Data Collection Instrument

In this study, a three part questionnaire was used as an instrument. The first part aimed to collect data about the demographic characteristics of the participants who were ELT high school teachers in İzmir including several background variables, such as age, gender, academic status, graduation department, vocational status, serving at a state or private school, type of the school, duration in the profession, the number of classes taught, number of the students taught, the number of the teaching hours in a week, ELT course book they use, the number of the in-service training programs they attended in the last 3 years, and name of these in-service training programs.

The second portion, which consisted of a 32-item, 5-point Likert scale, measuring 5 for "always", 4 for "often", 3 for "sometimes", 2 for "rarely", and 1 for "never", was developed to measure the frequency of the practices of ELT high school teachers to enhance learner autonomy in their classes. The rating for the scale was from always to never. The items in this section aimed to measure ELT high school teachers' practices foster learner autonomy during their classes with regard to four categories of curriculum implementation: (1) determining objectives, (2) determining the content, (3) planning for the instructional process, and (4) evaluation.

The third part included 4 open-ended questions to collect qualitative data through the questions based on their strengths, needs, suggestions, and extra information related to objectives, activities, materials, evaluation with regard to developing an autonomous learning environment.

3.4.1 Development of the Instrument

While drafting the initial face of the instrument, the research studies conducted to explore students' and teachers' attitudes toward learner autonomy, teachers' beliefs and practices in relation to enhancement of autonomy in English classes, and students' readiness level for the autonomy in teaching English as a second language were utilized.

At first, for the factorial categorization of the questionnaire into four parts, the literature was reviewed and it was discovered that a considerable amount of studies were based on the factors that are used for curriculum implementation: (1) determining objectives, (2) determining the content, (3) planning for the instructional process, and (4) evaluation. For example, according to Florio-Hansen (2009)'s summary of Holec's definition in terms of three mutually supporting levels of control, autonomous learners are able to manage the planning of their learning, its organization, which refers to "planning for the instructional process" in the present study, and its evaluation. To investigate to what extent ELT high school teachers make efforts to enhance these four mutually supporting levels of control in autonomy, the questionnaire was divided into four dimensions.

Secondly, some particular questionnaires that involved parallel objectives to this study were reviewed and some of the items that aimed to seek for the practices to foster learner autonomy in ELT contexts were adapted. To illustrate, from a research study about English Language Teachers' Beliefs and Practices in learner autonomy prepared by Borg and Al-Busaidi (2012), the items such as:

- Autonomy means that learners can make choices about how they learn.
- Autonomy can develop most effectively through learning outside the classroom.
- Involving learners in decisions about what to learn promotes learner autonomy.
- Learner autonomy is promoted when learners have some choice in the types of activities they do.
- Learner autonomy is promoted through activities that give learners opportunities to learn from each other.
- Learner autonomy is promoted by activities that encourage learners to work together.
- Learner autonomy is promoted by independent work in a self-access center.
- Co-operative group work activities support the development of learner autonomy.

- Learner autonomy is promoted when learners can choose their own learning materials.
- To become autonomous, learners need to develop the ability to evaluate their own learning.
- Out-of-class tasks that require learners to use the internet promote learner autonomy.

were adapted into the present study as the practices high school ELT teachers to enhance learner autonomy as follows:

- I encourage my students to set their own objectives (item 3).
- I encourage my students to determine contents they need to learn for the acquisition of English Language (item 6).
- I involve my students into the process of determining in-class activities (item 7).
- I make adaptations to foster learner autonomy by using different activities in my classes (item 14).
- I make my students do group work as out-of-class activities (item 12).
- I involve my students into the process of determining language learning materials (readers, magazines, newspapers, internet, TV, computer software, etc...) (item 23).
- I give my students different responsibilities (board order, today's proverb, phonetics, important news, etc...) in in-class and out-of-class activities (item 22).
- I encourage my students to use information and communication technology (computer, internet, delineascope, etc...) outside the class (item 28).

According to Generic Teacher Competencies prepared by the Turkish Ministry of National Education in 2009 based on the constructivist approach, teachers must have some capabilities to achieve the national education objectives. These aims can be achieved through a learner-centered teaching environment in all educational subjects. Therefore, some of the competencies that were useful for the promotion of learner autonomy in ELT contexts were chosen and adapted into this study as the practices

that high school ELT teachers do to promote learner autonomy in their classes. Some of these competencies were as follows:

Teacher:

- Provides various activities in his/her plan and meets the needs of students.
- Organizes the classroom layout in accordance with student characteristics so as to facilitate student learning.
- Takes into account student characteristics while selecting and developing proper materials, sources, and activities in order to facilitate learning.
- Provides opportunities for students to propose different activities and to participate in those activities.
- Shows respect in his/her verbal reactions and behaviors.
- Allows for diversity in accordance with social and cultural characteristics of students in indoor and outdoor activities.
- Provides indoor and outdoor activities and opportunities for students to realize themselves.
- Takes into account individual differences when setting his/her expectations.
- Benefits from opinions of students, parents, teachers and administrators while evaluating his/her own performance.
- Makes use of information and communication technologies in order to support his/her professional development and increase his/her efficiency.

On the other hand, examining the questionnaire used in the study of "Autonomy in language learning: Do students take responsibility for their learning?" conducted by Üstünlüoğlu (2009), some of the items were re-constructed as the practices that ELT teacher should do to foster learner autonomy. In the study of Üstünlüoğlu, items included: "whose responsibility is it to decide on the objectives of the English course", "whose responsibility is it to choose what activities to use to learn English in English lessons"," whose responsibility is it to choose what materials to use to learn English in English lessons", and "whose responsibility is it to evaluate student learning". These items were re-written as they were said by the ELT teachers as the practices they implement to foster language learning autonomy during their classes

such as : "I take my students' opinions into consideration while determining the objectives of the lesson," "I involve my students in the process of determining in-class activities," "I involve my students in the process of determining language learning materials (readers, magazines, newspaper, internet, TV, software, etc…)," and "I regularly have private talks with my students for the evaluation of their own academic progression," or " I make use of peer evaluation in class activities."

For the development of open-ended items, some expert opinions were employed and it was attempted to further the closed-ended questions by making them representative of the area of interest. The open-ended items included ELT high school teachers' strengths, needs, and their suggestions to the Ministry of National Education, to school administration, to their colleagues, and to themselves, to terminate the difficulties in terms of objectives, activities, materials, and evaluation with regard to developing an autonomous learning environment.

Once the initial draft was ready, it was reviewed by three experts (all of who were associate professors) in the field of "Curriculum and Instruction" and "English Language Teaching" in terms of content validity concerns, relevance and ambiguity of the items. Regarding their opinions, some items of the questionnaire were accordingly modified under the guidance of the thesis supervisor.

3.4.2 Pilot Study

The initial version of the questionnaire comprising 32 closed-ended and 4 open-ended items was piloted with twenty ELT high school teachers sampled from an ELT conference in İzmir, Turkey. After the purpose and the significance of the study were declared, the participants were asked to respond to the questionnaire in a day. Later, two of the teachers were randomly selected and asked to provide suggestions on the items that might cause ambiguity or confusion. Then wordings of the items 7, 9, 23, 24, and 26 were controlled and changed in order to make them more comprehensible for the participants. As a result, the final version of the questionnaire (Appendix A) was developed by the end of the pilot study.

Piloting the questionnaire was useful to determine how much time was needed to complete the instrument and whether there was any ambiguity in the questions. The participants found no ambiguity in both closed-ended and open-ended items of the questionnaire and reported that it took 20 minutes to complete. This information was included in the cover letter of the questionnaire in the main survey.

3.5 Data Collection Procedures

It is an ordinance that any study that examines human beings must be revised by an institutional review board (IRB) at that institution before conducting it. Therefore, this study was revised by the HREC (Human Research Ethical Committee) at the Middle East Technical University in Ankara, Turkey. The actual administration began after receiving official permission from the İzmir Provincial Directorate for National Education to conduct the study at all of the high schools in İzmir, Turkey in the second semester of the 2012-2013 academic year.

Eighteen high schools participating in a scrabble tournament in İzmir were visited by the researcher. At first, the administrators of the schools were informed about the purpose of the study and a copy of the official permission obtained from the İzmir Provincial Directorate for National Education was submitted.

The ELT high school teachers were informed about the rationale of the study and later their consent was obtained for their participation arising from ethical issues. All the subjects were guaranteed that the data gathered from them will be held in confidence by assigning numbers such as T1, T2, T3, and so on.

After explaining the rationale of the study and ethical issues, the questionnaire was administered to the available teachers in the teachers' room during a 10-minute break. Some of them were allowed to complete the questionnaires at home due to time constraints, and were requested to leave their questionnaires in the teachers' room or principal's office upon completion.

3.6 Data Analysis

The data were analyzed using descriptive and inferential statistics. Principal Component Analysis, One-Way Repeated Measures of Analysis of Variance, and Multivariate Analysis of Variance (MANOVA) were used to analyze this data.

Factor analysis was used as a data reduction and classification method. Principal component analysis with a varimax rotation was carried out to identify clusters of variables.

One-Way Repeated Measures of Analysis of Variance was conducted to compare the dimensions of the practices that ELT high school teachers implement to foster autonomy. A Multivariate Analysis of Variance (MANOVA) was conducted to examine the differences in the dimensions of the practices with respect to background variables of gender, experience level, and field of certification.

All the analyses were carried out with the SPSS for Windows 16.0 package program. The .05 level was established as a criterion of statistical significance for all the statistical procedures that were performed.

In order to analyze the open-ended data obtained through 4 questions at the end of the questionnaire, the data were firstly coded under predetermined themes with regard to research questions and the closed-ended items of the questionnaire. The codes under each theme were identified according to the predetermined themes and the coded data were subjected to content analysis. Based on the frequencies and percentages, some responses that were explanatory of the quantitative data were reported. The missing responses were not taken into consideration.

The findings of the study are presented in Chapter 4.

3.7 Assumptions

The study is based on the following assumptions:

1. The sample reflects the target population.
2. The survey developed serves the purpose of the study.
3. The teachers who participated in the study responded to the items sincerely and impartially reflected their practices.

3.8 Limitations of the Study

The study was limited with data collected only from ELT teachers who taught at high schools in the 2012-2013 academic year in İzmir, Turkey, which may threaten the external validity rather than internal validity. On the other hand, the selection of the schools was based on convenience and all the schools were participants of a scrabble tournament in İzmir, although they arrived from different locations of the province voluntarily, which may also threaten population generalizability. To weaken this limitation, information about the demographic features of the sample examined in the study was included as well.

In this study, only ELT high school teachers' practices for fostering learner autonomy in their classes and their opinions about their strengths, needs, and their suggestions to the stakeholders from the perspective of the difficulties they encounter with regard to objectives, activities, materials, and evaluation while developing an autonomous learning environment were considered. However, other individuals who might be potential key actors, such as students and administrators, were neglected in the study.

With regard to threats to internal validity, the principal limitations of the study were subject characteristics and location. Concerning the characteristics of the subjects, ELT high school teachers' age, gender, academic status, graduation department, vocational status, serving at a state or private school, type of the school, duration in the profession, the number of the classes they teach, the number of the students they teach, the number of the teaching hours in a week, the ELT course-book they use, the number of the in-service training programs they attended in the last 3 years, and the

name of these in-service training programs may have an effect on the results of this study. Since the questionnaire was administered to each ELT teachers in different conditions such as in the classroom, in teachers' room, in principle's room, or at home and out of the researcher's control, location may also affect the results.

Moreover, the measures taken to assure the validity and reliability of the data collection tools should have reduced other possible threats.

CHAPTER 4

RESULTS

This chapter provides information about the results of descriptive statistics and as well of qualitative data gathered by the open-ended questions. The results of the descriptive statistics will further be demonstrated.

4.1 Results Concerning the Dimensions of Practices to Foster Autonomy

In the ELT high school teachers' practices questionnaire used in this study, items related to the "ELT activities practiced by the teachers", "practices used by the teachers to foster learner autonomy through the use of information and communication technologies", "practices to enhance learner autonomy through informing them about their own responsibilities in English language acquisition", and " practices to enhance learner autonomy through informing them about the general objectives of the English classes".

Kaiser-Meyer-Olkin (KMO) and Bartlett's test indicated sampling adequacy for factor analysis. The KMO measure is 0.721 and also Bartlett's test of sphericity (.00) is significant. Initial principal component analysis with varimax rotation of the 32 items inventory revealed ten factors with eigenvalues greater than one. However, results of the inventory in terms of the variety of the loadings indicated that four factors should be examined since they had large loadings and defined most of the items.

Initial principal component analysis calling for four factors was conducted. In four-factor structure, four items (Items 10, 21, 23, 29) were omitted since they weren't loaded heavily on these factors. After deleting the four items, subsequent factor analysis for the refinement of the four-factor structure retained items weighted highly on their own scale. These four dimensions explained 44% of variance. "Activity-Based Practices" subscale pertained 14 items (Items 7, 9, 11, 12, 13, 14, 15, 16, 17,

18, 19, 22, 30, and 31) with the loadings ranging from .41 to .70. On the other hand, "Material-Based Practices" subscale pertained 5 items (Items 20, 25, 26, 27, 28) with loadings ranging from .50 to .85 while "Student-centered Practices" subscale pertained again 5 items (Items 2, 3, 4, 5, 6) with loadings from .51 to .75. Lastly, " Objective-Based Practices " subscale pertained 4 items (Items 1, 8, 24, 32) with loadings ranging from .53 to .74 (Table 4.1) As there is a straightforward rule of thumb that loadings above .35 are regarded as appreciable (University of Strathclyde, 2013), the loading of the items can be acceptable. Scale variables were reached by computing the unweighted mean of the responses to the items retained within each factor in the factor analysis for each participant. Moreover, overall reliability test was conducted and value of Cronbach's Alfa was satisfying as: $\alpha=.83$

Next, items clustered within each dimension were examined in terms of their content. The investigation of item content revealed that items loaded meaningfully into dimensions. These dimensions were named as (1) activity-based practices, (2) material-based practices, (3) student-centered practices and (4) objective-based practices.

The items which were grouped under the activity-based practices dimension were related to ELT activities practiced by the teachers to be able to promote learner autonomy such as "making adaptations to foster learner autonomy by using different activities" and "offering variety in class activities via considering different learning styles of the students". Therefore, this dimension was united into the activity-based practices dimension which constitutes the majority of the questionnaire and constructs the content dimension of the ELT curriculum implementation process.

The items which were grouped under the material-based practices dimension were related to practices used by the teachers to foster learner autonomy through the use of information and communication technologies such as "using information and communication technology (computer, internet, delineascope, etc.) effectively in the classes", "encouraging the students to use information and Communication technology (computer, internet, delineascope, etc.) outside the class", and "preparing authentic materials according to the observable needs of the students". Material-

based practices dimension is related to the use of the materials phase of the ELT curriculum implementation process.

The items which were grouped under the student-centered practices dimension were related to practices to enhance learner autonomy through informing them about their own responsibilities in English language acquisition such as "encouraging the students to determine their own needs for the acquisition of English Language", " encouraging the students to set their own objectives", and " taking the students' opinions into consideration while determining objectives of the lesson". As indicated in the section of theoretical background, this dimension is based on the determining the objectives and self-assessment stage of the ELT curriculum implementation process.

The items which were grouped under the objective-based practices dimension were related to practices to enhance learner autonomy through informing them about the general objectives of the English classes such as "explaining the general objectives of the lesson at the beginning of the term", " informing the students about the fact that the teaching process of the lesson is interoperated among parents, colleagues, administrators, and students", and "emphasizing that the responsibility of learning belongs to the students themselves". Objective-based practices dimension is related to determining objectives in general sense together with evaluation which are important for the ELT curriculum implementation process.

Table 4.1

Factor Loading Obtained via Principal Component Analysis with Varimax Rotation

Item No	Items of the Questionnaire	D1	D2	D3	D4
16.	I use different activities to my students' enhancement of time management in my classes.	**.700**	.173	.253	.025
9.	I assign individual projects (poster, brochure, essay, presentation, etc.) to my students.	**.642**	.115	-.081	.209

49

Table 4.1 (continued)

Item No	Items of the Questionnaire	D1	D2	D3	D4
12.	I make my students do groupwork as out-of-class activities.	**.611**	.027	.190	-.118
19.	I use activities that will contribute to social progress of my students.	**.597**	.346	.-.018	-.124
31.	I regularly have private talks with my students for the evaluation of their own academic progression.	**.589**	-.027	.055	.189
22.	I give my students various responsibilities (board arrangement, today's proverb, phonetics, important events, etc.) of in-class and out-of-class activities.	**.551**	-.088	-.212	.113
14.	I make adaptations to foster learner autonomy by using different activities in my classes.	**.535**	.172	.211	.075
11.	I make my students do groupwork as in-class activities.	**.526**	.036	-.193	-.113
30.	I make use of peer evaluation in class activities.	**.506**	-.011	-.077	.222
13.	I make my students have their own portfolio.	**.490**	.137	.117	-.077
17.	I offer variety in class activities via considering different learning styles of my students.	**.487**	.306	.031	.098
15.	I encourage my students to make their own interpretations in class activities.	**.473**	.195	.337	.115
7.	I involve my students in the process of determining in-class activities.	**.465**	.097	.268	-.011
18.	I use activities that are related to daily lives of my students.	**.416**	.403	.011	-.143
26.	I use information and communication technology (computer, internet, delineascope, etc.) effectively in my classes.	-.054	**.859**	.067	.067
27.	I establish an environment in which my students use information and communication technology (computer, internet, delineascope, etc.).	-.004	**.769**	.052	.111
28.	I encourage my students to use information and communication technology (computer, internet, delineascope, etc.) outside the class.	.221	**.578**	-.009	.187

Table 4.1 (continued)

Item No	Items of the Questionnaire	D1	D2	D3	D4
20.	I use activities that will contribute to cultural development of my students.	.391	**.524**	.204	-.263
25.	I prepare authentic materials according to the observable needs of the students.	.322	**.499**	.059	.166
4.	I encourage my students to determine their own needs for the acquisition of English Language.	.019	.009	**.756**	-.068
5.	I encourage my students to determine their own learning styles for the acquisition of English Language.	.096	-.042	**.738**	-.040
3.	I encourage my students to set their own objectives.	-.064	.066	**.624**	.405
6.	I encourage my students to determine contents they need to learn for the acquisition of English Language.	-.003	.096	**.606**	.185
2.	I take my students' opinions into consideration while determining objectives of the lesson.	.118	.060	**.516**	.070
1.	I clearly explain the general objectives of the lesson at the beginning of the term.	.012	.038	.087	**.743**
8.	I emphasize that the responsibility of learning belongs to the students themselves in my classes.	-.040	-.017	.178	**.724**
32.	I inform my students about the fact that the teaching process of the lesson is interoperated among parents, colleagues, administrators, and students.	.348	.070	.059	**.577**
24.	I guide my students to get the most out of the course book.	.096	.240	.003	**.536**

4.2 Results Concerning the Difference among Dimensions of ELT High School Teachers' Practices to Foster Autonomy

As mentioned in the previous section, the principal component analysis extracted four dimensions of practices for fostering autonomy in ELT classes: activity-based practices (AP), material-based practices (MP), student-centered practices (SP), objective-based practices (OP). A one-way repeated measure analysis of variance (ANOVA) was conducted to determine if significant mean differences exist among

these dimensions. The dimensions of ELT teachers' practices for fostering learner autonomy as most frequently and least frequently were examined.

To begin with the sphericity assumption of repeated measures ANOVA, Mauchly's test was conducted. Sphericity assumption indicates the equality of variances of the distinctions between dimensions (Field, 2005). Mauchly's test (.001) indicated that the assumption of sphericity had been violated (χ^2 (5) = 20.922, p < .05), therefore degrees of freedom were corrected using Greenhouse-Geisser estimates of sphericity (ε = .89) because the data is accepted spherical and the variances of differences are accepted to be homogenous if that ε is closer to 1.00 (Field, 2005). For that reason, it can be concluded that the data did not embody a deviation from sphericity.

The means and standard deviations for each factor are presented in Table 4.2

Table 4.2

Means and Standard Deviations for Four Factors

Dimensions	Mean	SD
Activity-based Practices	3.77	.48
Material-based Practices	3.82	.73
Student-centered Practices	3.81	.60
Objective-based Practices	4.32	.49

The follow-up multivariate tests indicated a significant difference among the means of 4 dimensions of ELT teachers' practices for fostering learner autonomy (λ = 38, F(3,115) = 38.68, p < .05, partial η^2 = .502).

After that, repeated contrast test was used to determine priorities and to answer the research question of which practices ELT high school teachers use to foster learner autonomy (Table 4.3). According to the results, there was a significant mean difference only between student-centered practices dimension and objective-based practices dimension [F (1,117) = 65.529, p<.05, partial η^2 = .359].

Table 4.3

Repeated Contrasts of the Dimensions

Practice Dimensions	df	F	P	η^2
AP vs. MP	1	.782	.37	.007
MP vs. SP	1	.029	.86	.000
SP vs. OP	1	65.529	**.00**	.359

Repeated measures ANOVA revealed a significant overall difference among the means of 4 dimensions. A follow-up pairwise comparison was conducted to examine carefully the mean differences among dimensions. As it is clear from the table 4.4, there is a significant mean difference between objective based practices dimension and each of the other dimensions. Namely, the mean differences between OP-AP, OP-MP, and OP-SP were significant at the p<.05 while there were no significant differences between the other pairs (AP-MP, AP-SP, MP-SP).

Table 4.4

Pairwise Comparisons of the Activity-based, Material-based, Student-centered,

Objective-based Practices Factors

(1) Practices	(J) Practices	Mean Difference (I-J)	SD	*P*
Activity-based Practices	Material-based Practices	-.057	.064	1.00
	Student-centered Practices	-.043	.065	1.00
	Objective-based Practices	-.551	.056	**.00**
Material-based Practices	Activity-based Practices	.057	.06	1.00
	Student-centered Practices	.014	.079	1.00
	Objective-based Practices	-.495	.074	**.00**
Student-centered Practices	Activity-based Practices	.043	.06	1.00
	Material-based Practices	-.014	.079	1.00
	Objective-based Practices	-.508	.063	**.00**
Objective-based Practices	Activity-based Practices	.551	.056	**.00**
	Material-based Practices	.495	.074	**.00**
	Student-centered Practices	.508	.06	**.00**

The mean difference is significant at the ,05 level.
Adjustment for multiple comparisons:Bonferroni.

4.3 Results Concerning the Difference among Perceived Dimensions of Autonomy Practices with Respect to Certain Background Variables

Multivariate analysis of variance (MANOVA) was conducted to answer following research questions:

- Is there a significant difference among ELT high school teachers' practices to foster learner autonomy with respect to the years of experience?
- Is there a significant difference among ELT high school teachers' practices to foster learner autonomy with respect to their field of certification?
- Do male and female teachers differ in their practices while fostering autonomy?

For each MANOVA, the values of Box's test and the results of Levene's tests were checked. It was seen that except for the gender factor, the value of Box's test for each MANOVA was not significant (p>.05); therefore the assumption of homogeneity was met. Additionally, Levene's test results of all dependent variables in each MANOVA were non-significant (p>.05) which means the assumption of homogeneity of variance has been met for all analyses.

4.3.1 Gender

A one-way MANOVA was conducted to find out whether there is any significant mean difference among the dimensions of ELT high school teachers' practices to foster learner autonomy with respect to gender. This analysis disclosed that gender difference had no significant effect on the dimensions of fostering autonomy [Wilk's λ = .94, F (4,113) = 1.84, p<.05, partial η^2 = .06]. Table 4.5 shows the means and standard deviations of the dimensions of fostering autonomy with respect to the gender.

Analysis of variance (ANOVA) on each dependent variable was conducted as follow-up tests to the MANOVA. The univariate tests indicated non-significant

differences between male and female teachers on 3 dimensions of fostering autonomy: activity-based practices [F $(1,116) = .026$, p<.05, partial $\eta^2 = .000$], material-based practices [F $(1,116) = .928$, p<.05, partial $\eta^2 = .008$], and thirdly objective-based practices [F $(1,116) = .000$, p<.05, partial $\eta^2 = .000$]. On the other hand, the univariate tests revealed significant difference between male and female teachers on student-centered dimension of fostering autonomy [F $(1,116) = 6.466$, p<.05, partial $\eta^2 = .053$].

Consistent with the results of univariate tests, comparison between means of female and male teachers revealed that mean differences were non-significant for all dimensions of fostering autonomy except student-centered practices dimension which was significant (Table 4.6).

Table 4.5

The Means and Standard Deviations of the Dimensions of Fostering Autonomy with Respect to the Gender

Dimensions	Gender	Mean	SD
Activity-based Practices	Female	3.78	.55
	Male	3.76	.39
Material-based Practices	Female	3.88	.68
	Male	3.75	.79
Student-centered Practices	Female	3.93	.57
	Male	3.65	.61
Objective-based Practices	Female	4.32	.55
	Male	4.32	.42

Table 4.6

Comparisons of Means of Female and Male ELT High School Teachers on Four Dimensions

Dimension	(I)Gender	(J)Gender	Mean Difference (I-J)	*P*
Activity-based Practices	Female	Male	.015	.872
	Male	Female	-.015	.872
Material-based Practices	Female	Male	.131	.337
	Male	Female	-.131	.337
Student-centered Practices	Female	Male	.279(*)	**.01**
	Male	Female	-.279(*)	**.01**
Objective-based Practices	Female	Male	.000	.999
	Male	Female	.000	.999

Based on estimated marginal means
* The mean difference is significant at the .05 level.
Adjustment for multiple comparisons: Bonferroni

4.3.2 Experience

A one-way MANOVA was conducted to find out whether there is any significant mean difference among the dimensions of ELT high school teachers' practices to foster learner autonomy with respect to their experience in the profession. This analysis revealed that experience difference had no significant effect on the dimensions of fostering autonomy [Wilk's λ = .88, $F_{(4,113)}$ = 1.20, p<.05, partial η^2 = .04]. Table 4.7 shows the means and standard deviations of the dimensions of fostering autonomy with respect to the experience of the ELT teachers.

Analysis of variance (ANOVA) on each dependent variable was conducted as follow-up tests to the MANOVA. The univariate tests indicated non-significant differences among 1-5,6-10, 11-15, and 16 and more years experienced teachers on all the 4 dimensions of fostering autonomy: activity-based practices [$F_{(3,114)}$ = 1.12, p<.05, partial η^2 = .03], material-based practices [$F_{(3,114)}$ = 1.51, p<.05,

partial $\eta^2 = .038$] student-centered practices [F (3,114) = .43, p<.05, partial $\eta^2 = .011$], and objective-based practices [F (3,114) = 1.30, p<.05, partial $\eta^2 = .033$].

Consistent with the results of univariate tests, comparisons among 1-5,6-10, 11-15, and 16 and more years experienced teachers revealed that mean differences were non-significant for all dimensions of fostering autonomy (Table 4.8).

Table 4.7

The Means and Standard Deviations of the Dimensions of Fostering Autonomy with Respect to the Experience

Dimensions	Experience	Mean	SD
Activity-based Practices	1-5 years	3.81	.09
	6-10 years	3.67	.14
	11-15 years	3.62	.11
	16 and more	3.82	.06
Material-based Practices	1-5 years	3.58	.14
	6-10 years	3.97	.21
	11-15 years	3.84	.16
	16 and more	3.91	.10
Student-centered Practices	1-5 years	3.70	.12
	6-10 years	3.85	.18
	11-15 years	3.84	.14
	16 and more	3.85	.08
Objective-based Practices	1-5 years	4.27	.09
	6-10 years	4.10	.14
	11-15 years	4.33	.11
	16 and more	4.40	.06

Table 4.8

Comparisons of Means According to Experience Level of ELT High School Teachers on Four Dimensions

Dimension	(I)Experience	(J)Experience	Mean Difference (I-J)	*P*
Activity-based Practices	1-5 years	6-10 years	.139	1.00
		11-15 years	.193	1.00
		16 and more	-.013	1.00
	6-10 years	1-5 years	-.139	1.00
		11-15 years	.055	1.00
		16 and more	-.151	1.00
	11-15 years	1-5 years	-.193	1.00
		6-10 years	-.055	1.00
		16 and more	-.206	.631
	16 and more	1-5 years	.013	1.00
		6-10 years	.151	1.00
		11-15 years	.206	.631
Material-based Practices	1-5 years	6-10 years	-.388	.752
		11-15 years	-.261	1.00
		16 and more	-.335	.287
	6-10 years	1-5 years	.388	.752
		11-15 years	.127	1.00
		16 and more	.053	1.00
	11-15 years	1-5 years	.261	1.00
		6-10 years	-.127	1.00
		16 and more	-.074	1.00
	16 and more	1-5 years	.335	.287
		6-10 years	-.053	1.00
		11-15 years	.074	1.00
Student-centered Practices	1-5 years	6-10 years	-.150	1.00
		11-15 years	-.140	1.00
		16 and more	-.152	1.00
	6-10 years	1-5 years	.150	1.00
		11-15 years	.010	1.00
		16 and more	-.002	1.00

Table 4.8 (continued)

Dimension	(I)Experience	(J)Experience	Mean Difference (I-J)	*P*
	11-15 years	1-5 years	.140	1.00
		6-10 years	-.010	1.00
		16 and more	-.012	1.00
	16 and more	1-5 years	.152	1.00
		6-10 years	.002	1.00
		11-15 years	.012	1.00
Objective-based Practices	1-5 years	6-10 years	.164	1.00
		11-15 years	-.057	1.00
		16 and more	-.124	1.00
	6-10 years	1-5 years	-.164	1.00
		11-15 years	-.221	1.00
		16 and more	-.288	.397
	11-15 years	1-5 years	.057	1.00
		6-10 years	.221	1.00
		16 and more	-.067	1.00
	16 and more	1-5 years	.124	1.00
		6-10 years	.288	.397
		11-15 years	.067	1.00

Based on estimated marginal means
* The mean difference is significant at the .05 level.
Adjustment for multiple comparisons: Bonferroni

4.3.3 Field of Certification

A one-way MANOVA was conducted to find out whether there is any significant mean difference among the dimensions of ELT high school teachers' practices to foster learner autonomy with respect to their field of certification. This analysis revealed that field of certification had no significant effect on the dimensions of fostering autonomy [Wilk's λ = .95, F (4,109) = 1.42, p<.05, partial η^2 = .05]. Table 4.10 shows the means and standard deviations of the dimensions of fostering autonomy with respect to the field of certification of the ELT teachers.

Analysis of variances (ANOVA) on each dependent variable was conducted as follow-up tests to the MANOVA. The univariate tests indicated non-significant differences between the teachers graduated from ELT and other fields(Linguistics, American Language and Literature, and English Language and Literature) on all the 4 dimensions of fostering autonomy: activity-based practices [F (1,112) = 2.95, p<.05, partial η^2 = .03], material-based practices [F (1,112) = .001, p<.05, partial η^2 = .00] student-centered practices [F (1,112) = .12, p<.05, partial η^2 = .003], and objective-based practices [F (1,112) = .24, p<.05, partial η^2 = .01].

Consistent with the results of univariate tests, the comparison between the teachers graduated from ELT and other fields revealed that mean differences were non-significant for all dimensions of fostering autonomy.

Table 4.9

The Means and Standard Deviations of the Dimensions of Fostering Autonomy with Respect to the Field of Certification

Dimensions	Certification	Mean	SD
Activity-based Practices	ELT	3.81	.46
	Other	3.62	.54
Material-based Practices	ELT	3.81	.75
	Others	3.80	.74
Student-centered Practices	ELT	3.79	.63
	Others	3.87	.55
Objective-based Practices	ELT	4.29	.51
	Others	4.41	.44

4.4 ELT High School Teachers' Strengths with regard to Fostering Learner Autonomy in Their Classes While Developing an Autonomous Learning Environment

As addressed by the second research question, the teachers were expected to respond to the open-ended question about ELT high school teachers' strengths with regard to fostering learner autonomy in their classes. Among 118 participant teachers, 81 of them (69%) responded to this item. In order to analyze the open-ended data obtained through 4 questions the data were firstly coded under predetermined themes with regard to research questions and the closed-ended items of the questionnaire. The codes under each theme were identified according to the predetermined themes and the coded data were subjected to content analysis. Based on the frequencies and percentages, some responses that are explanatory of the quantitative data were reported.

With regard to fostering learner autonomy in their classes, 21% (n=17) of the respondent teachers signified that they put emphasis on learning objectives and outcomes.

Within the category of instructional process, 30% of the respondents (n=24) indicated they involve their students in the process of determining activities as their strong aspect while 25% of them (n= 20) asserted that they use different methods and approaches while teaching English. As a strong feature, 19 of them stated that they use attractive activities to foster learner autonomy whereas 16 of the respondents specified assigning projects and presentations with reward to be able to enhance autonomy in their classes. Moreover, concerning the ELT teachers implementation toward fostering learner autonomy in their classes, they claimed that they (n=13) make use of technology as effectively as possible in their classes, they (n=13) put great emphasis on teaching English by the means of four skills (listening, reading, speaking, writing) with regard to fostering learner autonomy in their classes. 12 of the teachers also found themselves strong in making the subject attractive via adaptation of the course-book and curriculum, which is very important to improve language learning autonomy of the students. The last strength related to instructional

process of fostering learner autonomy, a slight number of them stated that they highlight the importance of vocabulary teaching via their activities in their classes. With regard to fostering learner autonomy in their classes, 5 of the teachers indicated that they find themselves active in using different resources and materials, which is related to determining the materials in the curriculum implementation process.

On the other hand, some of the teachers asserted that they have good communication with their students and they give their students the opportunities to evaluate themselves as the aspects they find themselves strong.

4.5 ELT High School Teachers' Needs with regard to Fostering Learner Autonomy in Their Classes While Developing an Autonomous Learning Environment

As addressed by the third research question, the teachers were expected to respond to the open-ended question about ELT high school teachers' needs with regard to fostering learner autonomy in their classes. Among 118 participant teachers, again 81 of them (69%) responded to this item.

With regard to fostering learner autonomy in their classes, 37% (n=30) of the respondent teachers signified that they face with students' motivation problems and this might hinder improvement of language learning autonomy in their classes. Lack of technological devices and necessary materials are two other factors that affect autonomy in English classes according to 25 ELT teachers while 17 of them indicated that number of class hours is not enough and curriculum is too crowded for fostering learner autonomy in their classes. Nearly one fourths of the teachers pointed out that fostering learner autonomy in their classes is becoming difficult because of students' lack of background knowledge approach of school administration is far away from enhancement of autonomous learning. Some of the teachers expressed that classrooms are too crowded to do group-work and to make appropriate evaluation. At the same time, 13 of them signified inappropriate studying habits of the students as a interference to fostering learner autonomy in their classes. Moreover, some of the respondents said that their students have mistrust to their English learning capabilities and this might obstruct implementing learner autonomy

in their classes. Lack of face validity and audio-visual features in the course books was mentioned especially by the teachers using MONE's course books and working at state schools as a barrier to fostering learner autonomy in their classes while some of them indicated that students' having motivational and socio-cultural problems toward English language learning as an obstacle as well. Surprisingly, a few of the respondents stated that teachers don't consider different student profiles while teaching English which is very important for fostering learner autonomy in their classes.

4.6 ELT High School Teachers' Suggestions with regard to Fostering Learner Autonomy in Their Classes While Developing an Autonomous Learning Environment

As addressed by the fourth research question, the teachers were expected to respond to the open-ended question about ELT high school teachers' suggestions with regard to fostering learner autonomy in their classes. Among 118 participant teachers, 69 of them (58%) responded to this item.

Among 69 respondents, 37% (*n*=26) of them expressed their opinions about the importance of providing information and communication technologies to the students in English classes and 22 of them (32%) said that course books should have supplementary materials used by means of technology to be able to implement some particular techniques such as audio-visual materials for listening or interactive modules for reading activities for the enhancement of language learning autonomy in their classes.

In the process of developing an autonomous learning environment, 19 of the participant teachers (28%) requested that motivation of the students toward English language learning should be increased and 15 of them (22%) stated that the activities should be made suitable for the level of the students, which necessitates adaptation of the curriculum and course books when necessary, the number of class hours should be increased and the subjects in the curriculum should be purified. Again, 15 of them (22%) signified that English language teaching should be communicative rather than grammar based. In parallel with the suggestions mentioned, 14 (20%) of them

indicated that student-centered approach in English language teaching should take over together with pair works, group works, portfolio assessment, and by counseling the students about their progression in English language learning process. To do practices for fostering learner autonomy in their classes, 8 of the respondents (12%) suggested 1-year-prep.-class while 10 (14%) of them proposed that the number of in-service trainings should be increased. On the other hand, 6 of them (8%) claimed that teachers should be consulted in the process of determining course books, 6 of them (8%) said that the number of the students in classrooms should be decreased, 6 of them (8%) stated that English language should be taught according to level groups.

4.7 ELT High School Teachers' Suggested Practices with regard to Fostering Learner Autonomy in Their Classes While Developing an Autonomous Learning Environment

Different from the open-ended questions seeking for the answers related to ELT high school teachers' strengths with regard to fostering learner autonomy in their classes, ELT high school teachers' suggestions with regard to fostering learner autonomy in their classes, ELT high school teachers' needs with regard to fostering learner autonomy in their classes, the participant teachers were asked to write any other practices with regard to fostering learner autonomy in their classes. Among 118 participant teachers, 25 of them (21%) responded to this item.

Among the teachers, 10 of the them (40%) indicated that English language teaching should be applied through four-skill-based manner which supports task based and communicative language teaching (CLT) through enhancement of listening, reading, speaking, and writing. Moreover, 6 of them (24%) noted that the students should be provided with the natural environment to use English while 5 of them (20%) indicated their dissatisfaction with the course books prepared by Turkish Ministry of National Education (MONE) with regard to fostering learner autonomy in their classes. Surprisingly, one of the teachers commented as teacher should evaluate themselves to be able to foster learner autonomy effectively in their classes.

4.8 Summary of the Findings

According to the findings from the quantitative analysis, there are significant differences according to mean values among the dimensions of the ELT high school teachers' practices to foster learner autonomy during their classes. Variances of the differences are also accepted to be homogenous.

On the other hand, as a result of the pairwise comparison, it was found that there is a significant mean difference between objective-based practices dimension and each of the other dimensions. Namely, the mean differences between OP-AP, OP-MP, and OP-SP were significant at the $p < .05$ while there was no significant differences between the other pairs (AP-MP, AP-SP, MP-SP).

The findings indicated non-significant differences between male and female teachers on 3 dimensions of fostering autonomy: activity-based practices, material-based practices, and thirdly objective-based practices. On the other hand, according to the findings there was a significant difference between male and female teachers on student-centered dimension of fostering autonomy and it was revealed that female teachers implement student-centered practices to foster learner autonomy more than the male teachers do.

On the other hand, the findings indicated non-significant differences among the dimensions of practices with regard to both experience and field of certification factors.

Parallel to the quantitative data, most of the participant teachers indicated that they found themselves capable of implementing activity-based practices to foster learner autonomy in their classes via involving the students in the process of determining activities, using different and attractive activities in the classes, assigning projects and making use of technology in their classes.

With regard to the needs of the teachers while fostering learner autonomy 37% (n=30) of the respondent teachers signified that they face with students' motivation problems and this might hinder improvement of language learning autonomy in their

classes. Lack of technological devices and necessary materials are other two important factors that affect autonomy in English classes according to 25 ELT teachers (30%).

With regard to the suggestions of the teachers while fostering learner autonomy, 37% (*n*=26) of them expressed the importance information and communication technologies in English classes and 22 of them (32%) highlighted that course books should have supplementary materials used by means of technology to be able to implement some particular techniques such as audio-visual materials for listening or interactive modules for reading activities for the enhancement of language learning autonomy in their classes.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

This chapter includes interpretations of the findings parallel to the relevant literature. The chapter also discusses the conclusions of the study and provides implications for practice and further research.

5.1 Conclusions

The main area of investigation in the present study was to explore how ELT high school teachers in İzmir foster learner autonomy during their classes with regard to four categories of curriculum implementation: (1) determining objectives, (2) determining the content, (3) planning for the instructional process, and (4) evaluation. The study also aimed to explore ELT high school teachers' opinions about their strengths, needs, and lastly their suggestions to the stakeholders from the perspective of the difficulties they meet with regard to objectives, activities, materials, and evaluation while developing an autonomous learning environment.

To identify the dimensions of ELT high school teachers' practices to foster learner autonomy, Principal Component Analysis was performed. As a result, four dimensions of ELT high school teachers' practices which are totally parallel to four categories of curriculum implementation were detected and named as: (1) activity-based practices, (2) objective-based practices, (3) student-centered practices, (4) material-based practices.

The items which were grouped under the activity-based practices dimension were related to ELT activities practiced by the teachers to be able to promote learner autonomy such as "making adaptations to foster learner autonomy by using different activities" and "offering variety in class activities via considering different learning styles of the students". Therefore, this dimension was united into the activity-based

practices dimension which constitutes the majority of the questionnaire and constructs the content dimension of the ELT curriculum implementation process.

As mentioned in the chapter 4, the items which were grouped under the material-based practices dimension were related to practices used by the teachers to foster learner autonomy through the use of information and communication technologies such as "using information and communication technology (computer, internet, delineascope, etc.) effectively in the classes", "encouraging the students to use information and Communication technology (computer, internet, delineascope, etc.) outside the class", and "preparing authentic materials according to the observable needs of the students". Material-based practices dimension is related to the use of the materials phase of the ELT curriculum implementation process.

The items which were grouped under the student-centered practices dimension were related to practices to enhance learner autonomy through informing the students about their own responsibilities in English language acquisition such as "encouraging the students to determine their own needs for the acquisition of English Language", " encouraging the students to set their own objectives", and " taking the students' opinions into consideration while determining objectives of the lesson". As indicated in the section of theoretical background, this dimension is based on the determining the objectives and self-assessment stage of the ELT curriculum implementation process.

The items which were grouped under the objective-based practices dimension were related to practices to enhance learner autonomy through informing them about the general objectives of the English classes such as "explaining the general objectives of the lesson at the beginning of the term", " informing the students about the fact that the teaching process of the lesson is interoperated among parents, colleagues, administrators, and students", and "emphasizing that the responsibility of learning belongs to the students themselves". Objective-based practices dimension is related to determining objectives in general sense together with evaluation which are important for the ELT curriculum implementation process.

5.1.1 Difference among Dimensions of ELT High School Teachers' Practices

One of the purposes of the study is to check the differences among the dimensions of ELT high school teachers' practices.

Results indicated that there was a significant difference among the means of 4 dimensions of ELT teachers' practices for fostering learner autonomy and the greatest mean difference was determined between student-centered practices dimension and objective-based practices dimension according to the repeated contrast test. The dimensions can be queued according to mean differences as objective-based practices (OP) (M= 4.32), material-based practices (MP) (M= 3.82) , student-centered practices (SP) (M= 3.81), activity-based practices (AP) (M= 3.77). As mentioned earlier, items were scored from 1 to 5, measuring 5 for "always", 4 for "often", 3 for "sometimes", 2 for "rarely", and 1 for "never" with regard to practices of ELT high school teachers to foster autonomy in their classes.

According to the results, ELT high school teachers "always" made use of objective-based practices to foster learner autonomy in their classes.

Dimension of objective-based practices included items in relation with practices to enhance learner autonomy through informing them about the general objectives of the English classes such as "explaining the general objectives of the lesson at the beginning of the term", "informing the students about the fact that the teaching process of the lesson is interoperated among parents, colleagues, administrators, and students", and "emphasizing that the responsibility of learning belongs to the students themselves". Parallel with the findings, Dickinson (1987) highlighted that for language learners it is important to be aware of and clear about the objectives of the learning unit and to be guided by the teacher about how to learn different skills of a language, about which activities to do, and about developing their own language learning styles. In addition, White (2005) also conducted a phenomenographic study based on the students' perceptions and experiences of their language learning in a self-regulated setting and one of the conclusions was that autonomous language learning is possible if there is clear explanation of language learning objectives.

The question: "Why do ELT high school teachers implement objective-based practices in their classes to foster autonomy more than other dimensions?" might have two answers. First of all, in the field of ELT there is a common awareness among the teachers thanks to the undergraduate curriculum which constantly emphasize clear explanation of the general objectives especially in methodology classes. The courses also necessitates 2 terms of pre-service teaching for the undergraduate students in a state school and in this process the trainee teachers are highly expected to put emphasis on the objectives of each class in theory (lesson plans) and in practice. Secondly, ELT high school teachers might be eager to improve themselves as it is clearly observed in the background characteristics of the teachers. Namely, the participant teachers seems to have a good knowledge of the field of ELT and also the "objectives of the lesson" emphasis in the literature as the data indicates that they believe life-long learning because 23% of them have Master's Degree, and nearly 75% of them participated in in-service training programs in the last 3 years.

On the other hand, according to the results, ELT high school teachers made use of material-based practices, student-centered practices, and activity-based practices to foster learner autonomy in their classes as "often".

The items which were grouped under the material-based practices dimension were related to practices used by the teachers to foster learner autonomy through the use of information and communication technologies such as "using information and communication technology (computer, internet, delineascope, etc.) effectively in the classes", "encouraging the students to use information and Communication technology (computer, internet, delineascope, etc.) outside the class", and "preparing authentic materials according to the observable needs of the students". The responds to the survey questions related to enhancement of autonomy through appropriate use of materials showed that most of the ELT high school teachers put necessary emphasis on materials' use to foster leaner autonomy in their classes. Predominantly, the teachers indicated that they prepare authentic materials according to the observable needs of the students, use information and communication technologies in their classes, and make their students use information and communication technologies in their classes at high rates. For example, another finding of White's

(2005) phenomenographic study was that autonomous language learning is possible if the students are given the opportunity to select various tasks and materials. As pointed out by Dickinson (1987), presence of different exercise materials and flexibility of the materials according to the needs and opinions of the students are very important for the enhancement of learner autonomy in language learning. Nunan (1996) also indicated that it is the teacher's responsibility to provide the students with necessary learning materials.

The items which were grouped under the student-centered practices dimension were related to practices to enhance learner autonomy through informing them about their own responsibilities in English language acquisition such as "encouraging the students to determine their own needs for the acquisition of English Language", " encouraging the students to set their own objectives", and " taking the students' opinions into consideration while determining objectives of the lesson". According to Tudor (1993) it is up to the creation of those settings to be able to make use of teaching process which should include some patterns such as more appropriate goal setting with the help of the students, more active learning enhanced with students' inclinations, more effective activities, language content with the assistance of students' decisions, more competent learning program with more student participation. As parallel to Tudor's views, it should be pointed out that for the development of autonomous learning environment in English language classes, students should have more active role in decision-making process of the objectives in general or specifically, of their own English learning goals, of their own learning needs and styles, of the necessary topics to learn, of the activities that will be done in the class, and of the fact that all these learning responsibility belongs to them. All these factors are important for autonomous language learning environment and impossible without the supervision of ELT teachers.

Consistently, ELT teachers in this study implied that they are aware of the importance of autonomy promotion in English language learning classes via indicating their frequent use of practices presented by the questionnaire for fostering learner autonomy with regard to student-centered practices in the classes. ELT high school teachers in İzmir indicated that they "often" take their students' opinions into consideration while determining objectives of the lesson (item 2), encourage their

students to set their own objectives (item 3), encourage their students to determine their own needs for the acquisition of English Language (item 4), encourage their students to determine their own learning styles for the acquisition of English Language (item 5), encourage their students to determine contents they need to learn for the acquisition of English Language (item 6) and it signifies the importance that the ELT teachers give to students' inclinations into the process of goal setting both individually and in general and of analyzing their own needs and responsibilities to acquire English language.

The items which were grouped under the activity-based practices dimension were related to ELT activities practiced by the teachers to be able to promote learner autonomy such as "making adaptations to foster learner autonomy by using different activities" and "offering variety in class activities via considering different learning styles of the students". According to Dickinson's (1987) views related to self-regulated learning, teachers should provide reasonable variety of language teaching activities that appeal to different types of learners with different paths to the same learning objectives. The results in this study seem to be consistent with Camilleri (1999)'s study in six European contexts (Malta, The Netherlands, Belorussia, Poland, Estonia and Slovenia) in terms of teachers' positive manner to involve their students into the process of determining the tasks, activities and projects by providing variety of options to choose. Significant number of the teachers specified that they often involve their students in the process of determining in-class activities, assign individual projects (poster, brochure, essay, presentation, etc.) to their students, and make their students do group-work as in-class activities. This result points out that ELT high school teachers in this study finds it important to include their students in the process of determining in-class activities and to give them individual projects and in-class group works by offering variety of options that they can decide on themselves.

The participants also showed their willingness to foster learner autonomy with regard to activities by indicating that they often make adaptations to foster learner autonomy by using different activities in their classes, encourage their students to make their own interpretations in class activities, use different activities to their students' enhancement of time management in their classes. As it is very important to make

adaptations related to curriculum and course book activities to be able to make the subject comprehensible and effective for acquisition, teachers have the key role to or not to make use of this core element, namely adaptation, in their classes. Besides encouraging the students to make their own interpretations in class activities and enhancement of time management via activities are very important to foster learner autonomy according to the participant teachers as Little (1991:4) describes autonomy as a capacity – for self-regulated learning, critical thinking, decision-making, and independent actions.

As parallel to the findings of Yahong (1999)'s research study through classroom observations, his own journal, his students' journals, and through interviewing with them, substantial percentage of the ELT high school teachers in this study remarked that they frequently offer variety in class activities via considering different learning styles of their students, make use of activities related to daily lives of them, use activities that will contribute to social progress of their students, and lastly give them various responsibilities (board arrangement, today's proverb, phonetics, important events, etc.) of in-class and out-of-class activities.

To conclude, although the results indicated that there was a significant difference among the means of 4 dimensions of ELT teachers' practices for fostering learner autonomy, the greatest mean difference was determined between student-centered practices dimension and objective-based practices dimension according to the repeated contrast test and this indicates that ELT high school teachers give more importance to objective-based practices than the other dimensions of practices. On the other hand, as the data did not embody a deviation from sphericity ($\varepsilon = .89$), it can be concluded that fostering learner autonomy is highly affected by the dimensions of practices ELT high school teachers use to foster autonomy in their classes.

The findings of the study of Nakata (2011) showed that many Japanese EFL high school teachers got the importance of autonomy, but they were not completely ready to promote it. However, ELT high school teachers in İzmir seem to have acquired the importance of autonomy and also they have already started to promote it.

5.1.2 Differences among Dimensions of ELT High School Teachers' Practices with Respect to Certain Background Variables

Gender

The results indicated that gender has non-significant effect on 3 of the dimensions of practices which are activity-based practices, material-based practices, and thirdly objective-based practices.

On the other hand, the univariate tests revealed significant difference between male and female teachers on student-centered dimension of fostering autonomy. According to the findings, compared to male ELT high school teachers, female teachers implement student-centered practices to be able to enhance learner autonomy in their classes. This might be because of the authoritarian nature of the male teachers who resist to accept the evolving English language teaching environment which puts the students into the center in consideration of constructivism. This difference between males and female is valid for this dimension because other dimensions are not directly bound to the human nature as much as student-centered dimension of fostering autonomy. Therefore, the findings also indicated that female and male teachers equally made use of the other three dimensions of practices to foster autonomy in their classes. Related to this finding, Evrekli, Şaşmaz-Ören, and İnel (2010) conducted a survey design study and examined student teachers' self-efficacy levels for implementing the constructivist approach in terms of gender. In terms of implementing constructive theories in the classroom, the result was found to be in favor of the female student teachers similar to the finding of the current study.

Experience

Contrary to the results of Camilleri (1999) 's study in which young teachers in Malta showed more autonomy-based manner towards the students than the elder teachers, results revealed that experience difference which were grouped as 1-5 years, 6-10 years, 11-15 years, and 16 and more years had no significant effect on the dimensions of fostering autonomy. That is, ELT teachers who are working for 1-5

years, 6-10 years, 11-15 years, and 16 and more years all employ necessary practices to foster autonomy with regard to all four dimensions of practices to foster learner autonomy in their classes in an equal way. As mentioned before, the participant teachers have a good knowledge in their profession and because the data indicates that 23% of them have Master's Degree, and nearly 75% of them participated in in-service training programs in the last 3 years. These findings are the indicators of the fact that regardless of the experience in the profession ELT high school teachers in İzmir accepts the importance of life-long learning, continually improve themselves, and as a result transfer their knowledge and experiences through implementing the practices to foster learner autonomy in their classes for a better language acquisition.

Field of Certification

The results indicated that field of certification had no significant effect on the dimensions of fostering autonomy. In other words, there were non-significant differences between the teachers graduated from ELT and other fields (Linguistics, American Language and Literature, and English Language and Literature) with regard to all the 4 dimensions of fostering autonomy: activity-based practices, material-based practices, student-centered practices, and objective-based practices and both ELT and other fields' graduates implement the practices to foster autonomy through similar strategies. This equal use of different dimensions of practices by ELT teachers implies that all the programs related to English language teaching in Turkey have equal positive effects on the pre-service teachers with regard to the development of the autonomous language learning environment. On the other hand, unequal distribution of the participants to the groups of ELT and other fields might be another reason behind the result of non-significant difference.

5.1.3 ELT High School Teachers' Strengths with regard to Fostering Learner Autonomy in Their Classes While Developing an Autonomous Learning Environment

Concerning the statements of ELT high school teachers related to their strengths with regard to fostering learner autonomy in their classes while developing an autonomous learning environment, it can be concluded that they are all supporting

the responds of the teachers to the statements of closed-ended items and they show to great extent ELT high school teachers are capable of fostering learner autonomy in their classes while developing an autonomous learning environment.

More than one fourths of them indicated that they (n=24) involve their students in the process of determining the activities and they (n=20) make use of different ELT methods and approaches for developing an autonomous learning environment which are definitely strength of the teachers for fostering language learning autonomy as parallel to the results of the study performed by Üstünlüoğlu (2009). Seventeen of the ELT teachers also indicated that they inform their students about the general purposes and possible outcomes of learning English as their strong aspect which corresponds with the statement "I clearly explain the general objectives of the lesson at the beginning of the term." (Item 1) in the questionnaire.

Rather than inclusion of the students into material selection process, 31 of the teachers expressed that they provide variety of activities that appeal to language learners' different learning styles and make adaptations to make the activities more appropriate for language learning and to make them more attractive to the students. These practices are significant for the enhancement of language learning autonomy and to create an autonomous learning environment as indicated by Generic Teacher Competencies prepared by the Turkish Ministry of National Education (2009) as follows:

(1)   Teacher provides various activities in his/her plan and practices to meet the needs of students,
(2)   Takes into account student characteristics while selecting and developing proper materials, sources and activities in order to facilitate learning.

Relevant to the results of the study by Borg and Al-Busaidi (2012) and Generic Teacher Competencies prepared by the Turkish Ministry of National Education (2009), 13 of the participant teachers claimed that they find themselves successful in making use of technology in their classrooms and encouraging the use of technology in and outside the classroom with regard to development of an autonomous language

learning environment. Moreover, they asserted that they pay great attention to teaching English based on four skills, reading, listening, speaking, writing, which are the main constituents of communicative language teaching (CLT) method in their classes.

Obviously, majority of the respondents have positive attributes to foster learner autonomy and to develop autonomous learning environment in their classes. The strengths which are stated entirely support the findings related to the closed-ended items in the questionnaire and give implications about how eagerly ELT high school teachers foster learner autonomy in their classrooms.

5.1.4 ELT High School Teachers' Needs with regard to Fostering Learner Autonomy in Their Classes While Developing an Autonomous Learning Environment

Littlewood (1999) put great emphasis on the necessity to "consider the different aspects of autonomy together with the characteristics and needs of learners in specific contexts". To be able to provide an autonomous language learning environment to the learners, only making use of particular strategies by the teachers to foster autonomy in the classroom setting might not be enough. Autonomous language learning is highly bound to the context, meaning the language learning setting provided by the teachers and the schools range from language learning opportunities such as self-access laboratories, large variety of authentic resources to the degree of freedom given to the learners to make choices of their learning contents, styles, and materials. Therefore, the statements of the teachers related to their needs with regard to implementing learner autonomy in their classes while developing an autonomous learning environment are important to be able to e-consider the autonomy concept with its all dimensions.

Among the ELT teachers, 30 of them showed students' lack of motivation towards English language learning as an important threat to developing an autonomous learning environment. As addressed by Dörnyei and Ushioda (2011), motivation in language learning is totally affected by the "instructional context" (design of the tasks and materials, evaluations practices, and grouping techniques) and "social and

cultural influences" (teachers, other students, school environment, family, and lastly society. To improve motivation level, all these constituents have to work efficiently for the development of autonomous language learning environment because learner autonomy is advanced with high level of motivation (Dörnyei & Csizer, 1998). From this point forth, teachers who have the direct communication with the learners undertake an important role in directing all these influences on behalf of their students to improve motivation level of language learning.

Contrary to Luke (2006) 's findings of the design of an intermediate-level Spanish course according to principles of inquiry-based learning by creating several opportunities for his students to take responsibility for their own learning through computer and internet use to complete assigned projects, for the improvement of autonomous learning environment, 25 ELT teachers claimed that there is a lack of technological facilities in their classrooms and this might constitute an impediment to the teachers for the establishment of an autonomous language learning environment. Some of the teachers shared their efforts such as bringing their computers, mp3 players, and even speakers to the school to be able to help their students learn English better.

Another need stated by 20 of the teachers was variety of authentic resources in their schools. This problem is a crucial problem at all the schools in Turkey. Some of the participant teachers verbally shared their opinions about the insufficiency in materials such as readers, audio and video booths, and internet access in the classrooms in their schools while some of them indicated they have the access to wide range of authentic materials with regard to English language learning. Huge differences among the schools in Turkey seems to be a crucial problem as indicated by Dinçer and Kolaşin (2009) in their study on "improving equality of education in Turkey". In the study, it was revealed that there are hundreds of schools in Turkey which have one computer at the principle's room and nothing else as educational resources such as computers in the classrooms, delineascope, supplementary materials, etc.

In another study, Dörnyei (1998) identified demotivating factors in language learning environment and inadequate school facilities such as too big groups of classes and

frequent change of teachers were among those factors as stated by ELT high school teachers in this study. Among these factors, 14 of the participant teachers also added demotivating approach of the school administration towards autonomous learning environment.

Although the participant ELT teachers mentioned their intensive use of practices with regard to fostering learner autonomy in their classes while developing an autonomous learning environment, important number of them signified that there might be negative influences related to the learners themselves and the context in which they aim to improve autonomous language learning. The findings indicate that they constantly express their needs that might be hindrances to the improvement of the autonomous language learning environment and show their intention to satisfy the mentioned needs for a better implementation. At the same time, these findings show parallelism with the results related to the dimensions of practices to foster learner autonomy in terms of pointing out ELT high school teachers high motivation to foster autonomy in their classes.

5.1.5 ELT High School Teachers' Suggestions with regard to Fostering Learner Autonomy in Their Classes While Developing an Autonomous Learning Environment

Findings of the ELT high school teachers' suggestions with regard to fostering learner autonomy in their classes while developing an autonomous learning environment revealed that they have high motivation towards promotion of learner autonomy and attempt to produce solutions for the development of autonomous learning environment as parallel with the findings of the quantitative data.

Most frequently stated solutions were:

(1) Information and communication technology must be provided in English classrooms.
(2) Course books should be improved by the experts and supplemented by interactive CDs.
(3) Motivation of the students towards learning English should be enhanced.

These suggestions are very important since issues like technological facilities, efficiency of the course books, and learner motivation are indispensible for development of an autonomous language learning environment as indicated in Generic Teacher Competencies prepared by the Turkish Ministry of National Education (2009).

Additionally, by means of their suggestions the participant ELT teachers specifically proved the existence of many other factors that are important for development of an autonomous language learning environment. Most frequently mentioned suggestions were:

(1)   The number of English class hours should be increased.
(2)   Students should be provided with exposure to English speaking
          environment (CLT).
(3)   Student-centered teaching should be emphasized.
(4)   Teachers should be encouraged to attend in-service trainings.

5.2 Implications for Practice

The findings of the study according to the quantitative data indicated that the dimensions of the practices to foster learner autonomy in English classes are totally parallel to the four elements of curriculum implementation process as previously mentioned and these four dimensions are almost equally used by ELT high school teachers to a considerable extent notwithstanding the factors such as gender, experience, and field of certification. However, objective-based practices are implemented more than the other types of practices to foster autonomy as a result of a paired comparison. Another significant result was that female ELT high school teachers give more importance to the student-centered practices more than males do to be able to foster learner autonomy in their classes. This finding was interrelated to the reason stemming from the authoritarian nature of the male teachers which also implies the motherly nature of the female teachers that puts the students into the center.

On the other hand, qualitative data indicates that ELT high school teachers have a contributive approach towards the enhancement of learner autonomy and also have lots of problems stemming from motivation level of the students, lack of capabilities of the language learning environments, and teacher-administration-headquarters relations.

The design of the study made it possible for the researcher to consider two main implications for practice: promotion of autonomous learning environment and adjustments in ELT curriculum to promote autonomous learning.

As pointed out in the previous chapters, in the process of fostering learner autonomy in language learning, learner choice is essential. In consequence, developing an autonomous learning environment, which provides students with opportunities to make decisions on the objectives and content of the lesson, plan, observe, and evaluate their learning process, is essential for the promotion of learner autonomy.

At this point, language learning context is very important and it is supposed to employ all the constituents such as curriculum, administration, teachers, learners, resources, effectively and in an ideal order. For instance, Dörnyei (1998) identified inadequate school facilities such as too big groups of classes and frequent change of teachers as demotivating factors in language learning environment. At the same time, ELT teachers identified some other problems that hinder fostering learner autonomy in their classes as: (1) lack of information and communication technology in English classes, (2) demotivating approach of the administration towards development of autonomous learning environment, (3) inefficiency of the course books, (4) lack of motivation of the students towards English language teaching, etc. Together with the other problems mentioned in the previous chapters, all the hindrances deriving from external factors to the development of autonomous learning environment should be minimized through collaborative works of the stakeholders.

As stated by Benson (2001) there has been positive consequences of the experiments in which the learner was encouraged to take a certain amount of control over the planning and assessment of classroom learning and these experiments have also shown that learners are able to exercise control over these aspects of their learning on

condition that they are provided with the opportunity to do so together with the necessary guidance. According to the major findings of this study, it was identified that ELT high school teachers put their objectives into practice with regard to development of autonomous language learning environment in their classroom settings in spite of external obstructions. On the other hand, they have many expectations to improvement of conditions in general to be able to achieve their aims related to effective teaching of English language. These expectations should be shared by the curricularists, administrators, learners, and even by the parents as well.

Secondly, ELT high school teachers in this study described their particular strengths to form an autonomous language learning environment such as inclusion of the students into the process of determining objectives of the lesson, making use of contemporary language teaching methods and techniques which are beneficial for the improvement of metacognitive skills of the students, and utilizing variety of activities and resources according to different learning styles of the students to be able to promote their motivation towards learning English language. These strengths of the teachers are important since they indicate that the on-going circumstances in ELT classrooms are on behalf of the improvement of an autonomous learning environment. Thus, in-service training programs can be very beneficial for fostering autonomy in language learning through informing the ELT teachers about the most effective strategies to foster autonomy and technology use in language teaching.

Thirdly, the participant ELT teachers' needs to develop autonomous learning environment and their suggestions to improve the concept should be taken into consideration by the authorities and necessary amendments should be put into practice. For instance, as a new approach to foreign language learning and foreign language teaching, autonomous learning highlights the learners' individual and social awareness of the learning process. Accordingly, the curricularists will need to re-examine the course objectives, course designs, language learning materials, and supplementary resources with the aim of fostering autonomous learning. Acting upon the analysis, research will be conducted to find out the basic principles and aspects of autonomous learning from the perspectives of both teachers and students through observation or action research. After that, discussions will be held to determine what

could be done in accordance with the data obtained from the teachers. As a result, these stages will be integrated into curriculum development.

5.3 Implications for Further Research

In this part recommendations for future researchers are presented.

1. In the present study the data were gathered only from ELT high school teachers, a further study can be carried out via collecting data from ELT elementary school teachers or from the teachers at both levels, which might give a better idea for the curriculum members when designing new programs to develop autonomous learning.

2. A further research can be conducted as a case study in school settings by which researchers can gather data from various data sources such as biographical or end-of-course questionnaires, needs analysis, student diaries and portfolios. In this way, a more detailed depiction of how learners receive autonomous language learning strategies and develop their decision-making skills of objectives, activities, materials, and evaluation can be examined.

3. A further research can be conducted as a case study in school settings by which researchers can gather data through their observations of the practices which are indicated to be done by ELT high school teachers with regard to fostering learner autonomy while developing an autonomous learning environment.

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APPENDICES

APPENDIX A

THE NAMES OF THE SCHOOLS

1. 60.Yıl Anadolu Lisesi
2. Balçova Lisesi
3. Salih Dede Anadolu Lisesi
4. Mehmet Seyfi Eraltay Lisesi
5. Rasim Önel Ticaret Meslek Lisesi
6. İzmir Kız Lisesi
7. İzmir MEV Koleji
8. İzmir Türk Koleji
9. Nevvar Salih İşgören Anadolu Otelcilik ve Turizm Meslek Lisesi
10. Nevvar Salih İşgören Anadolu Ticaret Meslek Lisesi
11. Nevvar Salih İşgören Anadolu Denizcilik Meslek Lisesi
12. Nevvar Salih İşgören Kız Teknik ve Meslek Lisesi
13. Sacide Ayaz Lisesi
14. Nevvar Salih İşgören Lisesi
15. Mithatpaşa Teknik ve Endüstri Meslek Lisesi
16. Cengiz Topel Lisesi
17. Balçova Ahmet Hakkı Balcıoğlu Ticaret Meslek Lisesi
18. Karataş Lisesi

İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRENCİ OTONOMİSİNİ GELİŞTİRMEYE
YÖNELİK UYGULAMALARI ANKETİ

Bir tez araştırması kapsamında hazırlanan bu araştırma ile lise düzeyinde İngilizce dersi veren öğretmenlerin, İngilizce derslerinde öğrencilere ne derece otonom karar verme surecine kattıklarını ve öğrencilerin otonom olma yeterliklerini geliştirmeleri için yaptıkları uygulamaların belirlenmesini amaçlanmıştır. "Otonomi (özerklik)" kavramı öğrencinin öğrenme ve öğrenme sürecinde aldığı tüm kararların kendi sorumluluğu olduğunu bilmesi ve bu konuda, kendi hedeflerini, konu başlıklarını ve öğrenme yöntemlerini belirleme ve kendi gelişimini gözlemleyip buna göre farkındalık geliştirmesi" anlamına gelmektedir. Anket üç bölümden olup, cevaplaması yaklaşık 20 dakika sürmektedir. Verdiğiniz yanıtlar sadece araştırma amaçlı kullanılacak ve kişisel bilgiler kesinlikle saklı tutulacaktır. Araştırmaya katılmayı kabul ettiğiniz ve değerli zamanınızı ayırdığınız için teşekkür ederim.

Mehmet Fatih ÜRÜN
Orta Doğu Teknik Üniversitesi
Eğitim Programları ve Öğretim
Anabilim Dalı
Yüksek Lisans Öğrencisi

I) DEMOGRAFİK BİLGİLER:

1) Yaşınız: …………… .

2) Cinsiyetiniz: ☐ Kadın ☐ Erkek

3) Eğitim durumunuz: ☐ Lisans ☐ Yüksek Lisans ☐ Doktora

4) Mezun olduğunuz bölüm:

☐ İngilizce öğretmenliği

☐ İngiliz/Amerikan Edebiyatı

☐ Mütercim Tercümanlık

☐ İngilizce Dil Bilim

☐ Diğer, lütfen belirtiniz ……………………………

   a. Yüksek lisans: ☐ Hayır ☐ Evet, lütfen alanı belirtiniz: ………….

   b. Doktora : ☐ Hayır ☐ Evet, lütfen alanı belirtiniz: …………

5) Unvanınız:

☐ Öğretmen ☐ Uzman Öğretmen ☐ Kıdemli Uzman Öğretmen

☐ Başöğretmen ☐ Yönetici

6) Görev yaptığınız okul türü: ☐ Devlet Okulu ☐ Özel Okul

7) Görev yaptığınız okul:
   ☐ Genel Lise
   ☐ Anadolu Lisesi
   ☐ Öğretmen Anadolu
     Lisesi
   ☐ Fen Lisesi

   ☐ Meslek ve Teknik Lise
   ☐ Anadolu Meslek ve
   Teknik
   ☐ Diğer, lütfen belirtiniz,
   ……

8) Kaç yıldır bu mesleği yapıyorsunuz: ………………… yıldır.

9) Bu dönem kaç farklı sınıfa derse giriyorsunuz: ....

10) Bu dönem toplam kaç öğrenciniz var: ……………. .

11) Bu dönem haftalık ders saatiniz: ………… .

12) Kullandığınız İngilizce ders kitabı: ………………………………… .

13) Son 3 yıl içinde katıldığınız hizmet-içi eğitim programı sayısı: …………

14) Katıldığınız hizmet-içi eğitimin ad/konularını belirtiniz: ………………....... .

II) UYGULAMALARIN BELİRLENMESİ:

Aşağıda İngilizce derslerinde öğrenci otonomisini geliştirmeye yönelik verilen ifadelerden derslerinizde yaptığınız uygulamaları en iyi yansıtan seçeneği işaretleyiniz.

	Her Zaman	Sık Sık	Bazen	Nadiren	Hiçbir Zaman
1. Dersin genel hedeflerini dönemin başında açık bir şekilde öğrencilerime açıklarım.					
2. Dersin hedeflerini belirlerken öğrencilerimin görüşlerine başvururum.					
3. Öğrencilerimi, kendi öğrenme hedeflerini belirlemesine teşvik ederim.					
4. Öğrencilerimi, İngiliz dilini edinmeye yönelik kendi öğrenme ihtiyaçlarını belirlemeye teşvik ederim.					
5. Öğrencilerimi, İngiliz dilini edinmeye yönelik kendi öğrenme yöntemlerini belirlemeye teşvik ederim.					
6. Öğrencilerimi, İngiliz dilini edinmeye yönelik öğrenmeleri gereken konu başlıklarını belirlemeye teşvik ederim.					
7. Öğrencilerimi, sınıf içi aktivitelerin belirlenmesi sürecine dahil ederim.					
8. Derslerimde, öğrenme sorumluluklarının öğrencilerin kendisinde olduğunu vurgularım.					
9. Öğrencilerime, bireysel proje ödevleri(poster, broşür, resimli makale, sunum vb.) veririm.					
10. Öğrencilerimi, ödev konularını kendilerinin belirlemesine ortam hazırlarım.					
11. Ders içi aktivitelerde grup çalışmaları yaptırırım.					
12. Ders dışı aktivitelerde grup çalışmaları yaptırırım.					
13. Öğrencilerime portfolyo çalışması yaptırırım.					
14. Derslerimde, öğrenci otonomisini geliştirmeye yönelik farklı aktiviteler kullanarak uyarlamalar yaparım.					
15. Öğrencilerimi, sınıf içi aktivitelerde kendi yorumlarını geliştirmeye teşvik ederim.					

	Her Zaman	Sık Sık	Bazen	Nadiren	Hiçbir Zaman
16. Derslerimde, öğrencilerimin zaman yönetimini geliştirmelerine yönelik farklı aktiviteler kullanırım.					
17. Öğrencilerimin öğrenme farklılıklarını dikkate alarak ders içi aktivitelerde çeşitlilik sağlarım.					
18. Öğrencilerimin günlük yaşantılarını dikkate alan aktiviteler kullanırım.					
19. Öğrencilerimin sosyal gelişimine katkıda bulunacak aktiviteler kullanırım.					
20. Öğrencilerimin kültürel gelişimine katkıda bulunacak aktiviteler kullanırım.					
21. Öğrencilerimin, kendi kendilerine çalışmaya teşvik eden, ders dışı aktiviteler yapmalarını sağlarım.					
22. Öğrencilerime, ders içi ve ders dışı faaliyetlerde(tahta düzenleme, günün atasözü, fonetik, önemli haberler vb.) çeşitli sorumluluklar veririm.					
23. Öğrencilerimi, dil öğrenme materyallerinin (hikaye kitapları, dergi, gazete, internet, televizyon, bilgisayar programları) belirlenmesi sürecine dahil ederim.					
24. Öğrencilerime, ders kitabından en iyi şekilde yararlanmaları için yönlendirmelerde bulunurum.					
25. Öğrencilerimin gözlemlediğim ihtiyaçlarına göre özgün materyaller hazırlarım.					
26. Derslerimde, bilgi ve iletişim teknolojilerini (bilgisayar, internet, projeksiyon vb.) etkili bir şekilde kullanırım.					
27. Derslerimde, öğrencilerimin bilgi ve iletişim teknolojilerini (bilgisayar, internet, projeksiyon vb.) kullanmalarına ortam oluştururum.					
28. Öğrencilerimi, ders dışı zamanlarda, bilgi ve iletişim teknolojilerini (bilgisayar, internet, interaktif programlar vb.) kullanmaya teşvik ederim.					
29. Sınıf içi aktivitelerde, öğrencilerimin tepki ve davranışlarına saygı ile yaklaşırım.					
30. Sınıf içi aktivitelerde, akran değerlendirmesine başvururum.					
31. Öğrencilerimle, belli aralıklarla, kendi akademik ilerlemelerini değerlendirmelerine yönelik özel görüşmeler yaparım.					
32. Öğrencilerimi, bu dersin öğretimi sürecinin, veli, öğrenci, meslektaş ve idareci işbirliği içerisinde yönetildiği konusunda bilgilendiririm.					

III) ÖĞRENCİ OTONOMİSİNİ GELİŞTİRMEYE YÖNELİK ÖĞRETMEN UYGULAMALARI

1) Otonom bir öğrenme ortamı geliştirme sürecinde <u>kendinizi başarılı bulduğunuz</u> konular (hedefler, etkinlikler, materyaller ve değerlendirmeler) nelerdir? Lütfen 3 tane yazınız ve nedenleriyle açıklayınız.

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2) Otonom bir öğrenme ortamı geliştirme sürecinde, <u>karşılaştığınız zorluklar</u> (hedefler, etkinlikler, materyaller ve değerlendirmeler) nelerdir? Lütfen 3 tane yazınız ve nedenleriyle açıklayınız.

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3) Yukarıda sözünü ettiğiniz zorluklarla baş edilebilmesi için neler önerirsiniz? Önerilerinizde, örneğin MEB, meslektaşlarınız ve kendinizin neler yapabileceğinizi listeleyiniz.

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4) İngilizce derslerinde öğrenci otonomisi ve geliştirilmesi ile ilgili yukarıda sorulmayan fakat sizin eklemek istediğiniz "uygulamaları" lütfen yazınız.

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Anket burada bitmiştir.

Katkılarınızdan dolayı teşekkür ederim.

APPENDIX C

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	☐
Sosyal Bilimler Enstitüsü	☒
Uygulamalı Matematik Enstitüsü	☐
Enformatik Enstitüsü	☐
Deniz Bilimleri Enstitüsü	☐

YAZARIN

Soyadı : ÜRÜN
Adı   : Mehmet Fatih
Bölümü : Curriculum and Instruction/ Department of Educational Sciences

TEZİN ADI (İngilizce) :

A STUDY ON ELT HIGH SCHOOL TEACHERS' PRACTICES TO FOSTER
LEARNER AUTONOMY IN İZMİR

TEZİN TÜRÜ : Yüksek Lisans ☒   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☒

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir
   bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: