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A CASE STUDY OF PERCEPTIONS AND ATTITUDES OF 7th GRADE ENGLISH LANGUAGE LEARNERS TOWARD CLASSROOM PRACTICES FOR THE DEVELOPMENT OF STUDENT AUTONOMY

THESIS BY

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I

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II

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DEDICATION

This thesis is dedicated to my dear parents, Meryem and Ali EROĞLU…

ÖZET

7. SINIF İNGİLİZCE DİL ÖĞRENCİLERİNİN ÖĞRENCİ ÖZERKLİĞİNİN GELİŞİMİ İÇİN YAPILAN SINIF UYGULAMALARINA YÖNELİK ALGI VE TUTUMLARINA İLİŞKİN BİR VAKA ÇALIŞMASI

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Aralık 2014, 103 Sayfa

Özerklik, eğitim dünyasının yaşam boyu süreçte bağımsız bir şekilde bir dili nasıl öğrenebileceğini öğrenebilen dil öğrencisine ihtiyacı olduğu için, dil öğretiminde önemli bir konudur. Aynı zamanda, özerklik anlayışı, dil öğrenmek için mekan ve zaman sınırlandırmasını ortadan kaldırdığından, popülerdir. Bununla birlikte, dil öğrencilerinin özerkliğini geliştirmek uzun zaman alabilir. Bu yüzden, dil sınıflarında özerkliği geliştirmeden önce, dil öğrencilerimizin özerklik algı ve tutumlarını öğrenmek gerekir. Bu 12 haftalık özel vaka çalışmasının amacı, Türkiye'nin Mersin ilindeki Hacı Halil Arpaç Orta Okulundaki 7.sınıf yabancı dil öğrencilerinin özerkliği güçlendiren aktivitelere yönelik özerklik algı ve tutumlarını ortaya çıkarmaktı. Bu vaka çalışmasının diğer bir amacı da, çalışmadan sonra dil öğrencilerinin özerklik algı ve tutumlarındaki değişiklikleri ortaya çıkarmaktı. Çalışmada, nitel araştırma yöntemi kullanıldı. Veri kaynağı olarak Yarı-yapılandırılmış röportajlar, Aktivite Algı Anketi ve Sınıf Gözlem Formları uygulanmıştır. Sonuçlar içerik analizi ile değerlendirilmiştir.

Anahtar Kelimeler: Dil Öğrencisi Özerkliği, Öğrenci Algı ve Tutumları, Sınıf İçi Uygulama, Özerkliği Geliştirmek.

ABSTRACT

A CASE STUDY OF PERCEPTIONS AND ATTITUDES OF 7ᵗʰ GRADE ENGLISH LANGUAGE LEARNERS TOWARD CLASSROOM PRACTICES FOR THE DEVELOPMENT OF STUDENT AUTONOMY

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Autonomy is a crucial issue in language teaching because the world of education needs the language learners who can learn how to learn a language independently for a life-long process. At the same time, the concept of autonomy is popular since it removes the restriction of place and time for language learning. However, developing autonomy of language learners may take a long time. So, before developing autonomy in language classes, it is needed to learn about the autonomy perceptions and attitudes of our language learners. The purpose of this specific twelve-week case study was to find out autonomy perceptions and attitudes towards activities fostering autonomy of 7th grade EFL students studying at Hacı Halil Arpaç Secondary School in Mersin, Turkey. Another purpose of this case study was to find out the changes of language learners' autonomy perceptions and attitudes after the study. In the study, qualitative research method was used. As a source of data, Semi-structured Interviews, Activity Perception Questionnaire and Classroom Observation Checklists were administered. The results were discussed by content analysis.

Key Words: Language Learner Autonomy, Students' Perceptions and Attitudes, Classroom Practice, Developing Autonomy.

ABBREVIATIONS

ELT : English Language Teaching

Etc : Et Cetera

L2 : Second Language

MEB: Milli Eğitim Bakanlığı

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CHAPTER I

1. INTRODUCTION

"Give a man a fish and
you have fed him for a day.
Teach a man to fish and
you have fed him for a lifetime."
(Chinese Proverb)

In the world of education, the students are assumed as data banks which can be filled with very different kinds of packages of information by course books, teachers and parents. Surprisingly, these data banks generally show higher performance than expected from them. But, the real issue should not be neglected at this point. What we want from them should also be questioned at this stage. Do we need dependent and ready-made information consumers or independent and life-long learning producers? If we do not want to restrict our students with only in-class learning, of course we should provide them the flexibility to take ownership of their own learning to continue the learning process out-of-class without the instruction of someone else for instance, a teacher and to adapt the information they have learnt, to new situations on their own. This flexibility may mean that we let them be aware of thier skills, set their own learning goals, involve them in decision-making processes… etc. But, at the same time it should not be forgotten that this flexibility does not mean that we let the learners be alone in this learning process.

In the light of these arguments mentioned above, the current dissertation, hence, aims to be a reference for the researchers or language educators who are interested in learner's perceptions of and attitudes toward autonomy in foreign language classrooms.

1.1. Background of the study

The changing business world, the growth of technology and internationalisation of education increase the importance of knowing a foreign language for world wide communication in Turkey. Among the other languages, English has an indispensable power in these changing fields, including politics and tourism in our country. In light of these changes, the Ministry of Education in Turkey revised the English curriculum and defined the age of starting to learn English as the second grade of primary school since the critical age in second language acquisition should be taken into consideration.

Moreover, Little and Dam (1998) state that language learning is based on language use and they emphasize that autonomy in language learning is managed by three main pedagogical principles: learner involvement, learner reflection, and appropriate target language use. Barnes (1976) supports the idea that it is the learner himself/herself who does the learning. Similarly, Chan (2001) emphasizes that "he/she (with or without the teacher's help) is expected to be actively involved in the setting of goals, defining content and working out evaluation mechanisms for assessing achievement and progress, according to the perceived language needs and wants (p.285)". At this point, the notion of autonomous language learner is brought into modern education systems, in Turkey as well.

If we find autonomy indispensable in language learning, we need to clarify its meaning. Autonomy is generally defined as learning how to learn or an autonomous student is known as a learner who can take the responsibility of his or her own learning. In the same line, Littlewood (1999, p.73) describes autonomy:

> If we define autonomy in educational terms as involving students' capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life (as cited in Cotterall, 2000).

Language learning is a life long process, and we assume that the learner is the core of this process. If we promote our learners' autonomy as language teachers, they will be open to learn whenever they need to during their life-span. Hence, our key word is here life long. We do not want disposable learning but a permanent one to be able to apply it to further contexts of learning. Thus, numerous studies emphasizing the importance of autonomy, have been conducted both in Turkey and abroad (Balçıkanlı, 2010; Dişlen, 2010; Karagöl, 2008; Benson, 2011; Holden&Usuki, 1999; Dam, 2011; Reinders, 2010). Dam (2011) emphasizes the importance of autonomy in language learning in her study. In the same line, Hussein and Haron (2012) state that autonomy is vital for language learners since they can decide how and when they learn, what and where they learn as well as seeking help with it. So, as studies from all over the world show, one can infer from these studies how crucial autonomy is in language learning for taking responsibility of one's own learning for a life-long process.

In support of all the above mentioned studies about autonomy, the Turkish Ministry of National Education changed the education policy from teacher centredness to the learner centredness together with the revision of English curriculum in Turkey in 2006. According to this new curriculum, autonomy finds ground in the programmme for the 4th to 8th graders. This new programme supporting learner autonomy gives the teachers of English these suggestions (MEB 2006):

1. Encourage students to be interdependent and to work collectively.

2. Ask students to keep a diary of their learning experiences.

3. Explain teacher/student role from the outset.

4. Progress gradually from interdependence to independence.

5. Give the students projects to do outside the classroom.

6. Have the students design lessons or materials to be used in class.

7. Instruct students on how to use the available resource centres.

8. Encourage the students to use only English in class.

9. Stress fluency rather than accuracy.

10. Conduct sessions to help learners to gain insights into their learning styles and strategies (p.121-122).

To conclude, adapting these suggestions to real language teaching and learning processes, a teacher should provide students enough guidance, a flexible learning environment, as well as teaching them language learning strategies.

1.2. Statement of the problem

The development of learner autonomy requires a change from a teacher directed teaching environment to a learner directed learning environment (Dam,2011). However, as Benson (2001) argues, it might be very difficult to learn a foreign language by independent work thus, they may prefer teacher directed learning or direction by learning materials. At the same time, cultural norms should not be neglected. In contrast to the idea that autonomy belongs to Western culture, Sakai&Takagi&Chu (2010) claims that East Asian students are not different from other learners about autonomy, but what discourage their autonomy are educational and behavioral norms in their country. Likewise, in our country teachers may take whole responsibility in a teacher-centered way as an old educational habit. Hence, explicit focus on developing autonomy is required in classroom environment. To make it real, strategy training is a fundamental requirement like raising awareness among language learners. Also, re-adjusting the learning approaches which restrain students from learning autonomously, should be taken into consideration.

For that reason, we believe it is crucial to promote learner autonomy in language classes. In order for developing autonomy, one first has to explore what students believe about autonomy.

1.3. Purpose of the study

The main purpose of the current study is to find out autonomy perceptions and attitudes towards activities fostering autonomy of 7th grade EFL students studying at Hacı Halil Arpaç Secondary School in Mersin, Turkey. According to Cotterall (1995), the beliefs of learners can both prevent them from learning a language autonomously and support them to develop autonomy in language learning. Furthermore, Broady (1996) claims that:

> Future investigation now needs to focus on investigating clusters of items which represent particular types of orientation to learner autonomy and which would help us define more precisely some of the attitudes held by the students (p.224).

In the light of learners' perceptions and attitudes, we can find our way to reach autonomy. During this case study, fostering autonomy means active involvement of students in both learning and teaching processes such as freedom in task choice, material choice and partner choice. In the end, we expect from this study we will learn the learners' perceptions and attitudes about autonomy.

1.4. Research Questions

In line with this reasoning, this current dissertation aims to uncover the autonomy perceptions of 7th grade students at Hacı Halil Arpaç Secondary School in Mersin, Turkey. Moreover, the research aims to see the difference between their point of view of autonomy after a twelve-week study, which included activities supporting learner autonomy. Also, the study aims to reveal the attitudes of these learners towards classroom practices for developing autonomy. With these aims, the following questions guided our study:

1. What are the 7th grade language learners' perceptions of autonomy in learning English?

2. How did autonomy perceptions of 7th grade languge learners change after the implementation of this twelve week study?

3. What are the attitudes of 7th graders at H. Halil Arpaç Secondary School towards classroom practices for developing autonomy?

1.5. Limitations of the Study

By the nature of the case study, the current research was conducted with a small group. Thus, the number of the participants can be a limitation of the study. As another point, our scope in this research is to research whether there is an attitude change or not, so, a further study needs to be conducted in order to search the autonomy change.

CHAPTER II

2. LITERATURE REVIEW

Morpheus: ' I'm trying to free your mind, Neo.
But, I can only show you the door.
You're the one who must walk through it'.
The Matrix (Film)

2. 1. Introduction

The concept of autonomy has become a prerequisite of life-long language learning for the field of language education since learners are expected to take the responsibility of their learning of a language not only in the classrooms but also out-of the classrooms. Hence, in this chapter, the literature dealing with the theoretical background of autonomy and analysing the reasons for, and ways to develop learner autonomy in language learning, and relatedness of autonomy to learning theories will be summarized. In addition, the studies conducted by several researchers about the autonomy, will be given place.

2. 2. Defining Learner Autonomy

There have been several similar autonomy definitions in recent studies from perspectives of different researchers. A researcher who wants to study autonomy, should firstly make the definition of autonomy clear for the lucidity for his/her research.

Onozawa (2010) states that to define what the autonomy means can be demanding since it has a deep and abstract nature. Thus, autonomy is generally defined as learning how to learn or an autonomous student is known as a learner who can take the responsibility of his or her own learning. On the other hand, Dam(2011) defines the autonomy as a shift in a school context from teacher-centeredness to learner-centredness. Dion(2011) states that this change includes student's own efforts to make his/her own decision for taking action for self-

training since the researcher claims that autonomy is parallel to self. Similarly, Aliponga, Gamble and Ando (2011) posit that autonomy means the ability which the learner has, to make choices for the learner's own learning. In the same vein, Aşık (2010) describes an autonomous learner as a person who can make choices which regulates his or her actions about language learning. However, the researcher tries to correct the misconceptions on learner autonomy in her study. Thus, she claims that self-regulated learning, self-access learning, self-instruction or self-directed learning are the terms used mistakenly, instead of autonomy, and adding that autonomy should be described as a developmental process. Likewise, Little (2010) states that autonomy is an essential factor for a language learner to be successful in a foreign language in a developmental process.

According to Benson (2006), " autonomy involves abilities and attitudes that people possess, and can develop to various degrees" (p.1). Moreover, Little (1997) posits these abilities help us to plan, monitor and evaluate our learning process and we can apply these skills outside immediate learning situations. In same vein, Mistar (2000) defines that "the word autonomy is from the Greek autonomia, itself derived from autonomos, where auto means self and nomos means law"(p.2). As another view Balçıkanlı (2010) states that learner autonomy means that the ability of a language learner to participate in decision-making process by taking into consideration his or her own language skills.

In other words, Little (1997) articulates that "the efficiency and effectiveness of the autonomous learner means that the knowledge and skills acquired in the classroom can be applied to situations that arise outside the classroom" (p.97).

2. 3. Rationales for Developing Learner Autonomy

There have been various reasons for researchers to foster learner autonomy. For example, some researchers do various kinds of research to emphasize the relatedness of motivation with autonomy. According to Karagöl (2008), autonomy means a tool which can be used to cope with the problems about learner motivation. In the same vein, Sanprasert (2010) finds the autonomy as an effective factor which raises learner motivation and concludes with effective learning. From a different aspect, Lüftenegger, et al. (2012) state that autonomy is an essential requirement fort he minimization of gender differences about motivation. In addition to these reasons, Dafei (2007) thinks that autonomy also helps the students to struggle with motivational obstacles by letting them develop reflective and attitudinal basis. In parallel with these researchers' reasons, Gremmo and Riley (1995) also emphasizes that autonomy is a motivational factor on behalf of both theoretical and practical learning of a foreign language.

On the other hand, some researchers think that autonomy should be fostered for independent learning. According to White (1995), autonomy helps the students to develop an insight of the language learning, of learner role in the learning process and gives them a chance to develop suitable language learning strategies. In addition to this, Ho and Crookall (1995) state that autonomy provides the students to reshape their beliefs upon the role of both learners and teacher in learning and teaching process. Moreover, Hart (2002) posits that autonomy ought to be fostered in language classes because it helps English language learners to improve both social and mental skills with the aim of handling English as a global language. In the same line, Little (1997) emphasizes two reasons for developing autonomy in language classes, one of which is that autonomy helps the students to be aware of their capacity to learn how to make a critical reflection and evaluation and the other one is that autonomy makes them independent language learners to be independent users of English.

From a different aspect, some other researchers (Najeeb, 2013; Lazar, 2013; Figura and Jarvis, 2007; Littlewood, 1996; Little, 1995; Carter, 1999; Lamb, 2011; Al Asmari, 2013; Chan, 2001) emphasize that autonomy enables the language learners important opportunities to participate in decision-making process about material and lesson design, gives them active role in both learning and teaching process, helps them to evaluate their own learning, to set their own goals and to be aware of their own language needs. As can be clearly seen from the literature, all of these researchers share the same idea that autonomy is a prerequisite for learning how to learn a language independently.

Beside these factors mentioned above, in the literature, one can see that autonomy is assumed also as a factor that makes the learners succeed in English (Fu, 2007; Bagheri and Aeen, 2001).

As a last reason, we encounter with the autonomy in the literature as an effective element for professional development. According to some researchers, (Morrison and Navarro, 2012; Murray and Kouritzin, 1997) autonomy can help the language advisors both to develop suitable pedagogies for second language education and to be aware of professional development methods.

2. 4. Ways of Developing Autonomy

Barillaro (2011) summarizes that learner autonomy requires a process to be promoted at schools with the help of teacher interpretations, cultural beliefs and educational setting. Thus, there are some frameworks and course design models that shed light to teachers fostering autonomy in literature. Cotterall (2000) guides teachers via five course design principles for language courses with the aim of helping language learners to develop autonomy in the classroom:

1. The course reflects learners' goals in its language, tasks, and strategies.

2. Course tasks are explicitly linked to a simplified model of the language learning process.

3. Course tasks either replicate real-world communicative tasks or provide rehearsal for such tasks.

4. The course incorporates discussion and practice with strategies known to facilitate task performance.

5. The course promotes reflection on learning (p.111-112).

After her course design process, according to the reflections from the learners, the researcher (2000) concluded that:

- Learners aim to a point where they could direct own their learning in a way that contributed to their task performance.

- Their motivation level became higher.

- They began to use these course strategies outside the classroom.

- Most of them began to evaluate their own performance.

- Their self-confidence became higher in using these strategies for solving new language problems.

In addition to this study, Magaldi (2010) posits that Metacognitive Learning Strategies Based Instruction should be used in order to promote learner autonomy in language learning. Also, the researcher (2010) offers a model including these components and procedures:

1. Diagnose: Teacher administers specific questionnaire or inventories.

2. Build awareness: Discussion and reflection among students and between teacher and students.

3. Determine needs and select strategies: Students and teacher negotiate strategies to be worked on as a result of the previous stages.

4. Explicit information and activities: These can be integrated with students' regular course book or specifically selected materials from other sources.

5. Monitor strategy use: By using checklists, diaries, discussions.

6. Evaluate learning progress and strategy use: Self-evaluation questionnaires, portfolios, projects (p.83).

To conclude, Magaldi (2010) proposes this specific model to support language learners to develop life-long learning skills on the way of being an autonomous language learner.

On the other hand, Reinders (2010) proposes a framework of independent language learning skills reflecting a classroom pedagogy with the aim of guiding teachers to increase learner responsibility. The researcher highlights that the theories used in the application of this framework are suitable for all educational settings. Also, Reinders (2010) mentions the stages in the development of learner autonomy:

1. Identifying needs: Identify students' language needs and link these needs with the classroom activities.

2. Setting goals: Support the learners to define and set reachable goals.

3. Planning learning: Encourage learners to decide on their own types of activities and pace of the lesson.

4. Selecting resources: Giving opportunity to the learners to search and share the resources with their classmates.

5. Selecting learning strategies: Let the students select suitable strategies for the activities and give time to them so that they can recognize and reflect on their improvements in the use of learning strategies.

6. Practice: Let the students practise the language in their own ways by providing them alternatives for the activities or homework.

7. Monitoring progress: Enable students to practise reflection for instance with a diary which can be private or shared with classmates with the aim of measuring their own progress including both problems they encounter and success with their reasons.

8. Assessment and revision: Provide the learners alternative forms of assessment (p.46-49).

As knitted by the same ideas with Reinders (2010) , Mistar (2009) states that learning strategies should be maximized to promote learner autonomy. According to the findings of the researcher's study, Mistar (2009) emphasizes that "learners have acquired some degrees of autonomy because metacognitive strategies requires them to independently make plans for their learning activities as well as evaluate the progress, and social strategies requires them to independently enhance communicative interactions with other people (p.1)."

Moreover, Benson (2001) listed the approaches to the development of autonomy and classfied the practices related to these approaches:

1. Resource-based approaches emphasize independent interaction with learning materials.

2. Technology-based approaches emphasize independent interaction with educational technologies.

3. Learner-based approaches emphasize the direct production of behavioural and psychological changes in the learner.

4. Classroom-based approaches emphasize learner control over the planning and evaluation of classroom learning.

5. Curriculum-based approaches extend the idea of learner control to the curriculum as a whole.

6. Teacher-based approaches emphasize the role of the teacher and teacher education in the practice of fostering autonomy among learners (p.109).

Beside these practices, Hawker (2000) proposes INDE course as an example to highlight the transition from teacher dependence to learner independence in real classroom practices. The researcher states that "through INDE activities and its implementation process, students are introduced to the basic but fundamental independent learning skills, such as reflecting, evaluating, decision making, problem solving, goal setting, and finding information (p.11)."

To develop autonomy, Dörnyei (2001) mentions two practical classroom shifts: encouraging learners to involve in planning the learning process, and making a shift in teacher's role. The researcher particularly highlights the importance of learner involvement. He also underlines that providing learners choices, allowing them to be the genuine authority, encouraging student contributions, peer teaching and self-assessment during the learning process are the ways of providing learner involvement. From a different view, Onozawa (2010) discusses how to foster autonomy and what the effects of autonomy are. As a conclusion of the study, the researcher claims that different factors like individual learner's characteristics, proximity for a particular learning style, and cultural attitudes or behaviours should be taken into consideration while implementing autonomy in the classroom.

2. 5 Autonomy and Learning Theories

Learner autonomy is based on several kinds of theories such as self-determination theory (SDT), multiple intelligence theory (MI), constructivism, socio-cultural theory, humanistic approaches, self-regulation and technology-based approaches. These are presented in the following paragraphs.

According to Mitchell and Myles (2004), in the socio-cultural theory described as neo-Vygotskyan, successful learning includes a change from collaborative inter- mental process to autonomous intra-mental process. The language learner is responsible for fulfilling tasks with the collaboration of other peers until s/he is aware of his/her own ways of learning. So, at this point, the term of self-regulation means a language learner's autonomous mental activity. In addition, the researchers underline that "learning is also seen as socially mediated, that is to say, it is dependent on face-to-face interaction and shared processes, such as joint problem solving and discussion (2004, p.195)."

According to Bandura's self-efficacy theory which is a cognitivist one, Kaufman (2003) states that learners' beliefs about their own ability to be engaged in different situations defines their actions such as what they choose to do, how much effort they use in the tasks, whether they approach the tasks in a nervous or relaxed way, and in the same way, Brown (2007) posits that by taking into consideration Bernard Weiner's attribution theory, "what these strands of psychological theory say, in simple terms, is that it is essential for learners to believe in themselves in order to succeed at a set of tasks (p.156)."

However, Benson (2006) states that Deci and Ryan's self-determination theory introduced the notion of autonomy with L2 motivation studies. Thus, Deci and Ryan (1985) described that "intrinsically motivated activities are ones that people do out of interest when they feel free to do so (as cited from Ryan, Koestner and Deci, p.189)." Benson (2006) adds

that self-determination theory also underlines the importance of autonomy for intrinsic motivation. It can be easily understood that autonomy has a vital role for L2 motivation. Ushioda's (2011) research, for example, reviews the current developments in the relationship of motivation theories with the idea of language learner autonomy. At the end of the study, the researcher concludes that autonomy is essential since as language teachers, we ask them to use their potential to be an individual who they want to become and do the actions which they want in a proper way. Likewise, Niemiec and Ryan (2009) emhasize that "classroom practices that support students's satisfaction of autonomy, competence, and relatedness are associated with both greater intrinsic motivation and autonomous types of extrinsic motivation (p.141)." Last but not least, Dörnyei (2001) highligts the importance of autonomy for maintaining motivation:

> The relevance of autonomy to motivation in psychology has been best highlighted by the influential 'self-determination theory', according to which the freedom to choose and to have choices, rather than being forced or coerced to behave according to someone else' desire, is prerequisite to motivation (p.71).

> On the other hand, as Benson (2001) notes:

> Several prominent researchers in the field of communicative language teaching and learner-centered practice have incorported the idea of autonomy into their work since communicative teaching, learner-centeredness and autonomy share a focus on the learner as the key agent in the learning process (p.17).

Hence, from the view of Humanistic approach, Gao (2008) thinks that English 'corner activity' which means a social community, ought to be placed into a holistic and humanistic learning programme with the aim of fostering learner autonomy by showing that it is not impossible to integrate out-of-class learning activities into pedagogic practices in his current study. Further, Little (2008) posits that "when language learner autonomy is an educational goal, we must devise an interactive dynamic that simultaneously develops communicative proficiency and learner autonomy: autonomy in language learning and autonomy in language use are two sides of the same coin (p.26)." Little (1999) supports this idea by stating that "a

foreign language pedagogy derived from an appreciation of the importance of the social-interactive dimension of learning has the power to create a community of learners all of whom are users of their target language (p.87)."

On the other hand, according to Gardner (2003), intelligence means:

- A property of all human beings

- A dimension on which human beings differ

- The way in which one carries out a task in virtue of one's goals (p.8).

Hence, there are individual differences in languge environments and as language teachers we should help our language learners to be aware of these differences by using Multiple Intelligence Theory. If they know their strengths and weaknesses, they can set personal goals and develop personal learning strategies, metacognitive skills on their own as autonomous language learners.

Last but not least, since we live in a technology era, the benefit of technology-based approaches is undeniable for language learner autonomy. Thus, Benson (2001) claims that CALL can enable learners with different kinds of support with the aim of developing their skills related to autonomy. In their study, Arıkan and Bakla (2011) try to discover how an online asynchronous learning environment in the form of a blog is suitable for the context of learning English in an autonomous way. At the end of their study, they concluded that learners can act and take decisions in an independent way thanks to technology. In the same way, Monteverde and Gaona (2011) try to determine whether computers help students to develop autonomous language learning. According to findings of their research, using a computer fosters decision-making since the learners have to be responsible for their learning by making their own decision, for instance, about language skills and programs.

As it can be seen easily above, there have been many theories which support and nurture the idea of autonomy.

2. 6. Language Learning and Autonomy

As language teachers, we all know that we should enable our learners collaborative and supportive environments with the aim of encouraging them to take their own learning responsibility. In the same line, Ho and Crookall (1995) posits that while creating learning environments which will promote learner autonomy, language teachers should allow them to be involved in decision-making, planning, monitoring, evaluating and assessing processes. Benson (2001) states:

> Accounts of experiments in which learners are encouraged to take a degree of control over the plannning and assessment of classroom learning are mostly positive and tend to show that learners are able to exercise control over these aspects of their learning given the opportunity to do so and appropriate support (p.161).

From a different point of view, Legenhausen (2011) claims that autonomy supported classrooms should include reflectivity and awareness-raising, authenticity of the interactions and evaluation sesssions. Likewise, Deci and Flaste (1995) define autonomy-support as " being able to take the other person's perspective and work from there (p.42)." Hence, as language teachers, we should take into account these principles to create autonomus classrooms for our learners.

Little (1997) posits that "autonomy entails both the capacity to apply the knowledge and skills learnt in the classroom to appropriate contexts in the world beyond the classroom, and the capacity to update that knowledge and those skills in response to the demands of changing circumstances" (p.94).

In a different study, in parallel with Graham (2007), Onozawa (2010) claims that "self-direction is particularly important for language learners, because they will not always have the teacher around to guide them as they use the language outside the classroom" (p.8). Moreover, Onozawa (2010) is in the same line with Little (1997) since he thinks that language teachers should combine the autonomy with the other approaches or strategies in daily life,

for example by letting them plan their project work, using cooperative learning. All in all, in his study, Little (1997) states that "if we make the development of autonomy a central concern of formal learning, conscious reflection will necessarily play a central role from the beginning, for the simple reason that all formal learning is the result of deliberate intention" (p.94).

Hence, Graham (2007) aims to investigate how the learners' self-efficacy can be empowered by a strategy programme which motivates them to see the relation between strategy and their learning otcomes. As a conclusion, Graham (2007) states that according to analysis, there is some evidence that strategy training has a beneficial impact on students' self-efficacy.

Cotterall (2000) states that "it is considerably less common to read reports of classroom-based courses which integrate principles of learner autonomy in their design (p.109)." Thus, her study proposes five course design principles for language courses which investigate to promote learner autonomy. As a last point, Cotterall (2000) concludes that her language course design makes a positive contribution to learner autonomy.

2. 6. 1. Teacher's Role in Developing Autonomy

As an important leader of motivation, Dörnyei (2001) states that "the teacher as a facilitator leads learners to discover and create their own meanings about the world (p.104-106)." So, as language teachers, with the aim of fostering language learner autonomy, it is emphasized that there is a requirement to apply a non-spoon-feed teaching style like a facilitator. In addition to these, Yeşilyurt and Göksu (2010), "in the school setting, autonomy support is mostly related to teacher and especially teacher behaviours (p.5)." If the teacher treats the students in a consistent and persistent way, the language learners will most probably develop autonomy in a shorter process. In addition to these, Onozawa (2010) emphasizes that

"one of the main goals for a teacher is to help learners become autonomous so that thay will be able to deal with learning on their own" (p.125).

Like Onozawa (2010), Barillaro (2011) claims that "it will be very diffficult to put learner autonomy ideas into practice if teachers do not have the opportunity to consider and discuss their beliefs about learner autonomy and their roles in teaching and learning" (p.8). Thus, the researcher conducts a study at a private ESL school in Vancouver, Canada about teachers' perspectives of learner autonomy. The study consists of a survey questionnaire with all the teachers at the school and semi-structured interviews with a small sample of teachers.

At this point, Magaldi (2009) posits that teachers ought to admit that the students have the capacity to take their own learning's responsibility by using metacognitive strategies voluntarily in the learning process.

In another study, Reeve (2006) describes the characteristics of an autonomy-supportive teacher's behaviours. The researcher offers that the language teachers should use instructional practices in the class, which support language learners' inner motivational resources including their preferences, interests, decisions and choices. According to the researcher, teachers also should use a non-controlling language to enable the learners a flexible environment. Another characteristic of an autonomy supportive-teacher is explaining the use, value and the importance of taking responsibility of someone's own learning. Reeve mentions that the last characteristic is that teachers should accept negative affect of students' expressions as a useful tool so that they can plan their teaching process in parallel with the students' learning needs.

Along the same line as Reeve (2006), Assor, Kaplan, and Roth (2002) describes three autonomy-enhancing teacher behaviours in their study. According to these researchers, language advisors should make an effort to make the students experience a learning process

which is parallel to their own goals, needs and interests. Also, an autonomy-enhancing teacher should provide choices to the learners which are consistent with their own goals and interests. As a last point, these teachers should accept that the language learners' criticism can be useful for future planning of teaching process.

Last but not least, Benson (2001) emhasizes that the role of the autonomy-supported teacher is related to the description of teaching framework and this framework may consist of the roles of teacher as a facilitator, helper, coordinator, counselor, consultant, advisor, knower and resource.

2. 6. 2. Learner's Role in Autonomy

To start with, Hawker (2000; 6) defines an independent learner:

In essence, the concept of independent learning goes beyond the issues of control. Control can not be realised in the absense of the learner's ability to conceptualise, design, conduct and evaluate her own learning. An independent learner is someone who is in control of her own learning, because she can make informed choices, act reflectively, take responsibility for the learning process and outcome, and is an active participant in her own learning.

As knitted by the same ideas with Hyland (2004), Porto (2007) conducts a study with the aim of learning from learners' aspects and how they experience foreign language classes. The focus of this study is to reveal the students' sophisticated understandings and to show how much there is to learn about their subjective views of their own actions, thoughts and motives by placing the students' perceptions at the center of the research. The following research's questions guides this study: How did learners perceive their foreign language learning experiences, as revealed in their diary writing? How did learners' written reflection in the diaries contribute developing learner autonomy in this setting? Porto (2007) sums up that the learners in this study reflect on issues that appear in the social context where learning occured, find interest in an issue and own the issue personally so, they gain feelings of

purpose and control as they grow increasingly able to acknowledge and benefit from their previous learning and life experiences.

As a different point of view, Graham (2007) claims that there are two learner beliefs about thinking, one of which is self-efficacy which means someone's belief to complete a task including personal choices and determination towards that task. Then, Graham (2007) defines the second belief as metacognitive beliefs which means learner's awareness about the relation between the learning strategy and the learning outcomes.

As can be clearly seen from the research mentioned above, all of these studies have the same agenda that is, they all investigate the ways of promoting learner autonomy from several different kinds of view points.

CHAPTER III

3. METHODOLOGY

3. 1. Introduction

In this chapter, I present the methodology which includes research design of the study, context of the study, participants, data sources, description of the classroom practices and procedure.

This study aims to investigate the autonomy perceptions of the 7th grade language learners in learning English and in what ways these perceptions change over longer periods of time. It also aims the attitudes of the 7th grade language learners towards classroom practices with the goal of fostering autonomy. As the study aims to collect authentic data that presents perceptions and attitudes of our learners, qualitative methodology was adopted.

3. 2. Research Design of the Study

This dissertation was designed as a case study to state the perceptions of the 7th grade language learners in learning English in a public secondary school. According to Faltis (1997), "the researcher seeks to provide a rich portrayal of what happened within the boundaries of the case by carefully selecting, and presenting descriptions and analyses of discourse, scenes and other information derived from the entire data set (p.146)." Yin (2003) emphasizes that case studies are ideal for the researchers who ask how or why questions and do not want control over situations in real-life contexts. Unlike generalization, since case studies emphasize the uniqueness of each research, many researchers who are interested in autonomy, also prefer case study methods (Yap, 1998; Lor,1998; Simmons and Wheeler, 1995; Dam and Legenhausen, 1996; Fowler,1997). Similar to these researchers, we also prefered to use case study for our inquiry.

As can be clearly noticed from above, we conducted a qualitative research for a deeper understanding of our learners' perceptions and attitudes in learning English autonomously. Flick, Kardorff and Steinke (2004, p.3) emphasize that "a qualitative research makes use of the unusual or the deviant and unexpected as a source of insight and a mirror whose reflection makes the unknown perceptible in the known, and the known perceptible in the unknown, thereby opening up further possibilities for (self-) recognition."

3. 3. Context of the Study

The study was conducted at Hacı Halil Arpaç Secondary School which is located in the north-western village of Mersin, in Erdemli. The number of the students at school is 180 and each class has between 11 and 22 students. Our students share the same socio-cultural and low socio-economic background. Also, the 7th and 8th graders take compulsory English classes for four hours and the 5th and 6th graders take it for three hours per week. We have one class at each grade (5-6-7-8 grades). According to Common Reference Levels, our participants are basic users in language skills. Our students at each grade cover the course books provided by Ministry of Education in their compulsory English lessons.

3. 4. Participants

This case study was carried out in Erdemli, Mersin, Turkey during the spring semester of 2013/2014 school year. The participants were twelve (7 female and 5 male students) 7th grade language learners in English class. They were thirteen years old at the time of the research. Most of the students lived in the centre of the village and the rest of them were being transported from neighbouring villages by school bus. Hence, all of the students regularly attended in the activities carried out by the researcher. The researcher, who has been teaching for four years at this school, was their teacher of English.

3. 5. Data Sources

In this current research, qualitative data sources were used. Qualitative data were collected by means of utilizing pre and post *Semi-Structured Interviews*, *Activity Perception Questionnaire and Classroom Observation Checklists.*

The table below shows the research questions and relevant data collection methods.

Table 1
Questions Guiding the Study Methods and Sources of Data

What are the 7th grade language learners' perceptions of autonomy in learning English?	Semi-Structured Interview
How did autonomy perceptions of 7th grade languge learners change after study?	Semi-Structured Interview
What are the attitudes of 7th graders at H. Halil Arpaç Secondary School towards classroom practices for developing autonomy?	Activity Perception Questionnaire Classroom Observation Checklist

3. 5. 1. Semi-Structured Interviews

According to Westbrook (1994), "in all their variety, interviews are a valuable qualitative method (p.244)." Similarly, Fraenkel and Wallen (2008) describes the aim of interviewing the participants as discovering their thoughts and feelings about the topic. So, in this current study, interviews are used with the aim of examining our participants' worldview about autonomy in language learning.

There are four kinds of interviews: structured, semi-structured, inforrnal, and retrospective. We prefer semi-structured interviews since it can provide both the researcher and the participants a kind of flexibility. In parallel, Westbrook (1994) posits that "the flexibility of the technique allows the investigator to probe, to clarify, and to create new questions based on what has already been heard (p.244)." In addition, Fraenkel and Wallen (2008) emphasize that semi-structured interviews are generally used in order to get information which can be used later to make comparisons. At this point, we used a pre semi-structured interview (See Appendix 1) at the very beginning of the study just before applying the activities which foster autonomy to find answers to our first research question stated beforehand. We also conducted a post semi-structured interview which consists the same items with the former one, at the end of the study to find answers to our second research question mentioned before, by comparing the responses concerning autonomy perceptions.

In our research, semi-structured interviews were conducted with the participants during the lunchtime in an appropriate classroom. During these interviews, the subjects were informed that these interviews would not be assessed with any grades in order to make them feel comfortable while expressing their feelings and thoughts about autonomy. Each interview section lasted approximately twelve minutes. During the interviews, the teacher researcher took detailed notes. These notes helped the researcher for a later analysis of the students' responses.

In giving examples from the interview, we find that they consisted of open-ended questions like "Who do you think should decide on the topic, activities in English lessons?", direct questions such as "Do you feel confident when studying English on your own?", follow-up questions like "If not, why?". Also, instead of using leading questions, the open-ended questions were used to get our students' subjective responses. In addition to these, the

same questions were tried in different ways to check what the interviewee really meant in his or her expression.

The second data collection instrument used in this current research was Activity Perception Questionnaire.

3. 5. 2. Activity Perception Questionnaire

In this study, the Activity Perception Questionnaire was adapted from Intrinsic Motivation Inventory by Deci& Ryan in 1982 with the aim of uncovering personal experiences about an activity. In relation to our study from the Intrinsic Motivation Inventory, we used these four subscales: value-usefulness, perceived competence, pressure-tension, perceived choice (see Appendix 2). This questionnaire was used to get answers to our third and the last research question: *What are the attitudes of 7th graders at H. Halil Arpaç Secondary School towards classroom practices for developing autonomy?*

Table 2
Four Subscales in the ActivityPerception Questionnaire

Section	Number of Statements	Subscale	Focus
Subscale 1	2	Value-Usefulness	Have the students found the activities valuable and useful?
Subscale 2	5	Perceived Competence	Have the students perceived themselves competent while doing the activity?
Subscale 3	2	Pressure-Tension	Have the students felt under pressure and tense during the activity?
Subscale 4	2	Perceived Choice	Have the students done the activity as they wanted to do it?

3. 5. 3. Classroom Observation Checklist

Fraenkel and Wallen (2008) posits that "certain kinds of research questions can best be answered by observing how people act or how things look (p.440)." Hence, in order to answer our last research question (*What are the attitudes of 7th graders at H. Halil Arpaç Secondary School towards classroom practices for developing autonomy?*) we made classroom observation checklists. In our case study, the researcher observed the classroom as the participant-observer. The participant observation was overt, that is, the identification of the researcher was known by the students. Also, they knew that they were being observed during this twelve week study. Twelve weeks consisted of six activities improving autonomy in English courses. During the activities the teacher-researcher observed the students by using an observation checklist. The aim of the classroom observation was to uncover the students' attitudes towards the classroom practices and the contribution of these practices to language learning autonomy (see Appendix 3 for the classroom observation checklist).

3. 6. Description of the Classroom Practices and the Procedure Followed

Thanks to the nature of the case study which enabled us a deep and detailed understanding, we also inquired in this study, in what ways our 7th grade language learners' autonomy perceptions change in learning English after twelve-week study. Thus, the activities fostering autonomy in learning English have been integrated to the curriculum by using real-life situations. During these activities we wished to examine the attitudes of our learners towards these activities which aim to foster autonomy.

According to the curriculum of Ministry of National Education of Turkey, our seventh graders had four compulsory hours of English classes per week. As planned in the curriculum, we spent two class hours per week to cover each new topic. During the twelve week period,

the teacher researcher prepared tasks for each language topic presented in the course book in parallel with the aim of curriculum. The details of the activities are presented below:

Week 1

Description of Activity 1

Title: Preparing a Folktale Poster

Time: 90 minutes (2 lessons in total)

Content objectives: To describe and narrate past events

Language Objectives: To practice simple past tense

Materials: The texts of different folktales from different cultures

Procedure: First of all, the students chose their own partner, and with their partner they chose their folktale among the alternatives. Then, they did research out of school time, and they prepared a poster by combining the story in the past tense with the visuals. At last, they presesented it in the class. After presentation, they commented on their own and friends' work.

Week 3:

Descripton of Activity 2

Title: Preparing a Questionnaire about First Important Events of Turkey

Time: 90 minutes (2 lessons in total)

Content objectives: To give and receive information about past events

Language Objectives: To practice Simple Past Tense

Materials: A Model Questionnaire

Procedure: In this activity, each student did research about early modern history of Turkey individually. Then, each of them prepared five questions and the teacher-researcher copied them for the whole class. They began to do the test items, it was like a quiz show. After that, they answered all the questions. At last, they called the winner who knew most true as ' The Queen of Information'.

Week 5

Description of Activity 3

Title: Personal Skills Questionnaire

Time: 90 minutes (2 lessons in total)

Content objectives: To help the students know their personal skills and the kind of multiple intelligence by talking about their present abilities.

Language Objectives: To practice Can.

Materials: Multiple Intelligence Questionnaire, Personal Skills Questionnaire.

Procedure: The teacher researcher handed out the questionnaires and the students calculated their scores and defined their own intelligence type and skills. After that, the teacher researcher asked for the students to write about their near future plans for learning English on their own by using their skills and intelligence types. At last, they exchanged their plans in the class.

Week 7

Description of Activity 4

Title: Comparison of the past and present abilities of a Turkish Sportsman

Time: 90 minutes (2 lessons in total)

Content objectives: To talk about Past and Present Abilities and Inabilities

Language Objectives: To practice Can / Could

Materials: A List of Turkish Sportsman

Procedure: The students chose their own partner and sportsman from the alternatives. Then, they did research about the sportsman by comparing their past and present abilities and inabilities. After that, they presented it with visuals as a poster. Lastly, for checking understanding they handed out true/false questions prepared by themselves about their own presentation for their classmates.

Week 9

Description of Activity 5

Title: Debate on Pros and Cons of the Internet

Time: 90 minutes (2 lessons in total)

Content objectives: To be able to discuss the advantages or disadvantages as a group

Language Objectives: To practice Agreeing/ Disagreeing/Giving Example/ Initiating, Continuing, Finishing a Debate

Materials: Visual aids about Internet

Procedure: The students divided the class into two parts and created their own groups. Then, the group members defined their team captain. One group chose the Pros of the

internet and the other one chose the Cons of the internet for debate. The students did research about advantages and the disadvantages of the internet. The students also named their groups on their own. After that, they had one poster reflecting their theme. In the class, they debated by giving examples to support their own ideas. According to the debate rubric, with the teacher, the students defined the winner.

Week 11

Description of Activity 6

Title: Presenting an Endangered Animal

Time: 90 minutes (2 lessons in total)

Content objectives: To identify and describe animals (shape, size, weight, color, height, behaviour, etc.)

Language Objectives: To warn others to take care or to refrain from doing something.

Materials: A list of Endangered Animals, KWL Worksheets, Visual Aids

Procedure: As in the former activities, the students chose their own partner, and their animals to present. Then, they did research about the endangered animal by preparing a poster including both information and visuals. Also, the teacher researcher handed out KWL charts for the students and they filled in the chart by writing at home what they know, what they want to know about that endangered animal. After that, the students presented their poster. In the end, the students completed the chart by jotting down what they have just learned about the animal.

Also, throughout the study, the seventh graders were given the chance of choosing tasks from the alternative ones. In addition, the students had the right to choose to work in pairs, groups or individually.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter presents the analyses of the data collected via the semi-structured interviews, questionnaire and classroom observation. The analyses will consist of three sections: (1)the analyses and findings of the semi-structured interviews, (2)the analyses and the findings of the activity perception questionnaire, (3)the analyses and the findings of the observation.

As we mentioned before in the Methodology Part, the study was conducted qualitatively. At the very beginning of the study, a semi-structured interview was held to learn the students' autonomy perceptions. Also, the same interview was repeated at the end of the study. During this twelve-week study, students completed the Activity Perception Questionnaire just after they had fulfilled each activity. Moreover, teacher researcher observed the whole class systematically during the study by filling an observation sheet and adding concrete examples from the classroom. The data collected through the interviews and questionnaire, was analyzed by using content analysis.

In the next sections, we are going to present the findings of our research and discuss these findings by taking into consideration our research questions.

4.2. Semi-Structured Interview Findings

Our first research question was *what are the 7th grade language learners' perceptions of autonomy in learning English?*

To find an answer to this question, we prepared a semi-structured interview and we repeated it at the end of the twelve-week period just before and after the study we conducted. Our aim was to find answers to our second research question *How did autonomy perceptions of 7th grade languge learners change after study?*

The interviews were carried out in the classroom environment. The first interview was done individually. The teacher researcher took notes by asking twelve subjects' consent. Each interview section lasted approximately ten minutes.

After discussing the first pre and post interviews independently, the differences between the two interviews were shown with a comparison table to contribute to the efficacy of the current study.

4.2.1 The Analysis of the Interview Data

"Data analysis involves working with data, organizing it, breaking it into managable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others (as cited in Westbrook, p.245)." Similarly, Spencer, Ritchie and O'Connor (2003) states that analysis entails a compound of ingenuity, a thorough research, a mix of inspiration and ardent determination. In line with these researchers, in current study, content analysis is used with the aim of thorough elaboration of semi-structured interview data. Berelson (1952) argues that "during the content analysis process, themes are identified, with the researcher focusing on the way, the theme is treated or presented and the frequency of its occurence (as cited in Spencer, 2003, p. 200) . According to Westbrook (1994), coding is the base of the constant comparative method in that sections of data are compared to each other on behalf of their suitable form in the scheme of coding. On the other hand Spencer et al. (2003) states that some of the researchers would rather assume the categories as the ways of grouping, exhibiting and discussing data in a thematic way so

that the researcher can make comparisons between conceptual content or make a further study.

So, in this study, all the data is collected in a pool, we transcribed the data soon after the interview. Then, our analysis process started with the repeated reading of transcribed interview data in the light of our research questions. We analyzed it carefully and thoroughly according to the themes of our interview items: The first and second questions are related to the the nature of out of class language study, the third one is related to the students' feelings about out of class work, the fourth question is related to the teacher role in teaching English, and the last one is about the student role in learning English. The similar expressions emerged in the interview were categorized together, then we checked the data for refinement. In the analyses of the data, quotes representing these categories were presented in the findings.

We are going to present the findings under these titles: The nature of out of class language study, students' feelings about out-of-class work, teacher role and learner role.

4.2.2 Findings of the First Interview

4.2.2.1 The Nature of Out of Class Language Study

When we analysed the first interview data, although the participants said that they were studying English on their own out of the classroom, in fact their activities are restricted to memorizing vocabulary, doing project work, or reading short stories.

When our participants were asked whether they do things their teacher told them to do or things they decided to do by themselves when they work out of class, it can be clearly seen that our learners do the things their teacher told them. One student said that she did the homework which the teacher told them to do. Similar to his classmate, another student said that he did the project work which the teacher gave him to do. The other student expressed

that she did not work on English on her own apart from the homework which her teacher gave her to fulfill. All in all, our participants do the things their teacher told them to do.

4.2.2.2 Students' Feelings About Out of Class Work

When the participants were asked whether they feel confident while studying English on their own or not, according to the findings, almost none of the learners felt self confident while sudying English by themselves. When one student said that he did not feel self confident during studying English on his own, the other participants agreed that they shared the same feeling.

- *I do not feel self confident while studying project work in English.*
- *While I was reading an English story book out of class because I did not believe that I could understand it without the teacher's guidance.*

To sum up, it can be said that our learners' lack of confidence about out of class work stem from their need for teacher's guidance and low self efficacy for studying independently.

4.2.2.3 Teacher Role

When we analysed the findings, according to the students' perceptions about the role of teacher in teaching English, three categories emerged: teacher as a source of information/knowledge, teacher as an assessor and teacher as an authority. One of the students said the teacher was a source of information about English for her because the teacher was the person who helped her when she could not understand the meaning of a word or a sentence. For a different participant, the teacher meant the person who assessed them according to the exam results. In addition to this, one of the student said that the teacher was an assessor because she was the only person who applied exams to the students. According to the students' perceptions, the role of the teacher occured quite traditional as seen in the quotes:

- *In my opinion, the teacher is the person who prepares exam questions and answers them after the exam. So, she is an assessor for me while she is teaching English.*
- *The role of the teacher is to teach English and assess us according to the exam results.*
- *I can learn unknown words of the units and the sentences that I cannot understand by asking the teacher for help.*

As seen from the quotes above, our participants perceive the role of the teacher only as an assessor and the source of knowledge in the teaching English process.

When our participants were asked who should decide on the topics and activities in English lessons, it can be clearly seen that students mostly believed that the teacher should define the content, and how to teach the lesson which made the students passive in the classroom decisions. As an example is one student expressed that the teacher's idea was more important for them, the teacher should decide upon the content of the lesson. By supporting this idea, another one said that the teacher should define the content of the lesson otherwise, they could make negative decisions which could impede their learning. Of course there were students who thought that the learners should be more active in making decisions during the learning and the teaching process but that was not entirely about making decisions independently but about asking and expressing their opinion. For example one student said that for the content of the lesson, their opinion should be asked, he was interested in sports and if this topic combined in English, the lesson would be more enjoyable.

In addition to these, when the subjects were asked them who should have control over evaluating language learning, it can be said that their responses were in parallel with the response of the former question as follows:

- *The person who evaluate language learning should be the teacher.*

- *We have insufficient knowledge to evaluate our learning English so, the teacher should do this.*

In short, it can be said that the participants perceive the teacher' role also both as an authority and a contol mechanism of evaluating the language learning and as a decision maker in teaching processes.

4.2.2.4 Learner Role

When our participants were asked directly what the learners' responsibilities are according to them, their responses are as follows:

- *The role of the learner is to hand in the homework on time.*
- *As a language learner we should study English before coming to the class.*
- *A student should memorize unknown words of the units.*
- *The role of the student in learning English is studying for English exams.*

As can be clearly understood from the quotes above, the perceptions of the participants upon the role of a language learner in an English lesson were very traditional. The profile of a learner is discussed during the first interview. Learner is the person who:

- Submits homework on time.
- Studies English exams in time.
- Does performance task.
- Does grammar test.
- Fulfills the tasks at the end of the units.
- Learns English grammar rules.
- Looks in dictionary to learn new words.

4.2.3 The Findings of the Second Interview

In this section, we are going to present the findings of the second interview. As mentioned before, the second interview was held just after our study and included the same items as the first one with the aim of monitoring the changes of the students' autonomy perceptions, if there were any by answering our second research question: *How did autonomy perceptions of 7th grade languge learners change after the study?*

4.2.3.1 The Nature of Out of Class Language Study

When we asked the learners for the second time whether they study English out of the classroom, all of the students found themselves efficient enough to make an effort to learn English by themselves as follows:

- *I am good at English. I searched new information on the net, which were the most important parts of my learning.*

- *I am better in learning English now.*

- *I feel that I am improving my English on my own. One of the most important part of my learning was reading new information on the net and preparing my material without teacher guidance.*

- *I think that I am better in English and I can do some research on my own.*

- *I have never been successful in any English exam before but now I feel very successful in learning English on my own. For example the most important part of our learning was communicating with my friends in English out of class while working on a task because in the past, speaking in English was a very difficult and frightening part of my learning.*

- *I think I am good at planning my task out of class by reading new information on the net,writing outline of my task, and preparing posters.*

Moreover, when we again want to know what type of activities they are engaged in when they are learning English on their own, as can be clearly seen in the quotes above, our learners' mostly engaged in activities doing research on their own, communicating with their friends in English out of the class, planning their own work, making outline of the work, and preparing posters after the twelve-week study.

Furthermore, when we repeated the question "*Do you mainly do things your teacher told you to do or do you make your own decisions?*", almost all of the students thought that they could make decisions on their own about their own learning. One student said that during the activities she decided to her study on her own. The other students said things like:

- *I think that we are free because we decided which source to use, designed our work and we collaborated out of class to be organized.*

- *I planned everything on my own; for instance, reviewing the things I have learned that day.*

- *Since the second term, I have done things according to my decisions when I work out of class; for example, organizing new information I found.*

To sum up, our participants could express they could make their own decisions according to their free will.

4.2.3.2 Students' Feelings About Out of Class Work

When we asked our participants just after the ten week study, whether they felt self confident or not while studying English on their own, it can be easily said that all of the students expressed that they felt self confident while studying English on their own in the second interview so this showed us that their expressions about their self confidence verified that their self confidence raised in learning English on their own. These are the quotes from the students' expressions.

- *I felt self confident about learning English.*

- *In the past, I worried whether I would be successful or not, but now I feel self confident.*

- *I think that my self confidence increased.*

- *I began to feel self-confidence while studying English on my own.*

4.2.3.3 Teacher Role

When we analysed the findings of the second interview, according to the students' perceptions about the role of teacher in teaching English, in addition to the three roles of the teacher that emerged in the first interview (teacher as a source of information/knowledge, teacher as an assessor and teacher as an authority), two more roles of the teacher emerged: the teacher as a learning partner and the teacher as a learning coach both in class and out of class. For instance, one of the learners said that the teacher was the person who provided him choices about learning English strategies. The other students agreed with this student about the teacher as a learning coach as can be understood from these quotes:

- *The teacher is the person who prepares questionnaires with the aim of helping us to know ourselves when learning English.*
- *The teacher is the person who helps us to learn which intelligence type we have.*

The quotes confirming that the students also began to perceive the teacher of English as a learning partner were as follows:

- *The teacher is the person who lets us be free to choose our own material.*
- *The teacher is the person with whom we can make decisions about learning English.*
- *The teacher is the person who can define the activities together with the students in the class.*

Furthermore, when we repeated the question "*Who do you think should decide on the topic, activities in English lessons?*" soon after the study, it can be said that remarkable quotes emerged. In the second interview, the students mostly believed that they should participate in making classroom decisions in an active way. At this point, a notable expression from the learners' quote atrracts our attention:

- *We should define the content of the lesson because we know best which topics we are interested in.*

The other students said that they should participate in making decisions about the content of the lesson because they could know whether they liked a topic or not.

Then, when we asked them again who should have the control over evaluating language learning, the changes of responses were appreciable:

- *I can take the responsibility of my learning, so the control about evaluating my own learning depends on me.*
- *I think everybody should be responsible for their own work so that they can admit both the mistakes and the successes. Everybody should evaluate their own learning in English.*

4.2.3.4 Learner Role

When the question about the role of the learner was reiterated, it can be said that our participants added some new roles to the former ones:

- *The role of the language learner is to take the responsibility of his or her own learning.*
- *The language students are the learners who participate in class decisions in learning English.*
- *A language learner should be a student who tries to learn something about English on his/her own.*

As can be seen easily above, our learners' perceptions about the role of a language learner began to change from a dependent role to an independent one which can be a positive step on the way to being an autonomous language learner.

4.2.4 Differences between the First and Second Interview

In this section, we are going to summarize how the participants' perceptions of autonomy changed after the ten week study.

Table 3
The Nature of Out of Class Language Study

Before the study	After the study
- Memorizing vocabulary - Reading short story - Doing project work/homework which the teacher told them to do.	- Communicating with their friends out of the class - Searching new information on the net - Planning their own work and making an outline of it - Preparing a poster - Doing research in English - Communicating with their friends in English - Deciding information source - Reviewing their own learning - Working collaboratively out of the class - Organizing new information - Designing their own work

First of all, as seen from Table 3, by taking into consideration the students perceptions about the nature of out of class language study, it can be said that when compared with the first quotes, our learners' mostly engaged activities changed from memorizing vocabulary, doing English project work to doing research on their own, preparing a poster, communicating with their friends in English, and reviewing their own learning. Also, during the out of class activities, our participants expressed they began to decide on their own in language learning processes and changed their perceptions from being dependent learners to independent learners, which means quite a big step on the way to being an autonomous language learner.

Table 4
Students' Feelings About Out of Class Work

Before the study	After the study
- Need for teacher's guidance - Low self-efficacy.	- High self-confidence - High self-efficacy

As a second point, when compared both interviews related to self confidence in learning English on their own, it can be clearly seen from Table 4 above that one of the biggest contribution of our study to our learners on the way of being an autonomous language learner is helping them to raise their self confidence about learning English on their own.

Table 5
Teacher Role

Before the study	After the study
Source of information	A learning coach
An assessor	A learning partner
An authority	

As a third topic, the learners added new comments to the role of the teacher in English lessons. As can be clearly seen from the findings, in addition to a decision maker and a control mechanism roles, our participants began to perceive the teacher as a learner coach and a learner partner after our study, showing a remarkable effect of our study to our participants, changing autonomy perceptions of our learners positively.

Table 6
Learner Role

Before the study	After the study
Submitting homework on time	Taking responsibility of their own learning
Studying English exams on time	Participating in class decisions in learning English
Doing performance tasks	
Doing grammar tests	Improving for English on their own
Fulfilling the tasks of the units	
Learning grammar rules in English	
Using dictionary to learn new words	

Lastly, according to both findings of the interviews, in addition to the traditional perceptions of learners of the learner role such as memorizing vocabulary and doing homework on time, our participants began to perceive the role of a language learner as an individual who is responsible for his/her learning, tries to learn something new about English on their own and can participate in some decisions in the learning and teaching English processes.

In short, as can be seen from our findings of both semi structure interviews, the qualitative data of our study was analyzed and discussed according to our partners' concrete quotes and findings illustrated that this twelve week study affected our learners' autonomy perceptions in a positive way.

4.3 Activity Perception Questionnaire Findings

Our other data source was activity perception questionnaires to answer our third research question: What are the attitudes of 7th graders at H. Halil Arpaç Secondary School towards classroom practices for developing autonomy? After each activity, our learners were asked to fill in the questionnaire items. There are four subgroups: Value-usefulness, perceived competence, pressure-tension, and perceived choice. The concepts of perceived choice and perceived competence are theorized to be positive predictors of both self-report and behavioral measures of intrinsic motivation, and pressure/tension is theorized to be a negative predictor of intrinsic motivation. The value/usefulness subscale is used in internalization studies (e.g., Deci et al, 1994), the idea being that people internalize and become self-regulating with respect to activities that they experience as useful or valuable for themselves (http://www.psych.rochester.edu/SDT/measures/intrins.html).

Our questionnaire had guidelines to activate the learner ideas about the activity of that week and the participants were asked to write their perceptions in detail about the activity. In

the analyses stage, we read the whole data carefully to check both the coherence in each student's perceptions week by week and the coherence in the whole class item by item. Above mentioned data was categorized according to four subscales *(value-usefulness, perceived competence, pressure-tension, and perceived choice)* by presenting quotes from the questionnaire. In the end, we defined similar expressions under each subgroup.

4.3.1 The Analysis of the Value-Usefulness Subscale

In the first two weeks of the study, our learners thought that the activities were useful for them to use new English vocabulary or learn a folktale of another country. One student said that this activity gave her a chance to read an English story better. In the following weeks, our learners began to give more detailed comments about their perceptions on the value of the activities as follows:

- *When I followed my friend's presentation, I learned about the other endangered species and I tried to find some common points with my choice.*

- *This activity gave me a chance to take responsibility for my learning, because I did everything by myself to prepare for the presentation.*

- *This made me a responsible student and gave me a chance to both learn and teach my friends what I learned like a teacher. I learned how to defend my ideas against the advantages of the internet. This was the first debate experience. So, I tried to express my ideas simply and in a clear way. Also, it was a good chance to speak in English about a topic we talk about in the daily life.*

To sum up, it is clear that the learners assumed these activities gave a chance them to learn English on their own.

4.3.2. The Analysis of the Perceived Competence Subscale

Our second subgroup was perceived competence. In the first two weeks of the study, our learners did not presume themselves to be successful or sufficient language learners such as:

- *I found out some weaknesses of mine during the activity.*

- *I had some difficulties about finding the right key word during internet research.*

- *I only memorized my presentation, I could not speak fluently during the presentation.*

But after the second week, our learners perceptions changed positively towards the activities as follows:

- *I realized these: I am better than before during the presentation and I really feel that I am using English for communication and information exchange.*

- *In my opinion my performance is quite good because I spoke clearly enough to make it understandable for my friends.*

- *I could describe the life cycle of the sea turtles and when I realized it, I felt very happy. I was good at collaboration with my friends and this became one of my strengths.*

As can be seen from the extracts, our learners began to find themselves competent to learn English and do something on their own.

4.3.3. The Analysis of the Pressure-Tension Subscale

In the first two weeks of the study, our learners felt stressful and anxious during the activities in the classroom. As an example:

- *During the activity, I felt very anxious because I was too shy to make a presentation in front of my classmates.*

- *I felt bad during the activity because I worried about whether I could speak English or not.*

But after the first weeks of the study, their attitudes changed positively again about the feelings, as these testify:

- *I felt very good in the activity because I felt really self-confident during the activity. I think I am getting more and more successful about learning on my own.*

- *I felt myself enthusiastic because by following the other friend's presentation about different kinds of animals, I learned many important and interesting data in English.*

As seen clearly from the quotes above, in the following weeks our students felt good, enthusiastic, successful and self-confident as a contribution of our study.

4.3.4 The Analysis of the Perceived Choice Subscale

The last subgroup in the activity questionnaire was perceived choice. According to the findings of Activity Perception Questionnaire, from the first weeks to the twelveth week, our learners had these thoughts:

- *Having the right of partner choice made me feel free, also it made the activity more enjoyable. Our success is related to this right in my opinion.*

- *Choosing the material that I wanted made me feel independent because our teacher let us choose whatever animal we wanted. We made English sentences for our poster. At the same time, we compared our past and present knowledge about these species. All of these were our material and belonged to us.*

- *I am pleased with choosing my material; choosing sea turtle, designing my poster, discussing the common points of the endangered species with my friends.*

As a consequence of these findings, we can say that our learners had positive perceptions towards these activities which develop autonomy in learning English. In the next section, we are going to analyze classroom observation data.

4.4. The Classroom Observation Checklist Findings

Another data source was classroom observation to answer our last research question: *What are the attitudes of 7th graders at H. Halil Arpaç Secondary School towards classroom practices for developing autonomy?* This tool supported the findings of interview and Activity Perception Questionnaire to find an answer to both our first and second research questions. These observations were being conducted systematically once in every two weeks while the activities were being done in the classrooms by the learners. The teacher researcher also took some notes including concrete examples from her observations week by week. The items of observation were organized under these subgroups:

- **Social interaction:** students' mutual and reciprocal action
- **Willingness to participate:** students' eagerness to be involved in the activities fostering autonomy
- **Self-learning:** students' own learning in an autonomous way
- **Motivation:** students' own internal encouragement to participate in the activities
- **Self-awareness:** students' own perception of their personality including strengths, weaknesses, thoughts, beliefs in language learning
- **Self-evaluation:** students' own learning to determine what has improved and what areas still need to be improved
- **Self-starter:** students' own initiative to complete the activity
- **Persistence:** students' quality that allows them to continue studying in advance for each activity

Table 7 Observation Sheet

		Social interaction	Willingness to participate	Self-learning	Motivation	Self-awareness	Self-evaluation	Self-starter	Persistence
WEEK 2	Good								
	Medium	√	√	√	√	√	√		√
	Poor							√	
WEEK 4	Good	√			√		√		
	Medium		√	√		√		√	√
	Poor								
WEEK 6	Good	√		√	√	√	√		
	Medium		√					√	√
	Poor								
WEEK 8	Good	√	√	√	√	√	√	√	√
	Medium								
	Poor								
WEEK 10	Good	√	√	√	√	√	√	√	√
	Medium								
	Poor								
WEEK 12	Good	√	√	√	√	√	√	√	√
	Medium								
	Poor								

At the beginning of the observation data analyses, the students' attitudes were categorized under these criterions showed above. As an example:

- Students are eager to perform in the classroom activities. (Willingness to participate)

- Students motivate themselves in learning English. (Motivation)

- Students are aware of their own strengths and weaknesses during the activity session. (Self-awareness)

- Students initiate the activity on their own rather than waiting for teacher guidance. (Self-starter)

- Students evaluate their progress in learning English during the session. (Self-evaluation)

- Students try to create a link between former concepts they have learned and new concepts they are introduced. (Self-learning)

- Students try to use language as a communication tool. (Social interaction)

- Students study in advance for each activity. (Persistence).

Then, the teacher researcher tallied this observation checklist once in every two weeks in order to scrutinize the attitudes of learners during the fulfilment of the activities.

The observation report, displayed in Table 7 above, shows that the students' attitudes with concrete reference to attitudes changed positively as the weeks passed. In the first weeks of the study, which lasted for twelve weeks, their attitudes towards the activities seemed confused. This was the time for adaptation period fort he new kinds of activities which aim to foster language learner autonomy. In the first two weeks, the teacher-researcher observed that the most problematic item for the learners was *self-starter*. It was observed that the students were still felt a need for an authority who would confirm their performance.

In the first phase of the study, observations showed that the students were highly concerned with their weaknesses rather than their strengths. But they needed to be aware of also their strengths for intrinsic motivation.

During the study, we observed that students' awareness about their self performance was increased. One student said that; *"I presented my animal poster better than the folk tale poster."* Another said*; "I can search for information faster, I feel more responsible for the tasks."* The researcher also observed that students started to self-monitor their performance in the second half of the study as seen from the quotes above. Hence, they started to compare their performance in the present task with the previous ones.

The researcher also noticed that the students started to use strategies to use the language on their own. Thus, the researcher noted that:

- *My students are probably not perfect in English but it is obvious that they try to create a bridge between already learned concepts and the new ones.*

In addition to these, it was observed that the students started to be more willing to participate in the activities. The researcher also realized that the students began to set goals for themselves and discuss the things which they should consider on their own. So, the researcher noted that:

- *The students generally define whose turn is coming or if they want to make a comment, and they know the suitable time to go ahead. Or they organize with his/her partner collaboratively.*

To sum up, as seen easily from these notes above, it can be said that our learners developed positive attitudes towards the activities that develop autonomy in learning English.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5. 1. Introduction

We presented the data analysis and findings of our case study in the Chapter IV. This chapter will consist of both discussion/conclusion of the topic and suggestions for further studies.

5. 2. Discussion and Conclusion

In recent years, the world of education has been changing from a teacher centred focus to a learner centered one since the autonomy has been assumed as an indispensable part of lifelong language learning. Hence, Little (2007) emphasizes that "learners who accept responsibility for their learning are more likely to achieve their learning targets; and if they achieve their learning targets, they are more likely to maintain a positive attitude to learning in the future (p.176)." According to Benson (2001), "the current value of the concept of autonomy to language educators may well lie in its usefulness as an organising principle for the broader possibilities contained within a framework of communicative and learner centred-pedagogies (p.17)." In accordance with the current literature, the Turkish Ministry of Education also aims to improve learner autonomy across the English curriculum. Following the suggestions of the Ministry, we designed a case study with the aim of exploring students' autonomy perceptions and attitudes in English lessons.

During the study, the researcher carried out classroom practices for fostering autonomy to find out students' autonomy perceptions and attitudes. The data was collected before and after the study to compare the differences in their autonomy perceptions and attitudes.

In doing so, we tried to create an environment triggering autonomy. We also gave them more choices and responsibilities. According to Dam and Legenhausen (2011), creating autonomy-supported language classrooms was given importance. In paralel with them, we gave importance to the autonomy-supported classroom environment. In their study, the researchers also stressed awareness-rising should be given place in the autonomous learning process. In a similar vein, Mistar (2009) concluded that there is a strong relationship between strategies and learner autonomy and these strategies enable the learners both to make plans in an independent way for the learning activities and evaluate their own progress. Similarly, Inozu (2011) concludes that language learners need to get more training and have more time to adapt themselves to new learning strategies, at the end of her study. In parallel with the literature, we gave importance to strategy training via Personal Skills Questionnaire and Multiple Intelligence Questionnaire to help them to be aware of their own learning preferences and styles and to allow them to set their own learning goals. According to our findings, it was clearly seen that our learners' attitudes about self-awareness changed positively week by week. As can be seen from the findings above, our findings are parallel with the other researchers' findings about awareness raising in language learning autonomy.

In addition to these, we also gave our students out-of class language work to make them take their own learning responsibility. As can be simply understood from our findings, our students expressed that these activities gave them chances to take their learning responsibilities week by week. Similarly, Bayat (2011) studied the effects of out-of-class use of English on autonomy perception. According to her study findings, the learners stated that the out-of-class activity made a big contribution to their language learning autonomously. In the same vein, Gao (2008) regulated an out-of-class learning activity, called English Corner. This activity included regular meetings of English learners in public places to communicate with each other in English. According to Breeze's (2002) study dealing with learners'

attitudes towards autonomy, students expressed that they took responsibility for their own learning and enjoyed some independent work. The researcher discussed that this activity enhanced the students' autonomus language learning and such out-of-class learning activities should be considered by language teachers. So, it can be seen that these conclusions are also in harmony with our conclusion about the relationship between out-of-class work and language learning autonomously.

While completing the activities, the students were encouraged to be involved in lessson and material design by providing choices and preferences appropriate for the activities and partners and by letting them also to decide on their own during out-of-class language work. As a real reflection and evaluation tool, they were given Activity Perception Questionnaires just after each activity. According to our findings, students' perceptions showed that these changes mentioned above in the language learning classroom made the students feel free and as an independent language learner. Little's (1995) claim about the link between learner involvement and autonomy, also supported our findings. The researcher stated in his argument that "the principle of learner involvement requires that the teacher draws her learners into their own learning process, making them share responsibility for setting the learning agenda, selecting learning activities and materials, and managing classroom intreraction and evaluating learning outcomes."

Moreover, pre and post semi-structured interview results of our case study showed that there occured a remarkable shift in our participants' autonomy perceptions in terms of teacher's role. Our students added new roles to the traditional roles of the teacher by supporting the partnership of the teacher-learner idea in both teaching and learning process such as learning coach and learning partner. By supporting our findings, at the end of their investigation on learner autonomy via the questionnaire indicating students' preferences, Holden and Usuki (1999) revealed that Japanese students preferred non-traditional roles of

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teacher. Cotterall (1995) conducted a questionnaire study of the language learning beliefs of English for Academic Purposes (EAP) learners. The researcher highlihted six factors underlying subjects' responses to the questionnaire items: Role of the teacher, role of feedback, learner independence, learner confidence in study ability, experience of language learning, approach to studying. The researcher stated that "the view of teacher as counsellor and facilitator of learning is consistent with beliefs about how autonomy could be fostered (p.198)." As can be clearly seen, these arguments above are also parallel to our findings.

At the same time, according to our observation checklists findings, our students' self-confidence reached a higher level about learning English on their own during our six activities that developed language learner autonomy. In parallel to our findings, according to Dam's (2011) research aiming to develop school kids' language autonomy, results reflect that learners had enhanced self-esteem and learned how to learn.

In the same vein, our students began to see the activities as a chance to learn English independently, find themselves competent to learn English on their own thanks to the autonomy-supportive environment provided by the researcher. In addition to these, Dinçer, Yeşilyurt and Göksu (2010) concluded that if the teacher creates an autonomous supportive language environment, students will most probably perceive themselves as competent and autonomous learners as a result of their study. Likewise, Reinders (2010) suggested a model course for learner autonomy in his research and at the end of his study, he claimed that thanks to the learner-centered activities in the framework, the language learners would at least develop a mind set for taking the ownership of their learning and the teacher would most probably take this ownership into consideration during the learning process.

All in all, the results of semi-structured interviews, Activity Perception Questionnaires and Observation checklists revealed that our language learners' perceptions and attitudes

towards autonomy changed positively with the help of making students be involved in decision-making process, letting them set their own goals, involving them in material and lesson design and assigning them out-of-class language work.

Although it is well-known that developing or fostering autonomy does not happen overnight, there have been remarkable outcomes of these studies which can illuminate our views as we the researchers dedicate ourselves to investigate the ways of fostering autonomy among language learners.

5. 3. Suggestions for Further Studies

This study was conducted with the seventh grade language learners. Thus, another study can be designed with different subjects with the aim of generalizing our results. Also, another study with young learners can be conducted since the autonomy can be developed at very early ages. In paralel to this view, this study can be replicated with the adults with the aim of revealing the difference between young learners and adults' autonomy perceptions and uncovering the difference between their attitudes towards the activities developing autonomy. Last but not least, we conducted a totally qualitative research, to back up the findings, quantitative data sources can also be employed for further studies.

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7. APPENDICES

7.1. APPENDIX 1: INTERVIEW ITEMS

1. Do you study English out of the classroom?

2. If yes, what type of activities are you engaged in when you are learning English on your own?

    a. Do you mainly do things your teacher told you to do or do you make your own decisions?

3. Do you feel confident when studying English on your own?

    a. If not, why?

4. In your opinion, what is the role of a teacher in an English classroom?

    a. Who do you think should decide on the topic, activities in English lessons?

    b. Who should have the control over evaluating language learning?

5. What are the responsibilities of a language learner in an English lesson?

7.2. APPENDIX 2: ACTIVITY PERCEPTION QUESTIONNAIRE (Deci and Ryan,1982)

1. I benefited by this activity the most because…..(value-usefulness)

2. This activity provided me an opportunity…….(value-usefulness)

3. I encountered some problems such as……(perceived competence)

4. I felt ……during the activity   (pressure-tension)

5. I found out ……..about my learning   (perceived competence)

6. I felt that the control of my learning…   (perceived competence)

7. In my opinion my performance during the activity…….(perceived competence)

8. Having the right of partner choice made me feel……..because……(perceived choice)

9. Choosing the material what I wanted made me feel……..because…..(perceived choice)

10. This was an activity that I couldn't do very well because…….(perceived competence)

11. It was not possible to achieve this task because I felt……while doing this activity.(pressure-tension)

7.3. APPENDIX 3: OBSERVATION CHECKLIST

(Al Asmari, A., 2013, Practices and Prospects of Learner Autonomy: Teachers' Perceptions.)

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1. Students are eager to perform excellent in the classroom activities.					
2. Students try to create a link with the learned concepts when they study on a classroom activity.					
3. Students motivate themselves in learning English					
4. Students can comment on selection of the study material prepared by both teacher or student.					
5.Students are aware of their own strengths and weaknesses during activity session.					
6. Students evaluate their progress in learning English during the session.					

7. Students try to act during the activity on their own rather than waiting for the teacher instruction.					
8.Students use English to focus on the communication skills.					

7.4. APPENDIX 4: UNIT 9

Unit 9

TALES AND LEGENDS
Folk Tales

▶ What do you know about tales and legends?

▶ What are the famous folk tales in your country?

▶ What are the famous folk tale characters?

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Unit 10

AMAZING
HISTORY
Hard to Believe

▶ Are you interested in history?

▶ Do you like reading books about history?

▶ What are the important events in history?

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Unit 11

SKILLS
Personal Skills

▸ Can you play a musical instrument?

▸ Can you ride a bicycle?

▸ Can you play football or basketball?

▸ What languages can you speak?

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7.7. APPENDIX 7: MULTIPLE INTELLIGENCES TALLY SHEET

MULTIPLE INTELLIGENCES TALLY SHEET

Circle the numbers below that you checked on your Multiple Intelligence checklist. Then count how many **circles** you have in each **column**, and write that number at the bottom of each column.

	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	16
	17	18	19	20	21	22	23	24
	25	26	27	28	29	30	31	32
	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48
	49	50	51	52	53	54	55	56
	57	58	59	60	61	62	63	64
	65	66	67	68	69	70	71	72
	73	74	75	76	77	78	79	80
How many circles in each column?								
	LIN	I-M	SP	B-K	MU	NTER	NTRA	NAT

Look at the columns where you counted the most circles. You may have one, two or three areas that stand out. It doesn't matter how many, but rather what "fits" and seems right for you. See the key below to discover your natural preferences!

LIN = Linguistic MU = Musical
L-M = Logical-Mathematical NTER = Interpersonal
SP = Spatial NTRA = Intrapersonal
B-K = Bodily-Kinesthetic NAT = Naturalist

Congratulations! You are a unique and special individual with many wonderful abilities, gifts and talents!

MULTIPLE INTELLIGENCES CHECKLIST

INSTRUCTIONS:

It is hoped that this checklist will be fun to do and will help you discover your many gifts. This is not a test – it's just for your own information – but it is based on wonderful studies done by many wise people about how we learn and why it is really great to know our own preferences; each one of us is unique and our preferences help us understand our special ways of learning and knowing.

Check any items that seem to apply to you. You may check as many as you like. Please have a good time and enjoy yourself!

1. _____ I enjoy reading books.

2. _____ I have always liked math and science classes best and I do well in them.

3. _____ I enjoy drawing, painting and doodling.

4. _____ I love being outdoors and enjoy spending my free time outside.

5. _____ I have a pleasant singing voice and I like to sing.

6. _____ I'm the kind of person others come to for advice.

7. _____ I have some important goals for my life that I think about often.

8. _____ I love animals and I spend a lot of time with them.

9. _____ I like English, social studies and history better than math and science.

10. _____ I try to look for patterns and regularities in things, such as every third stair on the staircase has a notch in it.

11. _____ I like to figure out how to take apart and put back together things like toys and puzzles.

12. _____ I am an active person and if I can't move around I get bored.

13. _____ I frequently listen to music because I enjoy it so much.

14. _____ I like going to parties and social events.

15. _____ I think I am a very independent person.

35. ____ I am good at reading maps and finding my way around unfamiliar places.

36. ____ I don't like organized team sports as much as individual sports activities, such as tennis, swimming, skiing, golf or ballet.

37. ____ I know the tunes and titles of many songs and musical pieces.

38. ____ I consider myself a leader (and others call me that).

39. ____ I would rather spend a vacation in a cabin in the woods than at a fancy resort.

40. ____ I enjoy visiting zoos, natural history museums or other places where the world is studied.

41. ____ It's easy for me to memorize things at school.

42. ____ It is fun for me to work with numbers and data.

43. ____ I like some colors better than others.

44. ____ I don't mind getting my hands dirty from activities like painting, clay, or fixing and building things.

45. ____ Sometimes I catch myself walking along with a television jingle or song in my mind.

46. ____ When I have a problem, I'll probably ask a friend for help.

47. ____ I think I know what I am good at and what I'm not so good at doing.

48. ____ I like being outside whenever possible; I feel confident and comfortable there.

49. ____ I like to look things up in the dictionary or any encyclopedia.

50. ____ I like to ask people questions about how things work or why nature is the way it is.

51. ____ I sketch or draw when I think.

52. ____ Sometimes when I talk with people, I gesture with my hands.

53. ____ I like to make up my own tunes and melodies.

54. ____ I have at least three close friends.

55. ____ I have hobbies and interests that I prefer to do on my own.

56. ____ I like camping and hiking.

57. ____ I like to talk to friends and family better than watching TV.

58. ____ I have an easy time understanding new math concepts in school.

59. ____ I enjoy reading things more when they have lots of pictures and drawings.

60. ____ I would rather play a sport than watch it.

61. ____ Often I keep time to music by tapping to the beat or humming the tune when I am studying or talking on the phone.

62. ____ I am easy to get to know.

63. ____ I want to be self-employed or maybe start my own business.

64. ____ I want to become a volunteer in an ecological organization (such as Greenpeace or Sierra Club) to help save nature from further destruction.

65. ____ I like to write things like stories, poems and reports.

66. ____ I like things better when they are organized, categorized or measured.

67. ____ I am good at playing Pictionary, doing jigsaw puzzles, and solving mazes.

68. ___ I like to "ham it up" in skits, plays, speeches, sports or other types of activities.

69. ____ I can tell when notes are off-key.

70. ____ I feel comfortable most of the time, even in the midst of a crowd.

71. ____ I like to spend time by myself thinking about thing that I value.

72. ____ When I was younger I used to dislodge big rocks from the ground to discover the living things underneath.

73. ____ I'm really good at describing things in words.

74. _____ I think I am good at working with numbers and data.

75. _____ I am better at remembering faces than names.

76. _____ I like working with my hands in activities such as sewing, carving, or model-building.

77. _____ I know what I like and don't like in music.

78. _____ I am good at making new friends.

79. _____ I like to think about things before I take any action.

80. _____ I have a green thumb and I am really good at keeping plants alive and healthy.

Note:
As recommended by Dr. Armstrong, this checklist does not contain elements from the Existential intelligence, as it is an area that is best identified through personal reflection.

Reference:
"Multiple Intelligence Checklist" adapted from *7 Kinds of Smart* by Thomas Armstrong, copyright © 1993 by Thomas Armstrong. Used by permission of Plume a division of Penguin Putnam Inc. The adaptation was done by Jeanne Mancour, who oversees Training Services for CenterSource Systems and who is a former high school teacher.

7.8. APPENDIX 8: LEARNING STYLE INVENTORY

Learning Style Inventory

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24-item survey is not timed. Respond to each statement as honestly as you can.

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am skillful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.			
15. I chew gum, smoke or snack while studying.			
16. I think the best way to remember something is to picture it in your head.			

	Often	Sometimes	Seldom
17. I learn the spelling of words by "finger spelling" them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading the paper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

Scoring Procedures

Directions: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

OFTEN = 5 points   SOMETIMES = 3 points   SELDOM = 1 points

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
VPS =		APS =		TPS =	
VPS = Visual Preference		APS = Audio Preference		TPS = Tactile Preference	

Learning Styles Assessment

Read each statement and select the appropriate number response as it applies to you.

Often (3)   Sometimes (2)   Seldom/Never (1)

Visual Modality

_____ I remember information better if I write it down.
_____ Looking at the person helps keep me focused.
_____ I need a quiet place to get my work done.
_____ When I take a test, I can see the textbook page in my head.
_____ I need to write down directions, not just take them verbally.
_____ Music or background noise distracts my attention from the task at hand.
_____ I don't always get the meaning of a joke.
_____ I doodle and draw pictures on the margins of my notebook pages.
_____ I have trouble following lectures.
_____ I react very strongly to colors.
_____ Total

Auditory Modality

_____ My papers and notebooks always seem messy.
_____ When I read, I need to use my index finger to track my place on the line.
_____ I do not follow written directions well.
_____ If I hear something, I will remember it.
_____ Writing has always been difficult for me.
_____ I often misread words from the text-(i.e.,"them" for "then").
_____ I would rather listen and learn than read and learn.
_____ I'm not very good at interpreting an individual's body language.
_____ Pages with small print or poor quality copies are difficult for me to read.
_____ My eyes tire quickly, even though my vision check-up is always fine.
_____ Total

Kinesthetic/Tactile Modality

_____ I start a project before reading the directions.
_____ I hate to sit at a desk for long periods of time.
_____ I prefer first to see something done and then to do it myself.
_____ I use the trial and error approach to problem-solving.
_____ I like to read my textbook while riding an exercise bike.
_____ I take frequent study breaks.
_____ I have a difficult time giving step-by-step instructions.
_____ I enjoy sports and do well at several different types of sports.
_____ I use my hands when describing things.
_____ I have to rewrite or type my class notes to reinforce the material.
_____ Total

Total the score for each section. A score of 21 points or more in a modality indicates a strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality which boosts the primary strength. For example, a score of 23 in visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.

Characteristics of Learning Styles

Three of your senses are primarily used in learning, storing, remembering and recalling information. Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality and relate to others. Because you learn form and communicate best with someone who shares your dominant modaility, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic styles and to be able to identify them in others.

Visual

- Mind sometimes strays during verbal activities
- Observe rather than acts or talks
- Likes to read
- Usually a good speller
- Memorizes by seeing graphics or pictures
- Not too distractible
- Finds verbal instruction difficult
- Has good handwriting
- Remembers faces
- Uses advanced planning
- Doodles
- Quiet by nature
- Meticulous, neat in appearance
- Notices details

Auditory

- Talks to self aloud
- Enjoys talking
- Easily distracted
- Has difficulty with written directions
- Likes to be read to
- Memorizes sequentially
- Enjoys music
- Whispers to self while reading
- Distracted by noise
- Hums or sings
- Outgoing by nature
- Enjoys listening activities

Kinesthetic

- Likes physical rewards
- In motion most of the time
- Likes to touch people when talking
- Taps pencil or foot when studying
- Enjoys doing activities
- Reading not a priority
- Poor speller
- Likes to solve problems by physically working through them
- Will try new things
- Outgoing by nature; expresses emotions by physical means
- Uses hands while talking
- Dresses for comfort

SOUND: Hints for the Auditory Learner

General
1. Say aloud the information to be learned/have someone read the information to you/read it into a tape recorder and replay it.
2. Read your work out loud. Summarize what you have read on tape.
3. Say words inside your head silently.
4. Brainstorm ideas with others. Form study groups.
5. When possible, learn information through tapes, television, oral reports, rhymes and songs, radio, lectures, book reviews, panel and group discussions, guest lectures, and oral questions and answers.
6. Use a straight-edge marker or guide to assist you in keeping your place while you are reading or working with printed materials.
7. Tape class lectures (Ask instructor for permission).
8. Meet with classmates before and/or after class to discuss material.

Writing
1. Plan each sentence you want to write by saying it out loud or silently in your head.
2. Say each sentence several times.
3. Write each sentence as you say it, or talk into a tape recorder, dictating each sentence of your paragraph; then play the tape back – one sentence at a time – and record your paragraph in writing.

Spelling
1. Listen to the spelling of the word.
2. Say the word – then say each letter out loud
3. Close your eyes and spell the word out loud; check your spelling.
4. Close your eyes and spell the word out loud again; check your spelling.
5. Now write the word, trying to hear it in your mind.
6. Verbally review spelling words and lectures with a friend.

Mathematics
1. Learn math while saying the concept, fact, theorem, etc., aloud.
2. Explain math problems, concepts, facts, etc., to yourself, relating the information out loud.
3. Use a tape recorder and replay the information.

SIGHT: Hints for the Visual Learner

General
1. Take notes, make pictures, graphs, and charts. Use flashcards and highlight key details
2. Sit close to the teacher so that you can watch his/her face and gestures.
3. Take notes or make lists as you listen to directions.
4. Carefully check instructions written on the chalkboard and on handouts.
5. as the teacher lectures, pay attention to visual aids such as the following:
   - Drawing, maps, graphs, charts
   - Transparencies, posters, films, books
6. Imagine pictures of the information you are suppose to remember.
7. Use color coding as cues to important information.
8. When possible, read assignments silently.
9. Maintain class notes and outlines of important information to study.
10. Try to read and study in well lit, quiet place.
11. Record homework assignments in a date book, on a note pad, or a specially designed assignment sheet.
12. Keep a note pad with you at all times. Write out everything for frequent and quick visual review.

Reading
1. Use sight words, flashcards, note cards and experience stories; don't try to sound words out, but try to determine if the new word or words has words you already know. For example, the "systematic" has the word "system", "stem" and "mat" within it.
2. You are a "look-and-say" learner. Look at a word carefully; then say it.

Writing
1. Jot down ideas as they form in your mind.
2. Outline your ideas.
3. Make a rough draft, skipping lines. Correct/revise your work.
4. Re-coy your paper.
5. ESSAY TEST: Make quick outlines on scratch paper or in the margin of the test before writing your answer.

Spelling
1. See the word – close your eyes.
2. Make a picture – then read from your picture.
3. Write the word – match the picture.
4. Check your work immediately.

Mathematics
1. Visualize the problem.
2. Make pictures or tallies of the problem on scratch paper.
3. Write the problem.

TOUCH: Hints for the Tactile/Kinesthetic Learner

1. Keep your desk clear of distracting objects.
2. Cover the page you're not reading
3. If you are distracted by noise, turn off the radio; wear earplugs or wear an earphone in the learning center to block out the noise. If you want sound, listen to soft music.
4. Divide your work into short study sessions. Get a timer. After 20 minutes or when a task is completed, give yourself a reward, a cookie, a wlak around the block, listen to one song, etc.
5. Sit as close to the teacher as possible, or sit in the center of the room by quiet students.
6. When studying, use a multi-sensory approach (hearing, seeing, touching and doing) as much as possible.
7. Get plenty of sleep.
8. Eat a nutritious breakfast and lunch. Snack on fruit or nutritional food if you need extra energy.
9. Study in a carrel or in an office where there is a desk for your text books and notebook.
10. Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.
11. When possible draw what you are learning.
12. Trace spelling words as you practice them.
13. Record in writing information learned. Keep a supply of paper on hand.
14. When possible, role play, type, take notes, or construct models to learn the information.

Unit **12**

CHANGING LIFESTYLES
Social Life

- What did people do in their free time in the past?
- What do people do in their free time nowadays?
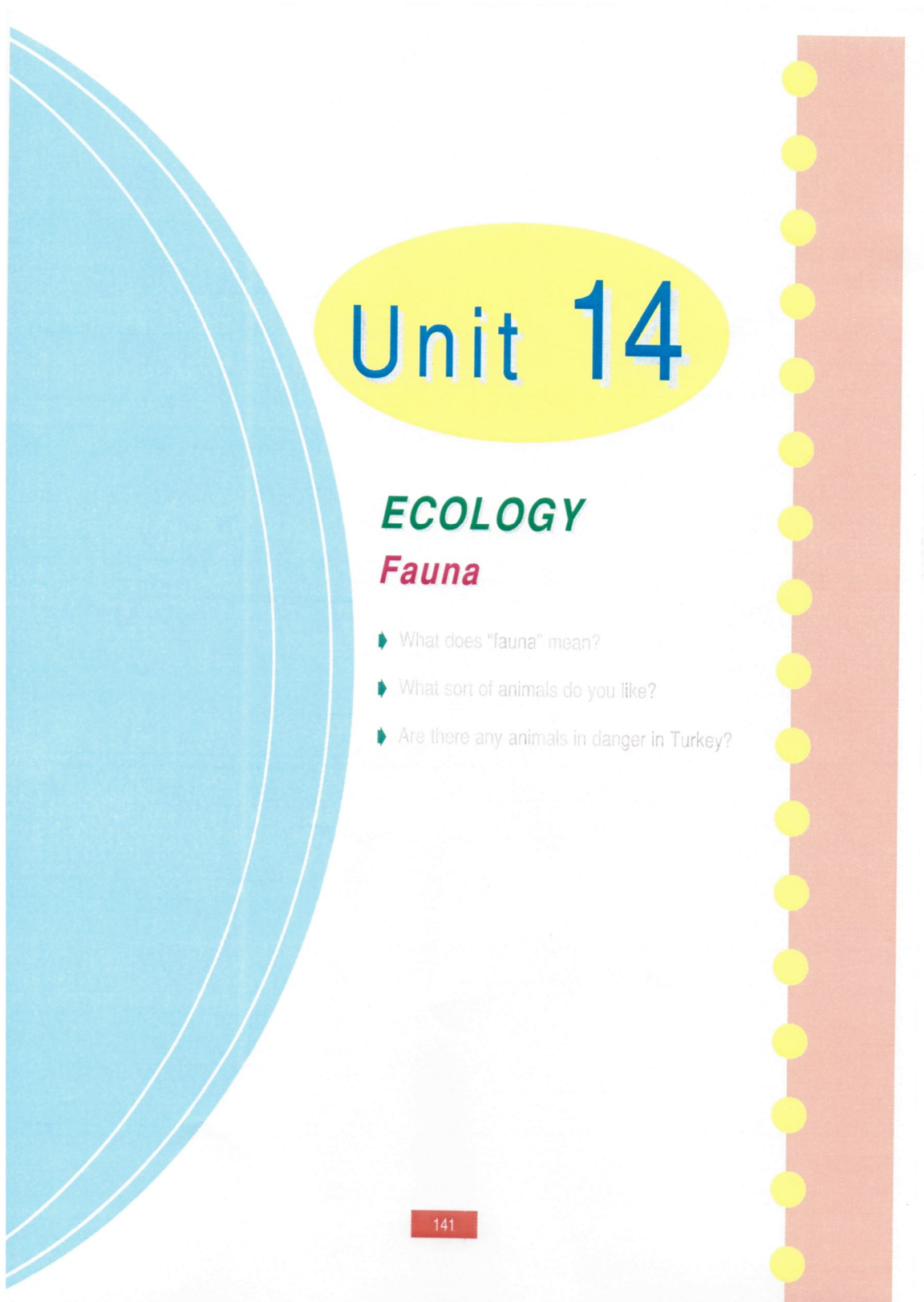- Are past free time activities similar to present free time activities?

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7.10. APPENDIX 10: UNIT 13

Unit 13

TECHNOLOGY:
FRIEND OR FOE?
Pros

- What is technology for you?

- What are the most recent technological items in your house?

- What are the useful technological inventions?

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7.11. APPENDIX 11: UNIT 14

Unit 14

ECOLOGY
Fauna

- What does "fauna" mean?
- What sort of animals do you like?
- Are there any animals in danger in Turkey?

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7.12. APPENDIX 12: KWL CHART

(http://whysospecial.com/tag/k-w-l-chart/)

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned