REPUBLIC OF TURKEY
ERCİYES UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AN INVESTIGATION OF LANGUAGE TEACHERS' COGNITION OF LEARNER AUTONOMY IN A TURKISH UNIVERSITY CONTEXT

By
Sevgi EREL

Supervisor
Prof. Dr. Hasan BEDİR

PhD Dissertation

June 2021, KAYSERİ

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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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Graduate School Of Social Sciences

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DİL ÖĞRETMENLERİNİN ÖĞRENEN ÖZERKLİĞİ BİLİŞSELLİKLERİNİN BİR TÜRK ÜNİVERSİTESİ BAĞLAMINDA İNCELENMESİ

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Erciyes Üniversitesi, Sosyal Bilimler Enstitüsü
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Danışman: Prof. Dr. Hasan BEDİR

ÖZET

Öğrencinin kendi sorumluluğunu alması olarak tarif edilen öğrenci özerkliği, dil öğretmeye ve öğrenmeye sağladığı dikkate değer katkıdan dolayı ilgi çekmiştir. Öğrenci özerkliği pek çok çalışmanın konusu olmasına rağmen, bunlardan ancak bazıları öğretmen bilişselliğinde öğrenci özerkliğini araştırmıştır. Bu çalışma, çoklu bakış açısı sağlamak için, karma yöntem ile Türkiye'de üniversite ortamındaki dil öğretmenlerinin farklı eğitim bağlamlarında öğrenci özerkliği ile ilgili görüşlerini incelemektedir. Öğretmenlerin öğrenen özerkliğini nasıl algıladıklarını anlamak için, onların kendi ifadeleri esas alınmıştır. Buna bağlı olarak araştırma dört safhadan oluşmaktadır: Metafor oluşturma, anket, yazılı ve sözlü hikâye etme. Toplanan veri SPSS 23 ile istatistik analizine ve içerik analizine tâbî tutulmuştur. Araştırma sonuçları, öğretmenlerin öğrenciler ile ilgili farklı imajları olduğu fakat bu imajların çoğunda öğretmenlerin sorumluluğunu üzerine aldığını göstermiş ve öğretmenlerin cinsiyetinin ve eğitim seviyelerinin onların öğrenci özerkliği ile ilgili bilişselliklerinde fark oluşturmadığını da ortaya koymuştur. Öğretmenlerin içinde bulundukları eğitim bağlamının öğretmenlerin öğrenci özerkliği hakkındaki bilişselliklerinde küçük de olsa bir farklılık oluşturduğu gözlenmiştir. Son olarak, bu çalışmanın öğrenen özerkliğinin hem öğretmen eğitiminde hem de sınıf içi uygulamalarda göz önüne alınmasına yönelik pek çok sonuçları olmuştur. Türkiye'deki üniversite bağlamında öğrenen özerkliğini geliştirmenin önündeki engeller tespit edilmiş ve pek çok öneride bulunulmuştur. Bu sonuçlarından öğretmenler ve eğitim planlayıcılarına özerklik ile yeni fikirler vermesi, sınıf içi uygulamalarda öğretmenlerin daha iyi anlaşılmasına yardımcı olması ve öğretmen eğitimine destek olması beklenmektedir.

Anahtar kelimeler: ESL, Karma Yöntem, Metafor, Öğrenen Özerkliği, Öğretmen Bilişselliği.

AN INVESTIGATION OF LANGUAGE TEACHERS' COGNITION OF LEARNER AUTONOMY IN A TURKISH UNIVERSITY CONTEXT

Sevgi EREL

Erciyes University, Graduate School of Social Sciences
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ABSTRACT

Learner autonomy, which primarily defines learners taking their own responsibility, has gained much research interest in language teaching and learning due to its notable contribution to learning. Although the concept of autonomy has been the concern of many studies, only some of them have investigated what teacher cognition on learner autonomy is. To this end, the study investigates language teachers' beliefs on learner autonomy in different educational contexts at university setting in Turkey employing both qualitative methods and quantitative methods to provide a multiplicity of lenses with a mixed methods approach. In this study of teacher cognition, teachers' voices are essential to understand how they perceive LA. In accordance with this, the research was structured in four phases: metaphor elicitation, questionnaire survey, written narrative inquiry, and oral narrative inquiry. The study employed SPSS Version 23 and content analysis to analyze the data. The findings revealed that teachers had several images for learners which were almost all positive. However, in most of these metaphors teachers were the active agents taking the responsibility of teaching. In addition, teachers' gender and their academic status did not indicate a difference in their cognition of learner autonomy. Yet, their teaching context displayed a small distinction. Finally, the study yielded several implications for the consideration of learner autonomy both in teacher education and in teachers' practise. The obstacles in front of developing learner autonomy in a Turkish university context were well identified and some ways to overcome these obstacles were suggested. The findings will provide teachers and policy-makers new insight into autonomy and may shed light on the attempts to understand teachers in practice better and to support teacher development.

Keywords: Mixed Approaches, Metaphor, Learner Autonomy, Narrative Inquiry, Teacher Cognition.

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CHAPTER 3

FINDINGS

ABBREVIATIONS

DEL-L : The Department of English Language and Literature

DELT : The Department of English Language Teaching

EFL : English as a foreign language

EI : Teachers teaching English at SFL

ELT : English language teaching

EM : Teachers teaching at DEL-L and DELT

ESL : English as a second language

FL : Foreign language

LA : Learner autonomy

LC : Learner cognition

MEB : Ministry of Education

NI : Narrative inquiry

SFL : The School of Foreign Languages

SL : Second language

TA : Teacher autonomy

TC : Teacher cognition

TFL : Turkish as a foreign language

ZPD : Zone of proximal development

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INTRODUCTION

This chapter basically outlines the present research by initially introducing the background to the study. Then, it sheds light on the problem statement which the study addresses. The aim and the research questions are stated while providing information about the significance and limitations of the study. Lastly, some background information about the key concepts including autonomy, cognition, metaphor, narrative inquiry, English majors, English instructors, pre-service teachers, in-service teachers, context, and lingua franca is provided.

Background to the Study

In the turn of the new century, there seems to be an increasing interest in contemporary language education not only towards exploring what is done but also how this is done (Shulman, 2002). Accordingly, one of the paradigms attracted attention was cognitive studies in language teaching and learning. As the onset of research on cognition, the studies were established on the domain of psychology. Later, in the 1960s it also became an issue of sociology, anthropology, education, neuroscience, and others. The work on language learning has been in process towards "cognitively oriented, quantitative post-positivist" method, or "socially oriented, qualitative post-structuralist" method (Ortega, 2012, p.206). Besides, the cognitive side of language learning has been studied exclusively under Vygotskian sociocultural theory (Lantolf, 2006), complexity theories (Ellis & Larsen-Freeman, 2009), conversation analysis (Firth, 1990), and second language (SL) socialization (Duff, 2007).

In resonance with the growing interest in the cognitive side of language education, the study of teacher cognition (TC) has also become a recent trend in the field of language education (Freeman, 2002). The shift in the interest from teacher behaviors to teachers' thought process evolved a great attention on cognition. The insight from the field of psychology has also shown that knowledge and beliefs have

great influence on human behavior (Bandura, 1986; Fives & Gill, 2014; Pajares, 1992). Thus, to understand teaching, it is essential to understand TC (Borg, 2006). As a "public activity" including classroom actions, interactions, and behaviors and a "private mental work" in terms of planning, evaluating, reacting, and deciding, teaching is a cognitive activity in a social context (Burns, Freeman, & Edwards, 2015, p.587). Then, the focus is not entirely on what teachers do in the classroom, but also and highly on what goes in teachers' mind (Richardson, 2003).

The term TC, or 'teacher thinking' attributes to teachers' beliefs, thought, attitude and knowledge (Burns et al., 2015). It refers to "unobservable cognitive dimension of teaching" (Borg, 2003b, p.81). Moreover, TC is not a completed process. Involving knowledge, beliefs, attitudes, and thoughts, TC can be developed over time as a dynamic process (Cabaroğlu & Roberts, 2000).

The other factor in the surge of interest in TC research has been the realization of teachers' new roles in teaching in the new century (Johnson, 2006). Teachers have been described as "rational professionals who make judgments and decisions in an uncertain and complex environment" (Shavelson & Stern, 1981, p.456). Studies on TC investigated teachers' teaching behaviors and students' outcomes in the mid-1970s, then in the mid-1980s the focus was on what teachers as decision makers actually know, how they use that knowledge, and what impact they have on their instructional practices. In 1990s, as a decade of change and reconceptualization, teachers' mental lives and their work were positioned in the study of teaching. In this decade, under the influence of post-modern perspective, plurality of the views is on the scene in language teaching. Moving away from the traditional teacher roles, the focus in language studies is now in the teaching activity itself regarding the interrelatedness between professional development, teachers' beliefs and the contexts that teaching and learning take place (Freeman, 2002; Freeman & Johnson, 1998; Johnson, 2006). All these developments and variations in language teaching have been characterized as a social turn by Block (2003, as cited in Ortega, 2012).

The other radical changes in language teaching in the last decades, for instance the shifts from linguistic competence to communicative competence, from teacher-oriented classrooms to student-oriented classrooms, from explicit classroom instruction

to implicit classroom instruction have given new roles to language teachers moving from authority to a participant in learning (Freeman & Johnson, 1998; Richards & Lockhart, 1994). Similarly, the study of cognition is also viewed as a paradigm shift in research on teaching. Ordinarily, the correlation between the teaching behavior and the learning outcomes was the main concern of the research. Besides these changes, the dynamic nature of the language (Larsen-Freeman, 1997), the spectrum of the methods, techniques, materials, and activities, the diversity of teaching contexts, and the close relationship between language teachers and learners (Borg, 2006) make TC an important subject in language teaching.

Consequently, teachers as participants and active decision makers in shaping classroom events are under the influence of their mental lives; therefore, their knowledge and beliefs about language teaching and learning have a crucial role in determining their teaching behavior (Borg, 2015). The shift from investigation of teacher characteristics and behaviors to investigation of TC over this time has created an agreement on the consideration of TC as a vital aspect in teaching (Grossman & McDonald, 2008) and a major factor influencing their instructional choices (Phipps & Borg, 2007). Therefore, TC is central to understand what knowledge teachers use, how they acquire it, and how they use it.

In order to understand teaching, it is necessary to know about what teachers know, how they get to know and how they draw on their knowledge (Borg, 2003b; Freeman & Richards, 1996). Similarly, in order to highlight the importance of TC on language teaching, it is necessary to reveal what language teacher think and believe. While studies show that TC may change over time by the effect of training which help them transform their theoretical knowledge into practice (Borg, 2003b; Ökçü & Çiftçi, 2018), teachers' background, experience, and social context they teach in were considered as potential factors on their work (Freeman, 2002).

The exploration of TC is really a sophisticated issue. In order to examine TC, some theoretical frameworks have been proposed. Golombek and Doran (2014) uses teachers' emotions to go deep down, Kubanyiova (2012) suggests a model-LTCC (Language Teacher Conceptual Change), which regards emotions as an effective factor in conceptual development of teachers, and some others (Borg, 2003b) consider

Vygotskian sociocultural theory as the framework. TC as mental constructs with some dimensions, such as teachers' inner lives, their personal and professional experiences including the context of participation in practice (Kubanyiova & Feryok, 2015) shape what they do, how they do, and why they do the things they do. What teachers know and believe involve many aspects including their formal education, their experience in teaching, and their interaction within their community of teaching and learning (Barnard & Burns, 2012). Teachers' background, experience, and social context, under the name contextualization (Ortega, 2012) were considered as potential factors on their work. Then, schools as sociocultural environments become as one of the aspects in the investigation of TC (Freeman, 2002).

All these considered, the investigation of language teachers' cognition as a complex subject and a broad field has aroused a great deal of interest in language teaching with a diversity of topics in relation to various aspect of teaching, for instance grammar teaching (Phipps & Borg, 2009), multilingualism (Haukas, 2016), motivation (Munoz & Ramirez, 2015), pronunciation (Burri, 2015), teaching reading (Meijer, Verloop, & Beijaard,1999), teaching writing (Tsui, 1996), vocabulary teaching (Gerami & Noordin, 2013), teacher education (Burns & Richards, 2009) and applied linguistics (Kubanyiova & Feryok, 2015). Besides the diversity of topics investigated in terms of TC, the contexts TC explored has been a variable in the studies, such as pre-school (Şahin, Sak, & Tuncer, 2013), primary school (Nguyen, 2014), secondary school (Zheng & Borg, 2014), university (Borg & Al-Busaidi, 2012), language institutes (Alibakhshi, Keikha & Nezakatgoo, 2015).

Similarly, teachers' cognition of learner autonomy (LA) has received a great interest among the researchers both in applied linguistics and SL acquisition (Benson, 2013; Borg & Al-Busaidi, 2012; Chan, 2003). LA was first framed by Holec (1981) as an ability to take charge of one's own directed learning and to control the learning process (as cited in Palfreyman, 2003). Later, Little (2004) defined it from a broad view entailing "learner's full involvement in planning, monitoring and evaluating his, or her learning" (p.105) by means of reflection and analysis. The shift from dependence in learning to autonomy has become one of the main concepts in the contemporary history of language teaching. The concept of LA has usually been attributed to the Council of Europe's Modern Language Project, which supported to modernize and democratize SL

learning in Europe since 1970s (Trim, 2007). As reported in Little (2009a), Little (2009b), and Benson (2013), LA also appeared in the field of language teaching as the main issue in Council of Europe's Modern Language Portfolio, which was considered as a tool to promote LA. As a result, in the 1990s, autonomy became one of the main objectives in language education in many European countries (Gremmo & Riley, 1995). Regarding LA as "a paradigm shift in language learning pedagogy", Milander and Trebbi (2008, p.3) reported FL (foreign language) education policies in different countries with a focus on LA. According to Little (1991, 2007b), autonomous learners are motivated and willing to be involved in their own learning in a proactive and reflective way. They can practice their knowledge and skill not only in the class but outside the class. In other words, it is the involvement of learners in their own learning and using cognitive and metacognitive resources they to shape their learning (Little, Dam, & Legenhausen, 2017).

Similarly, Mariani (1997) states learning autonomous is a never ending process and learners should decide when to be dependent and when to be autonomous. Van Lier (2004), alike, regards autonomous learners as able to make decisions on what to learn, how to learn, and when to learn. They are both responsible of learning, along with lack of learning. Benson (2013) regards autonomy as a capacity to control important aspects of one's language learning. So, it is not a single behavior, but a complex and multidimensional state. In a more philosophical way, Benson (2011) also mentions about personal autonomy in terms of "people struggling for greater control over the course of their lives" (p.16). As a specific form of personal autonomy, LA may take different forms to setting, person and contextual factors. LA in the context of specific cultures has been an issue in the studies regarding the culturally constructed classroom setting as a factor (Ho & Crookall, 1995).

The worldwide popularity of LA in language learning and teaching has made it become a globally important notion. So, LA has aroused considerable interest in language teaching studies from different perspectives. The relationship between in-service teachers' perceptions and educational practices of LA (Dwee & Anthony, 2017), language learners' perceptions of LA (Balçıkanlı, 2010), learners' readiness for autonomy (Cotteral, 1995), how to increase LA (Reinders, 2010), the effect of teacher gender on their views about LA (Çakıcı, 2017), the effect of gender on their practices

for promoting LA (Nasri, Vahid Dastjerdy, Eslami Rasekh, & Amirian, 2017) have dominated most of the studies in the field. Some other topics investigated in terms of their effect on LA are tandem learning via e-mails (Ushioda, 2000) and distance language learning (Hurd, Beaven, & Ortega, 2001). Although the concept of LA was mostly promoted in language education in Europe, it has become a goal in many parts of the world and LA in different context has been the subject of research (Littlewood 2001; Ho & Crookall, 1995; Palfreyman & Smith, 2003). Similar to cognitive studies, Esch (2009) suggested LA to be examined from socio-cultural perspective since autonomous learning is a cultural dependent topic. So, as a result, whether LA is ethnocentric or not has been an issue in investigating LA.

Since LA has become a hot topic in language teaching and learning, teachers as an active agent in the classroom have gained a new and crucial role in fostering LA in language teaching (Egel, 2009). The shift is from in presenting information to facilitator of learning (Little, 1995). The transfer of the responsibility from language teachers to language learners in language learning solves the problem of learner motivation so that learning becomes more efficient and effective. Thus, there appeared the need for examination of teachers' recognizing of their new role. Consequently, some research has already unveiled the fundamental role of teachers in the development of LA (Chan, 2003; Cotterall, 2000). Holec (1981, p.3, as cited in Balçıkanlı, 2010) refers to promoting LA as encouraging students "to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired". Considering developing autonomy in learners is a difficult objective to achieve, thus fostering LA has become one of the desirable goals and a fundamental element language teaching and learning (Ho & Crookall, 1995). Teachers' practices for promoting LA, the differences among teachers, and the factors have also been explored (Nasri et al., 2017). Meanwhile, creating necessities for learners to be responsible for their decisions was considered as a more efficient way than teachers' promoting LA in the class (Ho & Crookall, 1995).

Problem Statement

Research in TC has been the investigation of individual (Borg, 2006) in terms of personal practical knowledge (Clandinin & Collelly, 1986) through personal narration of life and classroom experiences. Yet, as Canagarajah (1999) points out, social factors and larger societal processes are so effective on the constructions of individuals and their learning besides teachers' varying teaching experiences. Similarly, their personal and educational histories, the context in which they do their work have constructed TC (Freeman, 2002; Kubanyiova & Feryok, 2015). So, in order to create a collective perspective in the research of TC, the shared beliefs and classroom practices of the teachers in the same context were in the focus of the research (Borg, 2003b, 2006; England, 2016; Shulman & Shulman, 2004). The immense body of research on TC has mostly been on teachers of English as a second language (ESL) (Dwee & Anthony, 2017; D.B. Smith, 1996). However, this study investigates TC of teachers of English as a foreign language (EFL).

Besides, research is available on TC in the field of language teaching (Borg, 1998; Borg, 2006; Nishimuro and Borg, 2013; Tercanlıoğlu, 2001; Tsui, 1996; Bartels, 2006) yet TC on LA has received relatively less attention. Considering the gap in the field on the factors effecting teacher perception of LA (Arshiyan & Pishkar, 2015), the factors like gender, academic status and teaching position of teachers that influence TC on LA were central to this study. Similarly, few have dealt with TC on LA at different teaching contexts (Andrews, 1999). Considering LA as a cultural construct (Schemenk, 2005) and a context dependent issue, it also needs to be searched in its cultural and educational context (Nasri et al., 2017) besides institutional contexts (Borg & Alshumaimeri, 2019). Moreover, Borg (2006) reported that the majority of studies on TC are concerned with student teachers while studies on in-service teachers are limited. Influenced by the seminal study of Borg and Al-Busaidi (2012) and expanded it in terms of data type and setting, the focus of this study is on in-service teachers from different teaching contexts at a university setting. Likely, LA has been inspected in different cultures (Ho & Crookall, 1995; Littlewood, 2001) and in different teaching contexts (Hurd et al., 2001; Yasmin & Sohail, 2017). Although there is a deep level consensus on the presence and supportive aspect of autonomy in different context, the individual and contextual surface level differences have not much been investigated.

Regarding educational settings, respect to authority and disapproval of independence influenced the traditional educational system in Turkey. Learners are often seen as passive learners dependent on teachers because of the didactic, teacher-centered learning environment in Turkish education system. The lack of encouragement in creativity and individuality and traditional education methods (Balçıkanlı, 2008) make it necessary to understand teachers' perception of LA as the main agent of fostering autonomy. After the manifestation of a more communicative education program in 2004, in Turkey, LA has been a relatively new concept included in education after implementing 4+4+4 programme (Akşit, 2007); therefore, it is necessary to search to understand more about TC of LA in Turkish context. The lack of encouragement in creativity and individuality and traditional education methods (Balçıkanlı, 2008) make it necessary to understand teachers' perception of LA as the main agent of fostering autonomy. Without knowing what teachers have about LA in their minds, it is incomplete to attempt to involve LA in educational plans.

The studies carried out in Turkey have investigated LA in different contexts, for instance university EFL context (Özdere, 2005), elementary school EFL context (Sert, 2007), high school EFL context (Ürün, Demir & Akar, 2014) and adult TFL (Turkish as a foreign language) context (Karababa, Eker, & Arık, 2010). Reviewing the literature on LA reveals that a large body of inquiry has been carried out to explore LA from language learners' or student teachers' perspectives (Balçıkanlı, 2010). However, investigating teachers' beliefs about LA has received less consideration. Only a few of these studies have searched LA in Turkish educational context from teachers' lens (Doğan, 2015; Özdere, 2005). Furthermore, a little has been done in the area on the investigation of teachers' beliefs about LA in different educational contexts.

In terms of research methodology, language TC research so far has relatively less employed mix methods data in a unique study. As the literature informs us, mix methods design provides us different perspectives by means of investigating the research problem both qualitatively and quantitatively (Creswell, 2003). In order to get a wide, inclusive study on TC on LA, it is important to explore what teachers know, think, and believe from various perspectives.

Aim and Research Questions

In consequence with all these mentioned above and considering the studies on TC in the last decades (Borg, 2003a), the purpose of this mix methods exploratory study will be to unearth teachers' beliefs about LA in English language teaching (ELT) by narrowing it to language teachers in different educational contexts at a Turkish university by using a wide range of data. Here, belief means "psychologically held understandings, premises, or propositions about the world that are felt to be true" (Richardson, 2003, p.2). Identification of teachers' beliefs about LA is vital to provide a base to implement LA in education. Therefore, the findings of this study are expected to provide an insight into FL teaching with respect to Turkish ELT teachers' cognition of LA in the local context. The results of the study will contribute towards filling a gap in the area of language teachers' cognition on LA at university context in relation to increasing university students' LA as well. Considering the current broad spectrum of research on TC and LA besides the gaps and the objectives aforementioned, the following quantitative and qualitative research questions and sub-questions arise:

R.Q.1. What are teachers' metaphorical images for learners?

R.Q.2. What is LA for teachers?

R.Q.3. What beliefs do teachers have about LA?

R.Q.4. What are the factors effecting teachers' beliefs about LA?

a. Does the gender have an effect on teachers' beliefs about LA?

b. Does teachers' academic status have an effect on their beliefs about LA?

c. Does teaching context have an effect on teachers' beliefs about LA?

R.Q.5. What beliefs do teachers have about the desirability and feasibility of LA?

R.Q.6. What are the factors effecting teachers' beliefs about the desirability and feasibility of LA?

a. Does the gender have an effect on teachers' beliefs about the desirability and feasibility of LA?

b. Does teachers' academic status have an effect on their beliefs about the desirability and feasibility of LA?

c. Does teaching context have an effect on teachers' beliefs about the desirability and feasibility of LA?

R.Q.7. How do teachers fictionalize LA for an imaginary ideal learner?

R.Q.8. To what extent do teachers think their learners are autonomous and teachers actually promote LA?

R.Q.9. What are teachers' practices for promoting LA in their classes?

R.Q.10. What are the factors affecting the degree of autonomy learners have?

R.Q.11. How can LA be promoted in Turkish context?

R.Q.12. How LA is considered in Turkey?

Significance of the Study

There have been various investigations into TC all around the world. Similarly, in Turkey, TC has been investigated in various contexts, with various teachers, and with different methods. Although these studies have significant results, few of them considered TC from a wide perspective, within a mixed methods design combining qualitative and qualitative data. TC is a multidimensional topic including four main factors effecting TC, namely schooling, contextual factors, classroom practice, and professional coursework (Borg, 2003b). Most of the studies questioned one of these factors. The distinctiveness of this study is in the deeper analysis and interpretation of TC in different contexts within different professional coursework and schooling. What is more, the studies in the area have mostly searched the topic by utilizing one or two data collection tools regarding the study having either qualitative or quantitative (Gömleksiz & Bozpolat, 2012) design whereas the present study employs various data collection tools in a mixed methods design, such as metaphor elicitation interview, questionnaire survey, written narrative inquiry, and oral narrative inquiry via semi structure interviews and fictitious story writing and then combines these varied data to reveal TC of Turkish teachers of English at university setting. More precisely, the study will also help to visualize an autonomous learner and how to promote autonomy from teachers' lens. Also, regarding the different approaches of western and eastern societies towards LA (Littlewood, 1996), this study will contribute to finding or adapting the ways to increase autonomy in Turkish educational settings. This study is also significant

in that it provides an opportunity to build a bridge between the studies investigating TC in ESL contexts (Dwee & Anthony, 2107) and in EFL contexts (Al Asmari, 2013) in terms of LA. To this end, it is hardly possible to find a study investigating TC in three different teaching contexts at a Turkish university.

Limitations of the Study

This mix method exploratory study was limited simply because it investigated the cognition of some teachers on LA only with some language teachers at Erciyes University. The sample of 105 teachers may not represent the whole population. The number of participants was limited due to the nature of the qualitative side of the research design. Although teachers are seen as the main agent in promoting LA, some political and psychological constraints on LA were not included in this study. Considering education as an ongoing process, this study explores only the teachers and their cognition at university level. The teachers teaching at other levels, such as primary schools or high schools and their cognition on LA have not been included in the present study. The effect of individual differences which are not possible to control among the participants should be considered in the interpretation of the results. A specific limitation found in the study was not every participant volunteered in the written and oral NIs of the research. Additionally, some volunteer teachers for oral NI did not volunteer in written NI. However, the numbers of participants, both in written and oral NIs were profoundly informative. Thus, I found the written and oral NI data to be of value to the study.

Definition of the Key Terms

The explanation of some essential terms is necessary in the exploration of these research questions. The research topic uses ‘cognition’ and ‘learner autonomy’ as the key terms. Additionally, metaphor elicitation, questionnaire, and narrative inquiry are the main tools for data collection. To make this easier to follow, the terms - cognition, context, autonomy, narrative inquiry, metaphor, instructor, language majors, pre-service teacher, in-service teacher, and lingua franca - will be clarified as follows:

►The term autonomy is derived from the Greek word ‘autonomous’ which was originally used for ‘city states’ meaning “living under one’s own laws”. Benson (2013)

views autonomy from a wider sense as autonomy in life, which is personal autonomy. Learner autonomy in education refers to "being self-ruled or capable of regulating one's own thoughts, learning, and actions" (Oxford, 2003, p.80).

►The term cognition is commonly defined as thinking or mentally processing information, it refers to the mental process in terms of coding, storing, transforming, and retrieving (Loughran, 2013). In line with cognition from the perspective of education, Borg (2003b) defines TC as the unobservable side of teaching.

►The term metaphor is "seeing, experiencing, or talking about something in terms of something else" (Ritchie, 2013, p. 8). It involves "one entity in terms of another" (Littlemore and Low, 2006, p.5). In order to understand one better, the other idea is used.

►The term narrative inquiry is any text or discourse of the stories individuals tell. It investigates human experience through their oral or written stories (Creswell, Hanson, Clark Plano, & Morales, 2007).

►English majors are the teachers lecturing on English language, English literature, and English language teaching at Turkish universities.

►English instructors are the teachers teaching EFL at Turkish universities.

► Pre-service teachers (student teachers) are students at university mastering on English language, literature, and how to teach it. The courses last for four years and they take courses with a wide range of subjects varying from literature, linguistics, methodologies in education to teaching skills.

►In-service teachers are teachers as practitioners in the classroom

►The term context is "the whole situation, background, setting or environment" in learning (Oxford, 2003b, p.80).

►The term lingua franca is defined as "any of various languages used as common or commercial tongues among peoples of diverse speech." **(**https://www.merriam-webster.com/dictionary/agent**).**

CHAPTER 1
REVIEW of LITERATURE

1.1. Introduction

This chapter aims to establish a philosophical and methodological base for my research study into TC of LA. I shall attempt to provide a background on TC and discuss TC of LA in language learning with some fundamental issues, such as TC, LA, language learning and LA, TC of LA, culture and LA, factors effective on LA, the role of teachers in promoting autonomy, and the relationship between LA and culture.

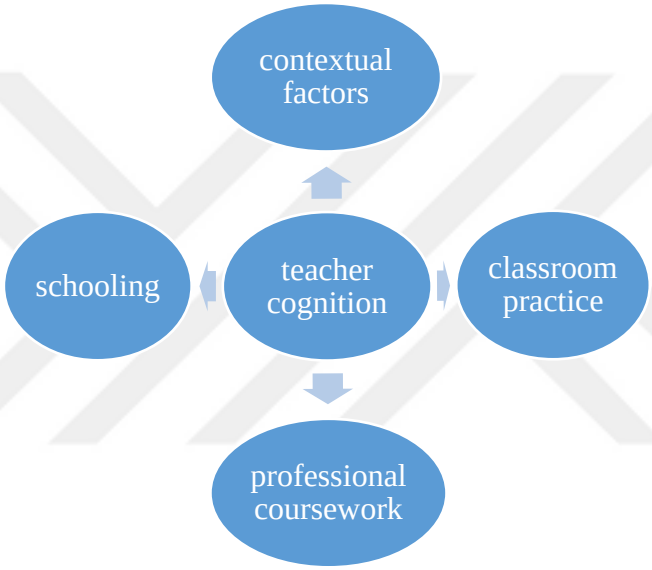
1.2. The History of TC

In the 1970s, investigating teacher behavior was under the influence of behaviorism, which was supported by many linguists, such as Bloomfield, Mowrer, Skinner, and Staats (as reported in Demirezen, 1988), focused on teachers' mastering the content they were expected to teach and conveying the information effectively. Later, in the mid-1980s, by the great interest in the cognitive psychology, the relationships between what people know, believe and do were highlighted. By the influence of the studies in cognitive psychology the relationship among what teachers think, know, and believe became an area in education research (Johnson, 2006).

TC, defined as beliefs, perceptions, attitudes and knowledge about a subject matter (Borg & Al-Busaidi, 2012), has been investigated in numerous studies in the past three decades. Here, teachers' knowledge can be seen as connected with beliefs, emotions, and moral values (Pajares, 1992). The reason of considerable growth of interest in the field of TC can be attributed to efforts to understand language teaching from a wider perspective by investigating hidden parts of teaching (Borg, 2006). TC is a dynamic and complicated process with the interaction of many dimensions. It is under

the influence of the experiences teachers have as learners on one side and it is shaped by the contextual factors on the other (Borg, 2003b; Freeman, 1993). In addition, the beliefs have a significant part in shaping TC and their teaching practice consequently (Pajares, 1992). The figure 1.1 represents the dimensions of TC (Borg, 2003b). This model indicates the inputs that shape TC and their direct and indirect effect on each other while some studies suggested that the dimensions were also inter-related (Burns, 1996; Pajares, 1992).

Figure 1.1: A model for the Relationship between TC and the Dimensions.



(Borg, 2003b, p.82)

Teachers' mental lives play a crucial role in their instructional choices. Then, the problem is not what they do but also what they think, what decision they make, and why. The uniqueness of intended teaching behavior regards teacher as robots whereas cognitive learning theories questions about the actual knowledge teachers have, how they use that knowledge and the impact of their decisions on their instructional practices (Shavelson & Stern,1981). The departure from the investigation of teacher behavior towards the investigation of teacher thoughtful behavior replaced their part of mechanical implementers to active decision makers. Consequently, their prior experiences, their interpretations of the activities and the context they work in were considered influential in shaping what they do, how they do, and why they do (Borg, 2009, Shavelson & Stern, 1981). The shift in the role of teachers has brought a growing

importance to “teachers’ cognition- the beliefs, knowledge, theories, assumptions, and attitudes” they have related to teaching process (Borg, 1999, p.22). Thus, the research on TC is necessary in order to understand teaching better.

The study of TC dates back to 1960s to search effective teaching behaviors to identify the process-product model. The studies shed light into the mental lives of teachers and how cognition shapes classroom practices (Bartels, 2006; Borg, 1998; Nishimuro and Borg, 2013; Tercanlıoğlu, 2001; Tsui, 1996). As reviewed in Borg (2003a), starting from Freeman and Richards (1996), there was a massive rise in the investigation of teacher mental lives in terms of what they know, believe and think, and how they relate them to what they do in the class and outside the class. Evidently, studies on TC have gathered an immense interest under the terms “teachers’ mental lives” (Walberg,1977, as cited in Freeman, 2002), teachers’ beliefs (Burns, 1992), conceptions of teaching (Freeman & Richards, 1993), conceptions of practice (Freeman, 1996), teachers’ beliefs, attitudes, and knowledge (Woods, 1996), teachers’ pedagogical systems (Borg, 1998), teachers’ maxims (J. C. Richards, 1996), teachers’ theories (Borg, 1999), teachers’ personal theories (James, 2001), and teacher knowledge (Freeman, 2002).

Studies investigating teachers’ cognition received a great deal of interest and were found beneficial to understand teaching (Borg, 2009; Numrich, 1996; Richards, 1996; Richards & Lockhart, 1994). J.C. Richards (1996) considers it as a way to understand teaching from inside by listening to teachers’ voice. Likely, for Richards and Lockhart (1994), what is done in the class is a reflection of teacher’s belief and knowledge. So, examining their belief and thinking process provides a framework to understand their classroom action. Similarly, Numrich (1996) reported how important teachers’ language learning histories had been in their teaching in terms of creating a similar environment in their own classrooms. Moreover, it improves our understanding of the progress of becoming and developing professionally as a teacher (Borg, 2009). While doing all these, the studies also utilized some different theoretical frameworks like critical perspective, sociocultural framework, ecological view, and complexity theory (Burns et al., 2015).

The study of TC is currently viewed by many educational researches. These researches are highly diverse regarding the scope and contexts of the studies. Borg (2003a) in his review article classified them in three themes: Cognition and prior language learning experience, cognition and teacher education, and cognition and classroom practice. He consolidated that TC research was a "well-established domain of inquiry" (p.105) which needed more specific research frames addressing different facets of language teaching in different language contexts. The review showed that up to that time a great number of studies questioned issues related to TC and the teaching in numerous instructional settings with different subjects. Studies on TC on various areas in language teaching, such as contextual factors (Hill, 2014), grammar teaching (Berry, 1997; Borg, 1998; Phipps & Borg, 2009), language learning strategies (Bedir, 2010), motivation (Munoz & Ramirez, 2015), multilingualism (Haukas, 2016), pronunciation (Burri, 2015), reading (Tercanlıoğlu, 2001), teacher education (England, 2016), teacher professional development (Golombek & Doran, 2014), teaching with authentic materials (Ökçü & Çiftçi, 2018) using technology (Bedir, 2019; Howard, Chan, & Caputi, 2015), writing (Yiğitoğlu, 2011), vocabulary (Gerami & Noordin, 2013), have also appeared in the area.

While exploring TC in numerous studies for various topics, researchers examined TC from different perspectives. Thus, the contemporary studies on language TC provide information on both TC and research methods used in this field by utilizing a variety of data collection methods. Burns et al. (2015) reported on research methodologies applied in TC studies which comprised both qualitative and quantitative methods, like surveys, stimulated recall interviews, narrative inquiries, and diary studies to uncover the external and internal influences on the teachers' experiences. Golombek and Doran (2014) investigated the effect of emotions during novice teachers professional development by indexing the role of emotions expressed in reflective journals. El-Okta (2005) searched teachers' beliefs about a problem related to letters in reading by means of searching deep down the vignettes to detect teachers' tacit beliefs and how they change. Similarly, in a longitudinal study Özmen (2012) aimed to follow the possible changes in pre-service teachers' beliefs about learning and teaching over four years during their English teaching education course. Furthermore, interview as a kind of oral narrative inquiry appeared as the mostly employed one. Classroom

discussions and writing reflection papers are the other source for data collection (Ökçü & Çiftçi, 2018).

Many studies inquired TC as a multidimensional topic and included some factors effecting TC like schooling, contextual factors, classroom practice, and professional coursework (Borg, 2003b; Gömleksiz & Bozpolat, 2012; Ökçü & Çiftçi, 2018; Yasmin and Sohail, 2017). The context of teaching has been a variable in the studies and explored in many studies. While Şahin et al. (2013) investigated teachers' beliefs in a pre-school environment, Balçıkanlı (2010) searched pre-service teachers' beliefs at university context. Feryok and Oranje's (2015) study presented a fact that the institutional demands shaped teachers' planning in their practice. Similarly, Burns et al. (2015) highlighted how the social context of the classroom shaped teachers' cognitive activity. In addition, teaching experience have been proofed as an effective factor on TC (Crooke & Arakaki, 1999; Ürün et al., 2014).

The relationship between teachers' acting and the setting in the teaching practice has been considered in the studies (Çelikten, 2005). Considering the post-method condition (Kumaravadivelu, 2001), constructing location specific, classroom-oriented practices is necessary for teaching practices. For Burns et al., (2015) the social context of classrooms weaves teachers' actions and thoughts. Consequently, the contextual factors may have influence on teachers acting with their cognition. They may prevent or support teachers behave correspondingly to their cognition. For Vygotsky (1978, as reported in Jaramillo, 1996), cognition is a shared activity both between individuals and then within individuals. A child's cultural development first appeared on the social level, and then on the individual level. The social level can be addressed by the study of an individual activity within its social context. The later level can be addressed by the study of internalization. Thus, research on cognition should involve both social and individual levels. Freeman (2002) summarized how TC studied in the field precisely under four themes and considered the part of social and institutional context as the most influential factor in teaching practice. Ng and Farrell (2003) found that teachers' beliefs and practices were affected by the teaching setting then as well. Although teachers valued eliciting errors, in their context it was time-consuming and not practical and so forth the teachers directly corrected students' errors. D.B. Smith, (1996) investigated teacher beliefs and contextual factors and found a relationship between some contextual

factors- essentially institution, setting, and students- and teacher decisions, and implementing these decisions. Dissimilarly, while the institutional culture of the school teachers work in shapes their beliefs and practices, contextual factors may also prevent teachers from performing according to their cognition (Burns, 1996).

Like many other topics investigated in the exploration of TC, LA has attracted a surge of interest in the field. In basic terms, LA is taking the responsibility of one's learning. Due to the consideration of LA from different perspectives, such as students' perception of LA (Ahmadzadeh & Zarbardast, 2014; Boyno, 2011; Chan, Spratt, & Humphreys, 2002; Gökgöz, 2008, Karabıyık, 2008), the relation of teacher autonomy (TA) and student autonomy (Benson & Huang, 2008), LA in different contexts (Milander & Trebbi, 2008), and promotion of LA (Balçıkanlı, 2006; Fumin & Li, 2012), and LA in teacher education (R.C. Smith, 2003b), it has received a massive interest.

1.3. LA in Language Education

LA has been amongst the research topics attaching importance both in applied linguistics and in SL education (Benson, 2007, 2013; Chan, 2003; Cotterall, 2000; Dickinson, 1995; Little, 1995, 2007a; Littlewood, 2001). Involving learner in the process of learning and consequently using second language has made LA as one of the major concerns of language teaching in the last three decades (Lamb & Reinders, 2008; Little, 2007a, 2009a; Littlewood, 1996; Palfreyman & Smith, 2003;). The shift from teacher-centered classrooms to learner-centered classrooms, which put the learner as individual into the core of the learning process, has changed the focus of language teaching and learning while reshaping and designing the new roles attained to teachers and learners. As a result, in the 1990s autonomy development became one of the main goals of education systems in Europe (Gremmo & Riley, 1995). Correspondingly, Benson (2011) linked the rising of LA in these years to the social turn in language education, which reshaped the role of teachers. Teachers were considered not in isolation anymore, instead as an agent demonstrating a central role in education policies or curriculum development.

Before autonomy has emerged as an educational ideal in the last decades of the 20th century, it has its roots initially at the beginning of the century in the western society because of some social and educational movements such as minority rights,

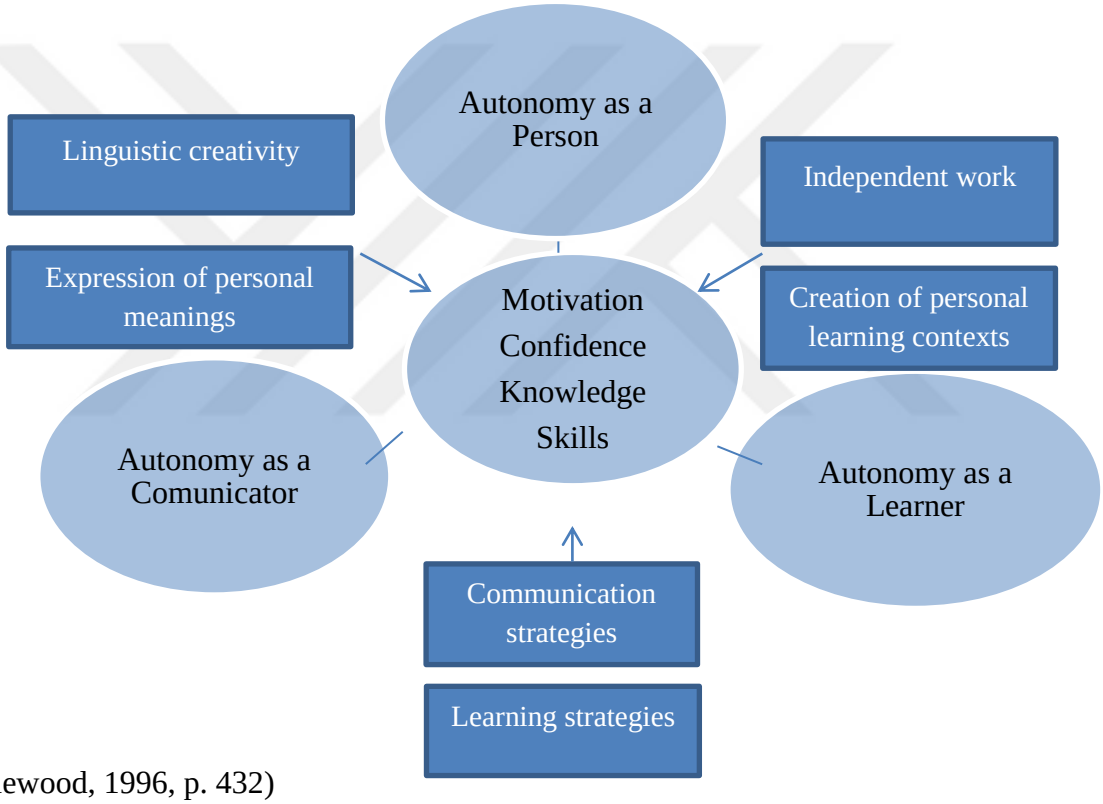
reaction against behaviorism, learner-centeredness, investigation on linguistics and sociolinguistics, and some technical developments (Gremmo & Riley, 1995).With its advent, the widespread notion of autonomy also appeared in the field of applied linguistics and Holec (1981) introduced autonomy with his seminal study *Autonomy and Foreign Language Learning*, first published by Council of Europe in 1979, to language teaching and learning research area. He defines autonomy as "the ability to take charge of one's own learning" (as cited in Benson 2007, p.22). While the credibility of autonomy was increasing in the following years, the conceptualization of LA became well-established. Little (1991) refers autonomy as a capacity to reflect critically and act independently in learning. Later, he defined learners as autonomous when "…they set their own learning agenda and take responsibility for planning, monitoring and evaluating particular learning activities and the learning process overall" (p. 77).

According to Chan (2000), in taking the responsibility of their own learning, autonomous learners should set their own learning goals, identify and develop some learning styles to reach these goals, develop study plans, identify and select relevant resources and support, and evaluate their own process. Chan (2003) surmises that autonomous learner is a decision maker who controls learning management, learning content, and cognition process. Similarly, for Cotterall (2000), to take the charge of one's own learning entails students taking responsibility for many stages of the learning including setting goals, determining content, selecting resources and techniques, and assessing progress. For Thanasoulas (2000), "… autonomy can be thought in terms of a departure from education as a social process, as well as in terms of redistribution of power attending the construction of knowledge and the roles of the participants in the learning process". Thus, autonomy is a process not a product, so learners do not become autonomous; instead, they work towards autonomy.

Among the various definitions of autonomy, Littlewood (1996) views it in a general sense and defines autonomous person as "one who has an independent capacity to make and carry out the choices which govern his or her actions" (p.428). In his framework, this capacity is grounded on two main components: Ability and willingness. Ability has two dimensions: Knowledge and skills, and willingness depend on motivation and confidence. These four components have cyclical relationship which means each component stimulates the others while giving influence over the three

domains: Communication, learning, and personal life. He also offers a conceptual framework, as shown in Figure 1.2 and includes some specific areas within the circle which are closely related to the domains. These areas are communication strategies, learning strategies, independent work, creation of personal learning contexts, expression of personal meanings, and linguistic creativity. Although this framework is for developing autonomy in general sense, it also serves as a framework for language teaching. These skills and attitudes are essential for developing autonomy hence they should be considered in teaching programmes (Chan, 2003; Littlewood, 1996).

Figure 1.2: A Framework for Developing Autonomy in FL Learning.



(Littlewood, 1996, p. 432)

Benson (2013) refers to Holec (1981) for the definition of autonomy within the traditional way of language learning including planning, monitoring, and evaluating and redefines it as "self-initiated and carried out without intervention, or even knowledge of language teachers" (p.840) by employing digital means. In learning, metacognition, which is learners' reflecting and refining their beliefs and knowledge about learning (Weden, 1998), has been seen in relation to LA. Little (1999) agrees with the cognitive side of autonomy and delineates it as the capacity for metacognition for explicit goals while adding inescapable social dimension to it. Considering the "inescapable bi-

directional relation between the individual-cognitive and the social-interactive" (Little, 1999, p.87) of LA, he specifies three facts for autonomous learning: Firstly metacognitive capacity enable all learners to be capable of reflective self-regulation, secondly genetic inheritance, and environment have a great influence on LA, and lastly autonomous learning develops with practice.

In relation with these definitions several terms related to LA have emerged. The terms 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning', 'self-directed learning', or 'distance learning' have been related to autonomy as synonyms, but these terms are related to the ways and degrees of learning by yourselves. Little (2003) clarifies that self-instruction and LA as different terms and defines LA in terms of understanding the purpose of learning programmes, accepting the responsibility of learning, setting learning goals, taking initiatives in planning and executing learning activities, reviewing learning and evaluating its effectiveness. Lee (1998) defines LA as a capacity and self-direction for organizing learning. In a self-directed learning programme she sets voluntariness, learner choice, flexibility, peer support, and teacher support as the five factors influencing LA.

The other idea that goes with autonomy is freedom. Little (2009a) rejects the idea of being entirely free to be autonomous and states that we are social beings and the independence of human beings is in balance with dependence. Thus, the condition of human beings is interdependence, which is defined as "working together with teachers and other learners towards shared goals" (Benson, 2013, p. 5). Consequently, the development of LA depends on social interaction which is driven from Vygotsky's socio-cultural theory (Jaramilo, 1996). According to this theory, learning and intellectual development take place within social interaction and mediation. Vygotskian approach to learning sees the relation of cognitive and social-interactive dimension to maintain a supported performance. Learners construct their own knowledge as long as their experiences with the environment. The more social ways of thinking about language teaching has made social context and community important factors in SL acquisition. Thus, the classroom as teaching and learning environment is a social context and community. The move has brought some new approaches to teaching and learning (Benson, 2011). In opposition to the orthodox view of mind, Vygotsky argues that humans do not act directly on the physical world around, but they use some

symbolic tools or signs, which are artefacts created by human culture overtime to establish a mediated relationship between ourselves and the world (Lantolf, 2000). According to this theory, social interaction and mediation are the two main aspects of learning. Learning occurs with social practice and intellectual development. The concept of Zone of Proximal Development (ZPD) as the core component of the theory refers to the space between what one can achieve alone and by help of the others. The essential aspect of this theory to this study in terms of LA is mediation. It is the implication that learners should include optimal external challenge to reveal their full potential in learning. The other concept related to ZPD is scaffolding. It is the support a learner receives in reaching a goal. Scaffolding is considered significant in language classrooms in language classrooms (Kayı-Aydar, 2013). Consequently, teachers' role operates as a contributing factor in promoting LA in the classroom and out of the classroom by creating a learning environment in which learners can be autonomous (Little, 2003).

As seen above LA has a multifaceted construct (Legenhausen, 2009). Considering the incoherence among the definition for autonomy as the result of conflicting ideologies, semantic conflicts, and conflicts in terminology, such as autonomy and self-directed language learning, Oxford (2003) designed a model with four themes and four perspectives on autonomy each of which has a different focus. Context, agency, motivation, and learning strategies comprise the themes while technical perspective, psychological perspective, sociocultural perspective, political-critical perspective constitute LA.

The technical perspective focuses on situational conditions within literal surroundings, the psychological perspective intensifies characteristics of learners, like motivation and self-efficacy, learning strategies, the sociocultural perspective emphasizes social interaction as essential for cognitive and language development and deepens mediated learning, and the political-critical perspective centers on ideologies, access, and power structures. Benson (2009) defines the perspectives as kaleidoscopic, which means that all the components of autonomy should fall into a meaningful pattern to become fully functioning. Similarly, for Oxford (2003) each of the perspectives should be considered as "part of tapestry of learner autonomy" (p.91). Many studies on LA regarded these perspectives as the construct of their research design (Borg & Al-

Busaidi, 2012; Doğan, 2015; Nasri et al., 2017; Nga, 2014; F. D. Yıldırım, 2014). All in all, in this study LA is defined as learners' willingness and ability to take their own learning responsibility by planning, implementing, monitoring, and evaluating their learning tasks with the support of the teacher.

1.3.1. Language Learning and LA

From a broader perspective, LA appeared as a form of personal autonomy, which means the struggle of people for having control over their life and appears in multidimensional forms (Benson, 2011). The vast interest towards LA in the last decades appeared as the outcomes of some educational, political, sociological, and technical changes, such as the rise of self-directed learning and self –access, the increase of language education under various circumstances and for various purposes, the flexible approaches to teaching, the increasing use of technology in education, growing interest in individualization, learner-centeredness, and the political nature of language learning (Benson & Voller, 2014). Similarly, the move from teacher-centered classrooms to learners-centered classrooms supported a constructivist approach to education (Rogers & Freiberg, 1994). Littlewood (1996) regards this popularity as not surprising since language learning requires active involvement of learners. The interest of learner-centered classrooms in many different contexts helped the increase in LA (Chan, 2000; Little, 2004b; Miller, 2009; Nunan, 2003; Wagner, 2014; Zohrabi, 2011). The introduction of the terms learner-centeredness, communicative, authentic, task-based, and many others has given path to autonomy. Thus, in the mainstream of the research in language education, autonomy has become an important factor both in language teaching and language practice (Benson, 2013).

Cotterall (2000) highlights the importance of autonomy as the fundamental goal of learning in educational and cultural contexts rather than a goal to complete in a course. Little (2003) expands the argument in favor of making learners more autonomous in three ways: Firstly, in order to acquire efficient and effective learning, learners should engage with their learning in a more personal and focused way. Secondly, autonomous learners become capable of overcoming motivational setbacks as a result of reflective and attitudinal resources they have. Thirdly, especially in SL and FL education, the degree of autonomy helps learners to develop effective

communication by means of language use which is easier for learners who have a high degree of autonomy.

Benson (2013) designates autonomy as the capacity of taking control of important aspects of one's language learning, but redefines it in the modern digital world. This definition includes a complex and multidimensional form referring learners taking control of their learning outside the context of formal education. The rise of digital literacies and easy access to resources digitally have mostly changed LA from other-initiated form to self-initiated form even in some cases without a predefined goal or without the knowledge of language teachers. Illes (2012) considers LA within the communication challenges in the current contexts of English in the 21st century and discusses whether the promotion of LA helps learners to deal with the challenges in the use of English. She points out that the changes in the use of English as lingua franca and the use of English as within technological diversity have brought linguistic diversity, fluidity and interaction in international schematic contexts in language use. In the new role of English as LF, speakers from different cultural background interact in the same context and computer mediated communication speakers of English employ new modes of interaction evolving and surrounding our world. In the fluid and emergent contexts learners have to be independent thinkers, autonomous users. Thus, the aim of language learners has turned into a real-life communication under their own control. As a result, this recent definition of LA involves the capacity to become competent speakers of the target language. As a result of all these new perspectives in education, many studies proved the positive effect of LA on learning and LA has become an important issue in ELT (Dinçer, Yeşilyurt, & Takkaç, 2012; Karataş, Alçı, Yurtseven, & Yüksel, 2015) and studies under many topics; the relationship between in-service teachers' perceptions and educational practices of LA (Al-Asmari, 2013; Borg & Al-Busaidi, 2012; Dwee & Anthony, 2017; Fumin & Li, 2012; Nakata, 2011), language learners' perceptions of LA (Balçıkanlı, 2010; Burkert, 2011; Gömleksiz & Bozpolat, 2012; Karababa et al., 2010), learners' readiness for autonomy (Chan, 2001; Cotteral, 1995), how to increase LA (Reinders, 2010), the effect of LA on speaking problems in target language (Gökgöz, 2008); the effect of teacher gender on their views on LA (Çakıcı, 2017; Er, 2014), the effect of gender on their practices for promoting LA (Nasri et al., 2017) have dominated most of the studies in the field. Some other topics considered in terms of their effect on

LA are tandem learning via e-mails (Ushioda, 2000) and distance language learning (Hurd et al., 2001).

1.3.2. TC of LA

As a result of the great interest in cognitive studies and LA, in the field of education TC of LA has also attracted a considerable interest (Al-Asmari, 2013; Alibakhshi et al., 2015; Benson, 2013; Borg & Al-Busaidi, 2012; Chan, 2003; Cotteral, 2000; Dwee & Anthony, 2017; Nguyen, 2014; Özdere, 2005). Some studies searched leaner autonomy from teachers' lens. This investigation of TC of LA included both the pre-service teachers (Balçikanli, 2010; Çakıcı, 2017; Gu, 2017) and in-service teachers (Borg & Alshumaimeri, 2019; Egel, 2009). G. Camilleri, (1999) investigated teachers' perspectives of LA by a questionnaire with a group of teachers of English in Malta. The study results showed that developing LA included both teachers and learners as key elements was a complex process and it must be planned carefully without expecting instant results. In addition, promoting LA would be more successful if it was presented as an alternative, not as a placement for a present approach.

Similarly, Borg & Al-Busaidi (2012), a seminal study in LA, investigated what LA meant to teachers. The research was conducted with 61teachers of English in Oman via questionnaires and interviews. The questionnaire of "English Language Teachers' Beliefs about Learner Autonomy" developed by British Council was employed in the study. The results revealed that the teachers involved in the study knew what LA was and what advantages LA brought. Although they felt the desirability of involving learners in some decisions, it was not so feasible for them to involve students in. Most of the teachers believed that they promoted LA in their classes by using some pedagogical strategies, but some learner-teacher-institution related factors limited them in promoting LA. In line with these findings, in Dwee and Anthony's (2017) research five English teaches were interviewed and the results showed the gap between English teachers' perceptions and practices about LA. The findings revealed that they had a proper understanding of what LA was, but passive student attitude, the pacing of the English courses and teachers' not being ready were some factors hindering the promotion of LA in the class. Similarly, Al-Asmari (2013) inquired the practices and prospects of LA in ELT at a university in Saudi Arabia. The questionnaire results

showed that the teachers of English preferred a more autonomous learning process, but they thought that they needed more training and expertise in promoting LA.

One of the replications of Borg and Al-Busaidi (2012) study appeared in Iran. In Alibakhshi et al., (2015), 120 English teachers' beliefs about LA were elicited by the questionnaire "English Language Teachers' Beliefs about Learner Autonomy". The results showed that the teachers thought that it was possible to involve learners in making decisions about objectives, teaching and learning activities, assessment and evaluation methods, but it was not desirable for them. The reason might be the teachers' fear of losing autonomy. In promoting LA they might have challenges in terms of learners, the institution, and teachers. Similar to these findings, Shahsavari (2014) explored both English language teachers' and learners' beliefs at a language institute in Iran and found that though promoting LA is desirable for teachers while the objectives of the course, the materials used and the assessment issue were the obstacles for promoting LA. In line with these findings, F. D. Yıldırım (2014) investigated LA from teachers' views in a Turkish university context. Although the teachers felt positive to involve learners in the teaching process by taking responsibility, they thought that promoting LA learners should have put in more efforts. As one of the recent studies examining teachers' beliefs and their practices of LA and the constraints they encountered while practicing it, Borg & Alshumaimeri (2019) studies with 359 teachers of English at a university in Saudi Arabia. Finding out that teachers considered developing LA as a desirable goal, the study also explained the ways the teachers utilized to reach this goal and the constraints they met. While they found promoting LA as a desirable goal, they were less positive about the feasibility of it due to some curricular, societal and learner factors.

Some studies examined LA from pre-service teachers' perspectives as future practitioners in the classroom. Balçıkanlı (2010) inquired 112 student teachers' general attitude towards LA via questionnaires and interviews. The results indicated that although student teachers had a clear idea of what LA was on principle, and agreed with the idea that the students should have a voice in the decisions about the course objectives, classroom management, homework tasks, and the selection of materials, they did not think that involving students in decision on these issues was practical in Turkish educational system. Similarly, Huang (2011) conducted a study with 150 students at a

teacher education university in mainland China via autobiographical learning accounts and interviews. Classroom observations, teacher interviews, field notes, and other relevant documents were also used to gather the data to examine the interrelatedness between agency, autonomy, and identity in the study. The results showed that in their first year the students were not autonomous, but later training as learners and student teachers, they developed greater autonomy. Likely, Çakıcı (2017) questioned how pre-service teachers perceive LA in Turkish university context. She investigated 88 student teachers perceptions on learners' involvement in decision making process by employing the questionnaire developed by G. Camilleri (1999) "Learner Autonomy: The Teachers' Views" which resulted in the full support for almost all aspects of autonomous learning. Revealing a gender based difference among teachers' views on LA, the participants demanded teachers' support and guidance in some areas of learning process. Er (2014) considered pre-service English teachers' views on LA with 252 students at a Turkish university. Searching the data collected by a scale adapted from Camilleri's questionnaire mentioned above, the study revealed that pre-service teachers agreed to promote LA in terms of learners' own learning methods, formulating their own explanations, interaction pattern, course content, self-assessment, and course objectives.

1.3.3. LA in Different Contexts

The concept of LA first appeared in the context of education in Europe and spread far beyond rapidly and became a common goal in language education all over the world. Thus, promoting LA in different cultures and in different teaching context has become a subject of discussion. Palfreyman (2003) define culture from three perspectives; first, national and ethnic culture from an ethnocentric view, secondly, values and customs of a community such as a classroom or a school, and thirdly, learner in sociocultural context in opposition to learner in isolation. Considering the multi-dimensional faces of culture, many studies emphasized socio-cultural sensitivity of LA and proved distinctive interpretations of LA in different cultural contexts (Benson, 2011; Benson, Chik, & Lim, 2003; Burkert, 2011; Chan, 2000; Koh & Tan, 1997; Ho & Crookall, 1995; Holliday, 2003; Little, 2007a; Kuchah & Smith, 2011; Nakata, 2011, Wagner, 2014; Yasmin & Sohail, 2017; O. Yıldırım, 2012). However, questioning autonomy as a cultural construct has provoked the discussion whether it belongs to Western culture and alien to other cultures (Littlewood, 2001, Schmenk, 2005). Little

(2007a) discussed it in two ways, first as a means of critical thinking and reflective learning, LA is appropriate for any educational system and secondly, societies should seek methods to promote their citizens learning skills in any way. Similarly, Benson(2013) remarks that autonomy can work in a variety of settings while Holliday (2003) criticized to view at LA from only one perspective, which was almost every time native-spearkerist perspective, ignoring the other factors worth to consider such as the culture of the learner or the teaching context. All in all, although the concept of LA was mostly promoted in language education in Europe, it has become a goal in many parts of the world and LA in different context has been the subject of research (Benson et al., 2003; Ho & Crookall, 1995; Littlewood 2001; Palfreyman & Smith, 2003; R.C. Smith, 2003a). So, as a result, whether LA is ethnocentric or not has been an issue in investigating LA.

Many studies have considered that different educational context caused differences even including learner perception and learner characteristics (Koh & Tan, 1997). Thusly, the teaching contexts have been considered in the studies and LA has been investigated in many different educational contexts, such as in high schools (Nasri et al., 2017), in a distance education programme (Hurd et al., 2001), in FL teaching (Balçıkanlı, 2008; Sert, 2006, 2007; Üstünoğlu, 2009), in teacher education programme (F.D. Yıldırım, 2014), and in post-graduate teacher education (Vieira, 2007).

Littlewood (2001) scrutinized 2656 students' attitudes towards classroom learning in different countries, eight in East Asia and three in Europe and revealed cross-cultural similarities although some individual difference might appear in each country. Schmenk (2005) on the other hand, considered LA in different cultures and in opposition to worldwide popularity of LA, she suggested not to neglect the cultural origin of LA in western traditions while giving more serious considerations in the other cultural context. Benson et al. (2003) examined LA in Asian context and suggested that developing autonomy, which was a part of their socio-cultural process of SL learning, was essential for learners developing proficiency in a Western language.

1.3.4. Promoting LA

As one of the desirable goals in the field of language education in recent years, many researchers have investigated the methods to promote LA (Chan, 2000; Gu, 2017;

Hu & Zhang, 2017; Köse, 2006; Little, 2003; Littlewood, 2001; Nga, 2014; Nunan, 2003; Oussou, 2020; Saleh, 2016; Ürün et al., 2014; Zohrabi, 2011). Little (2003) explains the arguments of attempts to make learners autonomous in terms of being more effective and efficient as a result of being more personal and focused. Clearly, being autonomous makes the learners more motivated since learners are proactively involved in their learning; moreover, learners with social autonomy can manage effective communication easier than otherwise. Considered as a desirable goal in language education, investigating ways to develop and increase LA has become one of the educational issues.

Nunan (2003) presented a procedure for a continuum from dependence to autonomy. Considering autonomy not in distinct categories, he preferred some educational steps to be followed to promote LA. He claimed that regarding teachers and learners sharing a pedagogical partnership necessitated learners to become autonomous by means of participating in planning, implementing, and evaluating their own learning. His nine step procedure illustrated how to promote autonomy with leaners under nine headings: Making the goal clear, learners' creating their own goals, learners' using their target language outside the classroom, rising awareness of learning process, learners' identifying their own learning styles and strategies, encouraging learner choice, learners' generating their own tasks, learners' becoming teachers, and learners' becoming researchers.

Nakata (2011) investigated 80 Japanese high school English teachers' readiness for promoting LA in a mixed method design study. She searched how teachers perceive the importance of LA, what strategies they employ to promote LA besides TA and teachers' perception of their readiness for promoting LA by means of a Likert-type scale questionnaire and focus group interviews. The qualitative and quantitative analysis of the data revealed that Japanese EFL high school teachers understood the importance of autonomy, but were not fully ready to promote it in their learners while they were not be able to perform TA to a higher degree.

The demand of learners to take the control and responsibility of their learning does not mean the marginalization of teachers (Tan & Chan, 1997). However, considered as one of the main actors in creating learning atmosphere, the increasing

interest in LA has attained some new roles to teachers as a facilitator in terms of promoting LA by assisting their learners in developing autonomy both as knowledge and skill. Regarding learning as a matter of supported performance, Vygotskian psychology has had a strong influence on helping learners become autonomous. LA is regarded as one of the goals leading to effective learning. Then, teachers' role in terms of promoting autonomy is to create and maintain a learning environment to support learners be autonomous (Little, 2003). Applying LA in the classroom definitely demands a shift from teacher oriented teaching to learner directed learning and consequently affects teachers' roles in the classroom transferring from presenting information to facilitating learning (Little, 1995; Nunan, 2003). Consequently, teachers occupy a central part in promoting LA. In order to be successful in developing autonomy with learners, teachers need to be aware of their roles (Benson, 2011). According to Legenhausen (2009) teachers are responsible for "setting up a learning environment in which negotiation can play a crucial role, and in which learners can exercise their own choices within the constraints of the curriculum" (p.386). In line with the studies mentioned above, Cotterall (1995) explored strategies for fostering LA. Her experiment resulted in the crucial role of teachers playing in promoting LA besides some other factors like learners' independence, and learners' confidence.

Investigating teachers' roles in promoting LA has also received interest in the area (Nguyen, 2016). Thanasoulas (2000) discussed the roles of teachers to encourage learners to take responsibility for their learning and to become independent learners. Fumin and Li (2012) investigated the roles English teachers played in LA in China. In order to identify teachers' parts in promoting LA, a questionnaire was given to 2,685 non-English majors. The findings of the research indicated that teachers had multiple roles, but their roles as study guides and learning regulators were the most preferred ones to develop students' autonomous learning ability.

Little (1999) pointed out a misconception that LA is essentially learning without a teacher, besides teachers are regarded as mainly responsible for encouraging LA (Chan, 2003). Chan (2000) proved the crucial role of teachers in autonomous classrooms with preparation and guidance while Yan (2012) stated in the absence of teachers, promoting LA would be inefficient or fall into disorder. A plethora of studies predicted teachers' fundamental role in developing LA (Bajrami, 2015; Çakıcı, 2017;

Feryok, 2013; Fumin & Li, 2012; Karataş et al., 2015; Oussou, 2020; Yan, 2012; Zimmerman & Risemberg, 1997). Cotterall (1995) explored the strategies for fostering LA and her experiment resulted in the active role of teachers in fostering autonomy. Similarly, Little (2017) presented an alternative view to the part of teachers in promoting LA. He indicated that the role of teachers is not solely leading learners from dependence to autonomy, but also engaging learners pre-existing autonomy in their life elsewhere outside the classroom to language learning. He defined LA both as an individual-cognitive and as a social-interactive phenomenon referring Wenger's (2009) social theory of learning as the development of LA in the class was related to the development of the others in the class.

Fumin and Li (2012) explored learners from eight different universities in China who had already studies English for at least six years. Using a Likert-type scale questionnaire the study revealed that teachers in the context of LA carried out multiple tasks such as encouraging learners, organizing classroom activities, assisting learners to make study plans, adapting different assessment approaches, giving explicit instructions on strategies for LA. Among these multiple roles, study guides and learning regulators resulted in as the two more important roles than classroom organizers in facilitating LA. Ceylan (2015) searched the effect of learner training on learning strategies to foster LA. The experimental study was carried out at a Turkish university with prep school students. The strategy training for raising autonomy with the experimental group was conducted and later observed in terms of using language learning strategies. The results revealed that though they had had training on becoming more autonomous, they could not fully perform autonomous behaviors and they saw the teacher as the authority figure in the classroom taking the responsibility of making decisions.

Likely, Feryok (2013) investigated teachers' role with the case of an experienced teacher of English by examining through 12 lesson observation for over a 9-month period and 3 interviews. In this study, TA appeared as the foundation of the teacher's cognition and practices and it revealed that the teachers knew more than they practice. Similarly, Erdel (2018) probed the effect of teachers' leadership style on LA and found that transformational and transactional leadership characteristics appeared more effective. The learners of teachers displaying these characteristics displayed higher LA besides gaining more satisfaction with their teaching. Similarly, Arshiyan, and Pishkar

(2015) investigated the relationship between teachers' perception of LA and learners' actual level of autonomy at a university in Iran and proved a positive relationship while identifying the factors fostering LA. The study revealed an undeniable part teachers had in promoting LA. Similarly, in his attempt to develop a measurement scale to investigate teachers' LA support behavior, Oğuz (2013) searched teachers' LA support behaviors under three dimensions; feeling and thinking support, learning process support, and evaluation process support and proved LA support is necessary. However, some other studies reject teachers' direct influence in enhancing LA. Ho and Crookall (1995) indicate that autonomy cannot be given directly by teachers; taking responsibility should be necessitated by learner participation in a real world.

Besides the crucial role attained to teachers in promoting LA, the part learners have for developing their autonomy appears on the other side of the coin. In his post-method pedagogy Kumaravadivelu (2001) considered autonomous learners having cognitive, metacognitive, and affective skills to maximize their learning potential. For him, autonomous learners should identify their learning strategies, develop their strategies, evaluate their on-going learning, and use other sources outside classroom. Correspondingly, Ushioda (2014) discussed the interface between learner's motivation, autonomy, and metacognition in self-regulated learning while Benson (2013) remarked on the need for learner training to gain self-management, self-monitoring, and self-assessment for learner- centered learning. Regarding this need, the study of Wagner (2014) attempted to develop some qualities and abilities, such as being motivated to learn, being able to set goals and work towards them, being aware of their own strengths and weaknesses, being aware of their learning strategies and preferences, being able to find and select appropriate learning materials, and being able to self-evaluate. Although the study did not any quantifiable increase in autonomous learning habits within its limitations, the learners seemed to enjoy having freedom to choose their own goals and materials and valued participating in the programme. Similar to Wagner's (2014) study, Zohrabi (2011) gave the learners in an English for general purpose class the responsibility of determining their needs and goals and selecting the necessary materials and classroom activities accordingly. In this learner-based curriculum development study the results showed that although the learners' field of study was the same, their needs, objectives, wishes, and expectations were different. So, within this homogenous

group it was also necessary to recognize the sub-groups appeared to see the learner differences to promote LA.

Meanwhile, Üstünoğlu (2009) investigated both teachers' and learners' perceptions of their responsibility and ability related to autonomous learning. Both the qualitative and quantitative data collected from 320 learners and 24 teachers revealed that although the learners had the ability to take on their learning responsibility, they gave teachers almost all their responsibility. Thusly, teacher factors appeared effective on not developing more autonomy in learners. Conversely, some studies reported the resistance encountered in promoting LA. In Moeira (2007), the teacher's attempts to foster democracy and autonomy in a university ELT methodology course caused ambiguity and lack of security among the learners, who used to be in teacher-centered teaching context. A similar resistance was specified in Brown, Smith, and Ushioda (2007), which interrogated ELT professionals from different countries in MA programmes in England and it was overcome in long term by taking some measures, like collaboration with learners, better explanation of the aim of the course, and legitimation of some new practices.

As one of the desirable aims of language teaching, inquiring LA and the ways to promote LA was in the scope of studies. (Chan, 2000; Gu, 2017; Hu & Zhang, 2017; Little, 2003; Littlewood, 2001; Nga, 2014; Nunan, 2003; Oussou, 2020; Saleh, 2016; Ürün et al., 2014). Several ways to promote LA were well reported in the literature, such as developing metacognitive skills, establishing learner-centered classroom environment, involving LA in the curriculum, utilizing educational technologies, developing critical thinking skills, supporting peer teaching, and involving learners in evaluation.

Cotterall (2009) underlined the metacognitive property of LA and examined it in an academic writing English course in a university in New Zealand with 150 undergraduate learners, to make the learners independent writers by developing learners' understanding of writing genres, providing a model of composing, revising and editing strategies and feedback on their practice. The study proved the need for development of metacognitive knowledge of any activity aiming to promote LA. Miller (2009) learner-centered lesson, reflective lesson planning, listening lesson, The study

employed Nunan's (1995) five levels to make learners more involved in the lesson, namely awareness, involvement, intervention, creation, and transcendence and reported that learners were more engaged with developing mastery goals rather than proficiency goals in target language.

Cotterall (1995) indicated that LA could not be promoted just only in the classroom. In order to develop LA with learners, LA should be carried into the whole language programme. Involving LA in the timetable, materials, and tasks would not ne efficient to develop LA, instead the whole curriculum should be design regarding the implications of LA. Despite teachers are regarded as mainly responsible for encouraging LA (Chan, 2003), some included learners' freedom of determining their own learning (Lynch, 2001). Little (1999) involved curriculum developed by learners in his definition of autonomy by stating "…[to] set their own agenda" (p.1). In line with these definitions LA includes learners' choosing their own learning material and methods in accordance to their in accordance to their aims and needs. Some studies offered different strategies to involve autonomous learners in curriculum designs (Cotterall, 2000; Nix & Barfield, 2009; Van Lier, 2014; Zohrabi, 2011). Cotterall (2000) suggests that the aim of fostering LA should be a characteristic of instructional programmes. They should include scaffolding instruction with guidance and let learners make their own decisions about learning. She studied with 20 learners in an intensive language course in New Zealand through a course design process. She sets five principles for the transfer of responsibility for decision making about learning from teacher to learner in a language course design. Accordingly, the language, texts, tasks, and stated goals should reflect learners' goals; course tasks should include a simplifies model of the language learning process; course tasks should replicate real-world communicative tasks, or should provide rehearsal for such tasks; a course should incorporate discussion and practice with strategies known to facilitate task performance; and a course should promote reflection on learning (p.111). Adopting these principles presented the learners with a means of meeting their own needs instead of waiting curriculum writers to meet learners' different needs.

Correspondingly, several studies advocated the use of educational technologies in promoting LA (Benson, 2011; Hurd, et al., 2001; Illés, 2012; Little, 1991; Little, 2009b; Sinclair, 2009; Ushioda, 2000; Ürün et al., 2014). Benson (2011) discussed

learners' use of different communicative technological means like computers, mobile devices, and the internet as digital literacy and their relation to autonomy. Little (1991) discussed the tandem learning, in which two people from different mother tongues learn each other's language, and the Internet for developing autonomy. Yumuk (2002) inquired the effect of an Internet information search based programme on learners' autonomy in university context. She searched 90 Turkish translation students' attitudes by implementing a programme which encouraged learners to use the Internet to select, analyze, evaluate, and apply relevant information for their translations. The study proved a positive impact of the Internet search-based academic translation course on learners' taking more responsibility of their learning rather than the other sources , such as dictionary and teacher.

Furthermore, some studies tried to establish pedagogy for autonomy. Kuchah and Smith (2011) attempted to create pedagogy in an under resource secondary school setting in Cameroon by employing a bottom to up approach to activate LA. They emphasized the distinction between pedagogy for autonomy and pedagogy of autonomy as "…'pedagogy for autonomy' describes approaches to classroom-based learning where the goal of promoting LA is explicitly in the mind of the teacher, whereas in pedagogy of autonomy students' existing autonomy is engaged but developing this capacity is not an explicit goal" (p.130). They engaged with pedagogy of autonomy by creating an atmosphere among learners to solve the material problem in terms of engaging them to find textbooks and materials to be used in the class. The study proved the cross cultural relevance of autonomy and showed how autonomy naturally emerged from the realities of the context under different circumstances. Some studies attempted to constitute pedagogy for autonomy in the classroom (R. C. Smith., 2003b; Burkert, 2011; Kuchah & Smith, 2011). Burkert (2011) tried to establish a more autonomous learning environment using metacognitive dimensions of LA, i.e. reflection and evaluation in three different classes: An EAP (English for Academic Purposes) class, a grammar class, and an academic writing class. After each lesson with these classes, she asked the questions about-what they did, how they did, why they did, good and bad points, and suggestions. Instead of applying evaluation at one shot, she attempted to carry the learners from the passive side to the active side of the learning by encouraging them to revise and explain by means of the questions. She attempted to implement

pedagogy for autonomy by conducting group-work, peer-reviewing, and peer-teaching in grammar lessons. She also organized her class for keeping a diary, in which learners were obliged to write about their learning process. All of the participants were eager to participate, they enjoyed and appreciated the pedagogy introduces.

Chan (2000) searched the implementation of an autonomy-based English program with first year university students in Hong Kong context which had been long regarded as formal, structural, teacher-centered, and didactic teaching environment involving dependent and passive learners. Implementing a course design including group-work aimed to maximize the involvement of learners. Besides, students as autonomous learners were expected to choose learning materials and to decide on how to evaluate the learning leaving cooperating in many student-centered activities aside. Considering the fact that learning autonomously took time to master, he drove some results. Choosing appropriate tasks starting from the more structured ones to more difficult ones would help learners gain autonomy. After raising learners' confidence and motivation more challenging tasks could be introduced. Secondly, teachers should have appropriate guidance in terms of problems and needs. Finally, employing peer evaluation in the classroom contributed learners to assess their own learning.

Ho and Crookall (1995) set up a project in which learners in an English class participate in a simulation of an imaginary country which aims to reach the sea. Keeping the cultural constraints in mind, in the project, the participants cooperate with other country teams to reach a treaty on how to use the world's ocean resources. The study shows learners' improving their critical thinking, arguing intelligently, writing effectively, working collaboratively and making decisions skills which are the characteristics of LA. This study also proved LA as a teachable issue.

Gu (2017) employed questionnaire, classroom observations, group interviews, and written journals to investigate the effectiveness of peer teaching in promoting LA with student teachers in China whose learning experiences and levels are different and whose motivation is poor for learning English. The findings revealed that learners were aware of the for metacognitive strategies to carry out autonomous learning behavior and peer teaching was evidently a way to develop metacognitive strategies, essentially setting objectives, planning, monitoring, and evaluation. Likely, Dam (2009) used

logbooks as a tool to promote LA as a part of a study considering teachers planning to make some changes in their classrooms. Both the teachers and learners used their own logbooks to record the events taking place inside and outside of the classroom which made them fully aware of the on-going teaching and learning process. Learners' evaluation of use of logbooks evidenced that it increased their awareness on their learning and it helped learners to express themselves.

The recent improvements in educational technologies have led to the reconceptualization of autonomous learning. Displaying a bi-directional relationship, both technology and autonomous learning support each other. Lai (2017) considered the contribution each provided on learning and the ways transforming language learning outside the classroom. In line with this, Sinclair (2009) suggested developing autonomy both with teachers and learners through e-learning in an interactive learning environment under a project called e-China with teachers of English in China who faced many constraints on promoting autonomy, such as mandated syllabus and teaching materials, teaching for exams, lack of time for extra-curricular activities. The shift from teacher-centered methodology to learner-centered methodology was delivered by e-leaning. After the need analysis research, considering the need for many strategies with teachers and students, some novelties were implemented mainly by using e-learning materials, like using multi-media and rich media, writing diaries and reflective journals, and joining discussion groups. The use of new technologies proved greater learner independence. Hurd et al. (2001) suggested promoting LA through a careful design of materials for a distance education programme. Considering the Spanish language course at Open University, they investigated skills and strategies for the learners learning at a distance. They claimed that the ways for promoting autonomy for face-to-face education in the classroom might not be appropriate for distance education, thus the course materials for distance education programme should be prepared regarding the needs of the learners.

A recent study (Yasmin and Sohail, 2017) considered English teachers teaching at university in Punjab, Pakistan to identify the strategies they use to make their learners autonomous. Using semi-structured interviews with sixteen English teachers from four public universities, the study revealed that teachers mostly used teacher-centered approaches to encourage learners to become confident, motivated, independent, and to

work with peers. Still, some participants encourage learners' creativity by offering freedom of choice in selecting a topic for discussion, creating awareness, identifying goals and giving out of class activities.

Studies show the desire of teachers to involve learners in making educational decisions. Balçıkanlı (2010) investigated pre-service teachers' cognition on the involvement of learners in educational decisions. The result of the study indicates that their future student will have more autonomy since they think that learners should be involved in educational decisions in various ways. Besides, Natri (2007) concentrated on the design of a course evaluation in which a part of the evaluation was carried out by learners to make them more responsible about their own learning. As an attempt to increase LA self-evaluation and peer-evaluation were utilized with French learners. The study proved learners' gaining better understanding of their weaknesses and strengths in learning French meanwhile setting more precise goals for themselves

As an undeniable component of learning, LA has been explored in terms of revealing any relationship between LA and some factors operating in LA. Few studies searched teachers' practice of LA regarding the gender (Çakıcı, 2017; Nasri, et al., 2017; Ürün et al., 2014). Considering the gender of the teacher as variable, Nasri et al. (2017) investigated 80 randomly selected Iranian EFL teachers' opinions on LA employing a questionnaire while. The findings revealed that the gender of the teacher was effective on using some strategies to promote LA. Meanwhile, the significant difference was reported for the outperforming of the female teachers for LA promotion. Correspondingly, Ürün et al. (2014) searched the practices of 118 ELT high school teachers for promoting LA and examine the differences with respect to gender of the teachers. In this mixed methods study, besides identifying some practices to promote LA in terms of activities, practices, materials, and learners, the effect of the gender of teacher on student-centered practices proved significant. G. Genç (2015) searched 500 university students in a Turkish university to reveal the relationship between learners' level of autonomy and learners' age and gender in a quantitative study. The study proved any relationship between learners' level of LA and learners' age. However, the study led to a conclusion that the gender of the learners was an influencing factor on the learners' degree of autonomy and unearthed that the female learners had a more remarkable capacity of autonomous learning than male learners. Correspondingly

Üstünoğlu (2009) investigated the perceptions of 320 university students and 24 teachers regarding responsibilities and abilities related to autonomous learning. The findings revealed that females were more motivated for autonomous learning and they were more competent in activities related to autonomous learning.

Little research evidence stated the relationship between development of LA and development of proficiency in the target language (Dam & Legenhausen, 1996; Little, 1999; Little, 2007b). In order to take control in learning, learners should negotiate with the teacher and other learners in the learning environment. Similarly, teachers should have verbal communication in the learning environment to set the learning agenda. Consequently, fulfilling these discourse roles entails an adequate proficiency level in target language. The resonance between LA and the proficiency in the target language proposes both a mutual support and integration with each other (Little, 1999; 2007a). Dafei (2007) questioned the relation between LA and learners' English proficiency at a teacher collage in China with 129 non-English majors studying English to pass a test of Level B. Using a standard test, a questionnaire and an interview, the researcher found that the LA and the English proficiency of the participants are positively correlated and suggested that fostering LA might help improve learners' English proficiency. Likely, Dam and Legenhausen (1996) compared proficiency levels of two classes in long term each following autonomous way and more traditional way to learn English and found that autonomous principle worked. Yet, Zarei and Zarei (2015) investigated the relationship between motivation, autonomy and Language proficiency with 184 university students. The quantitative study results revealed any evidence that LA and proficiency were directly elated.

It is evident is the literature that the promotion of LA depends on the promotion of TA (Aoki, 2002; Little, 1991; Little, 1995; Nakata, 2011; R.C. Smith, 2000). Vieira and Marques (2002) consider TA and LA as "two sides of the same coin, the development of the former leading to the development of the latter, and vice versa" (p.5) while discussing the reflective teaching. Correspondingly, Little (1995) views TA as an important factor in promoting LA. Teachers not trained in an autonomous way, may have negative attitudes toward implementing and promoting LA. In Little (1991) LA and TA were considered interdependent. It meant that "the promotion of LA depends on the promotion of teacher autonomy" (p.179). Little (1995) argued that for

the development of autonomy with learners, first teachers should know what it is to be autonomous. Then, they should exploit their professional skills autonomously and apply reflective and self-managing skills on their teaching. Sert (2006) investigated both teachers' and learners' perception of autonomous learning with 405 students and 25 English teachers and explore their level of preparedness for a change from teacher-centered classroom to student-centered classroom. The results revealed that although teachers and learners were both open to practise autonomous learning, they needed support and training for autonomy in learning. Similarly, Üstünoğlu (2009) explored the perception of university students and teachers related to autonomous learning regarding the abilities and responsibilities both inside and outside the classroom. The quantitative data was collected from 320 students and 24 teachers. The results reveal that learners have the ability for autonomous learning, but they do not take responsibility for their learning. In addition, the gender of students did not cause a noticeable difference. Likewise, teachers believe that students cannot fulfil their responsibilities, thus teachers themselves take on the most of the responsibilities for students. As a result, the study suggests both teacher and learner training on autonomous learning as curriculum and administration should support it. School based regulations proved as an obstacle in developing autonomy. Benson (2010) investigated the development of TA, which is considered as a factor for promoting LA, in ELT and found that teachers were eager to create spaces for TA. Yet, the school context and previous educational experiences limited their attempts. Considering all, Chan (2000) resulted that LA is an achievable goal, even in the context with dependent and passive learners with appropriate syllabus, instructional design, and teachers' guidance.

The relationship between learners' motivation and LA has been revealed in the studies (Gu, 2017; Lamb, 2009; Littlewood, 1996; Murray, 2011; Spratt, Humphreys, & Chan, 2002). Karataş et al. (2015) considered the relation among motivation, academic achievement, and autonomous learning with 183 ELT university students in Turkey employing Autonomous Learning Scale developed by Macaskill and Taylor (2010). As one of the results the findings revealed a positive correlation between autonomous learning and academic achievement. Similarly, Spratt et al. (2002) investigated university students' ability of operating autonomously and their level of motivation to learn English in Hong Kong with a Likert-type scale questionnaire which was followed

by small group interviews. Employing statistical analysis of the data of 508 participants, the comparison of learners' level of autonomy and their level of motivation indicated that motivation may lead to autonomy.

Reinders and Lazaro (2011) reported a large scale longitudinal investigation with extensive interviews with teachers in five countries to reveal teachers' beliefs about the relationship between LA and self-access, LA and learners' language behavior, and meanwhile to identify the conflict between teachers' beliefs and institutional constraints. The findings revealed an interaction between teachers' beliefs, identity and motivation in implementing LA. They regarded LA as a must both for successful teaching and successful learning. However, learners were not all well aware of the importance of LA not because of the cultural differences, but because of a lack of previous education. In other respect, Auerbach (2007) mentioned about some fundamental contradictions evolving from the increase of LA. By the new role teachers are encountered by the increase of LA in learner-centered classrooms, they seem to lose power and control when compared teacher-centered classrooms. Learners with more autonomy might get lost and look for something to hold on. In that case, teachers need to be more creative in their own way. Furthermore, learners might prefer more traditional teaching. Under such circumstances, she suggested action research (Brown et al., 2007; Burkert, 2011; Chan, 2000; Zohrabi, 2011) or reflective inquiry to cope with these contradictions. Besides considering the need for autonomy in the modern education systems, the reality teachers face in promoting autonomy should also be considered (Nakata, 2011).

1.3.5. LA in Turkish Context

Several studies have investigated LA in different contexts in Turkey. Özdere (2005), Balçıkanlı (2006), Balçıkanlı, (2010), Ceylan (2015), Çakıcı, (2017), Çubukçu (2016), Doğan (2015), Gökgöz (2008), Karabıyık (2008), Üğüten (2009), Üstünoğlu (2009), and O.Yıldırım (2012), inquired LA university EFL context, Gömleksiz and Bozpolat (2012), Karagöl (2008), Sert (2006) searched LA in elementary school EFL context, Ürün et al., (2014) constructed their study in high school EFL context and Karababa et al. (2010) used adult TFL context. Besides, the studies conducted in Turkey on LA searched LA for many different aims. Ürün et al. (2104) aimed to investigate the

practices of 118 ELT high school teachers to foster LA. Researchers made use of both qualitative and quantitative data collected with a questionnaire. The result of the study indicated that teachers tried to foster LA in four dimensions: Activity-based dimension, material-based dimension, student-centered, and objective-based dimension. Teachers gave more importance to object-based practice. However, when gender of the teachers was considered, the findings showed that female teachers implemented student-centered practices more than the male teachers in their classes. Further, Er (2014) conducted a study at a Turkish university with 252 pre-service English teachers to find out their views on LA. As one of the variables in the study, gender of the participants displayed a difference on the side of females who appeared more willing to consider autonomy for educational decisions. As the other variable examined in the study was the two educational contexts; the pre-service teachers studying in evening classes and in the day-time classes. The inquiry revealed that the two teaching contexts did not affect pre-service teachers' beliefs on LA. Meanwhile, Yağcıoğlu (2015) investigated how to increase LA using different classroom activities and methods to motivate learners to become more autonomous in joyful and happier classes. Considering the current interest in promoting LA in Turkish teaching contexts, even studies on creating scales appeared in the field. Oğuz (2013) attempted to develop a scale to measure how primary and secondary school teachers' view promoting LA and how much they perform this behavior in their classes with a study group of 324 primary and secondary teachers. The Likert-type scale16 items were in Turkish proved reliability.

Regarding LA a prior aim education in Turkey, the Ministry of Education (MEB) revisited the national curriculum for primary and secondary levels and reconstructed the ELT curriculum in 2004 aiming at developing written and oral communication skills of learners. The traditional education system in Turkey was mainly directed by the authority, and consequently had an influence on LA. Teachers, who held the whole power, were considered as knowledge provider and controller in the class. In the prominence of communicative language teaching, the new curriculum specified the main concern of ELT as the use of language rather than the rules of grammar. Considering the constructivist approach, in which learner-centeredness and LA became more than a skill of learner (Little, 2007a), the new curriculum design provided new resources which were in favor of promoting LA. Prescribing the prior aim

of language learning as the use of language as means of communication rather than rules of grammar, MEB replaced all existing course-books with newly written course-books based on communicative approach. After this transformation, autonomy has been valued more than ever in Turkey. In the new system, instead of being taught, searching, questioning, thinking critically have been supported. This transition has granted autonomy both directly and indirectly which help to increase personal motivation and creativity.

CHAPTER 2
METHODOLOGY

2.1. Introduction

This chapter provides information on the research approach and the research paradigms. Then, the sites, the participants, and the sampling strategies will be introduced. The rest of the chapter is devoted to data collection tools and analyses. The chapter concludes with the role of the researcher, the reliability issue and ethical considerations.

2.2. Rationale for Research Approach

The considerable growth of interest in cognitive studies has led a discussion on the research agendas for the investigation of cognition. The context specific nature of cognition research needs to be searched in a multi-dimensional way. Besides quantitative methods, metaphors and narratives are considered valuable to gain additional insights (Pajares, 1992).

In this research, an explanatory sequential mixed methods research approach to illustrate TC on LA from different perspectives was adopted (Creswell et al., 2007). Mixed methods research designs look at a phenomenon from different perspectives converging both quantitative and qualitative data to provide a complete and comprehensible understanding of a research problem (Creswell & Creswell, 2017). The methodological pluralism or eclecticism also contributes to a more effective research (Johnson & Onwuegbuzie, 2004; Teddlie & Tashakkori, 2006); moreover, mixed methods design provides a crosscheck on the research results. Quantitative data are appropriate for statistical analysis with standardized tests of reliability and validity. Qualitative data, then, support researchers with in-depth understanding (Hesse-Biber, 2010). Likewise, this inquiry was based on the expectation that diverse types of data

would provide a better understanding of the research problem (Creswell, 2003). So, a mixed methods approach was selected on the belief that relying only on quantitative data was not adequate to understand TC on LA. Shortly, this study investigated TC of LA both with teachers' words and numbers. On the other hand, this particular study has an explanatory sequential design in which the collection and analysis of a quantitative data is followed by the collection and analysis of qualitative data. The explanatory sequential design allows the comparison of the research findings. This would also serve to increase the validity of the qualitative results (Hesse-Biber, 2010).

Human mental constructs are not available to be examined directly, thus, measuring TC has been one of the important issues in cognition studies (Kagan, 1990). In this study, some elicitation devices, such as questionnaires and interviews, were used. In this investigation of TC of learner autonomy, in order to "best understand" (Creswell, 2003, p.22) the research problem, both close-ended quantitative data by means of a questionnaire and open-ended qualitative data by means of narratives were employed. In the first stage, quantitative data were collected and analyzed through a questionnaire, which is appropriate for large-scale quantitative research studies, about the participants' beliefs of LA. In the second stage the qualitative data by means of narratives was collected and analyzed, which gave more precise results to fulfill the research aim. The questionnaire of "English Teachers' Beliefs about Learner Autonomy" developed by the British Council (Borg & Al-Busaidi, 2012) and used in many studies (Arshiyan & Pishkar, 2015; Borg & Alshumaimeri, 2019; Doğan, 2015; Saleh, 2016; F.D. Yıldırım, 2014) was utilized to respond the set of research questions (i.e. RQs 3, 4, 5, and 6). Later, in the second phase, the questionnaire results were used to plan the qualitative investigation by means of NI. The qualitative part provided in-depth contextualized understanding of TC on LA (Creswell, 2014). Expanding the findings of the quantitative data by means of the findings of the qualitative data, the sequence of the design helped explain the questionnaire responses in detail through the qualitative follow-up to find responses to the other set of research questions (i.e. RQs 1, 2, 7, 8, 9, 10, 11, and 12).

The design of this study was sequential since the findings of one method, the quantitative one, was expanded by the findings of the other method, the qualitative one. Likewise, it was explanatory for it began with a quantitative method in which teachers' cognition of LA was tested and a qualitative method was conducted through a detailed

exploration by means of NIs. Consequently, the numerical data was combined with qualitative data to reach a deeper comprehension with multiple meanings and triangulation of both data (Creswell, 2003).

2.3. The Research Paradigms

This explanatory sequential mixed methods design study employed post-positivism, constructivism, and pragmatism as the philosophical world views (Creswell & Creswell, 2017) or paradigms (Lincoln, Lynham, & Guba, 2011). Post-positivist lens provide knowledge based on observation and measurement made objectively thus validity and reliability are significant issues (Creswell and Creswell, 2017). In this study, the quantitative part considered a post-positivist worldview by circulating a questionnaire with a careful consideration of validity and reliability issues. In addition to post-positivist paradigm, the study also employed a constructivist paradigm. Constructivism seeks a phenomenon using plural means of data collection. In constructing meaning from the study researchers uses both the participants' and their own experiences through interaction with others in social and cultural contexts. Furthermore, constructivist paradigm rejects the ultimate reality. It affirms that the reality is subjective since it is from the perspectives of the participants and thus the reality is varied (Fosnot, 2005). The qualitative parts in this study considered the constructivist worldview while investigating the complexity of the participants' cognition of LA by exploring their subjective experiences and by regarding the participants' subjective meaning created through historical, cultural, and contextual norms. Concerning the answers for the research problem, this study also employed a pragmatic worldview using pluralistic approaches to gain knowledge about the problem. Taking the pragmatic approach into consideration, the researcher had the freedom of choice to fulfill the needs and purposes of the study and to find the best opportunities answer the research questions (Johnson & Onwuegbuzie, 2004).

For this study, mixed methods were chosen following the theoretical base Greene, Caracelli, and Graham (1989) grounded on five specific reasons. The first one is strengthening the validity of the results of a study by combining two or more methods to reduce the biases and limitations each method inherits under the term *triangulation*. Hesse-Biber (2010) defines it as "methods of triangulation" (p.3) referring to more than

one method investigating the same research question. The findings of the methods justify each other and consequently strengthen the validity and credibility of the inquiry findings. As for the second reason, c*omplementarity* provides clarification of the results from one method within the results from the other method. In the present study both quantitative and qualitative methods serve for a better understanding of the research problem. *Development* enables the researcher to use the results from one method to develop or inform the other method. In this study the metaphors the participants invented for learners, the statistical survey results and the two open-ended questions in the questionnaire shaped my interview questions. Similarly, the written NI findings contributed to my understanding of TC of ideal learners in terms of their being autonomous. So, I asked follow-up questions to get additional information for clarification of the findings in the oral NI through semi-structured interviews. The following reason is *initiation*. The findings of a study may add new insights to the present theories and may bring up new research questions leading to new investigations. In line with this reason, the results of this study arose several implications for future studies. *Expansion* is related to the scope and breath of the study by using multiple components of qualitative and quantitative methods. The findings emerged from a mixed methods study open the way to future researchers with new or modified research questions. For the study, mixed methods approach was considered regarding all these five reasons as a theoretical base weaving the quantitative and qualitative methods as stated in Hesse-Biber (2010, p.6):

> "*Quantitative information delivered in a "hard data" format is amenable to statistical analyses and standardized tests of reliability and validity. Qualitative data add an in-depth understanding of research results and allow the researcher to explore anomalies or subgroups within the data.*"

Regarding all these theoretical underpinnings, using mixed methods enabled me to hold a wide view on TC of autonomy and to make crosscheck on both qualitative and quantitative results with a positivist constructivist paradigm. Table 2.1 shows the overall research design for the study as explained in detail in the following sections.

2.4. Research Setting and Participants

The context of the research studies has been considered as one of the research issues. Kubanyiova & Feryok (2015) considered the context as a dimension in TC research and proposed to involve the context of teachers' activity under the term "ecologies of teachers' inner lives" (p.436). Borg (2009) noted the clear role of context in studies. In teaching social, institutional, instructional, or physical contexts constrain teachers in practice. Similarly, Burns (1996) indicated the significance of the institutional culture on teachers' beliefs while England (2016) pointed the need of research in different educational contexts to develop an interpretation of collective beliefs. With regard to these ideas, the present study was administered at three different

Table 2.1: Overall Research Design

Research Questions	Literature review Previous studies in the field
Sampling	Convenience sampling Purposeful sampling
Research Design	Explanatory sequential mixed methods research
Instruments	Questionnaire Written and oral NIs
Data collection procedure	Metaphor elicitation interview with 80 teachers Administration of the questionnaire to 105 teachers Written NI with 23 teachers Oral NI with 19 teachers
Data analysis procedure	SPSS23 software program for descriptive and inferential statistics Content analysis
Interpreting the results	Relevant literature and the context of the study

schools of Erciyes University to investigate TC on LA.

Erciyes University is one of the biggest public universities situated in middle Anatolia in Turkey with 2209 lecturers and instructors teaching 52267 students in 19 faculties and seven institutes. The three schools as for the three sites of the study were the Department of English Language and Literature (DEL-L), the Department of English Language Teaching (DELT), and The School of Foreign Languages (SFL). DEL-L and DELT were in the same campus area and were located within a 3kms radius from my school, SFL. We selected the schools as the sites for this study based on a convenience sampling strategy as they are the three departments teaching English and as I have been working at SFL for 20 years. DEL-L and DELT train student teachers

during four years providing them with courses on language teaching, English language, and English literature. SFL provides undergraduate students of engineering, economics and civil aviation faculties with a one-year English preparatory program before they enroll their chosen departments for an undergraduate course. The English teachers teaching at DEL-L and DELT are called English majors (EM) and teachers teaching at SFL are called English instructors (EI). The study was conducted between the autumn and spring semesters of 2018-2019 academic year. Each semester includes 15 weeks.

With the aim of reaching the maximum number of participants, almost all teachers employed in these three schools were offered to participate in the study. On the voluntary basis, a great number of the teachers accepted to be involved in the study. As a result the present study comprised a total of 105 participants both male and female non-native English speaking Turkish teachers holding either BA, MA, or PhD degree on English language, English literature, or English language teaching. They varied in regard to their teaching contexts. They were 12 majors in DEL-L, six majors in DELT, and 85 instructors in SFL. The teacher participants at DEL-L and DELT teach classes of 30-40 students mastering English language and literature, and English language teaching for four years and teacher participants at SFL teach classes of 18-22 students learning English for one year to master their main study area at the same university. The teacher participants' qualifications were varied from graduate degree (47.6 %) to doctoral degree (52.3 %). The sample was marginally skewed towards females in terms of gender, with 60 females (58.2%) and 43 males (41.71%).

2.5. Sampling

In terms of approaching the study from a pragmatic view, four methods of data collection were determined, each of which investigated TC of LA from different perspectives. Hence, each perspective required a different sampling strategy.

As for the initial stage, namely the metaphor elicitation interview, and for the second stage that provided quantitative data by means of a questionnaire survey, convenience sampling strategy was pursued since the total population of the informants was limited within Erciyes University setting at three different teaching contexts; DEL-L, DELT, and SFL considering the convenience sampling allows the researchers to select participants with regard to willingness and availability to gather useful

information to answer the research questions (Creswell, 2012). Since I have been teaching at Erciyes University, SFL for many years as a language teacher and have good and intimate mutual relationship with the teachers in the other schools, these three settings provided me opportunities to conduct the study with volunteer teachers. 80 participants constituted the sample of the first part of the study, which investigated teachers' metaphors of learners. They were all currently teaching teachers at DEL-L, DELT, and SFL at Erciyes University. All the participants of this study volunteered to participate in the questionnaire survey, which examined teachers' belief on LA and how feasible and desirable LA in their teaching context. The respondents of questionnaire constituted a sample of 105 teachers.

For the next stages, namely written and oral NI, it was crucial to select a sample from which rich information could be elicited to understand LA from the participants' view (Merriam, 2002). Then, purposeful sampling strategy was implemented, which is the choice of participants due to the qualities they have, by detecting volunteer teachers out of the respondents who agreed to participate in the following stage of the study by choosing volunteer option in the questionnaire. Thus, in total, 42 teachers volunteered to participate for NIs. However, NI is not suitable for all kind of research. Besides, the time commitment makes it difficult to work with large number of participants. Thus, that many numbers of volunteers was not feasible to include both in written and oral NI due to the time limitation of the study. So, in this study, in order to illuminate TC of LA in different educational contexts, 23 teachers out of the volunteers were selected. For providing homogeneity among the participants, attempts were made. In selecting participants systematically from volunteer teachers for written and oral NI, stratified sampling strategy based on two criteria was used: Firstly, volunteer teachers' beliefs on LA, and secondly, the context they are teaching in.

As for the first criterion, the volunteer teachers were categorized in terms of the mean scores gained from the closed items in the questionnaire: The first group with a mean score from the lowest to 3.49 (12 volunteer teachers), the second group with a mean score from 3.50 to 3.69 (10 volunteer teachers), the third group with a mean score from 3.70 to 3.89 (13 volunteer teachers), and the fourth group with a mean score of 3.90 to the highest (seven volunteer teachers). As for the second criterion, the teaching context of the 42 volunteer teachers were considered: For written NI, three volunteer

teachers out of five volunteer DEL-L teachers, and two volunteer teachers out of four volunteer DELT teachers, 20 volunteer teachers out of 32 volunteer SFL teachers were selected. For oral NI, two volunteer teachers out of five volunteer DEL-L teachers, two volunteer teachers out of four volunteer DELT teachers, 15 volunteer teachers out of 33 volunteer teachers from SFL were selected.

Consequently, using these criteria 23 participants for written NI and 19 participants for oral NI were chosen. Most of the volunteer teachers participated in written NI also participated in oral NI. Table 2.2 and Table 2.3 show the numbers and the percentages of the participants involved in written and oral NI within groups.

Table 2.2: NI Sampling Criterion I - Questionnaire Mean Scores

Questionnaire mean scores	Volunteer teachers	Written NI-participants (within the group %)	Oral NI-participants (within the group %)
	f	f	f
Group 1 (lowest-3.49)	12	6 (55%)	4 (36%)
Group 2 (3.50-3.69)	10	7 (70%)	6 (60%)
Group 3 (3.70-3.89)	13	6 (46%)	5 (38%)
Group 4 (3.90-highest)	7	4 (57%)	4 (57%)
Total	**42**	**23**	**19**

The chosen participants for NI represent the voluntary teachers from 36% to 70% considering questionnaire mean score groups. The chosen participants for NI represent the voluntary teachers from 40% to 60% in the three teaching contexts.

2.6. Data Collection Tools and Procedures

For this study, we adopted both quantitative and qualitative data collection methods to search TC of LA. In the studies, converging quantitative and qualitative data provides a comprehensive analysis (Creswell, 2003). Apparently, this mixed methods designed study was a combination of the quantitative methods and qualitative methods in a single research providing enriched understanding of the research topics (Hesse-Biber, 2010; Johnson, Onwuegbuzie, & Turner, 2007). Regarding the studies

investigating TC of LA, mixed method research was best suggested to clarify teachers' conceptualizations of LA in different teaching contexts (Borg & Alshumaimeri, 2019).

Table 2.3: NI Sampling Criterion II - Teachers' Teaching Contexts

Teaching Contexts	Volunteer teachers	Written NI-participants (within the group %)	Oral NI-participants (within the group %)
	f	F	f
DEL-L	5	3 (60%)	2 (40%)
DELT	4	2 (50%)	2 (50%)
SFL	33	18 (56%)	15 (47%)
Total	**42**	**23**	**19**

While this research investigated teachers' learner images in their mind, it administered the questionnaire "English Teachers' Beliefs about Learner Autonomy" (Borg & Al-Busaidi, 2012) to elicit quantitative data, and it used written and oral NIs as a source of qualitative data. For this study the data was collected in a period of eight months, which indicate two university semesters. Using three main techniques of data collection; metaphor elicitation, questionnaire survey and NI, all in English, as explained in the following section, the study aimed to inspect TC of LA within a mixed methods design. Table 2.4 gives the data collection tools and related research questions to be investigated with.

2.6.1. Metaphor Elicitation

The first oral NI of the two conducted during this study was the on-the-spot, one-on-one structured interview to inquire metaphors the teacher participants had for learners in order to find answers for the RQ 1. With regard to the possible effect of being aware of the research topic of the study on the teachers' metaphor creation, we conducted metaphor elicitation interview at the very beginning of data collection before they were informed about the content of the research via the questionnaire and the interview. By the considerable interest of cognitive views in language teaching, metaphor analysis has been recognized as a valuable tool in applied linguistics, in education as a reflective research tool in the investigation of teaching contexts (Akbari, 2013; Can, Bedir, & Kilianska-Przybylo, 2011; Thornbury, 1991; Tobin, 1990) and also

Table 2.4: The Data Collection Tools and Related Research Questions

Research Questions	Data Collection Tools
R.Q.1. What are teachers' metaphorical images for learners?	Metaphor Elicitation Interview
R.Q.2. What is LA for teachers?	Oral NI
R.Q.3. What beliefs do teachers have about LA?	Questionnaire-Part I
R.Q.4. What are the factors effecting teachers' beliefs about LA?	Questionnaire-Part I
a. Does the gender have an effect on teachers' beliefs about LA?	
b. Does teachers' academic status have an effect on their beliefs about LA?	
c. Does teaching context have an effect on teachers' beliefs about LA?	
R.Q.5. What beliefs do teachers have about the desirability and feasibility of LA?	Questionnaire-Part II
R.Q.6. What are the factors effecting teachers' beliefs about the desirability and feasibility of LA?	Questionnaire-Part II
a. Does the gender have an effect on teachers' beliefs about the desirability and feasibility of LA?	
b. Does teachers' academic status have an effect on their beliefs about the desirability and feasibility of LA?	
c. Does teaching context have an effect on teachers' beliefs about the desirability and feasibility of LA?	
R.Q.7. How do teachers fictionalize LA for an imaginary ideal learner?	Written NI
R.Q.8. To what extent do teachers think their learners are autonomous and teachers actually promote LA?	Written NI
R.Q.9. What are teachers' practices for promoting LA in their classes?	Written NI
R.Q.10. What are the factors affecting the degree of autonomy learners have?	Oral NI
R.Q.11. How can LA be promoted in Turkish context?	Oral NI
R.Q.12. How LA is considered in Turkey?	Oral NI

in cognitive studies (Kesen, 2010; Xiong, Li, & Qu, 2015). Before the investigation the English language teachers' cognition on LA, we tried to bring out the spontaneous images they had for learners in their minds by metaphor elicitation method. A prompt response provides first and immediate thought that comes to their mind (Kalra and Baveja, 2012). By this instant interview, the participants were encouraged to use metaphors as a means to reveal how they see learners. The widely used question template to elicit metaphors in numerous researches has been "What is ….. like?" so far (McGrath 2006; Saban, 2009; Saban, Koçbeker & Saban, 2007; Zapata & Lacorte, 2007). Many studies also utilized this question in writing via the prompt "X is like … because …" (Baş & Gezgin, 2015; Seferoğlu, Korkmazgil, & Ölçü, 2009; Saban, 2010; S. Genç, 2019). Some reasons behind the frequent use of metaphor elicitation method are its being economical in terms of the time required (McGrath, 2006) and it's being

standardized allowing easy comparisons (Seferoğlu et al., 2009). Considering all, we used the question "What is a learner like?" to elicit participant teachers' metaphors for learners by means of on-the-spot interview in the oral code. The rationale behind using face to face interview for metaphor elicitation was to reveal the participants' immediate reactions rather than their best answers. The participants were given enough time to think and make their implicit belief about a learner explicit by making a resemblance between the metaphor topic that is a learner and the metaphor vehicle that is the source domain through the use of the word "like". All in all, we tried to dig out metaphors to unearth the spontaneous everyday conceptions about learners. As a result, the participants' metaphors illuminated the hidden figure of a learner in their mental lives as a stereo type. Metaphor elicitation interview provided me the figures the teachers had for learners which gave me a path to comment on how autonomous the participants considered learners.

In order to eliminate the possible loss of meaning in translation from Turkish to English, the participants created images in English. However, some problems may arise in the analysis and interpretation of the data in metaphor studies (Lim, 1999; Glucksberg, McGlone & Keysar 1992). Lim (1999) defines the problems concerning the validity of researcher metaphor interpretation as the variety in the interpretation, the ambiguous and abstract metaphors and the different interpretations by different interpreters. In order to eliminate these difficulties, to confirm and clarify the metaphor the participants created for learners and to ensure the validity of the results, the interview was closed with an open-ended question, "Why do you think so?", which allowed the participants to be more creative and clear with their metaphor choice. Yıldırım and Şimşek (2013) argue that metaphors alone cannot fully unveil the descriptive and visual power. Thus, to reveal and clarify the meaning of metaphors, the question Why…? was asked. The metaphorical reasoning by explaining the rationale for choosing each metaphor helps make the participants' implicit belief explicit.

For eliciting metaphors related to learners, the researcher visited each participant in their office and conducted an instant face to face interview. She asked 80 teachers in three different setting at Erciyes University, namely DEL-L, DELT, and SFL, the question "What is a learner like?" to reveal the metaphors which came to the participants' mind instantly. Afterwards, in order to make the respondents' answers

explicit, the reason of their choice was inquired by means of the added question "Why do you think so?". Any voice or video record was kept in these one-on-one short interviews to eliminate the effect of the psychological constraint of recording on the answers. Instead, the researcher noted down the replies of the respondents for both questions "What is a learner like?" and "Why do you think so?" immediately on the spot. The analysis of the images created by the teachers showed insight about the way the teachers saw learners while investigating their cognition on LA. Identifying, evaluating and critiquing teachers' images helped to reveal how teachers conceptualize a learner.

2.6.2. Questionnaire Survey

As the second means of data collection, in this study, we conducted a questionnaire survey to collect quantitative data for the investigation of TC of LA regarding the research questions 4, 5, and 6. The rationale behind using a questionnaire is its being relatively easy and capable of collecting a vast amount of information quickly. Besides, it includes the opportunity of administering it in different locations (Dörnyei & Taguchi, 2009). In addition, in cognitive studies observing cognition is really difficult. Most of the studies inquiring TC utilized questionnaires as the measurement instrument (Al Asmari, 2013; Borg, & Al-Busaidi, 2012; G. Camilleri, 1999; Chan 2003; Nguyen, 2014; Özdere, 2005; Yıldırım & Şimşek, 2013).

Correspondingly, in this study, we used the questionnaire of "English Teachers' Beliefs about Learner Autonomy" (See Appendix A), which was constructed by Borg and Al-Busaidi (2011) and used in many studies (Alibakhshi et al., 2015; Arshiyan & Pishkar, 2015; Doğan, 2015; Shahsavari, 2014; F. D.Yıldırım, 2014) The questionnaire, which is a structured quantitative and qualitative measure, was developed for a project addressing what beliefs and reported practices of English language teachers at a large university language center in Oman were regarding LA. The questionnaire comprised of four parts. The first part investigated the perception of participants on LA with 37 close-ended items each belonging to one of the 10 subgroups given below (F. D. Yıldırım, 2014);

1. Technical perspectives on LA (Items 2, 6, 21, 31)
2. Psychological perspectives on LA (Items 11, 29, 32, 33, 37)

3. Social perspectives on LA (Items 3, 16, 19, 25, 30)

4. Political perspectives on LA (Items 4, 7, 14, 22, 27)

5. The role of the teacher in LA (Items 8, 18, 24, 35)

6. The relevance of LA to diverse cultural contexts (Items 13, 23)

7. Age and LA (Items 1,10, 20)

8. Proficiency and LA (Items 9, 26, 34)

9. Learner centeredness and LA (Items 15, 17, 28)

10. The benefits of LA to language learning (Items 5, 12, 36)

The respondents were required to rank their answers on a five-point Likert-type scale, including 1=strongly disagree, 2=agree, 3=unsure, 4=agree and 5=strongly agree.

Likert-type scale has been the most commonly used item scaling technique due to its being "simple, versatile, and reliable" (Dörnyei & Taguchi, 2010, p.27). The participants can complete the questions at their own pace which provides the convenience of the instrument.

The second part dealt with teachers' view on the feasibility and desirability of LA in their teaching context with 14 items in two parts. The first part investigated how desirable it was to involve learners in teaching decisions with seven items and how desirable it was for learners to have ability to be more autonomous with the following seven items.

Employing the same set of items, 14 in total, the second part aimed to investigate how feasible it was to involve learners in teaching decisions and how feasible it was for learners to have ability to be more autonomous. The item count was 28 in total and on a four-point Likert-type scale, including 1=undesirable, 2=slightly desirable, 3=quite desirable, and 4=very desirable for the desirability column and including 1=unfeasible, 2=slightly feasible, 3= quite feasible, and 4=very feasible for the feasibility column provided the ratings.

Two open-ended questions in the third part inquired the teacher participants' idea of their students' degree of autonomy and the participants' attempts to promote autonomy in their teaching contexts. The fourth part was for gathering demographic information of the participants some of which was used as the variables in the quantitative investigation of their beliefs about LA. Although using questionnaires is

"highly effective means of data collection, the kinds of insight they can generate are limited" (Dörnyei & Taguchi, 2010, p.109). Utilizing a questionnaire alone is not regarded enough to reach subjective variety in investigation of teachers' cognition of LA, so NI was also conducted.

2.6.3. Narratives

In education studies NI have long been used as data (Oxford, Meng, Yalun, Sung, & Jain, 2007). Since the seminal study of Connelly and Clandinin (1990), the information of NI has grown dramatically. Webster and Mertova (2007, p.2) describe the functions of narrative as;

> *"People make sense of their lives according to the narratives available to them. Stories are constantly being restructured in the light of new events, because stories do not exist in a vacuum but are shaped bed by lifelong personal and community narratives. Narrative allows researchers to present experience holistically in all its complexity and richness. Narrative illustrates the temporal notion of experience, recognising that one's understanding of people and events changes".*

In narrative research participants share their experiences and ideas on the phenomena under investigation (Caine, Estefan, & Clandinin, 2013; K. Richards, 2003). The use of narratives as factual data in educational studies allow teachers' voice to be heard besides the voice of policy-makers, school administrations, and even the parents on educational issues not only as individual production, but also as the reflection of the social, cultural, and historical conventions (Moen, 2006; Pavlenko, 2008). Narratives concern the researcher's re-telling participants' views by combining researcher's experiences to produce a collaborative narration and narrative analysis comprised of the investigation of the data by reading and re-reading, and searching the text to sort the categories, patterns, and emerging themes.

Researchers mostly used NI to document personal and professional experiences to empower teachers to reflect on the challenges they encounter and to find solutions to the problems (Bell, 2002). Consequently, NI become educative for others in terms of to shed light on the common difficulties and possible solutions to them. By the same token, in this study the purpose of employing narrative framework was to benefit from the participants ideas, feelings, and beliefs to gain a greater understanding about teachers' cognition of LA (Scram, 2006) and searching ways to develop it.

NI has been implemented in many studies in a variety of disciplines, such as teacher education (Shelly, Murphy, & White, 2013) and autonomy (Aoki, 2009; Oxford et al., 2007). As reported in Carroll & Cotterall (2007), NI was employed in the investigation of LA on a large scale to report the struggles, reflections, and transformations experienced while developing autonomy. As claimed by Barkhuizen and Wette (2008) narrative approach leads a better understanding of that context, so that in this research we employed narrative approach in order to explore teachers' cognition of LA in university context to find answers to the research questions 2, 7, 8, 9, 10, 11, and 12. The written NI comprised of teachers' fictitious stories and two open-ended questions in the questionnaire while the oral NI hold metaphor elicitation interviews and semi-structured interviews. The purpose of employing personal narrative was to benefit from the teacher participants' natural impulses using their past and present experiences in terms of to what extent their ideal learners are autonomous (Connelly & Clandinin, 1990).

By taking the risk of dealing with overwhelming amount of materials, we utilized two different NI techniques; written NI and oral NI at different stages of the study. The NIs were conducted at different times during the data collection period. Firstly, written NI which focused on how teachers regard an ideal learner and how their ideal learners feel, think, and behave in teacher participants' imaginary stories, was conducted. Similar to metaphor elicitation interview, in order to get rid of the possible effect of being aware of the research topic on teachers' imagination of ideal learners, we conducted the written NI after metaphor elicitation interview. Collecting and reading one's imaginary stories offer way to go beyond their framed ideas. Thus, the purpose of utilizing written NI was to unveil teachers' perception of autonomous learner behind their ideal learner prototype.

Secondly, after conducting the questionnaire survey, which provided the quantitative data of the study, we utilized the oral NI by means of semi-structured teacher interviews. Narrative frames like semi-structured interview allow participants to expand their topic upon the points determined by the researcher. Participants can comment on the issues in their own time keeping them safe from face-treating questions (Barnard & Nguyen, 2010). Narrative frames also guide and support writers in terms of structure and content (Barkhuizen & Wette, 2008). For this stage, an oral NI was

conducted by means of semi-structured interviews to explore teachers' experience and views while allowing both the interviewers and interviewee to inspect the themes appeared during the conversation (K. Richards, 2003; Zheng & Borg, 2013).

2.6.3.1. Written NI -Fictitious Stories

In mixed methods study design, involving "words, pictures, and narrative" can expand the scope of the data (Johnson & Onwuegbuzie, 2004, p.21). Most of the research on TC in Turkey has employed interviewing both as the main data gathering means and as a means of triangulation (Balçikanli, 2010; Cephe & Yalçın, 2015; Çubukçu, 2016; Özmen, 2012; F. D. Yıldırım, 2014), but the researcher of this study has not encountered a study on autonomy conducted in Turkey employing written narration as an instrument up today.

A narrative is a story telling a sequence of events which is important for narrator. When we look on from socio-cultural theory, narration is not isolated and independent of its context. The inter-link between the individual and the context connects the narration to individuals'' social and cultural setting. According to Bell (2002), NI considers people's consciously told stories, but also recognizes that they construct their stories on deeper stories that people are not consciously aware. So, all stories told are based on the story structures they hold no matter how fictionalized. Meanwhile, writing imaginary stories is a kind of scenario which has a lot of forms, like written, spoken, or video. Scenarios are "real or imagined account or synopsis of an event" (Bullough, 2015, p.156). This study expanded NI to inspect TC on LA by asking them to imagine an ideal learner in their teaching context and to write a personal narrative as if it was their ideal learner who was narrating on the educational topics given.

Considering all these, extensive data was driven from 23 volunteer teacher participants' fictitious writings about how their stereo-type ideal learners in their mind feel, think, and do related to some educational issues from the imaginary learner's voice by employing written NI as the method. Evidently, fictionalizing was an unfamiliar procedure for the participants. So, the researcher gave clear explanations on the writing frame they were going to consider for expressing their ideas about their imaginary ideal learners. Considering all, after giving an informative introduction, the beginning

sentences as the template of their stories were given and the teachers were asked to write their imaginary stories about their imaginary ideal learner (See Appendix B).

2.6.3.2. Oral NI -Interviews

Mixed methods designs integrate quantitative data including close-ended responses and qualitative data including open-ended responses. In collecting quantitative data interviews have been widely used in the field (Creswell, 2003; K.Richards, 2003). In this study, two different interviews at two different stages were conducted; metaphor elicitation interview at the very beginning of data collection as explained in Section 2.6.1 and the main interview conducted after conducting the questionnaire survey. As a result, teachers' cognition of LA was investigated more deeply in their cultural and historical context (Bullough, 2015) by face-to-face follow-up semi-structured interviews with volunteer teachers to collect qualitative data after completing the metaphor elicitation interview, written NI, namely fictitious writing and questionnaire survey.

Kvale (1996) defines interview is "an interchange of views between two persons conversing about a theme of mutual interest" (p.1). The one-to-one, follow-up, semi-structure interview was conducted with volunteer teacher participants within a planned framework of themes for collecting the qualitative data. The interview was designed by means of some reflective questions on the basis of the findings obtained from the questionnaire. As the venue of the interview, each participant's office in their school was preferred as to create a familiar and relaxing atmosphere for them. The interviews were held in-person at a time convenient for them. Individual interviews lasted for 15-45 minutes each. What is more, all interviews at this stage were audio- recorded with the consent of the teachers and later transcribed by the researcher.

In addition, flexibility was maintained in the order of the questions by the flow of interview. During the interview, when the teachers' responses were not explanatory and descriptive enough or in order to elicit in-depth views and opinions of the teachers rather than their reports, some open-ended questions were asked for the elaboration of their thoughts and beliefs on LA. Due to the natural and close way we communicated during the meetings, the interviews felt less formal like a conversation Throughout the interviews, the orientation of the questions is to elicit responses about the teachers'

thoughts, feelings and experiences (Chase, 2003) using everyday English to comfort them to tell their stories. So, the researcher tried to ease the interview for the participants and to elicit revelations by asking questions on emerging ideas on the spot in an informal conversational way and by encouraging them to tell their stories and to take responsibility for the meaning. Concerning what and how issues during the interviews expanded the interactional context. Thus, the follow-up questions provided opportunities both to warm the atmosphere and to hear their stories. While conducting the interview, to get rid of any imbalance, the researcher also considered the issues of age, power, experience, and identity in order to eliminate the potential effect of these issues on the interviewee's complacency. All responses were stored on a mobile phone as well as on a PS with the prior consent of the participants and afterwards were transcribed verbatim all audio records using *Voice Dictation* (https://dictation.io/) for content analysis. The interview transcriptions were stored on private documents on a computer and flash drive. Finally, in order to gain participants' confirmation of the recordings as their original view, the researcher e-mailed them the transcription of their interview. Following the interview completion, the data analysis for the interviews was conducted. To ensure confidentiality, the identity of the teachers was coded and the participants were referred with pseudonyms they adopted and wrote in the consent form in order to prevent any preference.

Despite the incredible labor-saving help of technology, such as teleconferencing, online interview, or chatting, all interviews were carried out face to face in the participants' offices in previously scheduled time in order to eliminate the effect of interviewing only via voice and consequently using different types of mediums (Merriam, 2002). All teacher participants were competent in EFL, so the language of communication in both interviews was English. However, whenever the interviewers needed to fill a conceptual gap while speaking in English, they refer to Turkish. Some participants wanted to emphasize what they meant by means of some sayings, phrases, or proverbs they knew in Turkish. If they could not find the equivalent one in English, a few of them switched into Turkish. Except from the situations to fulfill such conceptual gaps, the language of communication was English.

Prior personal relationships between me, the interviewer and the teacher participants, the interviewees as the members of the same university provided more

mutual understanding and helped me build up a collegial contact with each. All interviews were conducted in an informal conversational atmosphere to encourage participants to reveal their ideas on LA. They recognized the researcher as a polite and grateful. So, all of them were very eager to participate.

All things considered, we followed Borg's (2006) suggestion in choosing the research setting, participants, and data collection tools and analyses regarding that the researchers on TC should consider what is practically "feasible, acceptable, and permissible" (p.280) in the context under study.

2.7. Data Analysis

In this study both qualitative and quantitative methods were utilized to address the research questions. The data collected was analyzed quantitatively by means of statistical analysis and qualitatively by means of content analysis. Content analysis, which is grouping the units into categories, included coding, identifying themes, organizing the data according to the codes and themes to make inferences from the text (Miles & Huberman, 1994; Weber, 1990). None of the data collected was eliminated. Table 2.5 shows the data analysis procedures for the study.

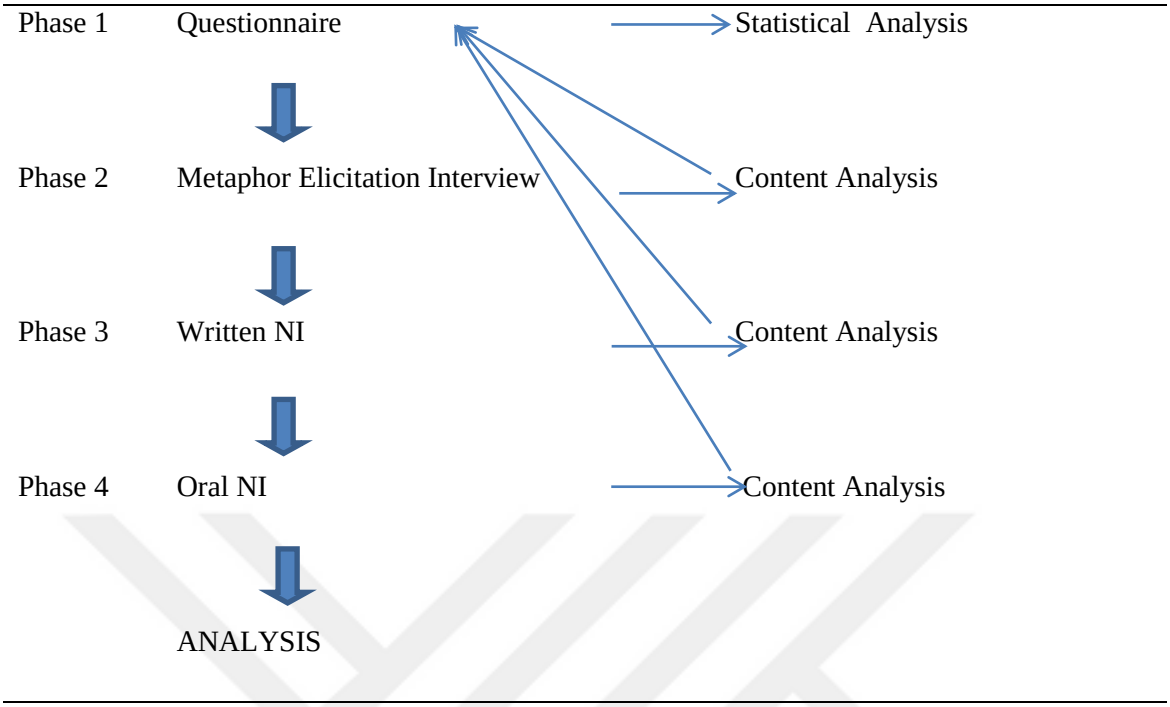
2.7.1. Quantitative Data Analysis

The purpose of using the questionnaire of "English Teachers' Beliefs about Learner Autonomy" was to reveal the teachers' beliefs on autonomy and to show how desirable and feasible LA was for the teachers. The information compiled from the questionnaire was submitted to SPSS Version 23, a computer application which allows statistical analysis of quantitative data. Descriptive and inferential statistics were utilized to present statistical findings.

2.7.2. Qualitative Data Analysis

For the analysis of the qualitative data content analysis was utilized. The study occupied with four different groups of qualitative data gathered from the metaphor elicitation interview, the two open-ended questions in the questionnaire, fictitious narratives, and teacher interviews. The qualitative data was subjected to the content analysis to identify common themes for illuminating some research questions.

Table 2.5: Data Analysis Procedures



I followed content analysis to analyze the data gathered in the metaphor elicitation interview (Moser, 2000) as one of the oral NIs conducted in this study. The methodology of metaphor analysis which systematically examines the images teacher participants generated spontaneously in the interview to uncover the underlying conceptualizations they had for learner consisted of stages. In the first stage of the metaphor analysis, the data gathered from the metaphor elicitation interview was documented into an Excel file and identified the linguistic metaphors supplied by the participants for learners in the form of similes. Through this coding process, 50 different linguistic metaphors generated by the teacher participants were detected to form coherent groups to establish conceptual metaphors. While recording them into an Excel file, the reasons they gave for their choice of that metaphor were added as the entailment of it. Entailments guide us safely into the conceptual domain as Sfard (1998) states "implications of metaphors are a result of contextual determinants not less than of the metaphor itself" (p.5). So, in order to make generalizations from the exemplar metaphors to conceptual categories, the vocabulary used by the participants both for the metaphor they generated and for the reasons they gave for their choice were employed. Thus, in the grouping of the metaphors in terms of themes, the entailment of each

metaphor was examined iteratively and thoroughly. Then, the images were read and categorized into themes according to their referent.

Besides, some metaphors are fuzzy (Low, 1999, p.79), which means that they may fit more than one conceptual category. We were aware of the fact that the way the metaphors had been categorized might not reflect the intention of the participants. Here the follow- up question in the metaphor elicitation interview helped me to find the best category. What is more, an exemplar metaphor may appear in different conceptual categories at the same time since they represent different reasons. For example *sponge* as one of the metaphors produced by the teachers had different entailments which displayed different reason of its choice. Consequently, the metaphor appeared both in learner as a recipient category and learners as a knowledge reflector category. Finally, the metaphors were clustered under eight conceptual categories. These categories identified the role of learners in learning with respect to LA.

In the investigation of teacher participants' cognition of LA in terms of the metaphors they created for learners, we utilized the term active agent in order to define the role teachers and learners take in teaching and learning as well. Agent means one that acts or exerts power (**https://www.merriam-webster.com/dictionary/agent**). In our context active agent is the person who is active and takes the responsibility of learners learning, in other words it projected autonomy.

As the second qualitative data of the study, the participants' fictitious narratives were gathered and copied into a Microsoft Word document for the content analysis. The data was coded regarding Borg and Al-Busaidi's (2012) questionnaire, "English Teachers' Beliefs about Learner Autonomy" under ten categories. The file was filtered for the categories Borg and Al-Busaidi (2012) composed considering the need for a coherent, systematic, and theoretical mood in LA research. Their model mainly based on Oxford (2003), consists of four perspectives on LA-technical perspective, psychological perspective, sociocultural perspective, and political-critical perspective. Technical perspective focuses on the physical situation. LA is regarded as learning skills for independent learning situations, like in self-access center, classroom, or home setting. Psychological perspective regards autonomy as the combination of characteristics of individuals, such as attitudes, ability learning strategies and styles.

Sociocultural perspective considers autonomy as self-regulation gained through social interaction with a mediating person. Political critical perspective views autonomy as access to cultural alternatives and power structures. Oxford (2003) tries to reach a kind of covering definition of autonomy by considering "no single perspective should be considered antithetical to any other perspective (p.90). Borg and Al-Busaidi (2012) also added some more topics to investigate their relationship to LA. These are the role of the teacher on LA, the relevance of LA to diverse cultural contexts, the relationship of age, language proficiency, learner centeredness and LA separately, and finally the benefits of LA to language learning.

Similarly, the answers of the teacher participants for the two open-ended questions in the questionnaire inquiring teachers' ideas about their learners' degree of autonomy and teachers' attempts to promote LA in their teaching context were copied into a Microsoft Word document. Then, Nunan's (2003) the nine steps procedure, which considers teacher learner partnership in developing LA, was employed as the template for the content analysis of the data.

As the fourth group of qualitative data**,** the recordings of the teacher interviews were transcribed the by using a voice dictation programme. Once the transcription was completed to strengthen the trustworthiness and credibility of the study, the transcribed notes were shared with the participants to confirm their agreement and provide respondent validation (England, 2016). Consequently, three sets of data in Microsoft Word documents were stored for the qualitative analysis with close and repeated reading. First, the data was read and re-read all thoroughly and then started coding. By means of an inductive approach (Creswell, 2003), the data was analyzed thematically. Multiple readings of the data helped the researcher mark the passages that were interesting to reduce the data.

Then, the passages were loaded and marked into matrices in Excel to provide an easy viewing in arranging the data. Afterwards they were tagged using some labels to mark. This is called coding (Seidman, 2013). Each narration was read separately to conduct thematic connection within and among them by using the "descriptive or inferential information compiled during the study" (Miles & Huberman, 1994, p.56) for analyzing the data and interpreting on them. While coding the data, the comments were

added and refined, and later the analyses were finalized with the investigation, categorization and interpretation of the themes. In doing this, after examining all thematic codes separately, they were grouped under taxonomy as the main themes. Related to the themes, relevant direct quotes from the participants were selected to support and give further detail.

Data was analyzed in a recycling way. The researcher engaged with close reading, zooming in and out, re-reading, interpreting teachers' focus. In order to maintain an understanding she used her personal voice after wresting with the texts. Considering a progressive focusing approach by de-contextualizing and re-conceptualizing (Verschuran, 2003), the labels were kept tentative since some new ones might have come out even in the last transcript or some labels might have died out. Thus, a discrete set of labels at the beginning of the investigation was not provided. They evolved during the on-going reading. In the course of the continuous analysis, a new theme might appear at each reading. So, the previous data were viewed again to search for the newly appeared theme.

Although we had planned to employ Borg and Al-Busaidi's (2012) questionnaire, "English Teachers' Beliefs about Learner Autonomy" template as done for the data analysis of the fictitious narratives for the data gathered from teacher interviews, the precise details, which would provide context specific information on the topic, appeared in the data. Thus, in reporting the findings of the oral NI, we created our own template to make use of the findings to highlight the teachers' cognition of LA in Turkish context and defined it in four parts: How teachers define LA, factors effective on LA, how to promote LA, and LA in Turkey.

2.8. Pilot Study for the Interview

Before conducting the main interviews, pilot interviews were conducted with two participants from the SFL to clarify the consent form and to practise conducting face to face interviews. The piloting the interviews showed me that the design of the metaphor elicitation interview worked well. However, the pilot interviews revealed the need for more follow-up questions for teacher interviews since all participants might not have been eager enough to speak. Similarly, the participants might give the answer to another question while talking about the previous. So, it was discovered that listening

deeply and asking the follow-up questions at any time they mention about the topic to get rid of repetition were necessary.

2.9. My Part as the Researcher

Lather (2003) reports from Hall (1975) the role of researcher in qualitative studies as "a catalyst who works with local participants to understand and solve local problems" (p. 200). Similarly, K. Richards (2003) defines the attempts of qualitative studies as to describe and understand the behavior of the target social or cultural group, and the role of the researcher as viewing the topic issue from the perspectives of the participants. The relationship between the researcher and research subjects has been an area of interest in narrative research as a result of the collaborative and dialogic nature of narrative research (Connelly & Clandinin, 1990; Kyratzis & Green, 1997). So, NI requires a close collaboration of the participants and the researchers.

Narrative researchers are not passive listeners to participants' stories whereas they are actively involved in constructing them by eliciting, co-constructing, interpreting, and representing participants' lived or imagined personal experience in order to make meaning (Barkhuizen, 2011). So, NI constructed either written or orally and the analysis of it make the researchers become both the researcher and the participant. The researchers collect the participants' stories and place them into larger narratives. Consequently, the re-storying by the researcher includes the researcher interpretation of their lives.

What is more, participants might have difficulties to tell their stories (Moen, 2006). Connelly and Clandinin (1990) propose to reach a joint of inter-subjective, the narrator and the researcher, understanding. Regarding this approach, I consulted narrators during commenting on the data to provide multi-voicedness of the narrative. As a result, the narrative data reached a wider interpretation. Similarly, K. Richards (2003) defines the attempts of qualitative studies as to describe and understand the behavior of the target social or cultural group, so the researchers should view topic issue from the perspectives of the participants (p.14).

As the researcher of the study, I have 20 years in language education in most of which I experienced teaching English to freshmen. During this time, I also undertake some administrative responsibilities in the educational organization of SFL. Besides, I

have been interested in how teachers feel, think, and behave in term of the tasks and responsibilities assigned to them. Over this time span, I became interested in TC, which gives me a way to better understand teachers who are one of the key components of language education (Borg, 2006). Considering all, my being a teacher at the university the study conducted at provided me an extended exposure to the university setting. I have a good relationship with all participants some of whom are my professors, some of whom are my colleagues for years, and some of whom were once my students. All in all, I had my voice in this thesis both as the researcher and the author.

2.10. Reliability in NI

Making meaning is beyond the telling of stories. Barkhuizen (2011) defines the activity of making meaning, learning, or knowledge construction under an umbrella term: Narrative knowledging. Narrative knowledging as a cognitive activity is the meaning making, learning, or knowledge construction that takes place during narrative research activities of (co)constructing narratives, analyzing narratives, reporting the findings within the ethical, ideological, and emotional responsibilities (p.395). When the researchers revisit and reflect on the stories told or when the reports completed, they may understand them in different ways, so narrative knowledging is active making meaning, not stable, permanent, or unchallengeable in nature. Hence, there is a concord on narrative research that the criterion for qualitative and quantitative research method cannot be applied to NI.

Investigating human experience NI deals with individual facts rather than generalizable and repeatable events. Consequently, reliability and validity issues are considered from a different perspective in NI than traditional research (Connelly & Clandinin, 1990; Lyons & LaBoskey, 2002; Webster & Mertova, 2007). In quanitative research reliability is related to the consistency and stability of the measurement whereas in narrative research, reliability is related to the dependability and trustworthiness of the data collected from the experiences of the individuals. Instead of objectivist approach to reliability and validity, access to reliable and trustworthy records of the narrations constitutes reliability and validity. In a NI mutual trust with participants, being familiar with the culture, and checking any misunderstandings and misinformation ensure the quality of qualitative research.

In terms of accountability, teachers' voices were essential to identify their perception of LA. They reflected on their experiences in their present institution regarding LA. In triangulation, verification of sources of data involving corroborating evidence from different sources to shed light on a theme or a perspective works (Moen, 2006). For the triangulation in qualitative studies, Miles and Huberman (1994) distinguished five types: Triangulation by data source, method, researcher, theory, and data type. In this study, we employed triangulation by data source in terms of collecting data from different persons at different teaching contexts, by method in terms of using different methods involving metaphor elicitation, written and oral narratives, by theory in terms of constructivism, and by data type in terms of combining quantitative and qualitative data. The type of triangulation employed depends on the design and aim of the study (Meijer, Verloop, & Beijaard, 2002). Due to the immense work load and time commitment in the investigation of four different groups of qualitative data, namely the metaphor elicitation interview with 80 teachers, the written narratives of 105 teachers for the two open-ended questions in the questionnaire, 19 teachers' fictitious stories, and 23 interviews with teachers lasting from 15 to 45 minutes, we could not apply researcher reliability as inter-rater reliability in quantitative studies by finding a data analyzer due to the heavy work load of my professor, my research partners, and my colleagues around. Yet, the data were combined and synthesized providing the other triangulations.

In this study, we addressed the validity in terms of the various procedures of data collection and taking the results back to the participants for the accuracy and the credibility of the account. Accordingly, for the NI of the data, the transcripts were sent back to respondents to validate the truthfulness of data and included some verbatim interpretation of the respondents for some blurry parts. Besides, the validity was ensured by sharing the report on their comments for their consent. Each participant was asked to comment on their draft account to ensure their accurate voice reflected.

2.11. Ethical Considerations

In this study, since the researcher was the only instrument in the data collection stage and in the interaction with participant teachers, ethical considerations were required (Webster & Mertova, 2007). Thus, an informed consent involving the

information about the aim of the study, an option for pseudonym, confidentiality and privacy of the data collected were provided. Besides, the ethical report from Erciyes University was obtained In this study every decision was made with considering ethical issues.

CHAPTER 3

FINDINGS

3.1. Introduction

This chapter presents the report on the research findings from this multi method exploration of teachers' cognition of LA in Turkish context. Primary data was collected from sources comprising a questionnaire survey, a metaphor inquiry, and oral and written narrative inquiries. Divided into four sections, the chapter reports the results and findings of the study as a whole.

The results from Phase 1 of the research are presented in the first section of the chapter (3.2). The data analyzed in this section was collected through a questionnaire with 105 teachers. By using a questionnaire, a comprehensive overview was gained on Turkish teachers' beliefs about LA, and how desirable and feasible LA was among the teachers. The section also provides comparisons between the teachers in terms of the gender of the teachers, academic status of the teachers, and the context they teach.

The data analyzed in the second section (3.3) was collected through one-on-one structured interview with 80 participants to inquire metaphors the teachers had for learners. In the interview, metaphor elicitation method was utilized to unearth the conceptualization of language teachers on learners. As a result, highlighting different metaphors the participants have in their mind for learners help the researcher to analyze the invented images for learners and relate them to the findings of the other phases.

In addition, the following section (3.4) reports the findings of the written narrative inquiry conducted with 23 teachers in Phase 3 of the study. The written narrative inquiry, for which the teachers created a story by using their imaginary ideal learner's voice in their teaching context, was a kind of personal narrative reflecting

teachers' ideas on their ideal learner who was narrating on the topics given. The purpose of utilizing the written narrative inquiry was to unveil teachers' perception of autonomous learner behind their ideal learner prototype and how these learners feel, think, and behave by means of the imaginary stories teacher participants' created.

Finally, the last section (3.5) reports on the results and findings of Phase 4 of the study. The data for this section was gained from the oral narrative inquiry, which was conducted by means of semi-structured interviews with 19 teachers. Semi-structured interviews provide me to go deep down to shed light on teacher cognition of LA. Besides, the findings of the Phase 2 were supported by the findings of the Phase 3 and Phase 4. The findings and interpretations presented in this chapter are intended to enlighten how Turkish teachers perceive learner autonomy.

3.2. Teachers' Beliefs about LA

This section presents the findings of a questionnaire survey distributed to Turkish teachers teaching English at a Turkish university investigating teacher cognition of LA. In order to obtain a detailed overview of Turkish teachers' beliefs about LA the questionnaire "English Teachers' Beliefs about Learner Autonomy" (Borg & Al-Busaidi, 2012), which consisted of four parts was conducted. The first part consisted of 37 Likert-type scale items aimed to reveal teacher perception of LA under the 10 sub-groups. Descriptive statistics and Fisher's exact test were utilized for the analysis of the data to compare the subgroups regarding the gender and academic status of the teachers and the context they teach in. For this section, some stunning excerpts from oral and written narrations of the teachers which described teachers' personal ideas and were relevant to the findings to highlight the results were presented.

The second part comprised of 14 items in Likert-type scale investigating teachers' view on the feasibility and desirability of learner autonomy in their teaching context in four groups: Desirability of learner involvement in decision-making, desirability of learners' developing ability for LA, feasibility of learner involvement in decision-making, and feasibility of learners' developing ability for LA. The data collected was analyzed by means of descriptive statistics. The data was also compared descriptively for the gender, the academic status, and the teaching context of the respondents.

Consisting of two Likert-type scale items, the third part inquired the teachers' idea of their students' degree of autonomy and their attempts to promote autonomy in their teaching context with two questions following. Open-ended, these two questions investigated the reasons of idea on the degree of autonomy the learners had and their attempts to promote LA. Providing a deeper understanding of teachers' ideas on LA, their explanations also outlined their preferences for LA promotion in their context.

The fourth part inquires the demographic profile of the teachers participated in the survey reported as in follows.

3.2.1. Demographic Profile of the Respondents

In this section some factual information about the participants sampled in survey was presented. The respondents of the questionnaire chosen in terms of convenient sampling strategy were 105 in total involving males (M) and predominantly females (F) (58.9 %). The participants were divided in two groups regarding their academic status; first as BA (a Bachelor of Art) which awarded for an undergraduate program completed in four years (47.6 %) and second as MA (Masters of Arts) which are graduate-level programs of additional full-time study after completion of a bachelor's degree that typically takes two years or PhD (Doctor of Philosophy) which is the highest level of academic degree awarded by universities for students having a master's degree (52.3 %). Besides, the participants were categorized according to their teaching position. The English teachers teaching at DEL-L and DELT are English majors (EM) whereas teachers teaching at SFL are English instructors (EI). Most respondents were reported working as EI (79.4%). The demographic characteristics of the respondents were given in Table 3.1.

Table 3.1: Demographic Characteristics of the Respondents

Gender (%)		**Academic status** (%)		**Teaching position** (%)	
44 M	(41.9)	50 BA	(47.6)	22 EM	(20.9)
61 F	(58.9)	55 MA/PhD	(52.3)	83 EI	(79.4)
Total=105		Total=105		Total=105	

3.2.2. Teachers' Perception of LA

Before starting the statistical analyses of the questionnaire data, a missing value analysis was undertaken. The missing values in the data gained from closed items were

identified according to the 10 subgroups as explained in Section 2.6.2. It revealed that only 5 subgroups had missing data ranging from 2.7% to 8.1%. Little's MCAR test ($p <$ .05) indicated that the data was missing at random in these five subgroups (p = .77, p =.45, p =.73, p =.42, p =.15).

After editing the data with missing values, statistical analyses were conducted to examine the normal distribution of the questionnaire data. The assumption of normality was tested by using Shapiro-Wilk test ($p > .05$) (Shapiro &Wilk, 1965; Razali & Wah, 2011). The test indicated that the scores for teacher participants' perception of LA were approximately normally distributed (p = .99) (Cramer, 1999) with a skewness of 0.031 (SE =0.236) and a kurtosis of 0.096 (SE = 0.467). Similarly, visual inspection of the histogram also showed that the data was normally distributed. A reliability analysis was carried out on the teachers' perception of LA values scale comprising 37 items. Cronbach's alpha showed the questionnaire to reach acceptable reliability, α = 0.73 (Cohen, 1988).

The questionnaire consisted of ten sub-groups and the responses have been analyzed accordingly. As displayed in Table 3.2, the overall mean of the 37 items in the questionnaire is 3.63 with a standard deviation of .27. The means of 10 sub-groups range from 2.80 to 4.27. As one of the sub-groups, psychological perspective has the highest mean among the others (M = 4.27, SD = .47) while the sub-group language proficiency and LA display the lowest mean (M = 2.80, SD = .62).

The results presented thus far suggest that many teachers hold somewhat common beliefs on LA. LA was a prerequisite of learning. If learners did not have autonomy, they had to follow their teacher's way with closed eyes. Nonetheless, learning mostly occurred outside the classroom upon the base teachers created in the classroom. The learners established their learning due to their interests and likes outside the classroom (İsmail)

The lower standard deviations of some sub-groups - technical perspective, psychological perspective, social perspective, political perspective and the role of teacher- show that respondents had more consistent ideas on these issues.

The teachers considered learners studying on their own and developing the technical ability highly commonly. For them, LA could be achieved by using electronic

Table 3.2: Means and Standard Deviations of Sub-groups

Sub-groups	*Mean*	*SD*
Technical perspective	3.76	0.48
Psychological perspective	4.27	0.47
Social perspective	3.93	0.43
Political perspective	3.90	0.44
Role of teacher	2.93	0.49
Cultural universality of LA	2.83	0.61
Age and LA	3.17	0.78
Proficiency and LA	2.80	0.62
Learner-centeredness and LA	3.68	0.67
Language learning and LA	4.00	0.57
Overall	3.63	0.27

sources regarding technical perspective in their fictitious stories about their imaginary ideal learner (Section 3.4),

> *"The computer and the projector are used every day and I like the fact that they bring the outside world to our classroom. Thanks to them, I can learn from many other people and sources, not just from my teacher and classmates."* (Asiye)

Similarly,

> "*I use several language apps ranging from dictionaries to software which help me greatly in my language learning … that help me learn and practice vocabulary. I sometimes watch movies on my phone too, and I find reading newspaper articles especially beneficial, both because I enjoy reading quality journalism and because they help me learn and retain new vocabulary. I use these apps every day several times, because my phone is always with me*." (Göktuğ)

In opposition, not every participant preferred only electronic sources for their study,

> *"When I am studying, I usually have my course books and notebooks for revision, other books, monolingual and bilingual dictionaries, collocation dictionary, thesaurus, and smart phone for reference with me. I love looking up information in various resources and comparing them."* (Huriye)

The teachers also regard the learning environment within the technical perspective. These places were classrooms or some other places having silent and warm atmosphere like home or libraries, "Our classroom is heart-warming and pleasant" (Ayhan), "I prefer to study at the library on campus because it is a silent and private place and motivating. I try to study at the library as much as possible, usually after school because it is more convenient while I am already at school" (Göktuğ). Yasemin

commented on traditional classrooms as “Typical classrooms are so boring and uncomfortable because I have to sit down for hours on a plastic chair and I always see the back of my friends. In this classroom, it is difficult to feel relaxed and focus on the topic”. Besides, a teacher suggested learners’ freedom to choose the learning environment

> *“Any decisions about the learner and learning environments should be made by the learner. They must, I think, have a desire or a kind of being obsessed with their learning. If they desire, the learning environment and periods must not be limited to some places or days; it should be every day and everywhere.”* (Cenem)

Psychological perspective was found as the most highly supported perspective with the highest mean and with one of the lowest standard deviation among (M = 4.27, SD = .47). The teachers agreed on the confident and motivated learners could develop autonomy more easily. In line with the questionnaire scores, almost all the teachers regarded LA from the psychological perspective in their stories in detail. The motivation learners had appeared as a central issue “I always do my best to actively participate in the lessons, freely express myself in the target language and regularly ask my teacher for feedback related to my progress in language learning” (Mercan), “I am trying to do my best to learn English” (Aysel). Even, some ideal learners had the intrinsic motivation which indicates autonomy, “I think I do not really care about quizzes or exams. I study for my own betterment – not for the sake of exams” (Göktuğ).

Learners’ having their own learning strategies was the other topic appeared in the teachers stories, “When I am doing these activities to improve the four skills, I try to remember the strategies I have learnt at school and apply them” (Huriye). The teachers were aware of the individual differences in learning “… every student has different learning styles; therefore, different approaches to learning can be provided depending on the student's performance” (Birol) and to be autonomous learners should follow their own way “Everybody has different ideas about how I should study but I choose to study on my way, every individual is different, everybody needs different things. I know what I need and I focus on it.” (Yasemin)

The teachers hold highly common beliefs on the social perspective of LA with the lowest variety among them (SD = 0.43). They appreciated working individually besides valued peer/group work for developing autonomy. The teachers also

acknowledged the social perspective of LA in their fictitious writing. They approved both the individual study and group work in the class and outside the class,

> *"I love working with my friends in pairs or groups in class, which provides an opportunity to share our knowledge, beliefs, and opinions and present different perspectives. Being exposed to their opinions and their use of language help me become aware of diversity and richness. Also, when I am involved in peer editing, I think about aspects which I have not considered during my written production."* (Huriye)

Similar to the social perspective, the teachers hold a common view on the political perspective (*SD* = 0.44). In taking the political perspective into consideration, a great number of teachers expressed an enthusiasm on learners' involvement in educational decisions in their stories, "I really like to have a right to manage my own learning process" (Yasemin). However, some teachers were opposed to involving learners in school decisions, "learners shouldn't be involved in educational decisions. It is not necessary because every student has a lot of ideas about the system"(Sinem) while some preferred a more moderate position on learners' involvement in educational decisions, "I want to make my own decisions but, I also value the teacher's opinions about my choice in educational decisions. Therefore, I think there must be a middle way" (Perihan).

Teachers' constructive and creative ideas about evaluation appeared in their stories, too. Alternative evaluation types appeared, "But we are not only evaluated with paper tests, we get points for the homework we do, our participation in class and the presentations we give, so I feel I am always contributing to my final grade" (Asiye), "In class and out of classroom activities are integrated into scoring, which is a motivating to make students active learners" (Pelin).

Teachers assigned some roles to teachers in their stories, such as "Teachers always praise us and they hide themselves when we are active in the class" (Ayhan), "They consider our needs and interest." (Hatice)

The teachers had some concerns about the relationship between the culture and LA. Although they disagree with attaining LA to Western culture, they were well aware the LA in different cultures necessitated different applications. Thus, the relation between culture and LA proved diverse. The teachers did not bind LA to a specific

culture or content. It could be realized in any context without any dichotomies as the East or the West as Hatice stated “It cannot be dedicated to a unique society. It cannot be monopolized”

Of concern across these sub-groups is the relation of age and LA with a larger standard deviation. This indicates some variability among the teachers’ ideas on the effect of learners’ age on their autonomy. Some participants did not consider a relationship between learners’ age and the autonomy they had. Göktuğ related it not to age of learners but the mentality learners had for autonomy while Yasemin did not consider age as a factor on developing LA and believed that it could be developed at any age. Some others saw age as an effective factor on LA. After all, they could not reach a consensus on the most appropriate age to develop LA.

Although the standard deviation for the items investigating learner proficiency level and LA stands higher which indicates the variety of ideas among the teachers, the teachers held strong beliefs on promoting LA with learners having different levels of language proficiency.

The teachers reflected the widely supported notion of learner-centered classrooms in opposition to teacher-centered classrooms in promoting LA. However, they still hold different views on moving from teacher-centered classroom to student-centered classroom (*SD* = 0.67)

The teachers identified the relationship between language learning and LA highly positive (*M* = 4.00, *SD* = 0.57). Autonomous learners were considered as more successful learners since they know what to learn and how to learn carrying the responsibility of their learning.

The study also aimed to investigate teachers’ cognition of LA to reveal any relations in proportions of three variables, namely the gender and the academic status of the teachers, and their context of teaching. To ascertain whether a difference was present in teachers perception of LA in terms of the variables mentioned above Fisher’s exact test was conducted with α = .05 as a criterion for significance. This statistical procedure was viewed as optimal statistical procedure to use because of the unavailable sample size per cell was less than five in many cases.

3.2.2.1. Teacher Gender and Teachers' Perception of LA

Starting with the investigation of the data in sub-groups regarding gender of the participants, the outcome results indicated a non-significant association in teachers' perception of LA between males and females almost in every item except from Item 31in Technical Perspective (p = .03) and Item 5 in Language Learning and LA (p = .02). The effect sizes for this finding, *Phi* values (Leech & Onwuegbuzie, 2002) show a weak association (Rea & Parker, 2014) between the teacher perception of LA of males and females (Table 3.3).

Table 3.3: Fisher's Exact Test for Gender

Sub-groups (Item No)	*Fisher's exact test* *	*Phi value*
Technical perspective (2 / 6 / 21 / 31)	.11 / .09 / .49/ .03	.23 /.26 / .21 / .30
Psychological perspective (11 / 29 / 32 / 33 / 37)	.40 / .52 / .20 / .61 / .95	.19 / .15 / .20 / .20 / .05
Social perspective (3 / 16 / 19/ 25 / 30)	.53 / .60 / .07 / .74 / .61	.20 / .15 / .25 / .14 / .16
Political perspective (4 / 7 / 14 / 22 / 27)	.78 / .20 / .79 / .27 / .41	.12 / .21 / .10/ .22/ .16
Role of teacher (8 / 18 / 24 / 35)	.08 / .91 / .54 / .62	.27 / .09 / .18 / .13
Cultural universality of LA (13 / 23)	.90 / .54	.09 / .21
Age and LA (1 / 10 / 20)	.84 / .81 / .96	.11 / .13 / .10
Proficiency and LA (9 / 26 / 34)	.36 / .40 / .95	.24 / .20 / .08
Learner-centeredness and LA (15 / 17 / 28)	.35 / .35 / .06	.21 / .20 / .27
Language learning and LA (5 / 12 / 36)	.02 / .27 / .70	.31 / .19 / .08

* ($p<.05$)

3.2.2.2. Teachers' Academic Status and Teachers' Perception of LA

Similarly, the investigation of the data considering the participants' academic status indicated some disassociation (Table 3.4). I found the relationship of teacher perception of LA between the participants who had BA degree and the participants who held MA/ PhD degree non-significant apart from Item 6 in Technical Perspective (p = .02) and Item 26 in Proficiency an LA (p = .02). The effect size for this finding, *Phi* value also shows a weak association (Rea & Parker, 2014) between the teacher

perception of LA of teachers who had BA degree and the participants who held MA/PhD.

Table 3.4: Fisher's Exact Test for Academic Status

Sub-groups (Item No)	*Fisher's exact test* *	*Phi value*
Technical perspective (2 / 6 / 21 / 31)	.47 / .02 / .98/ .58	.17 /.31 / .06 / .17
Psychological perspective (11 / 29 / 32 / 33 / 37)	.70 / .13 / .81 / .41 / .46	.15 / .21 / .09 / .21 / .16
Social perspective (3 / 16 / 19/ 25 / 30)	.29 / .53 / .82 / .61 / .78	.23 / .15 / .09 / .16 / .14
Political perspective (4 / 7 / 14 / 22 / 27)	.67 / .29 / .17 / .99 / .30	.13 / .17 / .22/ .03/ .19
Role of teacher (8 / 18 / 24 / 35)	.35 / .75 / .13 / .42	.20 / .14 / .26 / .16
Cultural universality of LA (13 / 23)	.46 / .62	.18 / .20
Age and LA (1 / 10 / 20)	.81 / .98 / .21	.12 / .10 / .21
Proficiency and LA (9 / 26 / 34)	.66 / .02 / .82	.21 / .30 / .11
Learner-centeredness and LA (15 / 17 / 28)	.20 / .95 / .31	.23 / .11 / .21
Language learning and LA (5 / 12 / 36)	.27 / .87 / .93	.21 / .08 / .06

* ($p<.05$)

3.2.2.3. Teaching Context and Teachers' Perception of LA

Lastly, statistical analysis confirmed that the association of teacher perception of LA between the two groups of English teachers (EM and EI) in two different teaching contexts respectively (DEL-L, DELT and SFL) remained non-significant other than six items (Table 3.5). In Technical Perspective sub-group Item 2 (p = .02), Item 6 (p = .03), Item 31 (p = .01); in Psychological Perspective sub-group Item 29 (p= .04); in Social Perspective sub-group Item 3 (p = .01); and in Age and LA sub-group Item 20 (p = .02) were found more likely associated. Similarly, teachers did not reach a consensus on the effect of teaching context in the interviews. Some advocated promoting LA in every context "It doesn't matter what you are teaching and where you are teaching" (Yasemin), while some considered course content and teaching context influencing LA,

"Teachers' attitude towards autonomy changes according to what you are teaching" (Sinem).

Table 3.5: Fisher's Exact Test for Context of Teaching

Sub-groups (Item No)	*Fisher's exact test* *	*Phi value*
Technical perspective (2 / 6 / 21 / 31)	.02 / .03 / .68/ .01	.31 /.29 / .16 / .32
Psychological perspective (11 / 29 / 32 / 33 / 37)	.30 / .04 / .65 / .27 / .21	.21 / .28 / .14 / .24 / .22
Social perspective (3 / 16 / 19/ 25 / 30)	.01 / .05 / .38 / .11 / .72	.37 / .28 / .17 / .25 / .13
Political perspective (4 / 7 / 14 / 22 / 27)	.75 / .44 / .24 / .29 / .20	.09 / .14 / .19/ .20/ .20
Role of teacher (8 / 18 / 24 / 35)	.71 / .29 / .48 / .83	.13 / .21 / .19 / .06
Cultural universality of LA (13 / 23)	.73 / .35	.11 / .24
Age and LA (1 / 10 / 20)	.77 / .81 / .02	.13 / .11 / .31
Proficiency and LA (9 / 26 / 34)	.81 / .20 / .57	.16 / .23 / .18
Learner-centeredness and LA (15 / 17 / 28)	.65 / .13 / .13	.16 / .26 / .22
Language learning and LA (5 / 12 / 36)	.24 / .29 / .11	.22 / .19 / .18

* ($p<.05$)

All in all, on the foundation of these results, it is important to note that teachers still hold some common beliefs about LA when the gender, the academic status and the teaching context are taken into consideration. Considering these three variables a systematic variance did not appear.

3.2.3. Teachers' Beliefs on the Desirability and Feasibility of LA

Similar to the first part of the questionnaire, before starting the statistical analyses of the data for teachers' feelings on the desirability and feasibility of promoting LA in the second part, a missing value analysis was undertaken. The missing values in the data gained from the closed items in the second section were identified according to the four groups of items, namely; desirability of learner involvement in decision-making, desirability of learners' developing ability for LA, feasibility of

learner involvement in decision-making, and feasibility of learners' developing ability for LA. It revealed that only three groups had missing data ranging from 2.7% to 8.1%. Little's MCAR test ($p < .05$) indicated that the data was missing at random in these three subgroups ($p = .67$, $p = .50$, and $p = .87$).

After editing the data with missing values, the normal distribution of the questionnaire data was examined for desirability and feasibility separately since these two parts investigated two different perspectives of the participants. The assumption of normality was tested by using Shapiro-Wilk test ($p > .05$) (Shapiro & Wilk, 1965; Razali & Wah, 2011). The test showed a significant departure from normality both for the desirability and feasibility ($p < .001$ and $p < .001$ respectively). Consequently, any further statistical analysis on teachers' feelings on the desirability and feasibility of promoting LA to find answers for RQs 5,6 were delayed and the descriptive analyses were presented as follows:

The findings indicated that the respondents have similar ideas on the desirability of LA ($M = 3.09$, $SD = .53$) and feasibility of LA ($M = 2.44$, $SD = .46$) in general. This finding suggests that they consider learners' having autonomy is desirable, but they do not think that it is feasible at the same degree.

Participants wanted learners to have the ability of learner autonomy more than they wanted to involve learners in school decisions (Table 3.6). Although involving learners in school decisions sounded possible, they were not completely sure about it as Göktuğ stated "It would be desirable but how practical it is, I'm not sure". They preferred learners to be involved in the choice for the topics discussed in the class ($M = 3.28$) more than the other school decisions. Also, they wanted learners to have the ability of working co-operatively ($M = 3.42$) more than the other abilities searched in the questionnaire. Zeynep stated "…in order to practise speaking and sometimes to get help I find it useful to have group work and pair work". Some others praised co-operative work for realizing what they have learned so far (Canan), having the experience of natural interaction (Bilge), providing an opportunity to share knowledge, beliefs, and opinions (Huriye), and learning vocabulary and practicing speaking (Erhan).

Similarly, participants found learners' having the ability of autonomy more feasible (*M* = 2.61, *SD* = .56) than the learners' involvement in school decisions (*M* = 2.26, *SD* = .59). In other words, they held negative beliefs about learners' being active at decision-making stage. Asiye expressed the feasibility of learner involvement in school as "Ideally yes, but [it is] not feasible or very difficult only in micro decisions".

They found learners' involvement in the choice of the topics discussed in the class (*M* = 3.28) desirable more than the other decisions investigated in the survey. Gizem supported learners choosing topics for speaking activities in the class. However, for official decisions, such as assessment type (*M* = 2.50) and teaching methods (*M* = 2.60), teachers appeared somewhat reluctant. Respondents mentioned about some important constraints on involving learners in school decisions, like time and learners' being immature and inexperienced. Likewise, for the respondents, the feasibility of working co-operatively (*M* = 2.87) was higher than the feasibility of the other topics investigated in the questionnaire (Table 3.7).

Respondents found learners' involvement in school decisions desirable (*M* = 2.79, *SD* = .68) but not feasible at the same degree (*M* = 2.26, *SD* = .59). Likewise, they wanted learners to have the ability to develop autonomy (*M* = 3.34, *SD* = .57), but they thought that it was not feasible at the same degree (*M* = 2.61, *SD* = .56). Here, there seemed a tension between the respondents' ideas on learners' involvement in school decisions and learners' developing autonomy. Although participants expressed a preference on having autonomous learners in their classes, there was a discomfort for participants to have learners' voice in school decisions.

The data was also compared descriptively for the gender, the academic status, and the teaching context of the respondents in terms of the four groups of items, namely; desirability of learner involvement in decision-making, desirability of learners' developing ability for LA, feasibility of learner involvement in decision-making, and feasibility of learners' developing ability for LA (Table 3.8). Examining the two groups in gender reveals that the mean of each sub-group is so near to each other and the standard deviations are very similar. Thus, the variability of male and female groups appears similar. When the sub-groups demarcated by the academic status of the respondents, it can be seen that the desirability and feasibility of learners'

Table 3.6: Desirability of Learner Involvement in Decisions and Learners' Developing Ability for LA

Items	Undesirable		Slightly Desirable		Quite Desirable		Very Desirable			
Learners are involved in decisions about:	*f*	%	*f*	%	*f*	%	*f*	%	*M*	*SD*
1 The objectives of a course	11	10.5	28	26.7	40	38.1	26	24.8	2.77	.94
2 The materials used	11	10.5	27	25.7	48	45.7	19	18.1	2.71	.88
3 The kinds of tasks and activities they do	4	3.8	18	17.1	49	46.7	34	32.4	3.07	.80
4 The topics discussed	1	1.0	15	14.3	42	40.0	47	44.8	3.28	.74
5 How learning is assessed	20	19.0	28	26.7	41	39.0	16	15.2	2.50	.97
6 The teaching methods used	21	20.0	25	23.8	33	31.4	26	24.8	2.60	1.06
7 Classroom management	27	25.7	21	20.0	27	25.7	30	28.6	2.57	1.15
								Total	2.79	.68
Learners have the ability to:										
1 Identify their own needs	-	-	16	15.2	35	33.3	54	51.4	3.36	.73
2 Identify their own strengths	-	-	15	14.3	36	34.3	54	51.4	3.37	.72
3 Identify their own weaknesses	3	2.9	11	10.5	38	36.2	53	50.5	3.34	.78
4 Monitor their progress	4	3.8	8	7.6	37	35.2	56	53.3	3.38	.78
5 Evaluate their own learning	4	3.8	9	8.6	51	48.6	41	39.0	3.22	.76
6 Learn co-operatively	4	3.8	5	4.8	38	36.2	58	55.2	3.42	.75
7 Learn independently	5	4.8	8	7.6	40	38.1	52	49.5	3.32	.81
								Total	3.34	.57

Table 3.7: Feasibility of Learner Involvement in Decisions and Learners' Developing Ability for LA

Items	Unfeasible		Slightly Feasible		Quite Feasible		Very Feasible			
Learners are involved in decisions about:	*f*	%	*F*	%	*f*	%	*f*	%	*M*	*SD*
1 The objectives of a course	32	30.5	40	38.1	25	23.5	8	7.6	2.77	.94
2 The materials used	30	28.6	36	34.3	33	31.4	6	5.7	2.71	.88
3 The kinds of tasks and activities they do	6	5.7	37	35.2	50	47.6	12	11.4	3.07	.80
4 The topics discussed	4	3.8	30	28.6	46	43.8	25	23.8	3.28	.74
5 How learning is assessed	44	41.9	36	34.3	19	18.1	6	5.7	2.50	.97
6 The teaching methods used	35	33.3	40	38.1	20	19.0	10	9.5	2.60	1.06
7 Classroom management	30	28.6	37	35.2	28	26.7	10	9.5	2.57	1.15
								Total	2.26	.59
Learners have the ability to:										
1 Identify their own needs	4	3.8	54	51.4	37	35.2	10	9.5	2.50	.72
2 Identify their own strengths	8	7.6	37	35.2	50	47.6	10	9.5	2.59	.76
3 Identify their own weaknesses	9	8.6	35	33.3	49	46.3	12	11.4	2.60	.80
4 Monitor their progress	8	7.6	39	37.1	43	41.0	15	14.3	2.61	.82
5 Evaluate their own learning	13	12.4	49	46.7	35	33.3	8	7.6	2.36	.79
6 Learn co-operatively	7	6.7	25	23.8	47	44.8	26	24.8	2.87	.86
7 Learn independently	5	4.8	35	33.3	45	42.9	20	19.0	2.76	.81
								Total	2.61	.56

involvement in school decisions and learners' ability to develop autonomy is similar for BA and MA/PhD groups. Similarly, the examination of the two groups in the teaching position reveals that the desirability and feasibility of learners' involvement in school decisions and learners' ability to develop autonomy is not associated with the teaching position the respondents have.

Table 3.8: Teachers' Beliefs about the Desirability and Feasibility of LA

		The desirability of				The feasibility of			
		involving learners in school decision		learners' developing ability for LA		involving learners in school decision		learners' developing ability for LA	
		M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Gender	Male	2.78	.67	3.24	.62	2.35	.59	2.58	.61
	Female	2.79	.70	3.42	.53	2.20	.58	2.63	.51
Academic status	BA	2.82	.77	3.30	.58	2.18	.62	2.63	.55
	MA/PhD	2.75	.59	3.38	.56	2.33	.56	2.60	.56
Teaching position	EM	2.68	.61	3.42	.46	2.40	.62	2.67	.66
	EI	2.81	.70	3.32	.60	2.22	.58	2.60	.58

3.2.4. Teachers' Beliefs on their Learners' Autonomy and Promoting LA

For the statistical analyses of the third section of the questionnaire employing two items, a missing value analysis was undertaken for each. It revealed that the missing data were 3.8% for the first item and 1.9% for the second item. Little's MCAR test ($p < .05$) indicated that the data was missing at random in both items ($p = 2.7$, $p = 3.7$). After the data edition with the missing values, the assumption of normality was tested by using Shapiro-Wilk test ($p > .05$) (Shapiro & Wilk, 1965; Razali & Wah, 2011). The test showed a significant departure from normality both for both items ($p < .001$ and $p < .001$ respectively). Consequently, any further statistical analyses on teachers' idea of their students' degree of autonomy and the teachers' attempts to promote autonomy to find answers for RQ8 were delayed. The information below summarizes the descriptive analyses of the data for the section:

The findings reveal that the respondents have distinctly differing ideas on the degree of autonomy learners have (M = 2.76, SD = .98) and on their attempts to promote autonomy in their classes (M = 3.69, SD = .90). Likely, only a small ratio of respondents (23.8% + 2.9%) expressed their positive beliefs on the degree of learners' autonomy (Table 3.9).

Table 3.9: Teachers' Beliefs about Their Learners' Autonomy and Promoting LA in Their Class

Items	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
1. In general, the students I teach English at Erciyes University most often have a fair degree of learner autonomy	7	6.7	42	40	28	26.7	25	23.8	3	2.9
2. In general, in teaching English at Erciyes University I give my students opportunities to develop learner autonomy	3	2.9	8	7.6	21	20	59	56.2	14	13.3

The respondents considered learners' carrying out research projects, preparing class presentations, and criticizing their own learning as the outcomes of LA.

> "*I feel that many of my students are autonomous learners because when you give them a topic, they can find information about it, bring it to the class, and share what they learnt with the rest of the class. They can prepare and conduct a debate or give any kind of presentation with little or any support from the teacher.*" (Ayhan)
>
> "*As far as I observed in the classroom environment, they can critically think about the topic under discussion and can do self-assessment. They have responsibilities for their own learning and they know it perfectly*." (Pelin)

Similarly, employing communicative approach in learning, doing both group work and individual work, using the technology and the Internet effectively for learning, being involved in distance education programmes, carrying out micro teaching

sessions were considered as means increasing LA. One of the respondents commented on the age of learners as a factor on the degree of autonomy they have:

> "*I teach to the third grade evening classes that consist of mostly adult learners who have a job. Thus, they know how they learn and what the best way for them to learn is. I ask them about how they would prefer to do things and they present proper ideas that help with my teaching. They are also willing to work on their own outside of the class.*" (Şeyma)

Howbeit, nearly half of the respondents disagree (40%) or strongly disagree (6.7%) that the learners in their classes have a fair degree of autonomy. Besides, 26.7% of respondents are not sure about the degree of autonomy their learners have. Only 23.8% of them agree that their learners have autonomy in addition to an insignificant number of participants strongly agreeing on the item. These results suggest that teachers do not hold strong positive beliefs about the degree of autonomy learners have.

Respondents also commented on the reasons of the low degree of autonomy learners have. Learners' personal constraints, such as learning habits, lack of motivation, and being easily distracted were stated as obstacles in front of LA.

> "*Their habits and attitudes do not allow for self-autonomy. Only, when you force them to do something, they do it. Otherwise, they just suppose it is not necessary. Furthermore, they suppose it is not useless as long as you say you would assign some scores for the task.*" (Adem)

> *"First of all, the development of learner autonomy is possible if learners are willing to take the responsibility of their own learning both in and out of the classroom. Depending on my observations, the students who have a high degree of responsibility for learning process are on the way to developing autonomy."* (Ahmet)

As a result of their beliefs, teachers may well be unwilling to employ teaching approaches encouraging learners to take personal responsibility for their learning. Anyhow, in response to Item 2 a large proportion of respondents indicate that they promote LA in their classes by agreeing (56%) or strongly agreeing (14%) on the item while a considerable small number of teachers strongly disagreeing (2.9%) or disagreeing (7.6%) on the item expressing that they did not promote LA in their classes while explaining the reasons as "… if I give them learner autonomy, they may feel lost" (Deniz), "I focus more on my teaching abilities rather than their learning abilities

because it is more applicable" (Emrah), "… some curricular limitations, such as pacing, quizzes, and tests, restrict teachers to promote LA" (Cenem), "They lack motivation" (Birol), "Learners believe that they cannot learn by themselves" (Ahmet), "They enjoy when you plan a student-centered class, but they do not take it seriously. Whenever you teach in a more teacher-centered way, they become more serious and seem to learn more" (Nursel). The results demonstrate that they have attempts to increase LA in their classes, but the learners cannot develop autonomy at the same degree. The findings on how teachers promote autonomy in their classes will be presented in detail in the following section.

The data collected by means of the two items was also examined descriptively for the gender, the academic status, and the teaching context of the respondents separately (Table 3.10).

Table 3.10: Teachers' Beliefs about their Learners' Autonomy and Promoting LA in their Classes Considering Teachers' Gender, Academic status, and Teaching Position

		1. In general, the students I teach English at Erciyes University most often have a fair degree of learner autonomy		2. In general, in teaching English at Erciyes University I give my students opportunities to develop learner autonomy	
		M	*SD*	*M*	*SD*
Gender	Male	2.72	.99	3.70	1.00
	Female	2.78	.98	3.68	.82
Academic status	BA	2.86	1.01	3.74	.87
	MA/PhD	2.67	.96	3.65	.92
Teaching position	EM	3.09	.92	3.81	.90
	EI	2.67	.98	2.22	.58

There is clear evidence that the participants did not have a consensus on the degree of autonomy learners have and their support for learners to develop LA with large standard deviations ranging between .82 and 1.01when the data was investigated in terms of gender, academic status, and teaching positions of the participants. The only exception is English Instructors' having similar ideas on their support for learners to develop LA in their classes.

The results indicate that the gender, the academic status, and the teaching position of the teachers did not make a considerable difference to teachers' ideas on the degree of autonomy their students have and the amount of opportunities they created for student to increase learner autonomy. However, all among the three variables mentioned, the data for teaching position of teachers suggested that language majors hold the belief that their students had autonomy and they provide them opportunities to develop autonomy more than the English instructors.

3.2.5. Teachers' Practices for Promoting LA

In this section, the content analysis of participants' written comments on how they promote LA in their classes unearthed various ways participants prefered for supporting LA. The findings for teachers' approaches to promoting LA were discussed under Nunan's (2003) the nine steps procedure from dependence to autonomy. He focused on the implementation of LA along a continuum from dependence to autonomy.

The findings evidenced that the participants employed assorted ways regarding increasing their learners' autonomy both in the class and out of the class. Table 3.11 shows teachers' preferences for promoting autonomy in these nine steps.

Many steps overlapped each other in participants' comments; however there appeared several remarks on how they tried to improve autonomy with learners. The outstanding approaches of the participants for promoting LA both in and out of the classroom were presented as follows:

3.2.5.1. Making Instruction Goals Clear to Learners

Any of the participants do not share their teaching agenda for the lesson with their students in the class directly. However, their comments on how they promote LA showed that some participants made learning goals clear for learners implicitly before they let learner choose their goals and content. Bihter explains her learners why they do the activity, its use and importance to make the goals clear.

3.2.5.2. Allowing Learners to Create their Own Goals

A few participants commented on learners creating their own goals as a way in their promoting LA. Eda expresses her attempts to raise her learners' autonomy as "I try to encourage students to be capable of making decisions for their learning by letting

them set their own goals and plan their self-study" while Melek lets the learners in her class create their own goals besides hinging LA in other ways, "I provide them with the tools to be able to learn on their own, I also allow them to create their own goals." Selçuk utilizes learners' interest to create their own goal, "I try to promote their interest and make their interest connected with the language they learn. If a student is interested in science, I encourage him/her to find texts on science in the target language and learn something from it" (Selçuk).

Table 3.11: Teachers' Preferences for Promoting LA

How to promote	by …
1. Making instruction goals clear to learners	--
2. Allowing learners to create their own goals	-learners' choosing lesson materials, research topics, discussion topics, and activities.
3. Encouraging learners to use their target language outside the classroom	-learners' doing research, using the Net, reading books.
4. Raising awareness of learning process	-sharing tips on learning, informing learners on language learning methods and autonomy.
5. Helping learners identify their own preferred styles and strategies	-informing learners on language learning methods.
6. Encouraging learner choice	-giving alternatives to choose, leaving learners free to decide on speaking topic, in-class activities and tasks.
7. Allowing learners generate their own tasks	-assigning homework
8. Encouraging learners to become teachers	-conducting micro teaching sessions, group and pair work.
9. Encouraging learners to become researchers	-designing research projects.

3.2.5.3. Encouraging Learners to Use their Target Language outside the Classroom

Many participants noted that they recommended their learners to study the target language out of the class while giving some tips on how to manage this. The participants elaborated how they encourage learners to use the target language outside of the classroom in many ways. A lot of participants advocated doing research in the target language as a means of promoting LA. Searching a topic on the Internet or in the books and then making presentations in the classroom on the topics they investigated

was the other way. Some participants reported that they left some questions unanswered to make learners wonder the answer and search for it in the target language. Some others encourage learners to read books in the target language at home. Asiye thought "They [books] are a lot better teachers then teachers in the class" at promoting autonomy. Besides reading outside the classroom, the participants diversified the ways of promoting LA, such as learners' watching films and using some mobile phone apps to practice in the target language, practicing dialogues on their own at home or if possible having speaking groups, having chat friends, watching English subtitled films, listening to English songs, using a dictionary in target language and doing some activities in the target language outside the classroom as homework.

3.2.5.4. Raising Awareness of Learning Process

A lot of participants agreed with the idea of increasing learners' knowledge on the learning process by informing them on language learning approaches was a way of promoting LA. They acclaimed being aware of language learning strategies and learner styles were significant aspects of gaining autonomy. "Instead of focusing on language, I try to focus on language learning strategies" (Emrah). Another participant informs his learners how to do things while learning a language (Semih).

In addition, some participants' comments underlined that learners' discovering their learning styles was a component of raising autonomy in the class, "I try to prepare my lesson plan considering various learning styles to help my students to be familiar with different learning strategies for different skills". (Dilek), "I also give them tips on how to study on their own" (Ayhan), "I show them the ways of learning and talk about them in the classroom" (Melek), "I show them different ways of learning vocabulary" (Huriye). Besides, Emin considers LA from metacognitive point "I teach them how to learn to learn" while some other participants encourage them to learn from their own mistakes".

3.2.5.5. Helping Learners Identify their Own Preferred Styles and Strategies

In addition to raising learners' awareness of learning process, a great number of participants also acknowledge the need for learners' identifying their own styles and strategies in language learning for raising autonomy, "Instead of focusing on language, I

try to focus on language learning strategies. I want my students to discover their language learning strategies" (Emrah), "I try to give alternative ways of studying outside the classroom and encourage to find their best way to learn" (Arzu). Likely, Asya supports her learners gaining autonomy in language skills, "I give my students some tips to become better listeners, writers, speakers, and readers, and encourage them to follow these ways or similar ways to improve their skills"

Ahmet strongly advocated learners' awareness on learning process and learning strategies:

> *"To promote autonomy in learners, learners are informed about the nature of language and how the target language works in authentic situations. Also, they are equipped with the knowledge of a number of variables involved in learning a foreign language, such as purpose, time, age, place of instruction, learning processes, learner characteristics, etc. Later they are introduced to learning strategies. How they can be used in and out of the classroom; moreover, strategies for good language learners are taught and practiced as much as possible in the classroom."*

Some participants support this step in promoting LA in terms of self -evaluation of their own learning, "I usually try to help them see their strengths and weaknesses, every student has a different background and different needs. It is them who can see this best" (Huriye). Another participant joins this idea,

> *"I think teaching yourself is the best way of learning and it requires you to know yourself. Knowing yourself enables you to understand what you need to learn and what you are interested in or not. In my classes I try to promote autonomy by letting students to choose a topic for the essay and encourage them to monitor the mistakes they made in each essay they wrote by keeping a book of mistakes" (*Perihan).

Cenem recommends self-monitoring and states "I feel quite obliges to let them find their own way at their level of study so that, they may obtain a nature of self-monitoring regarding their developments". Serdar advised his students to learn vocabulary and grammar rules considering their own learning abilities and learning styles. Similarly, Yasemin believes that successful language learners know how to manage their own language learning process, "I try to promote self-reflection and encourage my students to find out the best learning strategy for them by providing various tasks considering individual differences".

3.2.5.6. Encouraging Learner Choice

Many teachers both EI and EM appreciated this step in their classes and widely employ learners' choice a way in promoting LA by providing them with options. Şeyma as an EM praised autonomy in terms of learners not being dependent on teachers and allows them to choose;

> *"I aim to increase my students' level of autonomy since I believe it enhances their ability to learn without being dependent on a teacher or simply any guide. To promote autonomy, I include their opinions on what to study. For example, I lecture them on Film Studies, they are the ones who choose the films to be watched based on the theory that I teach".* (Şeyma)

Some EM and EI both let them create their own goals in many ways, such as conducting a research, choosing a discussion topic, creating their own questions about the topic or choosing tasks and activities. Similarly, EsraD praised getting learners involved in the lesson topic and their choosing the activities to be done as a means of raising their curiosity while Aysel considered her students opinions about the tasks and activities of the lesson. Perihan left her students free to choose the essay topic to write. Zübeyde provided alternative topics, exercises, and vocabulary to practice. One of the participants gave learners options for how to carry out the activity in the class, for example written or orally, or in groups or in pairs. Abdurrahman left some gaps in the lesson for learners' search to be prepared for the following class. Akif added "I let them make their own choose, I let them do this for themselves and I respect their choices".

3.2.5.7. Allowing Learners to Generate their Own Tasks

A few participants concerned about learners' generating their own tasks as a way of promoting LA. Some participants support LA by encouraging learners to generate questions to be asked to the teacher, but instead, they themselves find an answer for each. In this way, learners generate their own task to be carried out. One of the participants encourages learners to practise by means of the extra activities they choose on their own while the other considers learners adapting a paragraph in the course-book for themselves.

3.2.5.8. Encouraging Learners to Become Teachers

Not many participants encourage learners to teach to the others in the class. One of them provides learners micro teaching sessions: “I give the students opportunity to involve them into the topic and raise their curiosity about it. Also, I give them chance to manage the lesson to some extent. By this way, they get involved into the lesson and choose the activities we are going to do during the lesson” (EsraD). Likely, Şeyma lets her students become teachers during the lesson, “At the beginning of each class, one of the students wraps up the topic covered in the previous class without any preparation” while Selma gives chances to her students to think like a teacher to criticize the way she teaches.

3.2.5.9. Encouraging Learners to Become Researchers

Many participants encourage their learners to behave language researchers beyond the classroom. During the lesson some teachers leave some questions unanswered to raise curiosity of the learners to investigate for them after the lesson while some others assign some research projects to be carried out and later to be presented to the others in the class. Some other participants ask questions to drive answers from their learners,

> “*During the class work, I usually ask questions to make them think and find their own way of doing something. Thinking, answering questions, trying to find something, solving a problem make learning stronger. In this way, I don’ teach directly but they learn themselves.*” (Işık)

3.3. Teachers’ Metaphorical Images of Learners

Comprised of the findings of metaphor elicitation interviews aiming to unearth teachers’ conception of learner and how LA are reflected in these invented metaphorical images this section of the study aims to metaphorically determine the cognition of English teachers. The data was collected from 80 volunteer teacher participants by means of one-on-one structured interview exploring the image they have for learners in their mind and the reason of their preference in creating their metaphor for a learner.

Variety of metaphors generated for learners was recorded. According to the results, the participants have produced a great variety of metaphors for learners. Most of

the metaphors have been identified to be positive. Some major understandings emerged how teachers perceive learners in terms of LA out of the study.

The analysis of the data yielded a total of 50 different metaphors on learner. The most recurrent metaphors among these miscellaneous images were *sponge* (5) and *child* (7). The next most frequently used metaphor was *baby* (5). *Plant* (4) and *tree* (4) appear as the following frequent metaphors. After *blank sheet* (3), *flower* (3), and *receiver* (3); *audience* (2), *fish out of water* (2), *hungry person* (2), and *mirror* (2) came as less frequent examples. The least frequent ones appearing only once were *bell glass, bucket, butterfly, camera, clock, cone, copy machine, cricket, empty canvas, evil, food difficult to make, friend, glass, hungry child, inquest of knowledge, lady, machine, mathematician, me in my school life, mobile phone, music without lyrics, notebook, penguin, person in a desert looking for water, open box, play dough, pot on the fire, puppet, seed, school backpack, slave, snowball, spectator of a film, tourist without a map, traveller, vacuum, wall, wanderer,* and *worker*. All the metaphors created were 80 in total.

The qualitative analysis of the metaphors generated by the teacher participants in the research showed that the images created were varied and include both living organisms (animate entities, such as *butterfly, friend, traveller*) (24) and objects (inanimate entities, like *glass, music without lyrics, wall*) (29). In almost all these images teacher participants had a positive perception of learners. After all, 12 images out of 50 images embodied a diverse description of learner comparing a learner to a negative entity, such as *evil, fish out of water* and *slave*. Some metaphors were literally one word, like *audience* and *mirror* whereas some others were elaborated with some details in wording, such as *tourist without a map* and *a person in a desert looking for water.*

Some adjectives were also utilized by the teacher participants for learner metaphors like *hungry child* and *hungry person.* The adjective hungry indicates learners' need to survive. The entailments showed that the hunger was for knowledge. However, who is the active agent to fulfil this need? Learner, teacher, or somebody else? In *hungry child* metaphor, since a child cannot supply food, it needs to be fed. The metaphor suggested that learner was passive and needs somebody to provide him/her

knowledge. In *hungry person* metaphor, the entailment did not maintain information about how to be fed but it mentioned about what the hunger was for.

The result of the content analysis revealed 50 different metaphors which were clustered under some categories. Upon the examination of the metaphors teacher participants generated, eight themes emerged. Consequently, I created eight conceptual categories. These categories and their frequencies are: Learner as a developing organism (25), learner as a recipient (16), learner as an untaught state (7), learner as a constructor of knowledge (5), learner as a container (5), learner as a knowledge reflector (5), learner as an observant (4), and learner as a defective being (13). It should be noted that the last category conveys a different perspective of the perception of teacher participants on learners from the other categories in terms of viewing learners from a negative window. These categories identified the role of learners in learning with respect to LA. Besides, the metaphors and entailments were also inquired to label the active agent (2.7.2) for each.

For the examination of teacher participants' metaphors in terms of their perception of LA, the data displayed a great variety. Metaphors participants produced did not truly represent their way of thinking but their verbalization of some notions (De Gurrero and Villamir, 2002). Hence, the follow-up question of the metaphor elicitation interview searching why they think so about learners enlightened the reason of teachers' choice of the metaphors. In my study almost all the repeated metaphors were similar both for the image created and the reason the teacher participants gave in the entailments. Only the metaphor *sponge* (5) appeared as an exception. It was one of the vivid metaphors with similar entailments, but one of them had a different entailment which led it to a different attribute. The metaphor *sponge* was mainly classified in learner as a recipient category (4). However, in one of the entailments it displayed a different reason and also appeared in learner as a knowledge reflector category. Table 3.12 offers a summary of eight conceptual categories with exemplar metaphors, entailments, and the active agent label for each category.

3.3.1. Learner as a Developing Organism

Learners are most frequently represented in c*hild* metaphor (7) by participant teachers. For five of these metaphors, the common entailment is a learner's learning to

be similar to a child's learning by asking questions, looking around, experiencing new things, imitating others, and also learning some social skills. One of them carries the notion of being aware of the fact that they do not know. This indicates the capacity learners have. Four of the *child* metaphors associate learner as an active agent, who asks the questions, looks around, imitates, and experience new things. These entailments carry learners to be more autonomous while leaving teachers passive. In two of the *child* metaphor, child indicates a gap. Thus, learners have to be filled. Despite, it is not clear who should be active agent. Learners, teachers, or somebody else to complete this gap was not stated. In one of the entailments the participant consider teacher as a counselor (Saban et al., 2007) by saying "trusting teacher" and for one of the child metaphors learner has an attribute to a social agent learning social skills reminding me Vygotsky's socio-cultural theory.

Baby, as one of the most frequent metaphors, had some common entailments. Learning as a time span process like in the life of a person as a child was the main attribution of this image. Learning is an on-going process that continues through life. Though, the entailments "exploring" and "experience" were the two notions presenting the difference among. These two entailments attributed the learner the motivation for learning and the capability of making decisions to learn new things which indicated self-directed learning. Yet, *baby* metaphor also carried some diverse entailments in one of the participant's explanation. A learner was like a baby exploring, but at the same time s/he was not aware of what s/he was doing. The lack of consciousness indicated learner's not having any predetermined aims, not being aware of his/her learning, or not taking the control of the learning process. The other diverse entailment for *baby* image was its being "closed". It indicated the lack of social interaction in learning process. They were "enthusiastic to explore", but they were "closed" so that they could learn on their own. What was hidden in the *baby* metaphor was mostly learners being the active agent in learning, yet in isolation.

The metaphor *plant* was used four times with a common entailment of growing. The entailments of two metaphors associate learner owning a capacity to become developed. This is similar to the entailment of metaphor *child*, which indicates the same attribute, namely the capacity. Besides this entailment, the other two directly connect the development of learner to teacher with the entailments "…grow up

Table 3.12: Conceptual Categories, Metaphors, Entailments, and Active Agents

Conceptual category *f* (%)	Exemplar metaphors (*f*) A learner is like …	Metaphor entailments … because …	active agents (*f*)	Teachers (T) Learners (L) as active agents
Learner as a developing organism 25 (30.25%)	child (7)	… they are imitating … learns looking around, behaves like others, step by step, learners learn gradually … they don't only learn language but also social skills … learns, experiences something new; trusts teacher, knows he/she doesn't know … it wants to learn something, if s/he is hungry s/he may cry as a child … children don't know anything about life, how to do things, language learners learn something completely new to them … asking questions, curious	learner (4) not stated (3)	T and L
	baby (5)	… a learner learns new things as a baby does … we experience their growing process … s/he hasn't known much, learn a lot to live … closed but enthusiastic to explore but not aware what it is … develops continuously	learner (2) not stated (3)	
	plant (4)	… will grow up or fade acc.to the information teacher gives … will grow up, you should give shape to it … it is growing … needs to grow up	teacher(2) not stated (2)	
	tree (4)	… they grow up if teachers look after them, and fade if teachers don't … you shape it	teacher(2) learner (2)	

		… they will grow, are capable of growing, to give fruit … from beginning		
	flower (3)	… needs to grow up … I can make it get blossomed … needs attention, regular care, otherwise die	teacher(3)	
	butterfly	… will develop	not stated	
	seed	… they need to grow up	not stated	
Learner as a recipient 16 (20%)	sponge (4)	… absorbs all the knowledge teacher gives … they absorb whatever you give, even false. They can change it. … absorbs all information you give … has to get as much as she can get	teacher and learner (4)	T and L
	audience (2)	… they just listen … s/he learns from the activity	teacher (2)	
	hungry person (2)	… needs to be fed … have hunger for knowledge	not stated (2)	
	receiver (3)	… receives signal from the satellite and distributes it … open to receive information … open, ready to be directed	teacher and learner(3)	
	friend	… we would like to talk with our friends, if they feel as a stranger I can't communicate with them	not stated	
	cone	… s/he gets only what s/he understands well	not stated	

	spectator of a film	… they learn while watching, they produce something with their experience	teacher and learner	
	worker	… they do what the teacher tells them	teacher	
	mobile phone	…	not stated	
Learner as an untaught state (tabula rasa) 7 (8.75%)	blank sheet (3)	… for the learner it is easier to learn … you can write or draw whatever you want … to be written on	teacher(2) learner	T
	notebook	… you should complete it	teacher	
	empty canvas	… everybody adds a colour to the canvas during their lives, teachers also add colour to it	teacher	
	music without lyrics	… it has background, the melody but no lyrics	teacher	
	play dough	… they behave according to the behaviors of all teachers	teacher	
Learner as a constructor of knowledge 5(6.25%)	good mathematician	… it is not that easy to teach somebody, how they see what you are doing	learner	L
	snowball	… develop continuously	learner	
	clock	… they work and work all the time, they know their responsibility	learner	
	school backpack	… owning his/her knowledge and sources, full equipped	learner	
	machine	… s/he needs to function all the time without stopping	learner	

Learner as a container 5 (6.25%)	open box	… receives whatever you put in	teacher	T
	pot on the fire	… waiting somebody to open it	teacher	
	bell glass	… closed, not autonomous	not stated	
	glass	… you put something in it	teacher	
	bucket	… teachers pouring knowledge into	teacher	
Learner as a knowledge reflector 5 (6.25%)	mirror (2)	… reflection of teacher … reflects teacher, reflect as much as he/she acquires	teacher and learner(2)	T and L
	sponge	… absorbing knowledge, giving out when necessary	teacher and learner	
	copy machine	… reflects directly whatever you give	teacher and learner	
	camera	… there are a lot of skills to develop, recording is a good way to use the data later	learner	
Learner as an observant 4 (5.00%)	wanderer	… life is changing, no one can resist, while wondering they find new advantages	learner	L and T
	person in a desert looking for water	… needs to learn	learner	
	inquirer of knowledge	… out of curiosity	learner	
	traveller	… everywhere s/he is travelling the teacher creates, he travels into	teacher and	

		new countries	learner	
Learner as a defective being 13 (16.25%)	fish out of water (2)	… they are taken out of their previous life into a breathless life … they feel themselves unprotected	–	---
	vacuum	… absorbs the all energy teachers have	–	
	lady	… they don't want to learn, they don't show effort, learning a language is a waste of time for them	–	
	evil	… they are completely bad	–	
	slave	… has to do what thee teacher says	–	
	wall	… no concentration, no reflection, closed		
	tourist without a map	… they are totally stranger to the new language	–	
	penguin	… lonely in the poles, slow. learners are lonely and improve slowly	–	
	puppet	… they pretend to listen but only some of them listen	–	
	cricket	… if they were ant, they would study, but they don't	–	
	food difficult to make	… it is hard for them to believe in the necessity of English	–	
	me in my school life	… young, inexperienced, nor aware	–	

according to the information teachers give" and "…you [teachers] should give shape to it". Within these two examples the active agent is teacher whereas the learner is the receiver to get the information teacher gives. The kind and amount of information are under the control of teacher. Learner as a plant is stable waiting to be fed with information or waiting to be given shape, the teacher is the gardener caring the plant and having the responsibility.

Tree image includes different entities. The conceptualization of learner as a tree mostly associates it as a living creature with an attribution of possessing the capacity of growth. The other entailment regards the capacity of growth while presenting teacher as the gardener to look after them in order to keep them safe not to get faded as well as to shape them. Teachers are the active agents as the instruments to give shape and protect trees by influencing them.

Conveying a unique entailment, the image *flower* associates learner as a living organism in need of attention and caring. Teacher is expected to take care of learner while learner is expected to get blossomed. The *flower* metaphor as well as *child*, *baby*, *plant* and tree metaphors regards learner having the capacity of growth, while assigning the responsibility to teachers as the active agents. Similarly, *butterfly* carries an entailment of having capacity to develop and in the image *seed* they need time to learn.

3.3.2. Learner as a Recipient

In these metaphors, language knowledge is transferred from the source (teacher) to recipient (learner). The image *sponge* is the other recurrent metaphor after *child*. The key attribute of *sponge* is absorbing. This image implies that learner is an active entity absorbing the knowledge given. Similarly, the entailments define the source of the knowledge as teacher and associates teacher as the other active agent in terms of providing language knowledge. The comparison of these two active agents indicates teacher being more influential and effective than learner as carrying the role of decision maker.

The *audience* metaphor displays a passive mood for learners. Highlighting learners' not being active in learning, the entailment "…they just listen" draws a picture where learners are listening or watching the performance on the scene. The scene is the classroom and the actors/actresses are the teachers teaching. In the *audience* metaphor

for learners, the teachers are the ones who carry the responsibility of teaching whereas the learners are given any responsibility or participation duty. They are consent with what teachers present and how much the teacher teaches.

Hungry person metaphor makes a reference of learner to a person who is in need of acquiring knowledge, but it is again not learners gaining it. The entailment "… needs to be fed" drives learner to the passive side leaving who the active agent is unclear.

Audience as an animate metaphor and *receiver* as an inanimate metaphor resemble each other in terms of the passive mood attained to learner. In receiver metaphor, this time, learner gets the messages sent by somebody else. One of the entailments clarifies it as "… receives signal from the satellite". What a learner does is waiting these messages to be sent. Learners do not have any right to choose or any opportunities to be involved in the decisions on the message, such as time, amount, and content of it. In this metaphor again learner possesses a passive role and the sender of the message, probably teacher is the main active agent. Notwithstanding, the entailment "[it is] open" indicates that learners are ready to get the message sent. So, both teachers and learners are active in sending and receiving regarding the fact that learners can receive only the amount teachers sent, but teachers possess vast knowledge to choose among.

Friend metaphor presents a mutual relationship between teachers and learners working in harmony. The entailment indicates a desire to be like friends with learners in order to collaborate with them effectively. Otherwise, they will feel like a stranger. Although the active agent is not directly stated, it can be inferred that teacher creates the friendly atmosphere to facilitate the communication in the class.

The image *cone* reflects learners as a recipient open to be filled. It has a wide edge at the top, but down the cone it has a small hole to pass the received material. The entailment "…[learner] gets only what she understands well" illustrates learners passively receiving what is presented and only acquiring the part which they understand well, but not displaying an effort to get all. On the other hand, although not stated, the verbal illustration displays that it is the teacher who is filling the cone as the active agent.

Similar to *audience* metaphor, *spectator of a film* image illustrates learners sitting and watching passively what is on, however the entailment of *spectator of a film* "…they produce something with their experience" carries learners to the active side of learning. Learners as *workers* are not free, "… they do what the teacher tells them" and learners as mobile phones receives the signals sent.

3.3.3. Learner as an Untaught State (Tabula Rasa)

This conceptual category reinforces learning as recording and keeping. *Blank sheet* is the image teacher participants generated with two different entailments and two different active agents. In one of them the learner is considered as a blank sheet "to be written on". On this blank sheet "you can also draw whatever you want". Although who writes or draws on the sheet were not stated, it implies that the active agent is the person who teaches, not the one who learns. The other representation of *blank sheet* for learner carries an entailment in which the learner is the active agent. Learners are like blank sheet because learning is easy for them since they have space in their mind to store new things.

Similar to *blank sheet* image, *notebook* and *empty canvas* images are the two other metaphors assessing teachers the task of completion or adding colour. In both metaphors the active agent is again teachers.

The other image created in this category is *music without lyrics*. It indicates the capacity learners have as the metaphors in the learner as a container theme. The entailment points teacher as the one who writes the lyrics of the music. *Play dough* reflects teachers being the active agent while learners behave according to the attitudes of teachers.

3.3.4. Learner as a Constructor of Knowledge

The images *good mathematician* and *snowball* are the two conveying a unique notion of learner different from the rest of the metaphors generated by the teacher participants. The entailments of these metaphors attribute responsibility to learner. For *good mathematician*, the learner is associated to a person who is aware of the difficulty of teaching somebody. *Snowball* metaphor gives learner responsibility of gathering information to grow up by his/her own attempts. In both metaphors the active agent is learner carrying the self-responsibility of self-growth. The *clock* image describes learner

as somebody working continuously without stopping with the entailment "… they know their responsibility". Like clock metaphor, machine metaphor also represent learner as an object "…function[ing] all the time without stopping".

With *school backpack* learners are represented as full equipped, owning all the knowledge and sources to learn, and with full responsibility of being active agent as in *machine* metaphor.

3.3.5. Learner as a Container

Open box is the other image with the attribution of container indicating the capacity to store. Teachers represent a transmitting role (Alger 2009) by putting something into that box as the active agent. Carrying the notion of container, *pot on the fire* metaphor leads me to consider learner possessing the ore, but not having the ability to open the cover with the entailment "…waiting somebody to open it". *Bell glass* is the image indicating learner being closed with the entailment "… they are not autonomous". *Glass* and *bucket* are alike giving the teacher responsibility to fill them with knowledge with the entailments "you put something in it" and "teachers pouring knowledge into" as the active agent.

3.3.6. Learner as a Knowledge Reflector

Similar to *sponge*, in *mirror* image, learner reflects teacher. Both of them as active agents have roles. Teacher performs something and learner reflects it. So, the properties of the reflection, such as amount and content of it, are related to the properties of teacher's performance. Consequently, teacher as the active agent is more dominant in *mirror* image. Also, *copy machine* indicates a similar kind of refection. The entailment of it attributes teacher as the source of knowledge and the duty of learner is to reflect the knowledge given. The state of being like a *camera* attains learners a skill of keeping information stored with the entailment "…recording is a good way to use the data later".

3.3.7. Learner as an Observant

All the images collected under this category attain an active role to learners. For the *wanderer* image, the entailment indicates that no one can resist to change and "… while wondering, they find new advantages". The *person in a desert looking for water*

image also implies the need of learning all along life. *Inquirer of knowledge* entails curiosity which motivates learners to reach knowledge with self-attempts. Traveller displays both teacher and learner as the active agent with the entailment "… everywhere s/he is travelling the teacher creates".

3.3.8. Learner as a Defective Being

Diverse metaphors have appeared in some studies. In Baş and Gezgin (2015), English learning process was described as *torture* in a disturbing, harming, and dangerous way. In this study one of the diverse metaphors used for learner by the teacher participants is *fish*. Normally, the daily use fish does not contain any negative attribution, but the entailments of this image presents learners from a view in which they are taken out of their protected life into an unprotected life which indicates school life in this context. This perception presents learners as not being able to do things for their own sake since they do not have power to direct their own life. Thus, they need to be parented, protected, and fed.

The other diverse metaphor is appeared in teacher participants' mind is *vacuum*. This image reminds us the *sponge* metaphor which indicates the absorption of all knowledge teachers provide. The entailment of *vacuum* image attributes learner the function of absorption. However, this time it is the absorption of all the energy teachers have to teach. In that sense learners are the active agent in negative sense.

Similarly, *lady* image presents a negative attribution although the notion of being a lady does not have any negative implications in general sense. In the entailment, learner as a lady is somebody who does not show any effort to learn, they expect everything done for them.

One of the most striking diverse metaphors is *evil* with an entailment of learners being bad. The other one is *slave* considering teachers as the land lords/ owner of learners in his/her own territory; classroom. Learners owning any rights to choose or decide have to obey what teacher want or plan. The hegemony of teacher does not leave any space for learners to have a voice in learning in other words to have autonomy.

Wall metaphor exhibits a diverse image of learner with the entailment of being closed. Learners are conceptualized as a closed entity without giving any way out and into it.

Tourist without a map image attains learners a negative position regarding them lacking of capacity to find their own way. The entailment of the metaphor regards the new language learnt as a new and strange place visited. It is not possible for learners to find their own way to get to know the place because they do not have any guidance. *Penguin* illustrates how lonely learners are in a cold environment. *Puppet* implies hypocrisy with the entailment "they pretend to listen, but only some of them listen". The *cricket* metaphor reminds us the story of cricket and ant resembling learners' lack of motivation for studying to the mood of cricket singing all summer instead of collecting food for winter as the ant does. The image of learner as *food difficult to make* entails a reason that learners are not motivated enough to learn a FL because they do not believe in the necessity of it for them. Reflecting learner as *the participant in his school life,* the metaphor has a negative sense with the entailment "young, inexperienced, and not aware". The metaphors in this category visualize learners in a negative way so the active agent appears to lack power to represent learner as in the other categories in terms of LA. Thus, active agent was not searched in this category.

3.4. Written Narrative Inquiry - Teachers' Stories

The data for this part was collected from 23 volunteer teacher participants' fictitious writings from their stereo-type ideal student's voice explaining what the student thinks, feels, and does while learning in their teaching context. By employing this method, teachers utilized their past and present experiences to invent their ideal learners and to present to what extent they were autonomous. The invented stories provided several remarks projecting teachers' preferences on LA in constructing an ideal learner in their mind. The content analysis of the qualitative data collected from these stories was done and the emerged themes were categorized with regard to the questionnaire template (Borg & Al-Busaidi, 2012) used for quantitative inquiry of teachers perceptions of LA as reported in section 2.7.2. Consequently, the themes appeared in the data of teachers' stories were categorized under the sub-groups of the questionnaire and shown in Table 3.13 as an outline of the findings of the written narrative inquiry.

The relationship between LA and language learning was not taken into consideration for the categorization of data in this part since the teachers considered

their ideal learner in their teaching environment which was a FL learning context. In other words, all the themes appeared in the data reflect the LA and language learning relation. Referring to participants' oral narratives, in this section, I also included excerpts from the teachers' stories to support their concern about LA referring to the

Table 3.13: Frequencies and Percentages of Sub-groups in Teachers' Stories

Sub-groups	f	%
Technical perspective	44	19.90
Psychological perspective	54	24.43
Social perspective	78	35.29
Political perspective	26	11.76
Role of teacher	6	2.71
Cultural universality of LA	8	3.61
Age and LA	-	-
Proficiency and LA	-	-
Learner-centeredness and LA	5	2.26
Overall	221	100

teachers' pseudonyms.

The analysis revealed a variety of aspects the teachers had for the autonomy their ideal learner had. LA from social perspective, psychological perspective, technical perspective, and political perspective were found as the highly mentioned topics in the teachers' fictitious writings. This is in line with the findings emerged from the item results reflecting these perspectives in the questionnaire with the highest means all among the others. Teachers' role, culture and LA, and learner-centeredness were the topics referred relatively less in the stories while age of learners and their proficiency level in the target language were not related to LA in the written data. These sub-groups were also presented with lower means in questionnaire results. I presented an outline for the findings of the written narrative inquiry of Turkish teachers' cognition of LA in Table 3.14.

3.4.1. LA from Technical Perspective

The teachers considered LA from technical perspective mainly in two ways. First, they regarded the learning sources as a means of developing LA. Although they did not reject the use of books and dictionaries, electronic sources and the Internet were widely mentioned as tools to help learners study and learn on their own,

"I have an online practice opportunity, so I can revise many things at home. Since I like using technology, I prefer doing exercises online. I like watching videos and films in English. Sometimes I record my speech and listen to it later just for fun. I have also some reference books which are really useful for me" (Bilge)

and sometimes as tools both to have fun and to practice

"*I have joined a conversation club where international students gather and have a chat*

Table 3.14.: The Perception of LA in Teachers' Stories

Perspectives	**Themes**	**Issues appeared in the fictitious stories**
Technical Perspective	Learning sources	Electronic sources and the Internet help to learn.
	Learning environment	Libraries and study halls provide appropriate learning environment out of class. Classrooms should make learners feel comfortable. Studying within groups, pairs or self- study in the class or outside the class is a matter of preference.
Psychological Perspective	Motivation	Learners should be eager to learn.
	Learning strategies	Learners should following their own way of learning.
	Self-evaluation	Learners should follow their own progress. Learning another language except from the target language
Social Perspective	Individual study-Group work	Both individual study and group work promote learning
Political Perspective	Learner involvement in educational decisions	Learners should be involved in the decisions taken in the class and out of the class.
	Evaluation	Different types assessment help assess learners. Learners should be a partner in assessment stage.
The role of teachers in LA	Teachers have an active role	Teachers consider learners differences and needs
Cultural universality of LA	LA is over cultures	LA is culture dependent
Learner-centeredness and LA	Learners are active in the class	Learners' choices, needs, and interests are taken into consideration.

in English about very interesting topics for many hours! I also play online computer games every night with friends from different countries. During the game, you must know English to be able to understand what's going on in the game or what rules to follow and communicate with your teammates effectively" (Mercan).

Besides, some fictitious ideal learners also looked for electronic sources in the class "To begin with as regards to the tools implemented in the class, I believe that we as students should make more use of digital materials as this is more motivating and it is what the modern era requires of us" (Birol).

Secondly, the teachers regarded technical perspective in terms of the learning environment. All the teachers including the learning environment in their stories imagined their learner in a warm, cosy, intimate place, such as a classroom "The classroom has free atmosphere" (Hatice), "The classroom is a safe place" (Ayhan),

*"I learn in the classroom. It is so important for me to attend the classes. I study the subjects I am personally interested more easily. I also do my own research on the subject and do further readings. I learn on my own but I also need a classroom and a teacher. I learn in classroom and do my own research and readings, and then ask the teacher questions about the parts I had trouble with" (*Perihan*).*

In addition to the classroom, the learning environment the teachers described could also be a place out of the classroom like a library "I like studying alone in quiet places – in the school library in the afternoon and in my room at home in the evening" (Huriye), a study hall "Everything in our dormitory study hall is perfect that I can spend all my energy and care on my studies" (Ayhan), or their home "Besides, at home, when I am alone I enjoy working on my own, sometimes I cannot realize how long I have been playing with the text or the video in Persian. Sometimes I create games of my own. They help me for self-rehearsal of the language use" (Zeynep).

3.4.2. LA from Psychological Perspective

Teachers amplified the LA from psychological aspect and learner motivation stood as the major issue of this perspective. Almost all the teachers stated their learners having motivation in their stories,

"My aim is to do everything I can to improve my level of English as I want to be a competent language teacher in the future. I am the one who is responsible for my own learning. In order to do my best, I do my responsibilities regularly and go as

*further as I can. . I think I love learning and I am a conscious – aware of her aims, responsibilities, minuses, and pluses and willing to improve." (*Huriye)

For some, this was instinctive motivation,

"I have an interest to Persian and I feel happy when I do something related to it, reading, listening, speaking and writing. I really feel happy when I sound like a Persian speaker or decipher a cultural element, idiom-proverb etc. in a spoken or written material." (Zeynep)

Besides motivation, learning how to learn makes learners more autonomous and utilizing the learning strategies were upheld by the teachers. "I learn better when I write. I take notes while I read my textbook or rewrite the notes I took in class" (Perihan). "…students can be included the learning process; they can choose the way they would like to learn" (Gizem). They also suggested monitoring and evaluating their own learning, " Whenever I receive results, I reflect on my strengths and weaknesses – how to take more advantage of my strengths and improve my weaknesses" (Huriye), "Looking up the words I don't in the dictionary, making language learning my hobby, writing to my friend abroad, and watching videos in English help me improve my English" (Ayhan) besides learning from mistakes "at school I try to pay attention to what is going on during classes, take every opportunity to participate by interacting with the teacher and my peers. I am not afraid of making mistakes. I know they are inevitable and even precious in that they show me what to improve" (Huriye).

Besides, having self- awareness was another issue considered in teachers' stories, "I can name myself as a teacher guided, self -oriented, peer motivated learner" (Zeynep). Another issue appeared in psychological perspective was teachers' awareness of learner differences, "As individuals, we are totally different from each other; our learning styles, aims, expectations are diverse. However, in most of the language classes, lesson plans are made as if all learners were the same" (Yasemin), "Everybody has different ideas about how I should study but I choose to study on my way, every individual is different, everybody needs different things. I know what I need and I focus on it" (Erhan).

3.4.3. LA from Social Perspective

The stories revealed social orientation as the most highly considered perspective among the teachers. Teachers perceived both co-operative group work and individual

work as opportunities to learn. Some strongly emphasized individual work as an effective way to learn, “I am not very dependent on my teachers, because I believe I can do most of the learning by myself on my own, in my own time and at my own convenient pace” (Göktuğ), “I like working alone. I can concentrate better and spend as much time as I like for” (Asiye) while some others advocated collaborating actively,

> *“Interactive lectures are better. When some of my classmates ask questions, I feel that I learn something new about the topics under discussion. Participation and interaction contribute positively into learning environment. I feel that teachers doing interactive courses are better.”* (Hasan)

Meanwhile, some teachers praised both individual work and group work, “I sometimes work alone, sometimes in groups. Both help me to learn but in different ways” (Erhan). Pelin reported, “In my own department, professors encourage students to do self and group studies and self and pair assessments. I think that they are doing this as they support action-oriented approach and as they increase students’ awareness on their own responsibilities”.

3.4.4. LA from Political Perspective

Teachers gave wider dimensions to LA while considering it from political perspective. The majority of teachers found a close association between learners and educational issues, “Students are part of educational decisions” (Pelin) and expressed an enthusiasm on learners’ involvement in educational decisions. However, teachers regarding the political perspective mostly espoused students’ voice in school decisions only for in-class decisions, like choosing the type of activity or material. This is in line with the findings presented in 3.3.3 in this chapter. Learners’ involvement in the decision for an in-class discussion topic appeared as the highly approved among the others. “We can be given chance to decide which activities should be done and omitted in the course book” (Canan).

> *“We are usually involved in the educational decisions regarding the activities during class time. We can choose the type of homework we will get or the topics we would like to give presentations on. We also sometimes choose whether we would like to work individually or in pairs. I like being involved in decision making even if it’s something small. I feel important and at the same time responsible.”* (Asiye)

Teachers also shared their ideas on how to manage learner involvement in school decisions in their stories, “The course can be designed after the needs analysis has been applied to the students” (Pelin). Howbeit, some participants downplayed involving learners’ choice in school decisions, “… material choice to some extent, because students are not mature enough to choose” (Erhan) , “When it comes to decisions mostly they should be made by the teachers because we students tend to complain about things in the school” (Erhan).

Furthermore, teachers’ inner voice recognized in the stories echoed learners’ participation in the assessment stage, “In my own department, professors encourage students to do self and group studies and self and pair assessments. I think that they are doing this as they support action-oriented approach, and as they increase students’ awareness on their own responsibilities” (Pelin), “I want to have the right of choosing my own assessment criteria or learning materials according to my needs or interests” (Yasemin).

The teachers also acknowledged various ways of evaluation, “I can say that evaluation and assessment should be in practice, not in forms. Our practicality, our survival skills in some situations and our fluency in the target language should be evaluated by real people, not teachers” (Cenem),

> *“I don’t really like modules assessed entirely by examination. Along with it, we should also be evaluated through project-based learning approach where we acquire a deeper knowledge through active exploration of real-world challenges and problems. Moreover, performance-based assessment can also enable our teachers to measure our ability to apply the skills and knowledge from units of books.”* (Mercan)

3.4.5. The Role of Teachers in LA

Only a few teachers involved teachers’ role in LA in their stories. They gave some duties to teachers in their stories, such as regarding learner differences, motivating, and being eager to teach. They agreed with the idea that teachers support LA in the class, “Our teachers give full support to us for learning the topic” (Ayhan), teachers considered individual differences, “instructor should consider our interests and needs” (Hatice)

3.4.6. The Cultural Universality of LA

On the basis of the findings, teachers held strong beliefs about LA as a worldwide issue in education. However, they were more focused on how LA appeared in different forms in different cultures, "LA is culture dependent" (Zeynep), "Culture is indispensible part of learner autonomy" (Göktuğ). They described LA in Turkish context different from LA in any other, "We do not leave learners alone for their decisions" (Huriye), "It is difficult for Turkish learners to have autonomy" (Zeynep).

3.4.7. Learner-centeredness and LA

In teachers' stories learners were mostly considered in the middle of the decisions taken for education, "… topics related to my age, interest, and needs" (Hatice), "Students are free to choose the speaking topic according to their interest" (Ayhan)

3.5. Oral Narrative Inquiry- Teacher Interviews

This section reports the findings emerged from teacher interviews which offered rich information about teachers' cognition on LA in Turkish context. In reporting the data, I proposed to categorize the findings of oral narrative inquiry of the study following the questionnaire template (Borg & Al-Busaidi, 2012) used for quantitative inquiry of teachers perceptions of LA and reported in Chapter 2 as I did for reporting the findings of teachers' fictitious stories (3.4). However, during the coding phase of the qualitative data, I realized that the data comprised of many precise details which would provide useful information on teachers' cognition on LA in Turkish context. Consequently, for reporting the findings of the oral narrative inquiry, I created my own template to make use of the findings to highlight the teachers' cognition of LA in Turkish context and defined it in four parts: How teachers define LA, factors effective on LA, how to promote LA, and LA in Turkey.

The content analysis of the qualitative data collected from the teacher interviews yielded several remarks on the participants' beliefs, feelings, and ideas on LA which I intended to present by using direct quotes and actual phrases from the interview transcripts. I presented an outline for the findings of the oral narrative inquiry of Turkish teachers' cognition of LA in Table 3.15.

3.5.1. Teachers' Definitions of LA

Table 3.15: Teachers' Perception of LA

Category	Themes	Fundamental Issues Emerged
Definition of LA	A life skill, a present from God	LA functions as a life skill for deciding and doing.
	A learning skill	LA is a valuable and precious skill and functions as one of the components of learning.
	A metacognitive skill	Teachers should help learners to gain it.
	A property of individual work or self-study	LA means making use of other sources while studying rather than depending on teachers.
	A property of planning your own learning	LA helps learners determine a learning style regarding their own skills, needs, and hobbies while considering the learning topics and duration of learning.
	An ability of thinking critically in learning	Autonomous learners can find answers to the questions What to learn? How to learn? and Why to learn?
	An aim to detect the paucities in one's own learning	Autonomous learners take some precautions to fulfil them like creating their own learning gadgets.
	An instinct property	Autonomy provides choosing, experiencing and evaluating in learning.
	Freedom of learning	Autonomy in learning is investing time on learning in learners' own peace, responsibility is a prerequisite.
	A kind of awareness	Autonomous learners understand the logic behind autonomy.
	A kind of personal development	LA has influence not only on school related issues, but also on other topics.
	A teachable process	It will foster learners' life-long learning process.
	A setting free learning	Autonomy carries learning out of the classroom. It is studying alone outside the classroom without being dependent on teacher and making use of other sources.
	A culture dependent issue	LA cannot be related only to the West or the East
Factors Effective on LA (Learner related factors)	Age of learner	Teen age is better for constructing LA since learners could be supervised develop some metacognitive awareness on autonomy easily. The contrasting idea appeared claiming a resonance with age and autonomy and considered 20s as more appropriate ages.
	Education background of learner	Primary school period is the initial stage for learners to develop autonomy followed by high school and university periods.
		As widely considered in traditional Turkish education, teachers take over all the responsibility in the class. Teacher centered classes prevent learners performing

		autonomy.
	Learner motivation	Motivated learners can become self-determined and can easily raise autonomy. Some cultural, sociological, economical, and administrative constraints prevent learners to generate motivation in Turkish context. Consequently, lack of motivation prevents learners to raise autonomy.
	Learner personality	Being extrovert and introvert both has effect on the degree of autonomy learners have.
	Language proficiency of learner	The levels of autonomy learners have correlate with language proficiency level, however low language proficiency level is not an obstacle to have autonomy.
	Learning skills of learners	Critical thinking is effective on developing autonomy.
	Lack of knowledge of autonomy	Learners should have the knowledge of autonomy.
	Counseling	Guiding the learners professionally helps raise autonomy.
Factors Effective on LA (Teacher related factors)	Teachers' awareness on LA	Teachers may have the knowledge of LA, but they do not prefer to activate it in the class with the discomfort of losing power.
	Teachers' educational background	Teachers' graduated from different university departments may have developed awareness on LA at different levels.
	Teachers' having autonomy	First teachers should have TA in order to help learners develop LA. However, teachers are under some contextual restrictions to activate the autonomy they have.
	Teachers' position	Teachers' position as a lecturer or an instructor does not show a difference in promoting LA.
	Teachers' gender	Teachers' gender does not make a difference on promoting LA.
Factors Effective on LA (Environment related factors)	Family and friends	Family has the most direct effect on LA. P Parents should promote autonomy in children from young ages. Over protective mothers prevent children to become autonomous. Friendship can support or limit autonomy.
	Technology	Digital means can support LA.
	Culture	Culture of the society is a significant factor on developing LA, however in the modern Turkish culture; learners are dependent on others in their decisions.
Factors Effective on LA (School	Context of education	A consensus does not appear on the effect of teaching context and course content on LA.
	Kind of schools	Private schools seem more supportive of LA than state schools in terms of

		including extra-curricular activities, self-appointed tasks, projects, and more facilities offered.
	Kind of classes	The prevailing idea appears as involving both teachers and learners in classroom decisions. Student-centered classes are approved as better to promote LA, while considering some concerns, such as time limitation, lack of control, and learners' negative attitude toward autonomy.
	Administration	School administrations have a great influence on promoting LA. However, strict rules and tough regulations in schools can prevent to promote LA in an indirect way.
	Curriculum	The curricula applied in MEB appear as an effective factor on LA.
How to promote LA	Teachers' guidance	Learners need Teachers' guidance on autonomy. Expecting them to become autonomous does not seem possible.
	Teacher training on autonomy	Teachers might have lack of knowledge on autonomy. In order to assist learners on gaining autonomy, they should know the rationale behind autonomy and should know how to carry it into practice.
	Promoting TA	Teachers should display TA in the class, afterwards they can promote LA.
	Learner training on autonomy	Learners should be trained on autonomy directly or indirectly in order to help them develop autonomy by means of raising some metacognitive strategies or conducting some activities based on their decision.
	Promoting reading	Reading, especially reading at home as a learner-centered activity increased autonomy.
	Setting assignments	Enjoyable individual tasks help practice LA.
	Providing various in-class activities	Presentations, commenting on their own questions, and teaching classmates are some of the in-class activities promoting LA.
	Learner involvement in evaluation	Being involved in evaluation will help learners feel more responsibility for their learning.
LA in Turkey	Autonomy as a power issue	Traditionally, teachers in Turkish context usually have the unique power in the class. They usually do not approve LA with the fear of losing power in the class. Besides, teachers are reluctant to be autonomous themselves escaping from the extra responsibilities it will bring.
	Curricula of MEB	The recent attempts of MEB to revise the educational system are valued. However, teachers should have autonomy themselves to understand the rationale behind LA.

Evaluation in MEB	Teachers at the same time are the evaluators, so learners' main aim is to please teachers to pass the class rather than to perform autonomously.
Teachers working for MEB	Teachers need training on autonomy at pre-service level.
A respect issue	If learners behave in their own way considering their own decisions, this may mean disrespect to the elderly ones, to teachers.
Teaching	Teachers instruct learners on every topic as the absolute authority in the class.
Learners	In Turkish context learners are not ready to develop autonomy as a consequence of lack of knowledge on autonomy and motivation.
Private schools vs. state schools	A consensus does not appear on the effect of kind of school on LA.

In order to provide a common base for LA as the main discussion topic, I searched what teachers understood from LA. The teachers defined LA in various ways demonstrating different aspects of it. According to them, it is a valuable and precious skill functioning as a component of learning. Asiye generalized it as a life skill in deciding, doing, and studying alone. For her, LA is a present "God gave to us". Pelin considered it as a "metacognitive skill" and Bihter regarded it as a property of individual work and characterized it as "self-study", which meant making use of other sources while studying rather than depending on teachers for her. In addition, Ismail expanded the definition of LA and included "self-awareness, self-regulation, self-controlling, and planning of your learning". LA is learners' taking initiative and determining a learning style for themselves regarding their own skills, needs, and hobbies while considering the learning topics and duration of learning. So, as Emrah said, they were determined to find answers for the questions what to learn, how to learn, and why to learn. Similarly, Mercan defined LA as "Ls' thinking critically, involving the questions of why and how".

Autonomy was "the attempt to detect the lack in one's own learning and take some precautions to fulfill them" (Hatice) and to "create their own learning gadgets" (Cenem). Zeynep appreciated LA in terms of learners' having the chance to choose, to take on responsibilities, and to evaluate their own learning. In the childhood, it was an instinct property experiencing on-their-own and trying to learn new things around. Putting it in a wider perspective, she considered LA as freedom of learning while adding responsibility as a must to autonomy. Learners should have autonomy in terms of being aware of what they do, but should also be aware of the rationale behind it. It is not only an issue of taking decisions, but also being aware of the reasons behind decisions. She carried it out of the school environment and regarded it as a part of personal development. LA has influence not only on school related issues, but also on other topics in life. Göktuğ perceived it as "the freedom of learning in terms of investing time on learning in learners' own peace" while Pelin regarded LA both as a personal issue, and also a teachable process. Some teachers included setting in the definition of LA. Most of them include the classroom environment in their definitions; some others considered the environment outside the classroom at a time when learners were on their own, such as "carrying the learning environment out of the classroom"

(Pelin). Subsequently, learning would be linked to every part of their life. Consequently, LA would foster lifelong learning. Bihter commented on the function of teachers in learning process and the place of study and explains LA as “not being dependent on teachers a source of information, but it is studying alone outside the classroom and making use of other sources”.

Besides these explanations, some teachers reflected some doubts about the degree of autonomy learners could have in their definitions and defined it with some limitations. They did not leave the stage totally to learner since they do not know how to learn. First, an autonomous learner should identify “their lack, needs, and interests and later, search for their own ways to fulfill these gaps” (Pelin).

Zeynep defined LA as culture dependent. For her, in Turkish context it is learners’ “being aware of what they are doing and how they are doing things, but still teachers should know what they are doing well”. She complained about the current culture in Turkey and stated that Turkish people had lost their position; they neither belong to the eastern nor to the western culture “In the past, people were recognized according to the responsibilities they carried which is connected to having autonomy in a way. As for the discussion of LA in terms of attributing it to either eastern or western culture, the findings revealed that participants considered LA as a culture related issue rather than limiting it into a dichotomy of the West and the East. For Erhan, it was a matter of establishing “human rights” starting from the childhood either in the East or in the West and being respectful to children’s rights and teaching children their right at early ages in family initiated autonomy, which would bring LA afterwards. However, a few participants agreed that in western culture, LA received more support in terms of showing respect to children’s decisions. Participants commenting on LA in Turkish culture criticized families and teachers as their being highly protective towards children and learners even disregarding their decisions to prevent them from making mistakes.

3.5.2. Factors Effective on LA

The findings display a wide range of factors identifying the degree of autonomy learners have. Hatice broaden the scope of these factors and described LA as “everything which affects your life”. I categorized the participants’ comments on the

factors operating on learners' autonomy under four main themes: Learner related factors, school related factors, teacher related factors, and environment related factors.

3.5.2.1. Learner-related Factors

Teachers identified differences in the degree of autonomy learners have related to learners' properties and personal characteristics, such as age, educational background, motivation, personality, language proficiency, learning skills, knowledge on autonomy, and counseling.

3.5.2.1.1. Age of Learner

A great diversity appeared in teachers comments on the impact of age upon LA. This finding resonates with the findings of the survey reported above (3.2.2). The teachers perceived the effect of learners' age on LA in different ways. They mostly regarded early ages as a good time to develop autonomy and agreed with the idea that the most possible early age is better for constructing autonomy. Pelin considered LA as a teachable process and suggested teaching autonomy at very early school years. She added that "if they develop a kind of system of being autonomous, thereafter, they can develop the skill of taking self-responsibility in the rest of their school life". In addition, the metacognitive awareness learners developed at early ages would help them raise autonomy in the rest of their education life. Similarly, Ismail thought that at early ages, children could be supervised more effectively to set up autonomy by giving chances to make their own decisions. For Bilge, "Seven or eight can be considered as early ages to start to train learners on autonomy" while Birol considered teen ages as appropriate ages for learners to start having autonomy in terms of adapting different learning strategies for themselves. Likewise, valuing early ages in gaining autonomy, Mercan thought that children could gain autonomy while spending most of their time with their family. Some also thought that teenage years were appropriate to start constructing autonomy with the help of children's meeting computers and the Internet.

On the contrary, some others agreed on the difficulty of creating autonomy in young children and stated that primary school students were too young to have consciousness in learning. A few teachers agreed on the constructive effect of age on developing autonomy. Erhan considered a resonance between autonomy and age. He thought that it was a bit difficult for children to decide, but while they were getting

older, they would be able to make decisions on their own. Similarly, Gizem stated that adult learners could be more autonomous as they were more motivated; however, primary school children were too young to have a conscious on having autonomy until they became 15. Mentioning age as an aspect of the degree of autonomy learners had, for Cenem "autonomy is not effective until 20s, thereafter they would have the full capacity to choose their own way". Similarly, Pelin advocated being mature as a prerequisite to be autonomous.

Some others were not sure about the most appropriate age to start gaining autonomy. Yasemin regarded it "as a process" and thinks that learners increase autonomy at every age. Likely, Hatice appreciated early ages as a facilitator to gain autonomy, but she also stated that being at elder ages was not a burden to raise autonomy. For her, "it can be acquired at any age". Göktuğ considered early ages as a more open area to gain autonomy while stating the need of teachers' supervision in young children gaining autonomy. He thought that with the conscious of knowing the necessity of being autonomous, learners at elderly ages, such as university students, could acquire autonomy easily. In opposition, some other teachers stated that it was a late age for student to become autonomous learners at university level.

Huriye thought that young learners in Turkish context were more autonomous at early ages with little experience. As they were getting older, they had more experience, but were less autonomous since the surrounding people had given decisions instead of them up to that time. As a result, they did not want to leave their "comfort zone" and rejected being autonomous.

3.5.2.1.2. Background Education of Learner

Most of the teachers relied on the noticeable effect of learners' educational background on the degree of autonomy they had. Discussing about the period to start to gain autonomy, the teachers regarded the beginning of learners' educational background as preschool period and related it to parents' behaviors in the family. Huriye said "Families protect children so much that the need for protection may become a part of their personality". Considered primary school period as the first stage of learners' educational background, some left the main role to promote autonomy in learners to primary school teachers. They valued primary school period as an essential stage to

develop autonomy. Bilge strongly advocated this period as an important time for "creating self-esteem and taking their role in their own learning process". Some others considered the possible effects of learners' background starting from high school. By getting accustomed to being autonomous, learners in high school would be more autonomous at university. Some teachers commented on the effect of learners' background education on gaining autonomy in terms of the kind of the classroom they attended. For Asiye, "most of them come from teacher oriented classes and give the whole responsibility to teachers". She added that in such classes teachers prepared everything ready for learners by taking on all the duty. Thus, learners did not take over the responsibility of learning, but they expected to be taught. Likewise, Zeynep reported that although some teachers wanted to enhance chances of using their autonomy, learners were not ready to choose among alternatives and they asked for "the ultimate conclusion" from the teachers. This was related to their habit gained throughout their past education in which teachers were considered as the authority.

All teachers commenting on the relationship between learners' background and LA advocated the direct effect of learners' background on the autonomy they had. Besides, they also make a connection between the Turkish educational system and learners' educational background in terms of the autonomy they carried. Yasemin included the cultural background learners had as a factor on the degree of autonomy they had. She expressed it as "society and culture are always together" and she criticized some cultural restrictions in Turkey which also prevented learners' performing autonomy. Hatice joined this idea and defined the negative effects of being dependent on parents, family, and the system on LA.

In addition, some others involved the impact of the current culture of Turkish society in learners' educational background and consequently in the degree of autonomy they possess. Only, one participant commented on the effect of religion on learners' background. Erhan stated "Both disinformation about religion and lack of knowledge about religion can restrict the freedom of choice". Starting from the childhood that kind of falsities and gaps in religious knowledge could prevent learners to be autonomous as a habit.

3.5.2.1.3. Learner Motivation

Teachers considered learner motivation as a determining factor on the degree of LA. Even, one of them considered it as a factor in the core of LA. The others all agreed that when learners were motivated, they became determined, had self-discipline, and raised responsibility. Consequently, they had autonomy and knew what the best was for them in their learning. Almost all the teachers explained the effect of motivation in learners by exemplifying the situation in Turkey. They thought that learners in their context had poor motivation due to some cultural, sociological, economical, and administrative constraints. The teachers were aware the need for increasing learners' motivation and suggested teachers' guiding them rather than leaving them alone. They also considered the correlations between self-confidence, self-awareness, self-reflection, and self-evaluation. Zeynep placed self-reflection and self-evaluation in the core of autonomy and Birol related motivation to ambition and said autonomy depended on ambition while Ismail explained it in a chain as "learning increases motivation and motivation initiates autonomy".

3.5.2.1.4. Personality of Learner

For some teachers everybody had autonomy to some extent and their personality had some role on the degree of it. Mercan defined these personal characteristics as "being intellectual besides having world knowledge, motivation, and ability to do things on their own with little help". Canan advocated extrovert learners as "advantageous" while Emrah considered both extrovert and introvert learners' ability to gain autonomy by extending the idea that "introvert learners like studying on their own", which might help them to raise autonomy while "outgoing learners might depend on others in their decisions". Bilge stated that introvert learners did not want to take the control of their learning whereas extrovert learners were more independent and volunteer to take responsibility and to be more autonomous.

3.5.2.1.5. Learner Language Proficiency

Teachers put forward two distinctive views about the effect of learners' FL proficiency–here English– on their autonomy. Some found intense relationship between learners' proficiency level and the degree of autonomy they had. Some believed learners with a high degree of proficiency level might have more autonomy. Canan said "High

proficient learners have more autonomy. They take the responsibility and do not ask for help from teachers". Similarly, Erhan highlighted a correlation between language proficiency and autonomy. He stated "When they know more, they will realize what they need and what the problem is. The more they know, the more autonomous they are". Ismail joined this idea and added "As they acquire the language, they become more autonomous. Even after some level, they do not need teachers".

On the contrary, some others did not correlate language proficiency and LA. Birol said "students' lack of proficiency is not a reason to become more autonomous". Pelin considered the relationship as changeable and believed that low proficiency did not correlate with LA, but when proficiency level increased, they might become more willing to be autonomous.

3.5.2.1.6. Learning Skills of Learners

Some participants considered some learning skills as factors on the degree of learner autonomy. This did not appear as common factor among teachers, but I thought they were valuable to be stated. One of them was the skill of critical thinking. Hatice considered it as an effective factor on having autonomy and stated "Turkish educational system does not support critical thinking and consequently, learners could not develop autonomy easily".

3.5.2.1.7. Learners' Lack of Knowledge of Autonomy

Only two teachers commented on the learners' being unaware of LA as a factor. One participant strongly believed in the necessity of informing learners about autonomy and explaining the importance of it in learning, while another participant mentioned about a gap in education programmes in terms of introduction of autonomy at early ages.

3.5.2.1.8. Counseling

Some teachers agreed on learners' need of guidance in terms of raising autonomy. They believed that professionals guiding learners as to how to be an autonomous learner were effective on becoming autonomous in learning. Two kinds of learner counseling appeared among participants. Zeynep considered this guidance from a common perspective and mentioned about the effective role of psychological

counseling at Turkish schools in guiding learners and stated that "learners really need someone to support their personal development including autonomy". Similarly, some other teachers identified the need for teacher counseling to support learners with lack of confidence.

3.5.2.2. Teacher-related Factors

Almost all the teachers strongly believe in effective role of teachers on the degree of autonomy learners had, but they did not comment on it in detail as they did for learner related factors on LA. Thus, I could assign them under a narrow category including teachers' awareness of LA, teachers' educational background, TA, teachers' position, and teachers' gender.

3.5.2.2.1. Teachers' Awareness of LA

A consensus did not emerge among the participants on the effect of teachers' awareness of LA on the degree of autonomy learners have. A few of them directly stated that teachers in Turkish context had awareness on LA while some others did not think that they were aware of LA. Huriye said "They are aware of it, but they need to be encouraged to promote it and to be shown how to practise it". Emrah believed that teachers mostly had insufficient awareness of LA in Turkish context. Moreover, some participants related this to the schools they were trained at. In English literature departments educational courses are not taught. Thus, they might not be familiar with LA. The other comment from the participant is on the practice of autonomy with learners. Some stated that they might be aware of autonomy, but at practice they did not prefer to consider LA, they only instruct and leave the class. Similarly, Yasemin held very strong beliefs about teachers' preference to stay on the safe side by not supporting LA. Teachers defined the rules and expect students to obey them in the class. So, they did not take risks and did not have to deal with complications. Zeynep recalled a divergence in teachers' attitudes:

> *"They [teachers] are in favor of promoting autonomy and they like feeling themselves autonomous, but when it comes to teacher-student relationship, they want to feel this power as much as possible. So, there is a kind of paradox here: They are autonomous; they want to be the model. They want autonomous students, they think that they can manage it, but they do it in a very restricted way because they like their power."*

3.5.2.2.2. Teachers' Educational Background

Emrah did not believe that every teacher in his school (SFL) were aware of what LA was. He relied on the influence of teachers' educational background on the degree of awareness they had developed on LA. Teachers in SFL had graduated from different university departments, such as education faculties, literature faculties, linguistics departments, or translation departments. If teachers were not interested in educational topics, it was not possible for them to get used to the idea of neither LA nor TA.

3.5.2.2.3. Teachers' Having Autonomy

Teachers commented on the role of TA on LA. They mostly agreed on the positive effect of TA on promoting autonomy of learners. Huriye believed that "LA without TA is impossible". Gizem explained the necessity of teachers' being autonomous in terms of being "a model for learners". Similarly, Bilge stated that "if teachers are autonomous, they can provide an environment for learners to have autonomy". Although Göktuğ agreed with these ideas, he limited TA by saying "It would be a utopia to ask for a hundred percent autonomy in teachers" considering the responsibilities teachers have to shoulder for their decisions. When he compared the degree of autonomy teachers and learners had, LA outweighed TA.

Some others were not sure whether teachers wanted to be autonomous or not. Since being autonomous brings more responsibilities to teachers, in order to escape from them they reject it. Meanwhile, some others criticized the degree of autonomy teachers had in Turkey and related it to some restrictive dimensions in teaching, such as intense programmes, strict administrative controls, and time constraints. Teachers had to size and control everything in the class, and this resulted in teachers' limitation of learners. However, some rejected this idea. Huriye explained it as "If teachers want to be autonomous, they can be to some degree. It depends on you, your experience. Restrictions cannot be an excuse". Ismail exemplified it in politics "If teachers are dictators, they expect obedience, but if teachers are democratic they are open to novelties".

3.5.2.2.4. Teachers' Position

Teachers did not display a common tendency towards the position of teachers as a factor on the degree of LA. A noticeable difference did not arise between teachers' position as a lecturer or as an instructor in teachers' comments. Zeynep as a lecturer said "It does not make any difference. I am a teacher in any way". Hatice agreed with this idea and added that what was important was not teachers' position, but it was how autonomous teachers were themselves. Some others gave more chance to instructors to have an effect on LA and stated that since they taught English as a FL, it was easier to save space for learner autonomy than in a main course in faculties. On the other hand, some others considered the time strength the instructors depended on in terms of keeping the pace. Whereas in faculties, lecturers could leave more chances to learners in terms of presentations, home studies in more flexible times.

3.5.2.2.5. Teachers' Gender

Teachers' gender was not widely reported as a factor on LA. Only one participant commented on teachers' gender as a factor on the degree of autonomy learners had while considering teachers as agents to promote LA. He described most of the teachers in his school (SFL) as not providing adequate support for learners to develop autonomy and the few supporting autonomy were all female teachers since "They are more ambitious to teach, they are born to teach" (Birol).

3.5.2.3. Environment-related Factors

Zeynep declared the environment as "the most important factor in gaining autonomy". The reasons participants mentioned regarding the degree of autonomy learners had were clustered under the environmental factors, namely family and friends, technology, and culture.

3.5.2.3.1. Family and Friends

The whole teachers commenting on the role of family in gaining autonomy valued the direct and powerful effect of it on learners' developing autonomy. Even some teachers declared the effect of family as the most important factor all among the others. Zeynep regarded it as "the first and most effective factor" and she added that "families should support autonomy in children's mind". For the participants, parental

support helped children develop autonomy from the beginning. Thus, parents should promote autonomy in children from young ages. Mercan expressed the effect of family on learners having autonomy indirectly when she is explaining the effect of early ages on gaining autonomy. She stated that the early ages were the best time to learn how to be autonomous because at these ages children were with their families. How autonomous learners were "is directly connected to how they are raised" (Mercan).

Besides, some teachers related the noticeable role of families to their cognition of autonomy. Due to parents' cultural and educational background, they might not have developed an idea of autonomy and consequently they might not help their children to raise autonomy in the family. "In order to support autonomy in children, first, they should have awareness on autonomy themselves" said Canan. Similarly, Erhan related children's having autonomy in families to parents' being aware of "human rights and freedom". For him, well-educated parents could provide many opportunities for their children to be autonomous while considering the rights of children in family.

In addition, acknowledging the noticeable effects of families on children gaining autonomy, some teachers also criticized the modern Turkish families interfering in their children's decisions. On the behalf of being caring and helpful families, they disregard children's freedom of choice. The teachers believe that families especially some mothers should let their children be free in their own decisions. Mothers in Turkish families might be over-protective that they could become an obstacle for children to become autonomous. Hindering themselves behind a key term 'helping', "they do everything for their children" (Erhan) leaving them passive. As a result, children cannot develop autonomy in family, and it becomes harder to develop in the coming years.

The other point on which teachers criticized parents was their instructive mode towards children in the family. Intending to keep children safe from danger and failure, they repeatedly warn and instruct them. Cenem expressed the result as "they can't learn from their mistakes". Consequently, children in the elderly ages expected the people around to choose, to decide, and to do things for them rather than using their own decisions. Yasemin states that in Turkish culture "parent usually don't allow their children to be autonomous, they mostly direct and control them". Consequently, they would not be ready to increase autonomy at school. Likewise, when children start

school, “families help their children with their homework and this makes them to be more dependent on families” (Birol). Emrah criticized mothers for their being very protective for their children. Mothers made everything ready for them, so that they did not need to choose or make any decisions. Mothers’ attitude caused a delay in gaining autonomy to elderly ages.

Beside families, two teachers considered friends as an environmental factor to gain autonomy. They both considered friend and gaining autonomy interaction in two ways. The relationship between friends could support or limit their autonomy. According to Zeynep, “Learners can get the idea of freedom and the responsibility of their choice from friends”.

3.5.2.3.2. Technology

Some teachers considered the effect of digital means on developing LA. Some commented on technology as a factor on LA in general sense and valued the support of technological means to become more autonomous while some others mentioned about the positive effect of the Internet on the degree of autonomy learners have by means of conversation clubs, chat rooms, or online team games to develop autonomy in team work.

3.5.2.3.3. Culture

All the teachers reporting on the factors effective on learners’ degree of autonomy considered the culture of the society as a significant factor. When they commented on the modern Turkish society, all of them agreed that the current culture did not allow children be autonomous. They stated some reasons: The way that they had been brought up did not offer learners opportunities to question or to express themselves. Hatice says that in Turkish culture “Learners depend on others in their decisions. Here, the others may be the family, parents, system, or even the faith”. One participant compared the Turkish culture of the past and present in terms of the autonomy and illustrated a difference as, opposite to the present situation, in the past Turkish children could have been more autonomous, “They could even choose their own names” (Cenem).

3.5.2.4. School-related Factors

Teachers regarded school related factors on LA seriously and discussed it under context of education, kinds of schools and classes, administration, and curriculum.

3.5.2.4.1. Context of Education

One of the most intensively reported factors on LA was the context of education. The teachers did not reach a common consensus on the effect of the teaching context and course content on LA. Some of these teachers believed that the content of the course did not influence LA. Zeynep thought that LA was not related to course content. For her, the important thing was "how teachers use course content to raise LA in the class". Likewise, Huriye stated "We can promote it in every context" while Emrah and Pelin thought it was a personal issue and related it to learners' personality not the content of the lesson. Pelin reported "Autonomy is related to learners' perspective and teachers' perspective since they have dynamic roles in the classroom". Yasemin joined the others and stated "The content of the course does not cause a difference on LA as long as autonomy emerges from individual".

Yet, Ayhan commented on the effect of the kind of the course on LA and distinguished between a science class and a social sciences class. He explained that it would be easier to promote LA in a social sciences class since the content of the lesson might be more flexible than a science class. Sinem compared the effect of different learning environment on promoting LA. For her, in SFL, teachers could not use their time in a flexible way in order to give more chance to learners to express themselves which would increase LA because of the time limitation exposed on teachers by the school administration to keep the weekly pace of all classes synchronically. She explained that the intense course content seemed as an obstacle for teachers to plan their own lesson. Whereas, in a literature class in DEL-L or in a teaching class in DELT, teachers were free to use their time in accordance with their own planning. So, these teachers could have more chance to leave space for learners and to encourage learners in terms of raising autonomy.

Besides, most of the teachers considered the context of teaching not as a determining factor on the degree of autonomy learners have. Gizem said "Autonomy can be promoted in every teaching context". Sinem believed that all teachers try to

promote LA but “the way they promote changes according to the teaching context”. She exemplified it as lecturers in DEL-L classes tried to make learners think deeply to make a comment on the topic while in SFL teachers encouraged learners to make use of their own way of employing the language they practised. Birol emphasized the effect teachers’ personality in promoting LA without considering them as instructors or lecturers in different teaching contexts. Hatice commented from a different perspective and she valued the autonomy of teachers and stated that “teaching in different contexts does not make any difference in promoting LA since the teachers themselves as instructors or lecturers should develop autonomy in themselves to promote LA while teaching**”.**

While some other teachers considered the context of teaching as a determining factor on the degree of autonomy learners have. Cenem believed that it was not possible to support LA in every teaching context. For him, in his own institution (SFL), teachers did not have freedom of choice in their teaching, then how could they give chances to learners to choose. Bihter agreed with Cenem and commented on the time management problems due to crowded classes and time limitation weekly pacing brought for each topic to be taught in the class as obstacles to promote autonomy in the teaching context in SFL. Simlarly, Sinem thought that the time limitation for each teaching topic is an obstacle in front of promoting LA. For her, in order to increase autonomy, teachers should involve students in the lesson interactively, but time limitation prevented teachers managing this.

Emrah added that in SFL the teachers had to conform to some administrative regulations and restrictions so they did not have many chances to organize their own lessons. However, in DEL-L and DELT, lecturers managed their own lessons and they could explore more possibilities to support autonomy. On the contrary, Canan thought that the course content affected the need for autonomy in learners and explained that learners in SFL could be more autonomous since the teachers and learners integrated in terms of being active in the teaching process. Whereas in DEL-L and DELT departments teachers lectured and learners were mostly listeners. Alike, Erhan appreciated the variety of language teaching techniques and supported the alternatives they offered to promote LA in SFL. Whereas in a lecturing context in a crowded class a lecturer would not have so many chances to back up LA. Bilge agreed that teachers

could promote LA in SFL easily, but this did not mean that lecturers could not do it in their own classes. In reverse, Göktuğ considered DEL-L and DELT departments providing more appropriate context to support LA due to the content. For example, in literature classes learners could prepare literary texts at home in the way they prefer and discuss then in the class.

3.5.2.4.2. Private Schools vs. State Schools

Almost all the teachers commented on the possible effect of kind of high school in terms of state school and private school on the degree of autonomy learners brought to university. The majority identified a great diversity between the two kinds of high schools and found private schools more supportive considering LA. Göktuğ related it to more available time devoted to "extra-curricular activities", in which learners were allowed more flexible time to accomplish self-appointed tasks. Bilge agreed with Bihter reporting that "In private schools some tasks, such as running a project is the part of the curriculum, so that learners are more aware of autonomy" and gave in-class presentations as an example of a way of increasing autonomy while Sinem related the higher degree of autonomy learners had to the facilities private school offered. Extra facilities provided learners more opportunities to become more autonomous. Some other teachers believed in the promotion of LA in private schools on greater scale than in state schools and related it to teachers' boosting more chances of experiencing autonomy in the class. In opposition, in state schools due to "crowded classes" (Gizem), "restrictive rules" (Bilge), and "teachers' traditional approaches to education" (Mercan) LA could not be promoted that much. However, only a few teachers felt that the kind of schools did not display a great difference on the degree of autonomy learners acquired in high school.

3.5.2.4.3. Teacher-centered Classes vs. Student-centered Classes

Some teachers commented on the effect of the kind of the classes in terms of student-centered and teacher-centered on LA. Most of the teachers endured the idea of involving both learners and teachers in classroom decisions and choices. All the teachers discussing the effect of the kind of class approved student-centered classrooms for more autonomy. Asiye valued it as "learners feel their own responsibility". They believed that learners should have rights on classroom decisions, like choosing the

writing topic or participating in group work or pair work. They criticized the one way process of teacher-centered classrooms which would make learners get bored and ignore learners' feelings and choices.

On the other hand, student-centered classrooms might cause some concerns to teachers like controlling the class, following the course programme, dealing with learners' lack of skill of how to be an autonomous learner. For some, it is not feasible to teach in such classes. Canan from SFL explained as "You are trying to catch up with pacing, then, if you have time you can involve LA in the classroom". Birol, similarly, criticized learners not being eager to learn in SFL and pointed DEL-L and DELT departments as having more opportunities to set up in student-centered classes since "Students have ambition to learn in these departments so it is easy to spare time and space for learners in classroom decisions".

3.5.2.4.4. Administration

A lot of teachers agreed with the potential effect of school administration on LA. Göktuğ advocated the positive influence of school administration and stated that "administrations should support LA as a school policy". However, some others complained about the autocratic approaches of school administrations excluding teachers and learners in school decisions. Some teachers considered school administration as a factor in learners' degree of autonomy indirectly. Emrah placed learners in the center of school decisions while advocating TA and stated "in order to let learners free in decisions, firstly, teachers should be free". He criticized school administrations for not involving learners in school decisions and reported "They do not involve learners because this is the easy way. The level of education of learners is not a problem, but the low degree of autonomy they have is a burden".

Emrah also described administration as an obstacle for teachers leaving learners free in their decisions since teachers themselves were not free in terms of regulations they had to take into consideration. Bilge criticized the strict rules the schools had and claimed that these strict rules prevented them to provide an environment for their learners to develop autonomy. The teachers had very strong beliefs about curriculum independence with regard to the opportunities it would bring to teachers in terms of

course, material, and time management to support LA. Emrah exemplified it with the weekly pace they had to follow in SFL and complained “we stick to our books”.

By the same token, there was a considerable discomfort among teachers in terms of to what extent learners would be involved in administrative issues. Some other teachers defended that learners’ involvement in school decisions was only possible within some limitations, such as choosing the speaking topic and material choice. In this way “They may feel as a part of the institution rather than a stranger. They may feel better and then take responsibility” (Mercan). Canan approved learners’ being in school decisions, but she excluded testing out. She believed that learners could be able to share their ideas, but how much they could be taken into consideration was due to the school realities, such as “schedule limitations”. Pelin considered learners’ experience in institution and suggested referring to learners’ ideas “After their first year at university, they would have raised their autonomy during this time”.

Similarly, a few others saw learners not mature enough to directly engage with educational decisions. Instead, they suggested considering the feedback received from the learners in school decisions. Cenem suggested collecting feedback from learners by means of questionnaires considering it as a way of learners’ involvement in school decisions.

Some regarded teachers as the top decision maker since “They know better what is better for their students” (Birol). Hatice did not presently view learners in school decisions and stated as “It is teachers’ responsibility to make plans on their classes”. Correspondingly, Sinem considered the professional experience teachers had and rejected the involvement of learners in school decisions regarding “their lack of knowledge and experience in teaching”. They also committed that teachers would not like to lose their authority in the class by sharing their power with learners. “Teachers are the only power in the class” (Asiye). “They have huge power of controlling everything they are doing. This is what is expected from them”. Thus, they did not want to delegate power to learners in educational decisions.

3.5.2.4.5. Curriculum

The curricula applied in MEB schools appeared as an effective factor on learners’ degree of autonomy among the participants. I regarded curriculum as a school

related factor, but I preferred to report it in detail in the following section reporting on the condition in Turkey.

3.5.3. How to Promote LA

A complete unity appeared among the teachers on the need for more autonomy for the learners in their departments. I presented teachers' suggestions on increasing LA as in follows under the headings teachers' guidance, teacher training on autonomy, promoting TA, learner training on autonomy, promoting reading, setting assignments, providing various in-class activities, learner involvement in evaluation.

3.5.3.1. Teachers' Guidance

Teachers were well aware of the supporting role teachers have on autonomy in learners. For some, teachers' positive stance on autonomy showed great influence on learners, "The attitude of teachers is essential in promoting LA" (Hatice) and some others considered learners' demanding situation, "Learners are expecting teachers' guidance" (Zeynep). Birol considered the educational system in Turkey and expressed that learners did not know how to become autonomous. Under these circumstances, the guidance learners needed should be given by teachers in terms of informing them on autonomy and introducing them some strategies on autonomy development. Otherwise, expecting them to become autonomous naturally did not seem possible.

Hatice regarded teachers as facilitators for increasing LA. Besides, in her attempts to increase LA, she believed in the positive effect of the reasonable explanation of the task assigned to utilize learners' autonomy. Such a logical persuasion of learners for employing their own decision in learning would increase LA. She gave examples from her attempts to increase LA in her classes. In her drama course, to attract students' attention, she pushed her learners to behave autonomously for inventing a functional use of drama in teaching. First, she explained her learners why she had wanted them to prepare such a presentation to increase their awareness on the aim of the assignment in terms of raising autonomy. Knowing the rationale behind the task helped them to employ their own autonomy in choosing the presentation topic and the way of presentation.

Ayhan suggested teachers' sharing their own learning experience with learners as a means to promote LA. In Turkish contexts learners were eager to learn about

teachers' learning experiences. They found it interesting and valuable. According to him learners need some guidance not only in the class but also outside the class. During the class time, teachers could use their chances to increase LA, but for out of class time they also need teachers' guidance. In that case teachers' own learning experience might be a guide for them to find their own learning style. Thus, sharing experience might be helpful to support LA. Pelin also gave some citations from her own life to show a kind of her awareness of autonomy. Canan also advocated teachers' telling about their own learning experience in the class as a way to increase LA and believed teachers' learning experiences would help learners to search for their own learning way as autonomous learners.

Pelin suggested utilizing the positive effect of teachers' guidance for LA especially during the first year at university. She advocates the personal contact with learners to lead them along how they should learn during their education at university. She first observed her students in the class to detect how much autonomy they had, and talked to them about what they should do and what they should not do.

Zeynep believed in positive effect of leaving learners free to choose and not criticizing them because of their choices. For her, "Having the schemata of being free and taking the responsibility" made them more autonomous. Likely, Bihter expressed a preference in providing learners alternatives for the content of the course in terms of providing various lesson sources to use.

Some teachers revealed the role of teachers as a model as an autonomous person. Zeynep expanded it and stated that teachers should display the idea "I like being myself". For her, teachers should create the idea of being a self with learners in promoting autonomy. For Gizem "Teachers should be a model to display autonomy" as Emrah exemplified it as "Teachers can be a role model for learners. They can guide them, but they did not direct them. During an in-class task, teachers should give learners clues to carry out the task instead of directing them. Instead, learners should find their own way".

Ismail discussed the issue from a different perspective and stated that teachers who believed in democracy could promote LA in the class. If teachers suggested a dictating style of teaching while expecting obedience from learners, it would not be easy

to expect learners display autonomy. Thus, for him, if teachers were open to new suggestions from learners and took them into consideration, then, their democratic attitude would help promote autonomy with learners. Sinem supported this idea by adding that learners' needed to trust teachers to follow them.

Although many teachers perceived teachers' guidance as an essential factor, they also indicated a line teachers could help learners up to. After this line "the mission belongs to learners" (Sinem). Equally, there was a discomfort for teachers' being the main agent of developing autonomy in learners. They believed that this conflicted with the idea of autonomy itself. Teachers should not directly be engaged with the task of autonomy. Instead, "They give advice and encourage learners to take their own responsibility for studying at home on their own way" (Asiye). Similarly, some teachers regarded the natural impulse learners felt after teachers' encouraging for autonomy. They could give learners advice, or hold a consultation with them on how to be more autonomous. Consequently, they would "have more self-confidence" (Sinem).

In addition to teachers' role, one of the teachers put an extraordinary suggestion and regarded the classmates as effective agents for raising autonomy. For Göktuğ, classmates could infuse the others when they succeeded a task on their own way in the class or outside the class. This feeling of satisfaction might influence the others and encourage them to have similar attempts. They could even teach each other, which could give rise to autonomy for both sides as learners and mate teachers.

Considering all, however, in their teaching context, almost all the teachers put themselves in a safe place and related learners' lack of autonomy to the conditions outside of them. Huriye valued the role of teachers in promoting LA, but she also identified a paradox with teachers in SFL. She stated it as "When they came here, we expected them to be autonomous. But, we realized that they were not. Then, we started to complain. Instead of keeping complaining, we should do something". By leaving all the hardship they encounter, such as time limitation, crowded classes, and intense course content, she believed that teachers had the capacity of raising LA thanks to their teaching experience. She defended the suggestion "the more you are experienced, the more you are able to shape LA in your classes" if you are willing to do it so.

3.5.3.2. Teacher Training on Autonomy

Many of the teachers agreed on the effective role of teachers in promoting LA. Yet, some believed that teachers did not know how to promote it. Many participants considered the need for teacher training in order to help teachers consider LA in their classrooms effectively. Yasemin strongly believed in teacher training on autonomy as a prerequisite of promoting autonomy in the class. She commented on the gaps in teachers' knowledge on autonomy. For her, to fill in this information gap first, teachers had to read on autonomy to gain a wider perspective on how to raise autonomy in the class. Similarly, Emrah was not sure whether all the teachers in his school (SFL) were well aware of LA considering a possible gap in Turkish education system in terms of autonomy as mentioned above in teachers' background Section 3.5.2.2.2. Emrah stated that "Most of the teachers are not well aware of what learner autonomy is", thus, at the first stage, they should be trained on autonomy in order to support their students for LA. Pelin advocated teacher training in raising LA in terms of using metacognitive skills during their teaching. In order to manage this, teachers should search and learn how to promote LA. Likewise, Huriye recalled that teachers did not show considerable concern for LA in their classes since they did not have "the rationale behind it". Some others took teachers training on LA to the practice stage. It was not enough to have the knowledge of what autonomy is, why it is necessary, or how to promote it, but teachers should also been shown how raise it in the class in practicum. Asiye took it a step forward and claimed that "It is not only about teacher training, but it is also about teachers' experiencing autonomy themselves". In other words LA is an issue of TA.

3.5.3.3. Promoting TA

Some teachers agreed on the need of TA in order to promote autonomy with learners. For Huriye "LA without TA is not possible". Likewise, Yasemin expressed a preference for teachers' displaying autonomy in teaching process. In her institution (SLF) everything was organized in detail in advance and was controlled strictly. What teachers had to do was only carrying out their lessons within these limits. She criticized this authoritarian teaching system as not supporting both TA and consequently LA.

Some also indicated the need for teachers' LA regarding the teaching process as a learning process. Considering teachers' on-going learning in their profession, Pelin

stated “Teachers should also have LA because we are learning while teaching. We are teaching what we have learned. So, learning and teaching is a dynamic process. While students observing their teachers, they can understand that teachers are teaching in the way they learnt. … This might be a kind of picture for students”. As a result, they believed in the need for teachers’ having LA. They thought that teachers as learners should also have autonomy. If they had LA themselves, they would be aware of their students’ need for autonomy.

However, some others identified a tension between teachers’ attempts to increase autonomy with learners, but not with themselves in terms of TA. They thought that in Turkish contexts teachers did not want autonomy since that would assign them more responsibility. Göktuğ considered teachers’ having autonomy as an “utopia” since they would have to carry the all responsibility it would bring.

3.5.3.4. Learner Training on Autonomy

Many of the teachers indicated the necessity of learner training as a prerequisite for raising learner awareness on autonomy. Birol labeled the three essentials for autonomous learners: First of them was considering autonomy in education systems, then the system should adapt strategies to train teachers in terms of autonomy, and teachers should teach learners how to become autonomous. He believed that if we left learners alone to become autonomous, they could not manage it on their own. So, for him, learner training for autonomy was a requisite. Likely, Pelin suggested some courses for learners in order to make use of some metacognitive strategies, which would help them to become more self-controlling and to become aware of their learning process.

Sinem presented a different view on learner training on autonomy. She believed that every learner knew autonomy unconsciously. She stated that in order to raise learners’ awareness on autonomy and teach them how it worked, it was necessary to reveal what they had in their mind. By conducting activities, such as presentation or reading, which left space for learners’ own decisions, she gave the responsibility of unveiling learners’ knowledge of autonomy in learners’ mind to teachers. Birol believed in the need for learner training on how to obtain autonomy. Learners might not have a chance to develop autonomy in their background or they did not know how to manage

it. Thus, they needed to be trained on some strategies on developing autonomy. He expressed this idea as “If we expect them to become autonomous, we can’t get much from it”. Instead of training learners directly on developing autonomy, Hatice valued the indirect training of learners on autonomy. Rather than instructing learners on autonomy directly, it should be interwoven in the course programmes. She believed that direct instructing on autonomy conflicted with the idea of autonomy, which indicated self-decision and self-responsibility. Emrah joined Hatice and suggested employing some classroom tasks to be performed not by following instructions of teachers, but done by learners’ choices and decisions.

3.5.3.5. Promoting Reading

Teachers were well aware of reading as a learner centered activity. Learners’ reading in the target language outside the class was commonly considered as an effective way of increasing LA. Asiye appreciated outside reading, which is reading at home according to learners’ interest, as more helpful to increase autonomy when compared to reading in the classroom. Zeynep valued reading as an important source of personal development whereas Pelin employed reading course book and source books out of the class as a kind of self-study which was followed by class discussion or question-answer practice in the class.

3.5.3.6. Setting Assignments

Some teachers considered assigning homework as a way to increase autonomy in learners. The assignments for learners to in their own time, such as giving topics to search and asking student to write a report, interviewing with friends, watching films and writing reviews, self -reflective writings, were seen as means to increase autonomy. Göktuğ suggested flipped classes as an effective means in raising autonomy while Mercan believed in the use of vocabulary study at home. Sinem warned about the negative effect of homework on learners since they did not like doing them, thus she suggested assigning enjoyable homework, like classroom presentations. Individual tasks for learners were also approved in promoting LA. Yasemin considered her teaching environment (SFL) as an appropriate environment for learners to perform individual tasks. Apart from classes teaching majors, in her classes she could create more opportunities for individual tasks to become more autonomous.

3.5.3.7. Providing a Variety of In-class Activities

Teacher exemplified some activities they employed to increase autonomy with learners. Most of them tried to motivate learners to use their autonomy implicitly by asking questions. Zeynep explained that she asked questions in the class, but she did not give the answers and leave her students to find the answer on their own. Similarly, Cenem did not answer students' questions immediately. Instead, he left them on their own to think and comment on the question or search for it. Mercan found not telling the meaning of an unknown word directly, instead, she asked the student to look for it for the following lesson. She also advocated providing learners alternatives to choose as an effective application to increase autonomy. If teachers gave all the decisions, students in the class would feel themselves invaluable. Emrah joined them and highlighted the role of teacher and teacher's education to organise alternatives for learners. Bilge made use of providing alternatives to increase autonomy with her learners by means of class presentations "I let them chose different topics to talk about comfortably in the class. Some talk, some write, some make videos, some interview in the streets. So, I let them choose their own way of presentations". Göktuğ valued learners' teaching their class mates as beneficial way to increase autonomy. Sinem considered giving learners some chances to speak in the class as a way of encouraging, which would also bring autonomy. She believed in the positive effect of leaving the stage to learners, but unfortunately, she also complained about the time limitation imposed on teachers to follow the weekly pace in her school (SFL). Emrah advocated that individual work would increase autonomy rather than group work since the members in the group might have negative effect on developing autonomy.

3.5.3.8. Learner Involvement in Evaluation

Some teachers expressed an enthusiasm on involving learners in evaluation stage in teaching learning process at schools. Zeynep recalled that if learners were not involved in evaluation procedures, it would be difficult to support LA. She mentioned in the remarkable effect of learners' checking their own exam papers in terms of increasing autonomy as an example. Once, after a written exam, she gave back the exam papers to students to make them comment on their own paper and search for the missing answers to increase their awareness on themselves.

Likewise, Yasemin recommended involving learners in evaluation in teaching process. She expressed that in SFL students were provided with various courses and various tasks and activities related to them. For her, choosing the task and being in the evaluation process would develop their autonomy. If learners could choose a task among many alternatives or could choose an assignment following and what is more if they could evaluate their own performance in fulfilling these tasks, it would increase their autonomy. As a result, they would feel more responsibility for their own learning. Whereas, Pelin utilized evaluation as a stimulus to make learners choose some extra studies out of the classroom to increase learners' learning responsibility. First, she introduced the course and asked learners about their expectations from it. Then, she expanded the content of the course by assigning some extra studies, which would increase their responsibility. Finally, she evaluated their studies in terms of scores. So, the evaluation of the extra study pushed learners to be more autonomous. Zeynep also pointed that at the very heart of autonomy lied self-evaluation, which took us to the alternative evaluation means, such as portfolios besides the traditional evaluation means, like written exams. However, Mercan did not completely agree with this idea. For her, if learners were involved in the evaluation process for the sake of autonomy, it should be done in a controlled way, along teachers' guidance. In addition, Yasemin valued surveying as a means of increasing LA. She believed that if teachers gave questionnaires to collect information like what they expected from this school or what kind of material could make them happier, they would feel they were valued and consequently they would feel more responsibility.

3.5.4. LA in Turkey

Participants also discussed low degree of LA in Turkish context and discussed it from different perspectives. Many participants agreed on the perception of autonomy in Turkey as a power issue. In Turkish classes the power teachers have is so strong since teaching is considered as a holly job and gives the full authority to teachers in Turkish culture. Asiye stated that traditionally teachers were seen as "the only power in the class". As the result of this responsibility, teachers tend to keep learners away from their decisions with the fear of losing authority. Zeynep shared Asiye's ideas and stated that although learners had some responsibilities, teachers attempted to be involved in learners' decisions in a way. She stated another reason of Turkish teachers' distance to

autonomy in learners as the extra responsibility it would bring to teachers. If teachers wanted learners to be more autonomous and promote autonomy with them, teachers themselves should become more autonomous and should shoulder more responsibility.

Teachers involved the curricula in MEB as a factor for learners' low degree of autonomy. Birol explained MEB's attempts in the last years in order to in order to modernize its system. For him, in the current Turkish education system, they tried to raise critical thinking strategies and autonomy with learners via the modernized curricula. Though, there appeared some comments on the applications of MEB regarding LA. A few teachers thought that MEB had included autonomy within the curricula, but some obstacles were preventing it to be followed. Some related teachers' autonomy as a prerequisite in order to promote autonomy with learners. Teachers in MEB were lack of their own autonomy, then how they could promote autonomy in the classroom caused the problem. Huriye recounted teachers' lack of rationale behind the attempts to involve LA in MEB curricula while another participant associated it to the evaluation system in MEB, which was mainly set up on teacher evaluation of learners. Consequently, learners' main aim was to achieve good grades in the exams to pass their classes rather than to be autonomous learners. Bilge had some doubts about how to evaluate learners' studies outside the school.

To make it more explicit, the participant mostly criticized MEB for the low degree of autonomy learners had up to higher education. Emrah did not believe in the positive impact of the changes made in 2004 in MEB and defined the renewed student tasks, such as performing group work or running projects which aimed to increase LA as useless. He stated "We hear some buzz words like projects or group work, but mostly families work on these projects to help their children not learners themselves". He also commented on MEB's focusing on the product rather than the process in the evaluation stage. Göktuğ denounce the education system in terms of not supporting autonomy in learners but, instead, supporting the government's ideology. Erhan also shared the idea that MEB programs had to involve learners' own decisions rather than upholding MEB decisions to follow the government's policy. Erhan criticized the education system for expecting the same performance from all learners in the same way without considering the individual factors.

Meanwhile, some others appreciated the radical chances which had occurred in MEB to modernize the system in 2004. The curriculum for 4+4+4 programmes, which gave opportunities to teachers to fill in according to the needs of learners, were reported as flexible. Bihter believed that these constructive changes would bring more autonomy to schools. However, they had various explanations for students' not showing full autonomy. Almost all of participants complained about the attitude of teachers in making use of the flexibility provided in curricula involving raising autonomy in the classroom. Pelin advocated the latest adaptations for more effective teaching programs. For her, instead of employing constructive learning style, MEB reshaped its learning philosophy which gave more chances to learners in terms of searching and questioning. However, both teachers and learners needed some metacognitive qualities to activate autonomy in education. Some teachers thought that although renewed MEB programs considered LA, learners themselves had lost motivation due to various cultural and economic reasons so they were not aware of their own need for autonomy. However, fewer attempts of teachers to promote LA attracted much adverse comment. Bihter stated "There is space in the curriculum for autonomy, but parents and teachers do not care about it. Teachers do not think that it is precious" while Huriye said "everything is there on paper, but teachers do not have the rationale behind it. They do not give enough importance". Similarly, Zeynep was concerned that MEB's curricula were extensible to help learners to develop autonomy, but what was need was autonomy of teachers in MEB. Yasemin appreciated these changes while revealing considerable difficulties encountered in the application of them. For her, the main obstacle was the evaluation system in MEB, which did not consider the individual differences. Instead, it viewed students as learners who had to learn what was in the curriculum and who did well in the tests. Instead of being creative, learners were only expected to receive high grades in tests. She also reprehended the ready-made programs presented to learners in the schools. She stated "…everything is the ready. Teachers cut a slice of cake and put it in learner's plate without considering the individual differences learners might have. What learners should do is just to eat it".

Some other teachers criticized MEB curricula since they expected all students performing the same thing in the same way "without leaving any space for students" (Emrah). Asiye explained the reason of this as "leaving space for learners is something

difficult to apply". Bilge pointed a different view and related LA to the kind of school. Although every school in Turkey applies MEB curricula, she thought that in private school, they made use of LA involved in curriculum more than state schools. Cenem did not see the curriculum as an obstacle in front of LA since it could be changed in any way.

Teachers related Turkish teachers' not promoting LA as a problem arising from teacher education programs. Pelin explained "In Education Faculties, at BA level they take basic methodology courses on how to teach English. In Literature Faculties some minor topics are taught on language education, but the content of the courses is not basically on the autonomy awareness". Sinem criticized MEB's teacher formation programs, which every pre-service teacher have to take, not to train teacher candidates on LA. Likely, Huriye considered that Turkish pre-service teachers did not receive all round education on autonomy. Thus, they could not develop a philosophy on autonomy and consequently, they did not attach relative importance to autonomy as they gave to the other components of teaching and learning. Some other teachers opposed with this idea and believed that as pre-service teachers, they had been informed on autonomy, but they did not prefer to enhance autonomy with their learners due to some extra work it would bring to the classroom.

Bihter related the reason of Turkish learners' lack of autonomy as a result of respect issue. Turkish culture imposes respect for the elder ones in any case. If teachers enhanced autonomy in learners, then they would behave in their own way which would result in learners' paying fewer respect to the elderly ones, to teachers.

Turkish teachers' educational background was also considered as a factor in Turkish context on autonomy. Hatice considered the effect of high school teachers' attitude towards autonomy in the class on future teachers. For learners, especially for high school students, teachers provide a model for their future professional life. For her, how much they were given autonomy would indicate how much autonomy the future teachers would give to their students.

Most of the participants agreed on the low degree of autonomy learners had in Turkish context. Emrah considered a common behavior of Turkish teachers as the reason of it. For him, Turkish teachers were used to instruct learners all the time in the

class starting from primary school to high school. Learners felt obliged to follow these instructions since teachers were the authority in evaluation which is the most crucial point in the class. Canan commented on teachers in Turkish context and criticized them in terms of not being student-centered and stated “They mostly preferred to behave as a lecturer leaving learners passive”. As a result, developing autonomy in the following years became a challenging issue since learners were accustomed to being instructed.

Ayhan considered different courses in MEB’s programs and emphasized that the content of the courses affected the degree of autonomy provided for leaners. For him, science courses had some strict rules to be followed whereas in literature courses learners had some opportunities to comment on the topic. Thus, in these courses autonomy could be supported more than the former ones.

Some participants agreed that learners in Turkish context were not ready to develop autonomy for some reasons. Asiye thought that most of the learners were not aware of LA, for Zeynep it was difficult to develop autonomy with learners in Turkish context in terms of “thinking, creating an idea and reaching a personal conclusion”. Gizem believed that learners were not motivated enough to learn too. If teachers gave learners space in educational decisions, they would change the course of the lesson to enjoy themselves.

Some participants clearly agreed on a noticeable difference between private schools and state schools in Turkey, which are all under the control of MEB, regarding promoting LA. Yet, a consensus did not appear all among the participants. Some thought that both kind of schools support LA in the same way, some others believed that private schools support LA more to boost learners’ achievement or to put the learning responsibility on learners by hiding behind LA. Bihter reported in private schools LA is a part of curriculum. Learners were supported to develop autonomy in terms of involving them in some activities, such as running projects. Similarly, Sinem thought that the facilities and better conditions private schools had increased LA. “In private schools learners have more time available for extra-curricular activities under the supervision of teachers” (Göktuğ).

In opposition, Zeynep indicated that in private schools teachers were not given full autonomy by the administration in order to keep a control on them. So that,

teachers' lack of autonomy reflected on learners' lack of autonomy. Gizem reported crowded classes as the reason of not supporting LA while Mercan thought that it was teachers' preference not to promote LA.

CHAPTER 4
DISCUSSION

4.1. Introduction

This chapter presents a formal and detailed discussion of the findings outlined in the previous chapter. Using multiple data collection methods and analysis procedure situates this study within mixed methods research. The numerical and textual data collected in this study provide insight into the addressed research questions. The findings of a section resurface in the findings of another section, and consequently, the corroboration make results stronger. For simplicity, the discussion of the results will follow the order of the research questions guiding the present study. In analyzing the data and findings some themes emerged. These can be summarized as teachers' metaphorical images for learners (Section 4.2), teachers' definitions of LA (Section 4.3), teachers' beliefs about LA (Section 4.4), the factors affecting teachers' beliefs about LA (Section 4.5), teachers' beliefs about the desirability and feasibility of LA (Section 4.6), the factors affecting teachers' beliefs about the desirability and feasibility of LA (Section 4.7), teachers' perspectives for LA in fictionalizing an ideal learner (Section 4.8), the degree of autonomy their learners have (Section 4.9), teachers' practices in promoting LA (Section 4.10), the factors affecting learners' degree of autonomy (Section 4.11), ways of promoting autonomy (Section 4.12), LA in Turkey (Section 4.13).The findings which show that teachers pose wide range of cognition about LA are discussed with reference to the previous studies in the field.

4.2. Teachers' Metaphorical Images of Learners

The first research question focused on the metaphorical images the teachers had for learners in their conceptual world which would give an idea of the degree of autonomy the teachers attained to them. Thus, the data revealed the teachers' cognition

of LA by means of creating an image for learner while these images both projected how teachers consider autonomy with their learners and the role they attain to teachers. Correspondingly, while determining the cognition of teachers metaphorically some major understandings emerged about how teachers perceived learners in terms of LA. At this stage of the study, various perspectives were evident. The participants produced several metaphors for learners. Most of the metaphors were identified to be positive. The most common metaphors were *child* and *baby*. The metaphors were grouped into eight categories. This variety of metaphors reflected the broad range of perception of language teachers have for learners.

The distribution of metaphors among categories was uneven. Besides, when the number of participants and the number of metaphor kinds compared, the higher number of the participants and the less number of the metaphor kinds indicated the invention of some common metaphors by different participants. Gathering of metaphors under different categories evinced that the teachers had different perceptions for learners while categorizing metaphors under eight categories indicated that the teacher were under the influence of the same socio-cultural reality (Kalra & Baveja, 2012). Otherwise, more different metaphors and more categories must have appeared. Connoting to what Çelikten (2005) explained as the unique culture each institution had, it can be inferred that the professional culture at a university setting shape how teachers regard learners.

The entailments of the metaphors display different reasons of their choice. Most of the entailments described learners as passive entities waiting somebody distributing the knowledge they need to them. Only in few entailments learners were active looking for the knowledge they needed instead of being fed. This might reflect the general tendency the previous educational system up to 2004 in Turkey locating learners as obedient participant in learning in teacher-centered classrooms (Akşit, 2007).

Although some metaphors were context specific reflecting Turkish culture, such as *bell glass, camera, pot on the fire, snowball,* some others displayed similarities with the literature on metaphors for teachers' and learners' roles, like *sponge* and *receiver* (Bozlk, 2002; De Gurrero and Villamir, 2002). Most of the metaphors produced corroborated with conventional metaphorical conceptionalisations in education, such as learner as a container, teacher as a gardener, and teaching as transmission of knowledge

(Martinez, Sauleda, & Huber, 2001; De Gurrero & Villamir, 2002). Learner as a developing organism mostly assigned teachers the responsibility of feeding (Yeşilbursa, 2012) while learners have a passive role waiting to be fed or looked after. Similar to this category, in the other three categories, namely learner as a tabula rasa (Martinez et al., 2001), learner as a container and learner as a reflector, learners were considered in a passive mood and teachers were given the active role. Attaching the authority role to teachers (Yeşilbursa, 2012), they had more autonomy in teaching learning process than learners. In line with De Gurrero and Villamir (2002), in some metaphors both the teacher and learner were active, such as *receiver*. Furthermore, music was an area in the conceptualization of learner and teacher besides movie and theatre.

One of the vivid metaphors was *sponge* with a frequent use in literature (Bozlk, 2002). Although a structural reform initiated in Turkish educational system in 2004 (Akşit, 2007), the effect of traditional education system promoting passive learning was still apparent with this metaphor. Accordingly, the general tendency of university students has also towards being passive in their learning waiting somebody to present the knowledge for them to be absorbed (Martinez et al., 2001).

Consistent with Yeşilbursa (2012) and Buchanan (2015), diverse metaphors appeared in the present study. Considering Buchanan (2015) praising the creators of the diverse metaphors and regarded them arguably as possessing more advanced thinking and understanding than their counterparts in terms of seeing the realities of their institution more realistically, diverse metaphors were considered valuable. Similar to Yeşilbursa's (2012), the frustration category which illustrated teachers' role in terms of the metaphors *hamster* and *ant* as working hard while learners do not have any motivation which may be the result of learners' lack of autonomy. Then, the metaphors *play dough* and *cricket* highlighted learners' being passive. The other diverse metaphors, such as *fish out of water* and *slave* pointed the power issue in schools, while *wall* and *lady* metaphors indicated learners' lack of motivation.

By the increasing interest in LA some new roles for teachers were explored. A. Camilleri, (1999) listed a number of characteristics teachers of autonomous learners need. For her, the teachers should become a manager, a resource person, and a counsellor. In line with the literature, in the current study teachers also attained

themselves many roles. Although the investigation of the active agents within the categories pinpointed some differences, in most of the categories teachers take on an active role. The investigation of the categories revealed that out of eight categories only in one category which presents learner as "constructor of knowledge" carried the notion of LA in terms of learner's attempts, responsibility and using his/her capacity in learning by reflecting learner as the active agent for all the images. The category which presented learners as an "observant", regarded learners not teachers as the active agent. However, related to the nature of being observant, for this category learners got into a less active mood while observing, rather than into an active mood of constructing as appeared in "constructor of knowledge" category.

As an overall consideration of active agent, for the images created in the two of the categories considering learners as "tabula rasa" and "a container", teacher was the absolute active agent of teaching and learning process. Whereas, in the other two categories which regarded learners as "a recipient" and "a knowledge reflector", both teachers and learners interpreted a role, but teachers were more predominant. In two of the categories mentioned above considering learner as "a developing organism" and a "tabula rasa", the prevailing image was a learner's having the capacity to learn, but viewing teacher as the agent, who developed this organism or who adds colors to tabula rasa, the autonomy was granted to teachers. Similarly, in learner as "a container" category, learners were considered as passive waiting to be taught without any involvement in the teaching process lacking autonomy. The last two categories displayed a similarity, assigning both teachers and learners a role in teaching learning process. For the categories learner as a "recipient" and learner as a "reflector", learners seemed to be active agents in terms of receiving and reflecting, however teachers were also active while providing the knowledge for them to receive and reflect.

This choice of the participants may appear as a result of their own professional education they modeled in their own practice. However, the cognition of learner as a less active agent than teachers might not appear as much of a surprise when considered the granted power and authority of teachers in traditional education system operating since the establishment of Turkish republic even some revisions were applied to upgrade educational system (Akşit, 2007). Conversely, this finding could be regarded as

supporting the findings of teachers'' roles in promoting LA rather than taking the teachers out of stage in autonomous learning (Borg & Alshumaimeri, 2019).

4.3. Teachers' Definitions of LA

The next research question investigated teachers' definitions of LA. In order to explore teachers' beliefs on the concept, it was necessary to explore their understanding of it and to identify their views about it. Thus, the findings gathered from the semi-structured interview provided a vast range of information about what notions teachers associated LA with. Apparently, their definitions were influenced from different perspectives (Al-Busaidi & Al-Maamari, 2014) including their knowledge from the literature and their teaching experiences. By the same token, the different perspectives reflected the complex and multi-dimensional properties of LA (Benson, 2013). The recurring concepts, such as a skill, studying alone, a metacognitive skill, an instinctive property, a cultural and contextual issue, a teachable process, an issue of taking decisions besides being aware of the reasons of these decisions, individual work, self-study, self-awareness, self-regulation, self-controlling, planning learning, determining a learning style, learners' thinking critically, involving the questions of why and how, detecting the gaps in one's own learning, making use of other sources, creating their own learning gadgets, choosing, experiencing on their own, trying to learn new things around, freedom of learning, carrying the learning environment out of the classroom, taking on responsibilities, evaluating their own learning, seem to be consistent with the definition in the literature of LA (Benson, 2007; Chan, 2003; Cotteral, 2000; Dwee & Anthony, 2017; Holec, 1981, as cited in Benson, 2007; Littlewood, 1996). Evidently, a collective consideration of the definitions reveals that the teachers' perception of LA covers Oxford's (2003) technical, psychological, social, political perspectives.

The metaphors created for learners discussed above partially support the findings of the definitions of LA. Considering the *child* or *baby* images for a learner may well indicate a continuous life long process of autonomy, while *plant*, *tree* and *flower* metaphors may suggest the need for some other people to support them, such as teachers, as suggested in Vygotsky's scaffolding theory (Jaramillo, 1996). The definitions discussed above showed that the teachers had a clear understanding and strong views about LA. In resonance with the paradigm shift appeared in education in

the last decades moving from teacher-oriented classrooms to learners-oriented classrooms, this study proved LA as an important issue of education among the teachers (Benson & Voller, 2014; Little 2003) Opposite to some research which revealed teachers' lack of understanding of the concept of LA (Nga, 2014; Saleh, 2016), in this study the teachers identified their deep understanding of LA.

4.4. Teachers' Beliefs about LA

The third research question investigated teachers' beliefs about LA. Apparently, a clear alignment among teachers' beliefs about LA emerged from the findings of the current research. In line with the results of the social turn in language education since 1970, in which LA appeared as principal aim and create an enthusiasm in language education (Little, 2007a), the results elucidated that they all had a positive view towards LA and valued it as a component of teaching and learning (Arshiyan, & Pishkar, 2015; Doğan, 2015; Saleh, 2016; F. D. Yıldırım, 2014), even as a present from God. This is also in line with teachers' comprehensive definitions of LA as discussed in the section above (4.3). Teachers' beliefs about LA will be discussed in ten subgroups as in follows: Technical perspective, psychological perspective, social perspective, political perspective, teachers' roles, cultural universality of LA, age and LA, proficiency and LA, learner centeredness and LA, and benefits of LA to language learning (Borg, & Al-Busaidi, 2012).

The teachers considered the four perspectives, which construct LA (Oxford, 2003) almost at the same degree (F. D. Yıldırım, 2014). After all, it is worth to mention that teachers considered the psychological perspective at the first rank in line with Borg and Al-Busaidi's study (2012). This study specifically identified that the teachers had very strong ideas on learners' having metacognitive skills (Cotterall, 2009; Burkert, 2011), motivation (Gu, 2017; Lamb, 2009; Littlewood, 2001; Karataş et al., 2015; Murray, 2011; Spratt et al., 2002), confidence (Arshiyan & Pishkar, 2015), and self- and peer-evaluation (Chan, 2000; Natri, 2007), which help learners to take more responsibility for their own learning while developing autonomy on a large scale.

The teachers considered technical perspective not more than the other three perspectives, however many teachers advocated studying outside the classroom in a library or in a self-access environment in their fictitious stories. By taking technical

perspective into consideration, the teachers believed in the importance of independent study outside the classroom; in a library or in a self-access environment. Pair and group works as means of socially mediated learning were regarded to have an effect on LA. In line with literature, teachers were in favor of both individual study and collaborative study regarding the social perspective (Chan, 2000; Gremmo & Riley, 1995; Gu, 2017; Kuchah & Smith, 2011; Little, 1991).

Although there appeared a consensus among the teachers on the political perspective, they could not agree on whether learners should be involved in all school decisions or not (Doğan, 2015). Praising learner choice as the prerequisite of LA (Wagner, 2014), the teachers advocated the necessity of learners' involvement in the choice of learning topic, learning materials, lesson activities (Lamb, 2009), and assessment type within the political perspective. Although learner involvement in school decision was approved in many ways like in curriculum (Cotterall, 2000; Nix & Barfield, 2009; Van Lier, 2014; Zohrabi, 2011), most of the teachers were in favor of a middle way. This is in line with the results discussed in Section 4.2 on some images teachers have for learners viewing them not mature enough to do things alone and in Section 4.6 on how desirable and feasible LA is.

The findings revealed that LA did not mean learning without teachers (Borg & Alshumaimeri, 2019). Connoting with several researches (Arshiyan & Pishkar, 2015; Bajrami, 2015; Borg & Alshumaimeri, 2019; Chan, 2003; Egel, 2009; Feryok, 2013; Fumin & Li, 2012; Little, 1995, 2003; Yan, 2012;), the teachers held strong views about the role of teachers in developing LA. In the first place, having a clear understanding of LA necessitated the teachers to consider their roles in promoting LA. The results assigned a remarkable role to teachers in promoting LA, such as facilitator, manager, resource person and counselor (Bajrami, 2015; G. Camilleri, 1999; Yasmin &Sohail, 2017) or some parental roles in the classroom, such as mother, caretaker, or keeping an eye on learners like a baby-sitter (Nyugen, 2016). This line of reasoning operated with Little (1999) social interactive aspect of LA, which does not reject the individual cognitive dimension of learning, but also advocates learning in a context with social relations. The images the teachers created for learners foreshadowed an active role for teachers as well. In many of the conceptual categories both learners and teachers share the responsibility, such as learner as a developing organism, learner as a recipient,

learner as a knowledge reflector, learner as an observant. This is in line with the idea of rejecting learners' total independence for developing autonomy.

However, while suggesting some roles both for teachers and learners to increase LA, in some cases, teachers still regarded learners not as individuals but as students to be taught. This correlates with many of the teachers' metaphors, like child, baby, plant, tree, hungry person, blank sheet, empty canvas, play dough while regarding learners as passive, waiting to be shaped by somebody. Even for two of the conceptual categories, namely learner as a container and learner as tabula rasa teachers had the full responsibility. This might be a result of Turkish parental culture of protecting and helping the young ones in any case.

As for being observed, teachers were well aware of the effect of culture on learner behavior (Chan, 2000; Ho & Crookall, 1995; Kuchah and Smith, 2011; O. Yıldırım, 2012). They were conscious of the cultural differences of different contexts, yet they did not attain LA to only one culture, such as to the West or to the East. It was clear that it was nonsense to attain autonomy suitable to western contexts only and to consider it alien to the eastern cultures. Instead, they considered LA in every context related (Little, 2007a; Schmenk, 2005). In line with Kuchah and Smith (2011), the findings showed that LA was culturally conditioned rather than dedicated to a unique culture. So that, we should talk about learning behaviors of cultures (Littlewood, 2001), rather than attaining LA to a unique culture. Culture was considered as one of the constraints on LA especially with educational settings. Some institutional practices and conceptions had connections with the development of LA besides national culture (Palfreyman, & Smith, 2003). Research findings highlighted some constraint of culture on promoting LA as discussed in Section 4.11.

Opposite to (Doğan, 2015), the teachers considered promoting LA with all age groups as possible; nonetheless, they could not reach a consensus on the most appropriate age for developing LA. In addition, the teachers also believed that LA could be promoted at every level of learner language proficiency. There was a discomfort for the teachers to link learners' proficiency level and their degree of autonomy. Consequently, the relationship between high language proficiency and LA was rejected

(Zarei & Zarei, 2015) and radically different from Doğan (2015), the teachers emphasized the possibility of developing LA at any proficiency level.

In agreement with several studies, in this study the teachers mostly expressed their concerns about the importance of learner-centered teaching environment in promoting LA (Chan, 2000; Rogers & Freiberg, 1994; Little, 2004; Miller, 2009; Nunan, 2003; Reinders, 2010; Saleh, 2016; Zohrabi, 2011; Wagner, 2014). However, there might be some hesitations with teachers in organizing learner-centered learning environment due to some reasons, such as teachers not feeling ready to give up their control over the class and learners' not being mature enough to organize their learning besides some constraints, like administrative rules. Also, this study underlined the contribution of LA on language learning (Doğan, 2015). In line with the literature, the teachers were well aware of the self-directed learning (Gremmo & Riley, 1995; Zimmerman & Risemberg, 1997; Little, 1999, Little, 2004). This is also consistent with the teachers' definitions of LA as reported in Section 4.3.

4.5. Factors Affecting Teachers' Beliefs about LA

Although substantial amount of research has been conducted on LA in the field, there is little evidence on the factors affecting teachers' perception of LA (Çakıcı, 2017). Bandura (1986) discussed the interrelationship between beliefs, behaviors and environment. The reciprocal relationship between these factors helps to understand teachers' beliefs and behaviors of teachers. Similarly, Holliday (2003) criticized looking at autonomy from native-speaker perspective. Regarding all these, this study investigating how gender of teachers, academic status of teachers, and their teaching position affect their perception of LA enlightened teachers' beliefs on LA.

Gender has been considered as an issue to be investigated in studies on LA (Erdel, 2018; Üstünlüoğlu, 2009). Similar to some studies in the literature (Çakıcı, 2017; Er, 2014; Nasri et al., 2017; Ürün et al., 2014), this study inquired how the gender of teachers affect teachers beliefs about LA. It can be concluded that the findings did not prove an association between male and female teachers on their beliefs of LA. Only a weak association appeared for the two items out of 37 items. Male and female teachers had different ideas on the topics of being autonomous would result in being effective language learners and out-of-class task on the internet would promote LA (Benson,

2013; Yumuk, 2002). As a result, opposite to Nasri et al., (2017), the study explicitly revealed that gender had non-significant effect on teachers' cognition of LA and both the male and female teachers had almost equally the same beliefs on LA. This proved gender of teachers did not appear as a functional factor effecting teachers' beliefs on LA. However, some teachers expressed their beliefs clearly orally in the interviews that gender had an impact on promoting LA in the class and considered female teachers as more capable of promoting it. This might be related to the more affectionate personality of females and the more authoritarian nature of males (Ürün et al., 2014) or to female teachers' engaging more in autonomy-related activities (Üstünoğlu, 2009).

Teachers' academic status was considered valuable to search its effect on teachers' beliefs autonomy (Benson, 2010; Nasri et al., 2017; Yasmin & Sohail, 2017). Yet, similar to the effect of teacher gender on teachers' beliefs on LA, when teachers' academic status was considered any significant association was proved except for two of the items among 37 items. Likewise, the teaching context has been valued in educational studies (Er, 2014) and it was considered effective on teachers' beliefs and practices (Feryok & Oranje, 2015). Regarding the two variables, namely gender of the teachers and teachers' academic status, teaching context as the third one displayed more associations for some items than the rest. However, for only six items among 37 items was found a significant association. It was clear that the three factors mentioned above did not caution a systematic variance, however among the three factors, the teaching context displayed a more frequent difference.

4.6. Teachers' Beliefs about the Desirability and Feasibility of LA

Teachers' beliefs about the desirability and feasibility of LA in their institution indicate a part of their cognition of LA. As for being investigated, the results as in the literature showed that teachers hold positive perception about both desirability and feasibility of LA (Alibakhshi et al., 2015; Borg & Al-Busaidi, 2012; Cotterall, 1995; Doğan, 2015; Shahsavari, 2014; F. D. Yıldırım, 2014) since they relied on the benefits on LA on learning. With respect to a great deal of research suggesting that involving learners in school decisions help them to develop an understanding of LA, in this study teachers identified students' involvement in choosing the objectives of a course (Balçıkanlı, 2010; Er, 2014), lesson materials (Balçıkanlı, 2010; Er, 2014), in-class

tasks and activities, discussion topics, assessment type (Er, 2014), teaching methods (Balçıkanlı, 2010), and classroom management (Balçıkanlı, 2010; Er, 2014) as desirable to contribute to LA. As Er (2014) argues in an autonomous class, learners must have freedom of choice. Similarly, the participants agreed on involving learners' choice in school decisions. More than learners' involvement in decisions, teachers ideally wanted learners have the ability to identify their needs and strengths, monitor and evaluate their learning both independently and co-operatively.

Anyhow, the teachers did not consider all the topics mentioned above as desirable at the same degree expressing their doubts on the practicality of their conduction. Although the questionnaire findings and teachers' written report on how they promoted LA in their teaching context revealed that teachers seemed positive to minimize their roles in teaching and give more space to learners for their educational decisions, it seemed that they were not completely ready to apply it in their classes (Balçıkanlı, 2010; G. Camilleri, 1999; Nakata, 2011). Thus, the practical application of involving learners in the choice of the discussion topics might have been the reason of its high rate among the participants. In opposition, the teachers seemed reluctant to welcome learners on some decision which would bring some official consequences, such as assessment and teaching method choice, due to learners' lack of maturity and lack of knowledge on these issues. On the other hand, they might have considered that educational decisions were the matter of professional teacher task. Besides, the institutions teachers working for might have had some administrative restrictions. Assessment appeared as a controversial issue among teachers. Although they announced that the involvement of learners in assessment would increase LA in the narrative inquiries, they did not believe that involving learners in assessment was neither desirable nor feasible. In Turkish education contexts, assessment respected as a statutory responsibility given to teachers by the administrator. They were supposed to discriminate learners' studies in a reliable and official way to decide whether a learner would pass the class or not. Thus, under such a heavy load, teachers might have preferred to assess learners in a controlled way. All in all, it could be concluded that the teachers were eager to involve learners in school decisions and positive towards learners' developing abilities to support LA; however, they were less positive about putting learners' decisions into practice. To this end, similar to some studies (Borg &

Alshumaimeri, 2019; Phipps & Borg, 2009; Saleh, 2016), there appeared a gap between the desirability and feasibility of LA in the teachers' ideas. They had some concerns about "what is ideal and what is possible" (Borg & Alshumaimeri, 2019, p.30). In this study the teachers seemed more positive about the desirability of LA than the feasibility of LA (Borg & Alshumaimeri, 2019; Doğan, 2015).

4.7. Factors Effecting Teachers' Beliefs about the Desirability and Feasibility of LA

The investigation of the teachers' beliefs about the desirability and feasibility of LA considering the gender of the teachers, the academic status of the teachers and the teaching position of the teachers were similar. Thus, these variables are not considered as a factor on the teachers ideas on the desirability and feasibility of LA.

4.8. Teachers' Imaginary Ideal Learner and LA

The findings revealed that teachers had many expectations from their learners. The way the teachers fictionalized their imaginary ideal learner supported the findings of the questionnaire. The degree of autonomy ideal learners had was considered from different perspectives, which supported teachers' perception of LA as reported in Section 3.4. This finding also provided the credibility of the questionnaire results.

From the technical perspective, both the traditional lesson material, such as books and dictionaries and new digital technologies, like the Internet and electronic sources were considered (Benson, 2011, 2013; Illés, 2012; Little, 1999; Ürün et al., 2014; Yumuk; 2002). Regarding the technical perspective, the classrooms in the stories as the learning environment were described as safe places with an intimate atmosphere. Similarly, libraries, study halls, and homes were identified as learning environment. From the psychological perspective, in line with literature, the teachers imagined students as highly motivated (Spratt et al., 2002; Murray, 2011; Karataş et al., 2015), with metacognitive skills (Burkert, 2011) employing their own learning strategies (G. Genç, 2015), evaluate their learning (Chan, 2000). Regarding the social perspective as the most frequently referred perspectives, the teachers imagined their ideal learners utilizing both peer and group studies (Dwee & Anthony, 2017; Yasmin & Sohail, 2017) as self-oriented individuals. In line with Little (1999), teachers described their ideal

learners as learners who could employ both the social interactive aspect of LA by means of peer or group work and the individual cognitive aspect by means of self-study.

The teachers advocated the involvement of learners in educational decisions as an issue on the political side of LA. However, similar to the findings in Section 4.6, the teachers involved their learners only in classroom decisions rather than the school decisions. This might be related to the teachers approach to LA as desirable more than as feasible. The reason might be learners' low awareness of LA due to their prior education and the low level of experiencing autonomy in their social and family life. As for the political perspective, involving learners in decisions for evaluation, such as self- and peer-assessment were highly approved (Chan, 2000).

The brief mention of teachers' roles in promoting LA in the stories indicated that the teachers' were aware of the limited role teachers would carry out with autonomous learners in learner-centered classrooms. Similar to the finding of my study in Section 3.4, in this part too, LA was considered as a worldwide issue (Little, 2007a; Schmenk, 2005) rather than a specific topic to be considered only in the East or in the West. However, the culture of the society shaped LA (Littlewood, 2001)

4.9. Learners and LA

Teachers' idea on the degree of autonomy learners have seems a controversial issue (Doğan, 2015). Teachers' perception of LA might affect how much autonomy they expect from their learners. The findings revealed that teachers did not hold strong positive beliefs about the learners' degree of autonomy. Surprisingly, only around one fourth of the teachers thought that their learners had a fair degree of autonomy. This negative figure appeared in some studies, too (Al Asmari, 2013; G. Genç, 2015; Borg & Al-Busaidi, 2012; Borg & Alshumaimeri, 2019). The reason of teachers' idea on learners' not having an adequate degree of autonomy might be the roles teachers attained themselves, which were unearthed by elicited metaphors, such as *mother, caretaker, babysitter*. Evidently, both male and female teachers had almost the same ideas on the degree of autonomy their students have and the amount of opportunities they created for students to increase LA. Considering the teachers' academic status, the teachers with BA degree specified that their learners had more autonomy and these teachers slightly outperformed for the opportunities they created for their learners to

increase autonomy while teachers with MA/PhD degree remained less. The teachers with MA/PhD degree might have encountered LA as a topic to be considered during the courses they took in their education and might have realized LA as a controversial and challenging issue. Their knowledge on LA might cause them to evaluate their learners' level of autonomy and their attempts to promote LA in the class precisely. This might be the reason of the lower scores of MA/PhD teachers both for ideas on the degree of autonomy their students had and the amount of opportunities they created for student to increase LA. As for being observed, the results indicated that the contexts the teachers were teaching in were not encouraging to promote LA, they seemed to be positive about considering LA in their classes. Yet, promoting autonomy required accounting for many dimensions which were deeply related. Thus, some personal, institutional and contextual challenges should be taken into consideration (Pajares, 1992; Holliday, 2003). Besides, the culture of the institution teachers teach for might also shape their beliefs and practices (Burns, 1996). This might be a factor on the degree of their attempts for promoting LA. Similarly, teachers' not being able to perform TA appeared as a one of the reasons (Nakata, 2011). Teachers' developing their own autonomy is also necessary to help learners develop autonomy (Smith, R.C., 2003b).

When LA was compared in teachers' imaginary teaching context and in their actual teaching context, evidently, teachers could consider LA in their imaginary teaching environment and could promote it in different ways. However, in line with the results discussed in Section 4.11, they had serious concern about promoting LA in their actual teaching context.

4.10. Teachers' Practices for Promoting LA

The findings of the study revealed that promoting LA in the classrooms requires accounting for many factors. The results indicated that teachers considered LA as a developmental process and all have a strong inclination towards LA in terms of giving opportunities to learners to increase autonomy in many dimensions (Ürün et al., 2014). Although teachers' description of LA confirmed strong background knowledge on LA, this knowledge influenced their practicum on a modest scale (Feryok, 2013; Nakata, 2011). The reason of this might be the constraints, such as course pacing, strict administrative rules, and curriculum they encountered as reported in Section 4.11.

Although some teachers let their learners to create their own goals as a means of promoting LA, explaining the aim of the lesson to learners was not employed as the other mean (Nunan, 2003). Similarly, out-of-class task to help to use the target language was widely prevailing among the teachers (Yasmin & Sohail, 2017). Using the Internet or books to search a topic and presenting it afterwards, watching films, listening to songs, using dictionaries in the target language were suggested as examples. The results of the study are in line with Nunan's (2003) proposal that outside tasks have a great effect to activate the target language. Put it simply, teachers aimed to provide learners opportunities to use the target language (Yasmin & Sohail, 2017). Furthermore, the teachers suggested increasing learners' awareness on language learning strategies and supporting them finding their learning style to increase autonomy (G. Genç, 2015).

Encouraging learner choice was widely employed way of developing LA. Giving learners the freedom of choice resonates with Lamb, (2009), Borg and Al-Busaidi (2012) and Dwee and Anthony (2017) and stands as a strategy for promoting LA. Choosing a topic for discussion, for writing, for a research or choosing lesson activities were suggested by the teachers. Among the teachers' practices for promoting autonomy they tended to give opportunities to learners to identify their own goals by choosing a topic or lesson materials encouraging creativity and learner choice. In terms of supporting independence, learners' generating their own tasks by asking questions and finding the answers for these questions was supported as a means of increasing LA (Yasmin & Sohail, 2017). This is in line with the learner image of observant created by the teachers.

Besides working alone, peer/group work stood as crucial issue in LA. Meeting different beliefs, opinions, and perspectives enables learners to develop their metacognive awareness towards LA (Gu, 2017). Though working with peers have been widely advocated in literature (Dwee & Anthony, 2017; Little, 1999; Yasmin & Sohail, 2017) and reported as means of LA in teachers' description of their imaginary ideal learner, encouraging learners to teach the others in the class was not frequently reported as a means of promoting LA. Despite, supporting learners doing a research appeared as a popular way of increasing LA among the teachers. What is more, activating learners' prior knowledge (Dwee & Anthony, 2017) and involving learners in evaluation (Burkert, 2011; Chan, 2000; Natri, 2007, Wagner, 2014) were advocated among the

teachers opposite to some studies (Dwee & Anthony, 2017). Similar to literature, teachers' increasing the motivation of learners was considered important as literature proved the more motivation learners had, the more responsibilities they took for their learning (Üstünoğlu, 2009; Wagner, 2014; Yasmin & Sohail, 2017).

Additionally, promoting learner metacognitive skill reported as the other way of promoting LA. Wenden (1998) defines metacognitive knowledge as "information human thinkers have about their own cognitive process" (p.516). LA involves both cognitive and metacognitive skills. This notion was emphasized by many teachers for LA (Little, 1999; Littlewood, 2001; Burkert, 2011; Kuchah &Smith, 2011; Gu, 2017). Similar to Burkert's (2011), teachers put forward learners' having metacognitive skills of reflection and evaluation as a prerequisite of LA. The findings suggest teachers should offer help learners as expertise in language teaching for gaining metacognitive strategies which stand as a vital for developing autonomy (Cotterall, 2009; Burkert, 2011; Gu, 2017; Yasmin &Sohail, 2017). However, similar to Yasmin and Sohail (2017), not every participant reported to utilize learners' metacognitive skills to promote LA.

All in all, although the teachers were in favor of using various ways to help learners become more autonomous, on-going tensions between the administration and teachers' practice were clearly evident in the schools especially in SFL due to some reasons, such as the crowded number of students, intense weekly pace, parallel classes, and strict administrative rules.

4.11. Factors Affecting Learners' Degree of Autonomy

This study elucidated that several factors constrained LA. In order to make the numerous factors affecting LA easy to follow, they were compiled into four categories; learner-related factors, school-related factors, teacher-related factors, and environment-related factors.

Learner-related factors affecting LA discussed in the studies (Borg & Alshumaimeri, 2019). In this study, learners' properties and personal characteristics, like age, educational background, motivation, personality, language proficiency, learning skills, knowledge on autonomy, and counseling appeared as the factors which the teachers discussed in detail.

The issue of deciding the most appropriate age for learners to develop autonomy did not lead us to a final decision in this study. The contradicting ideas appeared among the teachers which were all explained on a rationale. Similar to G. Genç (2015), some teachers did not state age as a factor on becoming autonomous while some believed the early ages were better to acquire autonomy (Doğan, 2015). Likewise, learners' prior education was considered as a factor of learners' lack of autonomy. In line with Üstünoğlu (2009) and Reinders and Lazaro (2011), teachers considered learners' educational and cultural background as an obstacle in front of promoting LA. Consequently, some deficiencies might have appeared stemming from their educational background as the main reason of their low degree of autonomy (Borg & Alshumaimeri, 2019). These learner deficiencies are line with some diverse metaphors created for learners as reported in Section 3.2. , such as *fish out of water*, *vacuum*, *lady*, *evil*, *slave*, *wall*, *tourist without a map, penguin*, *puppet*, *cricket*, and *food difficult to make*. Consistent with the findings in the literature, this study evidenced that a relationship between the learner motivation and LA was highly considered among the teachers (Spratt et al., 2002; Nga, 2014; Karataş et al., 2015). The finding also revealed the lack of motivation Turkish learners had and the need for promoting learner motivation in order to increase LA in Turkish contexts. Relatedly, the teachers in Turkish context should face the roles of supporting and motivating.

What is more, the teachers mostly commented on extrovert and introvert learners and regarded learner personality as a factor on gaining autonomy. However they did not reject any kind of personality instead, they related learners studying styles, such as peer-study and self-study, which both support LA. The findings of the study explicitly documented the teachers beliefs in a direct correlation between learners' target language proficiency level and the autonomy they have (Dafei, 2007; Gökgöz, 2008; Nga, 2014). This implies that if LA is promoted, this would help learners to improve their language proficiency and vice versa. Conversely, a few of the teachers reported any resonance between LA and language proficiency (Dam & Legenhausen, 1996; Zarei & Zarei, 2015), which meant LA could be promoted at any proficiency level. Similarly, the teachers identified concerns about the effect of learners' learning skills and critical thinking skill, which appeared as a factor reported by only some teachers in promoting

LA and considered as means to be supported in education which would bring autonomy, too.

In the study, learners' not being aware of LA was reported as an obstacle in front of promoting LA. Informing learners on autonomy at every teaching level would help learners to increase their effort to behave more autonomously. In line with many studies (Burkert, 2011; Kuchah & Smith, 2011; Smith, 2003b) developing pedagogy for autonomy in specific situation would support learners developing autonomy. The MEB supported psychological counseling facilities at Turkish schools in guiding learners were regarded as helpful both to inform the learners on LA and support learners to become more autonomous. Besides, teachers were also seen as a counselor by many teachers in terms of guiding the learners to gain autonomy.

In the study, various perspectives were evident on the teacher-related factors effective on LA. Similar to effect of learners' prior education on the degree of autonomy they had, the study specified that teachers' educational background was worth considering. Not every teacher agreed with the full awareness of teachers of LA by showing the kind of school they graduated from as a reason. Apparently, the study predicted that the kind of school teachers were educated did not reflect any considerable difference. More importantly, teachers in Turkish teaching context were unable to promote LA in the classroom since they had not been educated accordingly (Üstünoğlu, 2009; Erdoğan, 2003). Some others believed that although teachers had the knowledge and qualification for promoting LA, they refused to involve it in their teaching since they did not want to lose power in the class. Consistent with the findings of Section 3.2, teachers were considered as active agents in the images created for learners. They mostly attained the responsibility and authority to teachers. Being afraid of losing power and control made teachers remained voluntary to take on the responsibility. Thus, in this sense, the attitude of teacher also prevented learners to develop autonomy (Üstünoğlu, 2009).

In line with literature (Little, 1995; Vieira, Barbosa, Paiva, & Fernandes 2008; Benson, 2011) the teachers widely regarded TA as powerful and influential factor on LA. In order to promote autonomy with learners, teachers should have experienced autonomy themselves. Teachers' being autonomous was considered as a model for

learners being autonomous. As for being observed, a dichotomy appeared among the teacher on the teaching position; teaching as a language instructor at SFL and teaching as a language major in DEL-L and DELT departments mattered for only some teachers since language majors had more flexible courses in terms of lesson content, course pace or unique lessons instead of parallel lessons. This finding is in line with the questionnaire results reported in Section 3.5. Most of the teachers regarded teaching position effective on their attempts to help learners to develop autonomy whereas some believed that teachers could support LA in every context. As in the literature (Çakici, 2017; Er, 2014; Nasri et al., 2017; Ürün et al., 2014) the effect of teacher gender on LA was investigated in this study. Similar to the findings reporting the beliefs of teachers about LA in Section 3.4, the gender of teachers was not reported as a factor on LA in teacher interviews.

The teachers widely considered the effect of family on developing LA regarding the environmental factors. Parental support for children autonomy was valued by the teachers who agree on the early ages to start training on autonomy as the best ages. Families' being aware of autonomy and treating their children accordingly were criticized for modern Turkish families because in resonance with the images created for learners in the conceptual categories of learners as a developing organism and learner as a tabula rasa, as reported Section 3.2, families following an over-protective way did not leave space for children in family decisions. Instead, they made everything ready for them. Conversely, friends were considered as a means to witness and learn autonomy from. Similar to the general attitude of families towards autonomy, the culture of modern Turkish society had some restrictions in terms of not allowing children to be autonomous. Besides, the teachers were well aware of the effect of culture on learner behavior (Ho & Crookall, 1995). The teachers were conscious of the cultural differences of different contexts, but as Little (2007a) and Schmenk (2005) reported, they did not attain LA to only one culture, such as the West or the East. Instead, they considered LA in every context related. However, they remarked some obstacles in promoting LA in Turkey pointing out that the learners in Turkey we not culturally ready. When they criticized the culture of modern Turkish society in terms of lack of considering autonomy in child education, they also remembered and praised the old days when a

Turkish child choosing his, her name. This shows that teachers did not culturally feel a distance between LA and themselves.

With regard to school-related factors, school based regulations, such as curriculum and the pace of the course were reported as some obstacles in front of developing LA (Benson, 2010; Borg & Alshumaimeri, 2019). The study findings revealed that the teachers did not give up promoting LA in their teaching contexts in spite of these constraints. A consensus did not appear among the teachers on the kind of the course as a factor on promoting LA. In resonance with the questionnaire results reported in Section 3.5, teachers teaching position, which in fact represented the teaching context, teachers could promote LA in any teaching environment. All in all, it should be reported as remarkable finding of the research that the strict administrative regulations of SFL made the instructors feel reluctant on promoting LA. Also, the divergence between the state school and private school were identified in the study regarding opportunities they provide to promote LA. Almost all the teachers reported private school as more appropriate teaching environments for implementing LA. Similarly, the teachers advocated student-centered classrooms more than the teacher-centered classrooms. In addition, administration was regarded very functional on promoting LA as a school policy by almost all teachers. However, they also complained about the autocratic approaches of the administration as a burden in front of LA. Teachers, especially teachers at SFL felt obliged to follow the mandated curriculum framework at a certain pace with the provided lesson materials for parallel classes. This might be reason of the little scope for things like promoting autonomy in the class. Additionally, this study proved the positive effect of technology use on LA (Benson, 2011; Benson, 2013; Illés, 2012; Sinclair, 2009; Ürün et al., 2014; Yumuk; 2002).

When all these factors effective on promoting LA were considered, a number of barriers appeared which limited teachers from promoting LA. The study highlighted some problems confronted teachers in promoting LA and caused some dilemmas in their teaching contexts. In line with some studies (Burkert, 2011; Borg & Alshumaimeri, 2019), the teachers found their learners capable of having autonomy, but the contextual factors, such as lesson hours, school rules, and course pace, might prevent the teachers promoting LA. In line with Reinders and Lazaro (2011), the learners at university context might held some strict ideas about learning due to their

prior traditional education since the school system in Turkey, which is based on testing rather than learner production, urged learners to be successful in the exams. Teachers' attempts to give more responsibility to them might be rejected. This prevented learners to reflect about their learning (Burkert, 2011). Similar to learners being educated in a traditional way, teachers were also educated traditionally and assigned the roles of authority, a source of information, and transmitter of the information. Thus, teachers' distance towards autonomy appeared as a constraint in promoting LA (Burkert, 2011). Likely, their previous educational experiences limited their attempts to promote LA (Benson, 2010). In line with Little (1991), Vieira et al., (2008), Benson (2011), Feryok (2013), TA was seen as a must in order to promote LA. The findings revealed that teachers could not help learners develop autonomy without TA. Thus, teachers' lack of autonomy stood as a constraint in promoting LA. The administrative factors, such as intense programmes, course pacing, parallel classes, time constraints were reported as the other constraints (Reinders & Lazaro, 2011).

4.12. Ways of Promoting LA

Drawing on the data, the study identified many ways to contribute developing LA. Obviously, teachers strongly agreed on the need for teachers' guidance in learners' developing autonomy. Teachers' positive stance on autonomy, informing learners about autonomy, introducing strategies on autonomy development, sharing learning experiences, counseling outside the classroom were reported as some ways of teacher guidance on learners about autonomy. Besides, in parallel to social-interactive learning classmates who were capable of being more autonomous could influence the others in the class to behave more autonomously. More importantly, the effective role of teachers in promoting LA necessitated for the teacher training on autonomy. Thus, the need for more theoretical and practical knowledge reported as a prerequisite for teachers. However, for promoting LA in the class, teachers themselves should have autonomy too. LA and TA were considered as the two sides of the same coin (Vieira and Marques, 2002). TA is having the capacity, freedom, and responsibility of choosing in their teaching (Aoki, 2002). Consistent with many studies (Benson, 2011; Little, 1995), the study conveyed a correlation between LA and TA. Consequently, in order to promote LA, teachers should experience LA and TA themselves.

In line with the findings discussed in section 4.10, emphasizing the need for promoting LA, the study assigned learners some roles (Wagner, 2014) and the research findings unveiled the need for learner training to improve autonomy in learners (Gu, 2017). The research findings suggest some strategies for promoting autonomy, like peer teaching (Little, 1999; Gu, 2017), or group-work (Chan, 2000; Gu, 2017; Kuchah & Smith, 2011; Little, 1999) to maximize learners' involvement, promoting reading, setting assignments, providing various in-class activities, learners' choosing lesson materials (Chan, 2000; Wagner, 2014), involving learners in evaluation stage of teaching and learning (Chan, 2000; Natri, 2007)

What was interesting, many of the teachers suggesting reading as a way to increase LA. Reading in the target language outside the class as an extensive reading, which Grabe (1991) defines as *sustained silent reading* and Krashen (2004) calls *free voluntary reading* was ascribed as a means of increasing LA. Learners' being free to choose their own books and to stop reading if the book is not interesting for them increases their autonomy. It is mostly done outside the classroom at student's own pace and level. Setting assignments and arranging different types of classroom activities were also proved as helpful instruments for increasing LA. The findings in Section 4.6, which revealed learners' involvement in evaluation as a desirable issue, was confirmed by the teachers' suggestion of self-evaluation to promote their autonomy (Burkert, 2011; Chan, 2000; Natri, 2007; Wagner, 2014). Similar results emerged here with making use of educational technologies in promoting LA (Arshiyan, & Pishkar, 2015; Benson, 2011; Illés, 2012; Little, 1991; Sinclair, 2009; Ürün et al., 2014). As for being observed the teachers were well aware of the link between autonomy and technologies, such as the Internet (Little, 1991), distance education, access to authentic target language use. However, opposite to Sinclair (2009), any of the teachers suggested an attempt to develop e-materials appropriate for their learners helping them become more autonomous. In accordance with Nunan (2003), in this study effective outside tasks and activities proved as a way of promoting LA. Similarly, learners' involvement in evaluation was also highlighted as the other way of LA promotion (Chan, 2000; Natri, 2007).

To this end, although the teachers had been facing some obstacles in their teaching environment in promoting LA as mentioned above, they had remarkable

suggestions and high motivation to cope with them. My observation through the study revealed that the teachers held a positive view for autonomy and they were all in favor of promoting it in their teaching context.

4.13. LA in Turkey

This section discusses the teachers' general perception of LA in Turkey. The findings revealed that the teachers in Turkey might see autonomy as a power issue and had some hesitations to support LA in their teaching context, which might be resulted in teacher authority decrease in the class. Besides, their attempts to increase autonomy in their learners would automatically bring teachers' becoming more autonomous, which would bring teachers more responsibilities. So, regarding autonomy as loss of power issue and in order to stay at the safe side, teachers in Turkish teaching contexts were not reluctant to involve LA in their teaching; moreover, implementing autonomy in teaching would bring some extra work for teachers.

The teachers also considered LA from MEB's perspective. MEB, which is the official institution directing the education system up to university in Turkey, renewed the curricula in 2004 and involved LA widely in the modernized version. Yet, teachers lacking TA, the test based system in education, and expecting stereo type learners as the outcome of the education were some obstacles in front of LA in schools. Besides, the teacher formation programs, which every pre-service teacher had to take, should be renewed in terms of raising teachers' awareness, developing a philosophy for autonomy and applying it in practice. The two kinds of schools; state schools and private schools also showed asymmetry among learners to develop autonomy, but a common idea on how these schools promote LA could not be concluded from diverse ideas on the difference.

CONCLUSION

In the final analysis, this chapter presents an overall evaluation of the study comprising the summary of its purpose methodology and results. Then, methodological and pedagogical contributions which can be driven from the study results are discussed. The chapter concludes with the discussion of the limitations of the study and a set of suggestions for further research before expressing some personal reflections.

Overview of the Study

The purpose of this explanatory mixed method study was to investigate TC of LA in a Turkish university setting in three different teaching contexts in depth in an approach with employing multi instruments. Despite a great number of research in the field searching LA, only few of them examined LA from TC view. Therefore, this study aimed at inquiring TC of LA at a Turkish university context. Also, the study proposed to investigate the effect of the gender, the academic status and teaching positions of teachers on their cognition of LA. The mixed methods research methodology comprised of metaphor elicitation interviews, a questionnaire, and both oral and written NIs. This study on TC of LA has been encouraging and productive. The findings of this study from quantitative and qualitative inquiry of TC of LA confirm the value of LA, which for this study defined as "a capacity to control important aspects of one's language learning" (Benson, 2013, p.839). From them we have a picture of the mind map of teachers for LA as the findings from a section were supported by the findings of another. It is evident that teachers had a clear understanding of what LA was besides were aware of various ways to promote it. Table 5.1 briefly shows the research questions, the data collection and analysis methods. Considering the literature demonstrating the positive effect of LA on education (Nakata, 2010), several conclusions can be drawn from the research findings. Firstly, the teachers had many

perspectives for learners in their mind for learners most of which were positive. The repeated metaphors identified in metaphor elicitation interview indicated that teaching contexts had unique cultures which shaped teachers' perception of learners in their mind. In most of the images learners stayed passive while teachers were active taking the responsibility or providing what was needed. Although the teachers proved their rich and adequate knowledge on autonomy, they could not favor learners to have more responsibility for their learning. The reasons might be the teachers' fear of losing power or viewing learners as not being mature enough to control their own learning.

In constructing LA, the teachers mostly supported the psychological side of LA and advocated supporting learners to have autonomy in terms of increasing their motivation and confidence, boosting their metacognitive skills, and encouraging self-evaluation. Evidently, LA from technical and social perspective were supported in terms of learners' studying not only in the classroom but also keeping studying in libraries or self-access environments while praising both collaborative and self-study. Moreover, the teachers subsidized LA in political decisions; after all, a consensus did not emerge among the teachers to what extent learners could be in educational decisions. Similar to the findings of the questionnaire, the teachers concentrated on all the perspectives of LA in their fictitious writings telling a story from the teachers' ideal learner's voice.

The findings revealed that the teachers were believed to play a crucial role in developing LA while rejecting the idea that LA means learning without teacher. The teachers were all aware of the effect of culture on autonomy however they did not attain LA to a specific culture, namely European culture only. Age of the learners and the proficiency level of learners in target language did not prove any direct correlation in the study. Conversely, the findings revealed a common idea among the teachers that learner-centered classrooms would provide a more appropriate environment for enhancing LA.

The study did not feature any noticeable difference among the participants in terms of gender of the teachers and the academic status of the teachers. However, although at a low degree the teaching context of the teachers displayed a more frequent difference in their beliefs about autonomy. The current study elucidated that learners

should be involved in decisions for their education as a part of the teaching community, which would bring more responsibility for their own learning.

Table 5.1: Research Summary

Research Questions	Quantitative	1. What beliefs do teachers have about LA? 2. What are the factors effecting teachers' beliefs about LA? a. Does the gender have an effect on teachers' beliefs about LA? b. Does teachers' academic status have an effect on their beliefs about LA? c. Does teaching context have an effect on teachers' beliefs about LA? 3. What beliefs do teachers have about the desirability and feasibility of LA? 4. What are the factors effecting teachers' beliefs about the desirability and feasibility of LA? a. Does the gender have an effect on teachers' beliefs about the desirability and feasibility of LA? b. Does teachers' academic status have an effect on their beliefs about the desirability and feasibility of LA? c. Does teaching context have an effect on teachers' beliefs about the desirability and feasibility of LA?
	Qualitative	1. What are teachers' metaphorical images for learners 2. What is LA for teachers? 3. How do teachers fictionalize LA for an imaginary ideal learner? 4. To what extent do teachers think their learners are autonomous and teachers actually promote LA ? 5. What are teachers' practices for promoting LA in their classes? 6. What are the factors affecting the degree of autonomy learners have? 7. How can LA be promoted in Turkish context? 8. How LA is considered in Turkey?
Data Collection Instruments	Quantitative	1."English Teachers' Beliefs about Learner Autonomy" (Borg & Al-Busaidi, 2012)
	Qualitative	1. Metaphor Elicitation Interview (on-the-spot, one-on-one, structured interview) 2. Narrative Inquiry a. Written Narrative Inquiry (written fictitious stories) b. Oral Narrative Inquiry (semi-structured interviews)
Data analysis	Quantitative	Descriptive and inferential statistics via SPSS Version 23
	Qualitative	Content analysis

The teachers identified many educational issues that learners' involvement in were desirable, such as choosing the objectives of a course, lesson materials and activities, discussion topics, assessment types, and classroom management. Anyhow, they did not consider these educational topics as feasible for the practicality of their conduction. Similar to the findings mentioned above, the gender, the academic status, and the teaching position of the teachers were not proved as influential factors on the desirability and feasibility of these educational topics.

The present study ascertained that most of the teachers did not acknowledge that their learners had a fair degree of autonomy and they applied many ways to increase LA in their teaching contexts, like explaining the lesson aim for each course, letting learners create their own learning goals, assigning out-of-class tasks, utilizing digital means for learning, considering learning styles, working with peers, and doing research.

As Phipps and Borg (2009) stated it was not enough to identify the beliefs of teachers, besides the underlying reasons behind the differences and tensions provided valuable information. Thus, although the findings of the study unearthed many ways in promoting LA, some constraints as a valuable source of information also reported in the findings. These obstacles might be related to learners, teachers, environment, and school. Yet the study suggested many ways to promote LA, such as learner training on autonomy, increasing TA, using educational technologies.

Contributions from the Study

This study shed light on how language teachers see LA and searched the reasons of it on cognitive base. Although the goal of this explanatory mix methods study is not to make generalizations to the larger populations in different contexts, still, we can see a number of implications arising from the results of this study. It also offers some findings applicable in language teaching education in Turkey including ELT. The findings of this study are expected to be helpful to researchers, teacher educators, policy-makers, and programme and curriculum makers in teaching. Understanding and nurturing teachers' thoughts and beliefs benefit all parties.

In the first place the study made valuable methodological contributions to the field. This explanatory mix methods study does not only help us to understand TC of LA, but it also reveals how different methods of inquiry can provide remarkable

insights on the topic searched. Thus, the current study made valuable contributions to the field in many ways. Firstly, the study followed a mixed methods design which used both quantitative and qualitative data to provide a comprehensive and enriched understanding (Creswell, 2003) of TC of LA by means of many teachers participating. The second contribution was the use metaphor elicitation interviews, which has been under-reported in the literature on LA, to dig into teachers' mind to reveal the learner stereotypes and to elucidate how autonomous they were by analyzing the metaphors the teachers created for learners. This study constitutes a first step towards language teachers' understanding of LA at a Turkish university by employing the metaphors generated by them.

Thirdly, the use of NIs both orally and written provided valuable insights into the area. Some researchers grounded NI in John Dewey's "theory of experience" (Golombek & Johnson, 2017, p.16). So, the teachers' narratives telling about their experiences can be considered as educative as a way of professional development. Consequently, teacher educators can use the findings of this research to direct student teachers' learning. Especially, utilizing fictitious writing for written NI attempted to unveil teachers' perception of autonomous learner behind their ideal learner prototype. This was the first time fictitious writing was employed as a method of inquiry in LA research in the field as much as inquired. This attempt would give new horizons to future researchers. Besides, a survey was designed to merge the quantitative and qualitative data to help better understand TC of LA and to increase validity of the research findings. To this end, the researcher would suggest that the mixed-methods design and data collection and analysis methods utilized in the study provided what was needed for a better understanding of TC of LA.

Similarly, the current study also made various valuable pedagogical contributions. The effect of training on TC has been considered in the area (Borg, 2003a; Ökçü & Çiftçi, 2018) and proved that TC may change over time by the effect of training which help to transform their theoretical knowledge into practice. Hence, considering the effective role of teachers in the learning process, teachers should also be trained in terms of learning how to increase LA in the class and outside the class. The rise of prominence of LA as a goal in classroom setting has led the need to enhance the awareness of teachers with their new roles. As Grossman and McDonald (2008)

indicated research on teaching and research on teacher education should be connected. In that sense, teacher education programmes may provide pre-service teachers with the knowledge of how to increase LA by constructing pedagogy for autonomy (Smith, 2003b). All the participants for this study were educated in Turkish Schools and universities in which the roles of teachers and learners are in fixed patterns of transmitting the knowledge and gaining and re-producing the knowledge. It seems possible that the most of the teachers themselves have not experienced an autonomous classroom. As a result they may find it very challenging to involve LA in their own teaching. Consequently, teacher education faculties should give student teachers chances to gain LA. Then, they will be able to reflect their experience on LA in their classes. Otherwise, it will be an unknown concept for teachers to practice. So, the teacher education programmes at Turkish universities should consider formulating their programs involving LA in theory and in practice for developing effective strategies to promote LA.

This study revealed that teachers had many images of a learner in their mind most of which represented learners as beings in need for help and guidance. Taking the responsibility of looking after the learners, teachers assigned themselves many roles in teaching learning process. Evidently, teachers were well aware of how to make learners more autonomous, however following the traditional safe side; they considered protecting learners as their own duty in the class. Hence, teachers could be encouraged to leave the learning responsibility to learners.

The current research indicated that teachers' had a clear understanding of LA; nonetheless, they could not be aimed at promoting LA deliberately due to some reasons. One of them might be their lack of understanding LA in practice. Thusly, the researcher would suggest providing more opportunities to pre-service teachers in clarifying the ways of LA promotion in practice. It is also concluded that the study reported on the extent to which teachers employed a number of strategies to promote LA, but this does not mean that they know how to implement it. Many practices teachers applied to promote LA indicated the need for teacher-training for a clear understanding of LA and appropriate methods to promote it in Turkish contexts.

Similarly, the findings of this study enhanced the language teachers' awareness on LA and shed light on the language teachers' understanding of LA which entails the possibility of shifting from teacher-centered classrooms to learner-centered classrooms. However, the research provided clear evidence that teachers as the active agents of promoting LA should realize their new role in terms of both the development of LA and TA as well. Thereby, the teacher education programs should consider the professional commitment of teachers both on TA and LA, share the responsibility and support autonomous teachers.

What is more, language teachers in university context may wish to re-examine their practices in the class in terms of how to increase their support for promoting LA and what factors and constraints appear more dominant in their teaching context by taking the result of this study into account. All in all, the results offer valuable insights into the planning of teacher and learner education and to make educational innovations more successfully. Teachers, teacher educators and policy-makers need to be more effective to stimulate teachers to reflect on autonomy. The teacher training programmes should hold courses to increase teachers' knowledge and skill for improving LA in their practicum. The current research also elucidated that the teachers' actual teaching environment were partly traditional and teacher-centered with a little involvement of learners in educational decisions. Here, cultural, local, and contextual peculiarities appeared effective. As a result, the decision makers in education, such as teachers, students, parents, school administrations, and government politicians should specified LA in the each particular teaching context.

The research finding did not show an alignment between the desirability and feasibility of LA in the teaching contexts. Although teachers considered effective involvement of LA in teaching-learning process, they did not confirm it as applicable. The particular reason cited was learners' lack of maturity and knowledge of autonomy. Thus, learners should also be provided information about autonomy besides how to apply it in their education life early from the beginning. Here MEB, which takes all the educational decisions up to higher education in Turkey, should save more space for LA in its educational planning and offer learners opportunities to improve their autonomy.

In the future, language courses may be designed with a sense of ownership involving learners setting up their personal goals, monitoring and reflecting their performance and reviewing their learning behavior (Cotteral, 2000). Besides use of technology, such as the Internet, learners' involvement in evaluation, and choosing lesson material should be considered in lesson planning.

This study remarked some dilemmas appeared in promoting LA. The obstacles, like powerful impact of administrative rules and resistance, such as teachers fear of losing power encountered in implementing LA should be considered encouraging and seen as "the motor that propels the journey" (Auerbach, 2007, p.87). The study showed Turkish teachers at university context displayed strong support for promoting LA. Although originally had a traditional approach to education, by the help of recent innovations in the curricula, LA could be implemented in Turkish educational system although it takes longer (Sert, 2006). In that sense teachers should avoid teacher-centered classrooms and leave space for learners in conducting lessons.

The current study documented many factors operating on learners' autonomy in detail. Learners' previous educational experiences without any autonomy were reported as obstacles in front of learners' developing autonomy. Similarly, although age and autonomy were not proved aligned, it would be helpful to introduce autonomy to learners as early as possible. Taking the learning skills and the personality of the learners into consideration, attempts to increase learners' motivation can be suggested as a way supporting LA. In order to fill the gaps in learners' knowledge of autonomy, they could be informed about autonomy and the benefits of autonomy in schools. Besides, teachers' should be aware of both LA and TA and involve both in the practicum. Teachers' should be supported in terms of developing TA so that they would be able to make necessary changes in their teaching practice while supporting learners making necessary changes in their learning too.

It may also help make language teacher preparation programmes more effective. Although teacher education programmes at higher education are under the influence of top-down policies, they should respond the new conditions and shifts (Grossman & McDonald, 2008). Thus, teacher education and training should include among its aims to develop student teachers' cognition of LA and increase their positive attitudes

towards it in the consideration of cultural particularities of the teaching contexts. Consequently, teachers would have a clear understanding of the nature of LA and how they would transform their understanding of LA in their teaching practice. It is clear from the findings that teachers' know explicitly and implicitly about LA. Although it is evident that teachers consider LA as an important facet of their teaching, it is obvious that it is easier said than done. So, how they would carry their beliefs to their teaching practice appears as the other important issue (Borg & Al-Busadi, 2012; Mansour, 2013; Nga, 2014). What is needed is to practice their cognition on LA in their classroom teaching. Hence, the future research should investigate the alignment between teachers' beliefs about LA and their teaching behavior in the same context. In practice, the increase of autonomy might cause some contradictions, such as learners might get lost and look for help or learners might not prefer to be more autonomous (Auerbach, 2007). For such disagreements, student teachers should be educated to use their creativity employing action research or reflective inquiry.

The investigation of teacher practice and LA will confirm one of the interesting results of this study which indicated that almost all the teachers had attempts to promote LA in their classes at some level. However, some strict administrative rules and exam-based curricula reported as obstacles in front of autonomy. Similarly, time appeared as a constraint on promoting LA in the program participants involved. So, time must be made available within the course schedules for teachers and learners to practice more autonomy. The results of the study indicated that administrative regulation and the curricula should also save space for autonomy. Use of technological means was proved supportive in developing LA. Along these lines, without ignoring the effective role teachers have in autonomous learning, digital means would be suggested.

As a significant remark, leaving the traditional learning and teaching environment aside, this study proved the need for shift from teacher-oriented classrooms towards learner-oriented classrooms in order to provide an environment appropriate for promoting LA. The teachers concurrently held concerns about both learners' and teachers' having autonomy and had many practices in their teaching process besides many suggestions. Anyhow, the teachers did not propose any research, such as action research on material development, utilizing new technologies, and

developing an autonomy friendly curriculum, which help learners and teachers work in a more autonomous teaching and the result of their lack of TA, though.

We also have identified their schemata for several factors effecting LA and their organization for increasing autonomy for learners. The teachers highlighted the value of autonomy to foster learning. Although the teachers had a clear understanding of LA, in order to implement autonomous learning in the schools, curricula and school regulations should also consider LA, which would need some institutional commitment. Similarly, it is clear that the cultural and contextual facts do not give the equal opportunities for LA. In the light of this fact, policy-makers should both consider the conservative teaching methods that most teachers have been accustomed to and the modern communicative and autonomous methods for planning the FL education in Turkey. The other interesting result of this study is the diverse metaphors created for learners by the teachers. The future studies can deepen the metaphorical investigation of teachers' perceptions of learners and find the reasons of teachers' negative conceptual frames for learners.

In brief, the findings of this research shed light on the Turkish language teachers' understanding of LA in university context and provided insights into multi-faced, complex, and dynamic nature of TC for teachers, teacher students, teacher educators, and policy-makers. I hope the results of this study will contribute not only to the teachers in the field of practice but also to the politicians who are making decisions on education in Turkey. The findings may help to develop guidelines to help teachers to remove obstacles in learners' mind to increase autonomy, too.

Limitation and Suggestions

In this explanatory mixed methods study my aim was to investigate teachers' cognition of LA. I conducted my research at a Turkish university with language teachers and gathered both quantitative and qualitative data by means of a questionnaire and oral and written NIs. I recognized that the present study has some limitations. Firstly, due to heavy working schedule I had to obey and because of the convenience of the site for me since I had been working at the same university, the study was limited to only one university setting. In this way, the research is limited in scope in that it was conducted at three different teaching contexts in a university in Turkey. With respect to lack of

diversity in the research context, the results are specific to its context. Any possible study can be done at other universities in Turkey in a larger scale to confirm these findings and to increase the generalizability of the results.

Admittedly, this mix method exploratory study investigated TC of LA only with some language teachers at Erciyes University. Hence, one of the limitations of this study has been population and sample related. Because of some personal and situational inconveniences, the population of the study was confined to English language teachers at Erciyes University so the number of participant was relatively limited. There is no way knowing the extent to which the views of this group on LA represent language teachers in Turkish universities. Thus, any conclusion I draw from this study can only be suggestive. To overcome this limitation, future research might extend the setting to some other institutions and employ a bigger sample size which might present more significant results. A specific limitation was found in not every teacher participant volunteered in the written and oral NI of the research. Additionally, some volunteer teachers for written NI part did not volunteer in oral NI part. After all, the numbers of participants both in written and oral NI were profoundly informative. So, I found the written and oral NI data to be of value to the study.

The research on TC has focused on two perspectives: Investigating teachers' beliefs and knowledge about different aspects of their work and investigating their cognition and their practices (Baştürkmen, 2012). This study mainly inquired teachers' beliefs and knowledge on LA while investigating only what teachers said by giving a little space to their practice of LA. Any of the interpretations of this investigation do not claim any correlation with teachers' practice in the class. Thus, in addition to the investigation of TC on LA, how TC of LA is translated into teachers' classroom practices should be inquired in the following observational research in terms of both how teachers' cognition of LA shape teachers' practice and learners' autonomy. Teachers' role in promoting LA has been considered as significant. However, some factors limiting teachers from promoting LA have encountered in Turkish contexts. These constraints should be identified in actual teaching contexts and the necessary precautions should be taken.

This study was not planned as an action research. Another possible implementation of further studies might be conducting action research to cope with the obstacles in front of LA. Besides, autonomy has been mostly viewed from teachers' perspective in the field (Benson, 2013). The recent discussions in the field have shown that LA was not a one-way procedure which could be left for teachers to be developed, rather it involved many facets. This study demystified TC of LA however the learner cognition (LC) of autonomy in these teaching contexts were not in the scope of this research. Some studies in Turkey have investigated LC of autonomy (Balçıkanlı, 2008; Gömleksiz & Bozpolat, 2012), but, any studies compared TC and LC of LA in the same context. Greater attention should be paid to learners' perspectives on autonomy. So, besides investigating teachers' beliefs on LA in university context, it is worth searching students' beliefs on LA in the same context to detect the similarities and differences between these two sides. This will maintain overflow of knowledge of the perception of LA this time from learners' lens to provide an opportunity for a comparison between the TC of LA. While doing this some variables, like learners' age and language proficiency can be taken into consideration. Besides, how student perception of LA changes according to their target language proficiency level will provide useful information. The future research may shed light on the cognition of two parts in teaching and learning process on LA.

In short, further research might both consider TC of LA and LC of LA in a unique study to probe any resonance between the two parts. This may give us more stimulating ideas on promoting LA. Likely, TA appeared as a prerequisite of promoting LA (Feryok, 2013). Besides, in the smallest scale, but as for the most effective way of promoting LA, similar to what Burkert (2011) did, teachers themselves might assign themselves some task to be conducted in their teaching context to increase LA as a project and follow it.

As explained in Section 3.5, the oral narrative inquiry provided precise details, which made me to create my own template for describing TC of LA in Turkish context under four parts including many sub-parts. To this end, regarding this context specific classification of TC of LA in Turkey, future research may make use of this template to inquire TC of LA in different contexts to have a wider perspective of the issue in Turkey.

As one of the main agents in promoting LA, teachers can be investigated more in detail regarding some other factors, such as their teaching experience and university type they were educated at, except from the gender, academic status, and teaching position, which were inquired in this study.

Another area to be considered in the later studies is the use of educational technology and LA. Today, young generation is widely familiar with modern technology, which has a great effect on autonomous learning (Benson, 2011). The coming studies may inspect the interaction between LA and technology use. The last but not the least, this study was conducted in 2019, one year before the Covit-19 pandemic, which is an on-going global pandemic of corona virus disease, first appeared in Turkey. The Covit-19 pandemic has resulted in the dramatic changes in education which gave rise to e-learning where teaching is undertaken on digital platforms remotely. Learners and teachers had to adapt themselves to on-line teaching and learning, which requires more autonomy. Consequently, future research may investigate the results of pandemic on LA in many ways.

Personal Reflections

Conducting this research gave me the opportunity to examine myself both as language teacher in my professional life and as the mother of two children in my personal life. While I was inquiring for the research, realizing myself both as a teacher and as a mother, I valued and supported autonomy consciously or unconsciously. This made me feel happy and satisfied. While reading for the study, furthering the concept of autonomy opened up more opportunities to look at the issue critically both in theory and in practice. As intentionally or unintentionally, I tried to involve autonomy in my teaching, searched for the results and detected the appropriate methods for my teaching contexts. Apparently, this study provided me a kind of professional development to foster my relationship with my learners and enhance teaching strategies.

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APPENDICES

Appendix A. The Questionnaire

Section 1: Learner Autonomy

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

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

	backgrounds.					
14	Learner autonomy is promoted when learners have some choice in the kinds of activities they do.					
15	Learner autonomy cannot be promoted in teacher-centred classrooms.					
16	Learner autonomy is promoted through activities which give learners opportunities to learn from each other.					
17	Learner autonomy implies a rejection of traditional teacher-led ways of teaching.					
18	Learner autonomy cannot develop without the help of the teacher.					
19	Learner autonomy is promoted by activities that encourage learners to work together.					
20	Learner autonomy is only possible with adult learners.					
21	Learner autonomy is promoted by independent work in a self access centre.					
22	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.					
23	Learner autonomy is a concept which is not suited to non-Western learners.					
24	Learner autonomy requires the learner to be totally independent of the teacher.					
25	Co-operative group work activities support the development of learner autonomy.					
26	Promoting autonomy is easier with beginning language learners than with more proficient learners.					
27	Learner autonomy is promoted when learners can choose their own learning materials.					
28	Learner-centred classrooms provide ideal conditions for developing learner autonomy.					
29	Learning how to learn is key to developing learner autonomy.					
30	Learning to work alone is central to the development of learner autonomy.					
31	Out-of-class tasks which require learners to use the internet promote learner autonomy.					
32	The ability to monitor one's learning is central to learner autonomy.					

33	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.					
34	The proficiency of a language learner does not affect their ability to develop autonomy.					
35	The teacher has an important role to play in supporting learner autonomy.					
36	Learner autonomy has a positive effect on success as a language learner.					
37	To become autonomous, learners need to develop the ability to evaluate their own learning.					

Section 2: Desirability and Feasibility of Learner Autonomy

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

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

b. Then say how feasible (i.e. realistically achievable) you think it is for *the learners you currently teach most often*. You should tick TWO boxes for each statement – one for desirability and one for feasibility.

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

Section 3: Your Learners and Your Teaching

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

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

In general, the students I teach English most often to at The School of Foreign Languages at my current university have a fair degree of learner autonomy.

Strongly disagree		Disagree		Unsure		Agree		Strongly agree

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

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

In general, in teaching English at The School of Foreign Languages at my current university, I give my students opportunities to develop learner autonomy.

Strongly disagree		Disagree		Unsure		Agree		Strongly agree

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

Section 4: About Yourself

Please tell us about your background.

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

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

4. Years of experience as an English language teacher at your current institution. (Tick ONE):

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

5. Highest qualification (Tick ONE):

Certificate		Diploma		Bachelor's		Master's		Doctorate		Other	

6. Nationality:

7. Gender (Tick ONE):

Male		Female	

Section 5: Further Participation

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

Yes		No	

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

Name	
Phone Number	

Appendix B. Templete for Written Narrative Inquiry (Fictitious stories)

This narrative inquiry is a part of my PhD Thesis. Please, invent your imaginary ideal learner in your own teaching context regarding your teaching experience in your institution, and write about what your ideal learner thinks, feels and does from his/her own voice in terms of his/her attempts to learn. Explain and expand the topics you mention as much as possible.

Thank you for your contribution.

Sevgi Erel

Hello,

My name is …….. . I am studying …… at ……. I am going to tell you about what I think, do, and feel about some topics related to my language education.