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**EXPLORING THE RELATIONSHIP BETWEEN MINDFULNESS AND
LEARNER AUTONOMY IN EFL CONTEXT**

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ABSTRACT**EXPLORING THE RELATIONSHIP BETWEEN MINDFULNESS AND
LEARNER AUTONOMY IN EFL CONTEXT****Esra DEMİRCİ****Master's Thesis, Department of English Language Education****Supervisor: Dr. Aysun DAĞTAŞ****September 2022, 126 pages**

This study was conducted to explore the relationship between mindfulness and learner autonomy in EFL context. The study also examined the perceptions of the students in terms of mindfulness and learner autonomy. With these aims, the study was carried out in a state university in Elazığ, Turkey, with 155 preparatory class students. Adopting a mixed research design, the researcher employed both qualitative and quantitative data collection tools: two scales including Mindful Attention and Awareness Scale and Autonomy Perception Scale were administered to the students, and semi-structured interview was used to learn about students' perceptions related to the aforementioned issues. The quantitative data were analyzed using descriptive statistics, independent two samples t-tests, Pearson correlation and the qualitative data were analysed via content analysis. The results showed that there was a small correlation between mindfulness and learner autonomy. Additionally, the students were found to have a low level of autonomy and a moderate level of mindfulness. Females and males did not differ in terms of mindfulness while females turned out to be more autonomous than males. Qualitative data analysis also supported that the students did not perform mindful and autonomous behaviours adequately.

Key Words: mindfulness, learner autonomy, mindful learning, autonomous learning, language learning

ÖZ**İNGİLİZCE ÖĞRENİMİNDE BİLİNÇLİ FARKINDALIK VE ÖĞRENCİ
ÖZERKLİĞİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ****Esra DEMİRCİ****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışman: Dr. Öğr. Üyesi Aysun DAĞTAŞ****Eylül 2022, 126 Sayfa**

Bu çalışma, İngilizce öğreniminde bilinçli farkındalık ve öğrenci özerkliği arasındaki ilişkiyi incelemek amacıyla yapılmıştır. Bu çalışmada ayrıca öğrencilerin bilinçli farkındalık ve öğrenci özerkliği konusundaki algılarını incelemek de amaçlanmıştır. Bu amaçlar doğrultusunda, araştırma Elazığ ilindeki bir devlet üniversitesinde hazırlık eğitim alan 155 öğrenci ile gerçekleştirilmiştir. Karma araştırma yöntemi kullanılan bu çalışmada, nicel veriler için öğrencilere Bilinçli Farkındalık Ölçeği ve Öğrenci Özerkliği Ölçeği uygulanmış, nitel veriler için ise Yarı-Yapılandırılmış Görüşmeler yapılmıştır. Nitel veriler betimleyici istatistikler, bağımsız örneklem t-testleri ve Pearson korelasyonu kullanılarak, nicel veriler ise içerik analizi kullanılarak analiz edilmiştir. Sonuçlar bilinçli farkındalık ve öğrenci özerkliği arasında düşük bir korelasyon olduğunu ortaya çıkarmıştır. Buna ek olarak, öğrencilerin öğrenci özerkliği düzeylerinin düşük, bilinçli farkındalık düzeylerinin ise orta düzeyde olduğu görülmüştür. Bilinçli farkındalık açısından kız ve erkek öğrencilerin farklılık göstermediği, ancak öğrenci özerkliği açısından kız öğrencilerin erkek öğrencilerden daha özerk olduğu ortaya çıkmıştır. Nitel veri analizi de öğrencilerin yeterli düzeyde bilinçli farkındalık ve özerk öğrenci davranışlarını sergilemediğini desteklemektedir.

Anahtar Kelimeler: bilinçli farkındalık, öğrenci özerkliği, bilinçli öğrenme, özerk öğrenme, dil eğitimi.

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CHAPTER I

1. INTRODUCTION

In this chapter, relevant concepts are outlined respectively and briefly. Firstly, the history of the concepts “learner autonomy” and “mindfulness” are introduced and the problem of the study is stated. Next, the purpose and research questions of the study are pointed out followed by the importance of the study. Lastly, the review of the literature in terms of mindfulness and learner autonomy is explained in detail.

1.1. Background of the Study

English has been learnt and taught as a foreign language for a long time as a result of the fact that it is the most common foreign language in the world. There have been numerous studies on language learning, language teaching and language learners to have a better understanding about this long process. Throughout all these years, with the developments occurring in the field of education, the approaches to language learning have changed and varied. Firstly, the common belief that teacher is the controller of the process was objected to by the new approach which prioritizes learner-centered education/instruction/learning. Learner-centered learning puts the learners at the center of education, and most importantly supports that they are the decision-makers of their learning process. Glasgow (1997) defines student-centered learning as;

students learn to decide what they need to know to find success within the class and educational format. Although the teacher may have considerable responsibility in facilitating investigative and discovery activities, it is expected that the student will gradually take responsibility for their own learning (p.34).

Learner-centered learning dates back to Confucius and Socrates' times and its twentieth century proponents were Lev Vygotsky, Jean Piaget, John Dewey and Carl Rogers. These pioneer researchers had very important contributions on this approach and made way for the theory “constructivism”. Constructivism is depicted by Gray (1997) as an opposite way of traditionally known learning atmosphere where the knowledge is transmitted by teacher facing the students sitting in their desks. “Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge.” (Wang, 2011, p.274).

This definition supports the idea of Piaget (1977) stating “learning occurs by an active construction of meaning, rather than by passive reciepience” (In Ozola, 2012, p. 426). A prominent figure of education, especially child education, Maria Montessori (1967, p. 3-4), also points out that “Education is a natural process carried out by the human individual, and is acquired not by listening to words, but by experiences in the environment” and she directly emphasizes the learner’s active participation in his/her own learning. Montessori’s emphasize here is on the fact that the learning process and constructing one’s own knowledge starts on the day when s/he was born (Fırat, 2016). She asserts her idea by one of her known quotes “When we learn a language as children, we learn it with ease and exactness. The only language we possess perfectly is the one we call our mother tongue and which we acquired as children” (1946, p. 64). That’s to say, children, even babies, have the ability to teach themselves. Benson (2011) also puts forward that children direct the learning process of their first language. Accordingly, a constructivist classroom can be described as an atmosphere where learners actively construct their own learning via collaboration, learner autonomy, generativity, reflectivity and active engagement (Wang, 2011). According to Reinfried (2000) the content of learner-centeredness is individualization of learning and autonomy of the learner.

In the light of these learner-centered and constructivist ideas, ‘learner autonomy’, a learner-based term, was coined by Henri Holec in 1979. As a historically old term used in many fields like politics, biology, medicine, philosophy, psychology (Işık, 2018), it has also been one of the most studied and the most sought-after concept in education and mostly in language education since 1980. Holec’s definition, “the ability to take charge of one’s learning” (1981, p.3) has been the most cited one among the numerous definitions of learner autonomy.

Research into the literature shows that when learners are autonomous, the learning process has effective results (Dickinson, 1987; Littlewood, 1999 ; Ellis & Sinclair, 1989). To illustrate, Benson (1997) states “autonomous learning is more or less equivalent to effective learning”. Similarly, Little (1994, p.431) states that “all genuinely successful learning is in the end autonomous” (cited in Balçıklanlı, 2008). Dickinson (1995) points out “when learners are actively and independently involved in their own learning, their motivation levels increase, and in turn they learn more effectively”. Karabıyık (2008) highlights the importance of being autonomous by an old

famous saying “Give a man a fish, he eats for a day; teach him how to fish and he will never go hungry”.

One of the important prerequisites of effective learning is learners’ being aware of their learning process (Chan, Spratt & Humphreys ; 2002) which is hypothesized in this study as one of the necessities for learner autonomy. To shed light on this “awareness” issue, a psychology-based educational term “mindfulness” has recently started to attract attention of researchers, which is defined as “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” by the father of the idea and the concept, Kabat-Zinn (2003: p.144). Along with the desire of providing students with the ability to take their own learning, effective learners are required to be actively “aware” of their learning process and it is believed that there is a possible link between learner autonomy and mindfulness as in the framework of both concepts, learner is in the center and in the control.

Having a deep-rooted history back to the fifth century, mindfulness is grounded on Buddhist disciplines (Tremmel, 1993) and was firstly known as Zen mindfulness after Kabat-Zinn. Despite being religious in roots, it starts with researching the nature of human experiences and prioritizes psychological aspect of human being. (Kınay, 2013).

Gause and Cholic (2010) point out that the main aim of mindfulness is to provide peace and well-being and to create rapport and good intentions between the followers of this discipline as it has started as a meditation practice. Started as an Eastern religious based wave, mindfulness made way into Western world around 1950-1960s (Gause &Cholic, 2010) as it was accessible and applicable irrespective of any cultural and religious system (Niemic, 2013). Although it has an ancient history as a discipline, its scientific history dates back only to 1980s (Öz, 2017). The first psychotherapeutic mindfulness meditation practice was carried out by Kabat-Zinn in 1979 to alleviate stress (Kınay, 2013), which can be regarded as the milestone for the mindfulness history in Western world.

Its journey in western world paved way for its use in other fields of study like positive psychology, psychology, medicine, intercultural communication, and education (Öz,2017; Tonga, 2018).

One of the pioneers of the concept and mostly known as “the mother of mindfulness”, Langer defines it as “a flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context” (2000, p. 220).

Langer's perspective of mindfulness constitutes the Western side of the concept and is called Langerian mindfulness in the literature. Langer's studies have mostly affected the field of education and has brought out the term "mindful learning" which led to publication of two books by her named *Mindlessness* (1989) and *the Power of Mindful Learning* (1997).

When thought with both sides of mindfulness as Eastern and Western sides, both sides have been discovered having positive effects on education and learning (Hyland, 2010; Langer, Hatem, Joss, & Howell, 1989; Thornton & McEntee, 1995).

It is remarkable that the definitions of the mindfulness in the literature points out that the "psychological freedom" and "psychological independence" are developed via mindfulness (Öz, 2017). Learner autonomy is also defined as students' being independent and taking responsibility of their learning. Öz (2017) also points out how effective results have been obtained with relating mindfulness with other fields and she gives the example of the relation between mindfulness and autonomy studied by Brown and Ryan (2003) which results in a positive correlation. Brown and Ryan (2003) assert the relationship between mindfulness and autonomy by stating that autonomy is provided with self-regulation which is promoted by mindfulness. Being a concept under learner-centered education, the umbrella method for learner autonomy, mindfulness requires learners to be eager in participating and to be active in the process (Yıldırım, 2005). This implies that being autonomous is equivalent to being eager and to be mindful is equivalent to being active. According to Dickinson (2004) being aware of the learning process is one of the characteristics of learners who have developed learner autonomy and they show a conscious effort to incorporate the techniques related to learner autonomy in their learning. "Autonomy and to be active in one's learning goes hand in hand, thus learner autonomy means active learners" (Doğan, 2015).

In conclusion, even though a direct relationship may not exist between mindfulness and learner autonomy, it is inferred that there may be an indirect relationship between them. Considering all these together with other definitions of mindfulness and learner autonomy in literature, it is assumed that mindfulness may have some joint approaches with learner autonomy on the base of their effects on the learners and their expected outcome on learning. This idea has been the impetus for the current study to elaborate on the assumed relationship between these two concepts.

1.2. Statement of the Problem

With the developments took place in education in 19th century such as people's having more democratic ideas, the shift from teacher centeredness to learner centeredness, the importance given to self-learning, it has been realized and acknowledged globally that when the learners/students are active, at the center of learning, the results are better in terms of their learning (Little, 1994; Dickinson, 1995). The fact that the learner is one of the basic elements of learning a language and the subject of this process is the common view of all the stakeholders of education system. This starting point brought new concepts and ideas to the field of learning/teaching English.

Learner-centered instruction have numerous requirements, to name a few; learners' willingness, their motivation, feasibility to the context of learning, teachers' knowledge about the concept, their readiness to put it into practice, the curriculum of the school, the education policy, etc. However, as required by the name of the concept, it is important to elaborate upon the issues related to the learners themselves. By this means in this study two concepts related to learner centered instruction were aimed to be researched to explore whether they have a correlation with each other or not.

Despite the developments and new approaches, it is a known fact that most of the learners in Turkey are not able to reach to the desired level, as the most prevalent method used in our education system is memorization (Yumuk, 2002). From primary school to higher education, English is being taught every year, but the result is mostly just memorization of theoretical grammar knowledge and a limited vocabulary on the part of the learners, which cannot be acknowledged as "to know English" as the learners are mostly unable to put this limited knowledge into practice. Moreover, although students are willing to learn English, they find themselves in hardships resulting from lack of knowledge about learning to learn (Balçıklı, 2006 ; Nunan, 1995). Most of the instructors want their students to be active in learning, aware of the process and in the control of their learning. Although there is a limited number of students who fulfil the desired qualities mentioned above, the general picture is the opposite in Turkey. Students are passive and hesitant; they do not know how they are going to learn English and they are not aware of the ways for learning better. Tuyan and Kabadayı (2019: p. 67) point out in their exploratory study that, "Students' uninterested faces and "offline" stances during classes were preventing themselves as well as us from making the best of

that moment” to depict unwillingness of the learners. As all teachers, the researcher also faces with similar problems and feels the need to incorporate some concepts to activate the students and to get them to be aware, involved and responsible in terms of their learning process.

Learner autonomy is one of the most studied topics in language learning literature as it is seen to have beneficial effects on learning by many studies (Little, 1991; Dam, 1995). Why learner autonomy is important is put forward as;

- “1. If learners are themselves reflectively included in planning, monitoring and evaluating their learning, it is most likely that their learning will be more successful than otherwise as it is more sharply focused;
2. The same reflective inclusion should help make what they learn a fully integrated part of what they are, so that they can use the knowledge and skills acquired in the classroom in the world beyond.” (Little, 2000 as cited in Olur, 2013, p. 17)

In other words, developing learner autonomy is not only a gain for school life, and also for the life of learners outside the school, namely in the real life. In addition to this, in Turkey, the principles of foreign language education are drawn up in compliance with the The Common European Framework of References (CEFR) which is a guideline for learners of foreign languages across Europe. Learner autonomy is one of the CEFR’s principles and by this means the EFL educational programme has included the concept currently (Firat, 2016).

Apart from learner autonomy, to get the learners to take control of their learning, they first need to be aware of the process, engage in learning and be open to get the knowledge by paying attention so as to construct their learning meaningfully as asserted by constructivist approach. Smallwood, Fishman and Schooler (2007) put forward mind wandering as a problem preventing students from paying attention effectively and affecting their school performance adversely. Also, Tremmel (1993) emphasized the importance of paying attention stating that “no skillful action of any kind can occur” (p. 447) without paying attention. Therefore, they came up with mindfulness, which is a psychology-based concept and has recently been brought forward in education settings. Although it was based on Buddhism teachings, it was exploited in education by researchers and was found out to have positive effects on learning (Smallwood,

Fishman, & Schooler, 2007). As a result, the term *mindful learning* was coined by Ellen Langer. It is a quite new concept for language learning literature, therefore the studies related to the field are very limited. Moafian et al. (2019: p. 1) support this as “in the area of education, different studies have confirmed the influential role of mindfulness in the better performance of the students. Although there exist several research in the realm of education, Langerian mindfulness has not yet entered language learning research seriously.” Their study is one of the rare studies on Langerian mindfulness and language learning and they aimed to forge relations with them in theory so as to make way to empirical studies.

The starting point of this study was to address two of the main problems of EFL students in Turkey; one is not being aware of their learning process and active during the lesson, which comprised the main foci of the study conducted by Tuyan and Kabadayı (2019) who wanted to solve the problem of their students being indifferent, disconnected and discouraged for learning English. The other is not knowing how to learn which is of great importance to carry over learning process as a lifelong learning. More or less students have been able to learn grammar better, to understand what they read better and to expand their vocabulary knowledge as they have been used to learn these skills since secondary school. However, to be regarded as “knowing a language”, production is vital. They are expected to understand what native speakers say, to communicate and to express themselves both in speaking and writing. The majority of students have difficulty in these skills because they are not used to them as a result of our education system, even students studying English Language and Literature and English Language and Teaching.

1.3. Purpose of the Study

Learning a language is a long path to take and as the marchers of this path, learners have the most important role in this process. In and out of the school, students are expected to take an active role such as they should be aware of what they are doing, what and how they are learning, they should be present physically and mentally, and they need to bring different perspectives to their learning so as to make the learning meaningful for them. Otherwise, they become mindless learners as in Langer’s (2016) description which is “like being on automatic pilot”.

This study aims to explore the relationship between learner autonomy and mindfulness in the context of English as Foreign Language (EFL) at Firat University. The participants included English preparation class students. It also aims to find out the autonomy and mindfulness levels of these students. To get these aims, the study attempts to answer the following research questions:

- 1) What are the perceptions of students in terms of learner autonomy in learning English process?
- 2) How mindful are the students in learning English process?
- 3) Are there any significant differences in participants' autonomy and mindfulness levels in language learning based upon their gender?
- 4) Is there a relationship between the learners' levels of autonomy and mindfulness in terms of learning English?

1.4. Significance of the Study

Thanks to the shift from teacher-centered teaching to learner-centered teaching and Constructivism, it is acknowledged that learners are the core of language learning process. Their participation, their presence as mentally and physically, their different perspectives, their own learning methods are crucial for the process.

Autonomous learning is regarded as a way to provide all these along with an effective and permanent learning experience. In order to draw attention to the popularity of learner autonomy as an issue, Benson (2013: p.3) asserts that “30 book-length publications on autonomy were published in the first decade of the century”. There has been a considerable interest on the concept since 2000s although it has not been thoroughly figured out, especially in Turkey. The education system in Turkey is based on syllabus and teacher-directed teaching where the learners are receivers of knowledge transmitted (Yumuk, 2002; Özdere, 2005; Balçıkanlı, 2006).

Unlike learner autonomy, in the education literature, there is a limited number of research on mindfulness, especially in Turkey. In psychology and medicine, the effects of it on the patients have been remarkably well (Baer, 2003; Brown and Ryan, 2003) and this drew attention of researchers in education (Kabat-Zinn, 2003). After getting promising results from studies in education, the effects of mindfulness on academic

performance have started to be the focus of interest among researchers (Charoensukmongkol, 2019).

Therefore, as both concepts are high trend topics for many research areas from many different branches nowadays, it is foreseen that this study will provide a new perspective to the field for two reasons; one of them is that this study will be the first in exploring the relationship between mindful learning and autonomous learning as it has not been investigated explicitly before. Secondly, it will provide insights into language learning through a method of psychology as it is an interdisciplinary study.

1.5. Review of Literature

1.5.1. Introduction

In this chapter, theoretical background of learner autonomy and mindfulness are reviewed through relevant literature in accordance with the aim of this research study. First of all, the historical background of the term “autonomy” and the definition of learner autonomy are explained from different viewpoints throughout the history. Then, the relationship between language learning and learner autonomy is presented based on the views of researchers of the fields. The characteristics of autonomous learners are depicted and studies done on learner autonomy are indicated.

Second, mindfulness is introduced and explained relying on both types of the concept; Zen and Langerian Mindfulness. Research done on mindfulness is displayed. Next, few studies about the relationship between mindfulness and learner autonomy are exemplified. Lastly, Emergency Remote Teaching is introduced and clarified by some studies as the study took place during the Covid 19 pandemic process.

1.5.2. Learner Autonomy

1.5.2.1. Early History of Learner Autonomy

The origin of the word *autonomy* dates back to the Greek; *auto* means “self” and *nomos* means “custom” or “law”. It is fair to say that it is originally a political term meaning “self-government” or “self-rule” (www.vocabulary.com). Cambridge dictionary defines autonomy as “the right of an organization, country, or region to be independent and govern itself” and “the ability to make your own decisions without being controlled by anyone else” (www.dictionary.cambridge.org/dictionary).

“Give someone a fish and you feed them for a day. Teach them to fish, and you feed them for a life” is one of the first traces of autonomy in history (İşler, 2005). The fact that self is important was articulated by Socrates thousands years ago as “Know thyself”. Another supporter of autonomy from ages ago is Galileo who says “you cannot teach a man anything; you can only help him find it within himself” (Benson 2001: p. 22).

Autonomy has been a topic of discussion in several fields like politics, philosophy and psychology along with education (Bensen & Voller cited in Firat, 2016). Benson (2001) exemplifies other prominent figures like Jean Jacques Rousseau, John Dewey and Carl Rogers. Jean Jacques Rousseau argues that “Put the problems before him and let him solve them himself. Let him know nothing because you have told him, but because he has learnt it for himself.” (Rousseau, 2020: p. 2). According to Dewey, people are responsible for making their life better and reshaping it. Carl Rogers’s idea is that everybody is a unique learner and teachers are facilitators of learning process.

Following World War II, the minorities were struggling for their rights and they were considering that they were free to choose as well, which was another step for autonomy and for these people. One of these people was Immanuel Kant who was of the opinion that education could help raise the awareness for these matters. In addition, in those times the developments taking place in trade, transportation, communication, politics and social life brought out an urgent need for people to master in learning new languages (Reinders, 2000). As Van Ek (1975) put forward the learning needs of every individual in a society was no longer affordable, there appeared a need for the individuals to cater for their learning needs themselves in the way they desired, which was another step for autonomy. As Reinders (2000: p. 5) points out “Learners influence the social context and therefore the language, or at least its use.” Thus, the effect of each individual in a learning/teaching context on the process started to draw attention. This sociolinguistic aspect of language learning provided an insight in terms of integrating sociocultural elements learners bring to learning/teaching context and thus paved way for autonomy (İşler, 2005). The other field that incorporated autonomy into its studies has been psychology since the oppositions to behaviourism in 1970s. İşler (2005) asserts that psychological studies had influence on autonomy. Reinders (2000) outlines important psychologists like George Kelly, Jerome Bruner, Abraham Maslow and Carl Rogers who give importance to the individual, the capacities individuals have to

construct their knowledge on the base of their experiences and needs. Their focus on individual enlightened the way for autonomy in learning (İşler, 2005).

Autonomy drew attention of language educators in Europe in 1960s when there was an unsteady atmosphere in politics (Gremmo and Riley, 1995). According to Gremmo and Riley (1995) the first contact of autonomy and education occurred after Second World War. The trends in education and incidents happened in social life such as minority rights movements, anti-behaviorist thoughts, technological developments, foreign language learning need and the huge numbers of educational institutions brought autonomy into education.

The concept “autonomy” was mostly new for the language educators until the date of December 1976 when some researchers held a meeting at Cambridge University and talked over it in the framework of language education (Benson, 2009). However, the Council of Europe’s Modern Language Project in 1971 was the milestone of the long-standing partnership between autonomy and language learning. With the impact of the council, Centre de Recherches et d’Applications en Langues (CRAPEL) was founded by Yves Chalon, who is accepted as father of autonomy in language learning by some researchers (Yıldırım, 2005). The aim of the center was for adults to upskill to continue their learning throughout their life via self-directed learning. Following his death, Henri Holec was the head of CRAPEL and he studied on a report concerning autonomy and language learning. In 1981, he presented the report to the Council of Europe which was a leading paper for the autonomy in language learning (Benson, 2001). These all constitutes foundation of autonomy in language learning. Autonomy and the studies about it took roots in language learning field deeper with the developments of some concepts as learner centered curriculum of Nunan, Brean and Cantlin, ideas on syllabus, learner training, learner strategy training, the project-based syllabus and learner-based teaching (İşler 2005). All these modes of teaching/learning aimed to facilitate the process from being dependent to being independent for learners (Balçıkanlı, 2006).

1.5.2.2. Definitions of Learner Autonomy

In language education literature, various terms were launched to refer to the autonomy including “learner autonomy”, “learner independence”, “self-direction”, “autonomous learning” or “independent learning” (Ivanovska, 2014). It is also seen as learning how to learn to develop some strategies. However, according to Doğan (2015)

concepts like self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning' do not have the same meaning as learner autonomy. It is fair to say that there is a relation between these concepts and learner autonomy, but they represent different modes.

"Autonomy, no more than Freedom or Justice, is not an eternal principle, always identical unto itself, but a historical phenomenon, variable according to the contexts in which it arises." (Lafargue, 1881, as cited in Smith & Ushioda, 2009: p. 241). Namely, there have been many other definitions of the term related to context and time. Benson (2011) similarly agrees stating that there are two problems that autonomy brings about and one of them is the complexity of its definition. Taking a different approach to the variety and intricacy of autonomy definitions, Benson underscores the importance of having a clear definition as it makes research more valid and reliable and new developments have a clearer foundation to form on new outcomes for learners.

Definitions are generally united on two ideas, one by Holec and the other one by Benson. Holec (1981; 3) defines it as "an ability to take charge of one's own learning" which has maintained its durability up to date (Benson, 2011). In his detailed definition, Holec puts "learning management" aspect in the centre while Benson emphasizes two other elements in language education as well as "learning management, cognitive processes and the content of learning" (Benson, 2001, p.50).

Benson (2001) makes clear the definition by putting it as "to take control over one's own learning" or "a capacity to control one's own learning" (p.47) and by that he considers that because it can take a variety of forms in relation to different levels of learning process, it is better to have a basic definition (Yıldırım, 2005). Benson (2001) also outlines three important traits of learner autonomy as follows. Firstly, learners are inclined to incorporate learner autonomy in their learning process even though they carry it out in various ways as each learner is particular. Next, if a learner is not autonomous, it doesn't mean that s/he cannot be in time. Every learner can foster learner autonomy by increasing control over their learning gradually. Lastly, learner autonomy results in a better learning process.

Autonomy is described as "capacity for detachment, critical reflection, decision-making and independent action" by Little (1991) and has been attached to psychology as well. According to him, learners are required to be psychologically connected to the learning process. Moreover, autonomy is not learning on one's own but essentially for oneself (Little, 2007).

A relatively more recent description of autonomy came from Leni Dam and her colleagues Eriksson, Little, Miliander and Trebbi as Bergen Definition (1990). It is described as a “readiness to take charge of one’s own learning in the service of one’s own needs and purposes” (1990; p.102) To this aim, they state that learners need to be eager, to have competence and to be ready for collaboration with others.

While learner autonomy has been defined in various ways and associated with several fields, there are also some misunderstandings about forming conceptions related to autonomy (Benson, 2001). To illustrate one of them, learner autonomy is regarded as learning on one’s own without a teacher. Conversely, people are parts of the society they live in and it would not be possible for them to maintain learning process just on their own (Koçak, 2003). In other words, with the term “independence” in the framework of learner autonomy, the aim is not to restrict learning to a transmission process between learning materials and the learner. Rather, to engage learners in interdependence, which can be defined as sharing and working together with teacher and peers, is an indispensable part of learner autonomy (Little,1991; Littlewood, 1999; Reinders, 2000; Benson, 2001; Koçak, 2003). Little (1991) builds on the interdependence issue and argues that it constitutes psychological dimension of autonomy and is one of the bases for the cultivation of it. On the same route, Dam (1995) proposes that learner autonomy needs to include both individualization and socialization. That is, learners need to be in charge of their learning both on their own and also by collaborating with their peers and teachers in classrooms where learner autonomy is encouraged and provided.

The other false conception is that there needs to be certain sets of behaviors, skills and certain modes of learning and teaching for learner autonomy (Benson, 2001). It is understood that teachers and learners do not need to follow some specific ways to be autonomous, rather they need to try to find their own ways. Agreeing with Benson on two false conceptions, Esch (1997) adds one more related to specifically language, which is the matters specific to language needs to be considered thoroughly for enhancing autonomous atmosphere instead of leaving them out.

Among the vast amount of definitions and misconceptions in the literature, Esch (1996) and Little (1990) set forth what learner autonomy is not. The items below are the descriptions of Esch (1996, p.37) who sees eye to eye with Little (1990, p.7) on the descriptions with exact same meaning but with some different expressions ;

- autonomy is not self-instruction/learning without a teacher;
- it does not mean that intervention or initiative on the part of a teacher is banned.
- it is not something teachers do to learners;
- it is not a single easily identifiable behaviour;
- it is not a steady state achieved by learners once and for all.

1.5.2.3. Learner Autonomy and Language Learning

Learner autonomy has been one of the most important research areas in language learning as the learners' taking control of their learning has gained a great importance with the developments and new trends in the education (Reinders, 2010). Its importance for learning has been pointed out by a number of researchers such as McDevitt (1997), Benson (2009, 2011), Dickinson (1993), Dam (1995) and Little (2007). McDevitt (1997) stresses that teachers or educators need to aim to have autonomous or independent learners at the end of the learning process. The Common European Framework of Reference (CEFR) has given place in its principles to autonomous learning and self-assessment. Firat (2016) points out to 21st century skills and indicates that to develop and improve the 21st century skills which are stressed throughout the world as very important, autonomy is a must and one of the main elements of any learning process. For Nunan (1995, p. 134) , there is a "gap" between learning and teaching and autonomy in education will be a way for lessening this gap.

Human beings are born with autonomy (Benson, 2001; İşler, 2005). In other words, it is in our nature to take responsibility for ourselves beginning from very early times of our life. As for lifelong aspect of learning, İşler (2005) draws a conclusion by stating that as language learning is a process that lasts through a person's life and done on one's own, development of learner autonomy becomes more of an issue. In that vein, Candy (1991, cited in Doğan, 2015) points out that being autonomous is a procedure and it lasts for life as well as learning. Another point is that no teacher can guide their learners for all their life (Littlewood, 1999). Eventually, all learners will need to find their ways in their learning journey.

Holec's main focus was on adult education while studying on autonomy at first place in 1970s (Little, 1999), which led the way for learner autonomy in the field of language learning (Benson, 2001). With the impact of learner-centered education and the change of the charge in learning process, autonomy took one of the leading roles in language

learning stage (Thanasoulas, 2000). It is believed that learners who are in control of their learning process are better in improving themselves in language (Little, 1991; Dam, 1995) as basically put forward by Nyikos and Oxford (1993: p.11) that “learning begins with the learner”. Taking over the responsibility of their learning enhances learners’ motivation and this results in regulating their learning process more and better, which enhances motivation more. In other words, learning how to learn together with high motivation yields to success in learning and gives a way to autonomy (Little, 2001; Yıldırım, 2005). Crabbe (1993) agrees with that and add that in the event that learner is controller of his/her learning, meaningful and lifelong learning is the result (cited in Yıldırım, 2005). Camilleri (1999) takes a step forward and argues that learner autonomy needs to be in the center of language learning process in general with the aim of a broader development in the name of education. He suggests that this would be a training for their lifetime learning.

Kenny (1993) admits the importance of learner autonomy asserting that without autonomy it is not education at all. If learners are not in charge of their learning, it will not be a learning atmosphere, but shaping the learners according to the rules and discipline of the teachers. Dickinson (1995) compares learners who lead the way in learning journey and who are inactive recipients of knowledge from their teachers and consider the former group as better learners.

“You can bring the horse to water, but you cannot make him drink” is an American proverb used by Scharle and Szabo (2000) to stress the importance of learners’ taking responsibility for their learning. They add that the first step to promote learner engagement is to get learners to comprehend that they have an important role in learning process as well as their teacher. They need to be aware of how important it is to share the responsibility of learning with their teacher, which will bring about effective results and success (Ellis and Sinclair, 1989; Scharle and Szabo, 2000; Benson, 2001).

One of the most studied parts of autonomy is about how to foster learner autonomy. To illustrate, “Approaches to the Development of Learner Autonomy” is the headline of Benson’s (2001, p.111) proposition of methods to foster learner autonomy named as;

- **Resource-based approaches** emphasize independent interaction with learning materials.
- **Technology-based approaches** emphasize independent interaction with educational technologies.

- **Learner-based approaches** emphasize the direct production of behavioral and psychological changes in the learner.
- **Classroom-based approaches** emphasize learner control over the planning and evaluation of classroom learning.
- **Curriculum-based approaches** extend the idea of learner control to the curriculum as a whole.
- **Teacher-based approaches** emphasize the role of the teacher and teacher education in the practice of fostering autonomy among learners.

Commenting on the development of autonomy, Littlewood (1997) focuses on two factors which are learners' being eager and having competence for taking responsibility. How motivated and confident they are and what they know and what they can do related to their learning process are determinants of this taking responsibility process.

Little (2007) proposes the following three criteria to promote autonomy in language learning: "learner involvement", "learner reflection" and "appropriate target language use" which constitute affective, metacognitive and communicative dimensions of learner autonomy. Namely, learners need to be involved in the whole process, to think about and regulate their learning and to actively experience the language.

An aspect of learner autonomy that draws much attention and that needs to be considered thoroughly in fostering learner autonomy process is cultural context of the learning environment in which learner autonomy is implemented. Learners' readiness for and feelings about learner autonomy definitely need to be looked into carefully before striving to foster learner autonomy in any learning context (Yıldırım, 2005). The ways proposed for fostering autonomy in one context may not be suitable for another context. One study by Cotterall (1995) results that learner autonomy development needs to be tried after feelings of students are examined. Agreeing on these, Benson (2001) states that it needs to be acknowledged that the incorporation of learner autonomy will differ between different learning environments.

An important issue to bear in mind is that in a learning process expecting learners to be fully autonomous is not possible. In some parts of the process, they may be fully in charge and knowing what they do, but in some parts, they may need support (Doğan, 2015).

Işık (2018; p. 14) depicts an outline of autonomy summarized by Sinclair (2000): “Autonomy involves a capacity of and willingness to take responsibility for the learning.

There are levels of autonomy which are unstable and variable. Autonomy can also be considered as a continuum, and complete autonomy is idealistic. Furthermore, autonomy involves freedom on behalf of the learner and the learner needs to be aware of the language learning process. Autonomy should be encouraged and promoted which can be done in and out-of-the class. Lastly, autonomy has individual, social, psychological and political dimensions.”

1.5.2.4. Autonomous Learners

Being autonomous is defined as to determine one’s way of thinking and one’s action on one’s own by Kupfer (1990, as cited in Balçıkanlı, 2006). As is for autonomy and learner autonomy, there are also plenty of descriptions for autonomous learners. To start, Dickenson (1993) identifies three features of autonomous learners as they know what they learn, they define their learning objectives and they have the conscious control over learning strategies. Also, they cooperate with their teachers throughout the procedure.

Upon carrying out a survey to find out the perceptions of learners on autonomous learners, Chan (2001a) outlines the features as;

- determined and has a clear mind
- self-motivated/is able to take initiative
- interested in (curious/cares about) learning
- inquisitive (willing to ask the teacher and classmates questions)
- focused/goal-oriented/has a set of perceived needs
- willing to explore/wants to find ways to improve his/her study
- patient (since learning is a life-long process)
- able to analyze and evaluate/willing to improve on areas that one is weak in
- able to solve problems on his/her own when the teacher is not there
- knows how to manage his/her own time. (p. 290)

Autonomous learners consider language learning as their nature along with internalizing the practices and methods of the language. They have the motivation and metacognitive faculties needed for taking responsibility for their learning process. Moreover, they can go on their learning in non-formal contexts as well (Brenn & Mann, 1997; cited in Karabıyık, 2008).

According to Holec (1981), autonomous learners need to be determinants of the purpose, design, materials, and practices of the process. They control and assess the acquisitions during and at the end of the process. In addition, he supports the idea that ‘they are the producers of the society they live in.’ Thus, they are required to be democratic, conscious and reflective.

Porto (2007) thinks one of the fundamental features of autonomous learners is being aware of the whole process involving purpose, methods, one’s capacity to learn, the rules and all. Omaggio (1978) explain autonomous learners with seven features;

Autonomous learners;

1. have insights into their learning styles and strategies;
2. take an active approach to the learning task at hand;
3. are willing to take risks, i.e., to communicate in the target language at all costs;
4. are good guessers;
5. attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
6. develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
7. have a tolerant and outgoing approach to the target language (cited in Thanasoulas, 2002, p.2).

In conclusion, the characteristics outlined above are mostly common with effective and good language learners (Balçıkanlı, 2006). As Ellis and Sinclair (1989), Scharle and Szabo, (2000), Benson (2001) and many other researchers pointed out, effective and better learning is the result of autonomous learning. Moreover, this justifies the importance and necessity of developing learner autonomy in language learning.

1.5.2.5. Studies on Learner Autonomy

Upon doing a literature research on learner autonomy, the topics mostly revolve around some basic concepts like perceptions or beliefs of learners or teachers on learner autonomy, fostering learner autonomy, and the relationship of learner autonomy with some other concepts like motivation, speaking anxiety, self-efficacy, willingness to communicate, language proficiency, academic success, etc.

There are a vast number of studies in the literature dealing with perceptions or views of either learners, or teachers or both of them in terms of learner autonomy. To mention but a few, firstly, a study carried out by Yıldırım (2012) on learner autonomy indicated that students viewed their teacher as the resource and the controller of the process since they had a non-autonomous learning environment. Based on the findings, he concluded that the development of learner autonomy should not move fast as learners may need to be prepared for such a change with a day-by-day progress. However, in another perception searching study by Shahsavari (2014), it was concluded that the participants acknowledged that language learning process was promoted and was more effective via learner autonomy which was also proposed by Dickinson (1987), Ellis and Sinclair (1989) and Crabbe (1993). Uysal (2021) and Halayqeh (2020) revealed in their studies that learners mostly favored being in the center of the learning process rather than being dependent on their teacher. The participant teachers in the studies by Ulus (2021) and Uysal (2021) were in common ground in the idea that learners and teachers together could direct the learning process. Moreover, the teachers regarded the classrooms as places where the learners were in the center as constructive for learner autonomy (Erel, 2021).

Some studies were concerned with some elements constraining learner autonomy in classroom. One recent study by Nazari (2019) was concerned with the perceptions of EFL teachers on learner autonomy. The study revealed that fostering learner autonomy in Turkish educational contexts was hindered by many factors like “lack of teachers’ knowledge, the influence of the traditional teaching setting, pre-designed curriculum and textbooks, governmental educational policies, and the students’ lack of understanding about what autonomous learning is” (p. 43). Another problem was to fixate on exams more than learning process, which was another hindrance for autonomy. Although teachers were in favor of autonomy supported classrooms and knowledgeable about how to implement it, they did not make almost any rooms for

autonomy in their classroom practices. With the same purpose and similar result, the participants of Çetinkaya (2019) concluded that the participants supported fostering autonomy and sharing responsibility with them. However, they weren't completely sure about the feasibility of learner autonomy. The participants of another perception based study by Bekçibaşı (2018) were also in favor of learner autonomy as a tool for success in learning English. However, they were interviewed on the desirability and feasibility of learner autonomy, and they considered promoting learner autonomy was not likely to take place due to the education system. Moreover, according to more than half of them, their students were not autonomous learners.

Teacher perceptions of learner autonomy were also positive as a result of a study by Zorkaya (2019). Among many results reached with the study, it was found out that when learners were given chance to act independently, they promoted learner autonomy. A bargaining process between learners and teachers would be necessary for the determination of some parts of the process like materials, objectives, content, methods, practices of lesson. Choosing the materials and deciding on the homework were non-negotiable issues. They saw learners coming from teacher-centered education as a hindrance for learner autonomy.

Students and teachers of a preparatory programme at a university were interviewed by Öztükefçi (2018) about their perceptions on learner autonomy. The study shared similar results with Çetinkaya (2019), Nazari (2019) and Chan (2001). It was found out that development of learner autonomy was hindered by the educational context conditions and there was a need to express its importance more. Students seemed not to be ready to take responsibility from their teacher instead of being controlled by the teacher. However, the participants of another study by Yiğit (2017) expressed their readiness for learner autonomy and in the same vein with the study conducted by Zorkaya (2019) it was revealed that the participants were in favor of developing learner autonomy.

Olur (2013) studied learners' awareness of learner autonomy by comparing language classes and other classes. The study resulted in more positively for language classes in terms of perceptions towards learner autonomy. Correspondingly with the participants of Koçak's study (2003), the participants of the study in general, were willing to be autonomous, even though they were not knowledgeable about being autonomous, and they were seen in need of a guidance from the teacher for developing learner autonomy.

A study conducted by Eker (2010) in Turkey to foreign students learning Turkish investigated foreign students' autonomy level in terms of learning Turkish. She found out that even though most learners utilized autonomous learning and autonomy-based techniques in their learning, they were not aware that they were learning autonomously. As in the studies of Olur (2013) and Koçak (2003), they needed the assistance of their teacher. However, in this study learners expected to be monitored and to be evaluated by their teacher or someone competent at the language, which showed they were still dependent on their teachers to some extent.

Chan (2001) in her study on readiness for learner autonomy revealed that her participants were eager to be supported to develop autonomy. She remarked that as there may still be preferences for teacher-centered learning by some learners, there should be compromise between teacher-centered and learner centered learning in the classroom. Teacher needs to facilitate this process sometimes as a mentor but sometimes as a controller. On the other hand, a case study by Işık (2018) focused on teachers' readiness for learner autonomy and examined the technology use in classrooms. As for readiness, the participants were not found out to be ready to foster learner autonomy as a result of issues related to their school context and their learners. Technology use by instructors tended to be mostly for teacher-directed activities due to possible school situations and policies. More recently, Musayev (2019) conducted a study on tertiary level of students to examine their readiness for learner autonomy and she concluded that learner autonomy was such a manifold concept that needed to be examined in smaller contexts.

In their study Chan, Spratt and Humphreys (2002) outlined converse studies on the applicability of learner autonomy in Eastern cultures, as there were conflicting ideas on whether learner autonomy was a Western-based concept and not applicable on Eastern cultures. After all, they stated that there was still no consensus on the idea. They concluded that mode of teaching and learning studies needed to be fashioned on the context of learners and learning environment.

In a study done to investigate the relationship between learner autonomy and portfolios, Gagliano and Swiatek (1999) concluded that when portfolio assessment was done by learners, it facilitated taking responsibility for their learning. With the same purpose, İşler (2005) also found out that the learners incorporating portfolios in their learning process enhanced their learner autonomy as a result of being active in the whole process.

In search for the development of learner autonomy for primary school children, Gündoğdu (1997) highlighted that an autonomous learning environment was achievable when the roles of teachers and learners were updated to teacher being facilitator and learners being independent in an autonomy-supportive classroom atmosphere. Mollamehmetoğlu (2021) conducted a study with primary school children as well, but in terms of vocabulary learning assisted by technology. She found out a positive correlation between vocabulary learning and learner's autonomy level although it was found that due to online education the results differed among the students.

İşler (2019) approached learner autonomy differently with a study researching learner autonomy outside the classroom. Learners admitted the importance of English, language learning, and its lifetime impact for them. However, even if they seemed eager to go on being autonomous after school, it was revealed that by making up some excuses, they avoided improving their language skills effectively. Moreover, out-of-activities were mostly not productive. On the bright side, they aimed to improve their language while dealing with receptive activities like watching or listening.

Güneş (2018) compared asynchronous distance learning and blended learning in terms of learner autonomy, motivation and academic success and in terms of learner autonomy, she found that learners of asynchronous distance learning were better, more motivated and more autonomous than blended learning learners. This implies the importance of face-to-face education for learners and for promoting autonomy unlike some ideas supporting that learner autonomy is learning without teachers.

A material evaluation study based on learner autonomy was carried out by looking into English coursebooks used by high school students (Kıssacık, 2016). The results showed that the coursebooks used by high school students were not autonomy supportive. It was stressed that the process of making the decisions was profoundly one of the most important parts of learner autonomy and coursebooks needed to provide it for learners' development. However, the coursebooks used by university level of students in a more recent study were found out to be autonomy supportive (İnanç, 2021). These coursebooks were described like a comrade for the students in Covid-19 education conditions with their contents, layouts, and additional technological supplements. It is possible to say that coursebooks tend to be more updated to answer the needs of the learners and the education system.

A case study carried on higher education context focused on self-efficacy and learner autonomy perceptions of learners (Kaya, 2016). The participants were found to be

autonomous in terms of determining learning objectives in learner-centered classroom practices and autonomous students were found to be better learners with higher results in examinations. Lastly, students having higher levels of self-efficacy were also students with higher level of autonomy, which implied that promoting learner autonomy and self-efficacy would affect the success of learners remarkably.

In a correlation study based on learner autonomy and learning strategies, Koçdeveci (2020) concluded that learner autonomy needed to be fostered among learners as it was in moderate level. She discovered that there was a statistically significant relationship between learner autonomy and learning strategies when the searched group consisted of learners who succeeded in proficiency exam, while there was not a statistically significant relationship between two concepts when the searched group was comprised of basic level of learners.

A fairly recent study searching the effects of distance education on learner autonomy with university level of students resulted in distance education's favor as it was found out that learners made use of it in a productive way. It was concluded that learners took control of their learning in distance education more than face-to-face education (Kalyoncu, 2022). Another study conducted in virtual classrooms with high school students resulted on the contrary due to restraints caused by the key players of education who were the students, the teachers and the school management of the school the study took place (Karaali, 2021). Unlike the result of the study by Kalyoncu (2022), Karaali (2021) discovered the negative effects of online education for learners such as technical problems, insufficient lesson time for each class and curriculum problems. In addition, Bucak (2021) based her study on distance education as well, to explore the relation between learner autonomy and motivation. She discovered that there was a relationship between motivation and learner autonomy and they had an important role in distance education.

1.5.3. Mindfulness

1.5.3.1. What is Mindfulness?

Mindfulness started as a part of social psychology, but in time it became the topic of the many other research areas and many interdisciplinary researches (Ryan, 2012; Roeser, 2016). The early history of mindfulness starts with Buddhist discipline in *Sutra on the Four Establishments of Mindfulness*, the fifth century BCE (Tremmel, 1993). It

was derived from either the Pāli word “sati” or a word from Sanskrit “smṛti”, with a meaning of “awareness at the present moment” (Burnett, 2011, cited in Zarei & Mohammadi, 2018).

Like autonomy, mindfulness has also many different definitions by different researchers. “Being at the heart of the Buddha’s teachings” is a definition by a Vietnamese Buddhist named Thich Nhat Hanh (1999), which is explained as being present currently, being all-around and caring and being non-judgmental (p.64). “A state of psychological freedom that occurs when attention remains quiet and limber, without attachment to any particular point of view” is the definition in positive psychology (Martin, 1997: p.291).

In general, the definitions gather around “awareness” and “being active”. Bishop et al. (2004) brings out a two-dimensional definition for mindfulness, which are attention and awareness, and acceptance. Suzuki (1970) defines it as having a full concentration on the present moment with whole mind. Tremmel (1993) also defines it, like Suzuki, as being fully concentrated and aware of the present moment and being alert “right here, right now”. Zeilhofer (2020) summarizes the shared points of many definitions of mindfulness as a “state of mind” which is non-judgmental and unresponsive to oneself and most importantly promoting the state that a person is aware and attentive of oneself more (p. 2). Young (2016) explained mindfulness as having three components which are *concentration, sensory clarity and equanimity*. Concentration means being nowhere but in the current moment while sensory clarity means controlling the current activity whether it will go on or not. Equanimity constitutes the non-judgmental side of this definition which means that accepting any new experience openly.

As a result of a lack of an explicit description for mindfulness, Bishop et al. (2004) decided to come up with a practical one to provide a better insight into the concept and the extensive description was “a kind of nonelaborative, nonjudgemental, present-centered awareness in which each thought, feeling, or sensation that arises in the attentional field is acknowledged and accepted as it is.” (p. 232). They united around an operational definition which has two constituents; self-regulation of attention and orientation to experience. In the self-regulation part, being aware, keeping attention for long term and interchanging between feelings or ideas are the steps of the process. In the second part, one is open and perceptive to experience without a tendency to focus on or go back to the current feeling. Moreover, they concluded that mindfulness can be

taught and developed and thus, an instrument is required for examining its effects on the processes of mindfulness.

Mindfulness is described as focusing on the current moment and being in the current moment as aware and concentrated (Tremmel, 1993). In his study, investigating relationship between Zen philosophy and reflection, Tremmel (1993) points out that mindfulness is “to return” by analogy. He explains that a person practicing Zen may be driven away with thinking daily life rush during a meditation process and it is important for this person to get away from these thoughts and to be in the moment via any kind of mindfulness technique like pulling away from thoughts and getting back to the current activity or getting breath. It is depicted by Dainin Katagiri (1988, p. 30) as;

When you walk on the street, be mindful of walking. Mindfulness is to go toward the center of whatever you are doing. Usually the mind is going in many directions; instead of going out in all directions, let's go in. This means, look at the walking you are doing now (cited in Tremmel, 1993).

A contemporary definition of mindfulness reflects the characteristics of mindfulness related to education, improvement and experience by M. Williams, Teasdale, Segal, and Kabat-Zinn (2007, p. 48) as it is;

1. *intentional*—concerned with cultivating an awareness of present moment reality and the choices available to us
2. *experiential*—focusing directly on present moment experience rather than being preoccupied by abstractions
3. *non-judgmental*—it allows us to see things as they are without a mental assignment of critical labels to our thoughts, feelings, and perceptions (Cited in Hyland, 2013).

Roeser (2016) asserts that the operational definition of mindfulness relies on mindfulness practices, which is the core of learning mindfulness (Cullen, 2011). She observes that by exercising mindfulness practices one improves skill and habit, and by improving skill and habit one engages in a process directing oneself to changes in behaviours such as fostering well-being or having better results in school.

Bishop et al. (2004) points out that in mindfulness a person gives reaction intentionally, not with an accustomed way, so s/he does not give reaction as soon as s/he apprehends, instead s/he takes a mental pause. In other words, the person is likely to

provide reflection instead of habitual behaviors. For Tremmel (1993), the aim in mindfulness is “to come to know and understand the mind in a direct and immediate way that is not possible simply with analysis or evaluation” (p. 444). In other words, one needs to be open-minded and acknowledge the things the way they are without breaking them down in sections.

Zarei and Mohammadi (2018) expressed the benefits of mindfulness as having more and better bonds with people, being more positive towards others, and fostering well-being both physiologically and emotionally with a lower potential of anxiety. Also, Bishop et al. (2004) points out that the practices of mindfulness are not for getting rid of problems or regulating the feelings, instead for providing a cognitive guidance in case of psychological or emotional unrests.

According to Roeser (2016) pointed out many definitions of mindfulness with different aspects, and brought out five hypotheses in terms of education contexts. He claims that it has not been verified with sufficient research on the topic but the conclusions got from research until now indicate a link between mindfulness and education. Mindfulness also fosters educational contexts by fixing attention, relaxing the mind, promoting well-being of all the parties taking part in, which are initial indications of positive effects of mindfulness in terms of education (Roeser, 2014). Furthermore, “Mindfulness takes into account the student’s inclination to search, to inquire. It considers the student’s ability to be aware, to perceive and conceive” which shows its positive effects on cognitive aspect of education (Cooper & Boyd, 1996: p. 9).

1.5.3.2. Zen Mindfulness

Mindfulness has two aspects in itself; East and West. In their Handbook of Mindfulness, Ie, Ngouman and Langer (2014) give information about the history of mindfulness and its two aspects and they call it “The Eastern and Western camp”. According to the Eastern camp, mindfulness is based on Buddhism and built around meditation practices. Zeilhofer (2020) regards meditation as a way to build up mindfulness. The East camp was pioneered by Jon Kabat-Zinn, who started a very big movement called afterwards as Zen mind or Zen Buddhism and spread throughout the world, affecting so many people that there are now Zen centers in many countries. According to the pioneer of mindfulness, Kabat-Zinn (2003: p.144), it is “the awareness that emerges through paying attention on purpose, in the present moment, and

nonjudgmentally to the unfolding of experience moment by moment”. While Zen mind has been regarded as a technique for providing well-being in Buddhism, new age mindfulness has dealt with promoting awareness and handling cognitive processes (Bishop et al, 2004).

The starting point of research on mindfulness was with Suzuki’s (1934) book *Introduction to Zen Buddhism* which paved the way for meditation into psychology. Brown and Ryan (2003), Bishop et al. (2004) and Woodruff et al. (2014) were on the common ground in terms of benefits of mindfulness for psychology. They went along with the idea that it had positive effects on practitioners’ psychological problems such as depression or anxiety, and it fostered well-being. Mindfulness-Based Stress Reduction (MBSR) by Kabat-Zinn has opened a road for mindfulness into medical science, firstly for the treatment of chronic pain and then has been used for the treatment of psychological, emotional and behavioral problems (Bishop et al., 2004). Mindfulness meditation and cognitive therapy were incorporated into practices of MBSR. Since 1979, MBSR activities have incorporated meditative practices and cognitive therapy for regulating behaviours and for well-being of psychology, which is a 8-week programme (Kabat-Zinn, 2003). MBSR was firstly intended for psychological purposes like anxiety or depression, then has been refashioned for cognitive purposes such as personal development (William et al, 2007). Hyland (2017) hold these MBSR programmes liable for the fast growth of tendency of mindfulness to be dealt with in a wide range of fields and areas. The practices of mindfulness keep the practitioners on the path, make them lively and activate them cognitively (Kabat-Zinn, 1994, cited in Hyland, 2017).

Mindfulness is both a notion and a practice that needs to be processed on (Brown et al., 2007). Although meditation is the most common way of mindfulness practice, one can incorporate mindfulness into everyday activities like walking, eating or basically breathing and thus can learn being more mindful (Dimidjian & Linehan, 2003). In other words mindfulness comprises many other practices as well as meditation and one can accompany doing even the simplest activities in life with mindfulness. Among many various practices, the primary meditation practice is described as the practitioner sits straight and tries to keep his/her attention on his/her breath (Bishop et al., 2004). The aim here is to refrain from being distracted by other thoughts and remain in the moment and adapt this behaviour to the general course of life. Behan (2020) puts forward some other mindfulness practices such as “compassion focused meditation”, “the body scan”,

using chants or mottos or “walking meditation” in which one concentrates just on his/her way of walking (p. 3). Compassion focused meditation is described as awareness for the misery of oneself and the people around, the effort to ease the pain and not to re-experience it, thus to foster the welfare (Dale-Hewitt & Irons, 2015). The body scan is to be conscious of the body parts so that if the person gets distracted s/he could use them to remain in the moment (Behan, 2020). Gethin (2011) instantiates how mindfulness practices, such as focusing on the breath or paying attention to one’s own speech or body, acts like “a gatekeeper guarding a city” in one’s mind to prevent other thoughts, ideas and judgments to occupy the mind. However, MBSR programme practices are not suitable for children and adolescents as they are likely to be nonfigurative, so these practices have been fashioned to be more perceptible for younger practitioners such as practices that need more actions. To illustrate, putting down a teddy bear to sleep focusing on their breath, doing the body scan by using a hula-hoop or hypothetically putting thoughts on a train so as to comprehend being nonjudgemental are examples for making the practices more concrete for younger practitioners (Lyons & DeLange, 2016).

Lyons and DeLange (2016) assert that for learning mindfulness, one does not need to follow a specific set of behaviours since it is a life-long learning method one can incorporate into plenty of areas in life. Following the years MSBR was used for psychological purpose, meditation was also exploited for educational purposes, such as special education practices and classroom practices precisely. During the process of explorations for the gains of mindfulness in terms of education fields, it has been seen that mindfulness is quite adjustable to different educational contexts and is effective to be utilized for educational purposes (Zeilhofer, 2020). To illustrate, there are also some mindfulness-based programmes for students, teachers and parents such as The Association for Mindfulness in Education (AME), Mindfulness in Schools Project (MiSP), Learning to Breathe (L2B), Inner Kids Programme, MindUP, Mindful Schools, and Mindful School (A Private School) (Tonga, 2018, p. 29).

Studies on neuroscience shows that experience can affect the systems in brain positively and in that effect mindfulness may have a role (Hyland, 2017). It is understood that, since brain or mind goes through some changes through the effect of thinking and learning actively, education and mindfulness can be brought together to activate the brain and foster attention (Siegel, 2007; Doidge, 2007; cited in Hyland, 2017) which refers to promoting attention in a more insightful way (Williams et al,

2007). Moreover, Tremmel (1993) draws a conclusion in his study that one both needs to be conscious of things happening in his/her cognitive world and also needs to leave preoccupations behind during teaching or learning processes for being mindful.

Mozzon-McPherson (2019) exemplified some activities and exercises for maintaining mindfulness as examples for mindful based-interventions or approaches, which can be practiced by students themselves or by teacher in a classroom context. To illustrate, “Breathing meditation” could be practiced for promoting attention. “Journal keeping” could be tried out via stream of consciousness for conveying ideas with no judgements. By “Create a ritual”, a specific action, place and time could be chosen for just focusing on oneself and the activity being in the moment (2019, p. 92).

There are many studies searching on how to incorporate mindfulness practices into educational settings and how they affect the practitioners and their learning process. To illustrate, Lillard (2011) correlated mindfulness practices with Montessori’s approaches to the child education, and she found some similarities between them such as being concentrated and focused on the activity, using sensational tools for experiencing, exposing students to simplicity instead of surrounding with plenty of sources, etc. She suggests incorporating Montessori approaches in child education as they are likely to direct children to be mindful. Smallwood, Fishman and Schooler (2007) conducted research on mind-wandering under the effects of mindfulness techniques in terms of education and, their conclusion is that MBSR programmes may foster efficacy in learning as these programmes enable practitioners to be refrain from thoughts from their past or from their personal life.

The efficacy of mindfulness practices at American schools have been put down in a wide framework such as more aware students, decrease in anxiety levels, better classroom atmosphere by Schoeberlein and Sheth (2009) and was also stated as;

Mindfulness and education are beautifully interwoven. Mindfulness is about being present with and to your inner experience as well as your outer environment, including other people. When teachers are fully present, they teach better. When students are fully present, the quality of their learning is better (p. xi).

1.5.3.3. Langerian Mindfulness

The Western camp was pioneered by the researcher Ellen Langer and was also called Langerian Mindfulness in which social psychological approaches are dominant by

giving a little place for mediation. However, Langer (2014) doesn't object to meditation in any way and regards these two camps like "two roads to the same place". While mindfulness described by Langer is distinctive from mindfulness of Zen in some ways, they meet on a common ground in having the similar perspectives on how active and aware mind needs to be, and being open to new ideas and and being flexible in forming (Tremmel, 1993). As the other pioneer of mindfulness, Ellen Langer (2014) defines it as "an active state of mind characterized by novel distinction-drawing that results in being (1) situated in the present; (2) sensitive to context and perspective; and (3) guided (but not governed) by rules and routines" (p. 11).

Around 1980s, Langer started her studies with an extraordinary starting point, *mindlessness* and at the same time she studied on the *illusion of choice*. Mindfulness studies were the results of the studies of choice. After conducting a lot of studies, she wrote the book "The Power of Mindful Learning" which is an influential work for education researchers and for this current research. Langer (1989) described mindfulness as finding out new concepts and new ideas, no matter what the quality of this novelty is. In other words, it is important for an individual not to be bound to the existent concepts or ideas and instead to be on a quest of finding new differences and new divisions, which will provide attention and awareness of the individual in the current situation and time. (1) A greater sensitivity to one's environment, (2) more openness to new information, (3) the creation of new categories for structuring perception, and (4) enhanced awareness of multiple perspectives in problem solving" (Langer & Moldoveanu, 2000, p.2) are some examples for many various consequences of making new distinctions (Moafian et al., 2019). Langer (1997) points out that the more students are led to learn the essentials, the less they are exposed to new ideas and also it is easily teachable for teachers through encouraging students to make distinctions and to find out new ideas different from their existent knowledge. As Fatemi (2020) points out that mindfulness activates our mind and keeps us aware through seeking new distinctions, being open to new and not being trapped in existing knowledge. Furthermore, finding out new ideas is likely to result in having more attention, and more than that enhancing motivation and recollection (Bodner & Langer, 1997). Sherretz (2006), basing her arguments on Langer's and her colleagues' studies (1989, 1995, 1997) draws a conclusion that mindfulness has obvious benefits for students' learning process and needs to be a part of education practices. Moreover, the aim for mindfulness to be included in education is to deal with problems like putting new

practices into existent knowledge, enhancing perception, getting and keeping the interest, creative thinking and learning how to learn (Sherretz, 2006).

In education contexts after involving mindfulness, a new term emerged as mindful learning. It is accepted as an approach for learning which was pioneered by Ellen Langer. In accordance with Langer's mindfulness definition, when learners exploit mindful learning, they are attainable to new ideas and approaches, and have a realization of who they are (Piscayanti, 2018). It is explained by Langer (2000) as; "When we are mindful, we implicitly or explicitly (1) view a situation from several perspectives, (2) see information presented in the situation as novel, (3) attend to the context in which we perceive the information, and eventually (4) create new categories through which this information may be understood." (p.111). Supporting this idea, Cooper and Boyd (1996) regards mindfulness as a promoter of learning as it figures on that learners tend to investigate and explore, and includes their cognitive and attentional skills in the process. With the aim of searching how effective mindful learning is, Piscayanti (2018) conducted a grounded theory research using it as a teaching strategy with a group of students. She came up with a compatible result with Flook et al. (2013) as showing the efficacy of mindful learning on learning outcomes, cognitive skills and ingenuity of learners. Mindful learning has been proven to be among the 21st century skills which drives the students to think creatively, reflectively and critically. Piscayanti's other study with Davenport (2016) shows that Langerian mindfulness points the way for incorporating 21 century skills into learning process such as creative and critical thinking, and collaborative learning. In a study done by Tarracsh (2015) traditional academic settings are recommended to integrate mindful practices which will have successful results for teachers and students.

As a component of mindful learning, reflection has important connections with mindfulness (Wang & Liu, 2016; Cooper and Boyd, 1996). Reflection is a process of regularly reviewing of knowledge and practice in which learners see what they have learnt and to what extent (Loughran, 2002). It comprises of inquiring and exploring information that is likely to promote perception better (Smyth, 1992). In their study, Wang and Liu (2016) made use of reflection journals that both they and students kept for seeing their progress during the process, which made them more aware of their process, helped them learn better and promoted their critical thinking skills. Similarly, in Piscayanti (2021)'s study, the students were also asked to reflect on their own process

keeping self-reflection journals where they put into their creative skills into use and related their learning process.

Langerian mindfulness, also, includes thinking conditionally without being restricted to one viewpoint and emphasizes indistinctness. In that way individuals are likely to see over formulaic mindsets (Moafian et al., 2019; Bercovitz et al., 2017). Langer et al. (1989) exemplifies conditional learning with an experiment on learners by presenting both in a conditional way and in a widely used way. The experiment shows that they handled the procedure more successfully and in a more creative way when they were told there were many ways to complete the task, not just one way. In another experiment Langer et al. (1989) discovered that presenting information in a fixed way without making room for different options hindered learners to use the acquired knowledge in new contexts.

Hyland (2017) elaborates how mindfulness practice works with an example of driving a car. Driving a car needs to involve our primary faculties related with the road and the car like being careful about how fast we are, but not our secondary faculties related with our daily life like the things happened at work that day. In other words, you focus on nothing but driving alone. He defines mind's being busy by secondary facilities as being in the autopilot, which is used by Langer (2016) as "being on automatic pilot" meaning to be mindless in her book *The Power of Mindfulness* (p. 3). Langer (2000) explains mindfulness basically by mindlessness as being like a machine directed with the feelings based on our previous actions. Moreover, she adds that being mindless is like being trapped by limited and strict ways of thinking without resorting to possible different options. Fatemi and Langer (2018) asserts that mindlessness limits learners in such a single path to follow that it is not likely for them to look for alternatives and to find out strength to turn over a new leaf.

"Practicing mindfulness enhances mental and physical health, creativity, and contextual learning" is a statement deduced from studies done on mindfulness so far according to Yeganeh and Kolb (2009). They study experiential mindful learning and its efficacy and their discovery is that when mindfulness and experiential learning are put to use arm in arm, it becomes a potent way of qualifying adult learning. They put forward two kinds of mindfulness as meditative mindfulness which is theoretically Zen mindfulness and socio-cognitive mindfulness which can be accepted as Langerian mindfulness or mindful learning. While one goes through an inner process of being aware and in the current moment in meditative mindfulness, in socio-cognitive

mindfulness one deals with process related to cognition. After conducting researches on both kinds, they came up with a manifold definition as;

Mindfulness is a state in which an individual:

- 1. focuses on present and direct experience*
- 2. is intentionally aware and attentive*
- 3. accepts life as an emergent process of change* (Yeganeh & Kolb, 2009, p.14).

For the current study, mindfulness will be defined integrating both Zen and Langerian mindfulness. Therefore, the definition of a mindful learner implicates (1) paying attention on the current moment with awareness (2) being nonjudgmental, (3) making distinctions between the existed knowledge and the new knowledge, (4) being open to novelty and diversity (5) being reflective and creative.

1.5.3.4. Mindfulness and Language Learning

There is a bond between psychology and language learning since nineteenth century as researchers of language made use of ideas and propositions from psychology for fostering language learning process (Moafian et al., 2019). Since the implementation of mindfulness in educational settings and Ellen Langer's mindfulness approach to learning as mindful learning, there have been some attempts to bring mindfulness and language learning together as well. However, As Zarei and Mohammadi (2018) and Khany and Kafshgar (2013) point out, there has been a rare tendency for researchers to study mindfulness in English language learning field. Additionally, Moafian et al. (2019) asserts that language learning field has not dealt with Langerian mindfulness intensely yet in spite of the number of studies conducted on the concept so far. They are in favor of more studies being done for the improvement of language learning field.

Bringing Langerian mindfulness and language learning together to investigate a possible link, Moafian et al. (2019) discussed four components of Langerian mindfulness; novelty seeking, novelty producing, engagement and flexibility. As language learning process inholds many novelties like new forms of language, new ideas, new vocabulary and new habits, facing them in an open-minded and welcoming way is an important feature for learners. Secondly, being involved actively in the process is likely to enhance their learning. Novelty producing has a direct effect on speaking and writing skills of learners as they are required to use the language actively.

The last but not the least component is flexibility as it has three aspects. Through learning how to be flexible, learners will probably adapt to the differences brought by the second language, they will open their doors to new and different viewpoints and they will be open to reflect on their learning. Despite being still nonempirical, they assert that language learning have parallels with mindfulness and they are required to be investigated (Moafian et al., 2019).

Having noticed the lack of studies dealing with mindfulness in the framework of learning how to speak English in an unanxious and better way, Charoensukmongkol (2016) designed a study to investigate Thai students' presentations and speaking lessons publicly in English in terms of their anxiety level and its relation with mindfulness using scales and grades got at the presentations. The study showed that the more the learners were mindful, the less they felt anxious and in harmony with the former studies it was seen that mindful learners fulfilled their performance better and overcame their anxiety easier. From the same point of view but with a different method, an experimental study was carried out on university level of students to see the effect of meditation on students' anxiety and learning English vocabulary skill by Önem (2015). She used meditation and aromatherapy to alleviate the anxiety level of students before each vocabulary teaching session, which were examples for mindfulness practices. In the study, pre tests were conducted on two groups to see their anxiety level and vocabulary knowledge. After teaching some vocabulary, students were conducted posttests to examine the effect of meditation session given to experiment group. The result revealed that mindfulness had a direct effect on learning vocabulary better and lowering the anxiety. A remarkable deduction from this study was that a simple technique with the participation of students had effective results for language learning.

Tuyan and Kabadayı (2018) outline that while mindfulness can be presented to students in language classes as direct mindfulness practices like teaching students to make use of technology mindfully or engaging them in collaborative writing activities, they also could be trained to think mindfully through making distinctions, being able to transfer the knowledge to new contexts, readiness to new and different ideas. The researchers themselves make use of both ways for fostering mindfulness in their classrooms. To illustrate, they use some basic mindfulness practices like breathing or body movements at the beginning of the lessons, and also they get their students reflect on their feelings concerning the given topics as a mindfulness intervention. At the end, they notice encouraging changes in students' behaviours.

During the language learning process, it is seen that language learners have an awareness to determine on their learning strategies based on how they learn (Khany and Kafshgar, 2013; Oxford, 2003) which is likely to be a sign of a direct relationship between language learning strategies and mindfulness. One of the rare examples for studies on mindfulness and language learning is by Wang and Liu (2016) who studied the effects of mindfulness strategies on language learning and language learners. They underscore that learners who are aware of their learning process, and can perceive and conceive throughout their learning are defined as mindful learners. “The strategies we incorporated in class included graphic organizers (Campbell, 2009; Cooper & Boyd, 1996), word definition diagram (Campbell, 2009), improving questioning skills, using mindful assessments (Cooper & Boyd, 1996), cooperative learning (Brady, 2004, 2007, 2008), and mindful writing (Boice, 1994). We integrated all the strategies along with guided meditation (Brady, 2004).” (p. 145). That is to say, they integrated both Zen and Langerian mindfulness approach into their teaching and got very promising results for both mindfulness and language learning field. Their students were more autonomous, more collaborative, more aware, more eager and more reflective at the end of the process.

Along with sample activities for education in general, Mozzon-McPherson (2019) also exemplifies some mindfulness practices that can be integrated into language learning process. These are mostly to prepare students for learning and to get their attention at the beginning of the lessons. For instance; “Loud/silent and tandem reading exercise (empathising, questioning, confronting)” could be put into practice for engaging in the learning environment as oneself. “Breathing or body scan meditation (attending)” could be practiced at the beginning of the lesson or in stressful times during the lesson for alleviating stress and promoting concentration and awareness. With “OND exercise: Observe, Notice, Describe (attending, restating, paraphrasing, confronting)” “the students could be engaged mentally and emotionally with attention and awareness (p. 92).

Mindfulness has been found out to have positive effects on learning process such as transferring knowledge to new contexts, being more perceptive, being more attentive, being more creative and ready for being autonomous (Sherretz, 2006; Langer, 1989, 1995, 1997). These positive effects are likely to affect the language learning process as well when they are integrated (Moafian et al., 2019). To illustrate, mindfulness has been shown to create an effective language learning atmosphere with creative, collaborative,

reflective and engaged learners (Davenport & Pagnini, 2016; Piscayanti, 2018; Wang & Liu, 2016). Additionally, Piscayanti (2018) conducted a study on the use of mindful learning in professional development of English teachers and found out that it affected learning achievement, student's creativity and critical thinking skills positively.

Another study based on mindful learning by Houston and Turner (2007) investigated pedagogically second language acquisition, specifically Communicative Language Teaching. They discovered CLT was in line with mindfulness in some ways and "Communicative Language Teaching is a mindful approach to language instruction" (p.141). It can be inferred that while teachers advocate their learners to be using the language actively in a meaningful learning atmosphere as a part of CLT, they also pave way for their learners to be mindful as they are active, open to the new forms and contextualize new information.

Palanac (2019) exemplifies the relationship between language learning and mindfulness with vocabulary learning. She explains mindfulness with mindlessness stating that mindless learners may have problems in applying a word that they have learnt in new or different contexts. This is mostly because they have problems in adjusting themselves in new situations (Langer & Piper, 1987).

Zarei and Mohammadi (2018) investigated the relationship between three concepts; mindfulness, speaking anxiety and willingness to communicate. Their study showed parallelism with Kabat-Zinn's (1991, 2011) conclusion he got from his studies as with Mindfulness-Based Stress Reduction (MBSR) practitioners had less anxiety than before, which shows that there is relationship between mindfulness and speaking anxiety. However, it turned out that there was not a link between mindfulness and willingness to communicate. In other words, when teachers want to urge their students for participating in speaking activities, mindfulness may not be an effective way for it. In a recent study by Koçali (2020) conducted to explore the relationship between mindfulness and foreign language anxiety, it was found out that to overcome foreign language anxiety, mindfulness could be utilized since it turned out to be an effective method. Also, since Kabat-Zinn asserted that mindfulness was a learnable skill (1990), it was concluded that it was better to include it in school programs as well as other skills.

With a quasi-experimental study conducted on the effects of mindfulness in English language classrooms, Zeilhofer (2020) draws a conclusion that mindfulness is likely to yield better results in language learning as its practices bring forth awareness in

learners. Moreover, it is possible to include meditation in ways for promoting self-regulation and hence learner autonomy. All in all, she proposes some circular links between mindfulness, self-regulation, motivation, autonomy, language learning and academic success, which are likely to foster language learning process highly.

1.5.3.5. Studies on Mindfulness

Ergas (2019) points out at a fast growth in the number of studies on mindfulness and puts it on figure as 447 studies just between the dates 2002-2017. Recent statistics by American Mindfulness Research Association show that the number of yearly issuing of studies have gone from 5 to 842 and the number of researches conducted has been 243.000 (Fatemi, 2020). These studies have different implications like the importance of exploiting more researches, paying attention to its role in education or the influence of education field on the concept, which are some examples to state among the wide range of its practices and aims. Hyland (2017) also draws attention to the fast growth of the field by exemplifying it through internet entries of mindfulness which is about 18 million. the *Mindfulness in Education Network* (<http://www.mindfuled.org/>) is a resource for learning many things and the practices of mindfulness thoroughly, which depicts the benefit of mindfulness as “Our experience tells us that; mindfulness fosters concentration, understanding, learning, peace, happiness and well being.”

In the literature, it has been found out that the studies about mindfulness on education have mostly results related to emotional and psychological conditions of learners (Mendelson et al., 2010; Sibinga et al., 2013; Costello & Lawler, 2014;) which are mostly about decrease in stress level, enhancing well-being and decrease in depression.

Saputra et al. (2020) conducted a study investigating the relationship between mindfulness and writing competency. They found out that learners who exploited mindfulness in their writing process had better results in understanding and implementing them in writing as well as raising their awareness towards learning process in general.

A descriptive study was carried out by Yazıcı (2020) in a state university with the aim of examining the relationship between consciousness, that is mindfulness, and ruminative thinking. His findings revealed that the lower the ruminative thinking means

were, the higher their mindfulness levels were, which showed a positive correlation between two concepts.

With the aim of investigating the relationship between mindfulness, multiculturalism, and learner centeredness, Thornton and McEntee (1995) found that they were bound to each other. Moreover, when they move in concert with, they enhance the rapport between learners, teacher and the content and moderate classroom atmosphere.

Although it is generally known in the literature that Zen mindfulness has been found to have a relationship with well-being and psychological problems, Pagnini et al. (2018), for the first time, studied the relationship between Langerian Mindfulness and well-being in their research. It turns out that there is a positive relation between Langerian mindfulness and well-being. Another important implication of this study was that as mindfulness is easily learnable through mental activities and is also adaptable to various situations, it can be utilized for medical or social problems. Another study linking Langerian mindfulness with a psychology concept, Confucianism, compares their views on mindfulness (Tan, 2020). She puts forward that Confucius' mindsets about mindfulness bring all aspects of mindfulness together as cognition, emotion, ethics and human relations, so Confucius' ideas gain the upper hand over Langer's ideas.

The first study conducted in Turkey on mindfulness was to investigate the relationship between university students' self-compassion levels with mindfulness, personality traits and demographic Variables (Özyeşil, 2011). It revealed that there was a correlation between self-compassion and mindfulness, and this could probably have important contributions to students' life as a whole.

Baer et al. (2006) presented mindfulness as a learning model having five characteristics. In this model, learners are required to be observer of and to distinguish the things happening around them and as a result they need to behave accordingly. They need to encounter their experiences without any judgement and without being responsive. Lastly, they are expected to be expressing themselves well.

To examine the effect of an online mindfulness training on teachers' well-being and motivation, Şimşir (2019) carried out a comparative study on two groups of teachers. On the condition that there wouldn't be any change on variables, it was found out that the teachers who got the training turned out to be more eager, enthusiastic, influential and motivated. Thus, Şimşir (2019) suggested learning mindfulness for both teachers and learners in all levels of education.

1.5.4. Studies on the relationship between Mindfulness and Learner Autonomy

In the literature, there is not a study directly exploring the relationship between these concepts. One of the few examples is by Brown and Ryan (2003) which investigates Mindful Attention and Awareness Scale (MAAS) in terms of well-being and self-regulation. Their results showed that mindfulness had effects on regulating behaviors and directing towards autonomy.

Mindful learning puts the learners into the center of learning utilizing novelty seeking and learning how to be aware (Wang & Liu, 2016). Learners construct their own learning with their own experiences and collaboration with others having pleasure while learning in mindful learning (Davenport & Pagnini, 2016; Noone et al., 2016). Dealing with new distinctions and being in the moment, in other words being mindful, it is more likely to be able to gain control over one's preferences and to be one's own decision-maker (Fatemi, 2020). Mindful people are likely to be more creative, more self-ordained, fighting more with hardships and more self-improving (Fatemi et al., 2016).

In a study conducted to find out the perceptions of teachers in terms of learner autonomy and how they fostered it, a teacher shared his/her perception of learner autonomy as *“Autonomous learning is important on the grounds that it assists learners with getting more mindful of their learning issues.”* (Mansooji et al., 2022). While studying with burnout of the staff in a nursing house Langer (1989) found out that when the staff took control more, they were more into problem-solving and this resulted in being more mindful. Ritchhart and Perkins (2000) pointed out that mindfulness had a bigger capacity than had been thought such as the ability to use an existing skill or knowledge in new situations, having a better insight, being more engaged and eager, critical thinking and fostering self-directed learning. Although not studied together before explicitly, these ideas implied that there might be a relationship between mindfulness and learner autonomy, which made way for this study.

1.5.5. Emergency Remote Teaching

Due to the breakout of Covid-19, starting from March 2020 and lasting for about two years, a process of lockdown was gone through all around the world. This lockdown necessitated education to be proceeded online instead of face-to-face and brought out a new term Emergency Remote Teaching (ERT) which is defined as “a temporary shift of

instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges et al., 2020). With this method, it is aimed to maintain teaching process through a practical and applicable system instead of improving the current education system in the event of any extraordinary situation (Hodges et al., 2020). ERT is preferred instead of online or distance education as with ERT the situation is unexpected and not planned, so this is just a last-minute solution for the problem (Donham et al., 2022).

In Turkey, starting from March 2020, together with other countries in the world, all universities carried out the teaching process through online learning management systems exploiting emergency remote teaching. In the context of this study, courses were carried out via a system called Blackboard which was used by the whole university. All teachers and students could sign in and follow the courses and materials using this system. The courses were all live and attendance was compulsory like face-to-face education process, with an allowance of %20 absence of the year. Learners could follow the course books via iTools and attend the courses visually and vocally. As being distant from the school, announcements related to the courses and the learning process were provided using Whatsapp groups by teachers of each class. Furthermore, this way of communication also served for the rapport between students and teachers even a little which was a lack because of emergency remote teaching conditions.

For the past two years, there have been many studies conducted on ERT, mostly about how it was perceived by students and teachers and effects of it on students and teachers. To illustrate, Çınar and Bavlı (2022) carried out a research to learn about the views of secondary school students on ERT. Their main finding was about psychological impacts, particularly the increased anxiety level, among students due to Covid 19 conditions, which affected adversely English learning process. They suggested generating a new English curriculum, putting more emphasis on productive skills.

Donham et al. (2022) conducted a study to learn supports and barriers of ERT for teachers and students at university level with the aim of getting insight for future implementations. They revealed that the students thought there were more barriers of ERT than support for them such as problems related to technology, virtual classroom environment and students’ feelings.

Zagkos et al. (2022) pointed out the inequality result of ERT for students in Greek Universities. They revealed that ERT caused more educational inequality among

students than already existed due to the unsettled pandemic atmosphere. Moreover, they concluded that pandemic conditions caused concerns about future career among students.

In an atmosphere where there is a virtual teacher, many distractions caused by being at home, an obligation of carrying out the learning process mostly by themselves, learner autonomy and mindfulness are among the first two concepts that spring to mind to be exploited and studied in this learning process.



CHAPTER II

2. METHODOLOGY

2.1. Introduction

This chapter contains the process of data gathering and analysis in detail, which are respectively the research design, participants and context, instruments, data collection, data analysis and reliability.

2.2. Research Design

The aim of this study is to explore the relationship between mindfulness and autonomy levels of students in EFL context. Besides that, it is aimed to find out perceptions of the students in terms of mindfulness and learner autonomy in the framework of this study. Incorporating a mixed method of qualitative and quantitative methods, this study aimed to reach to a more reliable and successful result as pointed out by Creswell (2018) that this method gives a clearer picture to find the answers to research questions and to overcome possible problems during the research. Dörnyei (2007) stated that the first experiences of incorporating multiple data collecting in research were put into practice after 1900s, but the actual progress put on the record around 1970s through the term “triangulation” which meant bringing data tools together for analyzing the same concept in social sciences. To stress the importance of mixed method, Strauss and Corbin (1998; p.34) stated; “The qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving, process with each method contributing to the theory in ways that only each can.”

2.3. Participants and Context

This study was carried out at a state university in Elazığ, Turkey in the spring term of 2020-2021 academic year. At Firat University, students of English Language Teaching and English Language and Literature Department, and Software Engineering International Joint Degree Program are obliged to attend English preparatory classes for one year in the event that they fail to get at least 70 out of 100 in the exemption exam done at the beginning of the academic year. The ones who fail in the exam start

attending courses at the level of A2 and finish the year at B1+ level. In addition, the School of Foreign Languages accept volunteer students from Engineering Faculty without conducting any exam. Students are divided in two groups as Compulsory group of students including the students of English Language classes and Software Engineering classes and Non-compulsory group of students including volunteer Engineering Faculty students. That is to say, the participants of this study were comprised of students from students of English Language Teaching, English Language and Literature Department, Software Engineering International Joint Degree Program and Engineering Faculty.

Due to emergency remote teaching and pandemic conditions, all students were required to attend the courses online, however all registered students could not or somehow did not attend the courses. Thus, for the data gathering, out of 226 students 155 students (Table 1) were reached and were included in the study voluntarily. As the aim was to reach a reliable and successful result as much as possible and also to find out all students' perceptions, a specific sampling method was not utilized. Lastly, the instruments conducted on the students were all in Turkish so as to prevent any misunderstanding since they were conducted during the spring term and the participants were mostly at the beginning of B1 level.

Table 1
Demographic Information of the Participants

Female	74
Male	81
Age 18-20	124
Age 21-25	27
Age 26-45	4
Total Number	155

2.4. Instruments

To find answers for the research questions of the study, both quantitative and qualitative data gathering methods were used.

2.4.1. Autonomy Perception Scale

This scale was adapted by İsmail Demirtaş (2010) via utilizing a scale developed by Figura and Jarvis (2007). Demirtaş (2010) followed a four-step process for developing the scale; review of literature and experts, constitution of an item pool, having experts' opinion and preparing for piloting, and piloting and putting the scale into final form. To test the validity of the scale, KMO and Bartlett tests and exploratory factor analysis were conducted. As a result, 30 items out of 37 were chosen and it was found that the scale had a single factorial model. After all, the scale was found to have a high level of validity and reliability. It is formed on a five-point Likert scale. The mean of scale results gives the autonomy level of the participants, that is to say, the higher the mean is, the higher the autonomy level is.

2.4.2. Mindful Attention Awareness Scale

The scale was developed by Kirk Warren Brown and Richard M. Ryan (2003). It was “designed to assess a core characteristic of dispositional mindfulness, namely, open or receptive awareness of and attention to what is taking place in the present.” (Brown & Ryan, 2003, p.1.). It was conducted and validated with college, community and cancer patient samples by Brown and Ryan. It consists of 15 items and the results are calculated by a mean of these 15 items. The questionnaire is formed on a six-point Likert scale. The results show the level of mindfulness of the sample, that is to say the higher the result is, the higher the level of mindfulness is.

To provide the reliability and validity of the results, it was deemed suitable to choose a Turkish version of the scale. Özyeşil, Kesici, Deniz and Arslan (2011) had the scale translated into Turkish by expert translators and then tested both versions on learners for language equivalence. They concluded that Turkish version was valid and reliable and, it had a single factorial model (Tuncer, 2017).

2.4.3. Semi-Structured Interview

Conducting interviews is the most frequently used instrument for collecting qualitative research data (Dörnyei, 2007). Adams (2015) asserts that semi-structured interviews need to be resorted to in the event that the researcher needs to learn the topic in-depth by using open-ended questions and wants to learn the ideas of the samples individually. These interviews are likely to be complementary and to provide an insight

in mixed- method research design. In addition, using interview as a data collecting tool enables one to reach information in an agreeable and appropriate way, to use this information in numerous ways and, to provide more comprehensive data (Dörnyei, 2007).

For interviews, the scales which were administered to the students were reviewed and ten questions were prepared. Their intelligibility and feasibility were checked by three experts comparing the questions to the scales. The participants were chosen via convenience sampling. They were nine students; five from Engineering Faculty and four from English Language Departments. Four of them were females and five of them were males.

As a result of pandemic and emergency remote teaching conditions, students were attending courses online and the interviews had to be conducted online via Zoom application. They attended the interviews voluntarily and they stated their consent to attend the interviews and to be audio recorded verbally. To provide reliability of the research they were asked the questions in Turkish. The interviewing process lasted for 20-25 minutes in average for each person. The audio recordings were filed for transcription afterwards.

2.5. Ethical Procedures and Data Collection

In advance of conducting the data collection process, it is essential to obtain required permissions from the institutions with which the researcher is affiliated and in which the research will take place. Firstly, Çağ University's Research Ethics Committee was applied to commence the process and was informed about the study, its content, the data collection tools and the process. After getting the Committee's approval, the document was presented to the Rectorate of Fırat University for getting their approval this time. Both the approvals of Rectorate and the School of Foreign Languages were obtained to conduct the scales on the students. Due to emergency remote teaching process, the scales were formed as a Google Form document.

Having obtained the approvals, the link to the scales was shared with the lecturers of the School of Foreign Languages for them to share it with their students. As stated at the beginning of the scales form, the attendance to the scales was voluntary and the information given and the names of students would be kept in confidence. The scales were conducted at the beginning of May and the interviews were done in June, after the

second term finished. The Zoom meeting time was discussed and decided together with each student after getting their consent to attend the interview verbally.

2.6. Data Analysis

Firstly, the answers of the students to the scales on Google Form were obtained as an excel document and then the data were transferred to the The Statistical Package for Social Sciences (SPSS) programme. Based on the data, descriptive analysis, independent t-test, and correlational statistics were conducted. To answer the first and second research questions of the study, descriptive analysis was conducted through looking at the mean, the frequencies and percentages of the data. For answering the third research question, which is to see whether there is a statistically significant difference between genders regarding mindfulness and learner autonomy, independent t-tests were utilized. Finally, to answer the last research question of the study, namely to explore the relationship between learner autonomy and mindfulness, correlational statistics were put into practice. Correlational analysis was used as it is for analyzing whether there is a relationship between two or more variables and also for identifying the direction and intensity of this relationship. Having analyzed the data, the results were found to have a normal distribution.

For the qualitative aspect of the analysis, all semi-structured interviews were transcribed and filed as a document respectively. Each file was reviewed and some codes and categories were determined using content analysis method which is defined as “*A detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases.*” (Leedy & Ormrod, 2001, p.155). Under the categories, the answers of the participants were brought together, which constituted of the perceptions of the participants in terms of the concepts, and analyzed.

2.7. Reliability

For the reliability and validity of the results, as mentioned before, the scales and interviews were all conducted in Turkish. For the Autonomy Perception Scale, being developed out of an item pool, the scale went through a long process consisting of getting expert opinions, exploratory factor analysis and piloting. Cronbach Alfa

reliability co-efficient was calculated to test the reliability of the scale and found out as .89 (Demirtaş, 2010) which was sufficient enough for a scale to be accepted as reliable.

For the Mindful Attention and Awareness Scale, Brown and Ryan (2003) found out that it had internal consistency reliability via test-retest method conducted on the same participants in one month process and Cronbach Alfa reliability coefficient was found out to be .82.

Özyeşil, Kesici, Deniz and Arslan (2011) conducted both Turkish and English versions of the scale on two groups respectively having time gaps between each conduct and they found high level of positive correlations. After their analyses, they concluded that the scale had high internal consistency reliability (Tuncer, 2017) and for the Turkish version Cronbach Alfa reliability coefficient was found out to be .80. Tuncer (2017) also used the scale and found out that it had a high level of reliability following her data analysis in her study.

CHAPTER III

3. FINDINGS

3.1. Introduction

Based on the research questions that directed the current study, this chapter aims to present the analysis of the data gathered both qualitatively and quantitatively. The data were gathered via two scales; Mindful Attention and Awareness Scale and Autonomy Perception Scale, accompanied with semi-structured interviews. With the gathered data, it was aimed to explore the relationship between learner autonomy and mindfulness concepts, to examine the perceptions of students in terms of learner autonomy and mindfulness, and lastly to find out whether females and males differ in terms of mindfulness and learner autonomy.

3.2. Research Question 1: What are the perceptions of students in terms of learner autonomy in learning English process?

Autonomy Perception Scale was analyzed using SPSS programme and descriptive statistics of the scale were presented firstly with an overall statistics, next with the mean scores of individual students and lastly, with the frequencies and percentages for each item in the scale.

Table 2

Descriptive Statistics of Overall Autonomy Perception Scale

	N	Mean	SD	Min	Max
Learner Autonomy	155	3.22	.58	1.16	4.59

Table 2 shows the overall statistics of Autonomy Perception Scale for Learner Autonomy. The mean value is 3.22 (SD= .58) with the lowest value being 1.00 and the highest value being 5.00 (Demirtaş, 2010). This statistic depicts that participants employ some autonomous behaviours, but not in an adequate and effective way.

Table 3

Autonomy Perception Mean Scores of Individual Students

Ranges	Frequency	Percent
Students between 0-1.49	1	0.6
Students between 1.50-2.49	12	7.7
Students between 2.50-3.49	96	61.9
Students between 3.50-4.49	43	27.7
Students between 4.50-5.00	3	1.9
Total	155	100.0

Table 3 shows the mean scores of individual students according to the criteria for evaluation the scale by Demirtaş (2010), in which the means were categorized into five ranges. Firstly, the mean range between 0-1.49 was qualified as the activity did not take place and the mean range between 1.50-2.49 was qualified as the activity was not performed willingly. The mean range between 2.50-3.49 was evaluated to be implemented inadequately, while the mean range between 3.50-4.49 was qualified as to be conducted adequately. Means 4.50 and above were qualified to be done effectively. According to the findings, most of the students in this study employed autonomous behaviours inadequately as the mean scores of 96 students ranged between 2.50-3.49. While 43 students showed autonomous behaviours adequately, only 3 students could be accepted as effectively autonomous students. Therefore, as the majority of the students were qualified as inadequate based on the criteria, it can be concluded that learners who took part in this study had a low level of autonomy.

Table 4

Descriptive Statistics of Autonomy Perception Scale in detail

Items		NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	M	SD
1.I plan my English learning process.	<i>f</i>	8	22	57	49	17	3.28	1.01
	%	5.2	14.3	37.2	32	11.1		
2.I plan my time while learning English.	<i>f</i>	14	37	59	27	16	2.95	1.08
	%	9.1	24.1	38.5	17.6	10.4		
3.I identify my aims and targets in English learning.	<i>f</i>	3	17	27	63	42	3.81	1.02
	%	1.9	11.1	17.7	41.4	27.6		
4.I look for better ways to learn English.	<i>f</i>	5	7	33	62	44	3.89	.98
	%	3.3	4.6	21.8	41	29.1		
5.I try to find tools and materials that well matches with my level in order to better learn English.	<i>f</i>	2	15	40	55	39	3.77	.98
	%	1.3	9.9	26.4	36.4	25.8		
6. I try to practice English with my friends and teachers.	<i>f</i>	6	21	59	48	19	3.33	.99
	%	3.9	13.7	38.5	31.3	12.4		
7. I exchange ideas with my friends and/or teachers on how to learn English.	<i>f</i>	8	36	55	42	12	3.08	1.01
	%	5.2	23.5	35.9	27.4	7.8		
8. I try to seek help from my friends and/or teachers when I learn unfamiliar subjects.	<i>f</i>	5	16	34	66	31	3.66	1.01
	%	3.2	10.5	22.3	43.4	20.3		
9.At the end of a learning activity, I give feedback to my friends and teachers on how well I have learnt.	<i>f</i>	21	61	47	20	5	2.51	.98
	%	13.6	39.6	30	12.9	3.2		
10.At the end of a learning activity, I ask my friends and teachers for feedback on how well I have learnt.	<i>f</i>	33	51	42	22	5	2.44	1.07
	%	21.5	33.3	27.4	14.3	3.2		
11. At the end of a learning activity, I make comments on how well my friends have learnt .	<i>f</i>	32	29	52	31	10	2.72	1.18
	%	20.7	18.8	33.7	20.1	6.4		

12. I write down either my comments or the comments made by others about my learning activity.	<i>f</i>	51	37	42	16	7	2.30	1.17
	%	33.3	24.1	27.4	10.4	4.5		
13. I listen to English broadcasting in radio, internet, etc.	<i>f</i>	8	14	51	51	28	3.51	1.05
	%	5.2	9.2	33.5	33.5	18.4		
14. While listening to English, I focus on certain key words.	<i>f</i>	3	14	42	65	18	3.43	1.08
	%	2.1	9.8	29.5	45.7	12.6		
15. If possible, I listen to the same English listening material a few times in order to increase my understanding of it.	<i>f</i>	5	16	33	50	39	3.56	1.23
	%	3.5	11.1	23	34.9	27.2		
16. I try to understand English song lyrics while listening to them.	<i>f</i>	4	22	36	42	38	3.48	1.25
	%	2.8	15.4	25.3	29.5	26.7		
17. I take notes of new words, word groups, idioms and structures while listening	<i>f</i>	11	27	47	32	27	3.14	1.27
	%	7.6	18.7	32.6	22.2	18.7		
18. I try to use every opportunity to utter each new word or structure that I have heard.	<i>f</i>	3	36	56	33	15	3.05	1.07
	%	2.1	25.1	39.1	23	10.4		
19. I try to use every opportunity to write down each new word or structure that I have heard.	<i>f</i>	10	41	52	36	14	3.01	1.06
	%	6.5	26.8	33.9	23.5	9.1		
20. I pay attention to images while watching a TV programme or movie in English in order to better grasp it.	<i>f</i>	2	8	34	77	32	3.82	.87
	%	1.3	5.2	22.2	50.3	20.9		
21. I take notes of new words, word groups, idioms and structures while watching.	<i>f</i>	13	27	61	29	24	3.16	1.15
	%	8.4	17.5	39.6	18.8	15.5		
22. I try to use every opportunity to utter each new word or structure that I have come across, while watching.	<i>f</i>	2	32	67	37	15	3.19	.92
	%	1.3	20.9	43.7	24.1	9.8		
23. I try to use every opportunity to write down each new word or structure that I have heard while watching.	<i>f</i>	7	41	58	34	14	3.03	1.00
	%	4.5	26.6	37.6	22	9		
24. I read books, periodicals, internet etc. in English.	<i>f</i>	19	18	62	44	10	3.04	1.07
	%	12.4	11.7	40.5	28.7	6.5		

25. Before starting to read, I first try to make predictions about the topic, by looking at the titles and pictures.	<i>f</i>	1	23	38	53	18	3.18	1.21
	%	0.7	17.2	28.5	39.8	13.5		
26. I try to guess the meaning of unfamiliar words in the text without resorting to the	<i>f</i>	3	25	42	43	21	3.10	1.24
	%	2.2	18.6	31.3	32	15.6		
27. I take note of new words, word groups, idioms and structures, while reading.	<i>f</i>	6	24	48	33	24	3.05	1.28
	%	4.4	17.7	35.5	24.4	17.7		
28. In order to promote my vocabulary knowledge, I regularly go through the text that I have read before.	<i>f</i>	18	49	41	19	6	2.40	1.09
	%	13.5	36.8	30.8	14.2	4.5		
29. I try to make use of every opportunity to involve a new word or structure in speech, which I came across while reading.	<i>f</i>	1	31	55	38	9	2.89	1.08
	%	0.7	23.1	41	28.3	6.7		
30. I try to make use of every opportunity to involve new words and structures in writing, which I came across while reading.	<i>f</i>	7	45	41	32	8	2.66	1.12
	%	5.2	33.8	30.8	24	6		

Table 4 shows the detailed statistics of participants in Autonomy Perception Scale with the frequency and the percentage of answers given to each item. There is also a mean and the standard deviation value for each item. The lowest value (M=2.30) is for item 12 “*I write down either my comments or the comments made by others about my learning*” which may imply that they did not employ reflection or self-evaluation on their learning process adequately. Moreover, the other lower values are for item 9 (M=2.51) and item 10 (M=2.44), which are also about giving and receiving feedback and it is inferred that they did not evaluate themselves and also did not ask for feedback for their activities sufficiently. This may indicate that learners were not in favor of cooperative learning and did not try hard to learn from others. The second lowest mean value (M=2.40) is for item 28. “*In order to promote my vocabulary knowledge, I regularly go through the text that I have read before*” which may indicate learners’ lack of systematic studying for revision and also lack of reading habits.

On the other hand, the higher valued items are 3 “*I identify my aims and targets in English learning.*” (M=3.81) and 4 “*I look for better ways to learn English.*” (M=3.89), which may indicate that they were better at setting off their learning journey with an

aim and at searching for improving themselves. Also, this finding may imply that they were in favor of self-learning rather than cooperative learning.

3.3. Research Question 2: How mindful are the students in learning English?

Mindful Attention and Awareness Scale was analyzed using SPSS programme and the analysis was presented first as descriptive statistics of the overall scale and then as descriptive statistics for each item with the frequencies and percentages.

Table 5

Descriptive Statistics of Overall Mindful Attention and Awareness Scale

	N	Mean	SD	Min	Max
Mindfulness	155	3.74	.75	1.73	5.53

In the scoring of the Mindful Attention and Awareness Scale, it is stated that the scores of the scale are between 1 and 6, with 1 being the lowest and 6 being the highest (Carlson & Brown, 2005). Table 4 shows that the students in this study had a moderate level of mindfulness with a mean value 3.74 (SD= .75). In other words, they did not perform mindfulness sufficiently.

Table 6

Descriptive Statistics for Mindful Attention and Awareness Scale in detail

Items		Almost Always	Very Frequently	Somewhat Frequently	Somewhat Infrequently	Very Infrequently	Almost Never	M	S D
1. I could be experiencing some emotion and not be conscious of it until some time later.	<i>f</i>	13	35	65	25	9	5	3.0	.0
	<i>%</i>	8.5	23	42.7	16.4	5.9	3.2	1	9
2. I break or spill things because of carelessness, not paying attention, or thinking of something else.	<i>f</i>	2	12	29	21	41	45	4.5	.1
	<i>%</i>	1.3	8	19.3	14	27.3	30	1	1
3. I find it difficult to stay focused on what's happening in the present.	<i>f</i>	8	20	54	36	21	11	3.5	.1
	<i>%</i>	5.3	13.3	36	24	14	7.3	6	0

8. I rush through activities without being really attentive to them.									
	<i>f</i>	4	18	31	36	41	22		
								4.0	.1
	%	2.6	11.8	20.3	23.6	26.9	14.4	8	0
9. I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.									
	<i>f</i>	13	29	29	36	26	18		
								3.6	.1
	%	8.6	19.2	19.2	23.8	17.2	11.9	1	2
10. I do jobs or tasks automatically, without being aware of what I'm doing.									
	<i>f</i>	5	13	38	36	36	22		
								4.0	.1
	%	3.3	8.6	25.3	24	24	14.6	5	0
11. I find myself listening to someone with one ear, doing something else at the same time.									
	<i>f</i>	12	40	45	22	21	13		
								3.2	.1
	%	7.8	26.1	29.4	14.3	13.7	8.5	7	1

12. I drive places on 'automatic pilot' and then wonder why I went there.	<i>f</i>	1	14	24	20	23	68	4.7	.1
	%	0.6	9.3	16	13.3	15.3	45.3	2	1
13. I find myself preoccupied with the future or the past.	<i>f</i>	37	57	29	17	7	6	2.4	.1
	%	24.1	37.2	18.9	11.1	4.5	3.9	8	0
14. I find myself doing things without paying attention.	<i>f</i>	8	25	44	36	22	16	3.6	.1
	%	5.3	16.5	29.1	23.8	14.5	10.6	1	0
15. I snack without being aware that I'm eating.	<i>f</i>	11	16	19	22	31	51	4.3	.1
	%	7.3	10.6	12.6	14.6	20.6	34	6	3

Table 6 shows the detailed statistics of Mindful Attention and Awareness Scale for each item with frequencies and percentages. The mean values for the items of this scale range between 2.48 and 4.72. The lowest mean value (M=2.48) is for the item 13 "I find myself preoccupied with the future or the past." which indicates that learners dream about the past or future considerably. The other lower mean values are for item 1 "I could be experiencing some emotion and not be conscious of it until some time later." (M=3.01), 4 "I tend to walk quickly to get where I'm going without paying attention to what I experience along the way" (M=3.26) and 11 "I find myself listening to someone with one ear, doing something else at the same time." (M=3.27). The results of these items show that the participants significantly tend to behave mindlessly since they express the behaviors done without paying adequate attention, defined as behaving

automatically like robots (Langer, 2000). These behaviors are also contradictory to the definition by Kabat-Zinn who defines mindfulness as “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (2003: p.144).

On the other hand, the highest mean value ($M=4.72$) is for item 12 “*I drive places on ‘automatic pilot’ and then wonder why I went there.*” which gives the impression that it had the highest value because it was about driving and most of the students did not know how to drive. The second highest mean value ($M=4.51$) is for the item 2 “*I break or spill things because of carelessness, not paying attention, or thinking of something else.*” which may imply that they may be more mindful when they are doing short-term activities or the activities that do not require cognitive faculties considerably since the other item with the highest mean value is about having snacks without paying attention a lot.

3.4. Research Question 3: Are there any significant differences in participants' autonomy and mindfulness in language learning based upon their gender?

The scales used in this study were analyzed in terms of gender separately and the findings were presented to show whether there was a statistically significant difference between genders regarding both concepts respectively.

Table 7

Mindful Attention and Awareness Scale Results Regarding Gender

	Gender	N	Mean	SD	T	P
Mindfulness	Female	74	3.75	.78	.249	.80
	Male	81	3.72	.72		

Out of all participants, 74 of them were female and 81 of them were male (Table 7). The level of mindfulness is $M= 3.75$ for females and $M=3.72$ for males, which shows a very small difference. Then, to determine whether mindfulness differed according to gender, an independent t-test was used. Within the confidence interval of difference, if the Sig (2-Tailed) is $> p$ ($p=0.00$), there is not a significant difference (Kalaycı, 2010). Table 7 shows that there was not a significant difference between genders in terms of

mindfulness ($p > .05$). In other words, it is possible to say that both genders have equally moderate levels of mindfulness.

Table 8

Autonomy Perception Scale Results Regarding Gender

	Gender	N	Mean	SD	T	P
Learner Autonomy	Female	74	3.48	.54	5.7	.00
	Male	81	2.98	.52		

Table 8 shows the level of learner autonomy separately for females and males which is $M=3.48$ for females and $M=2.98$ for males. An independent t-test was conducted to determine whether learner autonomy levels differed according to gender and within the confidence interval of difference, Sig. value turned to be .00 (Table 8). Because of the fact that if $\text{Sig} < p$ ($p=0,000$) (Kalaycı, 2010), it turned out that there was a significant difference between genders in terms of Learner Autonomy, that is, females were more autonomous than males. As expressed in the criteria for scoring Autonomy Perception Scale, the mean range between 3.50-4.49 showed adequate level of learner autonomy. Therefore, although both genders were evaluated to be inadequate based on the criteria, it can be argued that female participants were closer to being adequately autonomous since the mean score for females was 3.48.

3.5. Research Question 4: Is there a relationship between the learners' levels of autonomy and mindfulness in terms of learning English?

The main aim of this study was to explore the relationship between learner autonomy and mindfulness and Table 9 shows the results of Correlation analysis conducted using Pearson product-moment correlation coefficient. Although the findings indicated a significant relationship between these two variables ($p < .05$), the strength of the relationship was positive but small with a correlation coefficient (r) of .12. Cohen (1988) identified three levels of correlation based on the effect of correlation coefficient; if r is between .10 - .30 this is a small correlation, if it is between .30 - .50 it is medium correlation and if it is between .50 - 1.0 it is strong correlation. Therefore,

although it is small, it can be concluded that there is a relationship between mindfulness and learner autonomy as hypothesized at the beginning of the study based on the similarities of both concepts' approach to learners and on the fact that they were effective to be better learners.

Table 9

Correlation Results for Autonomy Perception Scale and Mindful Attention and Awareness Scale

		Mindfulness	Learner Autonomy
Mindfulness	Pearson Correlation	1	,124
	Sig. (2-tailed)		,126
	N	155	155
Learner Autonomy	Pearson Correlation	,124	1
	Sig. (2-tailed)	,126	
	N	155	155

3.6. Semi – Structured Interviews Analysis

Semi-structured interviews constitute the qualitative part of the study and are aimed to support the quantitative data of the study. They were conducted with the aim of shedding light on the concepts examined on this study through the eyes of 9 students in a more detailed way. The group consisted of 4 females and 5 males. In advance of the interviews, the participants were informed about the process in detail. The interviews were recorded via Zoom application and transcribed manually one by one. Transcribed data were analyzed and the analyses were presented under two titles in accordance with the two concepts studied. As the participants were kept anonymous, they were named as Respondent 1-9.

3.6.1. The Analysis of Interviews in Terms of Mindfulness

To learn about to what degree participants performed mindfulness in their learning process, nine students were interviewed using semi-structured questions. These interviews were analyzed using content analysis and were presented under some categories in Table 10.

Table 10
Interview Categories and Codes for Mindfulness

Categories	Codes
Acting Mindfully	Being aware of the learning process Being aware of how to learn better Motivation Extra activities
Focusing and Distractions	Emergency Remote Learning Conditions Technology Based Problems Unreal Classroom Atmosphere
Thoughts about the Past /Future	Old Memories Concerns about Future and Job Concerns about the Exam

Out of ten questions asked in the interviews, four questions were related to mindfulness concept. The questions were asked to learn whether the students were in the moment and aware of the learning process and whether they had any problems in focusing and in keeping the attention on the lesson. Based on the analysis of their answers, three categories emerged including some codes (Table 10).

Firstly, they were questioned about being mindful, and in line with the concept's definition "the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment" (Kabat-Zinn, 2003: p.144) the questions were about being aware of the learning process from the beginning to the end. Furthermore, Langer (2000) put forward that people behave like automated robots based on their past behaviors when they are not mindful. For this reason, with the aim of clarifying whether students were acting mindfully or not, they were asked if they were doing the activities in the lesson knowing why they were doing or just because they were told to. In other words, it was aimed to understand whether they were behaving mindfully or automatically. Basically, based on their answers, it was discovered that the level of mindfulness differed from student to

student. Except for two students, they were found out to have awareness about learning English and about being at their school even if they all did not express it explicitly. They were conscious about the importance of learning English for them and why or how they were learning.

“For all the assignments we were given, I had never done for just doing them. I was thinking on why we were doing that activity and what gain I could get. Also, I was thinking about how to make use of them for my future career.” (Respondent 8)

“I always think that we need to start doing things by seeing the point of them, not just for doing them. We need to see why we are doing something and what the good of it is, and it was exactly this way for me at this school.” (Respondent 5)

Respondent 3 and 6 expressed losing their motivation even though they had started off setting an aim for themselves and thus their awareness reversed during the process. Due to their loss of motivation, they told having done most of the activities for just doing and finishing them, which imply that motivation may have an effect on mindfulness.

“I was aware of what and how I should learn at first, I was browsing resources on the net and trying to learn new things. Then everything got monotonous for me, I lost my motivation along with my failures in the exams. At the end I failed the class.” (Respondent 3)

“Due to online lessons, I didn’t try hard to attend activities actively and I was just trying to do the coursebook activities just because I was told to. Actually at first I was feeling excited as I was a new university student, then I lost my motivation.” (Respondent 6)

In addition, three students whose majors were English particularly expressed how they benefitted from extra activities done in the lesson which kept them away from automatization. It was concluded by their answers that language department students tended to be mindful when they were learning by doing.

“I was just trying to finish coursebook activities as soon as possible because I was told to. However, when we were asked to do a task like preparing a video or writing an assignment that required research, I was trying really hard and was very attentive. At first I was not aware of the benefits of these assignments. During the process I saw that these assignments served well for me. What was very important about them was that I was doing research, learning more and learning how to learn eagerly. I was thinking on my learning process .” (Respondent 7).

Even though other students did not explicitly link extra activities with mindfulness, they also utilized them a lot during their learning process and more importantly they were aware of how beneficial they were for them.

“I think to a large extent I got closer to the aim I set at the beginning of the year. I was doing extra activities, revising and did speaking, writing and listening studies out of classroom.” (Respondent 5)

“English cannot be learned only in the lesson or with the homework, we need to study out of the class as well. I was aware of this and did extra activities and I saw that I benefitted them a lot.” (Respondent 1)

Secondly, they were asked about concentration or focusing and their answers mostly revolved around their complaints about emergency remote teaching conditions. Basically, they all stated that they had problems in concentrating on the lesson, even if the level of distraction differed from student to student. Respondent 3, particularly, regarded emergency remote teaching conditions as the biggest problem for her failure.

“Due to my nature, it is very difficult for me to interact with people without face-to-face meeting. I have to look people in the eye, see their body language and have a face-to-face interaction. Otherwise, I get very nervous and shy away.” (Respondent 3)

“Everything would be very different if we had had face-to-face education.” (Respondent 2)

They frequently had technology based problems such as disconnections, which caused distraction as well.

“During the lesson, there would be internet disconnections from time to time, and I would try to keep up with the activity after connection. However, sometimes it was not possible as it would be over when I reconnected.” (Respondent 6)

“I didn’t have a personal computer, so I had to use my mobile phone to attend the lessons. During the lessons there were notifications sent from the applications which were very distracting.” (Respondent 9)

Next, they could not have a classroom atmosphere at home causing them to “*feel like we were having a private lesson at home*” as told by Respondent 7 and also causing distractions from the lesson.

“ I would not be ready for the lesson mentally and physically because I would just wake up and sit in front of the computer to attend the lesson without making any preparations or changing anything around me. Turning on the computer meant entering the virtual classroom, which did not feel like a real classroom”. (Respondent 8)

Based on their answers, it was clearly apparent that emergency remote teaching process affected them adversely. None of the participants shared any satisfaction with it. It was found out that being in a classroom with a teacher and classmates, having interaction and sharing opportunities without any barriers and without the need for any application or buttons to reach people was what students needed incredibly for a better learning experience. This was also supported by the statements of the students since nobody expressed having reached to the aims they set completely, which made them feel at the end that they could and needed to do more.

Lastly, students were also asked whether they were distracted by their thoughts about the past or future during the lessons and their self-study times with the aim of understanding if they could stay in the moment as expressed in the definition of mindfulness by Kabat-Zinn; “....paying attention, on purpose, in the present moment” (2003). Of all the students, two of them were older than the others, and they reported experiencing almost no such distractions throughout the process. It may be inferred that learners’ age may have an effect on keeping their concentration on. In addition, one student stated that he was rarely distracted by future or past thoughts. Among the others, Respondent 1, 4 and 5 were on the common ground in terms of thinking about the future during studying or lesson.

“There were always concerns about the future in my mind even during the lessons that distracted me like; will this pandemic be over?, will I be able to go to university?, what will change even if I can go to university? will I be able to find a job after university? These would cause me to lose motivation and sometimes I would want to take a break.” (Respondent 4)

Distractions from thoughts by different reasons were described as;

“I have a tendency to remember or dream about old memories with my beloved ones. I would sometimes find myself distracted from the lesson due to these thoughts.” (Respondent 2)

“I would have distractions particularly in the weeks before the exams because our teacher would do some revisions for the exam. My mind would be surrounded with the concerns of failure so I would not be able to concentrate on the lesson.” (Respondent 3)

In conclusion, it is inferred that motivation may have a role in fostering mindfulness as it is seen that students tend to behave more mindlessly when they lose their motivation. Online education was also found to have effects on being unable to get learners to pay attention. All in all, in harmony with the quantitative data results, the

participant students moderately displayed some mindful behaviors but these were not persistent and adequate to be regarded as mindful.

3.6.2. The Analysis of Interviews In Terms of Learner Autonomy

With the aim of supporting data gathered using Autonomy Perception Scale, nine students were interviewed via semi-structured questions and the interviews were analyzed using content analysis. The extent to which they were autonomous in their English learning processes is presented in Table 11 according to the categories that emerged as a result of the analysis.

Table 11

Interview Categories and Codes for Learner Autonomy

Categories	Codes
Making plans	Beginning Aim Complying with the Plan
Taking Responsibility for Learning	Self-Evaluation Reflection Out of Class Studies Permanent Learning
Independence or Interdependence	Advices from the Teacher Interaction with Classmates

Out of ten questions, six questions were about learner autonomy. First, they were asked whether they had made any plans before and after the process, which constituted the first category as making plans. Next, what extra studies, techniques or applications they had exploited, whether they had thought on their learning process reflectively and what they had done for their learning to be permanent learning were questioned. As learner autonomy deals with how the learner takes the responsibility of his/her learning, the questions were aimed to see whether they could take responsibility for their learning and if so, to what extent they displayed autonomous behaviors during their English

learning process. Lastly, they were asked whether they had any support or help while learning and whether they had interaction in terms of learning in the process.

As for making plans, seven of them had a common ground which was to improve themselves in English although they had additional different aims as well such as going abroad after university, studying abroad with Erasmus programme or talking to native speakers more fluently. However, two participants who were older than the others and at the same time studying English Language Teaching were compulsory students of the school and they were not satisfied with this compulsion, for example, Respondent 7 said *"I was looking forward to the school being over."*

"I was anxious when I learned that I had to study at prep class. I was thinking it as a waste of time and as being late to start working one year more." (Respondent 7 and 8)

At this point of analysis, it can be deduced that to a great extent they knew why they had started learning English and more or less they displayed some autonomous behaviours at the beginning. However, as progressed through the answers, it was found out that they could not or somehow did not display the behaviors as much as they had planned to do before they had set off on this road because none of them stated to have achieved their beginning goals completely. Their common comment was *"I could do better."*

Next, they were asked whether they had thought on how they were learning and how they could learn better during and at the end of the process, which is one of the core elements of learner autonomy. In other words, learners need to take responsibility for their own learning to be autonomous learners, so they need to control how they are learning, how they learn better or what ways they need to exploit to be better learners, etc. It was found that all the participants were aware of what they were bad at and good at, and what they needed to strive for. Apart from three students, the others reported to have reflected on their progress throughout the process and did extra studies along with the assignments and the studies done for the lesson.

"In the second term, particularly, I focused on writing and saw that I got better. I could search for a topic, put my thoughts together and put them down on paper easier and better. Also, in the second term, we came together with some of my friends and asked our teacher for help with using grammar in daily language. She gave us some extra worksheets, resources and assignments for this. We studied for both of them really hard." (Respondent 8)

“We were being given extra assignments and studies by our teacher and I saw that these were improving us a lot.” (Respondent 7 and 9) .

“I knew my weak points in English, so I took some online courses. I got some books for studying grammar, reading and vocabulary. I had lots of problems with listening and speaking. However, by the end of the year, I realized that I was ahead of where I started.” (Respondent 5)

Although their efforts were mostly limited to what their teachers advised them to do or to their studies while they were doing the assignments given to them, it can be inferred that still they were behaving autonomously or they were learning to behave autonomously.

When they were asked about their studies out of classroom, even the students who lacked motivation or who felt having failed were found out to have tried doing some activities or studies even a little.

“At the beginning, I was listening to podcasts in English and I enjoyed them a lot. I sometimes read some science magazines. I was using an application called Wall Screen which had extracts from movies and series with some activities.” (Respondent 3)

“I was making use of British Council website for listening and speaking. Also, I used an app called ABLO for chatting in any language you liked. I had a vocabulary book for studying and doing exercises.” (Respondent 6)

“I used an application called Cake, and benefitted from it a lot, especially for listening.” (Respondent 4)

Despite all these promising answers, it was understood during the interviews that these studies were not regular and adequate as most of them expressed they had distractions from studying due to various factors such as lack of motivation and emergency remote teaching conditions as mentioned before for mindfulness.

Furthermore, they were asked to learn about what they had done to make their learning permanent. It was important also for understanding if they had a systematic learning process. Their effort for permanent learning was limited to vocabulary. *“I was using words I learned while doing writing and speaking.”* was a common comment by most of them, but nonetheless, the frequency and awareness of this practice differed from student to student. Three language department students noted that they had tried for learning words and keeping them in their long-term memory by using vocabulary charts, notebooks or cards. Respondent 3, 4 and 6 attempted to do some extra studies on learning vocabulary, but afterwards they did not follow up.

“I was aware that if I hadn’t revised the things I learned, I would not have learned them completely. I was putting down on paper what I had learned by myself and I was trying to find different examples for the sentence structures.” (Respondent 1)

“While writing assignments, particularly within the scope of writing course, one has an opportunity to do research, use different sentence structures and so engage in permanent learning.” (Respondent 8)

Although autonomy is mostly associated with independence, interdependence has been seen more important for learning, which means to come together with the aim of working cooperatively and having the responsibility of learning in an equal share (Boud, 1981; Brookfield, 1986). In other words, learner autonomy does not necessarily mean that learners are supposed to be alone for being autonomous, instead they can make use of each other while learning. Moreover, just as Vygotsky’s well-known theory *scaffolding*, which refers to learning with the assistance of someone more knowledgeable, learners can construct their knowledge by getting help from others. Although the participant students did not have the convenience of being in a classroom with their peers and teachers, they had the opportunity to have interaction with them online using some applications apart from their 20 hours per week online lessons, and to reach their teachers sending emails or sending messages via Whatsapp application. The participant students all narrated getting advices from their teachers on learning English better, few of which were personal requests, and they expressed making use of their teachers’ advices and improved themselves more or less.

“I had problems in vocabulary, so I asked my teacher what to do about it and she gave me some advices as well as recommending a book.” (Respondent 6)

“I did not ask for advice personally, but as a class at the beginning of the year we asked our teachers what we needed to do to get better. They shared some websites, books and ways for studying.” (Respondent 2, 3 and 7)

In addition to these, only Respondent 5 and 1 stated having online meetings with each other or with some other classmates using Zoom to practice speaking from time to time. However, Respondent 1 added *“At first we were trying to practice, but after some time we tended to chat in Turkish”* which showed one of the disadvantages of online education, that is, it lacks the real interaction and tends to be monotonous in time. Considering emergency remote teaching conditions and not being in a class with classmates, which they all complained about, they all expressed feeling the lack of things that a real classroom atmosphere needed to have and this feeling caused them

being distracted from studying both during and after the class. Thus, this result was found to have affected their autonomous learning process adversely as well as it had occurred with the mindfulness. Moreover, it was discovered that they could not or did not make use of the opportunity of having virtual interaction or communication at the desired level. It is possible to say that their autonomous learning process remained at around moderate level and for some of them below moderate level.

To conclude, under the influence of various factors, particularly emergency remote teaching, the participant students left a lot to be desired in many ways. Being in an virtual classroom atmosphere, they did not have the opportunity to communicate with their teachers and classmates one-to-one to a great extent. In spite of setting out to learn English with an aim, they had difficulty in following their plans, so it is possible to say they could take responsibility of their learning in a moderate but not adequate way. Their out of classroom activities such as using some applications or websites, reading magazines or magazine websites, reading activities, watching series or movies, etc. were quiet promising as a step for learning to be autonomous and learning how to learn better. Also, their consultation to their teachers or taking them at their word for improving themselves in English is a possibly positive sign of going towards learner autonomy.

Finally, the correlational analysis of the quantitative data of the scales used in the study showed that there was a small relationship between mindfulness and learner autonomy. To further this, nine students were interviewed about these concepts in detail. Based on the students answers as well, it was inferred that there was a relationship between these two concepts. To illustrate, Respondent 3 and 6 expressed losing their motivation after some time and doing the activities in the lesson for just doing them automatically. Moreover, they reported having stopped doing extra activities after some time as well or spending less time doing them. On the other hand, Respondent 7 expressed starting to the school without a clear aim, but in time doing extra activities even within the context of the lesson and seeing his progress, he got an awareness and expanded his awareness day by day doing more extra activities. Nonetheless, Respondent 8 started school with an aim and expanded his current awareness of learning more by working harder and experimenting. Thus, based on these examples, it was discovered that the higher these students' level of taking responsibility of their learning was, the higher their level of awareness was. In addition, it was evaluated that the fact that the small relation between mindfulness and learner

autonomy may be due to the inadequate levels of the students in terms of mindfulness and learner autonomy. Therefore, if they had had higher levels for both concepts, a statistically strong relationship could have been found out.



CHAPTER IV

4. DISCUSSION AND CONCLUSION

4.1. Introduction

This fourth and the last chapter presents the discussions of the analyzed findings in the line with the research questions. Firstly, the study was summarized briefly. Next, the findings of the study were discussed with findings reported in the relevant literature. Then, an overall conclusion was drawn followed by implications of the study and suggestions for future studies.

4.2. Summary of the Study

The main aim of the study was three-fold: first to explore the relationship between mindfulness and learner autonomy, to determine the level of students in terms of mindfulness and learner autonomy and to determine whether there was a difference between genders regarding mindfulness and learner autonomy. To this end, 155 preparatory class students from Firat University, Elazığ attended the study through the scales entitled Mindful Attention and Awareness Scale and Autonomy Perception Scale. With the aim of backing up the data gathered via scales, nine students were chosen conveniently for carrying out semi-structured interviews. The quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) through descriptive and correlational analysis. The qualitative data was transcribed and analyzed using content analysis. The quantitative data revealed that autonomy level of students were low, mindfulness level of students were moderate, and there was a small correlation between mindfulness and learner autonomy. It was concluded that due to level of students in terms of mindfulness and learner autonomy, the correlation turned out to be small between these two concepts, which implies a need to raise students' awareness regarding both concepts and a need for the students to learn autonomous and mindful skills in guidance of their teachers.

4.3. Discussions

4.3.1. Discussion of the Research Question 1

The first research question of this study “What are the perceptions of the preparatory school students in terms of learner autonomy in learning English process?” aimed to find out how autonomous the students were in their learning English process in preparatory class. The students were found to have performed autonomous skill inadequately. It was understood that they had incorporated some skills to some extent, however, they did not show progress sufficiently. The findings of the study shows parallellism with the study by Demirtaş (2010) and Gönen (2020) in which the same scale was used. There are two likely causes for this parallellism which are the similarity of the methods used by the teachers and backgrounds of the students participated in the studies although they took place in different times. Furthermore, the students in both Demirtaş (2010) and Gönen (2020) along with the students in this study were from all levels of English. It is assumed that students level of English or namely their academic success in English may be influential on students’ autonomy level. This assumption is in agreement with Musayev’s (2019) findings which shows that the students who are better and more succesful in learning are likely to develop autonomous skills more.

On the other hand, Çay (2020) revealed that the students in his study were found out to be adequately autonomous. The facts that they raised an awareness towards learner autonomy between the pre and post test process and the number of the students was larger were thought to be among the reasons of having more autonomous students unlike the current study. Similarly, in Bucak (2021)’s study, the students had a high level of learner autonomy and the fact that the participants were from one of the best qualified high schools with high academic success might be a possible explanation for this. Nevertheless, in the current study the participants were not informed about learner autonomy during the learning process explicitly and they were heterogenous in terms of level of English. Furthermore, Bucak (2021)’s study took place in distance education context, which was priorly designed with the required time and materials. However, the current study took place in the emergency remote teaching conditions and everything was decided at the last minute and required preparations could not be carried out properly in terms of materials, curriculum and readiness of teachers and students.

When the findings of the scale were analyzed in detail, it was discovered that the students got lower scores in three main points regarding learner autonomy; self-

evaluation, interdependence and ways for permanent learning. The students did not give or receive feedback about their studies as the scores for these items were the lowest. It is assumed that they were not paying attention to evaluate themselves since they were neither encouraged to do so nor informed about the gains of it. This result is consistent with Bucak (2021)'s finding regarding self-evaluation since the students in her study held the view that the teacher needed to be the evaluator of their process, which might be attributed to their habit of being evaluated by only their teacher traditionally like the students in the current study. The interview results were also supportive of this as most of the respondents reported not having assessed their performance during or at the end of the process. Besides, the ones who had evaluated themselves did not show a serious attempt to take a step forward for their progress. However, the findings of the study by Şener (2021) demonstrate that evaluating oneself and reflecting on own progress yield for the students to take responsibility of their learning, which is one of the most important issues to be addressed in autonomous learning.

Another point that needed consideration was about interdependence. Benson (2001) and Little (1991) pointed out that learning alone without a teacher and students' having complete control over learning did not mean learner autonomy, instead learners need to be with their teacher and peers for better learning, which means interdependence. In terms of interdependence with their teachers, it is possible to say that it was mostly limited to the online lesson times, which included guidance by their teachers on how to learn better, particularly for skills. In other words, the students did not have sufficient opportunities to have interaction with their teachers, except for their lesson time together and a few examples of requesting recommendations for books or websites personally. Additionally, during the interviews the students expressed repeatedly that they were negatively influenced by the limited level of interaction with their teachers and peers in the emergency remote teaching conditions. When it comes to interdependence with peers, it is not possible to mention a progress. Although the students had higher scores for item 8, which focused on working cooperatively, there is a holdback in this item in that students were ready for interdependence only if they were not knowledgeable on the relevant topic or skill. Moreover, the lower mean scored items for 9, 10 and 12 illustrated that they were only ready to ask for help or have interaction if they were in need, otherwise they were not eager enough to share their knowledge with peers, and comment on or get comment from others for their homework or studies. That is, the students possibly see their peers as the transmitter of knowledge

like their teachers, not as an assistance for reflection and collaboration. In contrast to this finding, in Şener (2021) participants were engaged in collaborative learning with their peers and it was highlighted that it promoted their autonomous learning. In similar vein, Dam (1995) emphasized that learning cooperatively was a fundamental factor for learner autonomy, and as learner autonomy is a capacity that learners can develop in time (Little, 1997; Benson, 2001), learners are better to construct their learning more effectively in educational contexts by sharing and cooperating (Little, 1996).

The third point was about making learning permanent. Other lower scored items were about what students could do for retention of the knowledge they got, such as reading, taking notes or using the things they learned in speaking or writing. This was confirmed by the interviews of the students since they expressed either not having engaged in a serious effort for this aim or having attempted to show some effort with no end of. It is understood that they were not knowledgeable with the ways of permanent learning such as reading books or using a new word in speaking. Moreover, mostly they did not follow a systematic studying cycle. It is inferred that virtual classroom atmosphere may be a hindrance for teachers' to be a model for learning styles as it is not possible to learn about how each student is able to learn better.

The students in this study showed an adequate level of autonomy for only the items numbered 3,4,5,8,13,15 and 20, of which mean value ranged between 3,50 – 3,89. It was inferred that the students could only implement the autonomous learning skills stated in these items sufficiently, and for the other items they could not perform learner autonomy or could perform in a low level. The mean results for items 3,4 and 5 revealed that they were adequate in setting their route at the beginning and behaving in accordance with the set route. As understood from the interviews as well, most of them defined a goal for themselves and they were in search of ways like techniques or resources to reach this goal. Dam and Legenhausen (1999) asserted that autonomous learning atmosphere needed to encourage learners to set aims for their learning process, think on what to do for these aims in terms of material and activities and eventually assess their process. Although the students seemed to have these skills in a moderate level, they obviously need further encouragement and support. Autonomous learning is a process which has many various steps (Dickinson, 1977) and setting aim is a fundamentally important step among them.

The higher mean scores for items 15 and 20 of the scale pointed out the students were into using technology, visuals and audios moderately and had awareness of their

contributions for their learning. Students in the interviews supported this with their experiences such as using songs for listening, using some applications for skills, particularly speaking and benefitting from websites to revise grammar. As told before, even the students with low level of engagement and motivation were aware that extra activities contributed them a lot and mostly they were utilizing technology for this. Işık (2018) supports this based on the studies for the effect of technology on language learning and pointed out that there have been important benefits for the learners providing numerous resources both in and out of classroom to utilize. She underscores that the advances done in technology and digital world has been incorporated into the language learning process and thus has provided the process to be directed from teachers to learners more.

Starting from these, as the students in this study had a low level of autonomy, it was likely to conclude that they were not ready for learning how to be autonomous to a great extent. In an atmosphere where there was not a teacher physically, and the students were obliged to direct their learning process due to Covid 19 pandemic conditions, the students were expected to take responsibility of their learning just as in Kalyoncu (2022)'s study in which learners made use of distance education in an effective way. However, by stating pandemic conditions as a reason, they were not able to employ autonomous behaviours adequately as supported by interviews analyses as well. It is understood from the interviews that they could not proceed in the same manner on the path they had set off with willingness and aim. Most of them evaluated themselves and saw where they had started and where they reached at the end. However, these evaluations were just like the summative assessment exams to see the result. In fact, an autonomous learning process needed to intertwine with regular evaluations of oneself as in formative assesment which means that '... to provide feedback and correctives at each stage in the teaching-learning process (Bloom, 1969, p.48). In other words, students are expected to construct their learning process getting feedback from either oneself or others. At this point, it is understood that students were just at the beginning of autonomous learning process and needed assistance. As pointed by Littlewood (1997) if the students are informed about learner autonomy supported by motivation and confidence along with the required skills, they can be eager to behave autonomously and learn to be autonomous, which is a process that needs to be monitored by the teachers.

4.3.2. Discussion of the Research Question 2

How mindful the students were in their learning English process was the second research question of this study and they were found to have a moderate level of mindfulness, in other words they performed some mindful skills but not in an effective way. As a fairly new topic in educational settings, it is inferred that students were not very familiar with the concept. The students may not have related expressions like “being conscious, being automatical or having awareness” from the scale into their life. Teachers also possibly did not have enough knowledge about the concept and its practices so as to integrate it into their teaching. Moreover, the limited number of studies conducted on mindfulness also gave similar results. To illustrate, Sünbül (2016), Yazıcı (2020) and Kılınçoğlu (2020) discovered a moderate level of mindfulness with their participants who were from different levels and contexts. In a similar vein, the findings of Koçali (2020) illustrated that her participants were a little over the moderate level and she reasoned participants’ unfamiliarity with the concept and inacquaintance of how to perform it for this result. Therefore, based on the studies above, it is inferred that the students in this study also need to have knowledge about being mindful.

When the findings of the scale were analyzed in detail, three main problems emerged, which were also supported by the interviews. First, the participants had lower scores in the items about paying attention and being in the moment (Items 1,4, 10,11 and 13) in contrast to the definition of Kabat-Zinn “ the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (2003: p.144). Considering the lower scored items, it is inferred that students probably had problems in concentrating on and keeping the attention. They were probably being distracted easier as they were alone in their rooms listening to the lessons or distracted by their concerns while studying due to pandemic conditions. As told before, they were not in control of their learning adequately as autonomous learners, so it is thought that as they did not take responsibility of their learning effectively, it is possible to say that they did not try hard to keep focused in their learning process either.

In their interviews, some of the students expressed doing activities automatically, namely mindlessly as put forward by Bodner and Langer (2001). When they are mindless, students approach to the current situations with existed way of thinking and limit themselves in one viewpoint. The reason why these students turned into mindless

learners is thought to have stemmed from their habit of proceeding on their traditional way of learning and thus following a monotonous routine at prep class learning English. It is assumed that the students were not encouraged to notice the novelty and difference in their learning process sufficiently to break out of their old routines. The students who did not express being like an automated robot were found to have engaged in different activities and did not limit themselves in the framework of the coursebook since students with awareness are capable of directing themselves to the methods, techniques and activities that comply with their needs and benefits better (Koçali, 2020).

The students also expressed losing their motivation due to many factors such as emergency remote teaching conditions, monotonous learning atmosphere due to online lessons, teachers, etc. Brown and Ryan (2003) put forward that students are likely to feel motivated and to be involved in learning when they are concentrated on a single task with awareness. Moreover, Mrazek et al. (2013) and Fallah (2016) point out that when the students feel at the moment with awareness and attention, they are unlikely to be diverted by other things and they are likely to maintain in their task without thinking about failure. When a teacher keeps his/her students aware and attentive and encourage them to novelty, it is foreseen that they are likely to be motivated and have better learning outcomes as observed by Öz (2017) and Mrazek et al. (2013) who found out more focused and more active students after incorporating mindfulness. Therefore, the reason underlying the lack of motivation of the students in this study was possibly their lack of concentration. A number of the students in the interviews expressed noticing their progress in time and being more eager to learn more, accordingly with Koçali (2020)'s interview analysis showing that students were feeling more motivated when they saw their progress.

4.3.3. Discussion of the Research Question 3

The third research question was to find out whether females and males differed regarding mindfulness and learner autonomy. While 74 females and 81 males participated in the scales, 4 females and 5 males participated in the interviews. For mindfulness, the t-test resulted that there was not a statistically difference between males and females, in other words, both genders were found out to have a moderate level of mindfulness. As being relatively new to education settings, the number of the studies conducted on mindfulness, particularly Zen mindfulness, is fairly limited.

Moreover, the studies that revealed the difference between genders regarding mindfulness are rare. Nonetheless, these few studies came up with the same results with the current study. To illustrate, the developers of Mindful Attention and Awareness Scale, Brown and Ryan (2003) found out mindfulness did not differ regarding gender. Likewise Charoensukmongkol (2019) reached to the same finding using the same scale. Similarly, Koçali (2020) also discovered that there was no statistical difference between genders in terms of mindfulness via Mindful Attention and Awareness Scale and she reasoned that this result may have stemmed from the context of the students, the similarity of their backgrounds and their lack of practicing mindfulness.

Another study from Turkey by Yazıcı (2020) found out females had higher results in terms of mindfulness, but based on the t-test results it appeared not to have a significant relationship between genders regarding mindfulness. He argued that this was because the participants were all university students living in the same city and leading the similar life styles. Moreover, he put on a different complexion that just as the opportunities for females and males have been about to be balanced, their mindfulness levels may have got closer.

In a similar vein, Langerian Mindful Scale also resulted in no gender difference regarding mindfulness (Pagnini et al., 2018). Likewise, the Turkish version of Cognitive and Affective Mindfulness Scale results also did not differ significantly for females and males (Çatak, 2012). Koçali (2020) additionally pointed out that the educational studies mostly resulted in having no significant relationship between genders, however in other fields some studies resulted in a relation finding between mindfulness and gender. For instance, Alispahic and Hasanbegovic-Anic (2017) used Five Factor Mindfulness Questionnaire to investigate the age and gender difference in terms of mindfulness in the framework of psychology field and they discovered a statistically small difference between genders. They reasoned the difference of mental faculties as a cause for the difference between genders exemplifying that females can do many tasks at the same time and are good observers while males can concentrate on one task with more awareness.

The fact that there was not a relation between gender and mindfulness in the framework of this study was reasoned to the context and the participants of the study accordingly with the studies in the literature. The participants were more or less leading a similar life with the similar conditions. Moreover, the pandemic conditions that were prevalent all around the country and the world limited everybody to stay at their houses

affecting their psychological states to a great extent. As a psychological trait, mindfulness may have been under all these factors.

Considering the participants' answers in the interviews, more or less they all had an awareness starting to the school and proceeding for their learning; however aside being aware, they fell behind about putting this awareness into practice. Moreover, it is important to bear in mind that all of them were under the influence of emergency remote teaching discontently and so being connected to the lesson and learning process truly could not be achieved desirably. However, it is possible to say that males turned out to employ mindfulness as none of them expressed being automated in the lesson and they talked about how they were active in the learning process, while two out of four females expressed automatically participating in the lesson and being not connected to the lesson adequately. Males seemed more motivated and more dealt with their learning process although they were more distracted than females. Based on their declaration, being more mindful can be mentioned in favor of males.

Secondly, based on the independent t-test results, it was discovered that females and males differed in terms of learner autonomy. Although both genders were inadequately autonomous, females' level of autonomy was found to be almost in an adequate level with a mean score of 3.48, so females were more autonomous than males, which resulted the same as Bucak (2021)'s study. She also discovered that females were better than males regarding learner autonomy, who also conducted her study in pandemic conditions with university level of students. Similarly, Abdel Razeq's (2020) also found out that females were engaged in autonomous activities more than males. Abdel Razeq (2020) reasoned that due to the context of females where the study took place, females were more motivated to learn and to take responsibility for their learning. On the other hand, Abdel Razeq (2020) also discovered that when they were asked about their perceptions for their capacity to be autonomous, there was not a gender difference, and they all thought they could behave autonomously.

On the contrary to these, Mardjuki (2018) came up with a different result revealing that there was not a difference between genders concerning autonomous behaviours of participants. The reason why there was no difference between genders in that study was attributed to the students' overall levels of learner autonomy by Mardjuki (2018) as the majority of students were found to be in control of their learning processes as being autonomous. However, Gönen (2020) also discovered that there was not a difference between genders in terms of learner autonomy in her study, but her participants had a

moderate level of autonomy. This difference may be based on the fact that Mardjuki (2018) conducted a qualitative study with four students while Gönen (2020) conducted a mixed method of quantitative and qualitative method with 129 students. Based on these studies, it is possible to state that females are more inclined to engage in autonomous activities and take responsibility of their learning, nonetheless there may be many factors needed to be investigated such as context, the number of participants, department, background, etc.

4.3.4. Discussion of the Research Question 4

The main aim of this study is to explore whether or not there is a relationship between mindfulness and learner autonomy, which is the last research question of the study. For this purpose, the results obtained from the Mindful Attention and Awareness Scale and Autonomy Perception Scale were put into correlational analysis and it was shown that there was a small correlation between mindfulness and learner autonomy. Therefore, it is possible to say that they affect each other and to put it simply the more autonomous a learner gets, the more mindful s/he gets as well. In the literature, the research on the relationship between these two concepts is fairly scarce. To illustrate, in Brown and Ryan (2003) the relationship between mindfulness and autonomy was analyzed based on Mindful Attention and Awareness Scale; however, autonomy was defined as a personality trait that regulates behaviours to meet a fundamental need to be the controller of oneself, so it was not learner autonomy used in education settings, rather autonomy in a general framework. The study showed that there was a relationship between mindfulness and autonomy, and they affected each other in a similar vein with the current study. The results of their analysis showed that mindful people were behaving in accordance with their choices.

Another example is by Pamuk (2021) who studied mindfulness effect on English teacher's motivation and for this she made use of the term autonomous motivation. People have a number of psychological needs which are being independent, having self-efficacy and having connections of love, and when these needs are satisfied, the person has autonomous motivation. Contrary to expectations, this study did not find a correlation between mindfulness and autonomy; however, a relation between mindfulness and autonomous motivation was mentioned based on another study by Ryan and Deci (2008) who indicated that by being mindful, one comes to an

understanding of oneself as a whole and helps the one to be relate to oneself. Lastly, Li et al. (2019) examined the effect of mindfulness on autonomy-supportive teaching and basic psychological need satisfaction. However, the study did not indicate a finding regarding the relationship between mindfulness and autonomy. Nonetheless, the finding of the current study is consistent with a conclusion of the study of Li et al. (2001) who assert that mindfulness promotes the awareness of the students in a way that they develop autonomy skills for controlling their own actions.

There are also some conclusions drawn from a number of studies on mindfulness that indicate a tendency towards learner autonomy. Davenport and Pagnini (2016) conduct a case study to assess mindfulness and 21st century skills in K-12 classrooms, and although they do not articulate learner autonomy in the findings or results, it is implied that in mindful learning, students are able to work collaboratively, think critically and eventually they obtain their own product of their learning. They are given choices about their learning during the process, which leads them to take responsibility of their learning.

Another example is from Wang and Liu (2016) who also integrated mindful learning strategies into their teaching by first introducing and exemplifying themselves for students. In addition to having effective results in terms of learning English, learners were discovered to take responsibility of their learning actively. This finding corroborates the ideas of Yeganeh and Kolb (2009) who suggested that learner took control of their learning with mindful learning as it entailed being non-judgemental which reinforced the mind since the mind got rid of assumptions.

Considering the interviews conducted with the students, it was deduced that the students who were not performing autonomous skills were also not performing mindful skills. On the other hand, it was discovered that students who were engaged in autonomous activities like out of classroom studies were also found to have mindfulness. To illustrate, respondents who expressed having awareness about their learning aims and the process also expressed attempting to find ways for learning English better and using various resources. It is important to bear in mind that all of these students were not found to be inadequate in both learner autonomy and mindfulness based on both qualitative and quantitative data. Nevertheless, there were some promising findings for teachers that they can build their teaching on and promote students' learning. It can be concluded that if the students develop their autonomous and mindful skills under the guidance of their teachers and with the support of their peers,

they are likely to have better learning outcomes in terms of learning English and also their life-long learning.

4.4. Implications of the Study

The study has suggested that the students had inadequate knowledge regarding learner autonomy and mindfulness. Therefore, the study has a number of implications for both learners and teachers.

As for mindfulness, in particular, teachers may need to search for what it is, how to perform it and what its contributions for learning are, since it is a fairly new concept for educational settings. They may utilize both Zen and Langer mindfulness in their classrooms. It is possible to say that the key point for mindfulness is getting students' awareness and attention. Next step is exposing them to developing new insights into their knowledge, thus they are likely to have distractions less and be engaged in reflection and critical thinking more. Teachers may prepare their learners with mindful practices like breathing activities or getting their attention through Zen mindfulness. Then, they may help students build up their knowledge by encouraging students to use various resources, to make distinctions between existing and new knowledge, to notice novelties, and to reflect on their learning process. As pointed out by Gause and Coholic (2010), via mindfulness people can lead their attention consciously to the current moment and in this way they can raise an awareness towards understanding themselves better and so they can direct their mind in a better and effective way (Koçali, 2020).

As for learner autonomy, it is seen crucial for these students having a low level of autonomy to be assisted in terms of autonomous learning. They need to be motivated and encouraged to take responsibility for their learning. More importantly, they need to be presented with resources and techniques to raise their awareness of learner autonomy. If they understand the importance and gains of it, they are likely to develop a capacity for learner autonomy. At this point, teachers have a lot to deal with. Firstly, teachers need to investigate their readiness for autonomous learning. Yıldırım (2005) emphasized that based on the literature it was discovered that before trying to take on autonomous learning, teachers need to examine what the students think about learning atmosphere and conditions. Based on students attitudes towards how learning atmosphere should be, and what the learners' and teachers' role are, the teachers need to draw a road map towards autonomous learning. Otherwise, they may face the

drawbacks from the students without being ready for them. Next, based on the literature, students are generally found to be more autonomous in online teaching atmospheres unlike the students in this study. For this reason, it is deduced that these students need to change their traditional learning style that they brought from high school. Moreover, on this road teachers need to support their students emotionally and cognitively. Lastly, learner autonomy is a progression that needs to proceed patiently (Balçıklı, 2006) and “..autonomy is a process, not a product. One does not become autonomous; one only works towards autonomy.” (Thanasoulas, 2009). Therefore, one cannot be given an exact amount of time or exact number of studies to be regarded as autonomous since it is a life-long process.

For both mindfulness and learner autonomy, teachers have a lot to deal with. First, they need to introduce what the students need to do exemplifying through activities so that they can integrate mindful and autonomous skills into their teaching. Teachers should be open for new ideas and new learning styles and take the lead on experimenting the novelty so their students may follow them. For instance, there is a need to raise students’ awareness of novelty and different perspectives to evaluate themselves. They need to be shown how to learn better and in what ways. As understood from the findings, students are in urgent need for their teachers guidance, even in virtual conditions, for new perspectives, different learning styles, directing their own learning process and reflecting on what they have learnt.

As for students, they need to share the responsibility of their learning with their teachers. As the proverb “you can bring a horse to water but you cannot make it drink” suggests, the students need to be aware of their responsibilities in this process. Teachers are definitely responsible for presenting suitable activities and resources to engage them; however, to proceed with these activities and resources is students’ responsibility to a great extent. In other words, if both parties know what their roles and responsibilities are in this process, they are likely to facilitate the learning in an effective way. Moreover, mindfulness and learner autonomy are both learnable skills, but need the patience to go forward. Therefore, both teachers and students are not supposed to expect instant outcomes and they need to be aware that it is a process that they need to proceed.

4.5. Limitations and Suggestions for Future Studies

This study naturally has some limitations that require to be addressed in future research. First, it is limited to the context of English preparatory school students studying at the School of Foreign Languages of Firat University in 2020-2021 academic year with a specific group of students. Therefore, it cannot be generalized to all university students in Turkey.

Next, as it was conducted in emergency remote teaching conditions, the students were under the influence of distress and concerns due to Covid-19. Their answers particularly for interview questions were constituted by their complaints about its negative effects on them. Moreover, due to the inconvenience of access to all students in that atmosphere, recruiting a desired number of participants was not possible, which made things difficult for finding participants for interviews in the same vein. Therefore, it is better to conduct this study in a face-to-face teaching atmosphere to access more participants and also to get genuine perceptions regarding these concepts free of complaints.

Lastly, as is from the findings, it was understood that the students were not knowledgeable enough regarding mindfulness and learner autonomy. For this reason, the study may be conducted through a pre and post test process, in which students' are given the scales as a pre-test implementation at the beginning of the process and as a post test implementation at the end of the process. Between these two implementation, students may be introduced to the practices of mindfulness and autonomous learning activities in the company of their teachers and be encouraged to incorporate them in their learning process. In this way, they may provide more conscious answers to the data collection tools.

4.6. Conclusion

It is known universally that language learning is a long and demanding process. As being two parts of the key players of education, students and teachers need facilitative tools and ideas as fellow travellers for them on this difficult path. As a teacher and a researcher, it has always been challenging to find appropriate ways to keep students active and involved in the learning process. Based on a review of literature on effective ways of learning English and most importantly for active learning and engagement, two concepts came forward; learner autonomy and mindfulness. Learner autonomy was

chosen to address the problem of many teachers which is to have passive students who do not know how and what to learn. English is not a subject that a teacher can talk about the rules and then be done about it, rather, it needs practice, communication, collaboration and so on. Instead of getting knowledge from their teacher, the students are expected to be active, involved, and co-director in their own learning process.

The other challenging problem has been getting students focused on in the learning process. Although many other factors are causing this problem such as teachers' attitudes, curriculum, classroom atmosphere, etc., one of the main problems is students' attitudes as they are one of the key players of the education system. They tend to be distracted by various contextual elements. Most importantly, they may cognitively and psychologically struggle with being in the moment with awareness and attention. Therefore, mindfulness is thought to be effective for this problem as mindful practices keep people's attention in the moment.

Starting from these problems, the study aimed to learn students' perceptions of mindfulness and learner autonomy. More importantly, with the idea of integrating both into educational settings together, whether they had a relationship with each other was aimed to be explored, since they both put the learner into the center of learning process and keep them actively engaged. Despite resulting in a small correlation in the framework of this study, it is possible to say that mindfulness and learner autonomy are two good fellow travellers on the English learning journey. By incorporating them into the learning process, teachers are likely to end up with more aware, more engaged, more responsible and eventually better students.

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APPENDICES

Appendix A: Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	ESRA DEMİRCİ
ÖĞRENCİ NO	20198026
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öğrenci Özzerkliği, Bilinçlilik ve Öğrenci Özzerklik ile Bilinçlilik Kavramları Arasındaki İlişki
TEZİN AMACI	Fırat Üniversitesi Yabancı Diller Yüksekokulu öğrencilerinin öğrenci özzerkliği ve bilinçlilik düzeylerinin incelenmesi ve öğrenci özzerkliği ile bilinçlilik kavramları arasındaki ilişkinin incelenmesi
TEZİN TÜRKÇE ÖZETİ	Ülkemizde ve dünyada en çok öğretilen dil olan İngilizce, eğitim alanında da en çok çalışma yapılan alanlardan biridir. İngilizce öğretimi ya da öğrenimi 1960-70 yıllarında eğitim alanında gerçekleşen yeniliklerin etkisiyle değişmiş ve öğretmen merkezli eğitimden öğrenci merkezli eğitime geçiş yaşanmıştır. Öğrenci merkezli eğitim de öğrenci temelli birçok terim ve kavramın eğitim literatürüne geçmesini sağlamıştır. Bu araştırma kapsamında bu kavramlardan öğrenci özzerkliği ve bilinçlilik kavramının incelenmesi amaçlanmaktadır. Bilinçlilik için Mindful Attention and Awareness Scale (Brown & Ryan, 2003) Türkçe versiyonu olan Bilinçli Farkındalık Ölçeği (Özyeşil, Z., Arslan, C., Kesici, Ş. ve Deniz, M. E., 2011), ve Öğrenci Özzerkliği için Özzerklik Algı Ölçeği (Demirtaş, 2010) Fırat Üniversitesi Yabancı Diller Yüksekokulu'nda eğitim gören yaklaşık 270 kişiden oluşan Makine Mühendisliği, Yazılım Mühendisliği, Sivil Havacılık Yüksekokulu, İngilizce Öğretmenliği ve İngiliz Dili ve Edebiyatı Bölümlerinin İngilizce Hazırlık öğrencilerine uygulanacaktır. Ayrıca rastgele seçilecek bazı öğrencilerle yarı yapılandırılmış görüşme yapılacaktır. Anketler ve görüşmelerin analizlerinin sonucunda bilinçlilik ve öğrenci özzerkliği kavramlarının öneminin göstermek ve daha iyi bir öğrenme süreci oluşturmak amaçlı somut verilere ulaşılması beklenmektedir. Anahtar Kelimeler: bilinçlilik, bilinçli öğrenme, öğrenci özzerkliği, İngilizce öğrenme
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	FIRAT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	FIRAT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU, MERKEZ, ELAZIĞ
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Fırat Üniversitesi Yabancı Diller Yüksekokulunda Yabancı Diller Bölümü'nde öğrenim gören tüm öğrenciler

UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1) Bilinçli Farkındalık Ölçeği / Bilinçlilik / 2) Özerklik Algı Ölçeği / Öğrenci Özerkliği			
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADDET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (1) Sayfa Bilinçli Farkındalık Ölçeği. 2) (2) Sayfa Öğrenci Özerkliği Anketi.			
ÖĞRENCİNİN ADI - SOYADI: ESRA DEMİRCİ	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğü evrakında aslı imzalıdır TARİH: 23.02.2021			
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI	
Adı -Soyadı: Aysun Yurdaşık Dağtaş	Adı - Soyadı:	Adı - Soyadı: Murat Koç	Adı - Soyadı: Şehnaz Şahinkarakaş	
Unvanı : Dr. Öğrt. Üyesi	Unvanı:	Unvanı: Doç.Dr	Unvanı: Prof. Dr.	
Evrak onayı e-posta ile alınmıştır. İmzası:	İmzası:	Evrak onayı e-posta ile alınmıştır. İmzası:	Evrak onayı e-posta ile alınmıştır. İmzası:	
... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN (Y.)	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA (Y.)	Adı - Soyadı: Mustafa Tervik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
Evrak onayı e-posta ile alınmıştır. İmzası:	Evrak onayı e-posta ile alınmıştır. İmzası: Dr. Öğr. Üyesi Sami Doğan	Evrak onayı e-posta ile alınmıştır. İmzası: ... / ... / 20...	Evrak onayı e-posta ile alınmıştır. İmzası: Arş. Gör. Özgü Çetiner	Evrak onayı e-posta ile alınmıştır. İmzası: ... / ... / 20...
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	☒	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / ... / 20... - ... / ... / 20... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.		
OY ÇOKLUĞU İLE	☐			
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.				

PROF. DR. MUSTAFA BAŞARAN  basaran Alıcı: ben ▾ Uygundur! 23.02.2021, 15:20, "esra demirci"	DR. ÖĞR. ÜYESİ AYSUN DAĞTAŞ  aysunyurdaisik Onaylıyorum. 23.02.2021, 15:20, "esra demirci"
PROF. DR. YÜCEL ERTEKİN  samidegru Alıcı: ben ▾ Uygundur Prof. Dr. Yücel Ertekin adına Dr. Sami Doğu 18.03.2021, 23:46, "esra demirci"	PROF.DR. ŞEHNAZ ŞAHİNKARAKAŞ  sehnaz karakas Uygundur 15:20, 23 Şubat 2021, esra demirci
PROF.DR. DENİZ AYNUR GÜLER  adguler26 Alıcı: ben ▾ Etik apıdan herhangi bir sakınca bulunmamaktadır. Prof. Dr. Deniz A. GÜLER Gönderilme: 23 Şubat 2021 Salı 15:20 Konu: Tez Etik Kurul Onay Formu - Esra Demirci	
PROF. DR. ALİ ENGİN OBA  ozgecetiner Merhaba, Etik kurulu onay talebi Prof. Dr. Ali Engin Oba tarafından uygun görülmüştür. İyi çalışmalar dileriz, Arş. Gör. Özge Çetiner 15.03.2021, 15:09, "esra demirci"	PROF. DR. MURAT KOÇ  muratkoc Uygundur 23.02.2021, 15:20, "esra demirci"
PROF. DR. MUSTAFA TEVFİK ODMAN  mustafa tevfik Odman Etik apıdan bir sakınca bulunmamaktadır. Uygundur. esra demirci 15 Mar 2021 Pzt, 15:09	

Appendix B: Mindful Attention and Awareness Scale

Bilinçli Farkındalık Ölçeği (BİFÖ)

Bu ölçek kişilerin bilinçli farkındalık düzeyini belirlemek amacıyla geliştirilmiştir.

Lütfen aşağıdaki maddeleri okuyun ve size uygunluk derecesine göre cevap seçeneklerinden birini işaretleyin.

	Hemen Hemen Her Zaman	Çoğu Zaman	Bazen	Nadiren	Oldukça Seyrek	Hemen Hemen Hiçbir Zaman
1. Belli bir süre farkında olmadan bazı duyguları yaşayabilirim.						
2. Eşyaları özensizlik, dikkat etmeme veya başka bir şeyleri düşündüğüm için kırarım veya dökerim.						
3. Şu anda olana odaklanmakta zorlanırım.						
4. Gideceğim yere yolda olup bitenlere dikkat etmeksizin hızlıca yürüyerek gitmeyi tercih ederim.						
5. Fiziksel gerginlik yada rahatsızlık içeren duyguları,gerçekten dikkatimi çekene kadar fark etmeme eğilimim vardır.						
6. Bir kişinin ismini, bana söylendikten hemen sonra unuturum.						
7. Yaptığım şeyin farkında olmaksızın otomatikçe bağlanmış gibi yapıyorum.						
8. Aktiviteleri gerçekte ne olduklarınadikkat etmeden acele ile yerine getiririm.						
9. Başarmak istediğim hedeflere öyle çok odaklanırım ki o hedeflere ulaşmak için şu an ne yapıyor olduğumun farkında olmam.						
10. İşleri veya görevleri şu an ne yapıyor olduğumun farkında olmaksızın otomatik olarak yaparım.						
11. Kendimi bir kulağımla birini dinlerken aynı zamanda başka bir şeyi de yaparken bulurum.						

12. Gideceğim yerlere farkında olmadan gidiyor, sonra da oraya neden gittiğime şaşıyorum.						
13. Kendimi gelecek veya geçmişle meşgul bulurum.						
14. Kendimi yaptığım işlere dikkatimi vermemiş bulurum.						
15. Ne yediğimin farkında olmaksızın atıştırıyorum.						



Appendix C: Autonomy Perception Scale

ÖZERKLİK ALGI ÖLÇEĞİ

Aşağıda öğrencilerin eğitim sürecine ilişkin özerklik durumlarını betimlemeye yönelik ifadelere yer

verilmiştir. Lütfen sorularınızı cevaplarken **İNGİLİZCE ÖĞRENME** sürecinizi düşünerek cevaplayınız. Her bir madde ile tanımlanan davranışı gösterme sıklığınızı, aşağıda belirtilen beşli derecelendirme ölçeği üzerinde uygun gelen seçeneği (ölçek noktasını) işaretleyerek (X) belirtmeniz beklenmektedir.

DAVRANIŞ	Hiçbir Zaman	Nadiren	Bazen	Sık Sık	Her Zaman
	1	2	3	4	5
1. İngilizce öğrenme sürecimi planlarım.					
2. İngilizce öğrenirken zaman planlaması yaparım.					
3. İngilizce öğrenme amaç ve hedeflerimi belirlerim.					
4. İngilizceyi daha iyi öğrenmenin yollarını araştırırım.					
5. İngilizce öğrenmek için düzeyime uygun araçlar ve materyaller bulmaya çalışırım.					
6. Arkadaşlarımla ve/veya öğretmenlerimle İngilizce konuşmaya çalışırım.					
7. Arkadaşlarımla ve/veya öğretmenlerimle nasıl İngilizce öğrenileceği konusunda görüş alışverişinde bulunurum.					
8. Anlamadığım bir konu hakkında arkadaşlarımdan ve/veya öğretmenlerimden yardım almaya çalışırım.					
9. Bir öğrenme etkinliğinin sonunda ne kadar öğrenebildiğim hakkında arkadaşlarıma ve/veya öğretmenlerime yorumlar yaparım.					

10. Bir öğrenme etkinliğinin sonunda ne kadar öğrenebildiğim hakkında arkadaşlarımdan ve/veya öğretmenlerimden yorumlar yapmasını isterim.					
11. Bir öğrenme etkinliğinin sonunda arkadaşlarımdan ne kadar öğrenebildiği hakkında yapıcı yorumlar yaparım.					
12. Öğrenme etkinliklerim hakkında kendi yaptığım ya da başkalarından aldığım yorumları yazarım.					
13. Radyo, internet vb. kaynaklardan İngilizce konuşmaları dinlerim. Eğer yanıtınız ‘Hiç bir zaman’ ise 19. sorudan devam ediniz.					
14. İngilizce dinleme yaparken önemli anahtar kelimelere yoğunlaşırım.					
16. İngilizce şarkıları sözlerini anlayarak dinlemeye çalışırım.					
17. Karşılaştığım yeni sözcükler, sözcük grupları, deyimler ya da yapıları not alırım.					
18. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta konuşarak kullanmaya çalışırım.					
19. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta yazarak kullanmaya çalışırım.					
20. İngilizce program veya film izlerken daha iyi anlamak için görüntüye dikkat ederim.					
21. Karşılaştığım yeni sözcükler, sözcük grupları, deyimler ya da yapıları not alırım.					
22. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta konuşarak kullanmaya çalışırım.					

DAVRANIŞ	Hiçbir Zaman	Nadiren	Bazen	Sık Sık	Her Zaman
	1	2	3	4	5
23. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta yazarak kullanmaya çalışırım.					
24. Kitap, dergi, gazete, internet vb. kaynaklardan İngilizce okurum. Eğer yanıtınız ‘Hiç bir zaman’ ise aşağıdaki soruları yanıtlamayınız.					
25. Bir parçayı okumaya başlamadan önce başlık ve resimlerden konu hakkında tahminde bulunmaya çalışırım.					
26. Parça içindeki bilinmeyen kelimelerin anlamını sözlük kullanmadan tahmin etmeye çalışırım.					
27. Karşılaştığım yeni sözcükler, sözcük grupları, deyimler ya da yapıları not alırım.					
28. Kelime bilgimi tazelemek için düzenli olarak daha önce okuduğum parçaların üzerinden geçerim.					
29. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta konuşarak kullanmaya çalışırım.					
30. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta yazarak kullanmaya çalışırım.					

Appendix D: Semi-Structured Interview Questions

Görüşme Soruları

Geçtiğimiz yıl aldığın hazırlık eğitimini göz önünde tutarak düşününce,

- 1) İngilizce öğrenirken kendini otomatiğe bağlanmış gibi mi hissediyordun yoksa öğrendiğin şeyleri neden ve nasıl öğrendiğinin farkında mıydın? Örnek verebilir misin?
- 2) Dersle ilgili yapılan çalışmalarda amacın sadece söylenen şeyleri yapmak mıydı yoksa o çalışmanın neden yapıldığını ya da sana ne katacağını düşündün mü?
- 3) Ders sırasında ya da bireysel olarak ders çalıştığında odaklanma konusunda sıkıntı yaşadın mı? Dersten koptuğun ya da tekrar odaklanmada sorun yaşadığın oldu mu? Eğer öyleyse bu sıkıntıyı aşmak için yaptığın bir şey oldu mu?
- 4) Ders çalışma ya da dersi dinleme sırasında geçmişle ya da gelecekle ilgili düşünceler içinde olup dikkatini toparlayamadığın oldu mu?
- 5) Eğitim öğretim yılı başında amaçların neydi? Planlama yapmış mıydın? Yıl sonunda bu amaçlara ulaştın mı?
- 6) Öğrenme sürecini düşündüğünde nasıl öğrendiğin ya da nasıl daha iyi öğrenebileceğin konusunda düşündün mü, plan ya da değerlendirme yaptın mı?
- 7) Eğitim-öğretim yılı sonunda kendini sınav haricinde değerlendirdin mi? Neler öğrendim, nasıl öğrendim, neler yapabilirdim ya da yapmadım gibi sorular sordun mu?
- 8) İngilizce öğrenebilmek için öğretmenlerinden yardım aldın mı ya da bireysel olarak araştırma yaptın mı? Yardım alarak ya da bireysel çabalarla İngilizce öğrenmek için neler yaptın mı?
- 9) İngilizce öğrenme sürecinde sana yol arkadaşı olan kişiler ya da araçlar nelerdi?
- 10) Ders sırasında ya da ders dışı öğrendiğin yeni bir bilgi, kelime ya da yapıyı bilgi dağarcığına eklemek için ne yaptın ve kalıcı olması için herhangi bir teknik ya da çalışma uyguladın mı? Başarılı oldu mu?

Appendix E: Consent Form of Conducting Questionnaires and Interviews
(Çağ University)



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100002560
Konu : Esra DEMİRCİ'ye Ait Tez Anket
İzni Hakkında

06.04.2021

FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198026 numaralı öğrencimiz olan Esra DEMİRCİ, “Öğrenci Özerkliği, Bilinçlilik ve Öğrenci Özerklik ile Bilinçlilik Kavramları Arasındaki İlişki” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi Dr. Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında Üniversitemiz Yabancı Diller Yüksekokuluna bağlı Yabancı Diller Bölümünde halen öğrenim gören tüm öğrencileri kapsamak üzere kopyası Ek’lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : 2 sayfa tez etik kurul izin formu, 3 sayfa Anket ve Ölçek, 8 sayfa tez etik kurul izin onay e-postaları.

Appendix F: Consent Form of Conducting Questionnaires and Interviews (Fırat University)



Evrak Tarih ve Sayısı: 26.04.2021-39530

T.C.
FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : E-11611387-044-39530
Konu : Anket Uygulama İzni (Esra
DEMİRÇİ)

26.04.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 06/04/2021 tarih ve E-23867972-044-2100002560 sayılı yazınız.

Danışmanlığımı Dr. Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ'ın yürüttüğü, Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans öğrencisi Esra DEMİRÇİ'nin, "*Öğrenci Özerkliği, Bilinçlilik ve Öğrenci Özerklik ile Bilinçlilik Kavramları Arasındaki İlişki*" konulu tez çalışması kapsamında; Üniversitemiz Yabancı Diller Yüksekokulu bünyesinde öğrenim gören öğrencilere anket uygulama talebi Rektörlüğümüze uygun görülmüş olup, konuya ilişkin gerekli duyuru yapılmıştır.

Bilgilerinizi arz ederim.

Prof. Dr. Fahrettin GÖKTAŞ
Rektör

Appendix G: Official Permission from School of Foreign Languages,

Firat University



Evrak Tarih ve Sayısı: 26.04.2021-39385

T.C.
FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : E-11611387-044-39385
Konu : Anket Uygulama İzni (Esra
DEMİRCİ)

26.04.2021

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Danışmanlığını Dr. Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ'ın yürüttüğü, Çag Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans öğrencisi Esra DEMİRCİ'nin, "*Öğrenci Özerkliği, Bilinçlilik ve Öğrenci Özerklik ile Bilinçlilik Kavramları Arasındaki İlişki*" konulu tez çalışması kapsamında; Üniversitemiz Yabancı Diller Yüksekokulu bünyesinde öğrenim gören öğrencilere anket uygulama talebi Rektörlüğümüze uygun görülmüş olup, söz konusu ankete <https://forms.gle/K9ada2FCHZge4mmUA> linkinden ulaşılabilir.

Bilgileriniz ile konuya ilişkin gerekli duyurunun yapılması hususunda;

Gereğini rica ederim.

Prof. Dr. Fahrettin GÖKTAŞ
Rektör

Ek: Yazı (14 Sayfa)