

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING
WITH THESIS**

**THE EFFECTS OF COLLABORATIVE LEARNING ON THE
AUTONOMY OF UNIVERSITY PREPARATORY SCHOOL
STUDENTS**

PREPARED BY

Mihriban Müge ARAS

MASTER THESIS

ANKARA-2023

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ADVISOR

Asst. Prof. Dr. Ahmet Remzi ULUŞAN

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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Dr.Öğr.Üyesi Ahmet Remzi ULUŞAN

*To my mother Gonca Gülay Aras,
who always embraces me with
her magnanimous heart*

*To my father Çetin Azer Aras,
who always lights me up, inspires me
and enlightens me to learn more*

*To my grandmother Gülten Bilgiç,
who always prays for me to find
all the beauties in this world.*

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I want to express my sincere gratitude to the participants of this study. Their contributions and willingness to share their knowledge have been vital to the success of this research. Their valuable insights have provided a rich and comprehensive understanding of the topic.

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ÖZET

Mihriban Müge ARAS

İşbirlikli Öğrenimin Üniversite Hazırlık Okulu Öğrenci Özerkliğine Etkisi

Başkent Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı

İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

2023

Bu çalışma, işbirlikli öğrenmenin hazırlık okulu öğrencilerinin özerkliği üzerindeki etkilerini öğretmenlerin bakış açısıyla incelemeyi amaçlamaktadır. Bu çalışma için karma yöntem yaklaşımı uygulanmıştır ve çalışmanın katılımcılarını bir vakıf üniversitesinin hazırlık okulunda görev yapan 71 okutman oluşturmaktadır. Okutmanlar anketi çevrimiçi doldurarak ve görüşme oturumlarına katılarak bu çalışmaya katıldılar. Nicel veriler için, Borg ve Al-Busaidi'nin (2012) araştırması ile Likert ölçekli anket benimsenmiştir. Anket 37 sorudan oluşmaktadır ve 1=kesinlikle katılıyorum, 2=katılıyorum, 3=nötr, 4=katılmıyorum ve 5=kesinlikle katılmıyorum olmak üzere 5 seçenek bulunmaktadır. Toplanan verileri analiz etmek ve katılımcı puanlarını oluşturmak için Sosyal Bilimler için İstatistiksel Paketler (SPSS) kullanıldı. Nitel veriler için, işbirlikli öğrenmenin hazırlık sınıfı öğrencilerinin özerkliği üzerindeki etkileri hakkında daha spesifik, derin ve ayrıntılı bilgi ve bakış açısı elde etmek için 10 gönüllü okutman ile görüşülmüştür. Görüşme için, öğrenen özerkliğinin hazırlık okulu öğrencileri üzerindeki etkilerini ve işbirlikli öğrenmenin hazırlık okulu öğrencilerinin özerkliği üzerindeki etkilerini anlamak için açık uçlu sorular sorulmuştur.

Bu çalışmanın sonuçları, öğrenen özerkliğinin hazırlık okulu öğrencileri için olumlu etkileri olduğunu ve işbirlikli öğrenmenin hazırlık okulu öğrencileri için özerkliği geliştirmede büyük bir etkisi olduğunu göstermiştir. Öğitmenler, otonom öğrenenlerin İngilizce dilini öğrenme yolculuğunda başarı oranının yüksek olduğunu belirtti. Ayrıca ikili çalışma, grup çalışması ve paylaşılan görevler gibi işbirlikçi etkinliklerle öğrenen özerkliğinin destekleyebileceğini ve teşvik edilebileceğini belirtmişlerdir.

Anahtar Kelimeler: öğrenci özerkliği, işbirlikçi öğrenme, öz disiplin, öz denetim, öz farkındalık

ABSTRACT

Mihriban Müge ARAS

The Effects of Collaborative Learning on the Autonomy of University Preparatory School Students

**Başkent University
Institute of Educational Sciences
Department of Foreign Languages
Master Program of English Language Teaching with Thesis
2023**

This study aims to investigate the effects of collaborative learning on the autonomy of prep school students from the teachers' perspective. Mixed-method approach was applied for this study. The participants of this study consisted of 71 instructors who worked at the prep school of a foundation university. They participated in this study by completing the survey online and attending the interview sessions. For the quantitative data, the Likert scale questionnaire was taken by the survey of Borg and Al-Busaidi (2012). The questionnaire has 37 questions and the 5 options of 1=strongly agree, 2=agree, 3=neutral, 4=disagree and 5=strongly disagree. The Statistical Packages for Social Science (SPSS) was used to analyze the data collected and generate participant scores. For the qualitative data, 10 volunteer instructors were interviewed to obtain more specific, deep and detailed knowledge and perspective about the effects of collaborative learning on the autonomy of prep-school students. For the interview, open-ended questions were asked to understand their consideration for the effects of learner autonomy on prep school students and the effects of collaborative learning on prep school students' autonomy.

The results of this study showed that learner autonomy has positive effects for the prep school students and collaborative learning has a huge impact on promoting autonomy for the learners at prep school. The instructors stated that autonomous learners are more likely to be more successful through an English language learning journey. They also indicated that learner autonomy can be promoted and fostered better with collaborative activities such as pair-work, group work and shared tasks.

Key Words: learner autonomy, collaborative learning, self-discipline, self-control, self-awareness

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LIST OF ABBREVIATIONS

LA	Learner Autonomy
CL	Collaborative Learning
EFL	English as a Foreign Language
CEFR	Common European Framework of Reference for Languages
SPSS	Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

In this brave new world, learner autonomy has become an indispensable component of language learning. Many methods and techniques can be a part of learner autonomy. With the help of collaborative learning, students might be more aware of their learning of the target language process and may even control their progress in English learning. Students can learn the English Language; however, it is doubtful how conscious they are in terms of leading and shaping their learning styles and progress.

Learner-centeredness is an essential part of learner autonomy. According to Vygotsky's (1978) idea of the zone of proximal development, social interactions can help learners develop their higher-order thinking and autonomy.

Collaborative learning not only helps students organize their learning but also helps them participate in an intellectual negotiation and cooperative decision-making process. Social interaction is an essential part of the improvement of autonomous learning in terms of knowing the information and transferring it to other learners.

According to Murray (2014), learners can develop autonomy by exercising it, and by personalizing their education, they will find it more interesting and meaningful. The opportunity for participation should be given to every student in the classroom so that they can talk about their knowledge and beliefs and they can learn new information from other learners.

Students who have learning autonomy can be more competitive in learning the English Language so they have a higher level of capacity for critical thinking and decision-making, which leads to having greater self-awareness. Collaborative learning can be an effective and useful method to foster autonomy in terms of learning the English language. Gokhale (1995) indicates that the active exchange of perspectives within small groups, according to proponents of collaborative learning, not only increases interest among participants but also promotes critical thinking. Gokhale (1995) also states that the peer support system enables the learner to internalize external knowledge and critical thinking skills and convert them into cognitive functioning tools. Additionally, having autonomy in learning can help raise self-awareness about the comprehension of learning the English Language. Garca Magaldi (2010) claims that first students must be aware of

who and where they are in relation to themselves, their peers, and society in order to be autonomous learners. They must also understand their learning style and their role in the learning process, but most importantly, they must believe that being aware of these factors will have an impact.

Before anything else, learners must be aware of what their role is, what they are doing, and what the aim of the learning is. Collaborative learning can affect learners in a positive way to improve their autonomy when they are learning the English language. The more connection we have with other people, the better we learn and comprehend the world around us.

1.1. Background of the Study

Learner autonomy has been becoming a popular topic since the middle of the 20th century and many researchers have been making many contributions in this field. With the increment of learner autonomy awareness, teachers have started communicative pedagogical approaches. These communicative approaches cause the rise of collaborative methods as a learning style of English language learning. If a learner has the capacity for detachment, critical reflection, decision making, and independent action, it means he or she has autonomy to study and comprehend the process of learning, according to Little (1991). On the other hand, Holec (1988) defines autonomy as taking control of one's learning.

Learner autonomy is sometimes misunderstood. Many people think that it is out-of-class learning as an independent study. However, learner autonomy can also be improved in a significant way with the help of instructors and classmates in a safe learning environment. According to Dickinson (1987), learners can choose to be more or less independent at different points in their learning process. As a result, students can get help from their teachers and classmates in the process of learning.

Reeve (2022) suggests that students may behave more positively if their teachers are concerned about them and how they learn because autonomy support has been shown to facilitate learning and motivation and appears likely to reduce instructors' perceptions of student impolite behavior. As it is previously stated, autonomy can't be created only by learners or it is so hard to be autonomous without help from a mentor, teacher, or advisor. If instructors are eager to help students about having autonomy in English Language learning, then learners tend to try more to be autonomous because they are inspired by their instructors and believe that they can handle comprehending new knowledge with the support of others.

Additionally, Yasmin and Sohail (2018) highlight that it is thought that qualities of an autonomous learner, such as curiosity, motivation, and confidence, enable a language learner to handle the difficulties of learning the English language. Moreover, Pluck and Johnson (2011) indicate the intrinsic motivational component of curiosity has enormous potential to improve student learning. When language learners are curious about the structure and functions of the English language, they prefer to study and avoid their pleasure for the aimed studies. Curiosity is a crucial and essential feature to have in terms of language learning. Being an autonomous learner is about self-discipline, self-control, time management, motivation, and the ability to understand the importance of one's aims. If learners aren't aware of their goals in English language learning, autonomy is weakened and the learning process becomes unproductive.

Von Glasersfeld (2000) says that knowledge can only be generated from experience. Social context supplies the experience of learning to students, and without a doubt, collaborative learning is a beneficial and significant part of social learning. Students have their unique learning styles and characteristics, and they bring it to the class for the social learning context.

Palfreyman (2003) states that autonomy has been associated with a focus on the individual learner; however, sociocultural context and collaboration with others are important features of education and our lives. Additionally, Nation and Newton (2008) claimed that students can improve their academic and communicative abilities by repeatedly using meaningful language practice activities with realistic and understandable input and output. Furthermore, according to Oga- Baldwin (2019), when teachers say they want to "motivate their students," they often mean through engagement. Teachers in language classes specifically want their students to read and listen carefully, retain vocabulary, write clear sentences and paragraphs, and engage in conversation with their peers.

Little (1991) stressed that teachers who want to promote learner autonomy must start with themselves and should reflect on their own beliefs, perceptions, practices, and perspectives on the issue because learner autonomy and teacher autonomy are interdependent. Educators who are open to growing mentally can focus on their autonomy and then help the learners how to work on learning either individually or socially.

Henceforth, Ryan and Deci (2000) emphasized that it is also obvious that the human spirit can be diminished or crushed and the individuals sometimes refuse growth and responsibility. Having autonomy as a learner can make growing easier when learning

something new. Learners should take responsibility for their own learning pace. Autonomy is an impressive feature for people who want to grow with information and experience.

To sum up, many scholars in academia have made many contributions to learner autonomy and collaborative learning with their precious ideas. Learners can engage in English lessons to express their ideas or thoughts more confidently and clearly after they work and brainstorm with their partners or groups. Collaborative learning demonstrates how students act, think, feel, and interact when they are working with their classmates. That's why learning becomes more permanent and this situation leads to the improvement of the autonomy of learners in an English class environment.

1.2. Statement of the Research Problem

Managing one's learning is one of the most fundamental features of learner autonomy. Learner autonomy is mainly related to improving the abilities of self-study and out-of-class activities for the target language. However, the importance of interactive in-class activities, pair work, and group work in improving learner autonomy may not be adequately understood. In this research, the impact on the development of learning autonomy with the help of collaborative learning in a social context was studied and presented for the realization of the benefits for educators and learners.

Many studies and research mainly focus on students' ideas from the point of their autonomy. However, the number of studies on the opinions of university preparatory school lecturers on the effect of collaborative learning on the autonomy of English learners is quite limited. Briefly, in this study, the effects of collaboration and cooperation on the autonomy of learners are scrutinized by making use of the views of preparatory school instructors.

1.3. Purpose of the Study

The aim of this study is to reveal what kind of contributions collaborative learning applied in the classroom has on the autonomy of English learners. Collaborative learning allows individuals to work together for a shared purpose and goal. Each student is in charge of their own part of the group work. At the end of the task, they can evaluate their individual learning and group learning and they can decide how productive they are, how efficient their work is, or what kind of influence collaborative learning has on learner autonomy. The study aims to understand and comprehend the benefits of collaborative learning on students' autonomy with the help of prep school instructors' perspectives and beliefs.

1.3.1. Research questions

This study aimed to address the following research questions:

1) What are the effects of learner autonomy on prep school students according to instructors' perspectives?

2) To what extent does collaborative learning affect learner autonomy of prep school students?

This study aims to understand the positive aspects of collaborative learning on learner autonomy from the perspective of the instructors in the preparatory school of a foundation university in Ankara. As mentioned earlier, collaborative learning can be useful and rewarding for students to develop their English skills and comprehend the English language. However, in what aspects does collaborative learning help students to be more aware of their learning process? Besides, if collaboration is beneficial for students, what kind of benefits does it have on learners' autonomy and how efficient and effective is it on students' self-discipline, self-control, and self-regulation?

Many studies have been written on learner autonomy so far. In these studies, researchers worked with students to get data and reached certain results accordingly. In this study, the researcher has worked with prep school instructors to reveal the effects of collaborative learning on learner autonomy in English Language Learning.

1.4. Significance of the Study

There are five significant elements of collaborative learning which can be very beneficial for the autonomy of prep-school students. First of all, *positive interdependence* has some effects on English learners. For example, students actively participate in pair work or group work and they need to come up with an idea or conclusion of the problem or question which is given to them by their instructor. Mutual goals and aims are another important part of collaborative learning. When learners have a shared or common goal, they start to brainstorm and think deeply and critically about the topic that they have already seen in the class. Lastly, they share their material and information with each other. With the help of shared learning, they can find out more than one way for the solutions and they contribute new ideas, broaden their horizons and gain a new perspective on any topic discussed (Chowdhury, 2021).

Second of all, *face-to-face promotive interaction* is important for English learners to motivate each other for learning. It is also very efficient for group discussion and participation. Moreover, collaborative learning helps students to get effective

communication. For learners to work with each other and get results from their collaborative work, they need to have healthy communication and mutual understanding. Some students can also improve their leadership skills by planning their group tasks and managing their group friends. Furthermore, English language learners may become more specific while they are making a group decision in a collaborative task. Collaborative class activities make people more aware of their tasks and it can build trust between learners (Chowdhury, 2021).

Individual accountability is another necessity for collaboration. For instance, each student is responsible for completing his/her work. In addition to this, it eliminates social loafing. Students can analyze the learning task of the team, social skills of the team, and self-assessment of their group for group processing skills. In a nutshell, collaborative learning is about achieving a common goal, sharing discoveries and negotiation, teamwork, collective tasks, an active approach focused on the student, and construction of knowledge by the student (Chowdhury, 2021).

For collaborative learning, students can also use their *social skills*. There are some key factors such as leadership, decision-making, effective communication, and trust building. These kinds of skills can affect autonomous learning in a good way. When students work together, they not only inspire each other but also improve their capacity to study and learn together. Moreover, they feel rewarded because they achieve a task together, they help each other and they understand each other with the help of collaborative learning (Chowdhury, 2021).

Finally, for collaborative learning, *group processing skill* is a significant part of pair or group work. The students analyze the learning task of their team to comprehend the topic they work on to think critically and generate logical ideas. The social skills of the team members are considerable for the harmony of the way the task is done and the self-assessment of group members is indispensable for the end of the task or project they focus on. Language learners can find what is extra or missing and figure out what they can do more about the topic to learn and present it to their classmates (Yaduvanshi and Singh, 2015).

1.5. Limitations of the Study

The survey of this study was given to the instructors who work in the prep school of a foundation university in Ankara. This study aims to understand the perspectives of teachers about the relationship between learner autonomy and collaborative learning.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

In this chapter of the study, the intersection between autonomy and collaborative learning was explained in detail. There are six categories for this chapter to have a deeper meaning and knowledge about learner autonomy and in what ways collaborative learning contributes to students' being more autonomous learners. First, the definition of learner autonomy is given, then the collaborative learning approach is explained. Afterward, the researcher clarifies learner autonomy and collaborative learning. In the following section, the roles of teachers and learners in autonomous learning are highlighted. The other title is about some concepts in autonomous learning and these are motivation and learner autonomy and psychological aspects of autonomous learners. The last one is regarding studies related to perception and practices on learner autonomy and collaborative learning.

Students who have autonomy for learning have the power to make choices and decisions and act accordingly. With autonomy, learners have the power to manage their learning and the freedom to find content that interests them. Raising learners who can take responsibility for their learning, both independently and collaboratively, is regarded as a key feature of the twenty-first-century educational approach.

In this chapter, learner autonomy and collaborative learning methods were discussed and considered as interrelated and interdisciplinary topics. Past studies are presented for the findings and results to signify the perspectives and aspects of learner autonomy and collaboration in learning the English Language. For the first part, the historical overview of learner autonomy, the forms and components of learner autonomy, and the characteristics of learner autonomy were presented. Afterward, the collaborative learning approach, its background and discipline, and the correlation between learner autonomy and collaborative learning in the English language were discussed. Teacher and learner roles in autonomous learning, some concepts about learner autonomy and studies related to perception and practices on learner autonomy, and collaborative learning were reviewed subsequently.

2.2. The Historical Overview of Autonomy in Language Learning

Learner autonomy, also known as student autonomy or self-directed learning, is a concept that has been present in various forms throughout history. The concept of student participating actively in their education and developing into independent, self-motivated learners has changed over time because of societal trends, changes in educational theories, and advancements in technology.

2.2.1. The definition of learner autonomy

Language learning theories and practices have long been a source of discussion among educators. The literature is increasingly emphasizing the concept of autonomy in English language learning and teaching. The term "autonomy" is derived from two Greek words: *autos* (self) and *nomos* (rule or law), and it refers to a self-governing or self-ruled state.

Scholars defined learner autonomy using various terms and concepts. For example, according to Holec (1981), who is considered the 'father' of learner autonomy, indicated that learner autonomy is the ability to assume responsibility for one's own learning, and a learner should also be in command of all decision-making processes during the learning process. He also stated that this ability isn't inborn but can be acquired through both natural means and formal learning. The way learners obtain autonomy should be deliberate and systematic. People must know what they learn and what they do with the information they learn. They are responsible for the learning plans, and the ways and some angles of the learning process. Additionally, according to Holec's (1981) definition autonomy goes beyond school education, because it involves lifelong learning and the continuous development of awareness and comprehension. Shortly, he stated that being an autonomous learner is the ability to take charge of one's own learning.

White (2008) refers to learner autonomy as "independent learning," while Holec (1996) refers to it as "self-directed learning." Furthermore, Reinders defines (2000) learner autonomy as "self-access learning". As far as that goes, Hughes (1997) described learner autonomy as "self-instruction", and Bown (2009) used the word "self-regulation". As it can be understood, selfdom and freedom are very vital features for one to be autonomous as a learner. Besides, according to the most accepted definition of Scharle and Szabo (2000), learner autonomy is the freedom and ability to control one's own behavior and decisions. Gathercole (1990) describes autonomy as when the learner is willing and capable of taking charge of his learning.

Nevertheless, many scholars agree with Holec (1981), because he provides the most general and logical meaning, which is accepting responsibility for one's own learning. There are some benefits to fostering learning autonomy so that people become more efficient at being independent learners. Self-regulation empowers them to independently exercise through activities outside the classroom, utilizing all kinds of resources and other materials, and enhancing their intrinsic motivation.

Henceforth, Benson and Voller (1997) explained that learner autonomy is the ability to take personal or self-regulated responsibility to learn, and academic performance can be foreseen with the autonomy of learners. The point is that each individual acquires autonomy in a different way, at different times, and in different forms because every learner has a different type of capacity. Therefore, every student develops their autonomy at their own pace.

Apart from this, Nunan (1999) states that autonomy is the process of learning and evaluating oneself independently. In addition to this, context, philosophy of learning, and learner attributes are three understandings of independent language learning (Hurd and Lewis, 2008). In addition, Benard (1995) defines autonomy as "a sense of one's own identity and the ability to act independently and exert some control over one's environment, including task mastery, internal locus of control, and self-efficacy." In other words, for one's independence, a learning process with ongoing responsibility is a qualified ability to learn with an eagerness which makes learning more powerful. To Dickinson (1994), autonomy is a capacity for the independent operation with the language and use it to communicate and express one's own meanings in real, unpredictable situations.

All in all, most of the scholars and researchers agree on the features of autonomous learners such as being self-regulated and self-disciplined, having the ability to be independent and self-sufficient for what/why they want to learn and being aware of their responsibilities for their learning process. Moreover, self-directed, self-motivated, and being independent in the learning journey is the parts of autonomy's forms and components.

2.2.2. The forms and components of learner autonomy

Learner autonomy is an essential characteristic to understand and learn the variety of topics around us. There are some forms of learner autonomy in how learners know their learning styles and plan their study programs to improve themselves. They need some

basic skills to make improvements in their knowledge. Creating the proper learner environment, discovering the learning methods and approaches, and having the will and willingness to add more information to their background knowledge are some essential facts for learner autonomy in language learning.

To start with, Ho and Crookall (1995) highlighted that autonomy can be learned and achieved through certain actions of taking responsibility. Learners can create their environment and they can provide opportunities to learn what they want to know. To be an autonomous learner, self-discipline and self-control are required.

Winch (2002) indicated that autonomy requires permission, knowledge, skills, and power to choose goals in life towards which autonomy can be meaningfully exercised. Morgan (1996) underlined some parts of autonomy to support other scholars and said autonomy refers to a person's second-order capacity to critically evaluate their first-order preferences, desires, and wishes as well as their ability to accept or make an effort to change them in light of higher-order preferences and values.

In addition, Dickinson (1999) defined learner autonomy as an attitude developed by the learner towards learning in which the learner is willing and able to make significant decisions about the learning process. Attending the class, listening to the teacher, doing assignments, and taking exams doesn't mean that the learning process of the learner is going on very well. The language learning phase as a whole is not complete without the enthusiasm to learn the target language.

The concepts of autonomous learning and independent learning are interconnected and have expanded in importance in language education. The characteristics of independent language learning is distinguished by optimizing or extending learner choice, focusing on the needs of individual learners rather than the interests of a teacher or an institution, and allowing learners to make decisions. Having autonomy for language education also supports learner-centered learning. Students become more independent and responsible for their language learning. Students who have autonomy are expected to develop their interactive skills and engage in class discussions and activities to get benefits from learning environments.

Besides, Lamb and Reinders (2006) exemplified that there are two strands of independence/autonomy. One of them is primarily concerned with language learning as an independent process and the second one is organizing learning with the other ways that take place independent of teacher control. These learners are aware of the purpose of their learning actions, they can control their language learning process, and they are able to

discipline themselves to study in an orderly and organized way to achieve their goals and objectives.

Najeeb (2013) states that there are three fundamental pedagogical principles that highlight the importance of autonomy in language learning. *Learner involvement* is the first principle which is engaging students who share their responsibility for the learning process. Helping learners to think critically when they plan, monitor, and evaluate their learning is called *learner reflection*. Finally, *proper use of the target language* is the third principle which is about using the target language as the principle medium of language learning.

Autonomous language learners have to be empowered to exercise their autonomy when it comes to focusing on their learning styles, and they can work on their psychological preparation before they take all the responsibilities of language learning. When language learners try to change their mindset to become more autonomous learners, the teacher can support them with a safe learning environment.

In a nutshell, learner autonomy has been a prominent subject in the last three decades. There are many explanations of learner autonomy by many scholars in academic history. Most of the researchers thought that learner autonomy is essential and significant in terms of learning and learning motivation. Dweck (1986) emphasizes that the learners should make every effort even after meeting performance or learning goals because learning success alone won't be enough to build and develop effective motivational attitudes.

Moreover, according to Dickinson (1995), when a learner has more control over his or her own learning process, motivation will be increased and learning success will be the outcome. If the learner has responsibility for the learning process, such as planning, monitoring, and self-evaluation, he can have some degree of ownership in his learning. Also, Ushioda (2011) shows that teachers can help students fulfill their competence to be the individuals they want to become and use the language to perform what they want with their own motivation and sense of self by encouraging learners to speak as themselves now. In general, self-regulated learners can obtain autonomous learning smoothly because it is about auto control. Self-regulated learning is thought to be strongly associated with how people control their feelings, comprehension, practices, and natural perspectives during a learning experience. As a result, anyone who can control the process of activities, they can also control their learning progress and this brings us to the characteristics of autonomous learners.

2.2.3. The characteristics of autonomous learners

The characteristics of autonomous learners vary from learner to learner; however, in general, these learners understand the aim of their learning program and acknowledge explicit responsibility for their learning. They actively engage in the setting of learning goals and take initiative in planning and executing learning activities. They also review and evaluate their learning on a regular basis (Çakıcı, 2015). There is an understanding that practicing learner autonomy demands insight, a positive attitude, the ability to reflect, and a willingness to be proactive in self-management and interaction with others.

An autonomous learner is described as someone who can take responsibility for his or her own learning and self-esteem. According to Holec (1981), autonomous learners decide on destinations, characterize the substance and movements, select strategies and methods, observe the acquisition technique, and assess what has been acquired. His representation appears to be focused on the mechanics of everyday learning for the executives. Moreover, Boud (1988) indicated that an autonomous learner is someone who can act independently. Allwright (1990) and Little (1991) theorize that autonomous learners can reflect on their learning through knowledge, and they are willing to collaborate with others to learn.

In addition, Wenden (1991) states that autonomous learners are enthusiastic about being responsible for their own learning, and they believe in their learning skills and abilities to operate and lead their own learning. Furthermore, Breen and Mann (1997) agreed with the same point and clarified that autonomous learners are eager to learn, know what and how to learn, and, as a result, they recognize the value of self-awareness. They are aware of self-evaluation, so they are objective when evaluating themselves. Additionally, according to Nicolaidis (2003), an autonomous learner should be able to state his or her goals, comprehend his or her responsibilities as a learner during the study, and pick up the beneficial and significant knowledge.

According to Candy (1991), there are 13 characteristics of self-directed learners. Autonomous learners are well-organized, flexible, curious, open to innovations, and motivated. They are also reciprocal, good at social relationships, determinant, accountable, courageous, and imaginative. Being self-sufficient, good at doing research, and problem-solving are other personal characteristics of self-regulated learners. Moreover, they have the ability to be sensible and think critically. Self-confidence and thinking positively about themselves are other idiosyncrasies of autonomous learners. Furthermore, learners with

autonomy can reflect their opinions in a well-planned way and know about his/her abilities and skills. Lastly, these learners can develop strategies during the learning process.

Arnó, Rueda, Soler, and Barahona (2004) state that a good language learner is thought to possess motivation, curiosity, interest, and self-discipline. In addition to this, Ushioda (1996) defined motivated learners are autonomous language learners. Self-motivation entails taking control of the affective aspect of the learning experience.

Autonomous learners participate in all aspects of their learning path, which may begin with the planning of learning priorities and needs, continue with monitoring, and end with evaluating themselves and their necessities with a holistic approach to start another learning experience with a brand-new, fresh, and enhanced perspective. They are also able to find materials and resources outside of the classroom to improve their learning and try to understand what is relevant to their studies and to reach their goals. Little, Ridley, and Ushioda (2002) say that these motivational patterns of autonomous learners allow them to apply their school knowledge and skills outside of the classroom.

As stated in the Common European Framework of Reference (CEFR) (2001), the ability to learn is important for an autonomous learner because it includes observing and participating in new experiences, integrating previous knowledge and experiences into existing knowledge, and modifying the latter when and where necessary. Briefly, autonomous learning needs lots of determination, desire, and consistency to read, write and learn.

All in all, learners with autonomy have many responsibilities for their education with regards to learning on their own, learning from their instructors and peers. If they fail or pass an exam, they know that it is not because of other parameters but because of their learning and studying styles. Autonomous learners know how to guide especially when they try to find the ideal self to be more successful in their studies. To achieve this, self-discipline, self-motivation, self-regulation, self-instruction, logical intelligence, and independence are some features for learners to become more autonomous.

2.3. Collaborative Learning Approach

An educational strategy known as collaborative learning sets a strong emphasis on student collaboration and active participation to accomplish shared learning objectives. With this method, students collaborate to solve problems in groups or pairs while sharing ideas and concepts. With active participation in their education, students are encouraged to develop their critical thinking, interpersonal, and communication skills through

collaborative learning.

2.3.1. Background of collaborative learning approach

Collaborative learning is an approach for both teachers and students to make teaching and learning better and more effective. It is an educational method for making learning more attractive and interactive. It is believed that learning can be more permanent through communication and interaction. Collaboration isn't only about gathering and chatting but it is about sharing information and caring for each other. When students come together and start to think about a topic, all of them express their ideas and consider their opinions as a new kind of learning. Before anything else, Collaborative Learning Approach includes groups of students who work together to complete a piece of work, solve a problem, or generate ideas to create a production (Prince, 2004).

The philosophy of collaborative learning is to interact with a learning group where learners take responsibility for their own learning and recognize the contributions and abilities of their peers. Panitz (1999) defined in a collaborative learning environment, people take personal responsibility for their interactions and behaviors, including their learning, and they show respect for the skills and contributions of their peers. Little (1991) and Littlewood (1996) indicated that the development of autonomy implies collaboration and interdependence, rather than working in isolation. Communicating with other learners could make the learning process more productive and effective. According to Johnson, Johnson, and Holubec (1993), collaborative learning is “the instructional use of small groups so that students work together to maximize their own and each other's learning.”

The learners become more creative in terms of generating ideas or become more open to listening to others' opinions to succeed in completing the task which is given by the teacher. In collaborative learning, student groups have almost all the responsibility to button up the assignment. Collaborative learning approach aims to lead learners to work as groups with various performance levels for a common goal or target.

Many of the scholars agree on the fact that CL advocates critical thinking skills much better than competitive or individualistic learning environments (Gabbert, Johnson, & Johnson, 1986; Johnson, & Johnson, 1981; Johnson, Skon, & Johnson, 1980). Sometimes learners encounter the difficulties of being all alone when they try to express their knowledge for the questions or paperworks or they are not confident enough to use their information towards the teacher or their peers. Totten (1991) claimed that shared learning

enables learners an opportunity to participate in discussion, take responsibility for their education, and thus develop critical thinking skills.

Typically, students work in groups of two or more, searching for mutual comprehension about the target task, solutions, or meanings, or creating a product. Collaborative learning activities vary greatly, but the majority focus on students' exploration or application of course material rather than the teacher's presentation or explanation of it (Smith & MacGregor, 1992).

Hence, as stated by Dillenbourg (1999), collaborative learning occurs when two or more people learn or attempt to learn something together and collaborative learning techniques lead learners toward social interactions to gain deeper knowledge, make participants accountable for their peers as well as their learning, and thus the success of one learner positively influences that of the other. Goodsell, Maher, and Tinto (1992) claimed that in collaborative learning, students work in groups, seeking mutual understanding, solutions or meaning, or creating a project.

Laal and Laal (2012) said that it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions in all situations where people come together in groups. The group members accept responsibility for the actions of the group and share authority.

Tinzmann, Jones, Fennimore, Bakker, Fine, and Pierce (1990) indicated that teachers who work collaboratively with their students promote the application of knowledge, make sure that students share their knowledge and learning strategies, treat one another with respect, and prioritize deep levels of understanding. They support knowledge claims with evidence, encourage students to think critically and creatively, and encourage open and meaningful discussion. If students comprehend new perspectives and ideas with the help of collaborative learning, they will have the eagerness to take responsibility for productive aspects of the learning process.

Finally, when it comes to group assessment, team members establish group goals, analyze what they are doing well as a team on a regular basis, and identify changes they will make to operate more efficiently in the future. The concept of collaborative learning has been researched in length and breadth and declared; Collaborative learning is an instruction method in which learners have a variety of performance levels and work together in groups toward a common goal. Constructivism theory is closely related to collaborative learning in terms of actively construct knowledge and understanding based on their prior experiences, existing mental models, and interactions with the environment.

2.3.2. Constructivism and collaborative learning

First and foremost, Constructivism learning theory is fundamental for collaborative learning. In constructivism, learners construct knowledge instead of taking information passively and participation is the key factor for learning (Alzahrani & Woollard, 2013).

Brau (2020) explains constructivism and gives details about how Piaget and Vygotsky improved constructivism theory with their ideas. Jean Piaget and Lev Vygotsky had many contributions to constructivist psychology. Jean Piaget belongs to the radical constructivism school of thought. Lev Vygotsky, on the other hand, focuses on the social aspects of experiential learning, i.e., social constructivism.

The common ground that brought these psychologists together under the banner of constructivism was their belief that the learning theories of the time (e.g., behaviorism and humanism) did not adequately represent the actual learning process. Furthermore, unlike behaviorism, their ideas were based on classroom experiences rather than laboratory experiments. Brau (2020) also states that Jean Piaget is regarded as one of the founding constructivist theorists. According to his theories, humans generate knowledge through the interaction of their experiences and ideas. Because of his belief that the individual is at the center of the knowledge creation and acquisition process, his constructivism is the inspiration for radical constructivism.

Bodner (1986) clarifies that Piaget's model of adaptation or equilibration has been defined as an internal self-regulating mechanism that uses the complementary biological processes of assimilation and accommodation to function. Assimilation defines how we interpret new experiences in light of our current understanding, or schemas. Accommodation illustrates the way our schemas are later adjusted to better incorporate new experiences. To gain new experiences, students need to be curious about learning and be able to do some research and find out new information that broadens their minds, and share their knowledge with others as in collaborative learning.

Lev Vygotsky's work has a central focus on the social aspects of knowledge acquisition. He believed that interacting with others is the best way to learn. Learners create an environment of shared meanings with peers through the process of working with others. Being immersed in a new environment allows the learner to adjust their subjective interpretations to fit in with the community. To Vygotsky, with the assistance of a *More Knowledgeable Other*, learners could achieve a much higher level of learning (Brau, 2020). When learners study together, they try to evolve and shape the topic that they work

on and as a result, they can teach and learn from each other.

As referred by Billings and Walqui (2018), Vygotsky explained the gap between a learner's potential developmental level and their actual developmental level as determined by problem-solving under adult supervision or in collaboration with more advanced peers is known as the Zone of Proximal Development (ZPD).

Jaramillo (1996) indicates that Vygotsky believed that the learning context was crucial in shaping knowledge. He was a strong proponent of learning through experience, emphasizing the value of creating a learning environment in which students actively contribute to the development of their knowledge. To maximize student participation, instruction should be contextualized by providing authentic tasks that are worthwhile, relevant, and parallel to real-world problems. Learning should ideally involve the interaction of cognitive, emotional, and physical experiences. To provide all of these in a classroom, educators can integrate collaborative learning approaches in their classes for interactive learning. When students participate in pair or group work activities, they have a chance to find out solutions for real-life issues. As a result, the possibility of creating knowledge procedures has an increment when it is compared with other methods.

Moreover, Vygotsky, a Russian psychologist who set up his work after the 1917 Russian Revolution, is most closely associated with sociocultural theory. Scott and Palincsar (2013) explain that the goal of sociocultural theory is to explain how differences in cultural, institutional, and historical context affect how people think and behave. As a result, the sociocultural perspective focuses on how social interactions and culturally sanctioned activities affect psychological development. Vygotsky (1978) clarifies that the social dimension of consciousness is primary in time and fact. The individual dimension of consciousness is derivative and secondary.

To summarize, constructivism is a theory that advocates collaborative learning. As learners engage in a wide range of collaborative activities and internalize the benefits of working together, they acquire new strategies and knowledge of the world and culture. According to this approach, the specific structures and processes revealed by individuals can be linked back to their interactions with others rather than just being a natural by-product of social interaction, which is how many people believe that mental functioning is derived. Collaboration is a necessary part of the Zone of proximal development for productive group activities and exercises. When students participate in collaborative studies, they can create zones of proximal development for one another because their interactions generate ideas, which are then shared with peers to shed light on the topic they work on. Briefly,

knowledge is transferable when learners work together and share their ideas and information. As Hellen Keller (1984) said “Alone we can do so little. Together we can do so much.”

2.3.3. The benefits of collaborative learning methods

In the Collaborative learning approach, students can discover and transfer knowledge among themselves. The teacher creates a learning environment for students to understand the meaning of the material by using their cognitive structures. Then students actively build their knowledge. Learning becomes something that learners form, but not something that is given to the learners. Knowledge isn't offered to learners by teachers or curriculum. Students share their opinions and information to actively participate in the learning process and they broaden their input with the help of new ideas. Pattanpichet (2011) indicates that the value of collaborative learning has long been stressed and acknowledged as one way to create an easy-going and low-threat learning environment in second language classrooms. It is generally accepted that a learner's language acquisition will progress more smoothly if he is less anxious and more relaxed.

Gokhale (1995) explained that with the help of collaboration, learners can exchange their ideas actively in a small group. It doesn't only increase the interest among students but also promotes critical thinking. CL is an umbrella term for a diversity of educational methods that involve the collaborative intellectual effort of the students and teachers.

Similarly, Gerlach (1994) indicated that the foundation of collaborative learning is the notion that learning is a naturally social activity in which participants communicate with one another. It is through the talk that learning occurs. In addition to this, Golub (1988) clarified that the main component of collaborative learning is a structure that encourages student talk. Students are expected to interact with one another during this time, and much of the learning takes place during this time.

Koç (2018) pointed out that group members must provide feedback to each other in an interactive manner, challenge their reasoning and conclusions, and significantly encourage each other for considerable interaction. For individual accountability and personal responsibility, all the members of the group have to share the responsibility of the task which is given by the teacher for the review of all the materials to be learned. To increase their social skills, trust-building, leadership, decision-making, communication, and conflict management skills must be practiced by the students for not only the present time but also for their future.

Consequently, collaborative learning approaches and strategies have a variety of benefits in terms of learning the English Language. While learners are listening and talking to each other, they can realize what they know, what else they can learn, and how they can enhance their knowledge better.

2.4. Learner Autonomy and Collaborative Learning

In today's world, "classical teaching methods" are considered outdated and colorless. Too many exercises, a few practices and long teacher talking time may not allow learning and understanding in-depth. The students of the 21st century want to communicate all the time because of the demands of the era we live in. Savignon (2001) states that as the "new" or "innovative" approach to teaching English as a second or foreign language over the past 25 years, communicative language teaching (CLT) has been promoted all over the world. Collaborative learning can enhance communicative language teaching because pair and group works are essential for English learners to improve students' ability to understand others' ideas and express themselves in another language.

According to Dam (1995), learner autonomy is characterized by a readiness willingness to take control of one's education in order to further one's needs and goals. This calls for the ability and eagerness to act as a socially responsible individual both on one's own and in collaboration with others. With this explanation, it can be understood that students can learn English both individually and with other people.

Ibrahimi and Essaaiddi (2012) indicated collaborative learning as an approach that makes it possible for learners to build their learning to manage a common goal by interacting with group members. Chowdhury (2021) believed that with the help of collaborative learning the classes can become more learner-centered because student-centered teaching methods supply active learning, shared learning, inductive learning, and autonomous learning in English language learning and teaching.

Little (1991) states that because we are social creatures, our independence is always counterbalanced by dependence, and interdependence is our fundamental state. Little identified that people are social creatures and they need to listen, talk and communicate to understand each other and learn new knowledge by considering them from different perspectives. As humans, we believe that we can do everything on our own. However, the more information we spread, the more information expands and is known.

Benson (1997) says that collaboration is considered to be a natural way to learn languages and it helps students to become more autonomous. Students can learn lots of

information when they work together on a topic. As a result, they have a shared goal and a common aim. Feelings and emotions can be important when we are sharing the knowledge we have. According to O'Leary (2014), the growth of the capacity to keep track of one's own and other people's emotions, to recognize differences between them, and to use that knowledge to inform one's own decisions and actions.

Macaro (1997) states that collaborative learning is a method for transitioning from a traditional teacher-centered methodology to a more student-centered approach in the classroom. Collaborative learning is when students are encouraged to work with each other and accomplish a common learning objective rather than with the teacher. They exhibit mutual appreciation and respect for one another's linguistic contributions.

In terms of the formal education atmosphere, fostering autonomy indicates a transit in the balance between teachers, their students, and the partnership of the students in pair or group work. Williams and Burden (1997) state that the exercise of autonomy involves both group and individual decision-making and takes place in communities rather than in isolation.

Feri and Erlinda (2014) said that one of the most effective ways to increase students' learning autonomy and increase their linguistic awareness is achieved by collaborative learning. In collaborative learning, students can generate their ideas and share them with others to make the group study more productive. People can unfold their knowledge more with the help of sharing ideas, opinions and information.

Watkins, Carnell, and Lodge, (2007) clarify some advantages of collaborative learning. Collaborative learning is a method for enhancing learning and achievement. It also improves participation skills, responsibility for learning, and student relationships. Responsibility for one another, the classroom as a community, positive race relations and understanding of diversity, and classes resembling real-life social and employment situations are some of the benefits of collaborative learning to contribute to learner autonomy.

Deci and Ryan (2000) indicated that studies have further greater intrinsic motivation, curiosity, and a desire for challenge are catalyzed in students by teachers who support autonomy. Not only student effort but also teacher scaffolding are essential and fundamental to gaining autonomy and comprehending the capabilities of managing learning phases. To give an aspect for creating autonomy in English language learning, teachers can use collaborative learning and they can push their students to communicate with one another through some activities such as pair work and group work. When language

learners feel that they are a team then they start to become eager to learn more to express themselves better and understand the other side more clearly.

Henceforth, Deci and Ryan (2000) state that self-determination theory defines autonomy as the sense of volition that can accompany any action, whether dependent or independent, collectivist or individualistic. It does not refer to independence, objectivity, or selfishness. Learner autonomy isn't about isolating oneself and trying to learn and achieve everything on one's own in the English Language. Teachers, peers, or classmates can be very helpful to learn anything about English. Collaboration isn't only about gathering and chatting but it is about sharing information and caring for each other. If the learning environment feels welcoming and learners feel encouraged, they tend to experiment with new learning techniques, and not be afraid to ask questions and ask for assistance when it is needed.

Additionally, Pascarella and Terenzini (2005) said that peer interaction in higher education is important for development and has the potential to increase through collaborative learning. Collaborative learning plays a big role in learning English and it helps English Language learners to make themselves more autonomous and more confident in terms of learning by asking and answering questions, thinking, and brainstorming all together.

Furthermore, English Language teachers have many options for collaborative work in the class such as drama, role-playing, and storytelling. Boshier and Smalkoski (2002) claimed that some collaborative learning activities, including role-playing, task-based exercises, or group discussions where students are engaged in context-based learning, may assist students become more aware of language.

Summers and Svinicki (2007) also clarified that undergraduate students in cooperative or collaborative learning contexts tended to report higher feelings of interactive learning compared to students in no-group work classes. Collaborative learning makes learning interactive and communication makes knowledge more accessible and permanent and this may lead students to become autonomous to learn and understand the English language better.

Ushioda (2011) indicated that motivation and learner autonomy come in sight through social and contextual interaction based on a social constructivist conception of learning. Ushioda also added a classroom that encourages autonomy, allows students to "negotiate, struggle, participate, and share ideas and experiences" and encourages them to "speak as themselves."

Murphey (1998) proposed a five-step framework that many students encounter as they gain autonomy. *Socialization*, *dawning metacognition*, *initiating choice*, *expanding autonomy*, and *critical collaborative autonomy* are the five overlapping interdisciplinary and sometimes simultaneous movements.

Socialization is the first step for learners to feel comfortable in the learning environment of the English language. Team Building activities are crucial and compulsory for group work to make students more active and energetic to participate in the production of ideas and opinions with the help of clustering and brainstorming exercises.

The second step is *dawning metacognition* which is the awakening part of the learners for the English Language learning process. They start to be more aware of what they are learning and why they are using the English language. The best thing about dawning metacognition is that English Language students notice that they are learning new concepts about language structure all together and they bring great contributions to each other with the observation of the critical thinking of their peers.

Henceforth, *initiating choice* is the third part of this frame. Even if students aren't used to controlling their learning in class, initiating the choice movement leads them to have choices for an understanding of learning the English Language. This movement allows them to select from a variety of exercises, and several options about how to represent their work and have an input for conducting an assessment. Briefly, students can decide on their roles in a group and they begin to think about how to shape their duties and responsibilities because they consider encouraging the group members, participation of classmates, and checking the understanding of everybody to make the group functioning better and richer.

Expanding autonomy is formed after these three-phase movements. At this step, students may have some difficulties to encounter to study on their own and they may be able to evaluate their self-assessment and they can comprehend which ways of learning are the most beneficial ones to increase the enhancement of their learning. It also makes students more autonomous to study outside the classroom, and they choose the people they want to study with, the topics they are interested in, and the style of studying for self-betterment to make learning more productive, effective, and interactive.

Finally, *critical collaborative autonomy* is the combination of collaborative learning and learner autonomy. It is a powerful assembly for teaching and learning the English Language due to communicative factors. At this step, language learners become aware of the dynamic tension between many benefits of collaboration and they notice that

as people we may need others to understand and learn the English Language and maybe even the world around us.

Murphey (1999) created all these five steps to clarify the importance of collaborative learning in learner autonomy. It is not a teacher-centered but student-centered education style that answers the needs of 21st-century language learners. In the end, students can control their own learning process and see their progress and understand how far they come and how much they improve. From now on, students are able to form the capacity of learning the English language with themselves, their peers and teachers.

Learning English can't be completed without using it in daily language. Students need to practice speaking especially when they are learning grammar rules and new vocabulary to enlarge their knowledge and understanding. Feri and Erlinda (2014) exemplify that teaching and learning English in the classroom does not offer students with a significant language setting as they can 'speak' fluently but they lack meaning and cultural context on how it is used. For this reason, communicative learning is an inalienable part of collaborative learning and teaching.

Consequently, without a doubt, there is a considerable interdependence between learner autonomy and collaborative learning in English Language learning. Being sociable is a necessity to learn a new language, especially in terms of speaking and listening when learners express their opinions and try to understand the point of view of others. In addition, students who are learning the English language learn how to behave, talk, listen, lead the group, and act together at the same time and get the exact point of the topic. Before anything else, people try to share what they know with each other in the collaborative learning approach. While learning from each other, their autonomy can be enhanced by their willingness to contribute to the topic with group members. The knowledge can be directly put into long-term memory because they are learning from their peers with the help of the healthy learning environment created by the English teachers. As a result, language learners' autonomy forms itself because students motivate each other to learn more about English language learning.

2.5. The Roles of Teacher and Learner in Autonomous Learning

Both teachers and students have specific roles to play in autonomous learning that support the growth and implementation of learner autonomy. To foster autonomy in a classroom, teachers and students can do their own parts.

2.5.1. Teacher roles

The role of the teacher is vital because they need to form and create language learners who tend to become more independent, self-disciplined, and self-regulated. The engagement and participation of language learners are significantly substantial to build up the perspective of autonomy for them to be more facultative in learning another language.

One of the most creative ways to describe a teacher's role in autonomous learning is Ehrman's example. "If the classroom is a stage in a theater, and students are actors, what is a teacher?", asked Erhman. The teacher is similar to a variety of characters in theater, including the director, prompter, coach, scriptwriter, audience, and, above all, another actor, but they also emphasize multiple roles from the range. (Ehrman & Dornyei, 1998). Before anything else, the teacher is the observer who notices what each student needs specifically.

In addition to Deci and Ryan's explanation, to find ways of enhancing, balancing, and crystallizing the student's experience, Huttunen (1986) proposed that the teacher's role is to guide the student in the development of the logical, psychological, and ethical aspects of personal progress toward autonomy. Teachers can help students find new experiences, structure and simplify experiences as required, and find ways to relate the student's experiences to the various cultural ways of living.

Teachers must adapt to perform a variety of roles to foster students' learning autonomy. Breen and Candline (1979) classified the following categories to classify the roles of teachers: *teacher as manager and organizer*; *teacher as facilitator*; and *teacher as counselor*. Voller (2014) highlights that in the literature on learner-centeredness, the variety of terms available to replace 'teacher' (*'facilitator'*, *'helper'*, *'counsellor'*, *'resource'*) reflects a need for teachers to find roles for themselves within the process of autonomous learning. In English Language Teaching, the teacher controls the objectives of the curriculum, materials, and follows the learning steps of learners. As a result, the teacher can understand and guide them better to help them understand and be more autonomous.

According to Yan (2012), during class activities, the teacher is expected to act as a language resource. It is the duty of the teacher to provide all necessary information and assistance as needed. The teacher's primary responsibility during this process is to encourage students to use their language and properly correct their mistakes. The teacher can also assist students in creating their own learning strategies and methods. Motivating

students is one of the most significant roles of the teacher to make the students more eager to learn and make them work with their peers in the classroom for the activities of the lesson.

Richards and Rodgers (1986) claimed that the teacher-counselor should be an effective communicator who uses paraphrase, confirmation, and feedback to maximize the meshing of speaker intention and hearer interpretation. To make all of these, the teacher should know the students well. Giving feedback can't be very easy if the teacher doesn't know the students' perspectives and overall performance. Moreover, to be an efficient communicator, the teacher tries to understand what is going on in their minds and lives because there are many parameters when the students try to understand and learn something new.

In conclusion, trying to be an autonomous learner isn't an easy goal to reach. The students need lots of dedication, discipline, and independence to be autonomous, and they need support. They need to be encouraged, especially by their teachers. Not only encouraging students but also leading them and answering their needs are some key roles of teachers to help their students to be more capable of learning, comprehending, and getting to the points of the products for the topics and the tasks. To raise autonomous learners, teachers should motivate them, support them, lead them and make a safe learning environment for them with different kinds of techniques and methods for teaching the English language and perform their roles as students.

2.5.2. Learner roles

An autonomous learner actively participates in the social learning processes that take place in the classroom and actively interprets new information in light of what they already know. Therefore, it is crucial that an autonomous learner develops awareness of the purposes and processes of learning and is able to engage in the kind of critical thought that is frequently required by syllabuses and curricula. An independent learner understands how to learn and can apply this knowledge to any learning scenario they may come across at any point in their lives (Dam, 1994). Thanasoulas (2000) defines an autonomous learner who is aware of his or her learning preferences and methods, engages actively in the learning process, and is eager to take risks to communicate in the target language. Autonomous learner also completes homework whether or not it is assessed, and values accuracy as well as the level of formality.

Autonomous learners know what they want to learn, what they can do with the information they learn, when and where they want to learn, and are aware of how the learning process is going on. According to Oğuz (2013), in a student-centered learning process, students are expected to make their own choices, take responsibility, be intrinsically motivated, and regulate and control their behavior without relying on others.

Moreover, Derrick (2007) states that desire, self-efficacy, and curiosity are effective factors for the development of learner autonomy. Hence, Derrick (2007) also highlighted that autonomous learners have the demonstration of resourcefulness, initiative, and determination in learning. The manifestation of self-regulation, self-discipline, and consistency in seeking more knowledge is a huge part of being an autonomous learner.

Oxford (1999) also asserts that autonomy leads to greater success or proficiency and integrates the situation through using the "five A's", "Ability, Attitude + Action = Autonomy Achievement". As it can be understood from Oxford's "five A's", individuals, who have the ability of motivation to learn, have the attitude of self-regulation, self-discipline, and independence, can take action after realizing what is learned, what is not, are autonomous and successful in terms of language learning or any other field they work on.

Over and above, Chan (2001) indicates that highly motivated, goal-oriented, well-organized, hard-working, initiative, enthusiastic about learning, willing to ask questions, active, flexible, and eager to learn and improve are some characteristics of autonomous learners. Briefly, autonomous learners are expected to be ready for efficient learning and productive studying. The roles can be considered and become a pattern if individuals want to be more autonomous in their studies.

Life-long learning is a mindset and habit for people to acquire (Fisher, 2000). Life-long learners are self-motivated to pursue knowledge voluntarily for personal or professional growth.

Lifelong learners can plan and assess their own learning. They are also active participants for the topics that they want to learn or are interested in. Life-long learners learn in not only formal but also informal settings. They can also learn from teachers, peers, mentors, etc. Thus, people who are life-long learners can integrate knowledge from various subject areas, and they adapt their learning techniques to the circumstances (Knapper & Cropley, 2000).

Apart from all of these, there are some specific concepts which are related to autonomy of learners. Motivation and psychology of learning are some of the significant notions to apprehend the autonomy of learners in detail.

2.6. Some Concepts in Relation to Learner Autonomy

There are some concepts related to learner autonomy such as motivation and psychology. People with higher motivation than the others are interested in learning about the topics both inside and outside of the classroom. Additionally, a student's psychology may have an impact on how autonomous a learner can be. That's why motivation and psychological aspects of the learners are significant for them to develop their abilities and skills for their autonomy.

2.6.1. Motivation and learner autonomy

Motivation is one of the most crucial and beneficial key elements of learner autonomy. With the help of motivation, students are more likely to achieve their potential and find success in their studies. It doesn't only reveal positive behaviors of students but also contributes to a greater sense of well-being. Learners in self-directed learning environments should pursue their interests and motivations to express their knowledge and background.

Teng and He (2015) mentioned that learner autonomy entails creating an environment in which students can prioritize their tasks, choose where and when to study, and control the pace of their education. Therefore, students whose autonomy is better than others have some qualities such as self-motivation, self-regulation, self-discipline, self-control, self-directed learning, self-management, self-reflection, self-evaluation, and self-determination for their goals in their lives.

Motivated students tend to become more goal-oriented and have more attention during class hours. Masgoret and Gardner (2003) clarified that "motivation is more strongly related to second language achievement" than other factors. When learners are enthusiastic about learning the English language, what they learn can become more permanent compared to those who are reluctant. Hence, the more the students see themselves as doing well, the more they want to do even better.

Thus, Dickinson (1995) indicated that learner autonomy and active participation increase motivation to learn and, as a result, enable more effective learning. Motivated students need to participate and cooperate with the teachers while teachers provide safe learning environments for them. For this reason, learning becomes more productive and

efficient for the learners with the help of their enthusiasm and motivation to learn and study.

In addition to this, Little (2002) states that learner autonomy solves the problem of learner motivation by itself. The notion comes from the observation that autonomous learners experience an increase in intrinsic motivation when they take charge of their education. Little (2002) proceeds to say that this motivational characteristic of autonomous learners allows them to apply their classroom knowledge and skills outside of the classroom. The correlation between learner autonomy and motivation is an interdependency situation for learners to make themselves better in terms of revealing their potential.

Gao (2010) indicated that independent learners can maintain their language learning with high motivation because they are aware of the methods that are effective for learning and the strategies that will enable them to succeed. Autonomous people are capable of understanding their learning preferences and approaches, which have a significant impact on motivation. Motivation can appear naturally when students are actively willing to learn a language by using their autonomy.

Collaboration and communicative language teaching approaches have been shown to motivate students (Adamson, 2004). Crandall (1999) has consistently stated that cooperative learning reduces anxiety while increasing self-confidence and motivation and that it is preferable to competitive or individualistic educational structures (Dornyei, 2001).

Furthermore, the classroom environment should be safe and equal for all the students to make them more comfortable and confident. Tomlinson and Masuhara (2004) highlighted that teachers set the classroom climate by encouraging students' positive attitudes and self-esteem, as well as the emotional involvement of all parties in a shared endeavor.

According to Van Lier (2007), who believes that the relationship between motivation and autonomy is reciprocal, agency should be placed at the center of the learning process. He continues by pointing out that learners must work collaboratively to build projects and shape their own educational experiences step by step. As it is previously stated, in contrast to individualism, autonomy is a process used collectively by students to create their own meaning while working with others.

Both motivation and LA have been studied by Ushioda (2003) as socially mediated processes. On the basis of a social constructivist understanding of learning, Ushioda claims that motivation and LA emerge through social and contextual interaction. As it can be

understood, motivation may not be formed individually and independently. During class hours, student interaction triggers motivation and learner autonomy so collaboration is undoubtedly a significant factor that affects learning and makes it more efficient and instrumental.

Henceforth, Dickinson (1995) claimed that Learners' active and independent/interdependent involvement in their learning is thought to boost motivation to learn, according to cognitive and more specifically constructivist views of student learning. Although some people think that students can comprehend everything on their own, actually they need other people to share their ideas and get new perspectives to contribute to their knowledge.

In conclusion, motivation and learner autonomy are highly correlated. Each term can complete the other one and mutually support each other. Enhanced motivation has been shown to be strongly correlated with learners' autonomy in terms of taking ownership of their learning, being able to manage their learning, and believing that their efforts and strategies are liable for their learning successes or failures rather than external factors.

2.6.2. Psychological aspects of autonomous learners

Psychological aspects and learner autonomy are closely connected in the field of English Language education. The term "learner autonomy" describes a learner's capacity to make choices, manage their own learning, and take charge of their own learning process. It involves a sense of ownership and responsibility for one's learning, as well as the ability to set goals, monitor progress, and make adjustments when necessary.

These days so many parameters trigger the psychology of autonomous learners. In this changing era, there are many agencies for individuals who want to become successful in academic growth and career paths. These factors affect the psychology of being successful and it leads people to be more autonomous to achieve these milestones. Learning the English Language is another agent for people because it is the "lingua franca" of the 21st century.

According to Benson (2001), a variety of individual psychological variables affect autonomous learners to acquire languages and their learning outcomes. He also claims that learners have control over psychological factors that affect their learning, particularly those related to motivation, affective state, and beliefs or preferences.

Furthermore, Yoen Pan (1997) states three psychological factors that influence learners to be autonomous. The first one is desire, which is an innate tendency, and when

left to themselves, people pursue learning. The second one is the ability that will prompt them to question and search, allowing them to adapt and apply the knowledge they require, and the third one is the needs of learners. Having desire is not only important for education, but it is also vital for life itself for people to know what they want for their present and future situations. Ability is another factor for individuals to understand what kind of skills they have and at what they can be successful and how they can use their information. Needs are the last one to Yoen Pan because any kind of need makes learners more autonomous in terms of willingness to be successful, eagerness to learn more to achieve their goals and aims, and the enthusiasm for controlling and managing their learning process to have self-actualization and self-awareness.

Deci (1995) asserts in social psychology well-being of individuals is dependent on their perceptions of competence, relatedness, and autonomy. Learner autonomy is influenced by learners' belief in their own abilities to succeed in learning tasks. When learners have a high level of self-efficacy, they are more likely to take on challenges, persist in the face of difficulties, and actively seek out learning opportunities. As a result, individuals feel responsible and they think that their existence is beneficial and significant for the society that they live in.

In addition, to Lyubomirsky and Tucker (1998), happy and unhappy students experience the same circumstances but they interpret them in different ways. Students who are happier and more independent are more likely to find enjoyment and life lessons in unpleasant experiences and outcomes than unhappy students do. When students are autonomous, they actively seek out opportunities to advance their knowledge and further their own education. To do that, they motivate and discipline themselves more with the help of self-regulatory skills, such as setting goals, planning, organizing, and monitoring one's learning progress. Learners who possess strong self-regulation skills can effectively manage their learning activities and adjust their strategies as needed.

Teachers can also foster a healthy psychology for learners to become more autonomous. Setting up clear performance standards from the beginning, fostering student ownership of the learning process, giving students feedback that is specific about the particular skills they have learned, and encouraging students to chart their learning progress or keep learning journals can all help with this. This will allow students to assess their progress as they pick up useful knowledge and skills. (Mykhalchuk, 2020).

2.7. Studies Related to Perception and Practices on Learner Autonomy and Collaborative Learning

There are many studies in Turkey about Learner Autonomy and all of them are about different age groups of students or the opinions of teachers so there are both teacher and student dimensions that have been considered for learner autonomy and teaching methods. Yıldırım (2008) did research on Turkish EFL Learners' Readiness for Learner Autonomy. The study aimed to investigate the learners' perceptions of teacher and learner responsibilities, their beliefs about their ability to act autonomously, and the frequency with which they engage in actual autonomous language learning activities. After seeing the results of the study, Yıldırım (2008) found out that when both teachers and students fulfilled the responsibilities, the majority of students started to engage in some outside class learning activities.

Doğan and Mirici (2017) studied EFL instructors' perceptions and practices on learner autonomy in some Turkish universities. Although one instructor added, "being an autonomous learner is easier for language learning.", some interviewees also stated that, while learner autonomy meant more effective language learning, the role of teachers should not be overlooked." There is certainly a relationship between language learning and learner autonomy, but the role of the teacher cannot be underestimated."

In 2015, Doğan researched on EFL instructors' opinions and perspectives related to learner autonomy in a few Turkish universities in 2015. According to the study, the majority of teachers thought out-of-class assignments, independent work in a self-access center, and independent study in a library could help students gain independence outside of the classroom. Thus, the overwhelming majority of instructors thought that more motivated and self-assured language learners could develop autonomy than less motivated and self-assured language learners. Additionally, and most importantly for the growth of learner autonomy, the overwhelming majority of instructors thought that learning to work independently was just as crucial as learning from others.

Balçıkınlı (2010) wrote an article about learner autonomy in language learning: student teachers' beliefs. In consideration of the findings, student teachers are supportive of adopting the principles of learner autonomy. It is also advised that teacher educators get their student teachers involved in outside-of-class activities for self-studies or group works and decision-making regarding the teaching and learning processes.

In a nutshell, many studies have been done in Turkey by Yıldırım (2008), Doğan (2015), Doğan and Mirici (2017), and Balçıkanlı (2010) who have made great contributions to learner autonomy and what affects teachers and students to promote learner autonomy and become more autonomous. These scholars shed light on the readiness of learner autonomy for English learners in educational institutions and others draw attention to side aspects that affect learners to be more autonomous such as collaborative learning, self-determination theory, and socially shared regulation.

There are also some studies abroad about learner autonomy and how to make learners more autonomous in English language learning. Judy Shih (2021) researched the integration of both individual and group learning logs and how they affect the growth of learner autonomy in Taiwanese EFL classrooms. As a result of this study, Judy Shih (2021) found out that while both individual and collaborative learning logs contained evidence of autonomy, such as reflection, self-evaluation, and metacognitive knowledge, collaborative learning is more emotionally supportive to the learner and provides more benefits in assisting their learning.

Henceforth, Athanasiou (2007) studied the development of learner autonomy through collaborative learning in a higher education context. This research is about a group of Japanese and Chinese students who came to the UK for higher education to broaden their horizons. Athanasiou (2007) indicated that participants expressed their appreciation for the group discussions' ability to encourage them to voice their opinions, improve their oral communication skills, and deepen their comprehension of the texts' content. In addition, their comments demonstrated how collaborative learning helped them expand their knowledge and vocabulary as well as learn new ways to think and analyze when reading English texts.

In addition, in 2020, Khonamri, Pavlikova, Ansari, Sokolova, Korzhuev, and Rudakova published an article about the impact of collaborative instruction of language learning strategies on language learning beliefs and learner autonomy. This study sought to first identify the relationships between language learning beliefs, language learning strategies, and learner autonomy; and second, to investigate the role of collaboration in employing language learning strategies that would eventually lead to autonomy and belief change. In the conclusion part, Khonamri, Pavlikova, Ansari, Sokolova, Korzhuev, and Rudakova (2020) pointed out that throughout the course of the treatment, the students interacted to discuss their ideas about language learning and the suggested strategies. Their awareness of new concepts and options grew as a result of these interactions, where they

encountered novel and sometimes opposing alternatives. Consequently, their ideas about learning a language were abandoned, expanded, revised, or rebuilt. The results of the post-tests for language learning beliefs demonstrated that learners have improved psychological, intramental, and cognitive understanding of language learning because of their interactions with one another, which shaped their intermental development.

Not least at all, Collaborative Learning and Learner Autonomy: Beliefs, Practices, and Prospects in Pakistani Engineering Universities was investigated by Yasmin and Naseem in 2019. The study aimed to understand the possibilities of promoting autonomy in Pakistani learners through collaborative tasks in English Language Learning. Yasmin and Naseem (2019) remarked that the majority of participants believed that learner collaboration was an essential step and an important tool in the growth of learner autonomy. Their theories showed how CL fosters autonomy in learners by encouraging responsibility, motivation, confidence, and skills, as well as a positive interdependence among them and providing learners with the chance to learn from one another, leading them to become independent individuals.

CHAPTER III

METHODOLOGY

3.1. Research Design

This study was conducted to investigate the effects of collaborative learning on learner autonomy from the perspectives of prep school instructors. For this study, the data were collected from prep school instructors at a foundation university in Ankara. To understand the readiness of students to be more autonomous and the effects of collaborative learning on autonomy, this specific group of EFL instructors was chosen because of gaining a deeper insight to comprehend the perceptions of EFL instructors. For the data collection procedure, both a questionnaire and interviews were used as the data collection instruments.

For this research, a mixed-method approach was used throughout the data collection process to better understand the instructors' perceptions and practices about collaborative learning and its effects on the autonomy of prep school students in terms of learning and comprehending the English language. That's why not only quantitative but also qualitative methods were considered for such a research design to make the study more transparent and explicit. As informed by Creswell (1999), it was stated Rossman and Wilson (1991) highlighted that understanding the complex phenomena of our social world, viewing it through a variety of lenses, and using eclectic methodologies are better ways to address the various stakeholders of policy issues than using just one method or research approach. Moreover, Creswell and Plana Clark (2011) emphasized that "mixed-method research focuses on gathering, analyzing, and mixing both quantitative and qualitative data in a single research or series of studies with a specific aim of providing a better understanding of research problems by combining quantitative and qualitative approaches rather than either approach on its own" (Şahin, 2019). As a result, the rationale for such a research, mixed-method approach is the best way to manage the research because quantitative and qualitative data support each other to understand the results of this study better.

In this research, the following research questions were studied:

1) What are the effects of learner autonomy on prep school students according to instructors' perspectives?

2) To what extent does collaborative learning affect learner autonomy of prep school students?

The questionnaire was taken as a basis to answer question one and to answer question two the interview's findings and the answers of questions 15, 16,19, 25 and 28 were used.

3.2. Setting

This study was conducted at the preparatory school of a foundation University in Ankara/Turkey in the second term of the 2022-2023 academic year. English instructors working at the preparatory school took part in this study. Almost all the EFL instructors at the prep school participated in the survey. Permission was obtained from the institution for applying the survey to the EFL instructors.

3.3. Participants

At a foundation university, a total of 71 instructors who are working at the prep school completed the questionnaire and 10 of them were interviewed. For this study, the age gap of the EFL instructors varied between 22 to 40+ and there are particular durations of years in terms of English teaching experiences of these instructors. Moreover, all the participants of this study had bachelor's degrees, master's degrees, or Ph.D. However, many of them had master's degrees.

There are some additional details regarding the participants (Tables 3.1-3.3)

Table 3.1

Age of the EFL Instructors who Participated in the Study

Age	f	%
22-26	4	5.6
26-32	20	28.2
32-36	14	19.7
36-40	10	14.1
40+	23	32.4
Total	71	100

In Table 3.1, the ages of the instructors are varied from 22 to 40+. As can be seen from Table 3.1, 4 instructors were 22-26 years old, 20 of them were between 26 to 32, 14 of them were 32-36, 10 of them were 36-40, and 23 of them were 40 and above. With a percentage of 32.4, instructors who are 40+ constituted the biggest group in terms of age scale and instructors who are 22-26 constituted the smallest group in the study.

Table 3.2

Years of Teaching Experience of the EFL Instructors who Participated in the Study

Years of Experience	f	%
0-5	11	15.5
5-10	14	19.7
10-15	19	26.8
15-20	15	21.1
20+	12	16.9
Total	71	100

As reported in Table 3.2, the number of instructors' teaching experience years are given. There are different years of experience gaps between instructors in terms of teaching the English language. 11 of them had 0-5 years of experience, 14 of them had 5-10 years of experience, and 19 of them had 10-15 years of experience. 15 of them had 15-20 years of experience and 12 of them had more than 20 years of experience in English Language teaching. With a percentage of 26.8, EFL instructors with 10-15 years of experience constituted the biggest group and with a percentage of 16.9, instructors with more than 20 years of experience in terms of English language teaching constituted the smallest group in this study.

Table 3.3

The Academic Background of the EFL Instructors who Participated in the Study

	f	%
Bachelor's degree	19	26.7
Master's degree	46	64.8
Doctor of Philosophy	6	8.5
Total	71	10

According to Table 3.3, the numbers of the academic background of EFL instructors are given. 19 of them had Bachelor's degrees, 46 of them had Master's degrees

and 6 of them had studied for Ph.D. With a percentage of 64.8, the instructors who had master's degrees constituted the biggest group. However, with a percentage of 8.5, instructors who had their Ph.D. constituted the smallest group.

3.4. Data Collection Instruments

In this study, the mixed-method approach was put to use to understand the results of the data better and deeper. Not only the questions in the survey but also the questions of the interview are essential for the significance of the study. The mixed-method approach is beneficial for the study because of making more accurate inferences with increased credibility. Also, as Jogulu and Pansiri (2011) stated, a major advantage of the mixed-method approach is that it encourages the use of both inductive and deductive research logic. An inductive-deductive cycle allows researchers to conduct theory development and hypothesis testing concurrently in a single study without sacrificing one for the other.

For this reason, the instrument from the study by Borg and Al-Busaidi (2012) was applied in the current study. Through questionnaires and interview questions, they examined the beliefs and methods of 61 EFL instructors at a significant university language center in Oman. The instrument used by the teachers was deemed appropriate for utilization during this study because it also sought to understand how they perceived and dealt with learner autonomy. Email correspondence was used to personally contact the researchers and request their consent to use the instruments. Using Cronbach's alpha, Borg and Al-Busaidi (2012) found the results for the four scales which are technical (0.57), psychological (0.63), social (0.51), and political (0.53). For this study, the numbers of the results for the four scales were analyzed by the researcher and these results are given in order. Technical (57.5), psychological (61.5), social (60), and political (55) and the total of the scale result is 72.

3.4.1. English language teachers' beliefs about learner autonomy questionnaire

There are five main sections in the questionnaire which was taken from Borg and Al Busaidi (2012) (see Appendix 3). In Section 1, the 37 Likert-scale questions referred to 10 constructs, including technical perspectives of learner autonomy, age, and learner autonomy, proficiency and learner autonomy, the implications of learner autonomy for teaching methodology, the role of the teacher in learner autonomy, social and political perspectives on learner autonomy, psychological perspectives on learner autonomy, the relevance of learner autonomy to various cultural contexts, and the connection between learner autonomy and effective language learning (Borg & Al Busaidi, 2012). Table 3.4

displays the order of statements and questions in relation to the concepts (Doğan, 2017):

Table 3.4

Statements and Constructs from the Questionnaire Used

Group	Statement	Questionnaire Statement Number	
Technical Perspectives on Learner Autonomy	Out-of-class tasks which require learners to use the internet to promote learner autonomy.	31	
	In these statements, the relationship between learning on one's own and one's technical abilities were emphasized.	Independent study in the library is an activity which develops learner autonomy.	2
		Learner autonomy is promoted by independent work in a self-access center.	21
		Autonomy can develop most effectively through learning outside the classroom.	6
Psychological Perspectives on Learner Autonomy	Learning how to learn is key to developing learner autonomy.	29	
The correlation between one's internal psychological capacity regulation and developing habits and attitudes that help learners to be more responsible about their learning were the focused concept.	The ability to monitor one's learning central to learner autonomy.	32	
	To become autonomous, learners need to develop the ability to evaluate their own learning.	37	
	Confident language learners are more likely to develop autonomy than those who lack confidence.	11	
Social Perspectives on Learner Autonomy	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	33	
	Learning to work alone is central to the development of learner autonomy.	30	
	These statements concentrated on socially mediated learning, skills, and strategies required for efficient and collaborative learning.	Learner autonomy is promoted by activities that encourage learners to work together.	19
		Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	16
Political Perspectives on Learner Autonomy	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	3	
	Co-operative group work activities support the development of learner autonomy.	25	
	These statements emphasized the ability to choose one's learning experiences and the use of choice in learning.	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.	22
		Involving learners in decisions about what to learn promotes learner autonomy.	7
		Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	14
Autonomy means that learners can make choices about how they learn.	4		
Learner autonomy is promoted when learners can choose their own learning materials.	27		

Table 3.4 (more)

Statements and Constructs from the Questionnaire Used

Group	Statement	Questionnaire Statement Number
The Role of the Teacher in Promoting Learner Autonomy	Learner autonomy means learning without a teacher.	8
	Learner autonomy cannot develop without the help of the teacher.	18
	The teacher has an important role to play in supporting learner autonomy.	35
	Learner autonomy requires the learner to be totally independent of the teacher.	24
The Cultural Universality of Learner Autonomy	Learner autonomy can be achieved by learners of all cultural backgrounds.	13
	Learner autonomy is a concept which is not suited to non-Western learners.	23
Age and Learner Autonomy	Language learners of all ages can develop learner autonomy.	1
	Learner autonomy is only possible with adult learners.	20
	It is possible to promote learner autonomy with both young language learners and with adults.	10
Proficiency and Learner Autonomy	The proficiency of a language learner does not affect their ability to develop autonomy.	34
	Promoting autonomy is easier with beginning language learners than with more proficient learners.	26
	It is harder to promote learner autonomy with proficient language learners than it is with beginners.	9
Learner-centeredness and Learner Autonomy	Learner autonomy cannot be promoted in teacher-centered classrooms.	15
	Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	17
	Learner-centered classrooms provide ideal conditions for developing learner autonomy.	28
The Benefits of Learner Autonomy to Language Learning	Individuals who lack autonomy are not likely to be effective language learners.	5
	Learner autonomy allows language learners to learn more effectively than they otherwise would.	12
	Learner autonomy has a positive effect on success as a language learner.	36

3.4.2. Interviews

10 EFL instructors agreed to be part of the interview section out of 71 instructors. These instructors were varied in age, experience, and academic background. While 7 interviews were made face to face, 3 instructors were interviewed via video call. The interviews took approximately 15-20 minutes, and they were done in English. All the

interviews were audio recorded, with the permission of the EFL instructors who work at the prep school of the foundation university. The researcher used pseudonyms to protect the privacy of participants. The interview process took almost a month for the researcher to collect all the information from the EFL instructors. With the help of the interview questions, clarification and confirmation of the findings became more clear and complete. Therefore, interviews enlightened EFL instructors' perspectives about the effects of collaborative learning on learner autonomy of prep school students. Two questions were asked to the EFL instructors:

- 1) What do you think about the autonomy of prep school students?
- 2) Does collaborative learning help learners to develop autonomy in English learning?

For the interview section, these two questions were chosen to be discussed with prep school instructors with the help of the academic support due to the lack of qualitative results for the effects of collaborative learning on learner autonomy in the academia.

3.5. Data Collection Procedure

In the current study, data were gathered using a web-based questionnaire created in Google Docs. The questionnaire was obtained from the study of Borg and Al Busaidi (2012) and a semi-structured interview was made with instructors who completed the questionnaire and agreed to participate in the study. A Likert-type scale was used to collect quantitative data. The study's rationale and purpose were explained to the participants prior to the questionnaire's administration, and everyone was given the assurance that the findings would remain private and not be used for any other purposes.

The questionnaire which was formed with Google Docs was sent to 85 instructors at the foundation university. The responses of the instructors were asked within a week. However, the rate wasn't what was anticipated, so again the researcher sent the questionnaire to the EFL instructor one by one via WhatsApp and e-mail. In this way, the success rate of responses was increased. For the questionnaire, all data were collected from 71 EFL instructors over 3 weeks.

Out of 71 participants, 10 of them volunteered to do the interview. The intention and the goals of the study were explained to the participants by the researcher. The interview questions were conducted in English and with the permission of the EFL instructors, the answers were audio-recorded. In terms of ethical rules, the names of the participants weren't given and anonymous names were given instead of using the real

names of the instructors. Each participant gave an address of their opinions for approximately 15-20 minutes. All of the instructor interviews were conducted over a month.

3.6. Data Analysis

In this study, a mixed-method approach was used so that not only quantitative data but also qualitative data were collected from the participants of the study. With Statistical Packages for Social Science (SPSS), questionnaire data were analyzed statistically. In order to calculate the frequencies, percentages, and means in the data analysis, a numerical value was assigned to each response on the questionnaire. *Strongly agree* stands for one point, *agree* stands for two points, *neutral* stands for three points, *disagree* stands for four points, and *strongly disagree* stands for five points.

In the data collection process, the surveys were gathered carefully, some key factors were identified, and every concept was organized into categories. The questionnaire data results were compared with interviews since the mixed-method approach was adopted in this study. The responses to the questionnaire and the data collected from interviews were combined for answering the research questions. Content analysis was applied for this study to understand and evaluate the results and sub-dimensions of the factors that affected learner autonomy and collaborative learning. The findings of this study shed light on the foundation university EFL instructors' opinions about the effects of collaborative learning on learning autonomy in terms of learning the English Language.

The collected data were transferred to the digital platform for the analysis of quantitative data. Appropriate analysis methods were determined depending on the research questions. Before the analysis of the data obtained from the scales, the normal distribution, which is one of the assumptions expected to be provided, was tested with Kolmogorov-Smirnov or Shapiro Wilk values. Since the number of participants in the study was 71 above 50, the Kolmogorov-Smirnov value was taken as a basis (Büyüköztürk, 2006). For the data set to be normally distributed, the Kolmogorov-Smirnov p-value is expected to be greater than 0.05 (scale .066, technical .120, psychological .092, social.148, and political .111). Also, other data related to the normality test are skewness and kurtosis values. For a normal distribution, the skewness and kurtosis coefficients are expected to be between -2 and +2 (George & Mallery, 2010). The evaluation results of the normality test of the variables used in this study are given in Table 3.5.

Table 3.5

The Evaluation Results of the Normality Test

SCALE	SKEWNESS	KURTOSIS	MEAN	MEDIAN	MODE
OVERALL SCALE	.122	-.383	2.39	2.40	2.49
TECHNICAL	.332	.783	219	225	2.25
PSYCHOLOGICAL	.575	.881	1.79	1.80	2.0
SOCIAL	.224	.032	2.03	2.00	2.00
POLITICAL	.031	-.038	2.06	2.0	2.20

Kolmogorov-Smirnov Goodness of fit value was checked for the normal distribution control of the scales used in the research. According to this comparison, it was concluded that the data were normally distributed $p > 0.05$. On the other hand, it can be misleading to interpret only the Kolmogorov-Smirnov and Shapiro-Wilk tests in studies in the field of social sciences. In other words, it can be said that the data show a normal distribution because the skewness and kurtosis coefficients of the scales are between -2 and +2 values and the arithmetic mean, median and peak values of the scales are close to each other. The skewness, kurtosis, mean, median, and peak values of the scales used in this study are presented in Table 3.5. As a result of the examination, it is accepted that the scales used in the research show a normal distribution.

CHAPTER IV

RESULTS

Results from the questionnaires and interviews are presented and discussed in this chapter in relation to the two research questions. The sections of the questionnaire and the interview questions were analyzed in order to answer the research questions. For the first question, the answers of the questionnaire were taken into consideration and both the findings of interviews and questions 15, 16,19, 25 and 28 were used to answer question two.

4.1. Findings for Research question 1: What are the effects of learner autonomy on prep school students according to instructors' perspectives?

For this study, the Likert scale was used for understanding the instructors' perspectives on the effects of collaborative learning on learner autonomy, and 37 questions of the questionnaire addressed 10 constructs. The results of technical perspectives on learner autonomy are given in Table 4.1. Table 4.2 demonstrates the results for the psychological perspectives on learner autonomy. Table 4.3 indicates the results for the social perspectives on learner autonomy. Political perspectives on learner autonomy results are presented in Table 4.4. Table 4.5 shows the results for the role of the teachers in advocating learner autonomy. The results of the cultural perspectives on learner autonomy are represented in Table 4.6. For the perspectives of age and learner autonomy, the results are indicated in Table 4.7. Table 4.8 defines the results for proficiency and learner autonomy. Table 4.9 presented the results of learner-centeredness and learner autonomy. Lastly, Table 4.10 explains the results of the benefits of learner autonomy in language learning.

4.1.1 Results of technical perspectives of learner autonomy

Technical perspectives of learner autonomy were examined with questions 2, 6, 21, and 31. Improving the technical ability of learners leads to enhancing the rate of self-regulation studies. The percentages, frequencies, means, and standard deviations of instructors' opinions on technical viewpoints on learner autonomy are shown in Table 4.1. As it was previously stated, *strongly agree* stands for one point, *agree* stands for two points, *neutral* stands for three points, *disagree* stands for four points and *strongly disagree*

stands for five points.

Table 4.1

Technical Perspectives on Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q2: Independent study in the library is an activity which develops learner autonomy.	71	1	4	1.85	.821
Q6: Autonomy can develop most effectively through learning outside the classroom.	71	1	4	2.45	.967
Q21: Learner autonomy is promoted by independent work in a self-access center.	71	1	4	2.34	.877
Q31: Out-of-class tasks which require learners to use the internet promote learner autonomy.	71	1	4	2.12	.695
Total	71	1	4	2.19	.561

For Table 4.1, it was unearthed that the majority of the instructors expressed strong agreement with item 2 “Independent study in the library is an activity which develops learner autonomy.” Moreover, many instructors have almost strong agreement with the value of 2.12 of the Q31 “Out-of-class tasks which require learners to use the internet promote learner autonomy.” For questions 6 and 21, instructors have an agreement in terms of technical perspectives on learner autonomy. It was concluded that all participants agreed on the benefits of technical contexts on learner autonomy since the value of 2.19 was close to 1. According to the responses, almost all of the instructors thought that independent learning in a library and independent work in a self-access center could foster autonomy outside of the classroom.

4.1.2 Results of psychological perspectives on learner autonomy

The responses of the instructors to the psychological perspectives on learner autonomy were gathered in items 11, 29, 32, 33, and 37. The inner psychological capacity for self-guiding one's own learning and the growth of the attitudes and beliefs that enable learners to take more responsibility for their own learning were the main points of emphasis with these statements. The percentages, frequencies, means, and standard deviations of instructors' perceptions of psychological viewpoints on learner autonomy are presented in Table 4.2.

Table 4.2

Psychological Perspectives on Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q11: Confident language learners are more likely to develop autonomy than those who lack confidence.	71	1	5	2.07	1.09
Q29: Learning how to learn is key to developing learner autonomy.	71	1	3	1.54	.650
Q32: The ability to monitor one's learning is central to learner autonomy.	71	1	4	2.15	.872
Q33: Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	71	1	4	1.56	.711
Q37: To become autonomous, learners need to develop the ability to evaluate their own learning.	71	1	3	1.65	.634
Total	71	1	5	1.80	.509

In Table 4.2, the value of question 29 “Learning how to learn is key to developing learner autonomy.” is 1.54, for question 33 “Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.”, the mean is 1.56 and for question 37 “To become autonomous, learners need to develop the ability to evaluate their own learning.”, it is 1.65. As the value of means is close to 1, it can be concluded that almost all the participants have a strong agreement for questions 29, 33, and 37 about the psychological perspectives of learner autonomy. For questions 11 “Confident language learners are more likely to develop autonomy than those who lack confidence.”, and 32 “The ability to monitor one’s learning is central to learner autonomy.” the means are 2.07 and 2.15 respectively. It means that almost all instructors agree with the statements which were previously mentioned.

4.1.3. Results of social perspectives on learner autonomy

The questions in this section were designed to elicit opinions from instructors on the social perspectives on learner autonomy. These statements addressed socially mediated learning and the development of the learners' skills and strategies for active participation in pair and group projects as well as effective learning. The findings regarding the social perspectives of social perspectives on learner autonomy are vital for this research because the effects of collaborative learning on learner autonomy is the main theme of this study.

Table 4.3

Social Perspectives on Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q3: Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	71	1	4	2.08	.906
Q16: Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	71	1	3	1.74	.602
Q19: Learner autonomy is promoted by activities that encourage learners to work together.	71	1	4	1.90	.795
Q25: Co-operative group work activities support the development of learner autonomy.	71	1	4	1.81	.723
Q30: Learning to work alone is central to the development of learner autonomy.	71	1	5	2.62	.946
Total	71	1	5	2.03	.487

As it is demonstrated in Table 4.3, instructors approved the fact that “Learner autonomy is promoted through activities which give learners opportunities to learn from each other.” because all the participants strongly agree with question 16 which is 1.74 as the value. Not only question 16 but also question 19 and 25 have strong agreement of the instructors because the mean is 1.90 for question 19 “Learner autonomy is promoted by activities that encourage learners to work together.”, and 1.81 for question 25 “Co-operative group work activities support the development of learner autonomy.” Moreover, with the value of 2.08 for question 3 and the value of 2.62 for question 30, instructors agree that learners can improve their autonomy when they study the tasks by themselves. On the other hand, participants of this study strongly agree that learner autonomy is promoted when students work all together instead of working alone. As a result, it can be concluded that, according to the instructors, working together is more beneficial and significant than working alone for the improvement of learner autonomy.

4.1.4. Results of political perspectives on learner autonomy

This section went over the claims that one has the ability to direct their learning and the circumstances that are part of that learning. Since autonomy depends on choice, it was investigated how teachers might help their students acquire the skills necessary to exercise choice. Questions 4, 7, 14, 22, and 27 included political perspectives on learner autonomy.

Table 4.4

Political Perspectives on Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q4: Autonomy means that learners can make choices about how they learn.	71	1	3	1.65	.587
Q7: Involving learners in decisions about what to learn promotes learner autonomy.	71	1	4	1.84	.821
Q14: Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	71	1	4	1.83	.755
Q22: Learner autonomy is promoted when learners are free to decide how their learning will be assessed.	71	1	4	2.67	.937
Q27: Learner autonomy is promoted when learners can choose their own learning materials.	71	1	5	2.30	.871
Total	71	1	5	2.06	.479

As it can be seen in Table 4.4, the participants of this study have a strong agreement for “Autonomy means that learners can make choices about how they learn.” in question 4. Furthermore, for question 7 the mean is 1.84 and for question 14 the value is 1.83. It means that instructors also have a strong agreement for improving learners’ autonomy with the participation of students in making decisions for what they learn and having choices in terms of the in-class activities. As it can be understood the mean of 2.67 for question 22 and 2.30 for question 27, instructors don’t agree strongly when it comes to students’ decisions about the assessment of their learning and choosing their own learning materials.

4.1.5. Results of the role of the teacher in promoting learner autonomy

The perceptions of teachers regarding the role of the teacher in fostering learner autonomy have been analyzed through the use of items 8, 18, 24, and 35. By challenging the instructors' conceptions of teacher roles, it was intended to learn what they believed about the teacher's role in fostering the enhancement of autonomy.

Table 4.5**The Role of the Teacher in Promoting Learner Autonomy**

ITEM	N	MIN	MAX	\bar{X}	SS
Q8: Learner autonomy means learning without a teacher.	71	1	5	3.47	1.09
Q18: Learner autonomy cannot develop without the help of the teacher.	71	1	5	3.29	1.08
Q24: Learner autonomy requires the learner to be totally independent of the teacher.	71	1	5	3.92	.867
Q35: The teacher has an important role to play in supporting learner autonomy.	71	1	4	1.76	.764
Total	71	1	5	3.11	.517

According to Table 4.5, more than half of the instructors reported their disagreement (N=34), their strong disagreement (N=10), and 7 of them stated they were unsure with the statement “Learner autonomy means learning without a teacher.” in question 8. The majority of the participants reported that they had a disagreement (N=31) and some of them were neutral (N=15) with question 18. Correspondingly, for question 24, the rate of disagreement is also higher than any other item. 41 of the instructors disagreed and 16 of them strongly disagreed with the statement “Learner autonomy requires the learner to be totally independent of the teacher.” Lastly, when it comes to question 35, almost all the instructors indicated their strong agreement (N=30) and agreement (N= 29) with the important role of the teachers to promote learner autonomy.

4.1.6. Results of cultural universality of learner autonomy

The opinions of the instructors regarding the cultural universality of learner autonomy were aimed at items 13 and 23. The frequencies and percentages of the responses to the items are shown in Table 4.6

Table 4.6

The Cultural Universality of Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q13: Learner autonomy can be achieved by learners of all cultural backgrounds.	71	1	5	2.38	1.08
Q23: Learner autonomy is a concept which is not suited to non-Western learners.	71	1	5	3.70	1.06
Total	71	1	5	3.04	.669

As shown in Table 4.6, the vast majority of the instructors agreed that learners from all cultural backgrounds could achieve learner autonomy. On the other hand, with the value of 3.70, many participants were neutral and even close to disagreeing with question 23 “Learner autonomy is a concept which is not suited to non-Western learners.”

4.1.7. Results of age and learner autonomy

In questions 1, 10, and 20, instructors requested their opinions on student autonomy and age. The questions in this section were used to ascertain how teachers felt about the connection between learner autonomy and age.

Table 4.7

Age and Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q1: Language learners of all ages can develop learner autonomy.	71	1	5	2.26	1.17
Q10: It is possible to promote learner autonomy with both young language learners and with adults.	71	1	4	2.05	.860
Q20: Learner autonomy is only possible with adult learners.	71	1	5	4.08	.981
Total	71	1	5	2.80	.547

For Table 4.7, with the 2.26 value, the majority of instructors agreed that (N=30 agree, N=20 strongly agree) “Language learners of all ages can develop learner autonomy.” in question 1. Furthermore, for question 10, many participants agreed that “It is possible to promote learner autonomy with both young language learners and with adults.” (N=39 agree, N=17 strongly agree). Yet, with question 20, “Learner autonomy is only possible with adult learners.”, almost all the instructors stated their disagreement. (N=28 disagree,

N= 28 strongly disagree). The total of the mean is 4.08 and it affected the results of age and learner autonomy scale.

4.1.8. Results of proficiency and learner autonomy

There were three items in this section that made claims about competence and learner agency. The questions were used for finding the instructors' opinions on the relationship between autonomy and proficiency.

Table 4.8

Proficiency and Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q9: It is harder to promote learner autonomy with proficient language learners than it is with beginners.	71	1	5	3.64	1.04
Q26: Promoting autonomy is easier with beginning language learners than with more proficient learners.	71	1	5	3.49	.983
Q34: The proficiency of a language learner does not affect their ability to develop autonomy.	71	1	5	2.76	1.03
Total	71	1	5	3.30	.678

As it can be seen from Table 4.8, instructors think that there is no connection between proficient language learners and the development of autonomy. For question 9, the result is almost neutral; however, most of the instructors disagreed (N=32 disagree, N=14 strongly disagree) “It is harder to promote learner autonomy with proficient language learners than it is with beginners.” Similarly, for question 26, participants of this study stayed neutral with the value of 3.49. On the contrary, with the result of 2.76, the majority of the instructors stated their agreement with question 34. As it can be seen from the total result, which is 3.30, the ideas of the instructors showed that they have no sharp decisions such as strongly agreeing or disagreeing in terms of proficiency and learner autonomy.

4.1.9. Results of learner-centeredness and learner autonomy

Items 15, 17, and 28 were utilized to look into the instructors' theories deeper regarding the relationship between learner autonomy and learner-centeredness. The frequencies and percentages of the participants' responses are presented in Table 4.9.

Table 4.9

Learner-Centeredness and Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q15: Learner autonomy cannot be promoted in teacher-centered classrooms.	71	1	5	2.56	1.15
Q17: Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	71	1	5	2.83	1.09
Q28: Learner-centered classrooms provide ideal conditions for developing learner autonomy.	71	1	4	1.87	.791
Total	71	1	5	2.42	.738

As indicated in Table 4.9, for the relationship between learner-centeredness and learner autonomy, the participants stated their agreement when it is seen from the total result of 2.42. With the value of 2.56 for question 15 and 2.83 for question 17, the instructors agreed that learner autonomy can't be promoted in teacher-centered classes and traditional teacher-led ways of teaching. Additionally, participants of this study strongly agreed (N=23 strongly agree, N=37 agree) for question 28 "Learner-centered classrooms provide ideal conditions for developing learner autonomy." with the value of 1.87.

4.1.10. Results of the benefits of learner autonomy to language learning

It was intended to find out the instructors' opinions on the advantages of learner autonomy in language learning would become clearer by using the items in this section. Descriptive statistics for this dimension are shown in the following Table 4.10.

Table 4.10

The Benefits of Learner Autonomy to Language Learning

ITEM	N	MIN	MAX	\bar{X}	SS
Q5: Individuals who lack autonomy are not likely to be effective language learners.	71	1	5	2.70	1.11
Q12: Learner autonomy allows language learners to learn more effectively than they otherwise would.	71	1	4	2.04	.885
Q36: Learner autonomy has a positive effect on success as a language learner.	71	1	5	1.54	.692
Total	71	1	5	2.09	.672

For Table 4.10, with the value of 2.70, 26 instructors stated their agreement while 10 instructors strongly agreed with the statement for question 5. In addition to this, most of

the participants agreed (N=20 strongly agree, N= 34 agree) with the statement in question 12 because of the 2.04 value. Finally, for question 36, almost all participants strongly agree with (N=36 strongly agree, N= 31 agree) the statement “Learner autonomy has a positive effect on success as a language learner.” with the 1.54 value.

Table 4.11

Findings in General

DIMENSION	N	\bar{X}	SS
Technical Perspectives on Learner Autonomy	71	2.19	.561
Psychological Perspectives on Learner Autonomy	71	1.79	.509
Social Perspectives on Learner Autonomy	71	2.03	.487
Political Perspectives on Learner Autonomy	71	2.06	.479
The Role of the Teacher in Promoting Learner Autonomy	71	3.11	.517
The Cultural Universality of Learner Autonomy	71	3.04	.669
Age and Learner Autonomy	71	2.80	.547
Proficiency and Learner Autonomy	71	3.30	.678
Learner-centeredness and Learner Autonomy	71	2.42	.738
The Benefits of Learner Autonomy to Language Learning	71	2.09	.672
GENERAL	71	2.39	.274

As it can be understood from the general results, the instructors have a strong agreement about the Psychological Perspectives on Learner Autonomy with the value of 1.79. The participants also had a common agreement for the significance of social perspectives and learner autonomy, political perspectives of learner autonomy, the benefits of learner autonomy to language learning, technical perspectives of learner autonomy, and learner-centeredness and learner autonomy because the mean range between these items are 2.03 and 2.42. For age and learner autonomy, with the value of 2.80, the instructors were almost unsure about the relationship between age and learner autonomy. Thus, the participants were unsure about the cultural universality of learner autonomy because the mean is 3.04 and with the value of 3.11, the participants of this study were also unsure about the role of the teacher in promoting learner autonomy. When it comes to proficiency and Learner Autonomy, the highest value 3.30 can be seen and it means that almost all participants were unsure and disagreed with the benefits of proficiency and learner autonomy.

4.2. Findings for research question 2: To what extent does collaborative learning affect learner autonomy of prep school students?

With the items in this table, it was intended to comprehend the opinions of the participants regarding the relationship between collaborative learning and learner autonomy.

Questions 15, 16, 19, 25, and 28 are about the benefits of collaborative working on learner autonomy. In Table 4.12, descriptive statistics of this dimension are depicted.

Table 4.12

The Correlation Between Collaborative Learning and Learner Autonomy

ITEM	N	MIN	MAX	\bar{X}	SS
Q15: Learner autonomy cannot be promoted in teacher-centered classrooms.	71	1	5	2.56	1.15
Q16: Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	71	1	3	1.74	.602
Q19: Learner autonomy is promoted by activities that encourage learners to work together.	71	1	4	1.90	.795
Q25: Co-operative group work activities support the development of learner autonomy.	71	1	4	1.81	.723
Q28: Learner-centered classrooms provide ideal conditions for developing learner autonomy.	71	1	4	1.87	.791

The strong agreements of the instructors can be seen according to the results in Table 4.12. For question 15, the majority of the participants (N=15 strongly agree, N=22 agree) agreed with the idea that in a teacher-centered classroom, learner autonomy can't be promoted. The participants of this study strongly agreed (N=24 strongly agree, N=41 agree) with question 16 "Learner autonomy is promoted through activities which give learners opportunities to learn from each other." Furthermore, 22 instructors strongly agreed, and 38 instructors agreed with the statement "Learner autonomy is promoted by activities that encourage learners to work together." For question 25, the majority of the participants agreed with the fact that support of cooperative group work activities can develop learner autonomy. Once for all, 23 instructors strongly agreed, and 37 instructors agreed with the statement in question 28 which is "Learner-centered classrooms provide ideal conditions for developing learner autonomy."

The results of Table 4.12 clearly elaborate that all the instructors believe that learner autonomy can be fostered by group activities, pair, and group work in learner-centered classes. With the help of the interview questions, to obtain more specific information from participants, the question "To what extent does collaborative learning affect learner autonomy of prep school students?" was asked to 10 instructors who participated in the survey and work at the foundation university. The statements of these

instructions are significant and vital for this study to be more specific and idiosyncratic. The answers of the instructors are listed below:

Taylan: “Of course, it helps the autonomy of the learners, as long as teachers teach them how to do collaborative learning. Because I think sometimes, we assume that students know how to collaborate, how to work together well. So, one thing that I traditionally do is when I introduce collaborative learning, I very clearly teach the students the different roles in the process like they might have a leader of the group, a facilitator, they might have a recorder or a secretary, you might have a question asker so that the teacher knows they have a question as a group, and they might have a reporter, someone who reports the group's progress at the end. So, I make sure that my students know what their roles are. Ahead of time, I try to organize it so that everyone needs to participate. Nobody can sit on the sideline and watch the rest of the group work. So, I think carefully about how to divide up the task into pieces that everyone has to be involved in. So, there's a lot of ground work that needs to be laid out first, then they get into their groups and work together.”

For this part, Taylan pointed out that as teachers we have to organize them to work together because even instructors believe that learners know how to work in a collaborative way, they actually, may not be sure about the mechanism of collaborative learning.

Taylan: “I feel that some students here in the prep school are autonomous learners. There's an inward drive to learn as much English as they can and to use the tools that are available to them to reach that goal. They learn how to take responsibility for one another's learning. Because often in collaborative learning, the group gets one grade. Interaction can make them more autonomous. Because I think they can learn a lot from their classmates, and their peers about problem-solving. They can see that their classmates work in different ways in terms of how to approach a problem. They can listen to their classmates, and I think sometimes students are more comfortable asking questions of one another as opposed to asking their teacher questions. So, I think it's really exciting in a collaborative learning setting for the students to be teachers amongst themselves and to help one another to learn. I think if collaborative learning is set up well in terms of knowing the roles and what the task is, and what the expectations are, it can really be helpful for developing autonomy because they see that they can learn and be successful apart from their teacher. I really like collaborative learning.”

For the second part of his speech, Taylan draws attention to the importance of interaction between students when they work together. With the help of interaction and

communication, students can learn from each other and gain new knowledge and perspectives because they feel more comfortable with their peers when they share their ideas. Some other instructors also agreed with Taylan as Mesut and Meryem.

Mesut: “In a collaborative environment, I think it can be ideal for students to foster autonomy. We cannot say that students should study alone. No, the students can be autonomous with their peers, with the teachers, with the help of the textbooks, and even with the administrators. It's my dream to be collaborative in a classroom like doing activities altogether. Everybody is participating, contributing, and interacting with one another. I believe that a teaching atmosphere with collaborative learning definitely affects the autonomy of the students in a positive way. In collaborative environments, students are given tasks and they are responsible for the group. They have to do something for the progress and improvement of the group. Each student has a role, and each role is connected with the aim of the activity and then learners share their ideas and brainstorm together to make progress of learning together. Also, there are some students who are autonomous, and they can help their peers be autonomous learners. That's why, I believe a collaborative learning atmosphere can lead students to be more autonomous.”

Mesut made an outstanding point that learners can be autonomous in any way with the help of collaborative learning. Students can collaborate with everyone and everything such as their peers, teachers, books, and even with the school administration for their autonomy and that is a vital statement of the correlation between collaborative learning and learner autonomy. Furthermore, Mesut was talking about the “responsibility” of each student for their groups and he stated that learners have roles in group activities as Taylan said before. In collaborative work, everybody acts accordingly for the development of their groups to succeed and achieve the group task together.

Meryem: “If they have more collaborative activities in prep school, it also helps their autonomy in a positive way. The feedback and conversations that they have with their peers might have a great influence on them in terms of their autonomy because students get a chance to see how to use a language through collaborative activities. In this way, they can see their strengths and weaknesses in the language that they are learning. As they do activities together to figure out how to use the language effectively, they have a chance to improve their autonomy. Also, collaborative learning is a way of interaction. So, this interaction in the classroom or out of the classroom can help the learners to be more autonomous in English learning. Collaborative activities help students in terms of finding their own ways to learn and internalize the language.”

As “interaction” was stated before by Taylan and Mesut, Meryem also expressed that students can obtain autonomy through interaction such as feedback and conversations. Collaborative learning helps learners to observe themselves better and makes them understand their merits and demerits. Moreover, collaborative learning helps them personalize and internalize the English language for the learning process.

Gamze: “When we promote group work inside or outside of the classroom, through some activities or some assignments, they have to collaborate with their own teammates. When students want to collaborate, it means that each of the team members has some responsibilities to do. When they contribute to the team, they also contribute to their own learning. So, I think when we promote collaborative activities, I think they have a chance to improve their autonomy.”

Henceforth, Gamze agreed with the idea of “responsibility” which was stated before by Taylan and Mesut. She also indicated that if instructors promote collaborative activities more, students have better opportunities to develop their autonomy in English learning.

Özgür: “I believe that collaborative learning helps learners to develop autonomy because they learn from their peers, and they are not afraid of making mistakes and they can correct each other. When one peer fails to answer one question, the other helps him, so they develop a kind of autonomy because they know where to speak, and how to speak and sometimes even what to speak. That's why I think collaborative learning helps learners to develop autonomy because autonomy consists of many items. In collaborative learning, atmosphere and setting have a positive effect on the psychology of the learners. Secondly, collaborative learning also helps learners not to be intimidated by the power of knowledge and by the knowledgeable being knowledgeable of others. I mean they're not afraid of the teachers. What I mean is that when I ask a question directly to my student, I sometimes observe that the student feels intimidated, and they are scared of answering the questions because they don't want to be under the spotlights. That's why when we try to create a collaborative learning setting, even in terms of I mean a physical kind of setting where they work as groups or when they pair up with each other, they feel that they are together with their peers, with the same English level, with the same mentality, with the same learning problems. So, they feel more relaxed and they are more open to talking about their ideas to share what information or tasks they have. Briefly, in a group of friends or peers in a classroom, they feel safe and more confident to ask more questions to each other, so they get more instruction and more guidance from their peers.”

Özgür highlighted that working with peers is an ease for the students when they answer some questions or express their knowledge to each other as the other instructors said. He also clarified that they aren't afraid of making mistakes when they are studying with their classmates. Shortly, according to Özgür, prep school classes can be a safe place for students when they are working collaboratively with their classmates who have the same English language level, mentality, and learning styles/issues.

Gül: "I think collaborative learning would definitely help them to become more autonomous to some extent. First of all, it would make autonomy more meaningful for them, which could eventually encourage them to develop autonomy. Then they would have to make decisions, take responsibilities, reflect back and experiment, etc. Additionally, collaborative learning could create a safer and less threatening environment for them to work on their skills to improve autonomy as well as the target learning content."

The concept of "taking responsibility for learning" is a common concept for the instructors who participated in the study. Gül also touched on a "safe and non-threatening class environment" for the students when they work collaboratively and improve each other to become better. Consequently, it is important to have responsibility for the students not only for themselves but also for each other.

Aydın: "I believe that practicing and mastering the skills of English as a group with collaborative learning help prep school students a lot in their learning process to be more autonomous. I feel like it is more beneficial than studying with a teacher when the students are divided into groups with two or three classmates to do the activities together. Even for some students in some contexts, what some of my students benefit most from is the help that they get from their peers rather than their teachers."

As it can be understood from the interview of Aydın, for some context in collaborative learning, students don't even need their teachers to be beneficial for them because they can teach and learn from each other. Tuğçe supported Aydın's expression with her statement below:

Tuğçe: "When you say collaborative learning, I can define it in an aspect as the collaborative learning inside the class such as pair work, group work, and all the other activities in class that students do with their peers. Peer feedback has always been helpful in my classes. When my students are collaborating inside the class, it's really helpful. They gain self-confidence and also when they collaborate and when they trust their group members, they feel confident. They trust their friends and trust themselves which creates autonomy. At the end of the day, they don't really need me. They just need their friends.

It's not only just for getting information from their friends but also for supporting each other to learn more.”

Batu: “A student, of course, learns from an instructor, but at the same time a student learns from his or her peers, too. They can learn from each other. They can inspire each other. They can be an inspiration for each other, maybe for the other students in the class. The peers also help each other in the process of learning, so collaboration is very important in this way. Students help each other and students brainstorm together in pair work or group work, and in this way, they can help each other to improve their level of English and they can think out of the box with the help of collaborative learning.”

Tuğçe and Batu have a common point which is students’ support and help for each other during collaborative learning. Thanks to collaborative learning, students can have self-confidence in terms of expressing themselves and they can see their classmates as “sources of inspiration” to come up with new ideas and explore more about the English language.

Finally, Başak laid stress on the magnitude of the responsibility again by saying:

“They should take their own responsibility for their learning at the university. So, we should actually give them more opportunities to be more autonomous with collaborative activities.”

To conclude, in this chapter, both qualitative and quantitative results were demonstrated to define the effects of collaborative learning on learner autonomy from the perspectives of the instructors who work at a foundation university. 71 instructors agreed that collaborative learning is an irreplaceable part of the autonomy of the students at prep school. The results of the survey showed that there is a strong association between the benefits of collaborative learning and the development of prep school students' autonomy.

CHAPTER V

DISCUSSION

The discussion section of the paper included a discussion of the findings in relation to the research questions. With tables and interviews, the two research questions were answered in the results part; however, there are also side topics that could be other reasons to affect the autonomy of students in prep school.

5.1. Quantitative Findings

5.1.1. Research question 1: What are the effects of learner autonomy on prep school students according to instructors' perspectives?

As it can be understood from the results of the tables, learner autonomy has positive effects on learning the English Language. For instance, the participants of this study indicated that success as a language learner is positively impacted by learner autonomy. For the participants, when learners can make choices about how they learn, it forms and shapes their autonomy in different ways. Furthermore, from the results of the survey, it can also be comprehended that autonomy can be fostered when learners make some decisions about the activities that they are going to do.

In his article, Balçıkanlı (2010) suggested that students should be a part of the decision-making process because it makes learners more autonomous, and he also indicated that students can have responsibilities and choices for their English language learning. Furthermore, Balçıkanlı also stated that for the evaluation of the classroom that targets the improvement of learner autonomy, students are the key to assessing and evaluating their learning phase. It can be concluded that learners need to develop the ability to observe and evaluate their own learning to become more autonomous. Doğan and Mirici (2017) clarified that learner autonomy is reinforced for language comprehension by helping learners reflect on their actions and lessons learned with peer and self-assessments. They also stated that choice enhances intrinsic motivation and fosters greater self-regulation in students. The majority of the instructors concurred with the following essential claims.

Henceforth, the participants of the study also demonstrated that learners without autonomy are not effective language learners, which means that autonomy makes language learning easier, faster, and better because by means of autonomy, learners can organize

their learning better with self-discipline, self-control, and self-awareness. The results of the survey also demonstrated that item 12 “Learner autonomy allows language learners to learn more effectively than they otherwise would.” was accepted by the majority of participants of this research.

5.1.2. Qualitative findings for question 1: What are the effects of learner autonomy on prep school students according to instructors’ perspectives?

For this question, the instructors shared their ideas and perspectives about the effects of learner autonomy on prep school students. The answers of the instructors are listed below:

Gül: “To begin with, I've noticed that my students who are more autonomous are usually more engaged during the classes and become more successful eventually. They usually show progress more than the others. They're also willing to learn more about how to become more autonomous and try them throughout their learning journey. They take more responsibility, and so reflect back and try to improve.”

Tuğçe: “They have diversity in themselves. I mean, we have some really strong students. It doesn't matter which level they start with, but they know how to learn or they are aware of their skills and the skills they need to learn at prep school, and they follow it.”

Meryem: “The autonomy of prep school students depends on students' inner motivation. I believe if they want to learn something, their sources are endless, and they can find a way to use the language.

Taylan: “I can think of students in my classes who bought all their textbooks right away, who have attended every single class, who always attend the activities, and who are quick to volunteer. They do their homework. They follow the homework directions, and they send it to me on time. So those are all evidence of their knowing what their job is and doing it to the best of their ability. I can say some are autonomous, and I think they're wonderful leaders to their classmates who are not.”

Özgür: “There are some bright students who are really autonomous, and they know where to look for the information, where to look for the right sources and they don't even wait for you to assign homework or assignments. They know what to do, and they are able to follow the classes. Autonomous students also serve as a kind of assistant to the teachers. These autonomous students are also the class representative and sometimes they guide other students, they keep track of the homework, and they tell the students, they tell their peers and friends what to do and how to do it, and they are not afraid of taking initiative in

the classes, and these are the first students who generally raise their hands and answer the questions, and they break the ice when you start the day, and they are generally ready for the lesson with their books. Even some of these students follow the course map, and they know which course book to be used on this specific day or specific hour. When you are late to provide feedback for their writing or speaking assignments, they ask for it and they run after you.”

Mesut: “Autonomous students want to learn and achieve their goals in English Language Learning.”

Gamze: “Autonomy is about self-discipline, self-control, and self-awareness, so students who have autonomy can focus on the learning phase and make their English better with these skills.

According to the opinions of the instructors about the effectiveness of learner autonomy on prep school students, learner autonomy has positive and motivational effects on the English Language learning process of prep school students. When the instructor’s answers are considered, it can be understood that autonomous students are more conscious, self-motivated, and goal-oriented when they are studying English at prep school. Autonomous learners know that they are responsible for everything about their learning process such as homework, assignments, in-class, and out-of-class activities.

Consequently, it can be said that, learner autonomy increases motivation, enhances self - motivation, provides deeper understanding for the studies of prep-school students, and improves critical thinking. Student autonomy encourages the development of self-regulation abilities and with the help of these abilities, learners can pursue their personal and academic achievements in prep-school. Apart from this, critical thinking and problem-solving are frequent components of learner autonomy. Students can develop their critical thinking and decision- making skills by being encouraged to think for themselves, evaluate information, and make decisions. Finally, students' confidence and self-esteem may rise as they take charge of their education and succeed through independent study. This positive self-perception can affect them in areas of their lives besides school.

In his study, Yıldırım (2008) states that the majority of the students have already been engaging in some outside class learning activities which can be considered as signs of autonomous behavior. Moreover, they not only improve themselves but also may be an inspiration for other students to understand and learn the English Language better. Briefly, autonomous learners know what to study, when to discipline and control their learning, where to get the correct information, and who to talk with to learn more. Consequently,

there are many benefits of autonomy for the learners who study the English Language at prep school in terms of expanding their minds and knowledge and getting new perspectives on every aspect of learning the rules and structures of the English Language.

5.1.3. Quantitative results: Question 2: To what extent does collaborative learning affect learner autonomy of prep school students?

The results of the survey showed that collaborative learning has positive effects on learner autonomy. 71 instructors stated that learner autonomy can be fostered with activities which give opportunities for students to work together and learn from each other. When tasks encourage students to work together, their learner autonomy can improve in better ways. Athanasiou (2007) claimed that group discussions, and pair work can advance the oral skills of students in the classroom. When learners collaborate, they help each other to understand the context better in English language learning. Collaborative learning also allows learners to improve their knowledge in terms of acquiring new ways of thinking and analyzing English tasks. English Language learners can also observe and evaluate each other in collaborative activities to give objective feedback to one another.

In addition to this, the instructors believed that collaborative group work activities lead up to the development of the autonomy of students, and a learner-centered classroom is the best option for the student to do collaborative learning objectives to be better autonomous learners. Doğan and Mirici (2017) brought to light this topic and they stated that teachers need to provide a more learner-centered classroom and to create a learning environment in which collaborative learning settings of learners are encouraged. Also, collaborative learning provides learners' affective filters to feel more secure and trust each other to take initiative in developing learner autonomy.

The instructors also specified that collaborative learning helps learners to interact socially and experience more by practicing and learning the English Language with various kinds of students to integrate the actual conversations in classrooms compared to traditional learning methods. Khonamri, Pavlikova, Ansari, Sokolova, Korzhuev, and Rudakova (2020) claimed that the learners negotiated their conceptions of language learning and the proposed strategies through interactions. As a result of these interactions, they faced new and even conflicting alternatives, their awareness of new options and concepts increased, and cognitive understanding of language learning.

5.1.4. Qualitative results: Question 2: To what extent does collaborative learning affect learner autonomy of prep school students?

According to the interviewees, it is undeniable that collaborative learning activities have an invaluable impact on raising the level of autonomy of prep-school students. All 10 instructors agreed that the peers' help, support, interaction, and communication provide learners with a safe classroom atmosphere. In addition to this, collaborative learning activities and exercises also give learners an opportunity to take more responsibility in their English Language learning. Yasmin and Naseem (2019) specified that CL fosters responsibility, motivation, confidence, skills, and a positive interdependence among learners and provides learners with an opportunity to learn from each other.

Moreover, the instructors stated that collaborative learning not only affects the autonomy of students, but it also influences the ways of critical thinking and problem-solving owing to brainstorming and outlining the task that they work on together. Furthermore, with the help of collaborative learning, students can gain self-confidence, self-efficacy, and motivation when they try to express their ideas and opinions freely to their classmates and teachers. In her research, Doğan (2015) indicated that the vast majority of the instructors believed that learners who were motivated and confident could develop autonomy more quickly than those who were less motivated and assertive. Lastly, the relationship between learner autonomy and collaborative learning contributes to students' responsibility when they are learning English. Yıldırım (2008) signified that when students see themselves as capable of behaving autonomously, they perceive their abilities, and responsibilities and they can even decide what to learn outside the classroom.

5.2. The External Factors That Affect Autonomy of Learners

Although the instructors believed that collaborative learning can be beneficial for the autonomy of the students, they also think that their autonomy isn't enough for a university education to learn English. The participants of this study pointed out that many factors may lead to insufficient autonomy for students such as spoon feeding, K12 system, and memorization as learning skills. The statements of the instructors are given below:

Aydın: "Since our K-12 education system doesn't really require our learners to practice any critical thinking or be autonomous in any part of their learning process, when they come to university, most of them, unfortunately, do not even know what learner autonomy is or how to be an autonomous learner. When we assign them a task or a homework assignment that requires them to study on their own, learn on their own, and

improve on their own, that most of the time results in failure. K-12 background, they bring this study habit that is heavily based on memorization, and when it comes to learner autonomy, learning to learn or learning on their own, they don't show a lot of success. Obviously, this isn't 100% applicable to all of our students, but I can say that the majority of them need a lot of training or guidance in order to learn even the concept of or even the mindset of what being an autonomous learner is. Most of them don't know how to study or learn effectively or what they are studying for. Turkish culture, the way we bring up our children, the way we educate our children in the K-12 process doesn't really lend itself to them. They lack such skills when they face such difficulties or such an unusual task, what most of them did was they got help from their relatives, or people around them who knew English and they got them to do their work for them instead of working together as a group.”

Özgür: “I can't say that all the students are autonomous in our university because when we think of the background information, educational background of these students, and the educational system that they go through, autonomy is not one of the skills that they excel at. Especially with lower-level students, we have some serious problems and these problems generally range from finding the right sources to study or even to how to study. That's why we have some serious autonomy problems in prep school. But I can say that the number of students who don't have autonomy is much more than the number of autonomous students. That's why I think we need to work on autonomy more and more. For example, when you assign students with an exercise or a piece of homework, they don't know where to begin, they don't know how to start. Even if you explain the steps to take to go with the exercise one by one and more than once, they still need a kind of personal assistance. You need to guide them on the exercises or the steps to follow one by one so make sure that the students understand what they're supposed to do. They need spoon-feeding which requires a lot of energy and effort from the instructors. And they also lack the autonomy of being good language listeners. I mean, they're not good listeners as well. And I think being a good listener is one of the parts of autonomy. Sometimes this autonomy is a problem of this culture as well because they are afraid of asking questions to their teachers for the second time if they don't understand.”

Gamze: “If you want them to be autonomous, you have to motivate them a lot because they are used to getting everything ready. Even when I explain everything in detail, they just ask me to say the same thing because they don't even want to use their own brain or they don't want to try to deduce or induce some information. They get used to

spoon-feeding. They become successful at something with the help of their parents, teachers, or friends.”

Taylan: “I have other students who do not appear self-initiated or self-motivated. They're not able to participate fully. I have some students who don't attend every class or they're not providing their books and other materials to use in the class, so they're allowing those distractions to prevent them from learning English as well as they could. I can say some are autonomous, and I think they're wonderful leaders to their classmates who are not. A Turkish colleague told me that a lot of Turkish students are spoon-fed in elementary school, middle school, and high school.”

Başak: “They are spoon-fed by their teachers and families. I can say that they are not ready to be autonomous learners when they first start at prep schools. As far as I observed, they really need their teachers to guide them through every step. Since they are coming from high school to the prep school directly, they are not ready, and they don't know the higher education system for them. They can forget their homework easily or they are not taking responsibility for their learning as much as we want them to do. I can say that they are not autonomous learners, especially in the Turkish higher education context. Maybe we should actually give them more opportunities to be more autonomous.”

Mesut: “They don't have enough motivation to be successful. Their biggest motivation is not to learn and actually pass the prep school. So as a result, they don't actually learn, and they lose sense of their autonomy because they just want to pass and they just follow the rules. In Turkey, as teachers and parents, we spoon-feed students most of the time. As a father of the students, I babysit them. Because of the parents, education system, and teachers, students can't be autonomous enough.”

Tuğçe: “There are some other students who have never been autonomous in their whole life. When they come here, they expect us to do everything for them to make the decisions for them. And that's the comfort zone for those students. Besides, when I think about the prep school that I work at, we generally have certain rules, certain principles, and because of our system, we actually stop our learners from becoming autonomous.”

Gül: “I think the majority of my students have serious problems with this issue. I observe that they highly lack autonomy in their learning process overall. Also, there are various tendencies of my students. Some of my students don't only lack autonomy but also dislike the idea of it. When they're given guidance on how to become more autonomous, they feel like it's a chore for them. For example, they are not open to having options in front of them to pick what's best or what works for them. So maybe they need another type

of guidance on why it would be beneficial for them. I still think that some students could resist learning on their own as well and need guidance from their teacher to acquire an awareness of why/how collaborative learning or being autonomous would be beneficial for them overall.”

As it is stated above by the instructors, lack of motivation, spoon-feeding of parents and teachers, the K-12 education system, memorization as a learning habit, willingness to stay in the comfort zone, and Turkish culture approach can affect learner autonomy in negative ways. To make the students more autonomous, educators and parents should push their children to take on the challenges on their own. As a result, they can be more aware of their skills and capabilities. For an ideal self as learners, they shouldn't ask for help all the time when they have hardships. Changing for a better learning or better self isn't easy to have self-discipline, self-control, or self-awareness. After a healthy and safe learning environment is provided by educators and parents, it is all about the control of the students to learn and improve themselves on their own for the better. Neither parents nor teachers take responsibility for the student's learning process. Briefly, if we want the new generation of learners to be more autonomous and self-regulated, the education system, learning habits, parent and teacher attitudes toward students should be changed.

CHAPTER VI

CONCLUSION

This study examined the effects of collaborative learning on learner autonomy of prep school students from the teachers' perspective. Mixed-method approach was used in this study. A questionnaire "Learner Autonomy: English Language Teachers' Beliefs and Practices" (Borg & Al-Busaidi, 2012) was conducted for quantitative data, and for qualitative data, 2 questions were asked of the participants of this study.

6.1. The Summary of the Results

This study aimed to investigate how collaborative learning affects the autonomy of prep school students from teachers' perspectives in a foundation university. 71 instructors participated in this study and they filled in the questionnaire which included 37 questions. Moreover, 10 out of 71 instructors volunteered to be interviewed. The opinions and statements of the instructors are significant and vital for the result of this study. That's why the following research questions were asked to the participants:

- 1) What do you think about the autonomy of prep school students?
- 2) What are the effects of learner autonomy on prep school students?

First and foremost, the participants agreed that collaborative learning has positive effects on learner autonomy of prep school students. Learners can be autonomous in their studies and learning process. They are motivated to find sources, they know their responsibilities as a learner and they have self-discipline and self-control to finish their tasks. However, learners don't have to be alone when they try to be more autonomous. Student reflection on their learning process and decision-making regarding their learning strategies are both required by learner autonomy. This focus on metacognition encourages a deeper comprehension of one's learning aptitudes. Collaborative learning approach allows learners to work together, learn from each other and give and get feedback from their peers.

Secondly, Collaborative learning also motivates learners to take more responsibility for the success of pair work or group work. Also, CL creates a learner-centered classroom where students can be active learners. When students begin to participate in collaborative activities, autonomy directly gets involved in the English language learning process because they make decisions and choices about what they should know, what they should discuss, and what they

should present to their classmates and teachers at the end of the tasks. Students are more motivated and engaged in their learning when they have the opportunity to pursue their interests and work together with peers. This intrinsic motivation can lead to deeper and more meaningful learning experiences. As a result, they help, inspire and encourage each other to interact, communicate and learn more.

Thirdly, participants of this study believed that students with strong autonomy have better performance and better capability when they try to learn the English language. It is also agreed that when learner autonomy is promoted with collaborative activities, learners have more opportunities to learn from each other. Collaborative learning creates a safe learning atmosphere for the students to express themselves easier and guide each other in group work because they aren't afraid of making mistakes when they are discussing the topic with their classmates.

Lastly, the survey results and the interview reports with 10 instructors have almost the same outcome in terms of the positive effect of collaborative learning on learner autonomy. Thus, there are some common words among instructors such as “taking responsibility, interaction, communication, safe learning environment, working together, and peer supporting and feedback” when they are talking about the relationship between collaborative learning and the learning autonomy of prep school students.

To conclude, students can make decisions together, co-create to enhance their knowledge, reflect their ideas, and make self-assessments to take responsibility. They can develop different perspectives and divergent thinking and can improve their problem-solving skills with the help of collaborative learning. As a result, collaborative learning has positive effects on the growth of prep school students' autonomy. These findings are the result of both quantitative and qualitative data analysis.

6.2. Pedagogical Implications

The combination of learner autonomy and collaborative learning can have significant pedagogical implications for educators and learners. Students are encouraged to control their own learning process through learner autonomy. Teachers can empower students to actively seek out and engage with their learning materials while making decisions about what and how to learn by incorporating collaborative learning opportunities. With learner autonomy, students are able to pursue their personal interests and adapt their learning to their individual needs.

Moreover, discussions, controversies, and group projects are frequent components of collaborative learning activities. When students collaborate, they can benefit from different points of view, challenge each other's thinking, and collectively come up with better solutions and these specific abilities expand their critical thinking and problem-solving abilities. For collaborative learning effective communication, attentive listening, and respectful interactions are necessary. Effective communication, attentive listening, and respectful interactions are necessary for collaborative learning. These skills are crucial in every aspect of life, and collaborative learning offers an opportunity for students to develop and refine them.

Additionally, student reflection on their learning process and decision-making regarding their learning strategies are both required to have autonomy. This focus on metacognition encourages a deeper comprehension of one's learning aptitudes. Furthermore, for lifelong learning, students develop skills and attitudes by cultivating learner autonomy and collaborative learning. Shortly, they become more capable of adjusting to new challenges for lifelong learning.

As a result of collaborative learning, students have the chance to work in teams, which encourages cooperation and teamwork. These abilities are crucial for both academic and professional success. Also, collaborative learning activities expose students to various viewpoints, fostering cultural sensitivity and empathy. Henceforth, in a learner-autonomous and collaborative learning environment, the role of the teacher shifts from being a traditional lecturer to that of a facilitator and guide. The teacher supports and guides students, ensuring they have the necessary resources and tools to pursue their learning goals effectively.

6.3. Implications for Further Studies

Although collaborative learning can have a massive impact on students to be more autonomy dynamic, pair or group work can be a backup plan in the lesson plan for educators because of the traditional learning environment which is teacher-centered class. For further studies, researchers can shed light on the collaborative activities for learner-centered classrooms to influence the autonomy of students in English Language learning.

Moreover, to enhance the autonomy of the students, the prep-school curriculum involves more collaborative activities and the educators can integrate writing, reading, listening, and speaking activities into collaborative learning tasks. The importance of collaborative activities in curriculum design for learner autonomy in prep schools can be

researched. In addition to this, the negative effects of spoon feeding, K12-system, Turkish culture approach of parents and teachers, the comfort zone of the learners, and memorization as a learning habit can be examined for the relationship between learner autonomy and collaborative learning.

Furthermore, time management is momentous for learner autonomy. The correlation between learner autonomy and time management can be researched for further studies. Besides, the effects of time management, self-discipline and self-control on autonomy of learners can be a significant study in the Turkish context. It may refer to the balance of responsibilities and self-regulated learning.

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APPENDICES

APPENDIX 1: Interview Questions with Instructors

1. What are the effects of learner autonomy on prep school students according to instructors' perspectives?
2. To what extent does collaborative learning affect learner autonomy of prep school students?

APPENDIX 2: Consent Form

Sayın katılımcı,

Bu çalışma, işbirlikli öğrenmenin hazırlık okulu öğrencilerinin özerkliği üzerindeki etkisini öğretim görevlilerinin gözünden anlamayı amaçlamaktadır. Bu ankette, öğrenen özerkliği kavramını, özerkliğin hazırlık okulu öğrencileri üzerindeki etkilerini ve işbirlikli öğrenme yöntemlerinin öğrencelerin İngilizce öğrenimi açısından daha özerk olmalarını nasıl etkilediğini anlamaya yönelik sorular bulunmaktadır. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır. Bu çalışma halen İngiliz Dili Eğitimi Yüksek Lisans öğrencisi olan Mihriban Müge Aras tarafından yapılmaktadır. Bu çalışmayla ilgili sormak istediğiniz sorular varsa veya çalışmanın sonuçlarıyla ilgilenirseniz lütfen aşağıda verilen e-posta adresinden kendisiyle irtibata geçiniz. Bu çalışma için fikirleriniz çok önemli ve zamanınız paha biçilemez. Bu çalışmanın bir parçası olduğunuz için teşekkür ederim.

Mihriban Müge Aras

APPENDIX 3: English Language Teachers' Beliefs about Learner Autonomy Questionnaire

		1.	2.	3.	4.	5.
1.	Language learners of all ages can develop learner autonomy.					
2.	Independent study in the library is an activity which develops learner autonomy.					
3.	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.					
4.	Autonomy means that learners can make choices about how they learn.					
5.	Individuals who lack autonomy are not likely to be effective language learners.					
6.	Autonomy can develop most effectively through learning outside the classroom.					
7.	Involving learners in decisions about what to learn promotes learner autonomy.					
8.	Learner autonomy means learning without a teacher.					

9.	It is harder to promote learner autonomy with proficient language learners than it is with beginners.					
10.	It is possible to promote learner autonomy with both young language learners and with adults.					
11.	Confident language learners are more likely to develop autonomy than those who lack confidence.					
12.	Learner autonomy allows language learners to learn more effectively than they otherwise would.					
13.	Learner autonomy can be achieved by learners of all cultural backgrounds.					
14.	Learner autonomy is promoted when learners have some choice in the kinds of activities they do.					
15.	Learner autonomy cannot be promoted in teacher-centred classrooms.					
16.	Learner autonomy is promoted through activities which give learners opportunities to learn from each other.					
17.	Learner autonomy implies a rejection of traditional teacher-led ways of teaching.					
18.	Learner autonomy cannot develop without the help of the teacher.					

19.	Learner autonomy is promoted by activities that encourage learners to work together.					
20.	Learner autonomy is only possible with adult learners.					
21.	Learner autonomy is promoted by independent work in a self-access center.					
22.	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.					
23.	Learner autonomy is a concept which is not suited to non-Western learners.					
24.	Learner autonomy requires the learner to be totally independent of the teacher.					
25.	Co-operative group work activities support the development of learner autonomy.					
26.	Promoting autonomy is easier with beginning language learners than with more proficient learners.					
27.	Learner autonomy is promoted when learners can choose their own learning materials.					
28.	Learner-centered classrooms provide ideal conditions for developing learner autonomy.					
29.	Learning how to learn is key to developing learner autonomy.					

30.	Learning to work alone is central to the development of learner autonomy.					
31.	Out-of-class tasks which require learners to use the internet promote learner autonomy.					
32.	The ability to monitor one's learning is central to learner autonomy.					
33.	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.					
34.	The proficiency of a language learner does not affect their ability to develop autonomy.					
35.	The teacher has an important role to play in supporting learner autonomy.					
36.	Learner autonomy has a positive effect on success as a language learner.					
37.	To become autonomous, learners need to develop the ability to evaluate their own learning.					

APPENDIX 4: Permission Letters

 Saleh Al-Busaidi 
Kime: Siz     
19.03.2023 Paz 05:15

Dear Muge,
Thank you for your interest. Yes, please go ahead.

Regards
Saleh

Saleh Al-Busaidi

On Mar 18, 2023, at 6:08 PM, Muge Aras 

Dear Sir,

My name is Mihriban Müge Aras, and I am currently doing my master at Baskent University in Turkey. I have been writing my master thesis since January, and my topic is learner autonomy. The title of my thesis is the effects of collaborative learning on prep school students' autonomy from the teachers' perspective. That's why I would like to use the survey that you and Borg used for the research Learner Autonomy: English Language Teachers' Beliefs and Practices if I could get your permission.

Sincerely,

M. Müge Aras

 
Kime: Siz     
20.03.2023 Pzt 17:22

Yes, that is fine. I hope the research goes well.

Best wishes

Simon

Simon Borg
ELT Consultant
Professor II, Faculty of Education, Arts and Sports
Western Norway University of Applied Sciences

Tel: 
web: 
twitter: 

From: Muge Aras 
Sent: 18 March 2023 15:05
To: 
Subject: permission letter

Dear Sir,

My name is Mihriban Müge Aras, and I am currently doing my master at Baskent University in Turkey. I have been writing my master thesis since January, and my topic is learner autonomy. The title of my thesis is the effects of collaborative learning on prep school students' autonomy from the teachers' perspective. That's why I would like to use the survey that you and Al-Busaidi used for the research Learner Autonomy: English Language Teachers' Belief and Practices if I could get your permission.

Sincerely,

M. Müge Aras

APPENDIX 5: Turnitin Report

THE EFFECTS OF COLLABORATIVE LEARNING ON THE AUTONOMY OF PREP SCHOOLS STUDENTS FROM THE TEACHERS' PERSPECTIVE

ORJİNALLİK RAPORU

% 19	% 17	% 12	%
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

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5	www.yumpu.com İnternet Kaynağı	%1
6	text.123docz.net İnternet Kaynağı	<%1
7	methodnew.com İnternet Kaynağı	<%1
8	cyberleninka.org İnternet Kaynağı	<%1

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BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı : E-62310886-605.99-175751
Konu : Etik Kurul İzni (Mihriban Müge Aras)

03.11.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 19.10.2022 tarih ve 170923 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Mihriban Müge Aras'ın, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "Öğretmen Perspektifinden İşbirlikli Öğrenimin Hazırlık Okullarında Öğrenci Özerkliği Üzerine Olumlu Etkileri" adlı tezine ait tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-243
Konu : Tez Önerisi

27 EKİM 2022

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Mihriban Müge Aras'ın, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "Öğretmen Perspektifinden İşbirlikli Öğrenimin Hazırlık Okullarında Öğrenci Özerkliği Üzerine Olumlu Etkileri" adlı tezine ait tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/Olumsuz	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/Olumsuz	
Prof. Dr. Can Mehmet Hersek	Olumlu/Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/Olumsuz	

Prof. Dr. Sadegül Akbaba Altun, Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Mihriban Müge Aras'ın, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "Öğretmen Perspektifinden İşbirlikli Öğrenimin Hazırlık Okullarında Öğrenci Özerkliği Üzerine Olumlu Etkileri" adlı tezin yapılabilmesi; ancak, uyarlanacak ölçek sahiplerinden izin alınması gerektiği görüşündeler.

Prof. Dr. Özcan Yağcı, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Mihriban Müge Aras'ın, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "Öğretmen Perspektifinden İşbirlikli Öğrenimin Hazırlık Okullarında Öğrenci Özerkliği Üzerine Olumlu Etkileri" adlı tez önerisinin uygun olduğu düşüncelerini iletmişlerdir.