

Australian Journal of Teacher Education

Manuscript 6070

Exploring Language Teachers' Cognition of Learner Autonomy in Turkish Tertiary EFL (English as a Foreign Language) Context

Sevgi Erel
Erciyes University, Turkey
Hasan Bedir
Cukurova University, Turkey

Abstract: This study explored language teachers' beliefs on learner autonomy in different educational contexts at a university setting in Turkey adopting an explanatory mixed methods design. Teacher cognition has been investigated extensively all over the world. Yet, teacher cognition on learner autonomy has received less attention. Regarding teachers' voices as essential to understand how they perceive learner autonomy, the study was structured in two phases-questionnaire survey and narrative inquiry. SPSS Version 23 and content analysis were utilized to analyse the quantitative and qualitative data emanated from the research. The findings revealed that while teachers considered learner autonomy from different perspectives, their gender and academic status did not indicate a difference in their cognition of learner autonomy. However, their teaching context displayed a small distinction, which should be investigated in the following studies. The study yielded several implications for the consideration of learner autonomy in teaching and teacher education.

Introduction

In the new century, one of the paradigms that has attracted attention is cognitive studies in language teaching and learning. As a (public activity) including classroom actions, interactions, and behaviours and a (private mental work) in terms of planning, evaluating, reacting, and deciding, teaching is a cognitive activity in a social context (Burns, Freeman, & Edwards, 2015, p.587). The term teacher cognition attributes to teachers' beliefs, thought, attitude and knowledge (Burns et al., 2015). Teachers are under the influence of their mental lives; therefore, their knowledge and beliefs about language teaching and learning have a crucial role in determining their teaching behaviour. Hence, teacher cognition as a dynamic process, a complex subject and a broad field is central to understand what knowledge teachers use, how they acquire it, and how they use it. Apparently, to understand teaching, it is essential to understand teacher cognition (Borg, 2006). Consequently, the investigation of language teachers' cognition has aroused a great deal of interest in language teaching with a diversity of topics in relation to various aspect of teaching (Burns & Richards, 2009; Kubanyiova & Feryok, 2015; Munoz & Ramirez, 2015; Phipps & Borg, 2009) in different contexts from primary to tertiary education (Borg & Al-Busaidi, 2012; Martha, Gustine, & Muslim, 2021; Nguyen, 2014)

By the same token, teachers' cognition of learner autonomy (LA) has been a widespread concern among researchers. LA, first framed by Holec (1981) as an ability to take charge of one's own directed learning and to control the learning process (as cited in Palfreyman, 2003), entails (learner's full involvement in planning, monitoring and evaluating his or her learning) by means of reflection and analysis (Little, 2004, p.105). The worldwide popularity of LA in language education has aroused a considerable interest in studies from different perspectives such as the relationship between in-service teachers' perceptions and educational practices of LA (Dwee & Anthony, 2017), language learners' perceptions of LA (Balçıkanlı, 2010), the effect of teacher gender on their views about LA (Çakıcı, 2017), and the influence of teacher experience on teacher perception of LA (Ahmadianzadeh, Seifoori, & Hadidi Tamjid, 2020). However, few have dealt with TC on LA at different teaching contexts (Andrews, 1999).

Considering LA as a cultural construct (Schemenk, 2005) and a context dependent issue, it also needs to be searched in its cultural, educational, and institutional context (Borg & Alshumaimeri, 2019; Nasri, Vahid Dastjerdy, Eslami Rasekh, & Amirian, 2017). Moreover, Borg (2006) reported that the majority of studies on TC are concerned with student teachers while studies on in-service teachers are limited. Although there is a deep level consensus on the presence and supportive aspect of autonomy in different contexts, the individual and contextual surface level differences have not much been investigated (Ho & Crookall, 1995; Hurd et al., 2001; Littlewood, 2001).

Additionally, In Turkey, after the manifestation of a more communicative education program encouraging learner creativity and individuality in 2004, LA has been a relatively new concept included in education (Akşit, 2007). Therefore, now it is necessary to understand teachers' perception of LA. Without knowing what teachers have about LA in their minds as the main agent of fostering autonomy, it is incomplete to involve LA in educational plans (Balçıkanlı, 2008). The studies carried out in Turkey have investigated LA in different contexts, including TFL (Turkish as a foreign language) and EFL, mostly from language learners' or student teachers' perspectives (Balçıkanlı, 2010; Karababa, Eker, & Arık, 2010; Özdere, 2005; Sert, 2007; Ürün, Demir & Akar, 2014). However investigating teachers' beliefs about LA in different educational contexts has received less consideration (Doğan, 2015; Özdere, 2005). Influenced by the seminal study of Borg and Al-Busaidi (2012) and expanded it in terms of data type and setting, the focus of this study is on in-service teachers' cognition of LA in different teaching contexts at a university setting.

Background

TC, defined as beliefs, perceptions, attitudes and knowledge about a subject matter, is a dynamic and complicated process interacting with many dimensions (Borg & Al-Busaidi, 2012). Currently, teacher cognition studies, which are highly diverse regarding the scope and context, have investigated language teaching from a wider perspective to unveil the hidden parts of teaching (Tercanlıoğlu, 2001; Bartels, 2006; Nishimuro and Borg, 2013;). Correspondingly, LA as one of the research topics in teacher cognitive studies (Cotterall, 2000; Dwee & Anthony, 2017) has also received attention. Involving learner in the process of learning has made LA as one of the major concerns as a desirable strategy in language pedagogy (Little, 2007; Palfreyman & Smith, 2003; Ozer & Yukselir, 2023). Taking the charge of one's own learning entails students taking responsibility for many stages of learning such as setting goals, determining content, selecting resources and techniques, and assessing progress (Cotterall, 2000). Considering this multifaceted construct of LA, Oxford (2003) designed a model with four perspectives on autonomy each of which

constitutes LA with a different focus. The technical perspective focuses on situational conditions within literal surroundings, the psychological perspective intensifies characteristics of learning, like motivation, self-efficacy, and learning strategies, the sociocultural perspective emphasizes social interaction as essential for cognitive and language development and deepens mediated learning, and the political-critical perspective centres on ideologies, access, and power structures. Used in many studies as the construct of the research design (Borg & Al-Busaidi, 2012; Doğan, 2015; Nasri et al., 2017; Yıldırım, 2014), the perspectives have been regarded as kaleidoscopic (Benson, 2009), which means that all the components of autonomy should fall into a meaningful pattern to become fully functioning.

The considerable interest in cognitive studies and LA has paved way for a detailed exploration of the topics in the field of education from in-service teachers' lens (Borg & Alshumaimeri, 2019). However, the investigation of teacher cognition LA from pre-service teachers' lens has remained less (Çakıcı, 2017; Gu, 2017). Çakıcı (2017) questioned how pre-service teachers perceive LA in the Turkish university context. Revealing a gender based difference among teachers' views on LA, the participants demanded teachers' support and guidance in learning process. Likely, Er (2014) considered pre-service English teachers' views on LA at a Turkish university. The pre-service teachers agreed to promote LA in terms of learners' own learning methods, formulating their own explanations, interaction pattern, course content, self-assessment, and course objectives. Additionally, Balçıklanlı (2010) inquired student teachers' general attitude towards LA. Although they had a clear idea of what LA was on principle, and agreed with the idea that the students could have a voice in the decisions about the course objectives, classroom management, homework tasks, and the selection of materials, they did not think that involving students in decision on these issues was practical.

On the other hand, Camillieri, (1999) investigated teachers' perspectives of LA with a group of teachers of English. The study evidenced that developing LA as a complex process including both teachers and learners must be planned carefully without expecting instant results. Similarly, Borg and Al-Busaidi (2012), a seminal study in LA, investigated what LA meant to teachers. The teachers knew what LA was and what advantages it brought. Although LA was desirable, it was not found so feasible among the teachers. In line with these findings, recently, Dwee and Anthony's (2017) presented the gap between English teachers' perceptions and practices about LA. The teachers had a proper understanding of what LA was, however they encountered with some factors hindering the promotion of LA like passive student attitude, the pacing of the English courses and teachers' not being ready. Similarly, Al-Asmari (2013) inquired the practices and prospects of LA in ELT at a university. The results showed that the teachers needed more training and expertise in promoting LA. Similar to these findings, some other studies found promoting LA as desirable, however, some curricular, societal and learner factors appeared as a burden in front of the feasibility of it (Borg & Alshumaimeri, 2019; Irshad & Janjua, 2022; Yıldırım, 2014).

Admittedly, much research is available on teacher cognition in the field of language teaching (Basri, 2023; Borg, 2006; Tercanlıoğlu, 2001; Wang, & Ryan, 2023). However, the factors affecting teacher cognition of LA such as teaching context, gender of teachers, or academic status of teachers have received relatively less attention. Ürün, Demir, and Akar (2014) aimed to investigate the practices of high school teachers to foster LA. The teachers gave more importance to object-based practice but, when gender of the teachers was considered, female teachers implemented student-centred practices more than the male teachers in their classes. Further, in Er's study (2014) gender of the participants displayed a difference on the side of females who appeared more willing to consider autonomy for

educational decisions. Also, Basri (2023) revealed teacher background as a factor in promoting LA.

The Study

Research in TC has been the investigation of individual (Borg, 2006) in terms of personal practical knowledge (Clandinin & Collely, 1986) through personal narration of life and classroom experiences. Their personal and educational histories, the context in which they do their work have constructed TC (Freeman, 2002; Kubanyiova & Feryok, 2015). So, in order to create a collective perspective in the research of TC, the shared beliefs and classroom practices of the teachers in the same context were in the focus of the research (Borg, 2003b, 2006; England, 2016; Shulman & Shulman, 2004).

The immense body of research on TC has mostly been on teachers of English as a second language (ESL) (Dwee & Anthony, 2017; D.B. Smith, 1996). However, TC in EFL context needs more intensive investigation. Similarly, the majority of studies on teacher cognition are concerned with student teachers while studies on in-service teachers are limited (Borg, 2006; Çakıcı, 2017; Gu, 2017). Considering the gap in the field on the factors effecting teacher perception of LA (Arshiyani & Pishkar, 2015; Basri, 2023), the present study examines teachers' perception of LA and the influence gender, academic status of teachers, and teaching position on their cognition of LA in an EFL context in Turkey. In short, influenced by the seminal study of Borg and Al-Busaidi (2012) and expanded it in terms of data type and setting, the focus of this study is on in-service teachers from different teaching contexts at a university setting with these questions:

1. What beliefs do teachers have about LA in tertiary education?
2. What are the factors affecting teachers' beliefs about LA?
3. What beliefs do teachers have about the desirability and feasibility of LA?
4. What are the factors affecting teachers' beliefs about the desirability and feasibility of LA?

Context and Participants of the Study

Turkish language pedagogy has a strong consensus on enhancing learners' proficiency in a foreign language, especially in English, to find better employment opportunities (Sahan & Şahan, 2021). Thus, every attempt to make language learning effective is precious for teachers. Consequently, LA has become one of the desirable goals at university level. To investigate teacher cognition on LA, this mixed methods study was administered at three language schools of a state university in Turkey- the Department of English Language and Literature (DEL-L), the Department of English Language Teaching (DEL-T), and The School of Foreign Languages (SFL). DEL-L and DEL-T provide undergraduate students with courses on language teaching, English language and literature. SFL provides undergraduate students mastering engineering, economics and civil aviation with a one-year English preparatory program before they enrol in their departments. Since social, institutional, or physical contexts constrain teachers in practice, this research aims to develop an interpretation of teachers' collective beliefs on LA in different educational contexts.

The present study comprised a total of 103 participants with different teaching positions in three teaching contexts. They were 12 English majors (EM) from DEL-L, six EM from DEL-T, and 85 English instructors (EI) from SFL, all of which were non-native

English-speaking Turkish teachers holding BA, MA, or PhD degree on English language, English literature, or English language teaching. Their qualifications were varied from graduate degree (47.6 %) to doctoral degree (52.3 %). The sample was marginally skewed towards females in terms of gender, with 60 females (58.2%) and 43 males (41.71%).

For the quantitative part of the study, 103 participants were recruited pursuing convenience sampling strategy, which allows researchers to select participants with regard to willingness and availability. (Creswell, 2003). Likewise, for the qualitative part of the study purposeful sampling strategy was implemented by locating 42 volunteer participants (33 EI and 9 EM) out of the questionnaire respondents (Merriam, 2002). Further attempts were made to provide homogeneity among the participants. To illuminate teacher cognition of LA in different educational contexts, out of 42 volunteer teachers, 23 teachers (18 EI and 5 EM) were selected employing stratified sampling strategy, based on two criteria. Firstly, volunteer teachers' beliefs on LA, which is obtained from the questionnaire, were considered (Table 1). The participants were categorized in four groups in terms of the mean scores gained from the closed items in the questionnaire. Secondly, the contexts they are teaching in were taken into account (Table 2). Consequently, in total, 23 teachers were involved in written narrative inquiry. Since we were seeking to conduct interviews, each lasting around 30 minutes, it was not feasible to interview with all volunteer teachers. Thus, 19 of these teachers (15 EI and 4 EM) were also involved in the oral narrative inquiry. The ethical approval was granted and informed consent was sought. Besides, the confidentiality and privacy of the collected data were provided.

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

Table 1: NI Sampling Criterion I - Questionnaire Mean Scores

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

Table 2: NI Sampling Criterion II - Teachers' Teaching Contexts

Data Collection and Analysis

The research world today has been considered more dynamic and complex which brings methodological pluralism to conduct effective research (Johnson & Onwuegbuzie, 2004). Most of the studies searched teacher cognition of LA either qualitatively (Kaplan, Hoffmann, & Cosnefroy, 2023) or quantitatively (Çakıcı, 2017) from one aspect. This mixed methods study was a combination of the quantitative and qualitative methods by means of a questionnaire and narrative inquiry to provide a comprehensive illustration of teacher cognition of LA (Creswell, 2003).

Since observing cognition is really difficult, several cognitive studies utilized questionnaires as the measurement instrument for its being relatively easy and capable of collecting a vast amount of information quickly in different locations (Camillieri, 1999). Correspondingly, in this study, the questionnaire constructed by Borg and Al-Busaidi (2012) was conducted with the permission of the authors. The first part investigates the perception of participants on LA with 37 close-ended items each belonging to one of the 10 subgroups. The subgroups are the technical, psychological, social and political perspectives on LA, the role of the teacher in LA, the relevance of LA to diverse cultural contexts, age and LA, proficiency and LA, learner centeredness and LA, and the benefits of LA to language learning. The respondents were required to rank their answers on a five-point Likert-type scale. Similarly, the second part dealt with teachers' view on the feasibility and desirability of LA with 14 items on a four-point Likert-type scale in two sections. The first section investigated how desirable and feasible it was to involve learners in teaching decisions and the second section scrutinized how desirable and feasible it was for learners to have ability to be more autonomous.

Beside the questionnaire, storytelling was used as a separate tool to expand the scope of the data by means of (words, pictures, and narrative) (Johnson & Onwuegbuzie, 2004, p.21). Most of the research on TC in Turkey has employed interviewing both as the main data gathering means and for triangulation (Balçikanlı, 2010; Cephe & Yalçın, 2015; Çubukçu, 2016; Özmen, 2012; F. D. Yıldırım, 2014), but any study conducted in a Turkish context on LA employing written narration as an instrument has not been encountered up today. Inventing imaginary stories is a kind of scenario which has a lot of forms, like written, spoken, or video. Scenarios are (real or imagined account or synopsis of an event) (Bullough, 2015, p.156). This study expanded NI to inspect TC on LA by asking them to imagine an ideal learner in their teaching context and to write a personal narrative as if it was their ideal learner who was narrating on the educational topics given. The participants invented stories by means of the prompt "Write about what your ideal learner thinks feels and does from his/her own voice in terms of his/her attempts to learn". Without any time restriction, the participants were asked to write freely at any time or place and consider many points as much as possible. Thusly, participants' fictitious stories provided extensive data from the voice of their stereo-type ideal learner about how they feel, think, and do related to some educational issues. Evidently, these written scenarios, which were real or imagined, were recorded as a word document for content analysis.

Similarly, for the qualitative data one-to-one, follow-up, semi-structure interviews were also utilized to explore teachers' experience and views on LA. The participants were asked questions on how they perceive LA, the factors affecting LA, methods to promote LA, and LA in Turkish contexts. All responses were stored and transcribed verbatim for content analysis. Once the transcription was completed, to strengthen the trustworthiness and credibility of the study, the transcribed notes were shared with the participants to confirm their agreement and provide respondent validation.

In this study the data collected was analyzed quantitatively using statistical analysis and qualitatively by means of content analysis. The data compiled from the questionnaire was submitted to SPSS Version 23, a computer application for descriptive and inferential statistics. By means of an inductive approach (Creswell, 2003), the qualitative data was analyzed thematically. By coding and identifying themes, some inferences to illuminate some research questions could be drawn. In reporting, to ensure confidentiality, teacher identity was concealed using the code Participant (P) in order to prevent any preference.

Results

Teachers' Perception of LA

Before starting the statistical analyses of the questionnaire data, the assumption of normality was tested by using Shapiro-Wilk test ($p > .05$) (Razali & Wah, 2011). The scores were normally distributed, $p = .99$ (Cramer, 1999) and reached acceptable reliability, $\alpha = 0.73$ (Cohen, 1988). The overall mean and the standard deviation of the 37 items (Table 3) suggest that many teachers hold somewhat common beliefs on LA, considering it a prerequisite of learning. Similarly, all the participants interviewed praised LA as precious skill and defined it as (a metacognitive skill) (P3), (learners taking initiative) (P11) or (thinking critically) (P19). P11 notes in his story that if learners do not have autonomy, (They have to follow the way of their teacher with closed eyes.) Evidently, the lower standard deviations of some sub-groups such as technical, psychological, social, and political perspectives and the role of teacher show that respondents have more consistent ideas on these issues.

SUB-GROUPS	<i>M</i> <i>EA</i> <i>N</i>	<i>S</i> <i>D</i>
Technical perspective	3. 76	0 . 4 8
Psychological perspective	4. 27	0 . 4 7
Social perspective	3. 93	0 . 4 3
Political perspective	3. 90	0 . 4 4
Role of teacher	2. 93	0 . 4 9
Cultural universality of LA	2. 83	0 . 6 1
Age and LA	3. 17	0 . 7 8

Proficiency and LA	2. 80	0 . 6 2
Learner-centeredness and LA	3. 68	0 . 6 7
Language learning and LA	4. 00	0 . 5 7
Overall	3. 63	0 . 2 7

Table 3: Means and Standard Deviations of Sub-groups

The teachers highly commonly considered learners studying on their own and developing the technical ability. For them, LA could be achieved by using electronic sources regarding technical perspective. In their written stories, P1 relied on electronic devices and reflected (The computer and the projector are used every day and I like the fact that they bring the outside world to our classroom. Thanks to them, I can learn from many other people and sources, not just from my teacher and classmates.) Similarly, P20 reported that language apps on his mobile helped him a lot, (I use several language apps ranging from dictionaries to software which help me greatly in my language.) In opposition, not every participant preferred only electronic sources for their study. P6, in her story, preferred to utilize different kinds of sources and stated (When I am studying, I usually have my course books and notebooks for revision, other books, monolingual and bilingual dictionaries, collocation dictionary, thesaurus, and smart phone for reference with me.)

The teachers also regarded the learning environment within the technical perspective. In the interview P1 declared the environment as (the most important factor in gaining autonomy.) These places were classrooms or some other places having silent and warm atmosphere like home or libraries. Similarly, in their stories, P2 stated (Our classroom is heart-warming and pleasant), and P17 suggested learners' having freedom to choose the learning environment (Any decisions about the learner and learning environments should be made by the learner. It should be every day and everywhere.)

Psychological perspective was found as the most highly supported perspective with the highest mean and with one of the lowest standard deviations among the others. The teachers agreed that the confident and motivated learners could develop autonomy more easily. In line with the questionnaire scores, almost all the teachers regarded LA from the psychological perspective in their stories in detail. The motivation learners had appeared as the central issue as P19 stated in her story (I always do my best to actively participate in the lessons, freely express myself in the target language and regularly ask my teacher for feedback related to my progress in language learning.) Even, some ideal learners in the stories had the intrinsic motivation which indicated autonomy, as P20 wrote (I study for my own betterment – not for the sake of exams.) Similarly, in the interviews motivation was considered in the core of LA.

Learners' having their own learning strategies was the other topic appeared in the stories, P6 stated (When I am doing these activities to improve the four skills, I try to remember the strategies I have learnt at school and apply them.) Besides, the teachers were aware of the individual differences in learning as P14 declared (Every student has different learning styles; therefore, different approaches to learning can be provided depending on the

performance students.) Likewise, they were well aware of the fact that to be autonomous learners should follow their own way as P5 reported in her story (Everybody has different ideas about how I should study but I choose to study on my way, every individual is different, everybody needs different things. I know what I need and I focus on it.)

The teachers hold highly common beliefs on the social perspective of LA with the lowest variety among them. They both appreciated working individually and valued peer/group work for developing autonomy in the class and outside the class:

I love working with my friends in pairs or groups in class, which provides an opportunity to share our knowledge, beliefs, and opinions and present different perspectives. Being exposed to their opinions and their use of language help me become aware of diversity and richness. (P6)

Similarly, the teachers hold a common view on the political perspective. A great number of teachers' inner voice in the stories expressed an enthusiasm on learners' involvement in educational decisions, as P5 mentioned, (I really like to have a right to manage my own learning process). However, some teachers, as P7 wrote in her story, were opposed to involving learners in school decisions (Learners shouldn't be involved in educational decisions. It is not necessary because every student has a lot of different ideas about the system.) Meanwhile, some preferred a more moderate position as P8 narrated (I want to make my own decisions but, I also value the opinions of my teacher about my choice in educational decisions. Therefore, I think there must be a middle way.) In the interviews, some teachers expressed enthusiasm on involving learners in evaluation stage at schools in a controlled way. P1 defined it as (self-evaluation). Meanwhile, some teachers' constructive and creative ideas about evaluation appeared in their stories, too. Alternative evaluation types were also appreciated as P1 wrote (But we are not only evaluated with paper tests, we get points for the homework we do, our participation in class and the presentations we give, so I feel I am always contributing to my final grade.) P3 joined the idea (In class and out of classroom activities are integrated into scoring, which is a motivating to make students active learners.) However, not all the participants agreed with involving learners in evaluation.

The participants were well aware of the supporting role teachers have on LA. In the interviews P4 said (The attitude of teachers is essential in promoting LA). Also, in their stories they assigned some roles to teachers, as P2 wrote (Teachers always praise us and they hide themselves when we are active in the class.) And as P4 narrated (They consider our needs and interest.)

Additionally, the teachers disagreed with attaining LA to Western culture. However, they were well aware that LA in different cultures necessitated different applications. Hence, the relation between culture and LA proved diverse. It could be realized in any context without any dichotomies like the East or the West as P4 openly admitted in the interview (It cannot be monopolized.)

Of concern across these sub-groups is the relation of age and LA with a larger standard deviation. This indicates some variability among the teachers' ideas on the effect of learners' age on their autonomy. In resonance with this finding, both in the interviews and in teacher stories a great diversity appeared about the impact of the age on LA. Some teachers did not consider age as a factor on developing LA and believed that it could be developed at any age. However, some others saw age as an effective factor on LA. After all, they could not reach a consensus on the most appropriate age to develop LA.

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

The teachers reflected the widely supported notion of learner-centered classrooms in opposition to teacher-centered classrooms. However, they still hold different views on moving from teacher-centered classroom to student-centered classroom. Also, the teachers identified the relationship between language learning and LA highly positive. Autonomous learners carrying the responsibility of their learning were considered as more successful learners since they know what to learn and how to learn.

Gender, academic status, and teaching context as factors on teachers’ perception of LA

The study also aimed to reveal any relations in proportions of the three variables, namely the gender and the academic status of the teachers, and their context of teaching using the quantitative data. Here, Fisher’s exact test was conducted with $\alpha = .05$ as a criterion for significance. This statistical procedure was viewed as optimal statistical procedure to use because of the sample size per cell was less than five in many cases. Starting with the investigation of the data in sub-groups regarding gender of the participants, the outcome results indicated a non-significant association in teachers’ perception of LA between males and females almost in every item (Table 4). The effect sizes for this finding, *Phi* values (Leech & Onwuegbuzie, 2002) show a weak association (Rea & Parker, 2014) between the male and female teachers’ perception of LA.

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

* (p<.05)

Table 4: Fisher’s Exact Test for Gender

Similarly, the investigation of the data considering the participants' academic status indicated some disassociation (Table 5). A non-significant relationship was found between the participants who had BA degree and the participants who held MA/ PhD degree apart from a few items. As for gender, the effect size for this finding, *Phi* value also shows a weak association between the teacher perception of LA of teachers who had BA degree and the participants who held MA/PhD.

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

*($p < .05$)

Table 5: Fisher's Exact Test for Academic Status

Lastly, statistical analysis confirmed that the association of teacher perception of LA between the two groups of English teachers (EM and EI) in three teaching contexts respectively (DEL-L, DELT and SFL) remained non-significant other than six items (Table 6)

*

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

($p < .05$)

Table 6: Fisher's Exact Test for Context of Teaching

Similarly, teachers did not reach a consensus on the effect of teaching context in the interviews. Some advocated promoting LA in every context like P5 stated (It doesn't matter what you are teaching and where you are teaching.) While some others, as P7, considered course content and teaching context influencing LA as evidenced in her comment (Teachers' attitude towards autonomy changes according to what you are teaching.) All in all, based on these results, it is important to note that teachers still hold some common beliefs about LA when gender, academic status and teaching context are taken into consideration. Accordingly, considering these three variables, a systematic variance did not appear.

Desirability and Feasibility of LA

The findings indicated that in general the respondents had similar ideas on the desirability ($M = 3.09$, $SD = .53$) and feasibility of LA ($M = 2.44$, $SD = .46$). They consider learners' having autonomy as feasible, but not at the same degree they considered as desirable.

Participants found learners' having the ability of autonomy more feasible ($M = 2.61$, $SD = .56$) than the learners' involvement in school decisions ($M = 2.26$, $SD = .59$). To put it simply, they held negative beliefs about learners' being active at decision-making stage. P1 expressed the feasibility of learner involvement in school as (Ideally yes, but [it is] not feasible or very difficult, only in micro decisions.)

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

They found learners' involvement in the choice of the topics discussed in the class ($M = 3.28$, $SD = .74$) desirable more than the other decisions investigated in the questionnaire. They supported learners choosing topics for speaking activities in the class. However, for official decisions, such as assessment type ($M = 2.50$, $SD = .97$) and teaching methods ($M = 2.60$, $SD = 1.06$), teachers appeared somewhat reluctant due to some constraints such as time, learners' being immature and the low level of experiencing autonomy in their social and family life. These results were in line with the political perspective of the participants on LA (Results-Ts' Perception of LA)

The data was also compared descriptively for the gender, the academic status, and the teaching position of the respondents in terms of the four groups of items, namely; desirability of learner involvement in decision-making, desirability of learners' developing ability for LA, feasibility of learner involvement in decision-making, and feasibility of learners' developing ability for LA (Table 7).

Examining the two groups in gender reveals that the mean values for each sub-group are close and the standard deviations are similar. As a result, the variability of male and female groups appears similar. When the sub-groups demarcated by the academic status of the respondents, it can be seen that the desirability and feasibility of learners' involvement in school decisions and learners' ability to develop autonomy is similar for BA and MA/PhD groups.

		THE DESIRABILITY OF				THE FEASIBILITY OF			
		involvement in learning		learning to develop autonomy		involvement in learning		learning to develop autonomy	
		M	SD	M	SD	M	SD	M	SD
GENDER	Male	2.78	.67	3.24	.62	2.53	.99	2.58	.61
	Female	2.79	.70	3.42	.53	2.20	.88	2.63	.51

A C A D E M I C S T A T U S	B A	2 . 8 2	. 7 7	3 . 3 0	. 5 8	2 . 1 8	. 6 2	2 . 6 3	. 5 5
	M A / P h D	2 . 7 5	. 5 9	3 . 3 8	. 5 6	2 . 3 3	. 5 6	2 . 6 0	. 5 6
T E A C H I N G P O S I T I O N	E M	2 . 6 8	. 6 1	3 . 4 2	. 4 6	2 . 4 0	. 6 2	2 . 6 7	. 6 6
	E I	2 . 8 1	. 7 0	3 . 3 2	. 6 0	2 . 2 2	. 5 8	2 . 6 0	. 5 8

Table 7: Teachers' Beliefs about the Desirability and Feasibility of LA

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

Discussion and Conclusion

This study delved into the intricate aspects of how teachers perceive and understand the concept LA. The results elucidated that the teachers' considered LA as a prerequisite of becoming a confident user of a foreign language and praised it as a valuable component of teaching and learning. Regarding Oxford's (2003) LA construction model, a clear alignment evolved among the teachers valuing technical, social, and political perspectives almost at the same degree (Yıldırım, 2014) while regarding the psychological perspective at the first rank (Borg and Al-Busaidi, 2012). Here a common perspective was evident among the teachers that metacognitive skills, motivation, confidence, and self- and peer-evaluation ability of learners help them to take more responsibility for their own learning (Arshiyani & Pishkar, 2015; Chan, 2000).

Operating with social interactive aspect of LA, the teachers were in favour of both individual study and collaborative study (Gu, 2017). While they praised learner choice as the prerequisite of LA (Wagner, 2014), they also subsidized LA in political decisions. The teachers identified many educational issues that learners' involvement in were desirable, such as choosing the objectives of a course, lesson materials and activities, discussion

topics, assessment types, and classroom management. What was interesting, though, a consensus did not appear on to what extent learners might be involved in school decisions (Doğan, 2015). Anyhow, they did not consider these educational topics, which would bring official consequences, as feasible for the practicality of their conduction. The particular reason cited was learners' lack of maturity and experience of autonomy. Thus, learners should also be provided information about autonomy besides how to apply it in their education life. Here MEB (Milli Eğitim Bakanlığı), which takes all the educational decisions up to higher education in Turkey, should save more space for LA in its educational planning and offer learners opportunities to improve autonomy. In that sense teachers should avoid teacher-centered classrooms and leave space for learners in conducting lessons.

The findings of the study revealed that the role of teachers in developing LA was important (Arshiyani & Pishkar, 2015; Borg & Alshumaimeri, 2019). Teacher education should aim to develop student teachers' cognition of LA. They should learn how to transform their understanding of LA in their teaching practice. Thus, decision makers in education should specify LA in each particular teaching context.

Apparently, in the study, teachers were well aware of the effect of culture on learner behaviour. They were conscious of the cultural differences of different contexts, yet opposite to some research (Shahid, Abbasi, & Gurmani, 2022), they did not attain autonomy to only one culture, such as to the West or to the East. Instead, they considered LA a worldwide issue as culturally conditioned in every context related (Little, 2007). For that reason, rather than attaining LA to a unique culture, learning behaviours and constraints of cultures should be talked about (Palfreyman, & Smith, 2003). This result indicates that LA can be constructed in Turkish context regarding its cultural forms.

Radically different from Doğan's (2015), the teachers considered promoting autonomy with all age groups as possible. Nonetheless, they could not reach a consensus on the most appropriate age for developing it. In addition, the teachers also believed that LA could be promoted at every level of learner language proficiency.

In agreement with several studies, in this study the teachers mostly expressed their concerns about the importance of learner-centered teaching environment (Chan, 2000; Wagner, 2014) and the self-directed learning (Little, 2004) in promoting LA. However, there might be some hesitations with teachers in organizing learner-centered learning environment due to some reasons, such as teachers' not feeling ready to give up their control over the class and learners' not being mature enough to organize their learning and some constraints, like administrative rules.

The findings did not prove gender, academic status of teachers and teaching context as factors on the beliefs of teachers about LA (Çakıcı, 2017; Er, 2014; Ürün et al., 2014). Opposite to Nasri et al., (2017), the study explicitly revealed that gender had non-significant effect on teachers' cognition of LA and both the male and female teachers had almost equally the same beliefs on autonomy. However, some teachers clearly expressed that gender had an impact on promoting autonomy in the class and considered female teachers as being more capable of promoting it. This might be related to the more affectionate personality of females and the more authoritarian nature of males in Turkish context or to female teachers' engaging more in autonomy-related activities (Ürün et al., 2014). Similarly, any significant association was proved on the beliefs and practices of teachers in terms of academic status and teaching context.

The results revealed that LA is held immense importance for teachers in shaping classroom practices and planning activities. With a positive perception about both desirability and feasibility of LA (Borg & Al-Busaidi, 2012; Doğan, 2015; Yıldırım, 2014), they relied on the benefits of LA on learning. This evidence is confirmed by involvement of students in choosing the objectives of a course, lesson materials, in-class tasks and activities,

discussion topics, assessment type, teaching methods, and classroom management (Balçıkanlı, 2010; Er, 2014) which are assumed to be desirable contributing to LA. Moreover, teachers ideally wanted learners to have the ability to identify their needs and strengths, monitor and evaluate their learning both independently and co-operatively.

However, the research finding did not show an alignment between the desirability and feasibility of LA in the teaching contexts. Although teachers considered effective involvement of LA in teaching-learning process, they did not confirm it as applicable and practical. Although teachers seemed positive to minimize their roles and give more space to learners for their educational decisions, it seemed that they were not completely ready to apply it in their classes (Balçıkanlı, 2010; Camillieri, 1999). In opposition, to welcome learners on some decision would bring some official consequences due to learners' lack of maturity and lack of knowledge on educational issues. In line with this, assessment appeared as a controversial issue among teachers. Involving learners in assessment was neither desirable nor feasible. In the Turkish education contexts, assessment is respected as a statutory responsibility given to teachers by the administrator, and teachers are supposed to discriminate learners' studies in a reliable and official way to decide whether a learner will pass the class or not. So, with this assumption in mind, the teachers in the study might have preferred to assess learners in a controlled way.

All in all, shedding light on their beliefs, attitudes, and knowledge of teachers related to fostering autonomous learning, this study elucidated that the teachers were eager to involve learners in school decisions and positive towards learners' developing abilities to support autonomy, which would bring more responsibility for their own learning. Yet, they were less positive about putting learners' decisions into practice. To this end, there appeared a gap between the desirability and feasibility of LA in the teachers' ideas. In this study the teachers seemed more positive about the desirability of LA than the feasibility of it (Borg & Alshumaimeri, 2019; Doğan, 2015). Following the results, the study did not feature any noticeable difference among the participants in terms of gender and the academic status of the teachers. However, although at a low degree, the teaching context displayed a more frequent difference in their beliefs about autonomy.

Beside these pedagogical contributions, the study also made valuable methodological contributions to the field. This explanatory mix methods study does not only help us to understand TC of LA, but it also reveals how different methods of inquiry can provide remarkable insights on the topic searched quantitatively and qualitatively. It provides a comprehensive and enriched understanding of TC of LA with increased validity. This was the first time fictitious writing was employed as a method of inquiry in LA research in the field as much as inquired. This attempt would give new horizons to future researchers. Finally, certain limitation must be acknowledged in the interpretation of the results. With respect to lack of diversity in the research context, the results are specific to Turkish university context. To overcome this limitation future research might extend the setting to some other universities with a bigger sample size. Also, how TC of LA is translated into teachers' classroom practices should be inquired in the following research. Accordingly, any conclusion drawn from this study can only be suggestive.

References

- Ahmadianzadeh, B., Seifoori, Z., & Hadidi Tamjid, N. (2020). Exploring EFL teachers' beliefs about and practices of learner autonomy across experience and licensure. *Innovation in Language Learning and Teaching*, 14(2), 97-113. <https://doi.org/10.1080/17501229.2018.1501694>
- Akşit, N. (2007). Educational reform in Turkey. *International Journal of Educational Development*, 27(2), 129-137. <https://doi.org/10.1016/j.ijedudev.2006.07.011>
- Arshiyani, P., & Pishkar, K. (2015). A survey of the lecturers' perception about EFL Azad University students' autonomy versus actual level of autonomy. *Theory and Practice in Language Studies*, 5(11), 2277-2286. <https://doi.org/10.17507/tpls.0511.11>
- Balçikanlı, C. (2008). Learner autonomy (LA) in EFL settings. *Gazi University Journal of Gazi Educational Faculty (GUJGEF)*, 28(3).
- Balçikanlı, C. (2010). Learner autonomy in language learning: Student teachers' beliefs. *Australian Journal of Teacher Education*, 35(1), 90-103. <https://doi.org/10.14221/ajte.2010v35n1.8>
- Basri, F. (2023) Factors influencing learner autonomy and autonomy support in a faculty of education, *Teaching in Higher Education*, 28:2, 270-285, DOI: [10.1080/13562517.2020.1798921](https://doi.org/10.1080/13562517.2020.1798921)
- Benson, P. (2009). Making sense of autonomy in language learning. In R. Pemberton, S. Toogood, & A. Barfield (Eds.), *Maintaining control: Autonomy and language learning* (13-26). Hong Kong University Press. <https://doi.org/10.5790/hongkong/9789622099234.003.0002>
- Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), 3-31. <https://doi.org/10.1191/1362168806lr182oa>
- Borg, S., & Al-Busaidi, S. (2012). Learner autonomy: English language teachers' beliefs and practices. *ELT Journal*, 12(7), 1-45.
- Borg, S., & Alshumaimeri, Y. (2019). Language learner autonomy in a tertiary context: Teachers' beliefs and practices. *Language Teaching Research*, 23(1), 9-38. <https://doi.org/10.1177/1362168817725759>
- Bullough, R. V. (2015). Methods for studying beliefs: Teacher writing, scenarios, and metaphor analysis. In H. Fives & M. G. Gill (Eds.), *International handbook of research on teachers' beliefs*, pp. 150-169, Routledge.
- Burns, A., Richards, J. C. (2009). Introduction: Second language teacher education. In A. Burns (Ed.), *Cambridge guide to second language teacher education* (pp. 1-8). Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/9781139042710.002>
- Burns, A., Freeman, D., & Edwards, E. (2015). Theorizing and studying the language-teaching mind: Mapping research on language teacher cognition. *The Modern Language Journal*, 99(3), 585-601. <https://doi.org/10.1111/modl.12245>
- Çakıcı, D. (2017). An investigation of learner autonomy in Turkish EFL context. *International Journal of Higher Education*, 6(2), 89. <https://doi.org/10.5430/ijhe.v6n2p89>
- Camillieri, G. (Ed.). (1999). *Learner autonomy: The teachers' views*. Council of Europe.
- Chan, V. (2000). Fostering learner autonomy in an ESL classroom. *TESL Canada Journal*, 18(1), 75-86. <https://doi.org/10.18806/tesl.v18i1.901>
- Clandinin, D. J., & Connelly, F. M. (1986). Rhythms in teaching: The narrative study of teachers' personal practical knowledge of classrooms. *Teaching and teacher education*, 2(4), 377-87. [https://doi.org/10.1016/0742-051X\(86\)90030-2](https://doi.org/10.1016/0742-051X(86)90030-2)

- Cohen J, (1988). *Statistical power analysis for the behavioral sciences*, 2nd ed. Hillsdale, New Jersey: Erlbaum
- Cotterall, S. (2000). Promoting learner autonomy through the curriculum: Principles for designing language courses. *ELT Journal*, 54(2), 109-117. <https://doi.org/10.1093/elt/54.2.109>
- Cramér, H. (1999). *Mathematical methods of statistics* (Vol. 43). Princeton university press.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods design*. Sage, London.
- Doğan, G. (2015). *EFL instructors' perception and practices on learner autonomy in some Turkish universities* (Unpublished master's thesis). Hacettepe University, Ankara, Turkey.
- Dwee, C. Y., & Anthony, E. M. (2017). Learner autonomy in university English classrooms: Teachers' perceptions and practices. *International Journal of Applied Linguistics and English Literature*, 6(2), 19-25. <https://doi.org/10.7575/aiac.ijalel.v.6n.2p.19>
- England, N. (2016). Developing an interpretation of collective beliefs in language teacher cognition research. *TESOL Quarterly*, 51(1). <https://doi.org/10.1002/tesq.334>
- Er, K. O. (2014). Balıkesir Üniversitesi Necatibey Eğitim Fakültesi İngilizce öğretmenliği anabilim dalı öğrencilerinin öğrenen özerkliği konusundaki görüşleri. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 17(31). Retrieved April, 21, 2021, from <https://hdl.handle.net/20.500.12462/4336>
- GU, J. (2017). Peer teaching in college English classes: An action research to promote learner autonomy. *Cross-Cultural Communication*, 13(2), 16-20.
- Ho, J., & Crookall, D. (1995). Breaking with Chinese cultural traditions: Learner autonomy in English language teaching. *System*, 23(2), 235-243. [https://doi.org/10.1016/0346-251X\(95\)00011-8](https://doi.org/10.1016/0346-251X(95)00011-8)
- Irshad, S., & Janjua, F. (2022). Teachers Perceptions about Developing English Language Learner Autonomy. *International TESOL Journal*, 17(1), 118-138.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26. <https://doi.org/10.3102/0013189X033007014>
- Kaplan, J., Hoffmann, C., & Cosnefroy, L. (2023). Freedom of choice contrasted with course ownership—students' and academic staff's understanding of learner autonomy in a select engineering school. *Journal of Further and Higher Education*, 1-14.
- Kubanyiova, M., & Feryok, A. (2015). Language teacher cognition in applied linguistics research: Revisiting the territory, redrawing the boundaries, reclaiming the relevance. *The Modern Language Journal*, 99(3), 435-449. <https://doi.org/10.1111/modl.12239>
- Leech, N. L., & Onwuegbuzie, A. J. (2002, November). *A call for greater use of nonparametric statistics*. Retrieved April, 21, 2021, from <https://eric.ed.gov/?id=ED471346>
- Little, D. (2004). Democracy, discourse and learner autonomy in the foreign language classroom. *Utbildning & Demokrati—tidskrift för didaktik och utbildningspolitik*, 13(3), 105-126. <https://doi.org/10.48059/uod.v13i3.784>
- Little, D. (2007). Introduction: Reconstructing learner and teacher autonomy in language education. In A. Barfield & S. Brown (Eds.), *Reconstructing autonomy in language education* (pp. 1-12). Palgrave Macmillan, London. https://doi.org/10.1057/9780230596443_1
- Martha, Y. N., Gustine, G. G. and Muslim, A. B. (2021) "Exploring EFL Teachers' Beliefs on the Implementation of Learner Autonomy in Online Classrooms: Learner Autonomy, Teachers' Beliefs, Online Classrooms, Technology", *EDULANGUE*, 4(1), pp. 90–106. <https://doi.org/10.20414/edulangue.v4i1.3454>.

- Merriam, S. B. (2002). Introduction to qualitative research. *Qualitative Research in Practice: Examples for Discussion and Analysis, 1*, 1-17.
- Munoz, A., & Ramirez, M. (2015). Teachers' conceptions of motivation and motivating practices in second-language learning: A self-determination theory perspective. *Theory and Research in Education, 13*(2), 198-220.
<https://doi.org/10.1177/1477878515593885>
- Nasri, N., Vahid Dastjerdy, H., Eslami Rasekh, A., & Amirian, Z. (2017). Iranian EFL teachers' practices and learner autonomy: Do gender, educational degree, and experience matter? *Innovation in Language Learning and Teaching, 11*(2), 146-158.
<https://doi.org/10.1080/17501229.2015.1078337>
- Nguyen, N. T. (2014). *Learner autonomy in language learning: teachers' beliefs* (Unpublished doctoral dissertation). Queensland University of Technology, Australia.
- Nishimuro, M., & Borg, S. (2013). Teacher cognition and grammar teaching in a Japanese high school. *JALT journal, 35*(1), 29-50. <https://doi.org/10.37546/JALTJJ35.1-2>
- Oxford, R. L. (2003). Toward a more systematic model of L2 learner autonomy. In D. Palfreyman & R. C. Smith (Eds.), *Learner autonomy across cultures* (pp. 75-91). Palgrave Macmillan, London. https://doi.org/10.1057/9780230504684_5
- Özdere, M. (2005). *State-supported provincial university English language instructors' attitudes towards learner autonomy* (Unpublished doctoral dissertation), Bilkent University, Ankara.
- Ozer, O & Yukselir, C. (2023) 'Am I aware of my roles as a learner?' the relationships of learner autonomy, self-direction and goal commitment to academic achievement among Turkish EFL learners, *Language Awareness, 32*:1, 19-38, <https://doi.org/10.1080/09658416.2021.1936539>
- Palfreyman, D. (2003). Introduction: Culture and Learner Autonomy. In D. Palfreyman, & R. C. Smith, (Eds.), *Learner autonomy across cultures*. New York: Palgrave Macmillan. <https://doi.org/10.1057/9780230504684>
- Palfreyman, D., & Smith, R. C. (Eds.). (2003). *Learner autonomy across cultures*. New York: Palgrave Macmillan <https://doi.org/10.1057/9780230504684>
- Phipps, S. & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System, 37*, 380-390.
<https://doi.org/10.1016/j.system.2009.03.002>
- Razali, N. M., & Wah, Y. B. (2011). Power comparisons of shapiro-wilk, kolmogorov-smirnov, lilliefors and anderson-darling tests. *Journal of Statistical Modeling and Analytics, 2*(1), 21-33.
- Rea, L. M., & Parker, R. A. (2014). *Designing and conducting survey research: A comprehensive guide*. John Wiley & Sons.
- Sahan, K., & Sahan, Ö. (2021). Investigating student and alumni perspectives on language learning and career prospects through English medium instruction. *Teaching in Higher Education. https://doi.org/10.1080/13562517.2021.1973407*.
- Shahid, C., Abbasi, I. A. ., & Gurmani, M. T. . (2022). English as a Second Language Teachers and Students Beliefs about Learner Autonomy at Tertiary Level in Pakistan. *Pakistan Journal of Humanities and Social Sciences, 10*(1), 149–161.
<https://doi.org/10.52131/pjhss.2022.1001.0182>
- Tercanlioglu, L. (2001). Pre-service teachers as readers and future teachers of EFL reading. *TESL-EJ, 5*(3). Retrieved April, 21, 2021, from <https://www.tesl-ej.org/wordpress/issues/volume5/ej19/ej19a2/>

- Ürün, M. F., Demir, C. E., & Akar, H. (2014). A study on ELT high school teachers' practices to foster learner autonomy. *Journal of Language Teaching and Research*, 5(4), 825-836. <https://doi.org/10.4304/jltr.5.4.825-836>
- Wagner, A. (2014). Investigating learner autonomy through self-directed study programs. *The Bull. of Keiwa Coll*, 23, 129-147. Retrieved April, 21, 2021, from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.674.3222&rep=rep1&type=pdf>
- Wang, Y., & Ryan, J. (2023). The complexity of control shift for learner autonomy: A mixed-method case study of Chinese EFL teachers' practice and cognition. *Language Teaching Research*, 27(3), 518-543. <https://doi.org/10.1177/1362168820957922>
- Yıldırım, F. D. (2014). *Identifying EFL Instructors' beliefs and practices on learner autonomy* (Unpublished master's thesis). Ufuk University, Istanbul, Turkey.