T.C.

AKDENIZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

MASTER'S THESIS

LEARNER AUTONOMY OUTSIDE THE CLASSROOM – STUDENTS' BELIEFS ON HOW ACTIVE LEARNERS THEY ARE OUTSIDE THE CLASSROOM

ÖZLEM İŞLER

ENGLISH LANGUAGE TEACHING

MASTER'S PROGRAM WITH THESIS

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SINIF DIŞI ÖĞRENEN ÖZERKLİĞİ – SINIF DIŞINDA NE KADAR AKTİF ÖĞRENEN OLDUKLARI ÜZERİNE ÖĞRENCİ GÖRÜŞLERİ

MASTER'S THESIS

Özlem İŞLER

Supervisor:

Prof. Dr. Binnur Genç İLTER

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DOĞRULUK BEYANI

Yüksek lisans tezi olarak sunduğum bu çalışmayı, bilimsel ahlak ve geleneklere aykırı düşecek bir yol ve yardıma başvurmaksızın yazdığımı, yararlandığım eserlerin kaynakçalardan gösterilenlerden oluştuğunu ve bu eserleri her kullanışımda alıntı yaparak yararlandığımı belirtir; bunu onurumla doğrularım. Enstitü tarafından belli bir zamana bağlı olmaksızın, tezimle ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara katlanacağımı bildiririm.

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Özlem İşler 'ain bu çalışması 12/06/2019 tarihinde jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında **Yüksek Lisans Tezi** olarak **oy birliği/~~oy çokluğu~~** ile kabul edilmiştir

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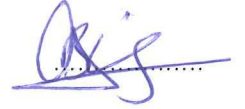**Üye** : (Unvan)**Adı Soyadı** Dr. Öğr. Ü. F. Özlem Saka

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YÜKSEK LİSANS TEZİNİN ADI: LEARNER AUTONOMY OUTSIDE THE CLASSROOM- STUDENTS' BELIEFS ON HOW ACTIVE LEARNERS THEY ARE OUTSIDE THE CLASSROOM

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun .... tarihli ve .... sayılı kararıyla kabul edilmiştir.

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ABSTRACT

Learner Autonomy outside the Classroom – Students' Beliefs on How Active Learners They are outside the Classroom

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This study examines Turkish speaking students' beliefs on how active learners they are outside the classroom. 144 English preparatory class students, 72 women and 72 men, who study at a private university in Turkey participated in this study. Hyland's English Learning Activities questionnaire, consisting of 12 main sections with 38 Likert type questionnaires and open-ended questions, has been adapted for the study. In addition, semi-structured interviews were conducted with 14 students, and the same students kept their daily record of activities outside the class for 15 days. The results show that the students are autonomous to some degree but there is still room for improvement. According to the survey results, the Most Preferred Activities (MPA) of the students are listening to songs, using computer and phone applications, watching videos, surfing on the internet, speaking with students, speaking with friends and chatting online. Based on the journals, the MPA are watching film/series, in-class English use, speaking with foreign friends, speaking with friends, working with words, reading books, listening to music and speaking with teachers. Students also stated that there are many activities they want to do, but they cannot do for various reasons. According to interview results, most students have stated that English is important particularly for education and career, and they added that they were confident in speaking English in general. However, they also have stressed that they felt more comfortable when speaking English to non-Turkish students mainly because it was more natural. Finally, they added that they did these out-of-class activities both for entertainment and with the purpose of developing their language skills.

Keywords: Learner autonomy outside the classroom, out-of-class activities, language learning motivation, learning strategies, second language learning.

ÖZET

Sınıf Dışı Öğrenen Özerkliği – Sınıf Dışında Ne Kadar Aktif Öğrenen Oldukları Üzerine Öğrenci Görüşleri

İşler, Özlem

Yüksek Lisans, İngiliz Dili Eğitimi Bölümü

Tez Danışmanı: Prof. Dr. Binnur Genç İlter

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Bu çalışma, ana dili Türkçe olan öğrencilerin sınıf dışında ne kadar aktif öğrenen olduklarını incelemektedir. Bu çalışmaya Türkiye'deki bir özel üniversitede okuyan 72 kadın ve 72 erkek, toplam 144 İngilizce hazırlık sınıfı öğrencisi katılmıştır. Çalışma için karma yöntem seçilmiş ve 12 ana bölümlü 38 maddelik 5li likert anket ve açık uçlu sorulardan oluşan Hyland'in İngilizce Öğrenme Etkinlikleri Anketi adapte edilmiştir. Ayrıca, 14 öğrenciyle yarı yapılandırılmış görüşmeler yürütülmüş ve aynı öğrenciler 15 gün boyunca sınıf dışında yaptıkları etkinlikleri kayıt ettikleri günlükler tutmuşlardır. Sonuçlara göre, öğrenciler bir dereceye kadar özerkler ancak yine de kendilerini bu konuda geliştirmeleri gerekli. Anket sonuçlarına göre öğrencilerin en çok tercih ettiği etkinlikler; şarkı dinleme, bilgisayar ve telefon uygulamaları kullanma, video seyretme, internette gezinme, öğrencilerle konuşma, arkadaşlarla konuşma ve internette konuşmaktır. Tutulan günlüklere göre en çok tercih edilen etkinlikler film/dizi izleme, sınıf içi İngilizce kullanımı, yabancı arkadaşlarla konuşma, arkadaşlarla konuşma, kelime çalışma, kitap okuma, müzik dinleme ve öğretmenlerle konuşma çıkmıştır . Ayrıca, öğrenciler yapmak istedikleri pek çok etkinlik olduğunu ancak çeşitli sebeplerle yapamadıklarını belirtmişlerdir. Görüşme sonuçlarına göre, çoğu öğrenci İngilizcenin özellikle eğitim ve kariyer için önemli olduğunu belirtmiş, genellikle İngilizce konuşurken kendilerine güvendiklerini eklemişlerdir. Ek olarak, ana dili Türkçe olmayan öğrencilerle İngilizce konuşmak daha doğal geldiği için kendilerini daha rahat hissettiklerini vurgulamışlardır. Son olarak, ders dışı yaptıkları etkinlikleri hem eğlence hem de dil becerilerini özellikle geliştirme amaçlı yaptıklarını eklemişlerdir.

***Anahtar Kelimeler:** Sınıf dışında öğrenen özerkliği, sınıf dışı etkinlikler, dil öğrenme motivasyonu, öğrenme stratejileri, ikinci dil öğrenimi*

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LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

LA: Learner Autonomy

MPA: Most Preferred Activities

OCA: Out-of-Class Activities

PMUA: Percieved Most Useful Activities

S: Student

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Recently, it has been pointed out that language learning can be obtained beyond in-class activities. According to Benson (2013), learning outside the class is a key term used to define what the learners carry out in their daily lives to enhance their learning. Additionally, Hyland (2004) states that language learning can be independent from the classroom practises and the learners can be actively engaged in the language through daily activities taken place in any parts of their life. Activities such as homework, watching programmes in foreign languages, or other types of activities that students are actively engaged in outside the class can enable them to become independent successful learners. Nunan (1991) points out that these learners can use their language skills purposefully to improve their language competence.

Benson (2009) indicates that there is an issue in defining autonomy as the concept has changed over time with the current demand in the field. According to Henry (1981), autonomy is the capacity of taking charge of one's own learning. However, it is difficult to clarify what this capacity might mean as it can include different points for different people. According to Little (1991), what is included in this term can vary from learners' age to their progress and needs during the learning process. For this reason, Benson (2013) points out that defining autonomy may not be an easy task as it not only changes according to different learners but is also affected based on the same learner's needs in different situations.

1.2. Statement of the Problem

Language learning is not limited to a classroom setting (Pickard, 1995). Especially with the current trend in continuing education in order to maximize English learning, it has been given prominence to many opportunities that can be found in home environment and the society (Hyland, 2004). In Turkey, because of the university exam and high expectations from students, learners go through a stressful process when they find themselves continually studying for these

exams and this may lead to abandoning many others in class and outside the class activities that they can do to practise subjects that are less important to pass the exam.

It has been observed that despite spending around 9 years to learn English before starting the university, most of the students still start from elementary level class when they are university students. In the university, where the researcher of this study worked, students are exposed to English for about 19 hours in a week. They study mainly integrated skills, however they also have separate reading and writing lessons. Taking into consideration the module the research is conducted, most of the students are pre-intermediate level students, which means most of these students who are in pre-intermediate level repeated one level at least once before the third module. As a result, it is also observed that some of the students are so demotivated because of having difficulty with improving their English that they even think about changing their university to start over in a new one where the medium of instruction is not English. It is clear from both the students' progress throughout these years and the schedule they have in preparatory school that there is something missing in their learning process and somehow exposure to the language in the class is not enough for some of them. So, it is believed that students' study habits outside the classroom are very important. For this reason, this study is conducted to find out how autonomous the preparatory class students are outside the classroom in order to improve their language skills, what out-of-class activities are done, and their beliefs on how useful these activities are. This way, it is aimed to provide some insight regarding this issue and establish a base for future research.

1.3. Purpose of the Study

With this study, it is aimed to investigate the out-of-class English learning activities preferred by preparatory class students in a private university in Antalya, and how autonomous these students are outside the classroom and their beliefs regarding this issue. Relevant to the purpose of this study, the following research questions and sub questions are aimed to be addressed is:

1. What activities do the students carry out outside the classroom and how autonomous are they?
   1.1. What activities do the preparatory class students carry out in English most?
   1.2. Which of these activities are found most useful?

1.3. Are there any statistically significant differences among participants in most preferred activities (MPA) in terms of:

    a. Students' level of English

    b. Their gender

    c. Their department in the faculty

    d. Primary school they attended

    e. High school they attended

    f. Educational level of father

    g. Educational level of mother

1.4. Are there any statistically significant differences among participants in perceived most useful activities (PMUA) in terms of:

    a. Students' level of English

    b. Their gender

    c. Their department in the faculty

    d. Primary school they attended

    e. High school they attended

    f. Educational level of father

    g. Educational level of mother

1.5. What activities are purposefully done to improve their English?

1.6. What are the reasons for the students for not doing the activities they would prefer doing outside the classroom?

1.7. What are the students' beliefs on using English outside the classroom?

1.4. The Significance of the Study

Knowing preferred out-of-class activities which the students enjoy doing can be important to have more ideas about how much time learners spend to improve their English outside the classroom. Additionally, the students' tendency will be hoped to give more ideas about their learning context beyond classroom. Thus, it is believed that based on the result of this study, right strategies and guidance can be given by educators and teachers to encourage students to do the activities that may motivate them, which may also lead to more autonomous learning behaviour outside the classroom.

1.5. Assumptions

In this study, the out-of-class activities (OCA) carried out by the language learners will be investigated. For this reason, it is assumed that the students give correct and sincere answers to the research questions. As writing a journal is a very subjective activity, it is supposed that the learners write every activity they do throughout the day and reflect on their feelings accordingly. Finally, during the interview process, it is hoped that the students answer the questions honestly and fairly without any intention of impressing the interviewer.

1.6. Limitations

The study was conducted in a preparatory school of a private university in Antalya. All students are studying in preparatory classes and equal number of male and female students from pre-intermediate, intermediate and upper-intermediate level classes have been chosen to collect data through the questionnaire. The study is limited to 144 students for this stage. The departments that they will study in the faculty are different. Five male and nine female students have volunteered for writing a journal and interview stages regardless of their language level or department in which they would study. Based on these differences, their beliefs towards learning English and eagerness to do the activities outside the class may not be generalized to the whole population of the school.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

It is believed that recently, the challenge faced by many people in the field of education is that the responsibilities shared by teachers and learners, who controls learning environment to some degree, and how all these match with the main purposes are key factors in defining the roles of people who are involved in learning and teaching process (Crabbe, 1999). With this trend, according to Benson (2013), autonomy has become a hotly debated topic in education. He tells that it is seen not only in education but also in social and economic environments. However, he also mentions that in most of research, autonomy could not go beyond being a concept which teachers can rely on even though it is not applicable in many cases.

One important point stated by Cameron (2001) is that autonomy is indispensable in today's world if a learner wants to cope with the rapid changes primarily in technology and information. Especially with the increase in the diversity of language learners and their needs, it has become a necessity to put more effort in investigation of learner autonomy more deeply (Holec, 1996). Benson (2013) also states that with these challenges faced, it is an advantage to give the students some independence as it is not always easy to address individual needs of each student in big classroom settings.

It is commonly known that the idea of autonomy can be various. For this reason, it might be crucial to analyse this idea through different perspectives from teachers and students. According to Feng (2019), learners who are autonomous are the ones who pursue knowledge because they are curious and they are aware that they need this knowledge for many reasons. Benson (2007b) describes autonomy as the students-teacher relationship and the experience that both parties can benefit from. It is assumed that teachers and learners can have different perspectives regarding learner autonomy. According to Pawlak, Mystkowska-Wiertelak, and Bielak (2016), while students demand teachers who do not necessarily follow the course books for every step and find interesting topics and tasks for their students, teachers wish to have students who can put more on what they learn in the class and strengthen their skills out of school by looking for chances to succeed in their learning process. Another view is that while

teachers see it as in-class-autonomy where students are free to choose the activities they would like to do, for learners, it can mean a much broader concept which can go beyond the classroom environment (Benson, 2007b).

Due to the fact that humans have the freedom to set their goals and establish connections to develop their well-being, it might be important to define this freedom first. According to Wall (2003), in order to become autonomous, one should have the capacity to be committed to develop themselves and differentiate what is primarily important for them in their learning, so that she/he can control their own learning through accessing rich sources to make learning easier. Palfreyman (2018) states that even though autonomy has been associated with independence for a long time, it is important to point out that social process is also an important factor in order to develop autonomy.

According to Boud (1981), the concept lies in between the idea of encouraging learners to become autonomous learners and providing tasks to enable learners to be free to carry out these tasks. From this point of view, it is safe to assume that education system should promote personal autonomy and give learners some flexibility so that they can use their freedom to choose their way of learning. Dickinson (1987) points out that learners are free from teacher's or institution's control in both their learning and choosing what works best for them. On the contrary, Smith (2003) mentions in his article that the role of teacher is more important than it seems as there are some misconceptions regarding this issue. It is emphasized by Little (1991) that learner autonomy can be developed in many ways and situations including classroom. This can indicate the importance of teachers in fostering autonomous learning. As it seen through time, teachers and learners might hold different opinions on what learner autonomy means to them.

2.2. Definitions of Learner Autonomy

In order to be able to fully grasp the idea of learner autonomy, it might be important to point out various definitions as there is not one way of explaining the actual meaning of this concept. The word "autonomous" derives from two Latin words which are auto ("self") and nomos (law) ("Autonomous," 2018). So, it can be literally translated as self-law. The most common definition of learner autonomy can be the one made by Henry (1981, p. 3) "the ability to take charge of one's own learning". In this definition, main focus is on the learner being

responsible of her/his own learning. This can be through deciding what tasks to carry out, which method or strategies to use and how to evaluate her/his learning process. According to Trebbi (1990), a learner should be ready to take control of her/his own learning.

Another definition given by Little (1991) is that autonomous learner is the one who is capable of reflecting on their own learning to make necessary changes needed to maximize their learning. From this definition, it can be safe to assume that an autonomous learner is also psychologically ready to make certain decisions to use the most useful skills in their process.

It can be clearly seen from these definitions that the focus is primarily on learners and there is a shift to learner-centered method where the role of the teachers is less emphasized. Littlewood (1999) also supports this idea by mentioning that the students cannot merely rely on and be controlled by their teachers. That is why autonomous learning should be a huge part of learners' life and they should pay attention to improve this quality to be better learners.

According to Benson (2013), there are six approaches to improve learner autonomy which are resource-based, technology-based, learner-based, classroom-based, curriculum-based and finally teacher-based approaches. The focus will be on resource-based approach in this research.

2.3. A Brief History of Learner Autonomy

Learner autonomy has been the main topic for many theorists for more than twenty years (Little, 1991). According to Benson (2013), the idea of autonomous learning first appeared in 1971 with the establishment of Council of Europe's Modern Languages Project which later led to the opening of Centre de Reserches er d'Applications en Lenguas (CRAPEL). Autonomy was the dominant concept of the center because of both communicative approach and the ideology of Yves Châlon who was considered as the father of learner autonomy for many people, which has led to many investigations on autonomy to this day with the guidance of Henri Holec (Gremmo & Riley, 1995).

A challenge to autonomous and self-directed learning was pointed out by Riley (1988) that the idea can be rather subjective for people from different cultures and without noticing, teachers or educators might be imposing their own way of thinking through the standards and customs of their own culture over the others.

In 1992, European Centre for Modern Languages was proposed by the member countries of European Union in order to focus on autonomous learning and training by supporting life-long learning (Trim, 2007). Since then, autonomy has come to the fore even more especially with the need to change the conventional language classrooms (Benson, 2007a).

In the past, self-access centers which could be found in rich Western and East Asian countries were associated with autonomous learning and as Allwright (1988) states, autonomy usually appears as the way where the typical classroom setting, and instructions are avoided in order to increase the chances for the learners to improve themselves through self-access centers.

With the emerge of learner autonomy, the teachers' role has been widely discussed as it feeds self-awareness for learners and teachers and the change in viewpoint towards learning and teaching (Karlsson, Kjisik, & Nordlund, 1997). Holec (1997) points out that autonomy brings out many concepts with itself, such as the capacity to learn which is the ability of the learners to learn by themselves rather than registering for a course and the independence which means for learners to be in charge of their own learning without a need for a teacher's direction.

Autonomy is also a key concept in Common European Framework of Reference for Languages (CEFR). With this framework, it is hoped that learners can be encouraged to learn how to learn so that they can decide their own objectives, materials and working methods and use what is best for them regarding their motivation, characteristics and resources (Europe, 2001).

2.4. Characteristics of an Autonomous Learner

According to Dickinson (1993), it is possible to describe autonomous learners in four categories. Firstly, autonomous learners are aware of what's been taught in a learning setting. That is, they can see the connection between target language that is recently taught and what they have learnt before. Secondly, autonomous learners tend to set their own goals without waiting for a teacher to instruct them. These learners can see their weaknesses and where they would like to be by the end of a course and that way they are inclined to draw their own action plan and work on it in their free time to achieve their goals. Thirdly, and one of the most important ones as Dickinson (1993) points out, autonomous learners can choose the learning strategies that work the best for them. Last but not least, these learners can evaluate how much

they learn by using these activities and make necessary changes if they feel like some strategies are not good for them. That is, if they think that one way is better than the other, and if they think that some certain activities like preparing flashcards or learning by watching movies are more effective than the others, these learners are able to choose these ones in order to be successful in their learning process. As a result of this, they become more active participants by taking more responsibility of their own learning.

Another view by Ng and Confessore (2015) is that in order to describe an autonomous learner, it might be important to focus on the learner's intention to learn. In their study conducted in Malaysia, they find out that older people who are autonomous tend to have a higher life satisfaction. That is, the people who are content with their life is also those that have some kind of control over their decision.

V. Chan (2001) points out that in Hong Kong setting where the students come from more traditional backgrounds, the learners are surprisingly positive about learning autonomously and he adds the following characteristics chosen by most of the students: Autonomous learners can be described as those that are highly motivated to learn a new language and in order to do that, they manage their time effectively. This way, they can reach their goals within a certain period of time. He also adds that these learners are comfortable with asking questions to their teachers or classmates whenever they are not sure about a language aspect. They are also eager to learn, so they take all the chances to bring best out of each learning opportunities. As a result, they become more satisfied with both what they have learnt and are about to learn.

Cameron (2001) claims that in order to raise children who can make their own decisions and accept the consequences of these decisions, it is highly important to make autonomy one of the fundamental goals of education, because this can lead to individuals who can construct their own knowledge rather than simply following the rules. Similarly, Ellis and Sinclair (1989) point out that in order to shift the focus from teacher centered classroom to learner centered one, learners should depend less on their teachers and become more effective learners who can take responsibility for their own learning, which can help them remove the limits of learning only in class.

In conclusion, as Şanal (2016) indicates, compared to the traditional teaching and learning habits, autonomous learners are more active in an environment where they have the

flexibility and opportunity to make their own decisions about their own learning. Thus, they are more motivated in learning process, which leads to success in classroom.

2.5. Aims of Autonomous Learning

Autonomous learning springs from experiential learning where learners start to construct their knowledge on the experience they have in their learning process (Nunan, 2003). Learning occurs when the learners take an active role in the learning process (Rogers, 1983). For this reason, an educated learner is the one who can fit into the requirements of the changes of the modern world and who can adapt and take responsibility during this process of change to seek knowledge (Rogers, 1983).

According to Richards and Renandya (2002), traditionally, it is assumed that the teachers mostly have the leading role in tasks and learning, which channels the responsibility to them rather than the learners. However, true autonomy can be practised by learners through taking charge of choosing and decision making. The authors conclude that this way, it can be intended to help learners feel true ownership, self-esteem and contentment with their work. As Nordlund (1997) assumes, one benefit of fostering autonomy can be that learners start to see learning as fun not only for the duration of study but for life and this is found highly motivating for them.

Kamii (1984) points out that in order for learners to avoid memorization only for the exams and focusing on the right answers rather than spending some time to question how it can be correct, learners must be encouraged to be more autonomous by improving their logical thinking ability and justifying their answers by comparing with their peers. In that case, it can be pointed out that learners should be encouraged to work more cooperatively with their peers (Xu, 2009). To foster autonomy, the way the teachers give instructions also matter. According to Bruner (1966), having self-reliant learners should be the objective of giving instructions in order to avoid the requirement of the continual presence of a teacher to correct the learners. This way, the students can take control of monitoring themselves. The author continues with the argument that teachers can avoid being only a lecturer and have the role of facilitator by accepting the learners' own potential and being aware of their differences. Thus, they can take a key role in introducing various independent learning techniques if the learners need guidance to gain the capacity to manage their learning with the aim of learning effectively and

independently (Holec, 1997). This way, learners can have a friendly and non-threatening environment where they can build upon their own skills and needs (Maslow, 1968).

The aim of autonomous learning for Murray and Kouritzin (1997) is that the learners should be able to take responsibility to control their own learning within the structure suits them best. By being autonomous learners, it can be stated that the students can use all kinds of sources and ask help of their teachers in evaluating their progress and overcoming the obstacles in achieving their goals (Moore, 1973). As it is stated by Nosratinia and Zaker (2013), learners should be able to know how to cope with different tasks in real world as the continual presence of teachers is not always possible to guide them. Additionally, Ajideh (2009) suggests that giving the responsibility to the students to choose materials to be used may help them feel more confident and motivated to be more active in their learning process. So, learning autonomously aims to bring constant desire for learning a language as learners set their own goals, monitor themselves and learn the necessary strategies to achieve these goals (Ounis, 2016). In this case, it can be safe to assume that through managing their own process, the learners become more self-determined to succeed (Fazey & Fazey, 2001).

2.6. Motivation in Learner Autonomy

Hadfield and Dörnyei (2013, p. 1) point out that "students are usually described as being successful or unsuccesful regarding their motivation level. That is to clarify that, the general belief is on the learners' enthusiasm, commitment and persistence in mastering a foreign langauge in a period of time as the determining factor of success and failure. In fact, it is safe to assume that students can achieve a certain level of foreign language through high motivaton, whereas lack of motivation can cause even the brightest students to give up before attaining any useful language."

Language learning happens not just by focusing on the input and strategies which are used but also through the learners' perspective and desire to learn, that is through their motivation towards learning (Thanasoulas, 2000). There are many articles written on motivation. According to Snowman and McCown (2011), the definition of motivation is a person's desire to put some effort to reach their goals according to their own needs. In addition, R. C. Gardner (1985) defines motivation as the goal-oriented behavior of the learners and the effort that they show to achieve these goals. For this reason, he says that highly motivated

learners mostly have some goals, they do what is necessary to achieve them, they have the desire to accomplish as they know the outcomes of these goals and they modify their attitudes in this direction. This can be a foundation for autonomous learning because he also adds that motivation is an important trigger to pursue opportunities to learn the language.

It can be understood from the statement that motivation is highly crucial in learning process as it enables the learners to choose useful activities for themselves and willingly complete the tasks to achieve the desired outcomes. As Yagcioglu (2015) mentions, learners who think what they do and the way they do in their learning process is essential for them and who are willing to do these tasks are likely to be more successful in learning a foreign language. It also works vise-versa. Dickinson (1995) points out that learners who are autonomous are also highly motivated as they are able to decide how they learn better and what methods are more effective for them. In any case, it can be safe to state that there might be a strong link between motivation and autonomy because when the learners are autonomous, they take the responsibility of their own learning and encourage themselves to become better language learners, which can also be obtained through intrinsic motivation (Ma & Ma, 2012).

According to Sönmez (2016), if the learners are not ready to become autonomous, it can affect their motivation level, the consistency of using learner strategies and their idea about their roles in learning process. However; when the learners have high extrinsic motivators like getting a well-paid job or encouragement from the teachers or intrinsic motivation to improve their English, their level of autonomy also increases. In order to see the relationship between motivation and learner autonomy, one should also consider some other factors such as social or psychological factor. Conttia (2007) states that several reasons like laziness, being less interested in learning, lack of guidance from the teacher or not getting enough support from peers can also affect motivation level of a learner. For this reason, teachers can focus on metacognitive skills to increase motivation and eventually autonomy outside the class.

2.7. Language Learning Strategies and Autonomous Learning

Ungureanu and Georgescu (2012) point out that over the past twenty years, the focus of language learning and teaching has shifted from teaching and educators to learning and learners. So, in order to focus on learning strategies that are learner centered, one should bear in mind that learners' first language and learners' awareness of strategies that they can use to learn the

new content are crucial factors as well as the motivation and skills to use these strategies. According to Little (1995), traditionally, learners tend to rely on teachers in their learning process and they need the guidance of their teachers to learn to take responsibility of their own learning and reflect on their own learning process. However, H. Gardner (1993) claims that each learner has their own way of approaching a specific activity. Due to these differences, learners usually need to apply different learning strategies. That is why, teachers might have a huge role in guiding the students to choose which strategies are best for them and how they can learn more effectively.

Autonomous learners are usually expected to be in control of their own learning process and to be able to learn effectively without the constant guidance of the teachers. For this reason, these learners are believed to be able to check whether they are on the right track in their learning and choose required strategies to assist themselves in this process (Asadinik & Suzani, 2015). Also, these learners are presumed to be able to adopt the strategies intentionally so that they can choose the ideal way to internalize knowledge by improving their language skills (Di Carlo, 2017). Otherwise, as Xu (2009) says, the learners may not acquire language efficiently if they cannot choose the best strategy for themselves.

There are three leading research studies done on learner strategies in academic field. The first one is from Rubin (1990) who classifies the cognitive learning as getting, storing, retrieving and using target language. Second one is the research done by Oxford (1990, p. 8) who defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Oxford (1990) divides learning strategies into two categories; direct (those directly involve in manipulating the language and in activating mental processes) strategies, which includes memory, cognitive, and compensation, and indirect (those which frame and play a supportive role in learning) strategies which are metacognitive, affective and social strategies. So, in order to master four skills in a new language, a learner can implement any of these strategies that can make the learning process more effective, which eventually can increase the learners' motivation as the learning becomes easier. Finally, O'malley, O'Malley, and Chamot (1990) classify learning strategies in three groups: metacognitive strategies which include selecting, planning, monitoring and evaluating, cognitive strategies which deal with instant information and how to use it to enhance learning and finally social/effective strategies which mostly involve interaction with people and having the control to make the learning tasks easier.

Such strategies can improve learning because active learners tend to be better at learning. As a result, learners become more autonomous as they have the control to choose what activities to carry out in order to maintain their own learning (Griffiths, 2008).

According to Ceylan (2015), the learners hugely rely on teachers and they expect teachers to make the right decisions for them in their learning process especially in class. However, with the right strategies, the learners can become their own teachers and the more they use the most suitable strategies for themselves, the more they take the responsibility of their own learning and this affects the degree of autonomy in a positive way. On the other hand, Gai (2014) points out that fostering autonomous learning is not simply removing teachers' responsibilities. On the contrary, teachers are expected to focus on monitoring, guiding, facilitating in order to make sure that the teaching goals are met, and the students are able to choose the right strategies to achieve the desired learning outcomes. As learners tend to have their own way of learning, it is not possible to mention one type of strategy that is suitable for every learner. That is why teachers should be able to guide students to choose right strategies depending on their learning levels, goals and content. This way, learners can produce the desired language and become highly motivated as they can have an effective way of improving their language skills (Gai, 2014).

Çakıcı (2015) states that some learning strategies coud be the gate to become more autonomous in learning. For this reason, teachers need to assist students carefully as learners may not be familiar with many strategies. So, by means of teachers' help, learners can be more aware of the strategies that lead them to become more independent, to evaluate their learning process and do any changes in their learning style which can eventually contribute to learner autonomy (Larsen-Freeman, 2000).

According to Su and Duo (2010), learners become more independent in their own learning and improve their language skills as they use learning strategies more often. Their findings from their research in Wing Chuan University show that the learners use three learning strategies dominantly to improve their language skills and these are indirect strategy, metacognitive strategy, social and affective strategy. For this reason, it is safe to conclude that students need to know the best strategies for them to become more autonomous in their learning so that they can apply these strategies to learn the language more effectively. Supportingly, Ajideh (2009) states that how knowledge and skills are gained might become the dominant topic for the linguists rather than what knowledge and skills are learnt because it has been

noticed that when the learners are aware of what they are doing while doing a certain kind of task and start to think about thinking, they also start to become more autonomous by managing the learning process for themselves.

Thanasoulas (2000) draws attention to the following findings that the students might have the misconception that their failure in language learning can be because of insufficient potential. However, he points out that through the assistance of teachers in acquiring effective learning strategies, learners can realize their own potential. Thus, they become more autonomous as they become more successful and their motivation increases. To give an example, Cavana (2012) used European Language Portfolio in her study to focus on learning styles and strategies. At the end of her research, she found out that if students were given a chance to reflect on their own learning, they became more aware of their strengths and weaknesses in language learning process, which led to choosing the right learning strategies to achieve their goals and gaining more self-confidence as they eventually become more successful. At this level, it can be safe to conclude that learners become more independent through discovering their own learning styles and the strategies that are best for them.

In conclusion, as Khoshsima and Rezaeian Tiyar (2015) point out, autonomous learners are also good users of effective learning strategies. As autonomy enables learners to be more independent, both in and outside the class, by using the strategies of their preferences, learners can become more successful in learning and improve their learning styles.

2.8. Misconceptions on Learner Autonomy

Many researchers have been discussing the concept of autonomous learning over the years and some have believed that learner autonomy is equivalent to independent and self-discipline learning (Tao, 2005). In his book, Little (1991) mentions that there are five major misconceptions regarding learner autonomy. These are that firstly, people assume that learner autonomy has the same meaning as self-instruction that includes learning without a teacher. Secondly, it is claimed that during the classroom activities, teachers should give all control to students. Thirdly, autonomy has been seen as a learning methodology. Fourthly, one can understand an autonomous learner from her/his behavior. Lastly it is mentioned that once autonomy is achieved in one aspect, the learner stays an autonomous learner forever. However, he adds that teachers' guidance is important in autonomous learning and it cannot be gained

through a few lesson plans. Additionally, there are many variables that affect how autonomous a learner is and she/he can be autonomous in one part of her/his learning while being non-autonomous in other parts. That is to say, autonomy is a life-long learning process and a learner can become more autonomous or less autonomous depending on their practise throughout her/his life (Aşık, 2010).

It has been accepted as the fact that autonomy occurs when learners take the control of their own learning. However, this definition can cause some misconceptions among people (Masouleh & Jooneghani, 2012). Little (1995) states that many teachers have been approaching to this idea with its literal meaning by assuming that when they step aside from the learning process and tell around 30 students, now it is learners' responsibility to learn by using given materials. He adds that as a result, teachers usually conclude that autonomous learning is just not possible. For this reason, it is usually pointed out that autonomy is not all about moving the focus from teachers to students by giving full freedom and control to learners. So, it is important to apply, by teachers, different ways to foster autonomy in each classroom context (Surma, 2007).

According to Aşık (2010), distance learning is another concept that is accepted as autonomous learning by many people. It is stated that in distance learning, learners usually access to a platform where they usually work on the materials provided by instructors. So, distance learning just gives the opportunity to study what is on the system beyond a traditional classroom setting.

Another issue stated by Neupane (2010) is that when it comes to learner autonomy, there is a huge difference between theory and practise, which means teaching learner autonomy and fostering it are not the same things and in order to help teachers fully immerse in the concept, teacher education should provide enough opportunity to let the trainee teachers experience it from first hand. This way, it is hoped that some misunderstandings can be overcome over time (Neupane, 2010).

2.9. Learner Autonomy in Context

Learner autonomy has become a hotly debated topic in recent years. For most teachers, learner autonomy is the skills and abilities gained by the students in order to learn independently (Borg & Al-Busaidi, 2012). As many hold the opinion that learners should be more

independent, self-access centers have become prominent way of fostering learner autonomy in Turkey. This way, learners have more chance to practise on their own pace and they can reflect on how well they do in their learning process. However, it should also be noted that such centers should be run by the students so that they can decide which materials to use and how to use them rather than making it a compulsory part of the course. This way, the students can be encouraged more to actually use these centers voluntarily in order to do something positive about their learning (Balcikanli, 2017).

When it comes to decision making, some people hold different opinions. To illustrate, in her study, Cakici (2017), points out that some student teachers from the ELT department at Ondokuz Mayıs University are ready to take some responsibility to control their own learning process. However, they still need some guidance from the teachers. For this reason, she suggests that the students should be given a chance to make decisions about how and what they learn, and learner autonomy should be studied in EFL programs so that the results can be seen in long term. According to Yıldırım (2008), university students in Turkey are readier to take the responsibility of their own learning while they still think that some decisions should be left to teachers. The students' level of readiness indicates that the teachers should spend more time on encouraging students to take more active role in their learning process. The author concludes that to have a better perspective regarding having a clearer idea about students' readiness for autonomous learning, similar studies should be done in different contexts.

Gür (2018) indicates that both students and teachers are willing to share the responsibility to decide the strengths and weaknesses and choose the ideal ways to improve their learning. She also adds that extensive tasks outside the class also play a significant role in autonomous learning and for the students to realize that they can contribute to their own learning by finding what they need to do to improve themselves. For this reason, the teachers play a huge role in guiding learners in order to help them discover their own way through various tasks inside and outside the classroom (Ok, 2016). Culture can be another way to motivate students to be more active in learning and communication as culture and language can sometimes be inseparable. İlter and Güzeller (2005) say that if students can see more about their cultures in the coursebooks, they might be more eager to learn and get a chance to use language authentically.

In her study, Saka (2014) states that in Turkish context, students are more exam oriented as the national exams play a significant role in their future career. For this reason, there is more

focus on exam results rather than how well they learn. Yet, as the author adds students think that exam results are one of the biggest indicators of their learning as these results also bring success for them. All these expectations to get high grades bring pressure into the students' life and they take less control of their learning as they constantly need to catch up with the standards of the education system and they primarily focus on getting higher grades in the exams (Saka, 2014). İlter (2009) points out that as motivation is one of the key elements to help learners to continue their learning eagerly and be more autonomous, technology can be another good solution. This way, in Turkey context, de-motivated students can find the lessons more interesting and become more active learners as technology enriches the type of activities that can be done. One of the suggestions İlter and Er (2007) do in another study of theirs is that language programs should be designed based on Common European Framework for languages.

Ceylan (2015) states in her study that many students define themselves somewhere in the middle, neither fully autonomous nor teacher dependent. She also adds that students are comfortable with taking responsibility, but this occurs mostly outside the class.

Pichugova, Stepura, and Pravosudov (2016) point out that fostering autonomy among students is not a short-term process. On the contrary, it requires teachers' persistence and dedication to help students develop both certain skills and "mind set". However; there are some both positive and negative factors affecting learner autonomy such as skills developed, accepting the idea of autonomous learning, learner behavior, learning condition or the role of the teacher (Tran & Duong, 2018).

According to Kırtık (2017), autonomous learning has been one of the key subjects discussed in English Language Teaching departments in Turkey. However, the author believes that there are still some factors hindering learner autonomy and to overcome this, learners should be more aware of learner autonomy, how to use it to maximize their learning and draw their clear expectations. She adds that the English curriculum was revised to encourage learners to be more independent and aware of their learning process. Yet, at the end of her research, the author draws the conclusion that five main elements such as materials, teachers, classroom, activities and approaches used in the classroom may be an issue in fostering learner autonomy as the dominant factor in learning setting is mostly the teacher. For this reason, Aydoğan (2018) states that in order to achieve learner outcomes, the students should feel autonomous and have the chance to choose their options during their education process. This way, learners can be more motivated, which can positively affect their performance. That is why, teachers should be

aware of learners' individual needs and what motivates them. Altunay and Bayat (2008) claim that many students are ready to learn autonomously, which is also linked to positive behavior displayed in the class by the learners. That is, autonomy and classroom behavior affect one another, and this may be a good starting point to encourage students to acquire autonomous learning skills.

2.11. Studies Abroad

Vieira, Barbosa, Paiva, and Fernandes (2008) conducted small action research projects with their students in University of Minho, Portugal in 2001. The students were expected to improve their skills to reflect, experiment, regulate and negotiate during the projects and the aim was to encourage the student teachers to use their critical reflection skills. After the projects, the authors continued with three case studies in 2000 and 2001 to observe the student teachers' development practises. For the case study stage, they expected three teachers to apply three different tasks, which were observing the lessons, supervisory discourse and journal writing, in their classes. The authors found out that because the student teachers did not have enough experience as teachers and they still had learner identity, they tended to rely on a more passive role and because the schools usually had their own culture, there was a huge barrier between the students and promoting autonomy in schools. The authors concluded that in order to overcome this barrier and to increase teacher and learner autonomy, a different way of teacher education should be developed.

Sakai and Takagi (2009) conducted a survey in 16 different Japanese Universities to investigate the relationship between being an autonomous learner and English language levels. They collected the data from 721 students and the results showed that there was a correlation between the students' level of English and how autonomous they were. For example, those who did well in the tests were also mostly those who used English in their daily life or who were able to study English by themselves.

Macaskill and Taylor (2010) aimed to develop a measure to investigate learner autonomy at university level in the UK. They conducted two studies. First one was done with 214 first-year psychology students and second one was done with 172 undergraduate university students. They claimed that there was a shortage of brief measure to investigate autonomous learning and hoped that the measure they developed would shed a light on helping the

universities to foster learner autonomy at universities. While testing the measure they developed, they also found out that the students who were autonomous were also those who were highly motivated, enjoyed their learning by themselves and with their peers and took the responsibility to do tasks on time.

In another study, it was aimed to investigate how Japanese high school EFL teachers were ready to foster learner autonomy in Japan. The author collected data from 74 teachers by using a questionnaire and then did interviews with four teachers. The results showed that even though the teachers knew the importance of using some strategies and were aware of some aspects of autonomous learning, they were neither ready to promote autonomy in their classes nor fully autonomous language teachers. He suggested that a way to overcome this issue could be through teacher educators who could give opportunities to the teachers to discuss their readiness, job conditions and the teaching context (Nakata, 2011).

Borg and Al-Busaidi (2012) aimed to find out EFL teachers' beliefs regarding meaning of learner autonomy in Sultan Qaboos University in Oman. The authors implemented a questionnaire to 200 teachers and interviewed 42 teachers. It was found out that teachers usually considered independent and individual learning strategies as part of autonomous learning. They also added that the students were usually less autonomous due to their lack of motivation and not knowing necessary strategies. Moreover, a fixed curriculum was also a barrier to foster learner autonomy in the class. Furthermore, even though the teachers were optimistic about involving the students in decision making process, they were critical about its feasibility due to curriculum, materials and assessment.

Feryok (2013) did a case study in New Zealand to observe twelve $1 - 2$ hour lesson of a teacher and then had an interview with the same teacher using the recordings of last three lessons. The results showed that the teacher defined learner autonomy as the students' responsibility on their own learning. For this reason, he tended to put the students in charge during in-class activities and when the students hesitated in taking the charge, the teacher assisted them by showing that they already knew what was needed to be done. At the end of the study, the author added that it was more feasible for the teacher because he had the freedom in how to follow the syllabus unlike many other teachers who needed to follow a strict curriculum plan. For this reason, the author pointed out that the study might give different results when it was done with different teachers from different settings.

Murray (2014) did a study to find out how learner autonomy can be fostered through social dimension. For this reason, he started a case study by using L-Café from a public university in Japan. The café served the purpose of giving an opportunity to those students who wanted to improve their English in a social setting. To finalize his study, the author tracked the English language level of 13 Japanese students throughout their university education and interviewed those students and café workers every six months. After the observations, the author found out that the café had become a community for students, which gave some ideas for pedagogical implications for teachers. By using examples from the interviews, the author suggested that in order to be autonomous, the students should be able to practise and learn by doing. Secondly, he wrote that the facilities should provide an environment where the students could reach the equipment they needed to work with each other. Thirdly, the students should have the freedom to use their imagination while practising. Finally, it was assumed that the learners could motivate themselves to reach desired outcomes in such settings.

Shahsavari (2014) tried to uncover the perceptions of learners and teachers about learner autonomy. In order to do this, 150 teachers and 150 learners from Gooyesh Language Institute in Isfahan, Iran were asked to complete a questionnaire. Then, the author had an interview with 30 volunteered teachers to gather some in-depth data. Results showed that, both teachers and learners agreed on the fact that learner autonomy served a big purpose in learning more effectively. However, the participants also pointed out that it was not that feasible to foster learner autonomy no matter how desirable it was. Three most mentioned reasons for it were that the teachers believed that the students were not aware of the importance of autonomous learning; traditionally, the learners saw the teachers as the only authority and finally, the education system did not give the flexibility to the teachers to use their creativity to design their lessons to promote autonomy.

In another study in 2015, it was aimed to investigate the implications of using new models of teaching on continuing education. In order to do that, the authors examined learner participation in "the Data, Analytics and Learning MOOC" provided by the University of Texas Arlington for 8 weeks. 6,993 learners actively took part in edX platform and the number dropped down to 1450 in week nine. Moreover, 1025 students actively participated in ProSOLO in week one and only 56 students remained in the platform by the end of week nine. Based on these numbers, the authors concluded that in order to promote learner autonomy and provide a more personalized learning with more flexibility, such open learning systems needed a well-

built technical and learning stages which would serve learners a clearer path to their career goals in long term (Dawson, Joksimović, Kovanović, Gašević, & Siemens, 2015).

Han (2015) aimed to observe the implications of flipped classroom on learner autonomy. For this purpose, a new flipped class course structure was designed for an adult community English language program in the United States in 2013. 14 adult students from nine different countries joined advance level English lessons which took five weeks. The class was divided into three parts which were outside-class sessions, in-class sessions and learner training project. It was observed that flipped class model had a positive impact on learner autonomy, as the students actively participated and volunteered to do the tasks which were well structured from the beginning. The authors also mentioned that there would have been a possibility of getting different results if the course had been a bit longer or the learners had been less motivated. For this purpose, the authors suggested that further research should be done on this subject.

In their study, Reinders and White (2016) hoped to draw a clear picture of development in learner autonomy and computer assisted learning and how these two phenomena affected one another. Based on the studies they had read, they concluded that at the beginning, learner autonomy and computer assisted learning were two areas analyzed separately even though they had similar features such as focusing on individuals and its impacts on learners and teachers. However, they continued that, after 1990s and with the advent of personal computers and internet, new opportunities were provided to the teachers to use in the classroom and through technology, it was aimed to design more learner centered lessons. For this reason, more and more studies were done to investigate how to promote learner autonomy both in classrooms and through self-access centers. The authors added the crucial information that even though the learners tended to be reluctant to take the responsibility of their own learning, they had become more flexible in choosing the tools to help them learn better, as there were more accessible technological sources developed. The authors concluded that as technology removed the borders of the learning environment and autonomy gave the control to the learners more than to the teachers, further studies should be conducted to carefully examine this shift in understanding of these terms and their implications on learning and to use it for learners' benefit.

The purpose of the study done by Haji-Othman and Wood (2016) was to find out how learner autonomy was perceived by teachers in higher education in Brunei Darussalam. For this aim, the authors collected data through a questionnaire responded by 32 teachers, workshop

with 18 participants and focus group of six teachers. The results showed that the teachers agreed that learner autonomy was necessary, but more work needed to be done to implement it due to institutional or learner-based reasons.

According to Lengkanawati (2017), learner autonomy was not a well-known phenomenon in Indonesian educational settings. For this reason, the author aimed to learn the teachers' opinion and experiences regarding learning autonomy, and whether professional development would be needed to foster it in the institutions. A questionnaire was implemented to 48 Indonesian master-student-English teachers to get their opinion and then the same teachers were given learner autonomy training. The teachers were in the opinion that the learners should be aware of learner autonomy, but it should be defined well not to misinterpret the idea as teacher-free-learning. In addition, they mentioned that giving learners more power could promote learner autonomy among learners, but it might not be as feasible as it seemed due to various reasons such as low level of English, national exams, lack of autonomous learning experience and curriculum.

Henri, Morrell, and Scott (2018) used a survey to examine the 635 students' perceptions of learner autonomy over two academic years. The results revealed that the students did not become more autonomous as the year passed. The authors added that, the expectations from the students increased over the year, but the students' opinion about how autonomous they were remained the same. It was also written that students' confidence and increasing challenge level of the courses might have affected the results and the questionnaire was based on subjective answers.

In their study, Wichayathian and Reinders (2018) investigated the teachers' perception on learner autonomy and self-access learning in a university setting. The data were gathered through a questionnaire responded by 47 teachers from a university in Thailand and an interview done with 5 teachers. It was pointed out that in this university setting, self-access component was a compulsory part of the curriculum and by doing this, it was aimed to promote learner autonomy among students and to help them be exposed to English as much as possible. The results showed that the teachers knew the necessity of fostering learner autonomy and the important role self-access learning played in this. However, they also mentioned that it was not easy to foster autonomy for some reasons like students' lack of experience. Teachers also pointed out that the learners needed more support for this regard. However, they also claimed that they as teachers did not have the experience to help learners be more autonomous outside

the class. For this reason, it was suggested for the institutions to give more support and time to the teachers to help their students better.

Yasmin and Sohail (2018) aimed to find out what teachers thought about the feasibility of autonomous learning and what limitations might be a barrier in fostering autonomy. For this purpose, the authors used a semi-structured interview to collect data from 16 language teachers from four different state universities in Pakistan. The results revealed that autonomy was a very new concept for Pakistani learners and teachers. The teachers also pointed out that culture was one of the crucial factors hindering autonomous learning. Other reasons were lack of experience in this concept, teacher and learner roles, unwillingness to promote learner autonomy in class, dependency on teacher in learning, favoring the bright students, and students' shyness in working with opposite sex. The authors suggested that teacher training could be the key to overcome these barriers.

2.10. Studies in Turkey

In her study, Gökgöz (2008) aimed to find the correlation between learner autonomy, strategy use and speaking success. The study was conducted in Dumlupınar University and 102 preparatory class students were distributed a questionnaire to collect data. The results showed that students who used strategies less were usually those who also got lower speaking grades. Moreover, same students also defined themselves as being less autonomous.

Cubukcu (2009) investigated the relationship between learner autonomy, self-regulation and metacognition by interviewing 82 students form English teacher training program. Results showed that most of the students still thought that teachers should be in power of choosing the right activities in class. Even though they were comfortable with the idea of having more responsibilities, those who were not self-regulated tended to prefer working with the teacher individually rather than working with their peers. It was also found that these students were not using meta cognitive strategies.

Another study done with 320 university students and 24 teachers revealed that there was a huge need for student training programs to help them find right strategies to increase their awareness to become more autonomous in their learning process. Like the study done by Çubukcu (2009), the students defined themselves as not being autonomous and they mainly relied on teachers' decisions about how they should learn (Üstünlüoğlu, 2009).

Balcikanli (2010) aimed to investigate the beliefs of student teachers towards learner autonomy. He implemented a questionnaire on 112 student teachers in English Language Department in Gazi University. He found out that even though most of the teacher students were positive about focusing on learner autonomy in their future classes, some of them did not want to leave the decision making to their students due to the variables such as time, place, textbooks and type of course.

Erbil Tursun (2010) intended to find out the language teachers' and learners' opinion about autonomous learning. She conducted a survey with 676 students and 60 English teachers from 15 high schools in Edirne in 2007 – 2008 academic year. She found out that male students were more willing to be in charge of their own learning than the female students. However; the results also showed that the teachers were not optimistic about sharing the responsibility with the students and the students told that they spent almost no time outside the class to improve their English.

Karababa, Eker, and Arik (2010) conducted a study in Ankara University. They used a questionnaire with 43 items and in their study, they included 159 adult students who wanted to learn Turkish. It was found out that students were autonomous to some extent. The authors thought that this might be because the students were adults and they were already motivated to learn the language. However; the results also showed that the students still relied on their teachers in terms of taking responsibility of their own learning. They thought that this might be due to the fact that the students had never been encouraged to be more active in their own learning.

Dinçer (2011) aimed to investigate the motivation of Turkish students who enrolled in English language courses. The study was conducted in a university and 142 student teachers were asked to complete a questionnaire. Then, the author selected seven students to have an interview with them. The study showed that the student teachers mostly had intrinsic motivation to speak English. It was also found out that the degree of the student teachers' autonomy in the class changed depending on whether the instructors had an autonomy supportive style or not.

In their study, Gömleksiz and Bozpolat (2012) applied Learner Autonomy questionnaire to 975 students who were at 6th grade in Sivas province. They found out that unlike Erbil Tursun's study (2010), female students were far more autonomous in terms of independent learning, content choice and motivation than the male students.

Oğuz (2013) did research on what teachers thought about supporting autonomous learning. He used "learner autonomy support scale" to gather his data from 492 primary and secondary school teachers. He found out that most of the teachers agreed that there was a huge need to support students to become more autonomous. However; they claimed that teachers demonstrated less behavior when it came to actually become more supportive for the students to foster autonomy.

Söylemez, Sütçü, and Sütçü (2014) used open ended questions in their research to see the perception of 37 graduate students studying in 2013 – 2014 academic year and found out that the students defined themselves as autonomous learners as they were able to set their own goals, use the strategies they needed to improve their learning and evaluate their own learning process. The students also added that doing research as a part of their course requirement also played a significant role for them in becoming autonomous.

Ürün, Demir, and Akar (2014) asked 118 ELT high school teachers in İzmir to investigate whether teachers were doing anything to foster autonomous learning. The results showed that the teachers were eager to foster learner autonomy in their classes especially when it was about objective-based practises. When it came to student-centered practises, the study showed that female teachers implemented these into their classes more than male teachers did. The author concluded that this might be because male teacher can sometimes be more dominant by nature.

Uzun (2014) carried out a study with 102 English preparatory class students who used Independent Learning Centre in Yıldırım Beyazıt University and he aimed to find out the students' learning styles. The results showed that most of the students did not take the responsibility of their own learning even though they used Independent Learning Centre. He added that due to the fact that the students are not consciously involved in their learning process, there might be a need to train them to help them have more control of their learning.

In their study, Basbağı and Yılmaz (2015) investigated what foreign language teacher candidates thought about their responsibilities, motivation and learning strategies and styles. They conducted a survey with 117 participants from Department of German Language Teaching in Marmara University. The authors found out that even though the candidate teachers were aware of their strengths and weaknesses regarding their responsibilities, motivation and

learning strategies and styles, the student teachers still thought that in order to be more autonomous, they needed to improve their skills and try to use the theories in practise.

Şahin, Tunca, and Oğuz (2015) used "learner autonomy supporting scale" and "inventory of teacher behaviors supportive of critical thinking" to collect data from 174 classroom teachers to check how supportive classroom teachers were in terms of learner autonomy and critical thinking. Results showed that main class teachers tended to support learners more when it came to critical thinking, but they focused learner autonomy less than that.

Calp and Bacanlı (2016) conducted a research to investigate the effects of self-determination on autonomous academic motivation. Five different scales were used to collect data from 849 fifth-grade students. The results showed that if the students were supported by their teachers, their academic success increased greatly while the support was from their close friends, the effect was little. Additionally, the research revealed that there was a positive correlation between the students' autonomous academic success and their school performance.

Another study was done to investigate perceptions and practises of the EFL instructors from nine different public universities. 96 EFL instructors from these universities were asked to complete a questionnaire and 17 of them were interviewed to collect some more data. The results showed that even though the EFL instructors were optimistic about applying different aspects of learner autonomy, they thought that it may not be easily applicable in practise. The EFL instructors pointed out that the students could be encouraged to be more active in their learning and analyze their own strengths and weaknesses. Yet, they also indicated that many students were not ready to be independent in such decision-making process (Doğan & Mirici, 2017).

Gür (2018) conducted research to find out the degree of students' readiness for learner autonomy. 402 preparatory class students from Karabük University were asked to complete a questionnaire for this purpose. The results revealed that learners were not ready for taking the control of their own learning and they needed a training to become autonomous.

2.12. Learner Autonomy outside the Classroom

Out-of-class language activities refer to the activities done outside formal classroom settings. These can include numerous activities such as reading newspapers, watching a movie, talking to friends and many others. Especially with the improvement in technology, it is observed that learners tend to use computer and internet to improve their language skills (Maros & Saad, 2016). There are only few studies done concerning out-of-class learning partly due to the fact that the researchers and the readers are mostly teachers whose main focus is improving in-class learning and the limits of out-of-class learning is much bigger than classroom setting to form a well-grounded theory (Benson, 2011)

Many names used to describe the way learners choose to improve their language skills outside the classroom such as out-of-class activities (Hyland, 2004) and out-of-class language learning strategies (Pickard, 1995). According to Benson (2011), there are three ways of out-of-class learning which are self-instruction where the learners choose and carry out the tasks purposefully to improve their language skills; naturalistic language learning where learning occurs subconsciously without any specific aim to improve language skills like in watching a foreign movie for an entertainment purpose; and self-directed naturalistic learning where the learners mostly seek pleasure from the activities they do but they also have the aim of improving their language skills through these activities like in listening to a specific podcast to know more about a certain topic but also hoping to learn some vocabulary items out of it.

According to Palfreyman (2011), even though it is widely assumed that learning happens mainly within classroom settings, it should also be considered that learning includes many other contexts that bring many opportunities to practise language skills, one of which is social network, a mean to get encouragement and recommendations, and access sources like books, videos and native speakers.

Learning a language may not be limited to classroom context as learners seek different learning and practising opportunities depending on their learning styles in order to become a proficient user of a language (Pickard, 1995). Because classroom interactions can sometimes be easy to predict and there is a similar pattern followed in each lesson, out-of-class activities hold some advantages in terms of providing more authentic interactions and it also leads to increase in autonomy as the learners are supposed to make their own decisions in how they prefer carrying out different tasks (Nunan, 2014). W. H. Chan (2011) states that learners might

desire to be engaged in out-of-class activities in their limited free time if there is entertainment involved. However; if there are limited opportunities for extra activities, learners can also be encouraged to use out-of-class activities through assignments given by teachers (Saad, Yunus, & Embi, 2013).

Little (2013) suggests that autonomous learning depends on many variables such as context, tasks, learners' skills, knowledge and awareness. Learners and societies' attitudes are also important factors in preferring some certain out-of-class activities to the other ones as the culture and context considerably affect the activity choices (Hyland, 2004).

There are some studies conducted to investigate the use of out-of-class activities to improve language skills. Wu (2012) found out in his study that receptive skills were widely used outside the class compared to productive ones due to the lack of naturalistic opportunities to use the language and learners who did out-of-class activities had positive perception of their language learning.

Kocatepe (2017) found out that tertiary level Emirati female EFL learners also used receptive out-of-class activities such as watching, reading or listening especially in-home settings because of social norms, and the pedagogy was mostly self-directed naturalistic learning as they sought both fun and learning while carrying out the activities. Even though they were usually at home, by means of technology, they were able to communicate with foreigners and they performed somewhat autonomous behavior as they were usually in control of their learning.

Additionally, Suh, Wasanasomsithi, Short, and Majid (1999) stated that the students mostly relied on activities that can be done independently such as watching or listening to improve their conversation skills in Indiana University, Bloomington.

W. H. Chan (2016) stated that case participants who were language learners in Hong Kong were highly motivated to follow English-medium pop culture out-of-class activities for personal satisfaction partly to deal with the setbacks resulting from exam-oriented system and limited opportunities in daily life, and because such activities improved their performance at school. Additionally, this contributed to their autonomy as they found their own strategies such as trying not to read subtitles. He finally suggested that language teachers should be more receptive to the idea of using applications and online resources for language teaching.

Freeman (1999) found out that the students in X British University spent high amount of time in out-of-class activities and it might be wise for language teachers to make sure that they guide students well enough to use this time as efficiently as possible.

According to Campbell (1996), each teacher plays a unique role in guiding her/his students to improve and use foreign language well. For this reason, the teachers might need to work with each student to find out about their early process in language learning and help them maintain their learning by focusing on their individual learning styles.

Menezes (2011) states that schools cannot be enough by itself to support learners' in their learning process, and the teachers should keep in mind that learning occurs in many different contexts and one of their roles should be to help learners use what they learn.

Finally, there are some activities suggested by different authors to improve language beyond classroom and become autonomous learners. Having an efficient out-of-class learning might spring from three important factors which are motivation, resources and skills and such learning also depends on learners' in-class activities and their social and personal lifestyle (Bailly, 2011). One suggestion made by Spratt, Humphreys, and Chan (2002) is that learners can be encouraged to be more active in doing different activities through increasing their intrinsic motivation, which may lead to high level of autonomous learning as a result.

Another way to shed light to autonomy, motivation and out-of-class learning provided by Murray and Kojima (2007) is life history research where the researchers record the learning process of a learner. This way, the authors suggest that researchers, teachers or learners can analyze what works best in learning process and how these strategies or activities can be encouraged to be used more often.

Effective language learning beyond the classroom can also be accomplished through video games especially for the late adolescents as it creates an environment for learners to communicate and collaborate mainly to succeed in the game, which leads to use high language skills even though it is not the primary aim (Kuure, 2011).

Learners can also benefit from taking the role of teaching and learning beyond classroom through social interaction in an intercultural context (Zimmerman, 2011).

In conclusion, due to the fact that in Turkey, most of language learners have limited opportunities to practise their language outside the classroom and almost only place that they

are fully immersed with the language is within the classroom walls, they have a huge responsibility to find different ways to master their language skills in alternative settings (Orhon, 2018)

CHAPTER III

METHODOLOGY

3.1. Introduction

This research intends to investigate the beliefs of learners on how active learners they are outside the classroom. The methodology for this regard will be presented in this chapter. The research method, participants of the study, data collection method and process and methods of analyzing the data will be discussed in detail to answer the following main and sub questions:

1. What activities do the students carry out outside the classroom and how autonomous are they?

1.1. What activities do the preparatory class students carry out in English most?

1.2. Which of these activities are found most useful?

1.3. Are there any statistically significant differences among participants in most preferred activities in terms of:
   a. Students' level of English
   b. Their gender
   c. Their department in the faculty
   d. Primary school they attended
   e. High school they attended
   f. Educational level of father
   g. Educational level of mother

1.4. Are there any statistically significant differences among participants in perceived most useful activities in terms of:
   a. Students' level of English
   b. Their gender
   c. Their department in the faculty
   d. Primary school they attended
   e. High school they attended
   f. Educational level of father
   g. Educational level of mother

1.5. What activities are purposefully done to improve their English?

1.6. What are the reasons for the students for not doing the activities they would prefer doing outside the classroom?

1.7. What are the students' beliefs on using English outside the classroom?

3.2. Research Method

Both quantitative and qualitative data were used to address the questions for the research. Quantitative data were collected through a questionnaire and qualitative data were collected through journals and interviews. That is, it was preferred to use a mixed method to collect more reliable and in-depth data. As a result, it was aimed to remove the limitation that came by using one method only in order to gather more detailed answers (R. B. Johnson & Onwuegbuzie, 2004).

3.3. Participants of the Study

For the research process finalized in 2017, the participants chosen for the study were 144 preparatory class students for the quantitative research stage. Cluster sampling in which random subjects were selected from the predetermined clusters was used to select these participants (Sedgwick, 2014). First, the number of classes in each level was identified and then enough number of classes was selected to be able to reach equal number of male and female students for this stage of the research regardless of their departments in the faculties. For the qualitative research stage, linear snowball sampling was used to interview five male and nine female preparatory class students. In this sampling method, the first participant volunteered for the study and based on the first participants nomination, the other participants were asked if they would volunteer for the second part of the research (T. P. Johnson, 2014).

Descriptive statistics of 144 number of students, 72 female and 72 males, determined by their level of English, gender, department in the faculty, primary and high school they went, father's and mother's educational level is presented in Table 3.1. This information was gathered through the questionnaire.

Table 3. 1. The Results of Descriptive Statistics

	Group	N	%
Gender	Female	72	50.0
	Male	72	50.0
Age	17-18	36	25.0
	19-20	95	66.0
	21-22	10	6.9
	23-24	3	2.1
Language Level	Pre-intermediate	48	33.3
	Intermediate	48	33.3
	Upper-intermediate	48	33.3
Department	Economics	9	6.3
	Business Administration	11	7.6
	Political Science and International Relations	12	8.3
	Computer Engineering	8	5.6
	Electrical and Electronics Engineering	16	11.1
	Industrial Engineering	14	9.7
	Civil Engineering	15	10.4
	Law	30	20.8
	Tourism & Hotel Management	13	9.0
	Architecture	16	11.1
Medium of Instruction in Primary School	Turkish	139	96.5
	Other	3	2.1
	Both	2	1.4
Medium of Instruction in Secondary School	Turkish	138	95.8
	Other	3	2.1
	Both	3	2.1
Type of Primary School	Private	27	18.8
	State	112	77.8
	Both	5	3.5
Type of Secondary School	Private	33	22.9
	State	103	71.5
	Both	8	5.6
Mother's Education Level	No degree	2	1.4
	Primary school	29	20.1
	Secondary school	18	12.5
	High school	38	26.4
	Two-year college degree	9	6.3
	Undergraduate degree	42	29.2
	Master's degree	4	2.8
	Doctoral degree	2	1.4
Father's Education Level	Primary school	15	10.4
	Secondary school	10	6.9
	High school	47	32.6
	Two-year college degree	10	6.9
	Undergraduate degree	50	34.7
	Master's degree	10	6.9
	Doctoral degree	2	1.4

3.4. Data Gathering Instruments

Since the aim of the study is to figure out different out-of-class activities in English that students prefer doing, obtaining information regarding students' background and previous

experience in language education, their attitudes towards using English in different settings, the engaging and most useful activities for the students and the part English played in their lives, both quantitative and qualitative data were collected through various data collecting instruments.

3.4.1. Questionnaire

In the English Learning Activities Questionnaire created by Hyland in 2004, there were twelve items including closed ranking questions and open-ended questions. The questionnaire was piloted with sixteen university students by the original researcher and some changes were done in items as a result of the responses and one-to-one discussions with each student. Before being conducted for this study, the questionnaire was piloted again, revised, and necessary changes were done with the help of a specialist in the field in order to make it more suitable for the current context and the purpose of the study. The questionnaire was redesigned in dual language, namely Turkish and English, in order to eliminate any confusion or misunderstanding especially in lower level students.

Reliability analysis of the adapted version of the questionnaire can be seen in Table 3.2.

Table 3. 2. Reliability Analysis of the Questionnaire

	Cronbach's Alpha
English Learning Activities Questionnaire	.833

As it is well-known fact that it is highly crucial to check internal consistency of a questionnaire by using Cronbach Statistics. It can be seen from the Table 3.2 that the questionnaire is at the admissible level as the result is a>0.70 which is a threshold suggested by Dörnyei (2007).

3.4.2. Interviews and Journals

In order to have an in-depth opinion about the students' beliefs on out-of-class activities and their use of strategies and activities outside the classroom, fourteen volunteered students were interviewed through semi-structured questions related to the aims of the research (Cohen, Manion, & Morrison, 2007). Interview Prompts were originally prepared by Hyland in 2004 and for the sake of current study, some questions were edited with the help of a specialist. In order to protect the students' confidentiality, addressing the participants with numbers was

preferred by the author. The interviews were done in Turkish and in one-to-one base in a private classroom so that it was aimed to help participants feel more comfortable in expressing themselves and giving as many details as possible for the questions. The participants were informed that the interviews would be recorded, and they agreed on it. The total minutes spent during the interviews were 107 minutes 46 seconds. The interviews mainly focused on how students felt about using English beyond classroom, what activities they usually preferred and what activities they purposefully did in order to improve their language skills. Later, interviews were transcribed, and responses were analyzed in detail to display participants' use of English outside the class and how they felt about it.

After the interviews, same students were kindly requested to keep a journal to record their exposure to English outside the class, what they purposefully did to maintain or improve their language skills and how they felt about it. With this data collection style, it was aimed to find out the learners' independent language learning and the opportunities available for them to increase the incidence of exposure to English outside the classroom. It is stated by Nunan (1992) that diaries and journals are significant in research studies as it presents more reflective data. In order to maintain a somewhat structured journal writing, the students were provided by some guiding journal instructions which were prepared by Hyland in 2004 and they were asked to write at least one page a day for fifteen days. Then, students' journal records were presented in tables and they were analyzed by using a software to show the frequency of activities and events mentioned by the students.

3.5. Data Gathering Procedure

As it is mentioned in section 3.3, the data were collected through a questionnaire, interviews and journals. The process finalized in 2017 started with receiving permission from the private university. First, the questionnaire was piloted to sixteen students. After this, expert opinion was taken, and some items were edited accordingly. Then, the questionnaire was applied again to 144 students in the third module of the academic year. After the questionnaire was answered, the researcher kindly requested some students to volunteer for the second stage of the research and these students nominated some others to reach enough number of students for this stage. For this, fourteen students were interviewed by the researcher. As the researcher was the one to carry out the interviews and the students had a busy schedule, talking to each

student took about a week and each interview took about seven minutes. Finally, the students were asked to keep a journal for fifteen days. In order to be sure that they were writing something on their journal, the researcher checked on the students and asked about their progress every now and then. The students returned their journals to the researcher at the end of fifteen days. Some students were late as they were sometimes absent, or they forgot to bring it to the university, but all journals were able to be collected within a week.

3.6. Data Analysis

In this section, the researcher will detail how the data were analyzed to gather results.

3.6.1. Quantitative Data

In order to analyze the data obtained from the questionnaires, the statistical analyses such as descriptive statistics: frequencies and means were calculated. After that, normality test was carried out to check whether there was normal distribution where z-scores from the skewness and kurtosis values are within the range of -1.96 and 1.96 to choose the optimal test for further analysis (Field, 2013).

Table 3. 3. Distribution of MPA and PMUA from Normality Test

Statistics	MPA	PMUA
Mean	3.143	2.076
Median	3.132	1.947
Mode	3.160	1.790
Skewness	.116	.616
Std. Error of Skewness	.202	.202
Kurtosis	-.486	.047
Std. Error of Kurtosis	.401	.401

Based on the results from the normality test in Table 3.3, it is safe to state that the data is normally distributed (±1) and parametric test techniques can be used. For this reason, first, t-test for independent samples was used to check the significant difference in MPA between male and female students and one-way Anova were used to check if there was a significant difference in the same activities in terms of different variables such as Students' level of English, their department in the faculty, primary school they attended, high school they attended, educational level of father and educational level of mother. After that, t-test for independent samples was conducted in order to check the difference in PMUA between male and female students, and

one-way Anova was utilized to determine if there was a significant difference in the same activities in terms of several variables which are Students' level of English, their department in the faculty, primary school they attended, high school they attended, educational level of father and educational level of mother. These tests were carried out in SPSS 22.

3.6.2. Qualitative Data

The interviews were read multiple times by the researcher to get familiar with the data and decide which parts were valuable for the research. After that, interview profiles were created for each participant in order to share the parts that make sense for the study as it was safe to state that it was an efficient way of presenting interview data and looking for insights in each case of the participants for further analysis and interpretation (Seidman, 2006). Then, the patterns, similarities and differences among students' replies were identified and interpreted to create a novel deduction. Finally, findings which showed the frequency of the certain responses were explained under certain themes which were created in relation to the literature review and the statements in the questionnaire. To illustrate, participants' positive replies on their eagerness to use English with non-Turkish speakers were added under this category. For the last stage of the research which involved journals, Nvivo 10 was used to gather, organize and analyze the non-numerical data obtained from the diaries. The patterns were formulated primarily based on activities carried out and then these patterns were presented according to their similarities, differences and frequency (Saldaña, 2013). These stages will be presented in detail in chapter 4.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, it is aimed to present the analysis of the data collected through questionnaires, interviews and journals.

From the review done in Chapter 2, it is possible to assume that students' autonomy level and what activities they do outside the class and their beliefs regarding this issue depend on many variables. For this reason, the following points were analysed to shed some light to this problem.

4.2. What Activities do the Students Carry out outside the Classroom and How Autonomous are They?

In this part, it is aimed to present the data gathered through questionnaires.

4.2.1. The Participants' Assumptions on Their Current Level of English

Based on the results demonstrated in Table 4.1, 67 students out of 144 define their level of English as reasonably good, but they still have a lot to learn (46.5 %). Then, 45 students out of 144 mark that their English is weak, and they need to improve it considerably (31.3 %). Finally, 32 students out of 144 state that their English is good, but there is still a need for improvement (22.2 %). None of the students claim that their English is near native speaker level.

Table 4. 1. Students' Assumptions on Their Current Level of English

Statements	N	%
My English is weak, and I need to improve it considerably	45	31.3
My English is reasonably good, but I still have a lot to learn	67	46.5
My English is good, but there is still some room for improvement	32	22.2
My English is near native speaker and I don't think I need to develop it further	0	0.0
Total	144	100.0

4.2.2. Importance of English for Students outside the Classroom

Table 4.2 shows that majority of students, 72 out of 144, indicate that they use English very often as it is important for them (50.0 %). 48 students out of 144 claim that English is not very important, and they use it occasionally (33.3 %). 20 students out of 144 state that English is very important for them and they use it frequently (13.3 %). English is not important at all for 4 out of 144 students and they almost never use it outside the classroom (2.8 %).

Table 4. 2. The Importance of English outside the Classroom

Statements	N	%
Very important: I use it frequently every day in many contexts	20	13.9
Important: I often use it in different situations	72	50.0
Not very important: I only use it occasionally	48	33.3
Not important at all: I never use it outside the classroom	4	2.8
Total	144	100.0

4.2.3. Activities Preferred to Support English Learning Outside the Classroom

Analyzing the results in Table 4.3, it is safe to state that most of the activities are carried out in English outside the classroom sometimes or less often than that (12 activities out of 19).

Table 4. 3. The Frequency of OCA

Item	Very often or Often		Sometimes		Rarely or Never			Total	
	f	%	f	%	f	%	M	f	%
Watch TV Programs	42	29.2	52	36.1	50	34.7	2.05	144	100
Listen to the Radio	26	18.1	23	16.0	95	66.0	2.47	144	100
Listen to songs	117	81.3	19	13.2	8	5.6	1.24	144	100
Read newspapers and magazines	24	16.7	41	28.5	79	54.9	2.38	144	100
Read academic books and articles	17	11.8	21	14.6	106	73.6	2.61	144	100
Read novels	25	17.4	34	23.6	85	59.0	2.41	144	100
Speak with fellow students	88	61.1	33	22.9	23	16.0	1.54	144	100
Speak with friends	75	52.1	35	24.3	34	23.6	1.71	144	100
Speak with family members	42	29.2	17	11.8	85	59.0	2.29	144	100
Surf on the internet	95	66.0	32	22.2	17	11.8	1.45	144	100
Watch videos/DVDs/VCDs	100	69.4	30	20.8	14	9.7	1.40	144	100
Talk to people in the shop	22	15.3	28	19.4	94	65.3	2.50	144	100
Talk on the phone	38	26.4	22	15.3	84	58.3	2.31	144	100
Attend meetings /conferences	14	9.7	27	18.8	103	71.5	2.61	144	100
Write e-mails	32	22.2	28	19.4	84	58.3	2.36	144	100
Comment on the internet	35	24.3	33	22.9	76	52.8	2.28	144	100
Keep a diary	8	5.6	5	3.5	131	91.0	2.85	144	100
Use applications on tablets /phones etc.	105	72.9	20	13.9	19	13.2	1.40	144	100
Chat online	72	50.0	31	21.5	41	28.5	1.78	144	100

The activities carried out often and very often are limited to seven activities as it is clearly shown in Table 4.3. 117 out of 144 students claim that they listen to songs outside the classroom (81.3%). Using applications on tablets/phones etc. is done by 105 students out of 144 (72.9). Watching videos/DVDs/VCDs is another activity mostly carried out by 100 students out of 144 (69.4%). Surfing on the internet is chosen by 95 students out of 144 (66%). Speaking with fellow students are preferred by 88 students out of 144 (61.1%). Speaking with friends is done by 75 students out of 144 (52.1%). Finally, chatting online is often carried out in English by 72 students out of 144 (50%).

Activities that are carried out sometimes or less often are watching TV programs (29.2%), speaking with family members (29.2%), talking on the phone (26.4%), commenting on the internet (24.3), writing e-mails (22.2%), listening to radio (18.1%), reading novels (17.4%), reading newspapers and magazines (16.7%), talking to people in the shop (15.3%),

reading academic books and articles (11.8%), attending meetings/conferences (9.7%) and keeping a diary (5.6%).

4.2.4. Activities Found Most Useful to Support English Language Learning

The results in Table 4.4 demonstrates that majority of the participants find the activities on the list very useful.

Table 4. 4. The Frequency of PMUA

Item	Very Useful or Useful		Neutral		Nor very useful (at all)			Total	
	f	%	f	%	f	%	M	f	%
Watch TV Programs	101	70.1	25	17.4	18	12.5	1.42	144	100
Listen to the Radio	72	50.0	39	27.1	33	22.9	1.72	144	100
Listen to songs	112	77.8	23	16.0	9	6.3	1.28	144	100
Read newspapers and magazines	113	78.5	23	16.0	8	5.6	1.27	144	100
Read academic books and articles	99	68.8	23	16.0	22	15.3	1.46	144	100
Read novels	110	76.4	22	15.3	12	8.3	1.31	144	100
Speak with fellow students	130	90.3	11	7.6	3	2.1	1.11	144	100
Speak with friends	124	86.1	14	9.7	6	4.2	1.18	144	100
Speak with family members	85	59.0	26	18.1	33	22.9	1.63	144	100
Surf on the internet	105	72.9	27	18.8	12	8.3	1.35	144	100
Watch videos/DVDs/VCDs	121	84.0	16	11.1	7	4.9	1.20	144	100
Talk to people in the shop	63	43.8	39	27.1	42	29.2	1.85	144	100
Talk on the phone	80	55.6	41	28.5	23	16.0	1.60	144	100
Attend meetings /conferences	81	56.3	37	25.7	26	18.1	1.61	144	100
Write e-mails	87	60.4	29	20.1	28	19.4	1.59	144	100
Comment on the internet	78	54.2	28	19.4	38	26.4	1.72	144	100
Keep a diary	74	51.4	25	17.4	45	31.3	1.79	144	100
Use applications on tablets /phones etc.	98	68.1	33	22.9	13	9.0	1.40	144	100
Chat online	109	75.7	26	18.1	9	6.3	1.30	144	100

Table 4.4. shows that speaking with fellow students is found most useful by 130 students out of 144 (90.3%). It is followed by top five activities which are speaking with friends stated by 124 students out of 144 (86.1%), watching videos/DVDs/VCDs stated by 121 students out of 144 (84%), reading newspapers and magazines stated by 113 students out of 144 (78.5%), listening to songs stated by 112 students out of 144 (77.8%) and reading novels stated by 110 students out of 144 (76.4%).

The other activities perceived as most useful are chatting online (75.7%) surfing on the internet (72.9%), watching TV programs (70.1%), reading academic books and articles (68.8%), using applications on tablet/phone etc. (68.1%), writing e-mails (60.4%), speaking with family members (59%), attending meetings/conferences (56.3%), talking on the phone (55.6%), commenting on the internet (54.2%), keeping a diary (51.4%), listening to the radio (50%) and talking to the people in the shop (43.8%).

4.2.5. Findings Regarding Differences among Participants in Most Preferred Activities (MPA) in terms of Several Variables

Further analyses have been made in order to find out if there are any significant differences among participants in MPA in terms of students' level of English, gender, department in the faculty, primary school they attended, high school they attended, educational level of father and educational level of mother.

T-test for independent samples is utilized to examine whether MPA differ in terms of gender.

Table 4. 5. MPA in terms of Gender

	Gender	N	M	Sd	t	Df	p
MPA	Female	72	3.18	0.76	0.635	142	0.526
	Male	72	3.11	0.61			

p>0,05

According to t-test results in Table 4.5, it is found out that MPA do not significantly differ in terms of gender (t (142) =0.635, p>0.05).

The relationship between MPA and the students' departments will study at is analysed via ANOVA test.

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Table 4. 6. MPA in terms of Students' Department

	Department	N	M	Sd	F	p
MPA	Economics	9	3.10	0.96	1.214	0.292
	Business Administration	11	3.08	0.83		
	Political Science and International Relations	12	3.04	0.56		
	Computer Engineering	8	3.56	0.33		
	Electrical and Electronics Engineering	16	3.22	0.54		
	Industrial Engineering	14	2.99	0.84		
	Civil Engineering	15	3.17	0.64		
	Law	30	3.23	0.76		
	Tourism and Hotel Management	13	3.34	0.62		
	Architecture	16	2.76	0.40		

p>0,05

Results in Table 4.6 show that there is not a significant difference in MPA (F=1.214, p=0.292) in terms of departments the students will study at.

The relationship between MPA and students' their level of English is analysed via ANOVA test.

Table 4. 7. MPA in terms of Students' Level of English

	Level	N	M	Sd	F	p	Tukey's HSD Comparisons	
							Pre-Intermediate	Intermediate
MPA	Pre-Intermediate	48	3.20	0.81	5.347	0.006		
	Intermediate	48	3.32	0.67			0.662	
	Upper-Intermediate	48	2.89	0.47			0.059	0.005

p<0,05

Results in Table 4.7 indicate that MPA are significantly different in terms of students' level of English (F=5.347, p=0.006). A Tukey post hoc test revealed that intermediate and upper intermediate levels are significantly different at p<.05; pre-intermediate level is not significantly different.

ANOVA test is utilized to check the relationship between MPA and students' ages.

Table 4. 8. MPA in terms of Students' Age

	Age	N	M	Sd	F	p
MPA	17-18	36	3.17	0.58	0.468	0.705
	19-20	95	3.15	0.74		
	21-22	10	2.89	0.60		
	23-24	3	3.19	0.43		

p>0,05

According to the results in Table 4.8, it is observable that there is not a significant difference between MPA (F=0.468, p=0.705) in terms of students' age.

The relationship between MPA and primary school they attended, high school they attended is analysed via ANOVA test.

Table 4. 9. MPA in terms of Primary School Students Attended

	Primary School	N	M	Sd	F	p
MPA	Private	27	3.16	0.76	0.024	0.976
	State	112	3.13	0.67		
	Both	5	3.13	0.67		

p>0,05

As it is seen in Table 4.9, MPA (F=0.024, p=0.976) are not significantly different in terms of primary schools the students attended.

ANOVA test is utilized to find out the relationship between MPA high school they attended.

Table 4. 10. MPA in terms of High School Students Attended

	High school	N	M	Sd	F	p
MPA	Private	33	3.26	0.79	0.704	0.496
	State	103	3.11	0.65		
	Both	8	3.03	0.72		

p>0,05

Results in Table 4.10 show that there is not a significant difference in MPA (F=0.704, p=0.476) in terms of high school they attended.

The relationship between MPA and mother's education level is analysed via ANOVA test and presented in Table 4.11.

Table 4. 11. MPA in terms of Mother's Education Level

	Mother's Education Level	N	M	Sd	F	p
MPA	No degree	2	3.00	0.74	1.251	0.279
	Primary School	29	3.10	0.70		
	Secondary School	18	3.17	0.77		
	High School	38	3.25	0.69		
	Two-Year College Degree	9	3.01	0.57		
	Undergraduate Degree	42	3.18	0.63		
	Master's Degree	4	2.23	0.69		
	Doctoral Degree	2	3.02	1.07		

p>0,05

Table 4.11 clearly shows that there is not a significant difference in MPA (F=1.251, p=0.279) in terms of mother's level of education.

The relationship between MPA and father's education level is analysed via ANOVA test.

Table 4. 12. MPA in terms of Father's Education Level

	Father's Education Level	N	M	Sd	F	p
MPA	Primary School	15	3.15	0.58	1.782	0.107
	Secondary School	10	3.34	0.88		
	High School	47	3.28	0.67		
	Two-Year College Degree	10	3.11	0.52		
	Undergraduate Degree	50	3.10	0.66		
	Master's Degree	10	2.55	0.71		
	Doctoral Degree	2	3.02	1.07		

p>0,05

Finally, Table 4.12 shows that MPA (F=1.782, p=0.107) do not differ in terms of father's education level.

4.2.6. Findings Regarding Differences among Participants in Perceived Most Useful Activities (PMUA) in terms of Several Variables

Further analysis has been made in order to find out if there are any significant differences among participants in PMUA in terms of students' level of English, gender, department in the faculty, primary school they attended, high school they attended, educational level of father and educational level of mother

T-test was conducted to examine whether PMUA differed in terms of gender.

Table 4. 13. PMUA in terms of Gender

		N	M	Sd	t	Df	p
Gender	Female	72	2.03	0.65	-.892	138	0.374
	Male	72	2.12	0.55			

p>0,05

Table 4.13 shows that PMUA (t (138)=-.892, p>0.05) does not differ in terms of gender.

The relationship between PMUA and the departments students will study at is analysed via ANOVA test.

Table 4. 14. PMUA in terms of Students' Department

	Department	N	M	Sd	F	p
PMUA	Economics	9	1.89	0.15	1.047	0.406
	Business Administration	11	2.02	0.17		
	Political Science and International Relations	12	2.18	0.14		
	Computer Engineering	8	1.98	0.27		
	Electrical and Electronics Engineering	16	2.40	0.11		
	Industrial Engineering	14	1.82	0.15		
	Civil Engineering	15	2.03	0.15		
	Law	30	2.13	0.12		
	Tourism and Hotel Management	13	2.09	0.17		
	Architecture	16	1.98	0.16		

p>0,05

According to Table 4.14, there is not a significant difference between PMUA (f=1.047, p=0.406) in terms of departments the students will study at.

The relationship between PMUA and students' their level of English is analysed via ANOVA test.

Table 4. 15. PMUA in terms of Students' Level of English

	Level	N	M	Sd	F	p
PMUA	Pre-Intermediate	48	2.17	0.63	1.130	0.326
	Intermediate	48	1.98	0.55		
	Upper-Intermediate	48	2.07	0.62		

p>0,05

The results in Table 4.15 show that PMUA (F=1.130, p=0.326) are not significantly different in terms of students' level of English.

ANOVA test is utilized to check the relationship between PMUA and students' age.

Table 4. 16. PMUA in terms of Students' Age

	Age	N	M	Sd	F	p
PMUA	17-18	36	1.96	0.61	0.714	0.545
	19-20	95	2.12	0.58		
	21-22	10	2.00	0.60		
	23-24	3	2.07	1.02		

p>0,05

Table 4.16 presents that PMUA (F=0.714, p=0.545) are not significantly different in terms of students' ages.

The relationship between PMUA and primary school they attended, high school they attended is analysed via ANOVA test.

Table 4. 17. PMUA in terms of Primary School Students Attended

	Primary School	N	M	Sd	F	p
PMUA	Private	27	2.02	0.52	0.160	0.853
	State	112	2.09	0.62		
	Both	5	2.01	0.50		

p>0,05

As it is seen in Table 4.17, there is not a significant difference in PMUA (F=0.160, p=0.853) in terms of primary school the students attended.

ANOVA test is utilized to find out the relationship between PMUA high school they attended.

Table 4. 18. PMUA in terms of High School Students Attended

	High school	N	M	Sd	F	p
PMUA	Private	33	2.17	0.63	0.823	0.441
	State	103	2.05	0.60		
	Both	8	1.90	0.39		

p>0,05

The results in Table 4.18 clearly present that PMUA (F=0.823, p=0.441) is not significantly different in terms of high school the students attended.

The relationship between most PMUA and mother's education level is analysed via ANOVA test.

Table 4. 19. PMUA in terms of Mother's Education Level

	Mother's Education Level	N	M	Sd	F	p
PMUA	No degree	2	2.63	0.07	1.462	0.186
	Primary School	29	2.01	0.56		
	Secondary School	18	2.07	0.56		
	High School	38	1.96	0,57		
	Two-Year College Degree	9	1.94	0.81		
	Undergraduate Degree	42	2.27	0.63		
	Master's Degree	4	1.81	0.32		
	Doctoral Degree	2	1.60	0.03		

p>0,05

According to Table 4.19, mother's education level does not represent a significant difference for the PMUA (F=1.462, p=0.186).

The relationship between PMUA and father's education level is analysed via ANOVA test.

Table 4. 20. PMUA in terms of Father's Education Level

	Father's Education Level	N	M	Sd	F	p
PMUA	Primary School	15	2.07	0.54	1.899	0.085
	Secondary School	10	1.96	0.52		
	High School	47	2.08	0.56		
	Two-Year College Degree	10	2.18	0.87		
	Undergraduate Degree	50	2.18	0.62		
	Master's Degree	10	1.55	0.33		
	Doctoral Degree	2	1.60	0.03		

p>0,05

Like mother's level of education, it is seen in Table 4.20 that there is not a significant difference in PMUA (F=1.899, p=0.085) in terms of father's level of education.

4.2.7. Activities Purposefully Done by Students to Improve Their English

Through open ended questions, students were also asked to write down any activities they purposefully did to improve their English.

Table 4. 21. Whether Students Do any Activities to Improve Their English

Responses	**f**	**%**
Yes	89	61.8
No	55	38.2
Total	144	100.0

As it is seen in Table 4.21, 61.8% of the students point out that they do activities with the purpose of improving their English. Some students said yes but they did not write any details regarding these questions or some of them wrote more than one activity. That is why it is impossible to tell how many activities each student carries out. However, when the total scores are considered, MPA purposefully done to improve English can be seen in Table 4.22.

Table 4. 22. Activities Purposefully Done to Improve English

Activities	**f**
Watching movies	54
Reading novels	19
Listening to music	18
Speaking with friends	14

It is seen in Table 4.22 that the most preferred activity to improve English is watching movies and TV series as noted 54 times, and it is followed by reading novels mentioned 19 times and listening to music stated 18 times. Finally, speaking with friends is indicated 14 times. There are also various activities done by the students such as watching news, playing games, reading newspapers, listening to TedTalk and etc. However, few of them are mentioned only four times and most of them are stated only once. That is why it is decided to write only the once mentioned more than at least six times.

As it is seen in Table 4.7, there is a significant difference in MPA in terms of students' English level, that is why it might be worth to present the results from the open-ended questions based on the same criterion in Table 4.23.

Table 4. 23. Activities Purposefully Done based on Students' English Level

Activities	Upper Intermediate Level	Intermediate Level	Pre-Intermediate Level
	f	f	f
Watching TV series/films	15	24	15
Reading novels	7	8	4
Listening to music	2	9	7
Speaking with friends	6	2	6

Table 4.23 shows that for upper intermediate level students, the activities purposefully done are watching TV series/films (15 times), reading novels (7 times) and speaking with friends (6 times). Intermediate level students state that the activities they are purposefully engaged in to improve their English are watching TV series/films (24 times), listening to music (9 times) and reading novels (8 times). Finally, pre-intermediate level students report that they watch TV series/films (15 times), listen to music (7 times) and speak with friends (6 times) to purposefully improve their English.

4.2.8. Out-of-Class Activities (OCA) Students Wish to Do but do not Do for Some Reasons

Whether students wish to do any OCA but they do not do them for some reasons is displayed in Table 4.24.

Table 4. 24. Whether Students Wish to Do any Activities to Improve Their English

Responses	f	%
Yes	117	81.3
No	27	18.8
Total	144	100.0

51

Table 4.24 shows that 81.3% of the students mention that they could do some activities to improve their English, but they do them not do for some reasons. Some students said yes but they did not give any reasons. Moreover, some students wrote more than one reason. For these reasons, it is also impossible to analyze how big or important excuses each student has. Still, from the data gathered, it can be worth to present these activities in Table 4.25.

Table 4. 25. The Activities Students Wish to Do to Improve Their English

Activities	f
Reading novels	31
Speaking more often	27
Going abroad	16
Revision	14
Watching TV series/films	13
Listening	8
Memorizing words	7
Speaking with foreign friends	6

As it is seen in Table 4.25, the activities that the students wish to do but they do not do are reading novels (31 times), speaking more often (27 times), going abroad (16 times), revision (14 times), watching TV series/films (13 times), any kinds of listening (8 times), memorizing words (7 times) and speaking with foreign friends (6 times). There are other activities such as reading news, speaking with friends, speaking with teachers, etc. However, most of them were mentioned only once, that is why it has been decided to point out only the once written more than six times. These activities also differ according to the level of students as it is seen in Table 4.26.

Table 4. 26. The Activities Students Wish to Do based on Their English Level

Activities	Upper Intermediate Level	Intermediate Level	Pre-Intermediate Level
	f	f	f
Reading novels	6	14	11
Speaking more often	3	11	13
Going abroad	7	4	5
Revision	6	5	3
Watching TV series/films	2	4	7
Listening	5	3	0
Memorizing words	1	3	3
Speaking with foreign friends	1	2	3

Upper intermediate level students mention going abroad (7 times), reading novels (6 times) and revision (6 times) while intermediate level students state reading novels (14 times) and speaking more often (11 times). Finally, pre-intermediate level students show speaking more often (13 times), reading novels (11 times) and watching TV series/films (7 times) as OCA they wish to do but they do not do.

In Table 4.27, the reasons for not doing these activities can be seen.

Table 4. 27. Reasons for not Doing These Activities

Reasons	f
Getting bored	15
Feeling hesitant/shy/etc.	13
Not having enough time	12
Laziness	10
Financial issues	9
Not having enough opportunities	8
Not feeling confident	8
Difficulty level of English	7

When it comes to reasons why they do not do these activities, most mention getting bored (15 times), feeling hesitant/shy/nervous/uncomfortable (13 times), not having enough time (12 times), laziness (10 times), financial issues (9 times), not having enough opportunities (8 times), not feeling confident (8 times) and difficulty level of English (7 times). There are other reasons such as not liking reading, fear of making mistakes, tiring school, etc. However, they are mentioned only few times. That is why it is decided to report the reasons mentioned more than six times. The reasons are presented based on students' English level in Table 4.28.

Table 4. 28. Level Based Reasons for not Doing These Activities

	Upper Intermediate Level	Intermediate Level	Pre-Intermediate Level
Reasons	f	f	f
Getting bored	5	5	5
Feeling hesitant/shy/etc.	3	5	5
Not having enough time	3	7	2
Laziness	3	6	1
Financial issues	5	2	2
Not having enough opportunities	1	1	6
Not feeling confident	2	1	5
Difficulty level of English	0	3	4

Results in Table 4.28 show that the reasons which upper-intermediate level students state are not many and mostly less than six times. However, first four reasons are financial issues (5 times), getting bored (5 times), not having enough time (3 times) and laziness (3 times). Intermediate level students mention that their reasons are not having enough time (7 times), laziness (6 times), getting bored (5 times), feeling hesitant/shy/nervous/ uncomfortable (5 times). Finally, pre-intermediate level students' reasons for not doing certain activities are not having enough opportunities (6 times), getting bored (5 times), not feeling confident (5 times) and feeling hesitant/shy/nervous/uncomfortable (5 times).

4.2.9. Students' Beliefs on Using English outside the Classroom and Activities They Do to Improve Their English

4.2.9.1. Findings from the Questionnaires

Table 4.29 shows how comfortable students feel with using English outside the classroom and whether they look for opportunities to do that.

Table 4. 29. General Beliefs on Using English outside the Classroom

Item	Strongly agree or Agree		Neutral		Strongly disagree or Disagree			Total	
	f	%	f	%	f	%	M	f	%
I use English every day for a variety of social and work or academic purposes	61	42.4	51	35.4	32	22.2	1.79	144	100
I rarely use English outside the classroom setting	60	41.7	40	27.8	44	30.6	1.88	144	100
I feel comfortable when I use English in a social setting	53	36.8	51	35.4	40	27.8	1.90	144	100
I feel comfortable when I use English for work or academic purposes	46	31.9	40	27.8	58	40.3	2.08	144	100
I feel comfortable when I use English with Turkish speakers	66	45.8	29	20.1	49	34.0	1.88	144	100
I feel comfortable when I use English with non-Turkish speakers	70	48.6	34	23.6	40	27.8	1.79	144	100
I look for opportunities to use and improve my English in everyday life	80	55.6	44	30.6	20	13.9	1.58	144	100
I avoid using English except when it is really necessary	28	19.4	41	28.5	75	52.1	2.32	144	100

Table 4.29 shows that less than half of the students, 61 students out of 144, indicate that they use English every day for a variety of purposes (42.4%). 60 students out of 144 (41.7%) state that they rarely use English outside the classroom settings. 53 students out of 144 (36.8%)

feel comfortable when they use English in a social setting. 46 students out of 144 (31.9%) feel comfortable when they use English for work or academic purposes. 66 students out of 144 (45.8%) state that they feel comfortable when they use English with Turkish speakers while 70 students out of 144 (48.6%) indicate that they feel comfortable when they use English with non-Turkish speakers. 80 students out of 144 (55.6%) state that they look for opportunities to use and improve their English in everyday life and only 28 students out of 144 (19.4%) point out that they avoid using English except for when it is really necessary.

4.2.9.2. Findings from the Interviews and Diaries

In order to have deeper understanding of students' beliefs, how active they are outside the class and whether they do various activities to improve their English, nine female and five male students have been asked to keep a journal for fifteen days. Additionally, interviews have been carried out with the same students to gather more data on how important English is in their lives and what they do to improve it. The following section will focus on these students who are addressed with numbers for confidentiality.

4.2.9.2.1. Students' Profiles

In this section, the students' beliefs on how active learners they are will be presented in detail.

4.2.9.2.1.1. Student 1 (S1)

S1 is in pre-intermediate level and is going to study tourism in the faculty. He is a Turkish speaker, he studied in public primary school and high school and the medium of instruction up until university had been Turkish. However; it will be fully English in the faculty. His both parents graduated from high school.

S1 said that he spent 50 % of his week doing various activities in English because he spent half of his day at university and it was compulsory to speak English in the class. He claimed that English was important for him especially because the medium of instruction at the department was English. Moreover, he would work in tourism sector, that was why he saw it as a must to speak in English.

S1 stated that he had not done anything purposefully to improve his English until university because he had not needed English in the past. However; he started to do many

activities after he started this university. When it came to confidence about English ability, he pointed out that:

> What I am feeling right now is that I know that English I know is not enough, but right now I am pretty confident… but I need to improve my English because the pre-intermediate level is not enough to improve my academic skills. The special skill I want to improve is vocabulary rather than grammar, I mean, learning more words is a bit more advantageous.

Even though he said that he looked for opportunities to improve his English, he also added that he avoided using English when he talked to Turkish speakers because they both knew Turkish already.

> Speaking with the Turkish speakers is absurd because they also speak Turkish; okay, we learn English, but we usually use Turkish because our English is not good enough.

He found it most useful to speak to tourists to improve his English:

> I mean, right now, especially in my current life, wherever I see a tourist, I try to get his/her attention. I wonder if he/she asks me, or if he/she is trying to look for something, it's obvious that these people are strangers. I ask them questions like "What are you looking for? What are you doing? I can help you". I look for enough opportunity, or I think I do. English is easier than Turkish, and I try to use it to improve myself and to help people.

Other primary activities he carried out in English were listening, reading and playing games, but reading was his favorite:

> Listening is useful, but I think the best activity to improve English is reading books because even if we do not know a word, we can look it up in a dictionary. I think reading a book is more advantageous and more useful.

Later on, he also added that:

> It is important to learn grammar at first. One should know how to make correct sentences. Then I recommend first watching movies with Turkish subtitles to see the logic, then after having some knowledge about English, watching movies without subtitles. I watch movies because in movies you can hear different

accents than what you can hear at university. Like Turkish, English also has different accents. I also try to learn different accents from the movies.

In Table 4.30, it is possible to see what S1 did to improve his English for fifteen days. It is interesting to see that even though some of the activities were carried out in the classroom daily, he felt the need to mention them in certain days. It might be assumed that, he felt this need when he thought that he did not do enough activities outside the class to write on his journal.

Table 4. 30. Journal Notes from S1

Days	Activities Carried out in English	Reflections
Day 1	Speaking in English with foreign friends Writing about his birthday in the exam Writing in the journal Listening to music	I thought, I wrote a nice paragraph for the exam. Today I memorized the lyrics. It was effective for my English because I improved my pronunciation.
Day 2	Listening to music Doing homework Studying vocabulary	I checked its lyrics. So, I learnt three new words. I memorized words from the course book and it affected me positively. I didn't use English in my daily life, but I just studied for my lessons and I felt neutral.
Day 3	Speaking in English with foreign friends Watching a movie	I tried to understand the sentences in the movie, so it was effective for me. I felt good because I spoke very good for pre-intermediate level.
Day 4	Using English in the class	I revised the topics and it was effective because it helped me understand better. I felt very good because I answered my teacher's questions correctly.
Day 5	Attending to a festival Meeting new people at the festival Playing English Taboo game	I learnt about different cultures in the festival. I used English for that. I felt very nice because I met new people and I spoke with them in English.

Days	Activities Carried out in English	Reflections
Day 6	Speaking in English in the campus Using English in the class	I spoke only in English in the class, because we are not allowed to speak in Turkish. Today I felt like my English didn't improve and I felt bad. That's why I didn't want to study anything. I felt very bad because I didn't understand the lesson.
Day 7	Writing about speaking exam topic to practise Changing the phone language to English	I did lots of speaking practise. I think it was affective because it improved my pronunciation.
Day 8	Speaking in English with foreign friends Writing in the journal Using English in the class Reading a book	Nowadays, I believe, I am improving my English. When I use English, I feel relaxed. For example, I spoke with a professor in English online.
Day 9	Speaking English with foreign friends Reading a newspaper Giving directions to a tourist Using English in the class Asking for an extra worksheet from a teacher	I hope that if I study extra, I will pass the module. I spoke with my teacher in English in the class. I used lots of words and I felt good.
Day 10	Speaking in English with foreign friends. Reading billboards	I learnt a new word from the billboard. I read lots of things everywhere. It was a good way to learn new things. Today, I never used Turkish, just English. I felt very happy.
Day 11	Giving directions to a tourist Reading and writing to study for the lessons	I felt very cool because I had a long conversation with a tourist. It was first time for me.
Day 12	Speaking in English with foreign friends Reading a book Speaking in English with teachers Playing a vocabulary game	I felt a bit bad because I made lots of mistakes while I was speaking.
Day 13	Speaking English with teachers. Reading a book	I used English on my phone. It is easier than the book because I can use it everywhere.

Days	Activities Carried out in English	Reflections
Day 14	Practising listening for the exam Using English in the class	I read a novel because it is a good way to improve my English. I learnt some English, but it wasn't enough.
Day 15	Listening to music Writing in the journal Practising English to improve writing Listening to music	Writing a journal helped me a lot to improve my English. I spoke in English with my friends very well.

Figure 4.1 shows what activities S1 prefers most.
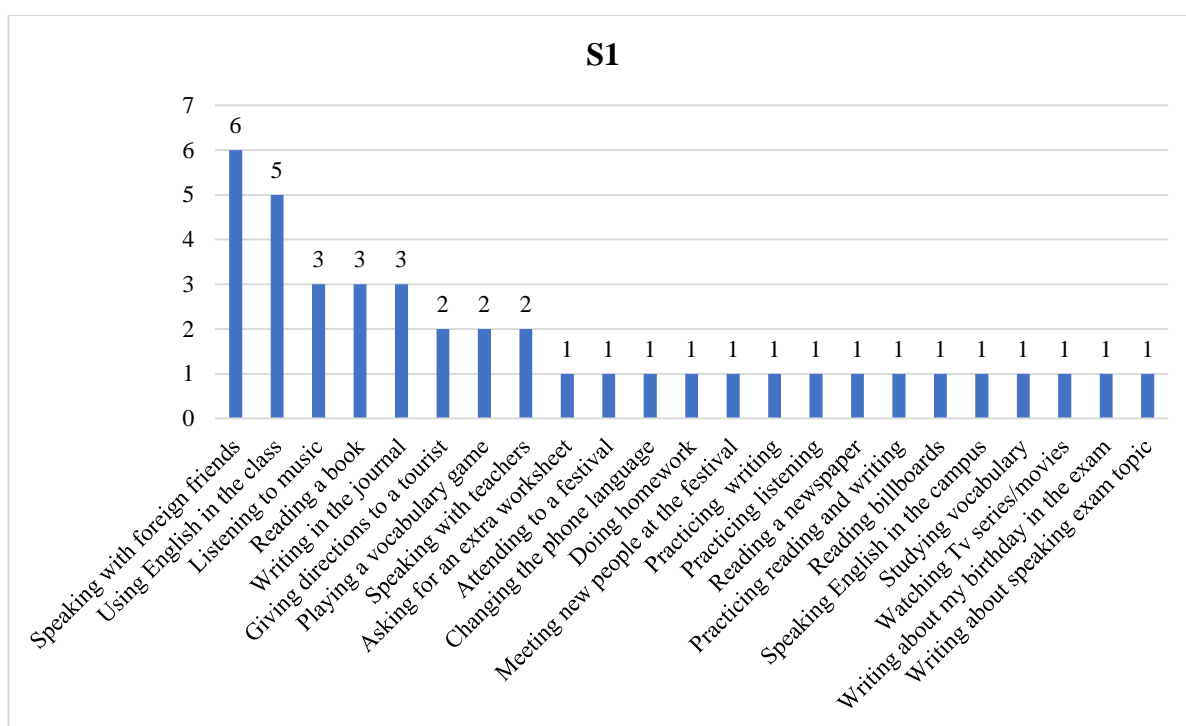
Figure 4. 1 MPA by S1

Figure 4.1 shows that the activity which is carried out by S1 most is speaking in English with foreign friends, which was done six times in 15 days. Listening to music and reading a book follow it as they were done three times in 15 days. Most of other activities were done only once. Although some of them could have been put in the same category, such as speaking English in the campus and speaking in English with foreign friends and teachers, it has been decided to keep them separately, as the addressee was not mentioned by the student.

4.2.9.2.1.2. Student 2 (S2)

S2 is in pre-intermediate level and is going to study law, so the medium of instruction will be 30% English in the faculty. She is a Turkish speaker, she studied in public primary school and high school and the medium of instruction up until university had been Turkish. Her both parents graduated from university.

S2 stated that English was very important for her because some lessons were English at the faculty, everybody in the campus spoke English. In addition, her primary motivation to learn English was to be able to go abroad in the future and have a better career.

She said that she wasn't very confident in speaking in English because she was afraid of making mistakes and worried about her accent especially while she was talking to her teachers.

She added that she felt comfortable while talking to foreign students, but she hesitated using English with the Turkish speakers:

> I speak English at home, in the class. There are students from Libya or Egypt. I always talk to them in English because they don't know Turkish. That's why we communicate in English. I usually don't use English with Turkish speakers. Turkish is our mother tongue and it is easier. There is no need to speak in English because sometimes we can't express ourselves well. I mean, when we want to speak in Turkish, it is not easy to switch to English.

She said that she spoke English with her friend from Egypt the most because he did not know Turkish. Also, she spoke in the classroom and at university. She looked for opportunities to use English as the more she spoke, the more she improved. She also added that she spent 60% of her week using English.

The activities she carried out in English were few:

> I don't know right now. I write essays at home. I write a journal. I watch movies with English subtitles and I watch TV series.

When it came to most useful activities, she said that:

> I think watching movies and TV series is very useful. I write journal and essays. These help me improve my vocabulary and learn new sentence structures… I do most of them with the aim of improving my English. I don't do anything

particular (to improve my English). For example, I don't go to a course or do anything special. I improve when I watch movies or talk to my friends.

She said that she had done nothing in the past to improve her English and finally she added

If a friend wants to learn English without enrolling for a course, she/he can make foreign friends. She/he can go abroad. There, you can improve your English more easily. She/he can read English books and translate them. She/he can watch foreign movies. I would advise these. As I also do them, I would advise. I do all these to improve my English.

In Table 4.31, it is possible to observe what activities S2 carried out in English for fifteen days and how she felt about it.

Table 4. 31 Journal Notes from S2

Days	Activities Carried out in English	Reflections
Day 1	Using English in the class Speaking in English with foreign friends Studying vocabulary	English is an important language and the more I do practise and speak in English with my friends, the more my English will improve.
Day 2	Speaking in English with foreign friends Studying vocabulary Studying grammar Watching TV series Reading a book Translating	I did something to improve my English today. I think my English is getting better.
Day 3	Playing taboo Speaking in English with teachers Speaking in English with foreign friends Using an English phone application	No record
Day 4	Speaking in English with teachers Speaking in English with friends Writing in English Reading a book	No record

Days	Activities Carried out in English	Reflections
Day 5	Speaking in English with foreign friends Watching a movie Studying vocabulary	Sometimes, I might pronounce words incorrectly while I am speaking. That is why I feel shy while I am talking with my teacher.
Day 6	Doing homework Writing an essay Watching a movie Translating	This helped me learn new vocabulary and grammar rules. Also, I learnt how to pronounce some words. Today I couldn't speak English with anybody else. Still I learnt something, and it made me feel happy.
Day 7	Giving directions to a tourist Doing homework Studying vocabulary	Today, I wanted to speak in English but no one from my family can speak English. That is why I couldn't speak English. Also, I realized that I need to speak in English more often.
Day 8	Using English in the class Speaking in English with teachers Speaking in English with friends Preparing flashcards Studying vocabulary	I felt good the whole day because I spoke English because I feel happier as I see that I can speak English.
Day 9	Using English in the class Speaking in English with foreign friends Listening to music Translating lyrics	I feel more self-confident as I speak English more. I feel more competent as I learn a new language.
Day 10	Using English in the class	No record
Day 11	Speaking in English with foreign friends Reading a book	I am happy because I spoke in English but sometimes I couldn't understand David because he speaks so fast and I felt bad. I lost my hope to speak in English like my native language.
Day 12	Speaking in English with friends Helping a tourist Speaking in English on WhatsApp	I felt really happy while I was talking to the tourists. First, I got excited, but I felt better as I spoke more.
Day 13	Doing homework Speaking in English on WhatsApp	Today, I didn't speak in English with anybody face to face and I felt like I forgot English in one day.
Day 14	Doing homework Speaking in English with a family member	No record
Day 15	No record	No Record

Figure 4.2 shows how often S2 carried out these activities.
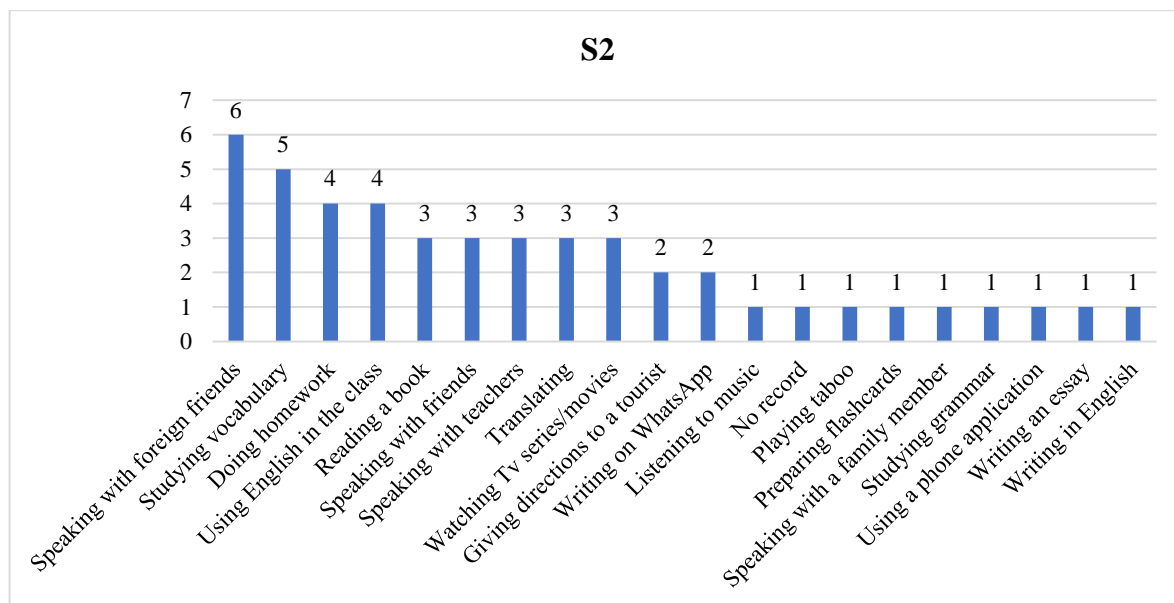
Figure 4. 2. MPA by S2

It is noticeable in Figure 4.2 that the most frequent activity carried out in English is speaking with foreign friends as it was done six times and it is followed by studying vocabulary with the occurrence of five times. It is interesting to observe that she has done many activities in English for 15 days but nearly half of them are almost never repeated.

4.2.9.2.1.3. Student 3 (S3)

S3 is a pre-intermediate level student. She is a Turkish speaker and she will study architecture in the faculty. Medium of instruction in her primary school and high school were Turkish and it will be English in the faculty. Her father had a two-year university degree and her mother graduated from high school.

She said that English was very important in her life because of her school and her personal life to talk to many people. She added that she was confident in using English, but she wanted to improve her writing, listening and speaking skills.

When it came to using English with non-Turkish speakers and Turkish speakers, she mentioned that:

> I use it (English) because I have to use it, but I don't feel comfortable while I am
> using it (with non-Turkish speakers) because, I think, they know English better
> than I do, and I am afraid of making mistakes. Yes, I speak (English with Turkish

speakers), not because I have to but because I want to, and it makes me feel comfortable because they can also make mistakes like I do. That is why I am comfortable.

She said that she usually uses English with her father and teachers but mostly avoids it because:

I want to speak English when I can say I have learned English completely. Then when I feel ready, I want to speak. Yes, I have to practise right now, but I cannot.

She pointed out that she spent 60% of her week using English and the activities she usually did were:

I write a journal in English. I watch TV series. I talk to my friend in English. I write messages in English. Like that. It is certainly very useful to write a journal because I write everything I feel during the day before I sleep, and that's how I have improved my writing. Besides, of course, I listen to music, but I think it's best to watch a movie, watch series.

She said that she did nothing to improve her English in the past but now:

I became friends with a friend just to practise my English, a very good friend in English. We are friends only to improve my English. And I have never seen this friend's face, but we chat in English.

She concluded that:

If a friend wants to learn English without enrolling to a course, I can recommend watching English movies. First to watch with Turkish subtitles, and always listen to something and be curious about everything. Then, when he/she starts learning English, she/he will do it willingly.

Table 4.32 displays which activities S3 has carried out in English for fifteen days and how she felt about them.

Table 4. 32. Journal Notes from S3

Days	Activities Carried out in English	Reflections
Day 1	Reading English signs on the street	I didn't use English. It made me feel bad.
Day 2	Doing shopping Speaking English in a hotel Speaking English with tourists	I used English in shopping, but I didn't feel comfortable because I felt I needed to improve my English.
Day 3	Checking signs at the airport	I felt hopeful because I did everything for myself and to improve my English.
Day 4	Speaking English with friends	For the first time, I felt comfortable with speaking English with someone. I just talked without caring about whether it was correct or not.
Day 5	Speaking English with foreign friends	I correct myself by actually making mistakes and I am lucky because my friends who have better English than I do correct my mistakes even though they understand me because they want me to learn.
Day 6	Studying speaking Talking in front of a mirror Recording	Doing this activity made me feel more comfortable and I didn't sleep before feeling ready for tomorrow.
Day 7	Studying speaking	I realized how important English was for me.
Day 8	Speaking English with friends	I realized that I liked English more as I could speak more. Being able to talk encourages me to speak English more.
Day 9	Speaking English with friends	Some of my friends who were in higher levels spoke worse English than I did. This made me feel more relaxed.
Day 10	Watching a movie Speaking English with friends	My English was getting better, and this made me feel happy.
Day 11	Speaking English with friends	I feel good when I can use English.
Day 12	Listening to an audio Studying vocabulary	I realized that I cannot learn without taking notes.

Days	Activities Carried out in English	Reflections
Day 13	Speaking English with a hair dresser	I realized that I wouldn't be able to learn English without first forgetting my Turkish.
Day 14	No record	No record
Day 15	No record	No record

S3 did not write anything for some days and it is not possible to conclude whether the reason behind is that she did not do anything in English in these days. Most preferred activities by S3 are displayed in Figure 4.3.
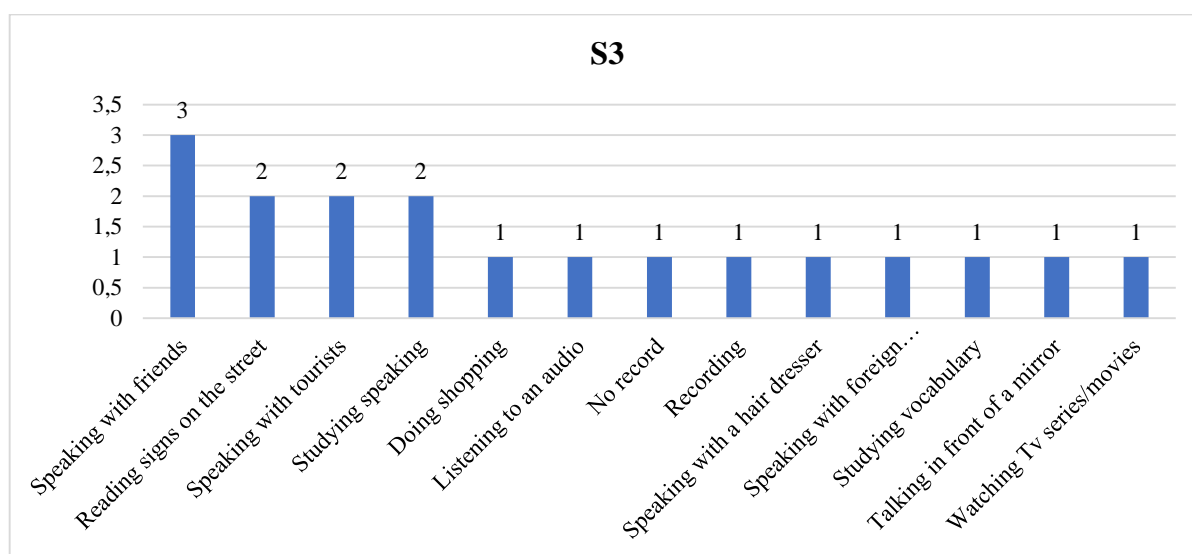
Figure 4. 3. MPA by S3

Figure 4.3 shows that S3 did not do any particular activity repetitively more than three times except for speaking with friends which is mentioned only three times in 15 days. More than half of the rest have been done only once.

4.2.9.2.1.4. Student 4 (S4)

S4 is a pre-intermediate level student. He is a Turkish speaker. He will study civil engineering at the faculty. He attended public primary and secondary schools. Medium of instruction was Turkish in those schools and it will be English at the faculty. His mother graduated from high school and his father graduated from university.

S4 said that English was very important in his life and he wanted to improve it specially to talk to foreigners. He was comfortable about speaking in English with non-Turkish

speakers because he improved himself, but he did not feel comfortable with Turkish speakers as they already knew Turkish and it did not sound natural. He spent 40% of his week using English.

The main activities he carried out in English were watching TV series with English subtitles or without any subtitles and sometimes reading books. He added that there was not anything he did to improve his English neither now nor in the past.

Finally, he said that if anyone wanted to improve their English without going to a course:

She/he can listen to music and check lyrics, watch TV series with subtitles or read books. I think these can help her/him improve. I also do them because I think they help me improve my English.

Table 4.33 shows the activities S4 carried out in English and how he felt about them.

Table 4. 33 Journal Notes from S4

Days	Activities Carried out in English	Reflections
Day 1	Speaking English with a foreign friend Speaking English with foreign tourists Checking comment section of a TV series Creating a website profile Watching TV series	I felt happy when I could understand the foreigners and talk to them.
Day 2	Speaking English with a foreign friend Speaking English with friends Reading a book Watching a movie	I felt happy when I learnt some new vocabulary items while doing these activities.
Day 3	Meeting a friend Doing research on the internet Watching a movie Singing a song	I felt happy to be able to understand English.
Day 4	Speaking English with foreign teachers Chatting on the internet Doing some research in the library Playing an English game with friends	It was fun to use English outside the class.

Days	Activities Carried out in English	Reflections
	Singing a song	
Day 5	Using English in the class	I realised that my English pronunciation was not enough.
	Reading a book	
	Watching videos	
	Recording videos and my speaking to compare them	
Day 6	Using English software	Doing all these made me feel I was like a foreigner.
	Using phone in English	
	Speaking English with a foreign friend	
Day 7	Speaking English with a friend on the phone	I realised that I can improve my vocabulary more easily.
	Watching a movie	
	Giving directions to a foreign tourist	
	Watching videos	
	Practising pronunciation	
Day 8	Using English in the class	It made me feel smart to be able to use English.
	Speaking English with a foreign friend	
	Reading a book	
	Studying vocabulary	
Day 9	Ordering something online	It made me feel successful to use English.
	Listening to music	
	Watching a movie	
	Installing some applications on the phone	
Day 10	Using English in the class	It made me feel curious to realize that there aren't many words that I didn't know.
	Meeting a new person	
	Doing research on the internet	
	Reading a book	
Day 11	Playing a game with a friend	It made me feel like a foreigner to talk to English the whole day long.
	Watching a movie	
	Trying to talk to people all day	
Day 12	Joking with friends	It made me feel fake to speak English with a Turkish person.
	Listening to music	
	Reading a book	
	Meeting a new person	

Days	Activities Carried out in English	Reflections
Day 13	Talking to a friend Listening to music Learning some English songs Writing sentences in English	It made me cheerful to understand English.
Day 14	Watching TV series Watching a movie Reading a book Speaking English with a friend	It made me feel that I already knew the language while I was talking English without noticing it.
Day 15	No record	No record

Finally, the Figure 4.4 shows how often he carried out these activities.

Figure 4. 4. MPA by S4
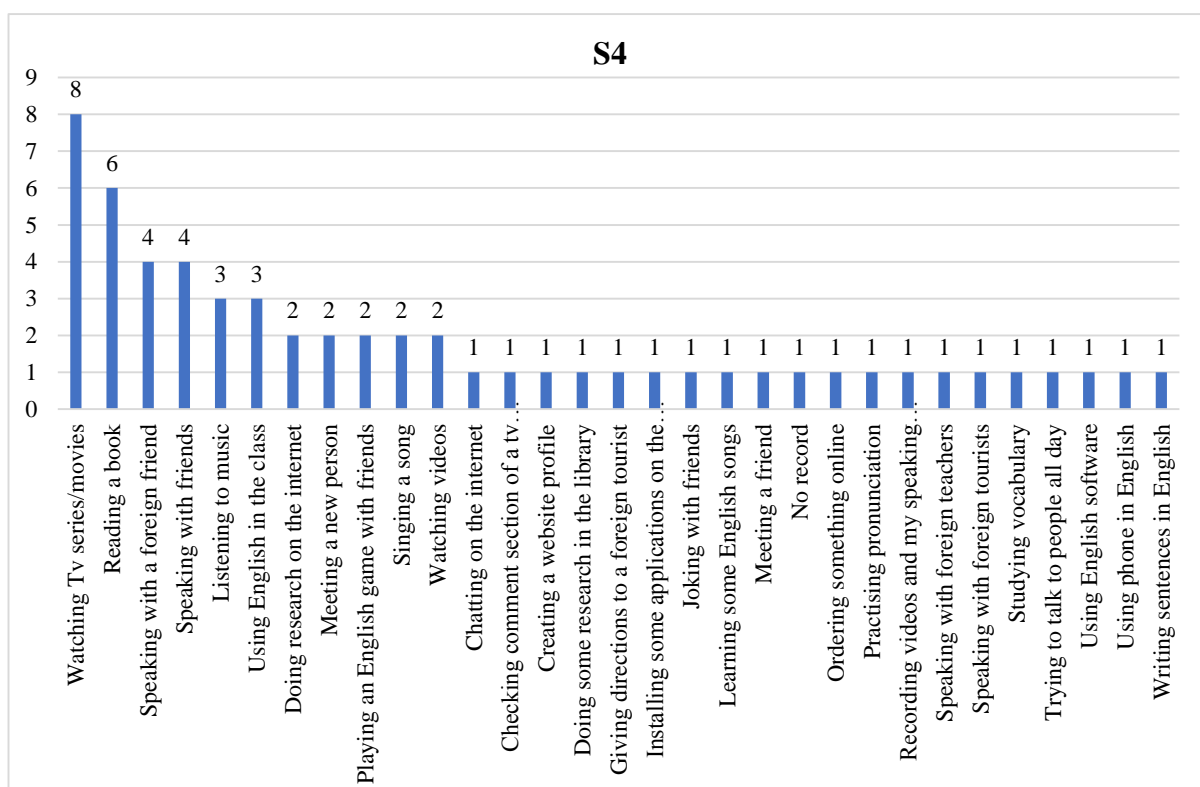
It is observed in Figure 4.4 that unlike first three students', the MPA for S4 are receptive ones which are watching TV series/movies done eight times and reading a book six times in 15 days. Moreover, it is possible to observe that the variation is high compared to the first two students. However, as it is observed with the other three students, S4 also did most of the activities only once.

4.2.9.2.1.5. Student 5 (S5)

S5 is an intermediate level student. She will study industrial engineering at the faculty. She went to public schools. Medium of instruction in her previous schools was Turkish but it will be English in the faculty. Her mother graduated from high school and father graduated from secondary school.

She said that she sometimes used English and the importance of learning English was to the degree to pass her classes. She was not very confident with her English and she said that she needed more practise to improve almost all her skills.

When it came to the reason to improve her English, she said that:

> Because English is a global language and the medium of instruction at my department. Also, knowing a foreign language is very popular now. I want to learn more languages after learning English.

She said that she felt comfortable with speaking in English with non-Turkish speakers:

> I use English with non-Turkish speakers. They speak English better than Turkish speakers do. They speak comfortably, and they know more than the Turkish speakers at my age do. I feel better when I talk to them.

However, she did not prefer speaking English with Turkish speakers:

> I don't feel very comfortable when I talk to Turkish speakers in English because Turkish people don't care much about accent. That's why I can't improve myself. Actually, they are not very good at grammar either and if you want to speak with an accent, they don't like it much and they may make fun of you. That's why I feel more comfortable when I talk to non-Turkish speakers.

She said that she spent 25% of a day using English and the activities she carried out were limited to talking to friends and teachers, listening to music, playing games in the classroom, watching English videos and movies and listening to Ted Talks. She added that she did the last activity purposefully because she thought that she was not competent in listening to lectures and she wanted to improve it.

She found listening to music most useful because:

Listening to music because if you listen to music more than once and translate it into Turkish and work on it, you can improve both your grammar and listening. I find it useful. I have learnt so many rules by listening to music and I try to improve my accent by listening to the singers' accent. I find listening to music more useful.

There was one independent activity that she used to do in the past and she thought that it was really useful for her.

I used to study English in middle school more. Then, I didn't have many foreign people around me, so I tried to do it by myself. For example, I used to try to relate everything to English. Even when I used to speak to Turkish speakers, I would try to say the same sentence in English in my mind. I was trying to think in English all the time and I think it helps a person improve herself/himself a lot. Now I sometimes try to do the same thing, but I can't do it as much as I used to do. That's why I can't improve that much.

When it came to recommendations to improve English without going to a course, she gave more details:

First, she/he should read books as much as possible. She/he should download dictionaries from the internet. This way she/he can learn both the meaning and pronunciation of words. Apart from that, she/he can watch English movies. She/he can listen to English music and speak to the foreigners if there are any. This can help her/him improve her/his English. I also try to do most of them because these really help me improve my English and they are useful. As I said before, I found them very useful in high school and I still try to do them.

It can be seen in Table 4.34 what activities S5 did to improve her English and her feelings about them.

Table 4. 34. Journal Notes from S5

Days	Activities Carried out in English	Reflections
Day 1	Using English in the class	No record
Day 2	Listening to music	No record
Day 3	Nothing	No record
Day 4	Using English in the class Doing homework Practising listening Practising speaking	No record
Day 5	Using English in the class Watching TV series	No record
Day 6	Using English in the class Practising writing	No record
Day 7	Using English in the class	No record
Day 8	Nothing	No record
Day 9	Nothing	No record
Day 10	Sending messages Listening to music	No record
Day 11	Doing homework Doing some research on the internet	No record
Day 12	Doing presentation	No record
Day 13	Using English in the class Attending a conference Doing homework Studying for an exam Speaking English on the phone	No record
Day 14	Using English in the class Listening to music	No record
Day 15	Using English in the speaking exam	No record

S5 did not reflect on how she felt about them while she was doing these activities and she noted that she used English mostly in the class. Most preferred activities by S5 is presented in Figure 4.5.
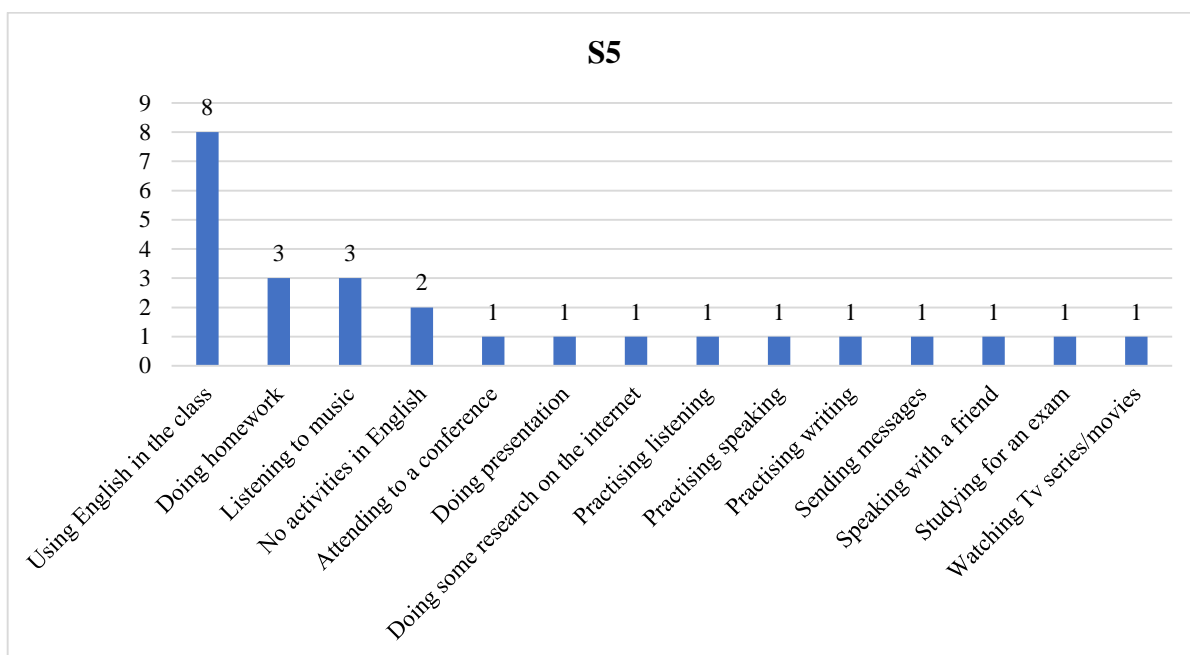
Figure 4. 5. MPA by S5

Figure 4.5 shows that S5 has the opportunity to use English mostly in the class (eight times in 15 days). Besides, she has done homework and listened to music which are done only three times. There are two days she spent without doing anything in English and the rest of the activities are mentioned only once.

4.2.9.2.1.6. Student 6 (S6)

S6 is an intermediate level student. She will study architecture in the faculty. She attended public primary and high schools. Medium of instruction in her previous schools was Turkish and it will be English in the faculty. Her father graduated from primary school and her mother did not go to any formal schools.

S6 pointed out that English was very important for her as English was known by almost everybody and it was one of the requirements to get hired. Her motivation to know English was:

> First of all, for my department. Second, if I know English well, I can be better at
> my work. I can express myself better and I can talk to people from different

countries because English is a global language. That is why I want to learn English.

She was not sure about her language level, but she wanted to improve her speaking and writing mainly.

She added that she had the advantage of speaking in English at home as her flat mate was a foreigner. That is why she was comfortable:

> Yes, my housemate is a foreigner. She is from India and English is her native language. We speak English all the time. At first, we hesitated, actually we didn't even know how to communicate with each other. She didn't know Turkish, but now we got used to each other and we talk more. I can express myself and I feel comfortable.

She said that she did not feel comfortable speaking English with Turkish speakers because:

> We know Turkish and we feel more comfortable while speaking Turkish because it is our mother tongue. That's why I don't feel comfortable about speaking English with them. I mean, speaking Turkish is better for me.

She said that she used English with her flat mate the most and she looked for opportunities to improve her English as she loved this language.

> Actually, I love English. That is why I look for opportunities. I chose my department because the subjects are taught in English. Otherwise I would have gone to a different university and study in Turkish, but I chose here on purpose. I look for opportunities to use English.

Even though she loved English and her flat mate was a foreigner, she claimed that she spent only 25% of her week using English.

She said that she had not done anything to improve her English because she studied only in Turkish. However; now that she was here in this university, she did many activities with the purpose of improving her English. She said that she reads to improve her grammar and vocabulary and watches something to improve her pronunciation.

I read books because I want to write good articles and I think reading helps for that. First, I read staged books and improved my writing with them. Now I don't read that much, and I think I can't write that well anymore. That is why reading books is very important. Additionally, I watch TV series because I want to improve my pronunciation. I don't like English TV series a lot, but I watch them anyway to improve my English.

When it came to suggestions for a friend, she said that:

Watching TV series is very important. First maybe with Turkish subtitles and then with English subtitles. Secondly, reading books because the grammar in the books is perfect and I learn a lot of words. They don't use the same words again and again in books, so I also learn synonyms. After these, speaking practise. Speaking is important. I also do all these, and I wouldn't advise anything I didn't prefer doing. I try to do my best to improve my English and I would advise what I would prefer to do.

Table 4.35 show the activities carried out in English and what was felt while doing these activities.

Table 4. 35. Journal Notes from S6

Days	Activities Carried out in English	Reflections
Day 1	Speaking English with foreign friends Watching TV series Reading a book	Speaking is the most difficult part of English. When I spoke English, my self-confidence increased more. That is why I want to speak English everywhere. It is really wonderful to speak English.
Day 2	Speaking English with foreign friends Reading a newspaper	Do you know people who knew English very well, but they don't speak English? That is why when I spoke, I felt good. I felt more encouraged.
Day 3	Speaking English with foreign friends	After you learn English, it is significant to speak with other people who don't know Turkish. I want to speak English very well.
Day 4	Speaking English with foreign friends	As I said before, speaking English is the best part of English. If you speak fluently, you feel very good.

Days	Activities Carried out in English	Reflections
Day 5	Speaking English with foreign friends Reading a book	Sometimes I think why I need to speak English. However; I remember that if we want to communicate to everyone, we should learn it. Therefore, when I talk to someone in English, I am glad about myself.
Day 6	Speaking English with tourists Reading a book	It is really great when I speak English.
Day 7	Speaking English with foreign friends Practising listening	I wonder why he liked my pronunciation. I will ask him tomorrow.
Day 8	Speaking in English with foreign friends	You know I made someone feel better. It felt different to speak another language to make someone feel better. It was really brilliant.
Day 9	Listening to a lecture	Today I didn't speak English with anyone, so I didn't feel anything.
Day 10	Speaking English with foreign friends Watching TV series	It didn't affect me when I spoke English.
Day 11	Speaking English with friends Doing homework Reading a book	If I communicate in English with someone who is not Turkish, I feel happy.
Day 12	Speaking English with foreign friends Doing homework	Today when my friend told me that I improved my English, I felt really happy. It encouraged me to study English more.
Day 13	Speaking English with foreign friends Studying vocabulary	I encouraged myself to study English more.
Day 14	Speaking English with foreign friends Watching TV series Reading a book	Speaking English is very good. You feel better. I hadn't known how to speak English before this year but now I can speak. It made me feel happy.
Day 15	Speaking English with foreign friends Watching TV series	It was really wonderful to speak with my friends in English to learn about their culture. I learnt lots of things.

S6 prefers activities that require productive skills as it can be seen in Figure 4.6.
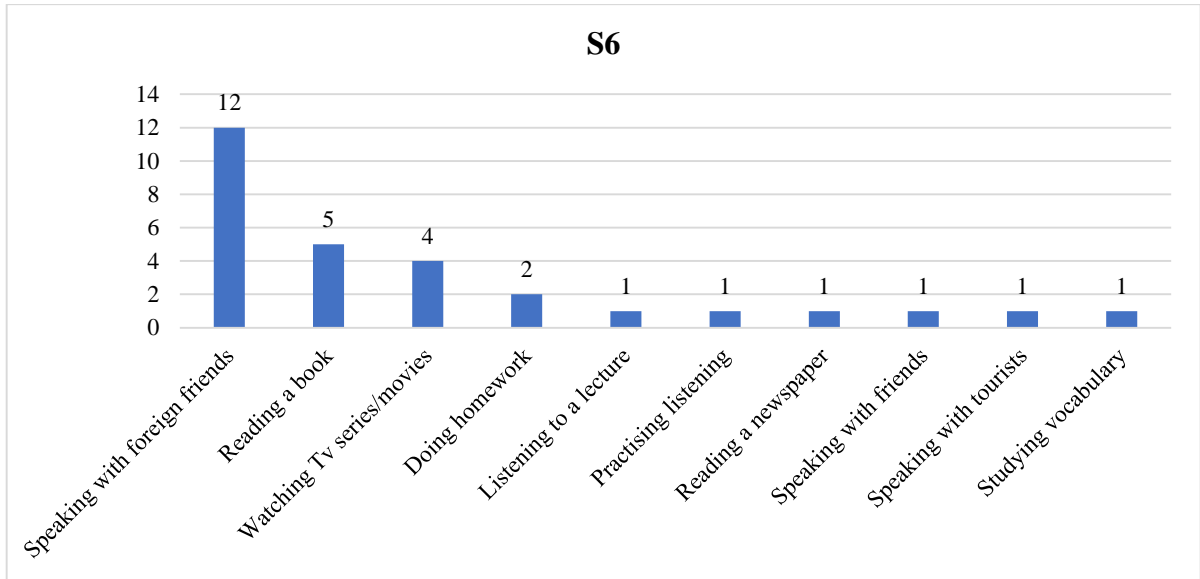
Figure 4. 6. MPA by S6

S6's most repeated activity is speaking with foreign friends (12 times in 15 days) as her housemate is a foreigner. It is followed by reading a book which is done five times. Then watching TV series/movies is mentioned four times and doing homework two times. The rest is done only once.

4.2.9.2.1.7. Student 7 (S7)

S7 is an intermediate level student. He will study electrical and electronics engineering in the faculty. He attended public primary and secondary schools. Medium of instruction in his previous education was Turkish and it will be English in the faculty. His mother graduated from university and his father graduated from a high school.

He was very confident with his English and he just wanted to improve his vocabulary. English was very important for him because he wanted to speak with tourists as Antalya was a touristy city:

> I want to improve my English because it is a global language. In fact, not only English tourists but tourists from many countries come to Antalya and I can't learn all those languages. That's why English is the common one and I need to learn it.

He said that he was comfortable with speaking with both non-Turkish and Turkish speakers in English:

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I use English with non-Turkish speakers and I feel comfortable while speaking because they make me feel comfortable. They don't show that they know more, and they try to speak in my level and this makes me feel comfortable. I try to speak English with my Turkish classmates. We ask in Turkish if we don't understand what the other person tries to say. And I feel comfortable because they are my friends.

He said that he spent around 35% of his day speaking English mostly speaking with his teachers and other students. The most useful activity for him was to meet his friends and he also suggested this to other people. He also used some social media tools in English. In the past, he worked in a hotel and now he would also go to his father's hotel to speak to tourists.

Table 4.36 shows the activities he did for the period of fifteen days.

Table 4. 36. Journal Notes from S7

Days	Activities Carried out in English	Reflections
Day 1	Using English in the class Speaking English with foreign friends	I felt excited while I was speaking English. I tried to be careful while speaking and I felt that I was somebody else. It encourages me to speak in English to study in this university and live in Antalya.
Day 2	Speaking English with friends	It encourages me to speak English with someone who is kind. Foreign friends help us while we are speaking, and we enjoy speaking with them.
Day 3	No activities in English	I felt uncomfortable as I didn't speak English today because I got used to speaking English slowly and I feel uncomfortable if I don't speak even a single day.
Day 4	Using English in the class Speaking English with foreign friends Playing computer games	I forget that I am Turkish while I am speaking English. For example, if I speak English, I start to react in English as well.
Day 5	Using English in the class	Today we got the chance to speak with our teacher in English. I felt happy to speak and listen in English.
Day 6	Using English in the class Speaking English with foreign friends Singing a song	The English words I used today were related to my interest, music. It is more enjoyable to speak English when it is about my interests.

Days	Activities Carried out in English	Reflections
Day 7	Using English in the class Speaking English with foreign friends Listening to a lecture	I feel comfortable while I am speaking English, but I feel uncomfortable if I can't understand a word while I am listening to something and I can't focus on the rest of the listening. This annoys me but I believe that I can improve myself by listening to lectures.
Day 8	Using English in the class Reading texts Listening to a lecture	I am used to academic English as we mostly study it at university. However, it was interesting to see English in a religious context.
Day 9	Speaking English with tourists	The guests at the hotel are different from my friends at the university. I mean, as I know the guests, it is more enjoyable to speak with different people in English.
Day 10	Speaking English with teachers Playing games	It is a different and nice feeling to speak English while playing a game and I could experience this today.
Day 11	Using English in the class Singing a song Listening to music	It helps me more when I use English for my hobbies.
Day 12	Doing presentation Listening to music	I did my presentation without taking any notes because my topic was music. I felt more confident because it was my field and I could speak English for the exam easily. I got a good mark, and all these made me feel happy.
Day 13	Using English in the class Speaking English on the phone Playing computer games	They speak street English in the game and this makes me think that I have to try to speak with them in the same way.
Day 14	Using English in the class Speaking English on the phone Speaking English with foreign friends Studying vocabulary	It was really enjoyable to speak English with about ten people at the beach.
Day 15	Using English in the speaking exam Playing computer games	Today, I felt lucky in the speaking exam and I could speak English easily. It is really enjoyable to speak about my hobbies in English.

Figure 4.7 displays how often S7 did some activities for 15 days.
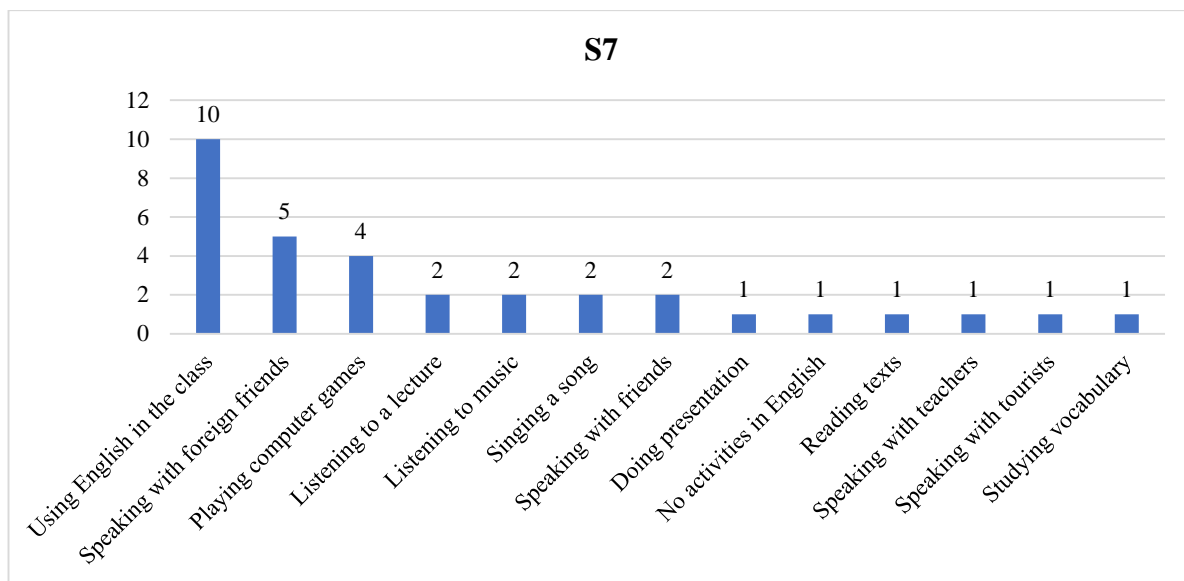
Figure 4. 7. MPA by S7

Figure 4.7 shows that as claimed by S7, using English in the class is the most repeated activity for him (10 times in 15 days). Speaking English with foreign friends follows it as it is mentioned five times. It is followed by playing computer games (four times). Listening to a lecture, listening to music, singing a song and speaking with friends are done two times and the rest is done only once.

4.2.9.2.1.8. Student 8 (S8)

S8 is an intermediate level student. She will study industrial engineering in the faculty. She attended public primary and high schools. Medium of instruction in her previous education was Turkish and it will be English in the faculty. Both her parents graduated from high school.

She said that her main motivation to learn English was medium of instruction in her department and her future career. She did not feel confident with her English and she wanted to improve especially her speaking skill.

She said that she used English with non-Turkish speakers, but she did not speak with Turkish speakers in English:

> I use it with some of my foreign friends because they don't speak Turkish and I feel more comfortable while speaking with them. They also learn English and I don't feel bad when we make mistakes. I never use English with Turkish speakers because it is easier to communicate in Turkish.

She added that she used English mostly with friends and teachers. She said that she wanted to improve her English more, but she did not have enough opportunities. She spent 20% of her day speaking in English.

She mentioned that the activities she carried out in English were playing taboo in the class, watching movies and TV series. She said that she could learn some words from the movies. There were other activities she did a bit less often:

> I listen to something and read books. Sometimes we have writing homework and we write essays. I study vocabulary. I sometimes listen to ted talks, and I watch TV series and movies and they help me improve my listening. Reading books is very effective. We can learn more words and see how they are used in a sentence. Ted talks are good for academic topics. I would advise listening to them. That's it. I do these to improve my English.

She said that she did not do anything specific to improve her English in the past.

Table 4.37 shows the activities S8 carried out in English and what she felt about them.

Table 4. 37. Journal Notes from S8

Days	Activities Carried out in English	Reflections
Day 1	Speaking English with foreign friends Playing taboo	I sticks to my mind better as I used the words.
Day 2	Watching TV series Reading a book	I learn how the words are used in a sentence while I am reading a book.
Day 3	Giving directions to a tourist Studying vocabulary	No record
Day 4	Studying vocabulary Studying grammar Watching TV series	The words and grammar I have learnt help me write and speak better.
Day 5	Watching TedTalks Writing an essay	No record
Day 6	Speaking English with foreign friends Watching TV series	No record

Days	Activities Carried out in English	Reflections
Day 7	Studying vocabulary Studying grammar	Actually, we learn a lot of vocabulary and grammar topics but because we don't have to use them in our daily lives, I forget them very easily.
Day 8	No record	No record
Day 9	Watching TV series	No record
Day 10	Reading a book Watching TV series	I learn new vocabulary from the TV series.
Day 11	Speaking English with teachers Studying vocabulary Playing taboo	No record
Day 12	Watching TedTalks Writing an essay	I learn new academic words while I am watching Ted talks.
Day 13	Using English in the class Watching TV series Studying vocabulary	No record
Day 14	No record	No record
Day 15	Watching TedTalks Writing an essay Watching TV series	No record

Figure 4.8 shows that S8's favorite activity is watching TV series as she has done it for seven days.
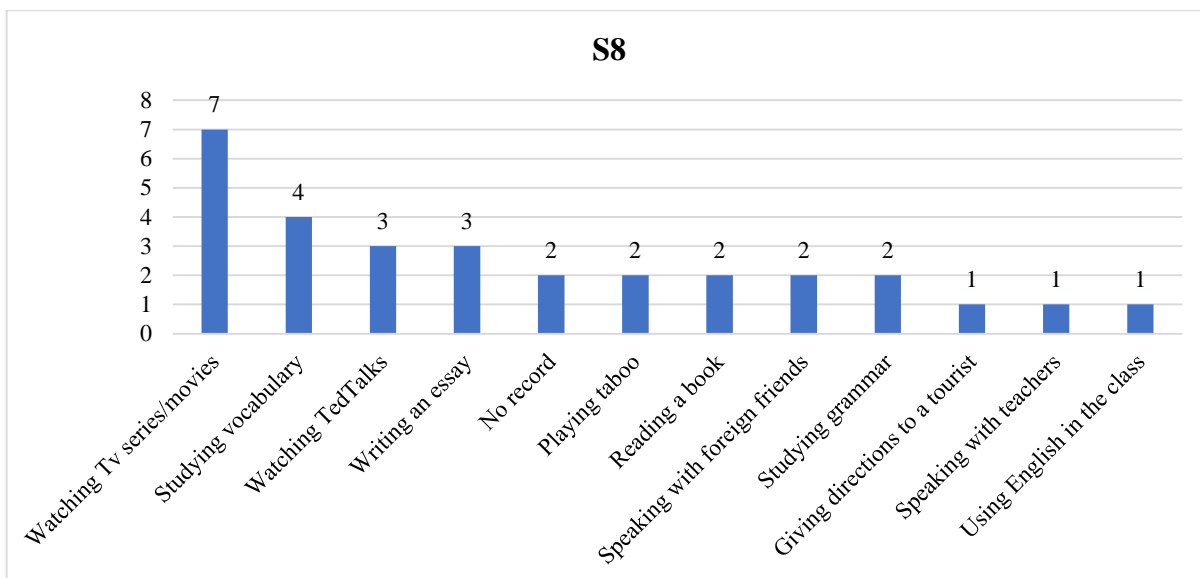
Figure 4. 8. MPA by S8

Figure 4.8 shows that most preferred activity for S8 is watching TV series/movies which is done seven times in 15 days. It is followed by studying vocabulary done four times and the rest is done three times or less. There are some days when she did not write anything. That is why it is hard to conclude whether she did anything in English in those days.

4.2.9.2.1.9. Student 9 (S9)

S9 is an intermediate level student. He will study architecture in the faculty. He attended public primary school and private high school. Medium of instruction in his previous education was Turkish and he will study in English in the faculty. His mother graduated from high school and his father graduated from university.

He said that English was very important in his life because he wanted to work and study abroad. Additionally, he wanted to do research in English and to have better job opportunities. He felt confident with his English ability and he tried to improve it as much as possible. He added that he did not have any prejudices against learning a language. That is why the more he learnt the more he enjoyed.

S9 also preferred using English with non-Turkish speakers to Turkish speakers because:

> I feel more comfortable. The person I speak does not try to be a professional. I can understand them because she/he does not care about some rules of English and that person can also understand me easily because that she/he is competent

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in English. I use English with Turkish speakers but sometimes there are problems, and this makes me uncomfortable because we both are Turkish, and we try to speak by following the English grammar rules. Moreover, sometimes we cannot explain ourselves well and this causes problems. That is why I do not feel comfortable.

He said that he mostly used English with his friends and his father. He spent 20% of his day using English and he looked for opportunities to improve it.

There were plenty of activities he did in English:

The subjects are taught in English at university and we speak English in the campus and in the lessons. I also try to improve my English and vocabulary by watching movies, reading books, using apps and watching videos at home.

He said that watching movies helped him improve his vocabulary and pronunciation, reading helped with grammar, vocabulary and his writing skills, and watching things enabled him to get used to different pronunciations. He said that his teacher used to ask them to read a book and answer questions in the past.

His main suggestion for someone who wanted to improve her/his language outside the classroom was to approach the language without any prejudices.

In Table 4.38, it is possible to see the activities S9 carried out in English.

Table 4. 38. Journal Notes from S9

Days	Activities Carried out in English	Reflections
Day 1	Reading a book Speaking English with friends Speaking English with teachers Studying vocabulary Watching a movie	I feel nervous while speaking English. Even though I am careful about using English, I speak it less when I am with my Turkish friend.
Day 2	Watching a movie Studying vocabulary Reading a book	Today, I used English only when I was reading and watching a movie. I feel more confident as I learn new things.
Day 3	Reading a book Studying vocabulary	Today I realized that I checked the dictionary less often while reading. It made me really happy.

Days	Activities Carried out in English	Reflections
Day 4	Speaking English with friends Reading texts Studying vocabulary	If we do listening activity in the classroom today, I am sure that I will not miss the important points. Anyway, it makes me feel happy to be able to catch them.
Day 5	Speaking English with friends Using English in the class Reading a newspaper Reading texts Studying vocabulary	It made me feel happy to see that I was more competent in English. Even though I am not very good at speaking, it makes me happy to see my success in grammar.
Day 6	Speaking English with friends Reading texts Studying grammar Studying vocabulary Watching videos	It made me ambitious to improve my pronunciation skill. It was annoying not to be able to pronounce the words I had learnt before.
Day 7	Speaking English with teachers Studying vocabulary Speaking English with friends Reading a newspaper	It encouraged me to study more to write an article about health with only few mistakes.
Day 8	Speaking English with friends Speaking English with teachers Reading texts Learning new vocabulary	It made me feel happy to speak English and use the words properly. I think that if we could practise four hours a day, we would be successful in every field.
Day 9	Reading something Studying for presentation Speaking English with a family member Writing an essay	I did presentation for my family. I felt happy seeing how much I improved my English up until now.
Day 10	Listening to an audio Reading an article Studying with a friend Studying grammar Studying vocabulary	I felt happy while studying with my friends because I noticed that we used synonyms. I think language can be used better with rich vocabulary.
Day 11	Using English in the class Speaking English with friends	It is very motivating and nice to listen to someone without getting bored

Days	Activities Carried out in English	Reflections
	Speaking English with teachers Listening to music	especially after comparing with my English level at first.
Day 12	Using English in the class Studying vocabulary Reading an article	Learning a language is sometimes easy sometimes difficult but it makes me feel happy as I succeed.
Day 13	Using English in the class Reading a book Writing an essay	I showed my paper to my teacher and felt happy seeing that I did fewer mistakes.
Day 14	Speaking English with friends Writing an essay	No matter how much I studied, I felt nervous when I was on stage. It is very important to practise.
Day 15	Using English in the class Listening to TedTalks	I didn't feel competent in English maybe because of the exam.

Figure 4.9 also shows how often S9 did these activities.

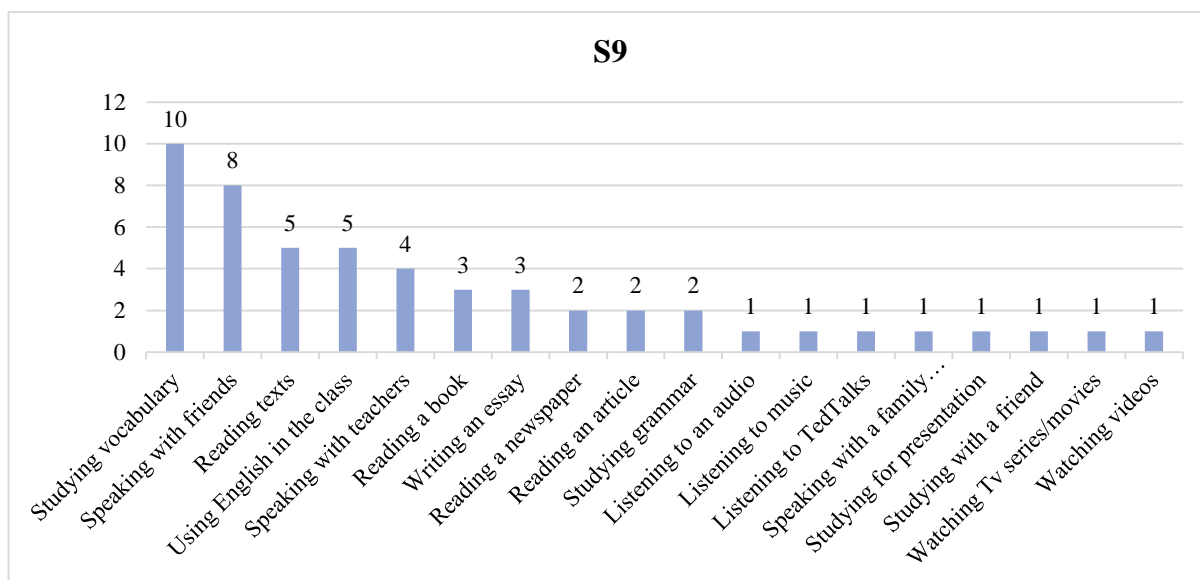

Figure 4. 9. MPA by S9

It might be safe to conclude from the Figure 4.9 that S9 did plenty of activities within the period of fifteen days. One activity that he did almost every day is studying vocabulary (10 times) which is an activity done purposefully to improve his English rather than with an entertainment purpose. Speaking with friends follows it (eight times) and then activities such

as reading texts and using English in the class are done five times. The rest is done four times or less than that.

4.2.9.2.1.10. Student 10 (S10)

S10 is an intermediate level student. He will study electrical and electronics engineering in the faculty. He attended public primary school and private high school. Medium of instruction in his previous education was Turkish and it will be English in the faculty. Both his parents graduated from primary school.

He said that his main motivation to learn English was to study a master's programme abroad and the language in the department was English. He said that he was super confident with his language ability and he wanted to improve even more.

He said that he was more comfortable with speaking English with non-Turkish speakers than Turkish speakers:

> I did not feel comfortable in the past because when I did not know anything, it took a lot of time to speak. But now I know, for example last week we went to a tournament and there were lots of foreigners in the hotel. I was able to talk to them comfortably. It made me feel good. I do not use English with Turkish speakers that often because we think about grammar a lot. It is also a bit absurd for me because we all know Turkish and we tend to ask each other everything in Turkish. That is why I do not feel comfortable because it is weird.

He said that he used English mostly with his friends and teachers in the class and sometimes in the dormitory. He said that he did his best to speak English without feeling shy and he spent 20% of his week using English.

He mentioned the main activities he did to improve his English were watching TV series and movies for grammar, playing computer games for speaking. He said that he learnt street language in the game and more formal language from the movies. He added that there was nothing else he did purposefully to improve his English apart from using some applications and software for grammar and vocabulary. He also enjoyed reading about sports and science.

S10 has noted the following activities and feelings for fifteen days in Table 4.39.

Table 4. 39. Journal Notes from S10

Days	Activities Carried out in English	Reflections
Day 1	Listening to music	No record
Day 2	Watching TV series	No record
Day 3	Checking websites Watching videos Reading texts Checking the news Speaking English with foreign friends Using phone applications	When I use English, I feel good because my dream is "going to some countries for university" and I believe I can do it, so I need English.
Day 4	Checking websites Listening to tourists speaking Playing online games Watching TV series Reading texts	When I was in primary school and high school, I really didn't like English but now I like it because I want to learn much more. It makes me feel good.
Day 5	Listening to tourists speaking Watching TV Speaking English with tourists	I want to think like a foreigner and for this I need their language.
Day 6	Speaking English with tourists Checking websites Watching videos Using phone applications	I think I shouldn't think about English every day. All I know is that English is important.
Day 7	No activities in English	No record
Day 8	Using English in the class Watching TV series Checking the news	I know that if I learn English, I can do lots of things.
Day 9	Checking websites Reading texts Watching TV series	I know I can easily pass this level, but I am not really sure about the real level of my English. When I see some texts or videos, I still feel same things.
Day 10	Attending faculty lessons Watching videos Speaking English with friends Watching TV series	I started to think like that: I can't speak fluently without going abroad and I still agree with that.

Days	Activities Carried out in English	Reflections
	Watching a movie	
	Checking the news	
Day 11	Using phone applications	I feel excited because one of my friends got scholarship from MIT and he'll go to MIT. This university is my dream university and I want to go. Maybe not know but I believe I will.
Day 12	Speaking English with a tourist Watching videos	I want to use real English but not very formal and not very informal.
Day 13	Speaking English with tourists Watching a movie Watching videos Using phone applications	Today, another friend of mine got scholarship from Canada. I am really happy. I want to be like them and I need English.
Day 14	No activities in English	No record
Day 15	Speaking English with friends	If I keep trying, I can improve.

As it can be seen in Table 39, there were some days he neither did anything in English nor recorded in his journal.

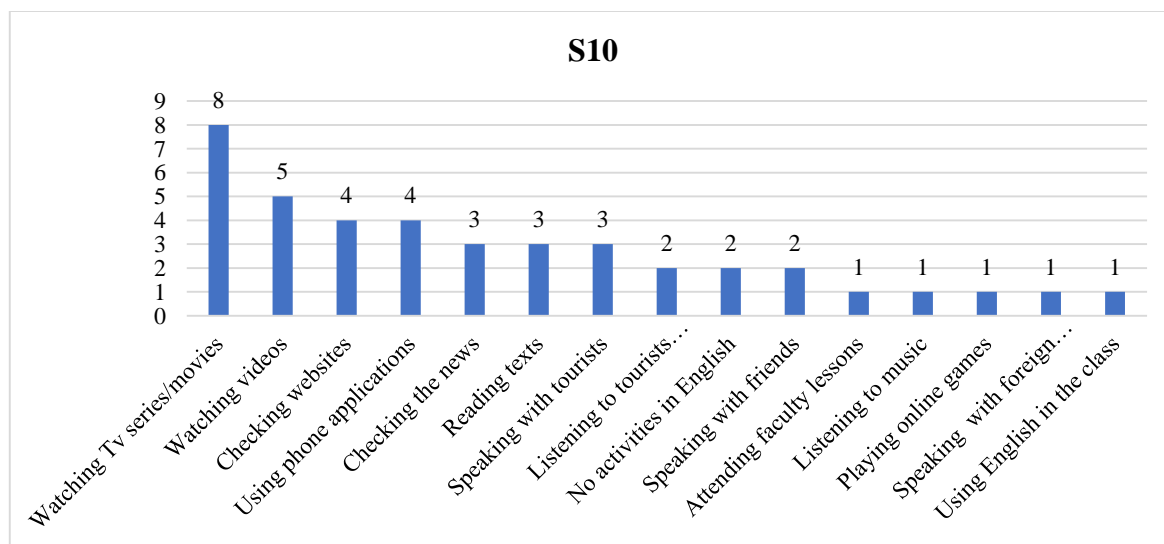The Figure 4.10 shows how often he did the mentioned activities.

Figure 4. 10. MPA by S10

Figure 4.10 shows that there is some kind of harmony in the activities S10 does outside the class. I can be observed in Figure 4.10 that S10 had some kind of balance in the activities

he preferred. The most preferred activity is watching TV series/movies as it was done eight times in fifteen days. However, he spends two days without doing anything in English. Watching video is done five times. Checking websites and using phone applications follow it (four times). The rest is done three times or less.

4.2.9.2.1.11. Student 11 (S11)

S11 is an intermediate level student. She will study civil engineering in the faculty. She attended public primary and high schools. Medium of instruction in her previous education was Turkish and it will be English in the faculty. Her mother graduated from primary school and her father finished two-year vocational school.

She mentioned that her main motivation to improve her English was that she would need it for her education and her future life. She said that she was not very confident with her English as she was still learning, and she wanted to improve especially her listening and reading.

S11 said that she preferred speaking English with Turkish speakers to non-Turkish speakers because her level was more or less the same with the initial ones and she did not feel bad when she made mistakes while talking to them.

> Yes, I use English because there are foreign students in my class and we communicate in English. I am not very comfortable doing that because usually they speak English better than I do and I feel a little under pressure.

She said that when she made mistakes, she did not want to use English but other times she looked for opportunities to improve it. She added that she spent 40% of her week using English.

The activities she carried out in English were talking to her teachers and her sibling, doing homework, listening to music and watching movies. She added that she did not do anything to improve her English in the past.

Finally, she said that if anyone wanted to learn English without going to a course:

> I would advise to study grammar on the internet first, then read a book, watch movies with English subtitles, read a dictionary. I also do these activities because the medium of instruction is English at my university.

The S11's daily activities and her reflections are displayed in Table 4.40.

Table 4. 40. Journal Notes from S11

Days	Activities Carried out in English	Reflections
Day 1	Using English in the class Listening to music	Today, I had to speak English. Normally I hesitate to speak English, but I think that I can improve it by speaking.
Day 2	Nothing	No record
Day 3	Nothing	No record
Day 4	Using English in the class Speaking English with teachers Studying vocabulary	Today I feel good because I used English effectively and I learnt new words.
Day 5	Using English in the class Speaking English with teachers	Today I got really excited while I was telling the story to my teacher and I felt really happy because I was able to tell it.
Day 6	Using English in the class Listening to music	No record
Day 7	Using English in the class Listening to music Studying vocabulary Doing homework	No record
Day 8	Using English in the class Studying vocabulary	Memorizing words is sometimes easy sometimes difficult, because I forget them very easily.
Day 9	Nothing	No record
Day 10	Using English in the class Speaking English with foreign friends Watching TV series	No record
Day 11	Using English in the class Studying vocabulary Studying grammar	No record
Day 12	Writing an essay Studying vocabulary	It gets easier in time.
Day 13	Using English in the class	No record
Day 14	Nothing	No record
Day 15	No record	No record

It is seen in the Table 4.40 that S11 claimed that she did not do anything in English for a plenty of days and she did not record anything for the last day.

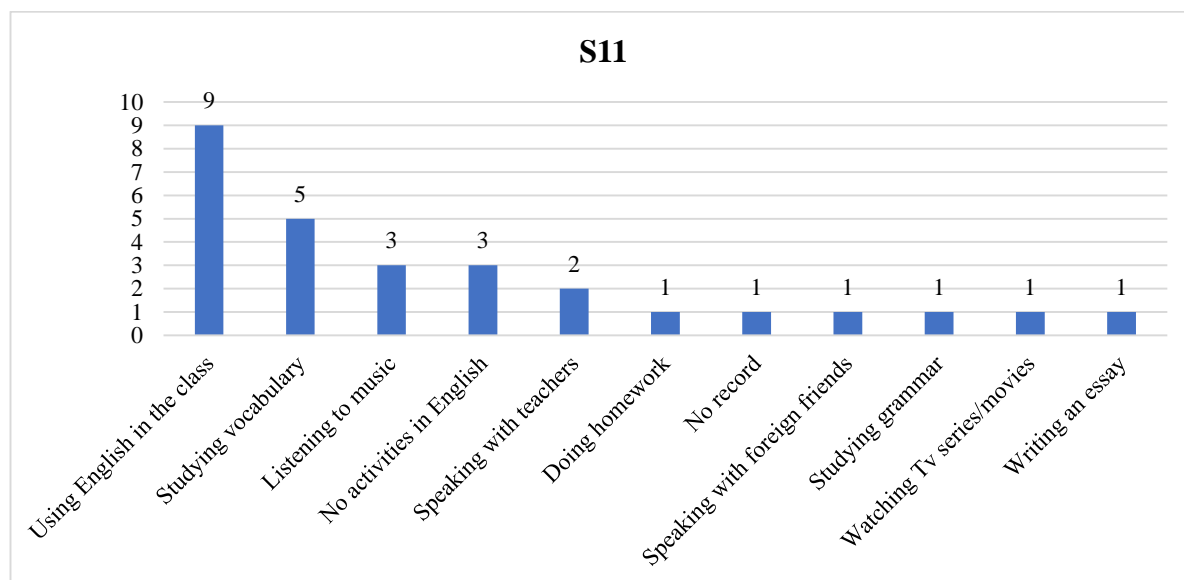Figure 4.11 presents the activities frequently done by S11.

S11

Figure 4. 11. MPA by S11

Figure 4.11 also shows that she uses English mostly in class (nine times) and studying vocabulary done for five days is the one that follows it. Figure 4.11 presents that the activities are within a limited range and most of them are done three times or less.

4.2.9.2.1.12. Student 12 (S12)

S12 is an upper-intermediate level student. She will study architecture in the faculty. She graduated from public primary and secondary schools. Medium of instruction in her previous education was Turkish and it will be English in the faculty. Her mother graduated from secondary school and her father finished high school.

She said that her main motivation to improve her English was her future education and career:

> I want to improve my speaking because I will present the projects in English in my department. That's why I think speaking is very important and I want to improve it. I believe that I can talk about anything as long as it does not require much details. I know enough to express my opinion.

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She said that she was comfortable with speaking English with both non-Turkish and Turkish speakers as they were her friends. However, talking to her teachers was a bit stressful for her because she was afraid of making mistakes.

She said that she used English with mostly her teachers and friends because practise helped her remember English. She said that she spent 35% of week using English.

She said that in the past, she had a foreign friend and she used to talk to that person. Now the main activities she did in English were watching TV series for grammar. She also liked listening to Ted Talks or other kinds of lectures to improve listening.

The S12's daily activities and her reflections are displayed in Table 4.41.

Table 4. 41. Journal Notes from S12

Days	Activities Carried out in English	Reflections
Day 1	Speaking English with teachers Speaking English with friends Listening to TedTalks	Speaking English made me better at speaking.
Day 2	Speaking in English with foreign friends	It is necessary to read and listen more.
Day 3	Doing presentation Writing an essay	I think speaking is very important.
Day 4	Doing homework Having a debate	I think watching TV series to learn new words is very useful.
Day 5	Teaching grammar Listening to music	It is not possible to learn English without speaking.
Day 6	Using English in the class Watching TV series	I think using my mobile phone in English helps me improve my English.
Day 7	Speaking English with friends Watching videos	English is based on speaking.
Day 8	Attending to an event Using an English phone application	It is easy to forget English when you don't speak.
Day 9	Attending to a conference Doing homework	Grammar is not that important to speak English.

Days	Activities Carried out in English	Reflections
Day 10	Speaking English with friends Listening to TedTalks	Grammar is quite important in writing.
Day 11	Using English in the class Reading a newspaper	I felt more confident when I spoke English in class.
Day 12	Speaking English with foreign friends Reading a book	I might forget English if I don't speak it.
Day 13	Speaking English with foreign friends Speaking English with friends	No record
Day 14	Speaking English on the internet Attending to a conference	No record
Day 15	Speaking English with friends Listening to TedTalks	No record

Figure 4.12 shows the most preferred activities by S12 for 15 days.
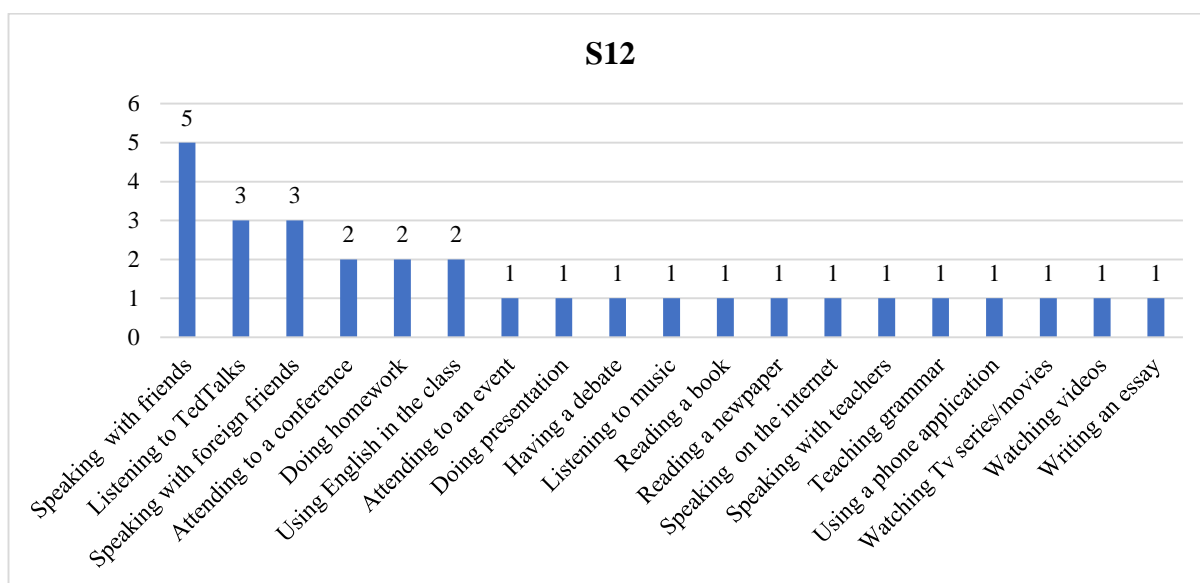

Figure 4. 12. MPA by S12

Figure 4.12 shows that S12 does various activities in English even though they are not repetitive. Most frequent one, speaking English with friends, is done five times in fifteen days. Listening to TedTalks and speaking with foreign friends follow it (three times). There are many activities mentioned throughout 15 days but they are mostly done only once.

4.2.9.2.1.13. Student 13 (S13)

S13 is an upper-intermediate level student. She will study political science and international relations in the faculty. She attended public primary and high schools. Medium of instruction in her previous education was Turkish and it will be English in the faculty. Both her parents graduated from high school.

She said that her main motivation to improve her English was her future job. She was mostly confident with her English ability except for her speaking.

She said that she used English with non-Turkish speakers than the Turkish ones:

> I speak with foreign friends from university in English. I feel comfortable but sometimes. It is easier with them because English is the second language for all of us and we can easily express ourselves because we are at the same level. Actually, it is a bit difficult to speak with Turkish speakers because we switch to Turkish right away. That is why we do not use much.

She said that she used English mostly with her foreign friends at university and she looked for opportunities to improve even more. She said that she spent 70% of her week using English. She said that she spoke only in English in the class and she spoke in English with other friends as she found it most useful. She said that in the past, she used to learn a word a day. Now the main activities she did in English were:

> I read books. I believe it helps me improve my reading. I follow English bloggers on social media. This way, I learn new words. I listen to music and try to understand the lyrics. I think I understand in time. I watch TV series with English subtitles.

Finally, she added that the most effective way for her to improve her English is speaking.

The S13's daily activities and her reflections are displayed in Table 4.42.

Table 4. 42. Journal Notes from S13

Days	Activities Carried out in English	Reflections
Day 1	Using English in the class Speaking English with foreign friends Speaking English with a tourist	While I was watching the movie, I noticed that I could understand English better.

Days	Activities Carried out in English	Reflections
	Studying grammar	
	Watching a movie	
Day 2	Reading and writing a letter	I started to speak more comfortably.
	Speaking in English with friends	
	Studying lyrics	
	Studying vocabulary	
	Writing sentences	
Day 3	Speaking English with friends	I started to think in English.
	Reading a text	
	Watching TV series	
	Studying grammar	
Day 4	Speaking English with teachers	I started to use English in my daily life more comfortably.
	Attending a meeting	
	Reading a book	
	Studying vocabulary	
	Writing sentences	
Day 5	Doing a discussion	I became better at using English more actively.
	Speaking English with friends	
	Watching a movie	
	Studying lyrics	
Day 6	Speaking English with friends	By checking the word families, I could learn new words.
	Giving directions to a tourist	
	Reading a book	
	Studying vocabulary	
Day 7	Doing homework	I like the nice parts of using English outside the class.
	Speaking English with friends	
	Using English in the class	
	Reading English blogs	
	Watching TV series	
Day 8	Speaking English with teachers	I thought that speaking English could be the best way.
	Speaking English with friends	
	Studying grammar	
	Reading a poem	

Days	Activities Carried out in English	Reflections
Day 9	Speaking English with friends	I felt I could get better at daily English.
	Using English in the class	
	Studying vocabulary	
	Studying lyrics	
Day 10	Attending a meeting	I got used to reading.
	Reading a book	
	Studying grammar	
Day 11	Speaking English with a foreign friend	It got easier to use the sentences I made from the words I learnt in my daily life.
	Using English in the class	
	Studying vocabulary	
	Writing sentences	
	Watching TV series	
Day 12	Speaking English with friends	I noticed that I always came across with same words every day.
	Speaking English with teachers	
	Reading a poem	
	Watching TV series	
Day 13	Speaking English with friends	It got easier to remember as I started to use English more in my daily life.
	Using English in the class	
	Reading a book	
	Watching TV series	
Day 14	Speaking English with teachers	It helped me to use English better when I sent messages to my friends.
	Sending messages	
	Using English in the class	
	Watching TV series	
	Listening to music	
Day 15	Using English in the class	I used English more actively and more practically.
	Speaking English with foreign friends	
	Giving directions to a tourist	
	Reading a poem	
	Translating	
	Reading a book	

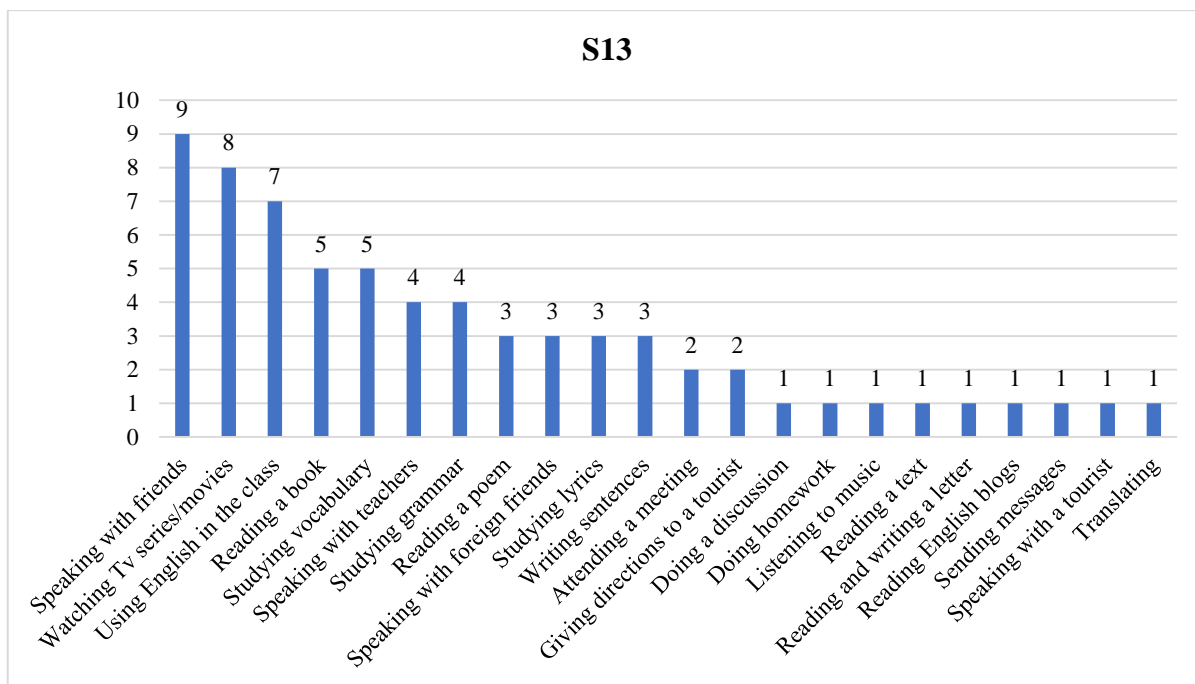Figure 4.13 shows activities preferred by S13 most.

Figure 4. 13. MPA by S13

Figure 4.13 shows that S13 has done so many activities in English for 15 days and she has repeated more than half of it at least twice. When it comes to the most preferred activity, it is easy to notice that she prefers speaking with friends as she has done it for nine days, which is followed by watching TV series/movies (eight times), using English in the class (seven times), reading a book and studying vocabulary (four times). The rest is done three times or less than that.

4.2.9.2.1.14. Student 14 (14)

S14 is an upper-intermediate level student. She will study industrial engineering in the faculty. She attended public primary and high schools. Medium of instruction in her previous education was Turkish and it will be English in the faculty. Her mother graduated from university and her father finished high school.

She said that English was very important for her because there were foreign students at university, subjects would be taught in English in the faculty and she wanted to work abroad:

> Our teachers in the faculty will not speak Turkish. We will never submit our homework in Turkish. The exams won't be in Turkish. In order to do all these well, my English should be better… Everybody expects you to know good English now. That's why I want to improve it more.

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She said that she was fine with speaking in English with non-Turkish speakers because they had the same level of English and it was easy to understand each other. She said that even if they made mistakes, they would be able to correct each other. She was more comfortable with using English with Turkish speakers because:

> I know that later I can speak Turkish and I can express myself in Turkish. We switch to Turkish at some point. That's why it is more comfortable because even if there was a bad situation, we could fix it by speaking Turkish.

She said that in the past, her main class teacher let her spoke to her teacher's friend every week and she had as pen friend. These were the only activities she did. Now, she used English with her foreign friends and she spent 70% of her week using English.

She said that they had parties where they spoke only English especially for their foreign friends. Moreover, they helped those students who needed help with their English by pairing them up with those who were good at the language in the dormitory. She also used social media:

> I have a social media account and I can become pen friends with anybody around the world. I started to do this when I was at high school even though I did not have any specific purpose to improve my English. I watch TV series and movies with English subtitles. I listen to ted talks because there are also students in this website and not all of them from America or England. I listen to music and lectures to improve my grammar and vocabulary.

Finally, she said that it was important to keep watching even if she did not understand at first. She would get used to it in time and start to guess the rest of the sentences. She added that her grammar was not very good but improving her vocabulary was more important as one word had many meanings. That is why it was important to focus on vocabulary.

The S14's daily activities and her reflections are displayed in Table 4.43.

Table 4. 43. Journal Notes from S14

Days	Activities Carried out in English	Reflections
Day 1	Doing homework Reading a book Speaking English with foreign teachers	I was relaxed while I was speaking English with my friends outside the classroom, but when I was in the class, I felt nervous to speak English.

Days	Activities Carried out in English	Reflections
	Speaking English with foreign friends	
	Listening to music	
	Doing research	
	Watching a movie	
	Watching TV series	
	Writing an essay	
Day 2	Watching TV series	I felt happy when I saw that I could understand while I was watching TV series and reading the news.
	Watching a movie	
	Speaking English with a foreign friend	
Day 3	Speaking English with a foreign friend	No record
	Watching TV series	
Day 4	Speaking English with foreign teachers	No record
	Speaking English with foreign friends	
	Listening to a lecture	
	Listening to music	
	Watching TV series	
	Watching a movie	
	Writing an essay	
	Doing homework	
Day 5	Speaking English with foreign teachers	No record
	Speaking English with foreign friends	
	Reading texts	
	Listening to the news	
	Reading magazines	
	Listening to music	
Day 6	Using English in the class	I did some research on how I could understand in English better.
	Playing taboo	
	Listening to music	
	Reading a book	
	Speaking English with friends	
Day 7	Speaking English with foreign teachers	No record
	Speaking English with foreign friends	

Days	Activities Carried out in English	Reflections
	Reading texts	
	Listening to music	
Day 8	Speaking English with foreign teachers	No record
	Speaking English with foreign friends	
	Reading a book	
	Listening to a lecture	
	Listening to music	
	Reading a newspaper	
	Reading a magazine	
Day 9	Studying for the lesson	No record
	Listening to a lecture	
	Doing homework	
	Speaking English with a friend	
	Sending messages	
	Watching a movie	
	Watching TV series	
	Listening to music	
	Reading texts	
Day 10	Listening to music	No record
	Watching a movie	
Day 11	Speaking English with foreign teachers	I thought how I could memorize a word after checking it in the dictionary.
	Speaking English with foreign friends	
	Reading a text	
	Watching videos	
	Listening to music	
	Reading a book	
Day 12	Speaking English with foreign teachers	No record
	Speaking English with foreign friends	
	Studying vocabulary	
	Watching videos	
	Listening to a lecture	
	Watching the news	
	Listening to music	

Days	Activities Carried out in English	Reflections
Day 13	Listening to music Watching a movie Watching TV series	No record
Day 14	Speaking English in the campus Reading texts Writing an essay Practising vocabulary Listening to music Watching a video Watching TV series Reading a magazine	No record
Day 15	Speaking English with a friend Chatting on the internet Watching TV series Watching a movie Reading a magazine Watching a video	I thought how to improve my listening skill as I couldn't understand the documentary most of the time.

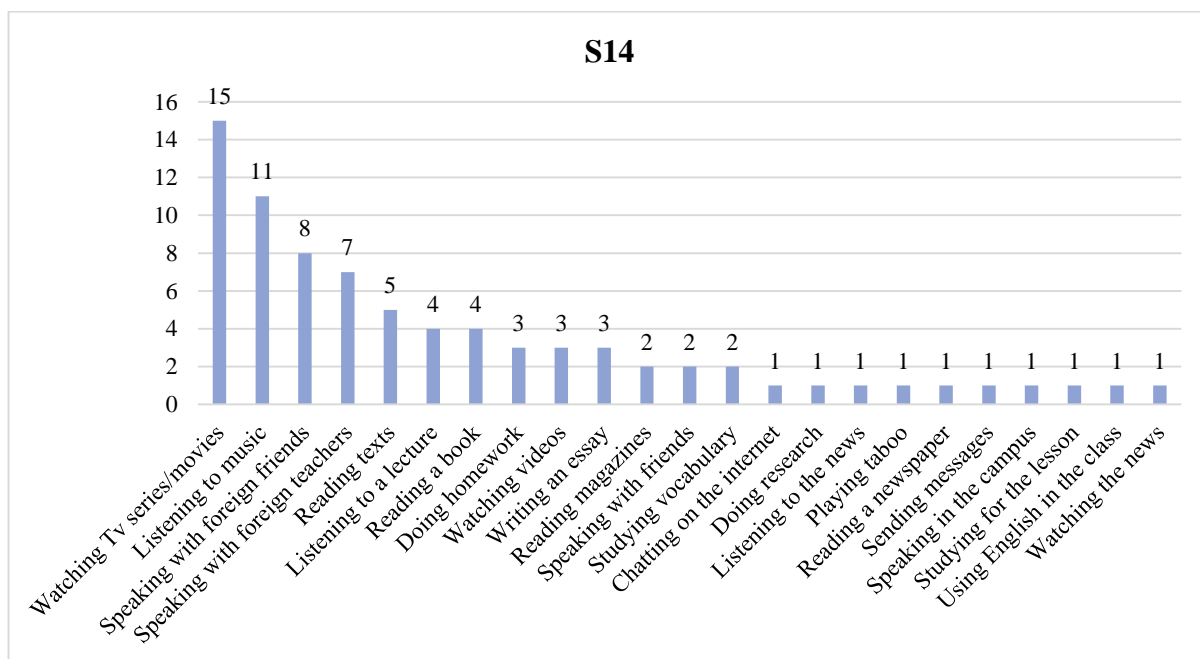Figure 4.14. shows activities S14 frequently carried out last 15 days.

Figure 4. 14. MPA by S14

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Figure 4.14 pictures that S14 did various activities to improve her English and/or for the purpose of entertainment. Her most preferred activity which is done every day is watching movies/ TV series (15 times) which is followed by listening to music (11 times), speaking with foreign friends (eight times) and speaking with foreign teachers (seven times). She did eleven activities more than three times in fifteen days.

As there are many activities carried out only once, twice or three times, it has been decided to display top 15 activities done in English in Figure 4.15 in the next section.

4.2.9.2.2. Students' Overall Beliefs and Preferred Activities

Table 4.44 shows what students feel about using English outside the classroom.

Table 4. 44. Students' Beliefs on Using English outside the Class

Statements	f	%
High importance of English for various reasons	13	92.87
Feeling confident about English ability with a need to improve it	9	64.29
Feeling comfortable using English with non-Turkish speakers	12	85.71
Feeling comfortable using English with Turkish speakers	5	35.71

The results gathered from the interviews and journals (Table 4.44) show that English is important for almost all the students (92.87%) due to various reasons such as Medium of instruction at the faculty, their future career, going abroad to study and work and English as global language. Only one student needs it to the extent to pass her/his lessons. Almost all students mentioned studying and career as reasons. Most of the students (64.29%) are confident about their English level but they think that there is still a need to improve primarily speaking, grammar and vocabulary. 85.71% of the students feel comfortable using English with non-Turkish speakers because foreigners speak English better, non-Turkish speakers do not speak Turkish, they also learn English, and they have the same level of English. Reasons for not talking for the other 2 out of 14 students (14.29%) are that the foreign students know English more. 35.71% of students like using English with Turkish speakers because being able to switch to Turkish is advantageous and they are friends with the same level of English. In contrast, nine out of 14 students (64.29%) are not comfortable using English with Turkish speakers because

Turkish is their mother tongue and primarily it is not natural to speak in English for them. They also claim that they focus on grammar a lot and they switch to Turkish quickly.

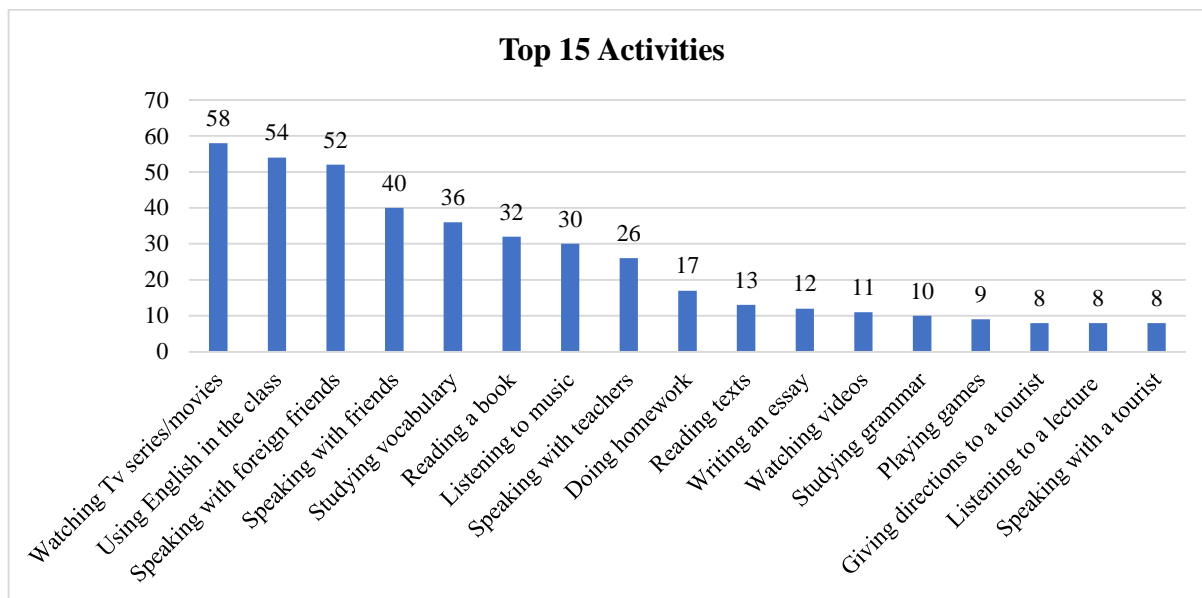Figure 4.15 presents the most preferred activities by these students for 15 days.

Top 15 Activities

Figure 4. 15. Top 15 Activities

Figure 4.15 shows the frequency of the activities done by the students who volunteered to write a journal for fifteen days to record their out-of-class activities. It is clearly seen that "watching TV series/movies" is done 58 times out of 210 collectively (27.61%). What follows with the occurrence of 54 times is "using English in the class" (25.74%). Even though it is not an out-of-class activity, students felt the need to write so. The third activity is speaking with foreign friends which is recorded 52 times (24.76%). The fourth activity is speaking with friends with 40 times (19.04%) and studying vocabulary done 36 times (17.14%). The sixth activity done most often is reading a book (32 times, 15.23%). Then, what follows them are listening to music (30 times, 14.28%), speaking with teachers (26 times, 12.38%), doing homework (17 times, 8.09%), reading texts (13 times, 6.19%), writing an essay (12 times, 5.71%), watching videos (11 times, 5.23%), studying grammar (10 times, 4.76%), playing games (9 times, 4.28%) and finally giving directions to a tourist, listening to a lecture and speaking with a tourist (8 times each, 3.80%). Due to the fact that the medium of instruction is English at this private university and there are many foreign students, these 14 students mainly rely on speaking to their friends and teachers. Apart from that, they usually do activities that improve receptive skills such as watching, listening or reading. To one's surprise, studying

grammar (10 times, 4.76%) or doing homework (17 times, 8.10%) are not recorded as most often activities by these students.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Introduction

In this research, it is aimed to present how autonomous the students are outside the classroom, activities they carry out in English to learn the language, their beliefs on using OCA and whether there are any differences in terms of various factors. In this chapter, the questions will be discussed with the help of previous research done in the field.

5.2. Discussion

In this section, it is aimed to discuss the findings gathered from the questionnaire, diaries and interviews in the light of the research question and sub questions.

5.2.1. What Activities do the Students Carry out outside the Classroom and How Autonomous are They?

In order to discuss what activities students prefer doing outside the class most and whether they are claimed to be autonomous learners, the topic is divided into seven sub-topics, which are OCA carried out in English most, OCA found most useful, difference in MPA in terms of various factors, difference in PMUA in terms of various factors, activities purposefully done to improve English, activities that students would like to do outside the classroom but do not do for some reasons, and finally students' beliefs on using English outside the classroom.

5.2.1.1. Out-of-Class Activities (OCA) Carried out in English Most

First research sub-question aims to present the activities done by the students in English most. Findings show that English is important for majority of the students and they try to use it in various situations. Moreover, they think that their English is somewhat good, and they still need to improve their English. Based on these claims, it is presumed that students will do many activities in order to improve their English outside the classroom. However, the results show that the activities done often or very often are limited to seven out of nineteen. This shows that students prefer less than half of the activities to do frequently. This can indicate an important

point about their autonomy level. It might be important to state that students should know what skills to improve outside the classroom. As Dickinson (1993) points out, autonomous learners should be aware of their strengths and weaknesses and work on the weaker points in their free time to achieve their goals and choose the strategies that are most effective for themselves. The partial autonomy as it is seen from the data might be related to how much knowledge about learner strategies the students have in order to implement them outside the classroom. Moreover, the students might need some support to figure out how to study better. As Little (1995) suggests the students might need guidance in order to take the responsibility of their own learning and reflect on their progress. Thus, by choosing the right strategies, they can choose optimal activities to make the learning easier and they can become better learners, which leads to autonomous learning through having control over what activities to carry out and how to continue effective learning. As it is stated by Griffiths (2008), knowing what strategy works best for them can help them be more active learners as learning become less difficult.

5.2.1.2. Out-of-Class Activities (OCA) Found Most Useful

Study results show that when it comes to the PMUA, the students think that almost all activities are useful with one exception which is talking to the people in the shop. The reason might be related to the lack of opportunities to use English in the context of shopping. Still, it is important to point out that majority believe that all the activities on the list can help them improve their English if they are done. The results from the questions regarding looking for opportunities show that almost half of the students rarely use English outside the classroom even though they look for opportunities. They are usually comfortable with using English with their fellow students both Turkish speakers and non-Turkish speakers. This can be due to various reasons such as available opportunities, students' and society's attitudes. Dickinson (1993) points out that autonomous learners are able to notice which activities can be used efficiently in order to have a successful learning experience and this can help them be more active in taking their own learning responsibility. As the results show, most of the students are aware of the idea that all those activities in Table 4.4 can be beneficial as long as they are done in English. However, as it is observed from the results in the previous section, no matter their assumptions, students do not often do many of these activities outside the class. For this reason, it might be important to look at the underlying reasons such as teacher support. It is safe to state that students may need the guidance of their teachers in order to maximize learning outside

classroom (Cakici, 2017; Yıldırım, 2008) or because of an exam-oriented system, students feel more pressure on themselves and start to get less responsibility in their learning in order to achieve the high standards brought into their lives through national exams (Saka, 2014). Finally, the students' willingness is also important in the path to become successful learners. As it is pointed out by Thanasoulas (2000), it might be about not only knowing the right strategies but also having the desire to learn and how students see the learning process because, as Yagcioglu (2015) suggests, students who are willing to do the tasks they choose are likely to be more successful. In order to have a deeper idea, same issue will be addressed again in the section about why these students do not do these activities.

5.2.1.3. Difference in Most Preferred Activities (MPA) in terms of Various Factors

Results show that there is not a significant difference in MPA in terms of students' gender, their department in the faculty, primary school and high school they attended and their fathers' and mothers' education level. This might be because of the number of the students participated in or the limited time had to conduct the study and it might give different results with bigger groups. Yet, unlike results from the study done by Erbil Tursun (2010) and Gömleksiz and Bozpolat (2012), students from both genders are willing to do these preferred activities outside the classroom. This might be due to the fact that most of the students claim that they are neither fully autonomous nor fully dependent on their teachers. So they are mostly comfortable about taking responsibility of their own learning outside the classroom (Ceylan, 2015) and they are ready to learn autonomously (Altunay & Bayat, 2008). MPA differ in terms of students' level of English as it is seen in Table 4.7. As it is also seen in the study done by Sakai and Takagi (2009), this might be due to the fact that the higher level students have, the more opportunities they encounter and the more comfortable they become with using English in various settings and they are able to study by themselves.

5.2.1.4. Difference in Perceived Most Useful Activities (PMUA) in terms of Various Factors

The data gathered show that none of the factors create any significant difference in determining the PMUA. As it is stated in section 5.2.1.3, it can be related to the number of the students or the time researcher had to do the study and different results may be obtained with bigger groups. Still, this might also be because regardless of these factors, the students might

think that every opportunity to use English can be beneficial to improve their language. Even though students come from different backgrounds, it does not cause any differences when it comes to their beliefs on autonomous learning. As V. Chan (2001) states, this might be due to the fact that learners are usually highly positive about autonomous learning regardless of their backgrounds. Moreover, similar to what W. H. Chan (2011) points out, learners can be eager to carry out out-of-class activities if there is a sense of entertainment. That is why students in this setting might find all activities useful to learn a new language. On the other hand, as it is seen in the previous result, they carry out only a few of them often enough to strengthen their language skills. As it can also be concluded from the results found by Karababa et al. (2010), even though students are autonomous to some degree, their dependency on teacher might affect this level considerably. For this reason, how students define their role in learning is very important. Learners might need some encouragement to become more autonomous by having a new role of learning and teaching outside the classroom (Zimmerman, 2011).

5.2.1.5. Activities Purposefully Done to Improve English

More than half of the students indicate that they do many activities outside the classroom with the purpose of improving their English. As it is supported by Wu (2012), MPA are receptive ones such as watching TV series/movies, reading novels and listening to music rather than productive activities maybe because of the limited chance to use English in social context. Moreover, learners might prefer these activities because they can do them in home settings (Kocatepe, 2017). The productive activity mentioned most is speaking with friends. This can be due to the fact that the medium of instruction is English at university.

5.2.1.6. Activities That Students Would Like to Do outside the Classroom but do not Do for Some Reasons

A big majority of the students stated that they can do many activities outside the classroom, but they do not do for some reasons. Among these activities, five most mentioned ones are reading novels, speaking more often, going abroad, revision, watching TV series/movies. As it is mentioned in section 5.2.1.5, the data gathered from the open-ended questions also show that the activities students wish to do are mostly receptive activities. Even though it is possible to do most of them individually, still students claim that they do not do them. Speaking comes to the fore in this section especially for intermediate and pre-

intermediate level students as the most mentioned one because it also shows the desire of the students to be able to speak in English, which can also be seen in the study done by Dinçer (2011). One reason for not being able to do these activities can be that some students might have limited chances to practise English outside the classroom and lessons can be the only opportunity for them to be able to use their skills as Orhon (2018). For this reason, it might be crucial to provide learners easy access to various ways such as social network to practise their language skills (Palfreyman, 2011).

When one has a look at the reasons for not doing these activities, surprisingly students in general stated that they get bored while doing these activities. For this reason, it can be assumed that the reason behind this can be a motivation issue or students' level of English. Supporting this issue, Şanal (2016) points out that, under normal circumstances, autonomous learners should be active in an environment where they feel flexible and find more opportunities to make their own decisions about their learning progress. Moreover, as it is presented by V. Chan (2001), autonomous learners are also those who have high motivation to learn a foreign language. This way, they seek for every chance to seize various learning opportunities. Another point to consider can be the increase in the level of entertainment that comes with the power of doing preferred activities. If autonomy is fostered for learners, learning will become more fun (Richards & Renandya, 2002). This may result in high motivation. Thus, by means of especially intrinsic motivation, students can push themselves to take their own responsibility for learning and become better learners (Ma & Ma, 2012). As Hadfield and Dörnyei (2013) claim, with high motivation, students can achieve a good degree of English if they have high motivation, and if it is really low, even the top students might have the risk of failing.

Second most mentioned one is related to feelings while using English. Students usually feel, as they claim, uncomfortable, nervous, shy, or hesitant while using the language. This might be related to productive skills, or students' and society's attitude towards using English. Gökgöz (2008) claims that students who are less autonomous and use strategies less are also the ones who get lower speaking grades. So, it might be deduced that being confident in speaking might be an indicator of how comfortably students carry out various tasks in a foreign language. Additionally, R. C. Gardner (1985) states that the more motivated learners are, the more goal oriented they become. This way, they adjust their attitudes accordingly so that they can feel desire to achieve the goals that they set for themselves. It might be safe to assume based on this argument that by means of being aware of their goals and having desire to achieve them,

learners might be able to overcome the barrier that they set through their negative feelings towards practising. Moreover, Hyland (2004) states that using English outside the formal setting, which is the classroom in this case, brings some implications. If the image learners draw by using English in public settings can sometimes affect their activity choice and become a barrier in practising the language. Thus, it might become a reason for these feelings to hinder language use outside the class. Finally, as Sönmez (2016) points out, if the students do not define themselves as autonomous learners, it can also negatively affect their role in learning process.

Financial issues, not having enough time and opportunities, laziness and language difficulty share almost same results. These reasons might be related to the opportunities available in the society. One way to tackle this issue might be through distance learning where students can work on activities provided for them usually by the teachers as it is also suggested by Aşık (2010). Reasons like laziness and lack of interest in learning might affect learner motivation, so students might also need guidance from their teachers regarding metacognitive skills (Conttia, 2007). Whether there are enough opportunities to encourage learners become more autonomous can be an important point. As it is also stated by Neupane (2010), the feasibility of autonomous learning might be different in theory and practise. So, students who are not provided enough opportunities or guided to be more autonomous might find it difficult to choose the right ways to practise their language skills. Even though most of the activities mentioned by the students are affordable (e.g. watching, reading, revision), access to the materials to be able to carry out these activities may be limited. For this reason, it might be important to investigate the chances available for the students to use English freely in a student friendly environment. In order to enhance the opportunities for learners, Murray (2014) discusses the importance of social domain such as language cafés which can be a mean to foster learner autonomy. This way, the students can easily access the sources they need to work as a group. Furthermore, Reinders and White (2016) focus on the importance of self-access centers which can provide students not only the opportunity to practise their skills, but also the flexibility to choose the tools that can help them learn better.

5.2.1.7. Students' Beliefs on Using English outside the Classroom

The results show that the students are aware of the fact that English is very important for them for several reasons such as education, career, knowing the global language and going

abroad. This shows that the reasons for them to learn English can be important factors in how actively they improve their language skills outside the classroom. As Ng and Confessore (2015) state learners intention to learn is an important point in learner autonomy. Based on their intentions and goals, learners become more motivated, which leads to autonomous learning (V. Chan, 2001). With this notion, they do many activities purposefully to improve their English such as watching TV series/movies, speaking with Turkish speaking/non-Turkish speaking friends, reading, studying vocabulary and speaking with teachers. As it is seen from the Figure 4.15, students mostly rely on watching something, reading or listening. This might show that learners look for opportunities which let them have fun while learning. As Benson (2011) states learners usually prefer naturalistic language learning where learning occurs without the specific purpose of improving any skills, or self-directed naturalistic view where they have the aim of learning and having fun through doing those activities. Even though the medium of instruction is English at university, speaking does not come to the fore as much as it can be assumed. That is, the results from the diaries show that, students do this activity only a few days in fifteen days. Additionally, Antalya can be known as a city of tourist attractions, still students may not have many opportunities outside the classroom to use their language as it is not mentioned by most of the students. Supporting this result, Little (2013) points out that context is an important factor in autonomous learning. It can also be due to the fact that the learners might have limited access to naturalistic opportunities (Wu, 2012). Besides, students tend to hesitate to use English with Turkish speakers in the campus because they believe that it is not natural. Xu (2009) points out that students should be encouraged to work cooperatively. However, the results show that even though their peers can be a good source to practise existing skills and learn from each other, learners tend to ignore this aspect because of how they see their peers. This notion can be an indicator of not seeing being in the campus as a chance to improve their English but being there for lessons. Otherwise, they would be expected to use the language as much as possible. This is similar to what Thanasoulas (2000) states, which is that learners' perspective is a key element in motivation and effective learning. Moreover, most of the students point out that speaking with non-Turkish speakers is more comfortable as it is the mean to communicate and they do not focus on grammar much. This might be due to the fact that they need the language as a communication device, which provides a natural environment to use it. Maslow (1968) claims that it may be important to provide a friendly non-threatening environment for the learners to use and build upon their own skills. Based on this view, using English for the purpose

of communication might help learners to use their social and personal lifestyle as a way to be more active in language learning (Bailly, 2011).

During the interviews, even though students claim that they do all the activities they mentioned to improve their English, they tend to give general examples for the activities they do outside the class such as watching, reading, listening. Only few of them mentioned specific purposes such as listening for pronunciation, reading for grammar and vocabulary, watching for different accents and vocabulary. This can be crucial to reflect on students' knowledge about learning strategies and how students are aware of what they can do outside the classroom in order to improve their skills. As it is also discussed by Di Carlo (2017), autonomous learners should be able to choose the ideal way to improve their skills. Seeing that students usually repeat the same activities by rarely mentioning any specific purpose, it can be safe to point out that, these students might need specific guidance to analyze their weaknesses and what action plans they need to make to address these areas they need to focus on. Some students may not be familiar with certain strategies or how to benefit from certain activities by using them to improve specific language skills and teachers' help can be an important factor at this point (Çakıcı, 2015). So, similar to what Gai (2014) points out, learners' motivation can increase as they can choose which way is the most effective for them. Moreover, students did not mention anything about guided studying, so it might be the case that the students are left completely free in how to study outside the classroom. Tao (2005) points out a similar issue in his study as it is stated that learner autonomy for many people is the ability to be able to learn independently. This can have some disadvantages especially when the students cannot use their time in preparatory school efficient enough to reach their fullest potential. For this reason, teachers should guide students to foster learner autonomy (Surma, 2007) and avoid the misconception of assuming that giving full freedom and control to the students brings true autonomy (Little, 1995).

5.3. Conclusion

This study focuses on how autonomous students are outside the classroom and their beliefs on out-of-class activities. It is found out that English is very important for the students and they believe that they will need English in their life for many purposes such as education and career. Not supporting their primary reasons, many students are found autonomous only to

some degree as they do not do most of the out-of-class activities they wish to do to improve their language skills. Even if the results show that these learners find almost all the activities mentioned in the questionnaire useful, when it comes to doing them frequently, the list narrows down to less than half of it. When the reasons are asked, they tend to give some excuses such as boredom, feeling shy, hesitant or uncomfortable, not having enough time, laziness, financial issues and not having enough opportunities. It is also observed that preferred activities do not differ in terms of many factors except for language level of the students. Additionally, it is noticed that most of the activities done by the students are receptive once such as watching, reading or listening that can be carried out individually in a private domain without much interaction. Finally, when the ways to do or choose these activities are analyzed, it can be safe to conclude that mostly, it reflects self-directed naturalistic view in which learners have the purpose of having fun and learning at the same time.

5.4. Suggestions

The study is limited to 72 female and 72 male students in a private university. So, in order to have more results in this topic, similar study can be done with a bigger group of students in a different setting.

Due to not having enough number of foreign students, the study was conducted only with Turkish speakers. So, similar research can also be done with both Turkish speakers and non-Turkish speakers to see whether there is a significant difference when English is the only mean of communication. Moreover, it can also be analyzed to see how learners from these two groups are immersed in language outside the classroom; self-directed, naturalistic, self-directed naturalistic.

Another situation observed is that most of the OCA such as watching movies or listening to music are the ones that the students can do in their houses. The results indicate that there may not be enough opportunities to use in their social context. That is why, universities, especially preparatory schools where English is mostly the only subject taught, can provide more natural opportunities for students to use English, such as English spoken café, movie days, speaking clubs or game zone.

Noticing that students have many excuses for not doing some of the activities such as boredom and laziness which may be connected to their motivation, further research can be done to investigate the connection between learners' motivation and the use of out-of-class activities.

Furthermore, as it is seen from the results, most of the students do not repeat the same activities but do randomly and the activities they choose are general such as watching TV, listening to music or reading a book. It is assumed from the results that students may not know effective learning strategies for themselves. For this reason, it can be important to do a similar research after teachers/educators give strategy training to students in preparatory schools and observe if students start to do OCA more goal oriented.

Finally, as the teachers' role is not mentioned at all by the students, there might be a misconception that autonomous learning is teacher free learning. For that reason, it can be significant to give educators a training on how to foster learner autonomy in preparatory classes. After that similar research can be done with the students of these educators to see whether learners' out-of-class habits and why they do these activities will differ if more guidance is provided.

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Appendix 1: English Learning Activities Questionnaire

This survey is being carried out to investigate the types of strategies and activities used by Preparatory School students to improve their English language skills outside the classroom. All responses will remain anonymous. Please try to answer all the questions.

Bu anket, hazırlık sınıfı öğrencilerinin sınıf dışında İngilizcelerini geliştirmek için kullandıkları strateji türlerini ve etkinlikleri araştırmak için uygulanmaktadır. Verilen tüm yanıtlar anonim kalacaktır. Lütfen tüm soruları cevaplayınız.

1. **What is your native language?** _____
   Ana diliniz nedir? _____

2. **What programme will you study in your faculty? Please write.**
   Fakültede hangi bölümde okuyacaksınız? Lütfen yazınız.

   _____

3. **What is your level? Please write.**
   Hangi sınıftasınız? Lütfen yazınız.

   _____

4. **Please circle your gender.** Male   Female
   Lütfen cinsiyetinizi yuvarlak içine alınız. Erkek   Kadın

5. **Please circle your age group.**
   Lütfen yaş aralığınızı yuvarlak içine alınız.

   < 17

   17-18

   19-20

   21-22

   23-24

   > 25

6. What is your father's and mother's level of education? Please check (✓).

Annenizin ve babanızın eğitim seviyesi nedir? Lütfen işaretleyiniz.

	Father Baba	Mother Anne
No educational degree Herhangi bir eğitim derecesi yok		
Primary school İlkokul derecesi		
Secondary school Ortaokul derecesi		
High school Lise derecesi		
2-year collage degree İki yıllık üniversite derecesi		
Undergraduate degree Lisans derecesi (4 yıllık üniversite)		
Master's degree Yüksek lisans derecesi		
Doctoral Degree Doktora derecesi		
Other / Please Specify Diğer / Lütfen belirtiniz		

7. What was the medium of education in primary and secondary schools? Please write.

İlköğretim ve lisede eğitim dili ne idi? Lütfen yazınız.

Primary School İlköğretim	
High school Lise	

8. **Did you study in private school or state school? Please specify.**

Devlet okulunda mı yoksa özel okulda mı okudunuz? Lütfen belirtiniz.

	State School Devlet Okulu	Private School Özel Okul
Primary School İlköğretim		
High school Lise		

9. **Circle the statement which best describes your current level of English**

Sizi en iyi tarif eden ifadeyi yuvarlak içine alınız lütfen.

    a. **My English is weak and I need to improve it considerably**

İngilizcem zayıf ve İngilizcemi geliştirmeye oldukça ihtiyacım var.

    b. **My English is reasonably good, but I still have a lot to learn**

İngilizcem neredeyse iyi, ama yine de öğreneceğim çok şey var.

    c. **My English is good, but there is still some room for improvement**

İngilizcem iyi, ama yine de biraz geliştimem gerek.

    d. **My English is near native speaker and I don't think I need to develop it further.**

İngilizcem neredeyse ana dilim gibi ve daha fazla geliştirmeye ihtiyacım olduğunu

düşünmüyorum.

10. How important is English in your daily life outside the classroom?
İngilizce okul dışında günlük hayatınızda ne kadar önemli?

    a. Very important: I use it frequently every day in many contexts
        Çok önemli: Günlük hayatımda sık sık pek çok durumda kullanırım.

    b. Important: I often use it in different situations
        Önemli: Farklı durumlarda sık sık kullanırım.

    c. Not very important: I only use it occasionally
        Pek önemli değil: Sadece ara sıra kullanırım.

    d. Not important at all: I never use it outside the classroom.
        Hiç önemli değil: Sınıf dışında hiç kullanmam.

11. How frequently do you carry out the following activities in English? Please circle.
Aşağıdaki etkinlikleri ne sıklıkla İngilizce yaparsınız? Lütfen yuvarlak içine alınız.

	Very Often	Often	Some-times	Rarely	Never
	Çok Sık	Sık	Bazen	Nadiren	Hiç
Watch TV programmes Televizyon programları izlemek	1	2	3	4	5
Listen to the radio Radyo dinlemek	1	2	3	4	5
Listen to songs Müzik dinlemek	1	2	3	4	5
Read newspapers and magazines Gazete ve dergi okumak	1	2	3	4	5
Read academic books and articles Akademik kitaplar ve makaleler okumak	1	2	3	4	5
Read novels Roman okumak	1	2	3	4	5

Speak with fellow students Öğrenci arkadaşlarla konuşmak	1	2	3	4	5
Speak with friends Arkadaşlarla konuşmak	1	2	3	4	5
Speak with family members Aile bireyleriyle konuşmak	1	2	3	4	5
Surf the internet İnternette gezinmek	1	2	3	4	5
Watch videos/DVDs/VCDs Video/DVD/VCD seyretmek	1	2	3	4	5
Talk to people in shop Alışverişte insanlarla konuşmak	1	2	3	4	5
Talk on the phone Telefonda konuşmak	1	2	3	4	5
Attend meetings/conferences Toplantılara/Konferanslara katılmak	1	2	3	4	5
Write emails E-mail yazmak	1	2	3	4	5
Comment on the internet İnternette yorum yazmak	1	2	3	4	5
Keep a diary Günlük yazmak	1	2	3	4	5
Use applications on tablet/phone etc. Tablet/telefon vb.'lerinde uygulama kullanmak	1	2	3	4	5
Online chat Çevrimiçi sohbet etmek	1	2	3	4	5

12. Please indicate how *useful* you find these activities for improving your English. Please circle.

İngilizcenizi geliştirmek için bu etkinlikleri ne kadar *faydalı* buluduğunuzu lütfen belirtiniz.

Lütfen yuvarlak içine alınız.

	Very Useful Çok Faydalı			Not useful at all Hiç faydalı değil	
Watch TV programmes Televizyon programları izlemek	1	2	3	4	5
Listen to the radio Radyo dinlemek	1	2	3	4	5
Listen to songs Müzik dinlemek	1	2	3	4	5
Read newspapers and magazines Gazete ve dergi okumak	1	2	3	4	5
Read academic books and articles Akademik kitaplar ve makaleler okumak	1	2	3	4	5
Read novels Roman okumak	1	2	3	4	5
Speak with fellow students Öğrenci arkadaşlarla konuşmak	1	2	3	4	5
Speak with friends Arkadaşlarla konuşmak	1	2	3	4	5
Speak with family members Aile bireyleriyle konuşmak	1	2	3	4	5

Surf the internet İnternette gezinmek	1	2	3	4	5
Watch videos/DVDs/VCDs Video/DVD/VCD seyretmek	1	2	3	4	5
Talk to people in shop Alışverişte insanlarla konuşmak	1	2	3	4	5
Talk on the phone Telefonda konuşmak	1	2	3	4	5
Attend meetings/conferences Toplantılara/Konferanslara katılmak	1	2	3	4	5
Write emails E-mail yazmak	1	2	3	4	5
Comment on the internet İnternette yorum yazmak	1	2	3	4	5
Keep a diary Günlük yazmak	1	2	3	4	5
Use applications on tablet/phone etc. Tablet/telefon vb.'lerinde uygulama kullanmak	1	2	3	4	5
Online chat Çevrimiçi sohbet etmek	1	2	3	4	5

13. Do you do any activities specifically to improve your skills in English? Please circle:
İngilizcenizi geliştirmek için özellikle yaptığınız bir etkinlik var mı? Lütfen yuvarlak içine alınız.

Yes / No

Evet / Hayır

If your answer is yes, what are these activities and how often do you do them?

Eğer cevabınız evetse, bu etkinlikler nelerdir ve ne sıklıkla yaparsınız?

_____

_____

14. Is there anything you think you should/could do to improve your English, <u>but don't</u>? If so:

İngilizcenizi geliştirmek için yapabileceğiniz ya da yapmanız gereken, <u>ama yapmadığınız</u> herhangi bir şey var mı? Eğer öyleyse:

(i)   Please briefly indicate what this is.
Ne olduğunu lütfen kısaca belirtiniz.

_____

_____

(ii)   Please briefly explain why you don't do this.
Niye yapmadığınızı lütfen kısaca açıklayınız.

_____

_____

15. Please indicate the extent to which you agree or disagree with each of the following statements. Please circle.

Aşağıdaki durumlara katılma ya da katılmama derecenizi lütfen belirtiniz. Lütfen yuvarlak içine alınız.

	Strongly agree Kesinlikle katılıyorum			**Strongly disagree** Kesinlikle katılmıyorum	
I use English every day for a variety of social and work or academic purposes İngilizceyi hergün pek çok sosyal, iş ya da akademik amaç için kullanırım	1	2	3	4	5

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I rarely use English outside a classroom setting İngilizceyi sınıf dışı ortamlarda nadiren kullanırım	1	2	3	4	5
I feel comfortable when I use English in a social setting İngilizceyi sosyal ortamlarda kullanırken rahat hissederim	1	2	3	4	5
I feel comfortable when I use English for work or academic purposes İngilizceyi iş ya akademik amaçla kullanırken rahat hissederim.	1	2	3	4	5
I feel comfortable when I use English with Turkish speakers Anadili Türkçe olanlarla iletişimde İngilizce kullanırken rahat hissederim	1	2	3	4	5
I feel comfortable when I use English with non-Turkish speakers Anadili Türkçe olmayanlarla iletişimde İngilizce kullanırken rahat hissederim.	1	2	3	4	5
I look for opportunities to use and improve my English in everyday life Günlük hayatta İngilizce kullanmak ve İngilizcemi geliştirmek için fırsat ararım.	1	2	3	4	5
I avoid using English except when it is really necessary Gerekli olmadıkça İngilizce kullanmaktan kaçınırım.	1	2	3	4	5

Appendix 2: Journal Instructions

Journal instructions

In this exercise book I would like you to keep a journal for two weeks. Please follow these instructions.

Günlük tutma talimatları.

Bu alıştırma defterinde iki hafta boyunca günlük tutmanızı rica ediyorum. Lütfen bu

talimatları takip ediniz.

1.Please write in your journal each evening for two weeks about your use of English and exposure to English during the day and any activities you did to improve your English. The following guidelines may help you when writing each day, but you can add any extra information you want:

Lütfen günlüğünüze iki hafta boyunca gün içerisinde İngilizce kullanımınız ve İngilizceye maruz

kalmanız (yazılı ve/veya sözel) ve İngilizcenizi geliştirmek için yaptığınız tüm etkinlikler hakkında

her akşam yazınız. Aşağıdaki kılavuz her gün yazmanızda size yardımcı olabilir, ama dilerseniz

fazladan bilgi de ekleyebilirsiniz.

A. Exposure to and use of English

İngilizceye maruz kalma ve İngilizce kullanımı

1.Record the times, places and situations where you heard English or spoke in English.

2.Record all the times, places and situations where you read or wrote in English.

3.Note down the people you used English with and why you used English.

1.İngilizce duyduğunuz ya da konuştuğunuz zaman, yer ve durumları kaydediniz.

2.İngilizce okuduğunuz ya da yazdığınız tüm zamanı, yeri ve durumları yazınız.

3.İngilizceyi kullandığınız kişileri ve neden İngilizce kullandığınızı not ediniz.

B.Activities to improve English

İngilizcenizi geliştirmek için etkinlikler.

1.Note down any activities you did which you think could have improved or extended your English (for example if you learnt a new word when reading the newspaper).

2.Note down any activities you did purposefully to improve your English. How did you carry out these activities? Do you think they were effective? Why/why not?

1. Sizce İngilizcenizi geliştirmiş olabileceğine inandığınız gün içinde yaptığınız tüm etkinlikleri

yazınız (örneğin gazete okurken yeni bir kelime öğrendiyseniz).

2.Dilinizi geliştirmek için özellikle yaptığınız etkinlikleri not ediniz. Bu etkinlikleri nasıl yaptınız?

Sizce etkili miydiler? Neden/Neden değil?

C.Reflection on use of English

İngilizce kullanımı üzerine düşünme/düşünme

1.Briefly write about any feelings you had when using English today and reflect on your use of English during the day.

1.Lütfen bugün İngilizceyi kullanırken nasıl hissettiğinizi ve gün içinde İngilizce kullanımınız

üzerine düşüncelerinizi/yorumlarınızı kısaca yazınız.

Appendix 3: Copyright Permission

RE: Request to use Questionnaire and Interview questions

FH Fiona Hyland <fhyland@hku.hk>
Fri 13/02/2015, 07:57
Özlem İşler ⌄

You forwarded this message on 28/06/2017 16:34

Label: Never Delete (Never) Expires: Never

Dear Ozlem,
Thanks for your email and interest in my article . I am happy for you to use the questionnaire and interview questions with full acknowledgements.
Good luck with the research!
Best wishes, Fiona

RE: Request to use Questionnaire and Interview questions

FH Fiona Hyland <fhyland@hku.hk>
Tue 17/02/2015, 05:03
Özlem İşler ⌄

You forwarded this message on 28/06/2017 16:34

Dear Ozlem,

Thanks for your email. You are most welcome to use the journal instructions as well if you wish.

I do wish you all success with your study and would be very interested in reading your results when you finish.
Best wishes,
Fiona

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı: Özlem İşler

Doğum Yeri ve tarihi: Akseki/ANTALYA, 14.08.1988

Eğitim Durumu:

Lisans Öğrenimi: Selçuk Üniversitesi - Eğitim Fakültesi – İngilizce Öğretmenliği

Bildiği Yabancı Diller: İngilizce, İspanyolca

İş Deneyimi:

Antalya Bilim Üniversitesi (2014 – 2019)

ZŠ a MŠ Antonína Čermáka (Comenius Asistanlığı) (2013 – 2014)

Huelva Üniversitesi (Erasmus Staj Hareketliliği) (2012 – 2013)

Hanım Ömer Çağıran İlköğretim Okulu (2011 – 2011)

Amerikan Kültür Dil Okulları (2010 – 2011)

İletişim:

e-posta: ozlem.isler@yahoo.com

Tarih: 12/06/2019

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin tamamı her yerden erişime açılabilir.

12. /06. /2019

Özlem İŞLER

İNTİHAL RAPORU

LEARNER AUTONOMY OUTSIDE THE CLASSROOM – STUDENTS' BELIEFS ON HOW ACTIVE LEARNERS THEY ARE OUTSIDE THE CLASSROOM

ORIJINALLIK RAPORU

%4	%3	%2	%1
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCI ÖDEVLERI

BIRINCIL KAYNAKLAR

1	flexjobs.com İnternet Kaynağı	%1
2	library.cu.edu.tr İnternet Kaynağı	<%1
3	Fiona Hyland. "Learning Autonomously: Contextualising Out-of-class English Language Learning", Language Awareness, 10/01/2004 Yayın	<%1
4	bup.edu.bd İnternet Kaynağı	<%1
5	"Classroom-oriented Research", Springer Nature, 2014 Yayın	<%1
6	jyx.jyu.fi İnternet Kaynağı	<%1
7	www.scribd.com İnternet Kaynağı	<%1

Prof. Dr. Binnur Genç İlter