

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES



**HOW TO CREATE SEMI-INDEPENDENT EFL LEARNERS THROUGH
LANGUAGE ADVISING**

Ph.D. THESIS

Doğuş AYDIN

English Language and Literature Department
English Language and Literature Program

FEBRUARY, 2021

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**Doğuş AYDIN
(Y1414.620012)**

**English Language and Literature Department
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Thesis Advisor: Asst. Prof. Dr. Akbar Rahimi ALISHAH

FEBRUARY, 2021

DECLARATION

I hereby declare with respect that the study “How to Create Semi-Independent Efl Learners Through Language Advising”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (12/02/2021)

Doğuş AYDIN

FOREWORD

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Doğuş AYDIN

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ABBREVIATIONS

AHAAQ	: Autonomous Habits and Attitudes Towards Advising Questionnaire
CALL	: computer assisted language learning
CEFR	: Common European Framework of Reference for Languages
EFL	: English as a foreign language
ELP	: English Language Portfolio
LA	: Learner Autonomy
LaD	: Language Advising
MoNE	: Minister of National Education
OECD	: Office of Economic Cooperation and Development
PISA	: Programme for International Student Assessment
SAC	: Self-Access Centre
SLA	: Second Language Acquisition
SPSS	: Statistical Package for the Social Sciences
TA	: Teacher-adviser

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HOW TO CREATE SEMI-INDEPENDENT EFL LEARNERS THROUGH LANGUAGE ADVISING

ABSTRACT

The primary goal of this study was to foster Turkish high-school EFL learners' autonomous learning skills through group language advising sessions. These sessions which were held by sharing one class time to advising purported to increase learners' control over their own learning with the implementation of advising strategies and practices based on the conceptual framework of Kato and Mynard (2015). The study was conducted within two different classrooms in two different high-schools by two teacher-advisers who were certified as student coaches. 64 learners aged 14 and 15 studying as ninth graders were involved in this study. 39 of them were females and 25 were males. Data collection period was consisted of six weeks in the fall semester of 2019-2020 academic year. The methodology was the incorporation of quantitative and qualitative data collection processes as mixed method study in a case-study design. Autonomous Habits and Attitudes Towards Group Language Advising and Peer Advising Questionnaire (AHAAQ) developed by the researcher following the pilot study was utilized as pre and post-test to see if there is a statistically significant change in learners' autonomous learning activities, attitudes towards autonomy and peer advising practices. The results were analyzed statistically with ANOVA and paired sample t-test using SPSS. In addition, open-ended questionnaires sent after each session for six weeks in online format and audio-recordings of each session were used to gain insight as to the extent of this change in learners' autonomy, correlation between peer advising and learner autonomy and the attitudes towards group language advising sessions with their reasons. These instruments as well as semi-structured interviews with both teacher-advisers and 12 non-autonomous learners were also used to triangulate the data collected from questionnaire or interchangeably. The data obtained from these instruments and transcribed in Microsoft Excel were analyzed through thematic analysis. During the analysis, Candy's (1991) 13 autonomous learner characteristics and Kato and Mynard's (2015) segment of learner autonomy and reflection were made use of in addition to emerging themes gained from the study for the other parts.

The findings of the study revealed a positive correlation between group language advising sessions held and learners' autonomous activities, attitudes towards learner autonomy and peer advising practices in a statistically significant degree. Furthermore, qualitative findings disclosed that most of the learners (S=41) enhanced in terms of autonomous learner characteristics, the highest three of which were motivation, awareness and being skilled at learning in contrast to being creative and flexible as the least. It was also discovered that learners conveyed more positive attitudes towards group language advising sessions, the most emergent reasons of which were peer interaction, their efficiency and teacher-advisers. It was additionally found out that peer advising enabled them to increase their knowledge about more techniques and methods by listening to peers' suggestions and experiences and

collaborating or interacting with others. All in all, these group language advising sessions were highlighted to be efficient in helping learners to become more aware, effective, motivated and autonomous language learners in a collaborative way having some concerns, as well. The study was also concluded with some tips and further recommendations to hold more useful group language advising sessions.

Key Word: *learner autonomy, language advising, peer advising, group language advising, semi-independent learners*

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN YARI BAĞIMSIZ ÖĞRENENLER DİL DANIŞMANLIĞI ARACILIĞIYLA NASIL YARATILIR

ÖZET

Bu çalışmanın başlıca amacı İngilizceyi yabancı dil olarak öğrenen Türk lise öğrencilerinin, özerk öğrenme yetilerinin grup dil danışmanlığı seansları aracılığıyla geliştirilmesidir. Danışmanlığa bir ders saati ayrılarak düzenlenen bu seanslar, Kato ve Mynard'ın (2015) tasarımsal çerçevesine dayanan danışmanlık stratejileri ve alıştırmalarının uygulanması ile öğrencilerin kendi öğrenimlerinin kontrolünü arttırmayı amaçlamaktadır. Çalışma, öğrenci koçu sertifikası olan iki öğretmen-danışman tarafından iki farklı lisedeki iki farklı sınıfta uygulanmıştır. 9.sınıf öğrencisi ve yaşları 14 ve 15 olan 64 öğrenci bu çalışmaya dahil edilmiştir. Bunların 39'u kadın ve 25'i erkektir. Veri toplama süreci 2019-2020 akademik yılının güz dönemindeki altı haftadan oluşmaktadır. Yöntem, bir olgu çalışması tasarımında karma metod olarak niceliksel ve niteliksel veri toplama işlemlerinin birleştirilmesi şeklindedir. Araştırmacı tarafından pilot çalışmayı takiben geliştirilen Grup Dil Danışmanlığına ve Akran Danışmanlığına Karşı Tutumlar ve Özerk Alışkanlıklar, AHAAQ ölçeğinden; öğrenenlerin özerk öğrenme aktivitelerinde, özerkliğe karşı tutumlarında ve akran danışmanlığından faydalanmalarında istatistiksel olarak önemli derecede bir değişiklik olup olmadığını görmek için ön ve son test olarak yararlanılmıştır. Sonuçlar SPSS kullanılarak ANOVA ve bağımlı örneklem t-testi ile istatistiksel olarak analiz edilmiştir. Buna ek olarak öğrenen özerkliğindeki bu değişimin boyutuna, akran danışmanlığı ve özerk öğrencilik arasındaki korrelasyona ve grup dil danışmanlığı seanslarına yönelik tutum ve bu tutumların sebeplerine dair fikir sahibi olmak için altı hafta boyunca çevrimiçi formatta her seanstan sonra açık uçlu anketler gönderilmiş ve her seansın ses kayıtları kullanılmıştır. Bu araçlar ve ayrıca her iki öğretmen-danışman ve 12 özerk olmayan öğrenci ile yapılmış yarı yapılandırılmış görüşmeler anketten toplanan verilerle veya değiştirilebilir bir şekilde verilerin üçlenmesi şeklinde kullanılmıştır. Bu araçlardan elde edilen ve Microsoft Excel programında çevrilen veriler tematik analiz aracılığıyla analiz edilmiştir. Analiz esnasında diğer bölümler için çalışmadan elde edilen sürekli tekrar eden temalardan ve Candy'nin (1991) 13 özerk öğrenci karakteristikleri ve Kato ve Mynard'ın (2015) öğrenci özerkliği ve yansıtmanın derecelendirilmesinden de yararlanılmıştır.

Çalışmanın bulguları, öğrencilerin özerk aktiviteleri, öğrenci özerkliğine yönelik tutumları ve akran danışmanlığı uygulamaları ile düzenlenen grup dil danışmanlığı seansları arasında istatistiksel olarak önemli derecede pozitif bir ilişkiyi ortaya koymuştur. Buna ek olarak; niteliksel bulgular, birçok öğrenenin (S=41) özerk öğrenci karakteristikleri yönünden gelişim gösteren en yüksek üç özelliğinin motivasyon, farkındalık ve öğrenmede yetkin olma olduğunu gösterirken tersine esneklik ve yaratıcılık özellikleri açısından bu çalışma boyunca en az geliştiğini ortaya koymuştur. Ayrıca öğrencilerin grup dil danışmanlığı seanslarına karşı pozitif tutumlar taşıdığı ve bu tutuma en çok sebep olan üç sebebinde akran etkileşimi,

seansların verimliliđi ve öğretmen-danışmanları olduđu ortaya çıkarılmıştır. Akran danışmanlığı ayrıca akranlarının tavsiye ve tecrübelerini dinleyerek ve diđerleri ile etkileşim içinde veya işbirliği içinde bulunarak öğrencilerin daha fazla yöntem ve teknik hakkında bilgilerini arttırdıklarını sağladığı bulunmuştur. Sonuç olarak bu grup dil danışmanlığı seanslarının bazı endişelere de sahip olarak öğrencilerin işbirliği içinde daha farkında, motive, verimli ve özerk olmalarına yardımcı olmada etkili olduđu vurgulanmıştır. Çalışma, daha verimli grup dil danışmanlığı seansları organize etmek için bazı ipuçları ve tavsiyeler ile de sonuçlandırılmıştır.

Anahtar Kelimeler: *öğrenen özerkliği, dil danışmanlığı, akran danışmanlığı, grup dil danışmanlığı, yarı bağımsız öğrenciler*

1. INTRODUCTION

1.1 Introduction

This chapter aims to preview the study in a brief but comprehensive way regarding the contributions of group language advising (LaD) sessions over fostering Turkish EFL Learners' autonomous learning skills.

It outlines the background to the study at the outset of the chapter which stands for the conceptual framework (Kato and Mynard, 2015) and the literature review causing this study to be investigated. It is then followed by stating the problem. Further to clarifying the problem, the purpose and significance of the study demonstrated that this dissertation is a candidate to be a reference over the issues of group LaD and autonomy if it is needed among scholars. It is then maintained with the declaration of research questions to display the exact points to be clarified throughout the study. Afterwards, the parts of the study which were limited due to time or management constraints are pointed out. The last section serves for defining the key terms of the study to provide a better understanding of the topic.

1.2 Background to the Study

The belief that human being can take charge of their own learning innately from the birth has evolved over centuries even though the ideas of autonomy were officially rooted in ancient times when Greek philosophers beginning with Plato had contributed to it. The rights that an individual should gain just because of being a human being have justified the Greek philosophers' ideas on higher learning in the following years. Free will to choose what to learn, how to learn and why and where to learn have been the basis for autonomy to be developed. This free will was taken a step further by Illich (1972) referring that the public is indoctrinated to believe that skills are valuable and reliable only if they are the result of formal schooling, but it is not. He maintains stating that the

current search for new educational *funnels* must be reversed into the search for their institutional inverse: educational webs which heighten the opportunity for each one to transform each moment of his living into one of learning, sharing, and caring (Illich, 1972). Little (1991) asserts in line with Illich that one of the chief reasons for promoting LA in adult education is the desire to remove the barriers between learning and living. Illich (1972) states this innate learning causing the requirement to remove these barriers by exemplifying that most learning happens casually, and even most intentional learning is not the result of programmed instruction. Normal children learn their first language casually, although faster if their parents pay attention to them. Most people who learn a second language well do so as a result of odd circumstances and not of sequential teaching. They go to live with their grandparents, they travel, or they fall in love with a foreigner. In addition to these reasons demonstrating why autonomy emerged, several social worldwide events or happenings such as wars, uprisers, revolutions or other politic issues have made the idea of autonomy more significant and widespread (Benson, 2011; Holec, 1981; Little, 1991). Second World War in particular with its natural consequences as post-modernism based on the idea of individualism led the scholars to struggle with finding out solutions for a better, freer and more responsible individual as 'the one'. Holec (1981) explained this need as the quality of life due to industrialism whereas Gremmo and Riley (1995) linked this requirement to political turmoil in Europe in 1960s. Consequently, LA has been put forward in a consensus even though some other terms have been told to replace it. It was defined as the individual's having the control to act while learning in a wider sense and context (Benson, 2011; Holec, 1981; Little, 1991; Cotterall, 2008; Dickinson, 1987). Towards the end of the twentieth century, LA in foreign language education has been accelerated with the project of Council of Europe's Modern Languages. Autonomous learning has been of major concern since the 1970s in the field of education with the introduction of CRAPEL, self-learning centre at the university of Nancy in France due to this project. Since then, it has been acknowledged that autonomy must be the utmost aim of the education systems (Little, 1990). Throughout the years, autonomy has begun to be questioned as to what extent it is effective, realistic, and applicable in a classroom or any learning environment, though (Candy, 1991). Another field which should be

focused on is about how well autonomy can be gained by learners who are culturally not ready to get as there has been a dispute over whether it is a Western concept which cannot be attained by non-Western societies. Therefore, other related fields such as sociocultural effects based on dialogue (Vygotsky, 2012) and individual differences (Oxford, 1990; Rubin, 1975; Skehan, 1991; O'Malley and Chamot, 1990) have also been researched to gain a more profound insight concerning why to and how to foster autonomy.

Having an advantage over analysing individual differences of each learner and accompanying learner in their own learning journey based on the intermediary dialogue, LaD is a way to offer prolific solutions on how to create autonomous learners firstly by aiming to create semi-independent learners within the belief of interdependency (Little, 1995). Owing to these factors, LaD began to be a common, new, and shady area to be investigated throughout the world. The importance of self-access centres (SAC), developments in counselling theories, cognitive behavioural therapies and coaching ideas have made it more essential term in academia. As Kato and Mynard (2015) expressed, LaD was a necessary activity to implement learning strategies that does not fit into all sizes in the classroom as well as the reason led by a variety of online sources accessible for each learner. For Kato and Mynard (2015) it was a medium to function for the learners as a bridge to reach autonomy for lifelong learning and grasp their individual differences better to lead them to success in language learning. The attempts of LaD are estimated to have started in 1980s and it is accepted as relatively new (Mynard and Carson, 2012). Therefore, it has been constantly researched (Benson, 2011; Ciekanski, 2007; Clemente, 2003; Crabbe, Hoffmann, and Cotterall, 2001; Karlsson, Felicity, and Nordlun, 2007; Kelly, 1996; McCarthy, 2010; Mozzon-Mcpherson and Vismans, 2001) to improve skills and practices of LaD to make the learners reach the utmost aim that is LA throughout the world.

Even though there have been successful attempts to integrate LaD into language learning with the aim of creating autonomous learners throughout the world, there have been a few studies (Park, 2015; Cameron, 2001; Dam and Legenhausen, 1996; Chik and Briedbachtea, 2014; Kolb, 2007; Dam, 2018) conducted on primary, secondary, or high school learners in the world.

Additionally, group LaD sessions that this research has utilized from instead of individual LaD sessions are quite new to academia. Palfreyman (2018) states that ideas about how LA (often seen as a set of skills in an individual) might develop through groupwork by practice and intuition more than through research. Another reason is that LaD has been provided in a very few SACs at universities in Turkey. Considering that collaborative problem solving related to LA and peer advising results of PISA for Turkey are quite low being forty-seventh among 56 countries, it can be revealed that conducting studies possesses significance for the education system of Turkey (OECD, 2017). Regardless of very unsatisfactory results of PISA about autonomy (OECD, 2017), Turkey is claimed to be requiring more learners with more autonomy. Therefore, this study aimed to enable independency with the help of semi-independency which is also termed as interdependency by Little (1990) as the figures as to the extent of Turkish High School learners' autonomy demonstrate relatively low figures compared to other countries (OECD, 2017) as well as the factors causing this to occur as parental attitudes, economical situation and education performance of our learners and education system (Boyno, 2011). The term semi-independency in this dissertation stands for the positive relationship between teacher and student possible in this study thanks to LaD here.

Due to the discussion of the points mentioned above, LA is construed with the help of LaD as the learners indicate the requirement to possess a guide or counsellor. Taking these into consideration, this dissertation is aimed to discover if group LaD sessions foster Turkish EFL learners' autonomy and enlighten the factors underpinning the creation of semi-independent learners.

1.3 Statement of the Problem

First, Turkish learners are observed to have a perspective to learn by being dependent on the parents first and then the teachers. Negative impacts of parents begin with the birth of the child. Even though the child is born with an innate ability to be free and active agent, cultural norms of Turkish society as well as most of other Non-western societies impose the children not to act themselves after being able to creep and then walk at around first ages. Limitations and interruptions of the family over the children not to walk around, behave freely

or even talk freely begin mostly with the reasons of security reasons that are supposed to be the third needs of humans after food and shelter. Another reason is acknowledged as being a patriarchal society in which father always orders the children what to do even in their early childhood. and children behave with the interruptions of the families. This is also linked to hierarchal organization of the society in which children are expected to obey what the parents especially father order. Such reasons as security, hierarchy and patriarchy make teachers behave in a similar manner to their learners in the classrooms which make the children grow up in an environment where there is not individualism at all. It is rather a society where traditions, norms and rules shape the children to grow up in an unindividualized setting.

This problem widely exists in foreign language education in Turkey. Turkish EFL Learners' insufficiency in being autonomous learners has been elicited by PISA results. Turkish learners are towards the end of the ranking concerning autonomy and collaborative problem solving in terms of OECD PISA 2015 results by being 47th out 56 countries (OECD, 2017). Prior to this study, it is the year 2003 when Turkey has become a participating country of PISA. In this year, problem solving skills of learners among OECD countries (2004) which are accepted to be one of the most crucial skill that an autonomous learner must gain were measured. The percentage of learners with a low proficiency profile (unable to solve Level 1 problems) ranges from over half of all participating learners in Mexico and Turkey (OECD, 2004). Turkey stood as 36th among 40 countries in these results showing relatively low performance. Following these results, another year when PISA results aimed to analyse schools or learners related to autonomy was 2012 when Turkey also indicated poor performance regarding school autonomy. Greece, Turkey and the partner countries Jordan and Tunisia grant the least autonomy to schools in making decisions about curricula and assessments and in allocating resources (OECD, 2013). For OECD (2013) in contrast to other well performing countries, in Greece, Italy, Turkey and the partner countries Romania and Tunisia, over 80% of learners attend schools that have no authority to hire or dismiss teachers; only regional or national education authorities do.

In short, the classroom and home do not furnish learners in an individualized setting. Consequently, it leads them not to be able to possess their own independent learning skills. This broadly means that Turkish EFL Learners cannot take control of their own learning because of obeying what the curriculum, teacher or parents order them to do generally by ignoring their strong and weak ways so-called individual differences academically while learning something. This situation also prevents them from demonstrating their talent in planning, creating or socializing while learning. Finally, they become the learners who cannot get pleasure in learning something and internalize what they are learning. Not being able to develop his or her own power to learn, someone cannot take advantage of all practical opportunities to learn. It can also entail him/her not to adapt today's conditions and suffer psychologically and economically. In addition, taking recent technological development into consideration, LA is a characteristic that must be the utmost aim to possess and foster. However, these advantages are missed by Turkish EFL Learners due to these reasons.

Another problem that underpins this study is that literature in this field displays that Western countries do use independent learning but non-Western do not widely. Even though there have been successful attempts to indicate that LA works well in non-westernised settings, this study pursues a goal of reinforcing this proof.

1.4 Aim of the Study

The study is based on the conceptual framework of what is outlined in the book of Kato and Mynard (2015) titled *Reflective Dialogue: Advising in Language Learning*. It is aimed to create semi-independent Turkish EFL High School learners with the help of LaD whose roles, practices and skills have been described in this book. In a general sense, the main purpose is briefly to foster autonomy among high school EFL learners through group LaD. It is also aimed to understand the ways that group LaD leads learners to gain more autonomy.

In addition to this broader aim, the impacts of peer advising, learners' opinions on group LaD and the autonomous characteristics that group LaD sessions foster over learners are also pursued as goals. In addition to these, new ideas,

suggestions, and implications are aimed to be reached with the help of profound insights gained by the study. Moreover, peer advising which is supposed to be facilitating after group advising sessions will be aimed to be accomplished. Finally, its overall aim is to present group LaD to Turkish EFL teachers and learners and investigate it in a more comprehensive manner.

1.5 Significance of the Study

There are a few SACs in Turkey, one of which is Ankara is Yildirim Beyazit University. Furthermore, there are not satisfactorily enough schools or universities except a few private schools or foundation universities; for example, MEF University identifying itself using Flipped Learning system for preparatory classes (Compton, 2016). Therefore, there is an increase importance of this research conducted to initiate more widespread practices of group LaD in many schools or universities throughout the country. It can even trigger the establishment of more SACs in Turkey. Another point that can be discussed is whether SACs are worth being established in high schools apart from universities with the direction of the study's conclusions and suggestions. Such an activity can also foster Turkey's score in PISA, too. As well as leading institutions to adopt advising processes in a wider sense, it could make teachers aware of the significance of group LaD and intentional reflective dialogue to make use of in their classrooms. In short, this approach adopted during the study is to help group LaD and autonomous learning become more common and applicable among Turkish scholars, teachers, institutions, schools or universities. This study is also expected to be useful to give a general sense of Turkish EFL learners' and teachers' perceptions and tendencies towards advising and autonomy at last with the help of the concepts' profound impact on providing deeper insight. In addition, having been described aforementioned as being dependent on family first and teacher next, Turkish EFL High school learners generally depend on the teacher for social and affective ways of learning and this can activate the role of adviser as more functional and beneficial.

Another novelty that makes this study gain more significance is that it focuses on being a research mainly interested in group LaD sessions and high schools

rather than individual sessions and tertiary level in comparison to the common practices as one-to-one sessions in SACs. The study is conducted in a real-life classroom. Thus, it can rather be identified to be a case-study as it is made in naturalistic environment.

1.6 Research Questions

It is investigated if this study fosters Turkish high-school EFL Learners who participated in this case is going to be more autonomous learners with the help of group LaD. It also includes additional scrutiny such as the effect of group LaD sessions, peer advising and learners' attitudes towards group language advising sessions and learner autonomy. Further to the purpose in mind, the study has following research questions to be answered:

1. Do group language advising sessions foster Turkish High-School EFL learners' learning habits towards autonomous actions?

This research question is aimed to be answered with the answers received from the learners for the items from Item 1 to Item 22 in the questionnaire that was created by the researcher himself. The findings are also validated with the help of open-ended questionnaires and audio recording of the sessions.

2. Do group language advising sessions lead Turkish High-School EFL learners' attitudes towards learner autonomy positively?

All items in the questionnaire are expected to provide the reply for this research question. The statistical findings are also found reliable with the help of open-ended questionnaires and audio recording of the sessions to see if learners' attitudes have undergone positive changes towards autonomy.

3. Do group advising sessions foster peer advising?

To see if group language advising sessions work for the benefit of peer advising among learners, Item 28 and Item 29 in the questionnaires as pre-test and post-test are made use of to give quantitative findings. Afterwards open-ended questionnaires, diary, audio recordings and interviews are used to facilitate if the findings are valid and accurate.

4. To what extent do group language advising sessions change Turkish High School EFL learners' control over their learning?

This question is addressed to find out to what extent practices of group language advising affect autonomous learning capacity of the learners in terms of autonomous characteristics and its level of control. To discover in depth; semi-structured interviews with non-autonomous learners are conducted. Open-ended questionnaires with all learners, and audio recordings of the sessions are also utilized to collect data over this issue.

5. To what extent do group language advising sessions change Turkish High School EFL learners' attitudes towards group language advising?

This research question is investigated with thematic analysis of five Likert scale questionnaire, open-ended questionnaires, semi-structured online interviews, and audio recordings of the sessions. It aims to scrutinize what learners consider about group LaD sessions. Additionally, it purports to investigate what leads learners to have positive, neutral, or negative opinions towards group language advising sessions.

6. To what extent does peer advising foster Turkish High School EFL learners' attitudes towards autonomous learning?

This research question is sought to gain deeper insight as to how peer advising activities foster learner autonomy. Semi-structured interviews with non-autonomous learners and TAs, open-ended questionnaires with all learners and audio recordings of the sessions are used to reach this goal.

1.7 Limitations and Scope of the Study

The study is conducted in two high schools: A Anatolian High School and B Anatolian High Schools with Multiple Programs in Istanbul. Each school provides one English teacher for the study who has had the role of language adviser throughout the study. These two advisers conduct group advising sessions in two classrooms including 64 students. After 15 students dropped the study, total of 64 students attended the study from the beginning till the end. Therefore, the study cannot give overview concerning all Turkish EFL learners. This sample is chosen to get a perspective for all high school EFL Learners in

Turkey. Despite the time and number of students' constraints participating in the study, this study can provide fruitful insight for studies conducted in the future in a wider scale. Another limitation was that TAs took notes without the interruption of the researcher. The advisers were expected to change strategies or implications of the following advising sessions with their own reflections without any interruption. The study's success therefore depends on the advisers' success, as well.

Another limitation of the study is that only non-autonomous learners evaluated with the results of the Likert scale questionnaires and open-ended questionnaires have been interviewed due to time constraints which prevent the researcher to conduct interview on all 64 students. The study has taken 8 weeks period in one semester due to time constraints, as well.

The last limitation has occurred due to the rejection of MoNe regarding the researcher's observation in the classroom by keeping a diary as a field study. Therefore, the advisers' keeping a diary is acknowledged to be suitable. However, they added audio recordings to diary notes which let the researcher to attain more accurate findings.

1.8 Definition of Key Terms

Learner Autonomy: It is the ability to take control of your learning in a wider sense. This control includes the responsibility to decide over learning goals, settings, styles to make use of the best learning atmosphere for yourself.

Language Advising: It is the activity between an advisor equipped with necessary trainings to gain the skills and roles of an advisor and advisee who needs somebody to accompany him/her during the path of learning to guide, advise or coach. This activity occurs in a way of sessions including 40-45 minutes as one-to-one or group advising. The advisor helps an advisee discover his strengths, weaknesses or potentials while learning a language for a specific or general target.

Peer Advising: Underlying the term of Vygotsky's Zone of Proximal Development), peer advising is the guiding, advising and modelling process of more knowledgeable peer over other. Group discussions and brainstorming

throughout group advising sessions including learners' own practices and beliefs are expected to facilitate peer advising among group of learners.

Independent Learning: A term commonly defined as same as autonomy. On the other hand, it conveys meaning for some other scholars as being complete freedom from the others' control over judgement and action. Therefore, it leads us to consider that independent learning is without the influence of a teacher, peer or parent while determining how, why and what to study.

Semi-Independent EFL Learners: This is a concept aimed to be achieved at the end of this thesis. It is the position of an autonomous learner in which the learner and teacher are in interdependency. This stance is accomplished by means of LaD as teacher serves the function of a mediator, counsellor, guide or adviser.

2. LITERATURE REVIEW

For Lyons and Doueck (2010) literature reviews require the ability to locate, integrate, synthesize, and apply a large amount of literature. Therefore, it is needed to have critical thinking as well as the ability to evaluate the literature and critically examine the ideas advanced by the authors in a wide range of sources and content areas.

Within this chapter, it is aimed to discuss the basics, importance, background and the relationship of the two core items of this study that are LA and LaD in respect to the literature concerning them underpinning the style mentioned above. Meanwhile, the significant factors influencing autonomy and advising will be referred to provide us fruitful insight to have a more thorough picture of these topics. In addition, new theoretical perspectives and approaches to both learner, teacher autonomy and LaD are examined in a thorough way.

2.1 Autonomous Learning

2.1.1 The definition of Learner Autonomy

You cannot teach a man anything, you can only help him to find it within himself (Galilei, 2018). This quote is a standpoint where this dissertation gained meaning. To start with the root of the word ‘autonomy’, Marshall (1996) makes a contributing explanation by displaying two aspects of components in the concept of autonomy as: the auto and the nomos which mean the individual self and the law or laws governing. This political definition stands for the individual self-governing him/herself. Marshall (1996) briefly attributes this root meaning to the individual self which is independent of the judgements or manipulation of others so that the person is self-governing. Although the root definition is quite straightforward, LA is not that much precise and agreed upon its definition among scholars. Little (1991) expresses this situation in a nutshell by commenting that the concept of LA has various sources and wide-ranging implications; thus, it cannot be satisfactorily defined in a few paragraphs. How

elaborate it is, definition of autonomy is going to be aimed at throughout these few paragraphs. To identify this approach, autonomous learning simply stands for the learners' being independent from the teacher during the learning process and possessing control over the learning. Furthermore, autonomy can be broadly defined as a concept found in moral, political, and bioethical philosophy. It refers to the capacity to make an informed, un-coerced decision (Samson and Umadevi, 2016). To illustrate, the most widely, briefly, and almost universally accepted definition belongs to Holec (1981) who asserted that autonomy is *the ability to take charge of one's own directed learning*. Another definition by Benson (2011) is that autonomy can be broadly defined as the capacity to take control over one's own learning. The level of this control is controversial, though. However, the control of the learner over the learning content to some extent can be enough to consider someone as autonomous. Meanwhile, this control depends on their capabilities as well as the circumstances they are in (Benson, 2011).

There have also been more comprehensive and diverse definitions of autonomy. An example to such definitions is that essentially, autonomy is a *capacity* - for detachment, critical reflection, decision-making, and independent action (Little, 1991). He pointed it from a more psychological perspective. Even though there have been such rigid definitions to explain autonomy, it has been told that there has not been a consensus over the exact definition of autonomy although there has been a consensus over some specific items in the definition such as responsibility and capacity. Therefore, the ideas of some scholars for example display that autonomous learning relates to self-management and independent learning with self-awareness and language learning strategies (Jiménez, Lamb, and Vieira, 2007). Lamb (2017) also attaches significance to reflection and awareness in the application of autonomy.

Further to this definition issues, whether the capacity to control can be gained naturally has been debated. Benson (2011) claimed that the concept of autonomy is grounded in a natural tendency for learners to take control over their learning. In a deeper sense, this inner inclination of the learners towards autonomy which is supposed to be maintaining from the birth with the learning ability of someone which is reflected for instance when h/she learns any kind of

knowledge or language brings with it several different types of strategies for the learners to adopt for being a better, permanent, and successful learner by being an autonomous learner. Little (1999) and Cotterall (2008) pointed out that this capacity is universal, rejecting the idea that autonomy is a western cultural construct. As opposed to the alignment with such statement, autonomy is even considered to be the utmost aim to foster better, lifelong, and responsible learning mainly in the Western countries. Egel (2009), who encourages us to begin this journey in her study which underlies descriptive literary views, has displayed that it is not solely possible for teachers to foster autonomy in a Westernized setting but also non-Westernized setting. Therefore, this study conveys more meaning for the researcher and the country in which it takes place.

In addition, Holec (1981), who is one of the pioneer figure of autonomy, remarked that autonomous language learning presupposes LA, which is the capacity of the learner to self-direct and self-regulate, at least to some extent, their learning process, which means to make (most or all) decisions concerning their learning: setting goals, choosing materials and methods, defining learning pace, monitoring, and evaluating learning outcomes and learning processes.

In addition to this inherent capacity to learn, the reasons why autonomous learning has emerged and developed rapidly within the field of education can be initially depicted as the influence of individualism having been common particularly in Europe after the Second World War due to the prevalence of post-modernist consideration and tendency towards learner-based approaches rather than teacher-based. In this respect, everyone is regarded as having the right to act for his/her own will. This has contributed to the belief that learners have to be able to decide what to, how to, when to, and where to learn, and the teacher begins to be portrayed as “counsellor, helper, facilitator, knower, mentor, consultant” (Riley, 1997). According to Cotterall (2000), in more practical terms, this entails learners to take responsibility for various aspects and stages of the learning process, including setting goals, determining content, selecting resources and techniques, as well as assessing progress. The students are also able to decide what they would like to study which is a definite sign for liberty.

Due to these factors which are linked to today's conditions, there has been a growing interest in autonomous learning. Moreover, the capacity to think and act independently has always been highly regarded by most, if not all, of the world's societies, even if in practice it has often been the privilege of an elite (Gremmo and Riley, 1995). To its advocates, autonomy is a precondition for effective learning; when learners succeed in developing autonomy, they not only become better language learners, but also develop into more responsible and critical members of the communities in which they live (Benson, 2011). The reasons why they have to be responsible and critical members of the community they live in are clarified with the aim of continued growth during those out-of-school hours and years which requires continued learning-learning to master new jobs, to become better lovers, to meet life-crises, to find new interests, to handle changes in society, to master new roles, to open new dimensions in ourselves and our relationships, and to make contributions worthy of our capacities (Gibbons, et al., 1980).

In a nutshell, Benson (2011) emphasizes three points included in the general hypothesis of autonomy. Firstly, learners possess natural tendency to gain control over their learning. Secondly, the learners who have lack of autonomy can develop autonomy given proper conditions and training. Third, autonomous learners have more advantages than non-autonomous learners in learning a language.

On the other hand, the ideas between autonomy, independent learning or autonomous learning have become intermingled terms within this field. This lack of consensus on what LA exactly means has made this concept become a catch-all term, comprising other concepts such as agency, motivation, awareness, lifelong learning, and cooperation (Vázquez, 2016). More recently it has begun to attract attention in the school sector, and all the signs suggest that “autonomy” is now in the process of attaining the buzz-word status that “communicative” and “authentic” have already enjoyed for many years (Little, 1991). In addition to his struggle to make us know what autonomy exactly is, he has deliberately tried to indicate us the diverse perspectives to help us gain more thorough insight. In one of these attempts, he identified the most confusing points by displaying what autonomy is not comprised of:

- Autonomy is not a synonym for self-instruction; in other words, autonomy is not limited to learning without a teacher.
- In the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can.
- On the other hand, autonomy is not something that teachers do to the learners; that is, it is not another teaching method.
- Autonomy is not a single, easily described behaviour.
- Autonomy is not a steady state achieved by learners (Little, 1990).

Moreover, as it can be perceived as a criticism by Benson (2011), he expresses that autonomy has theoretically good reasons to support. Nevertheless, it has failed to convince scholars with required amount of empirical data to prove that autonomous learning is potent in real classroom practices. Researchers and practitioners need to show, however, that autonomy is not only desirable but also achievable in everyday contexts of language teaching and learning (Benson, 2011).

2.1.2 The significance of Learner Autonomy

A common similarity (DeKeyser, 2014) displayed when comparing language learning with different skills acquisition such as driving and doing sport is included in Benson (2011)'s example. He associated driving car with language learning by stating that just as controlling the vehicle is an essential part of efficient driving, controlling one's own learning processes is an essential part of potent learning. This expectation, prediction and requirement towards more effective teaching has led to the idea that autonomy is to be the ultimate aim of the language learning which is acknowledged by several scholars (Aviram and Assor, 2010; Benson, 2011; Marshall, 1996; Jiménez, Lamb, and Vieira, 2007; Reinders, 2008; Holec, 1981; Little, 1996; Vázquez, 2016). Benson (2011) also repeatedly emphasizes that autonomous learning is more effective than non-autonomous learning. This is a well-described dichotomy to demonstrate how significant autonomy is. However, there are a few oppositions discussing

whether autonomy is willingly demanded by the society and it is feasible (Hand, 2006; Pennycook, 1997).

Reasons why autonomy is significant is portrayed in different ways. First, Ciekanski (2007) clearly points out that autonomous learning in learners has become the utmost aim of learning nowadays because of three reasons: ideological, psychological, and economic.

Ideological factors can be summarised as the right for an individual to make personally relevant choices. Psychological factors can be defined as beliefs about learning that we learn better when we are taking charge of our learning. Economic factors relate to the idea that it is more efficient if individuals learn how to become lifelong learners rather than require continuous instruction (which is more expensive to provide) (Mynard and Carson, 2012).

For instance, another scholar Cotterall (1995) lists the reasons of LA as pedagogical, practical, and philosophical which coincide with the statement made above. To begin with, ideological reasons date back to Second World War when the whole world nations demanded a more individualized and humanist society. This went on with the demands of more democracy. Within these kinds of societies, learning the subject proficiently is not what is requested at first. As Holec (1981) asserts it is a prerequisite of the society to develop the skills that someone needs to act more responsibly while performing the task what the society needs. Moreover, the capacity to think and act independently has always been highly regarded by most, if not all, of the world's societies, even if in practice it has often been the privilege of an elite (Gremmo and Riley, 1995). Further to this, preparation for participation is rather expected as an outcome (Benson, 2011). He maintains saying that it is the role of the teachers to support their autonomy and enable the learners to lead a kind of life they wish instead of doing what is demanded by the society. Marshall (1996) refers to this right to have free choice in Irish education system reshaped with recent reforms. He displays the significance of autonomy, choice and freedom in literature as well as mentioning about the people as capable of choosing the education that is in accordance with their individual needs, interests and quality of the programme.

In a nutshell, autonomy and free choice provide better results for the learners in that the education programme can be more suitable for them in terms of their

individual needs. This idea which can lead them to be better learners by exploring their individual needs and self matches with the high demands of the society, as well. The importance of language autonomy as a necessary and relevant educational goal lies in the pressing need to promote a learning society which is ready, equipped, and responsive to change (Vázquez, 2016).

It has been displayed above that we learn better if we are in control of what we are learning. Benson (2009) claims that second language learners are already autonomous in important ways and it must be the mission of the teacher to enable necessary conditions which can flourish and help learners form a life that they wish to have in contrast to what the society demands of them. In a study, the authors examined the biographies of twenty acknowledged experts without formal training beyond high school in search of commonalities that might suggest ways people become effectively self-directed in learning and accomplishment. Of the 154 characteristics identified, the fifty rated as most important were examined. They outline a pattern of education that is sharply focused, active, experiential, self-directed, situational, and often personally challenging (Gibbons, et al., 1980). Underlying the concept of autonomy is constructivist psychological theory. According to this, we attempt in an on-going process to make sense of the world around us based on our previous experience and pre-knowledge (Newby and Fenner, 2000). To contribute to the significance of LA, we can come up with another advantage of LA. As Ciekanski (2007) referred the industrial and commercial developments induce education system to be away from instruction due to economic reasons to make it less costly.

In addition to such ideological, psychological, and economic reasons underpinning the development of autonomy, Bentley (2003) hereby emphasizes the need for a shift in our thinking about the fundamental organisational unit of education which comprises school and learner with the potential to learn from any resource that is around him/her. Besides, he forecasts what schools will be like in the future by claiming that schools will be more diverse and more flexible, offering services to adults as well those of school age. Schools will become brokers as well as providers, forging partnerships with employers, voluntary and religious organisations, parents, and young people, to extend and

enhance opportunities for learning (Bentley, 2003). To be truly effectual, education must give young people exposure to a wide range of contexts and role models for learning, along with experience of genuine responsibility. It must avoid containing them in the single, increasingly outdated context of the conventional classroom (Bentley, 2003). All the demand for a more innovative teaching is the outcome of much more developed digital technologies. The rapid growth and globalization of digital media is now offering expanding and constantly changing opportunities for informal language learning and use, including digital tools such as mobile technologies and gaming (Lamb, 2017).

2.1.3 History of Autonomy

As it is stated by Smith (2008) in his work to construct the history of autonomy, he expressed that insights from the past can lead the teacher to build upon their future teaching on these top-down knowledge derived from digging the history. This could further navigate teachers to acquire raised-awareness which is a pre-condition of teacher autonomy, as well. To begin with, several ideas or concepts to identify the learners' taking charge of their own learning have been offered since this capacity was mentioned within Plato's work (Benson, 2009; Ciekanski, 2007; Cotterall, 2008; Dickinson, 1987; Holec, 1981; Little, 1990; Marshall, 1996; Pennycook, 1997). It has also been researched in wider contexts including all fields of learning (Marshall, 1996) as it includes a broader sense itself. In addition to this aspect, Lamb (2017) has added that LA can be attributed to the wider frameworks of general learning theory as well as theories of first and second language acquisition and language learning and teaching. In addition to this all-encompassing framework of the concept, historical background of LA can be traced back to thirty-five years as what Smith (2008) suggested. Although the earliest publications were mainly French in origin (Holec 1979, Riley 1985, cited in Smith, 2008), and/or associated with the Council of Europe (Holec 1979, Oskarsson 1980, cited in Smith, 2008), there was an early strand of work in the field of 'individualisation' in the UK (Altman and James 1980, Geddes and Sturtridge 1988, cited in Smith, 2008) which was later to join up with autonomy (Brookes and Grundy 1988, cited in Smith, 2008). Indeed, the very first publication on the list was an Anglo-French collaboration (Harding-Esch 1977, cited in Smith, 2008).

Throughout the history of autonomy mentioned above, there has not been consensus by scholars over the exact meaning or dimension of autonomy but rather acknowledgement over several definitions perceived from various scopes. Even the most basic terminology is full of semantic conflicts. For instance, Dickinson (1987) and Holec (1981) used different and reversed meanings for autonomy and self-direction (Oxford , 2003). During these thirty-five years, this capacity to control has been variously termed as independence, autonomy, or self- learning (Benson, 2011; Dickinson, 1987; Holec, 1981; Little, 1991).

Despite many conflicts and discussion, it was agreed upon a general term as LA (Benson, 2011). The extensive and highly influential efforts of autonomy in second language acquisition can be accepted to begin with the launch of SAC CRAPEL which is the project of Council of Europe's Modern Languages in 1962. Yves Châlon, the founder of CRAPEL, is considered by many to be the father of autonomy in language learning (Benson, 2011). Afterwards, Holec (1988, cited in Smith, 2008) appears to have been a vitally important first step in bringing together reports of practice in diverse settings. The concept of LA has in the last twenty years become influential as a goal in many parts of the world (Palfreyman, 2003). It would not be an oversimplification, however, to say that in the 20 to 25 years following the Second World War, the ideas of autonomy and self-direction became the subject of intense scrutiny, analysis and debate and that since that time they have gone on to become familiar elements in educational research and practice (Gremmo and Riley, 1995). Within this period, Gremmo and Riley (1995) demonstrated various factors and relationships of LA with the developments of other fields including minority rights movements, shifts in educational philosophy, reactions against behaviourism, linguistic pragmatism, wider access to education, increased internationalism, the commercialization of language provision and easier availability of educational technology. Even though each of these factors have had huge impact on the development of LA, the widespread usage of computers and technology can be thought to be the most essential idea to provide us the enlightenment to reply regarding how the practices of LA in real classrooms have been expanded as rapid as that. That is why, within the field of computer-assisted language learning, especially, autonomy has become an important issue.

What is more, the first resource centres and self-access systems were developed in the late 1960s and early 1970s helping LA become extensive in EFL contexts. It is not possible to be more precise than that because in some cases they evolved directly from existing language laboratories (Gremmo and Riley, 1995). One of the first SACs was CRAPEL where learners improved their autonomous skills. After CRAPEL was introduced, different SACs have been set up including recent openings even nowadays. These SACs opened new paths to be discovered. The key to success was found as learner training as to how a successful language learner can be created which was mentioned in Gremmo and Riley's (2005) work regarding the history of autonomy. Although it cannot be directly revealed that there is concise relationship between SACs and individualisation, it can be ascertained that SACs contributed to the idea of learner styles and learner strategies or in other words individual differences. For instance, learner strategies are steps taken by learners to enhance their own learning (Oxford, 1990). She also portrayed learner strategies as planning, competition, conscious manipulation, and movement towards a goal. As the practice of learner training became more widespread in the 1980s and 1990s, it increasingly drew upon insights from research on learning strategies, which aimed to identify the behaviours and strategies used by successful learners and train less successful learners in their use (Benson, 2011). These characteristics that Oxford (1990) referred above are all closely related to LA to occur. In a research that was scrutinizing over how successful language learners learn, a further important finding was the fact that language teaching methodologies are by no means neutral as regards to learning style, so that any given methodology favours certain categories of learners and disadvantages others (Gremmo and Riley, 1995). This could imply that being able to choose and control how you can learn can facilitate better and enhanced learning. LA was the mainstream of the research thereafter. These prevailing ideas of autonomy have led to close investigation on the roles of teachers, as well which came up with the idea of interdependence (Little, 1995) and teacher autonomy (Lamb, 2017). The interdependence at issue is between learners and teachers and some have gone so far as to suggest that the development of LA is dependent on teacher autonomy (Benson, 2011). This way of far-reaching scope over LA made it

more comprehensive and multidimensional. In the 21st century, interest in LA has gained impetus steadily. Self-access and self-directed language learning, which is sometimes called independent learning, has been encouraged by the “growing role of technology in education” (Benson and Voller, 1997). With the introduction of CALL and Mobile Language Learning technologies widely, LA has been made possible, feasible, practicable and widespread for the last two decades.

2.1.4 Autonomy in Foreign Language Education

A rather wide term autonomy which is used in different fields has its origins in EFL with the launch of CRAPEL in France whose founder Holec (1981) accelerated the ideas of LA in EFL among scholars. As many scholars (Benson, 2011; Little, 1990; Riley, 1997; Smith, 2008; Cotterall, 1995) stated, the turning point of the twentieth century experienced rather a rapid paradigm shift in pedagogy and perceptions towards learner centeredness. This paradigm shift led scholars to investigate various aspects of autonomy. Research has focused on three key areas: the nature of autonomy, efforts to foster LA and the relationship between LA and effective language learning (Benson, 2011 cited in Cotterall, 2017).

The first association that autonomy arose in the minds of stakeholders of education as learners and teachers is that it is related to out-of-class learning. Therefore, the nature of autonomy dealt with the definitions (Benson, 2011; Dickinson, 1987; Gremmo and Riley, 1995; Holec, 1981; Little, 1990; Oxford, 2003) over LA’s control over learning as to the level, way, aspect of control. Benson (2011) also categorized these ways of control in terms of their domain as learner, curriculum, resource, classroom, teacher, and technology based.

Cotterall and Murray (2009) designs a pedagogical model which aims to enhance learner engagement and autonomy. The model consists of five affordances engagement, exploration, personalization, reflection, and support – which emerged from analysing the interviews and written narratives of Japanese university students engaged in independent language learning.

2.1.5 Autonomy in EFL in Turkey

In Turkey, individuals generally grow up under the control of their parents who decide on behalf of their children. When they reach school age, this control is passed onto their teachers (Boyno 2011). Since autonomy and motivation in foreign language learning is contextspecific and is perceived differently in different cultures, an examination of Turkish learners' attitudes to autonomy is of vital importance since Turkey is a country located between the East and the West. When broadly reviewed, Turkey's educational system is not greatly different from those of other eastern countries (Üstünlüoğlu, 2009).

For the English as a foreign language context, one of the prevalent challenges faced is that learners come to the class, wait to be taught and stop thinking about English as soon as they leave the classroom at the end of the school day (Mede, İnceçay, and İnceçay, 2013). OECD (2017) studied with the title of PISA results. It also validated these findings that collaborative problem solving ability which is a crucial characteristic of autonomous learner has been relatively poorer with Turkish learners compared to other OECD countries. A first assessment of cross-curricular problem-solving skills was undertaken in 2003; in 2012, PISA assessed creative problem-solving skills. The evolution of digital assessment technologies has now allowed PISA to carry out the world's first international assessment of collaborative problem-solving skills, defined as the capacity of learners to solve problems by pooling their knowledge, skills and efforts with others (OECD, 2017).

Another point that can be contributed is that PISA Results of 2015 (OECD, 2017) display that Turkish is one of the countries where science, math and reading capacities are better in contrast to collaborative problem solving skills. However, In Bulgaria, Montenegro, Tunisia, Turkey and the United Arab Emirates, over 93% of learners who are all-round low performers are also low performers in collaborative problem solving (OECD, 2017). In a nutshell, in PISA results (2017) , Turkey was found to be the lowest scorer among OECD member with a score of 422. Similar mean score demonstrating that Turkey is one of the lowest scorers by being highly below the average score over problem solving skills among OECD countries which was also experienced in the results of PISA 2003 (OECD, 2014) when problem-solving skills were firstly examined

and PISA 2012, as well (OECD, 2004). Therefore, autonomy was always required to shed light on as learners did not tend to be autonomous themselves from the first very beginning particularly in Turkey. Although there has been limited research on autonomy in Turkey, studies conducted do give some indications of the perception of autonomy and how LA is influenced by previous learning experiences (İskenderoğlu, 1992; Keskekci, 1995, cited in Üstünlüoğlu, 2009). Some significant results to be declared in these studies conducted demonstrated that Turkish learners' autonomy is prevented by the forceful and blocking effect of Turkish EFL teachers and authority as Üstünlüoğlu (2009) has remarked. In another research, the findings reveal that the educational system in Turkey needs to take a huge leap towards training learners to become more autonomous from the first day of education (Dişlen, 2011).

Having a standpoint implying that Turkish EFL learners are not autonomous at a necessary scale, we can mention about the studies in Turkish EFL context providing fruitful insight and hopeful results for future studies. In one of the recent studies, Göksu and Genç (2011) found out that English Language Portfolio made an important contribution to learners' autonomous reading skills. In another study conducted by Bayat (2011) it was concluded that participants had higher level of autonomy perception due to letter-writing activity. Related findings displaying that Turkish EFL learners are also ready to be autonomous learners can be observed in the literature. By considering the results stated above, we can draw the conclusion that university level Turkish EFL learners are ready to take more responsibility in their language learning process because they have the notion of responsibility in their minds and they generally feel themselves capable of performing autonomously. In addition, majority of them are already practicing some kind of autonomous behaviors outside the classroom (Yıldırım, 2008). Several examples like these studies have indicated that non-western settings can also be convenient places to improve autonomy with appropriate applications.

To shed light on the recent context of Turkish EFL learners' autonomy, it is a requirement to have a close investigation over practices and development on LA in Turkish Education system. Even though, with the launch of Common

European Framework of Reference for Languages was launched in 1971 as Bayraktaroğlu (2014) stated, it was not put into action in Turkey until 2001 which implies that autonomous skills were disregarded until that far. Turkish EFL context emphasizes a shift in the paradigm of LA with the prevalence of CEFR on education system of Turkey as it can be observed with the latest stage of the report of Council of Europe (Council of Europe Modern Languages Division, 2001). In this report compiled as a book, autonomy is mentioned as a goal: once teaching stops, further learning has to be autonomous. Autonomous learning can be promoted if ‘learning to learn’ is regarded as an integral part of language learning, so that learners become increasingly aware of the way they learn, the options open to them and the options that best suit them (Council of Europe Modern Languages Division, 2001). Ministry of Education has also adopted necessary changes that European Union and Council of Europe has demanded. EFL curriculum was redesigned as to let students keep track of their portfolio. For instance, English Language Portfolio (ELP) which is a tool of CEFR has also contributed to the implementation of LA as learners began to point out comments like ‘I can use this structure in my speaking.’ However, teacher autonomy and materials designed to make learners autonomous are still in debate as to whether they are influential to create autonomous teachers or learners. For instance, Cephe (2014) displayed the significance of material design that can support LA in his study.

In a conference paper which engaged in finding solution to teacher training, Takkac (2014) stressed that teachers in our country are far from possessing ideal characteristics of how a teacher should be in the 21st century which is closely linked to teacher autonomy. However, we can also demonstrate some examples towards fostering autonomy although they mainly focus on higher education. To exemplify, Mef University have been conducting Flipped Learning system which has applications of LA. Dr. Şahin trusted the students and MEF University opened its doors September 2014 to its first freshman cohort as the “World’s First and Only Flipped University” (Compton, 2016). Some other universities working to achieve LA through self-access centers are Ankara Yildirim Beyazit University, Middle East Technical University, Yildiz Technical University and Izmir University of Economics.

In conclusion, autonomy is a concept that has been of utmost aim for some scholars, universities and learners in Turkish EFL context even though it is not at a satisfactory level.

2.1.6 Factors affecting Learner Autonomy

As a complex and dynamic construct, intertwined with other complex ideological, political, social, epistemological, and pedagogical constructs such as beliefs, dependence/independence/interdependence, identity, knowledge, motivation, policy, situatedness, and SLA theory, there is no single approach to operationalizing LA in language learning (Lamb, 2017).

2.1.6.1 Age factor on Learner Autonomy

There could be a misconception towards the belief that autonomy works better with adults. However, there have been several studies conducted on young learners displaying that autonomy can well be achieved by young learners, as well (Lamb, 2011; Dam and Legenhausen, 1996; Kolb, 2007; Chik and Briedbach, 2014). Cameron (2001) asserted that we tend to underestimate the potential for self-regulation in our children, seeing them too often as blank sheets to be written on, empty vessels to be filled, or wild and in need of taming. Even in the nineteenth century in Britain autonomy was observed to be fruitful for younger children as they could learn better if they collaborate with their peers or engage in their learning activities rather than listening to the teacher in obedience and silence (Chik, Aoki, and Smith, 2018). Kolb (2007) also declared in one of the results of her study by saying that young learners can engage in reflective activities in contrast to commonly held opinion that they cannot. She further added that they are extensively aware of the learning process and language learning beliefs based on her study.

The belief that autonomy is an innate ability that every human being possesses is also shared by Benson (2011). He commented that as young children, we take control over the learning of our mother tongue, but as learning becomes more complex and is channelled through the institution of the school, we appear to give up much of our autonomy. When they learn foreign languages as teenagers or adults, many people find self-directed learning difficult and prefer to be directed by teachers and learning materials. The idea that autonomy is a natural

attribute, suppressed by formal education, is characteristic of thinkers such as Rousseau and Illich (Benson, 2011). The so-called wrong belief as explained above was told to be due to the reason that we may also be inclined to allow more freedom of choice to adult learners than to younger learners, even when we are convinced that they are equally likely to exercise their freedom ‘irresponsibly’. This decision is likely to be influenced less by pedagogical considerations than by our philosophical understanding of the relative status of adults and young people and the rights to autonomy that are naturally accorded to them (Benson, 2011).

In addition to the evidence of such studies regarding innate language learning abilities leading the young learners acquire autonomously, another factor making people believe that LA is traced in the early childhood is owing to the skill of digital literacy among youngsters. At a quite young age, learners can learn how to use several digital and technological tools autonomously which also leads them to learn something themselves without any effort. Chik and Briedbach (2014) also discussed in their study that digital literacy could be an emerging pedagogical issue for young learners. In short, digital and media literacy of youngsters are the factors that made scholars reconsider their position towards autonomous learning with young learners as well as the opinions as to how innate autonomous learning is from the birth of someone.

2.1.6.2 Socio-cultural factors on Learner Autonomy

Socio-cultural factors play significant role with LA as we need social interactions to gain autonomy. Autonomy may develop through an individual’s interaction with other individuals and the environment. Education, whether institutionalized or not, is likewise an interactive, social process. For most of us, important learning experiences are likely to be remembered at least partly in terms of our relationship either with one or more other learners or with a teacher (Little, 1991).

Also, language learning is culture learning; it involves the whole person as it questions the learners’ identity, values and beliefs (Riley, 1997). This social interaction however prevents or contributes to our degree of autonomy if the sociocultural factors affect this skill to be gained positively or negatively. Recognizing LA with possible opportunities in terms of socio-cultural

approaches as a dynamic and context-dependent began to be more widespread among scholars (Lamb, 2017; Little, 1995). Toohey and Norton (2003) addressed to this issue with their two subjects: Eva and Julie. They demonstrated that Eva and Julie learned better to the extent of being able to participate in the settings around them with their own identities. Hence isolation of learning could be a very wrong misconception. It can even be furthered to one step beyond. Lamb (2017) connected this issue with teaching approaches stating that each teaching approach might work differently based on the interaction, engagement, and construction. Another point is that the development of a 'pedagogy', which connected to practical aspects of learning and teaching within and outside the classroom, necessarily rejected liberal understandings of autonomy as 'freedom', but instead engaged actively with notions of power and constraints (Lamb, 2017). Teng (2019) also refers to several aspects of autonomy to sociolinguistic as it has happened with Eva and Julie. First, language is a tool for communication, and this takes place in a social context. Second, an individual's uniqueness is emphasized because the social reality can be a part of classroom teaching and learning. As was also mentioned above, the various elements of LA (agency, freedom, skills and strategies, reflection, decision-making, motivation) have come to be entwined with social context (Chik, Aoki, and Smith, 2018). The transfer of responsibility for learning from the teacher to the learner has far-reaching implications, not simply for the way in which education is organized but for power relationships that are central to our social structure. For now, the learner generates his own purposes for learning; in pursuit of those purposes, he determines not only the content of learning but the way in which learning will take place; and he is responsible for deciding how successful learning is, both as process and as goal-attainment (Little, 1991). As a result, first it confirms the view of Ushioda (2009, 2011a) that learners and teachers need to increase their awareness of each other as people with a wide range of interests, multiple identities, and community memberships, rather than focusing only on each other as language learners (cited in Murphy, 2014). The strengths of autonomous learners are that they are able to adapt to changing learning situations and circumstances without losing sight of their learning goals, and they may be conceived of as versatile learners who can exploit a variety of learning tools (Tatzl, 2016).

Another factor that puts sociocultural factors at the centre of autonomy lies in Vygotsky's sociocultural theory that is a revolution in language learning. The view of advising is situated within a sociocultural theory of learning. This means that we view learning as a social process and that people learn by interacting with other people and the world around them using 'psychological tools' (Kozulin, 2008). Learning is a dynamic process of negotiation, which involves an individual and a social component (Vygotsky, 2012). This dialogic process enables us to negotiate by creating self-awareness. As well as that, collaboration and communication among learners over the solution of real-world problems is viewed as an opportunity for language learning (Benson, 2011). For Chik, Aoki and Smith (2018), these Vygotskian perspectives led to reconfiguration with a new term as interdependence which is the first and sole requirement of learning environment to work best. Zone of Proximal Development where learner learns best with more knowledgeable others as teacher or peer underlies this concept to improve. According to them, this self-regulation then helps learners engage in more autonomous activities at last. The purpose of scaffolding is not simply to help the learner complete the task, but to promote her capacity to think strategically and so achieve metacognitive control or self-regulation (Ushioda, 2014). This is a contribution to what Little (1991) asserts regarding autonomy as it is a way of interdependence between the learner and others around him. However, it suggests that guidance and support are integral elements of learning, and that without interaction of some kind autonomy is unlikely to develop (Chik, Aoki, and Smith, 2018). To sum up, people around us play a crucial role in letting us improve autonomous skills.

As an astounding example of these sociocultural factors affecting LA, parental attitudes can be a crucial element to mention. Baumrind (1991) expressed that parenting types were identified that differ on the bases of commitment and balance of demandingness and responsiveness. At last, she divided parenting styles into three categories as authoritative, democratic, and directive families. The families prevalent throughout non-western settings are authoritative which leads youngsters not to acquire autonomy easily or even never. Yilmazer (2007) addressed to this study in her thesis asserting that authoritative parents are the ones who do not care about their children's opinions and demand them to obey

whatever is ordered or told them. For Yilmazer (2007) parental attitudes also mainly indicate similar ways as being authoritative in Turkey. The reasons why parents choose these certain attitudes while growing up their children are documented as being influenced by their ancestors' growing up style, their own dreams as to how their children should be, societies' cultural values and families' socio-economic status according to Yilmazer (2007). In conclusion, parental attitudes are the other factors affecting learners' degree of autonomy comprehensively.

The environment including people around us is a certainly significant factor affecting LA. However, the question as to what degree this is influential has been controversial among scholars. Palfreyman (2003) investigated in his study as to whether the idea of LA is only possible to be reached by Western as it was widely introduced to the literature by the Western societies and it cannot be implemented by non-Westerns in their educational context. To enlighten the perspectives on this issue, this book (Palfreyman and Smith, 2003) questions LA in a deeper sense in different cultural contexts and finds out that it is not something ethnocentric but Erturk (2016) claims in her study that her short survey regarding whether this belief is common or not showed her that LA is accepted as ethnocentric. To start with, several studies (Benson, Chik & Lim, 2003; Little, 1995; Palfreyman, 2003) have been conducted to probe if LA is available to non-Western settings. This prevalent belief commencing with the comment of Little (1991) has gained impetus by then. Benson, Chik and Lim (2003) demonstrated a good example towards having failure to control their own learning in case the learners in non-Western settings cannot gain their own space, individuality, or freedom from their own country's system as Alice and Hye-Yeon displayed. Another example by Gao (2003) also showed that isolating from own culture leads to better success in improving their strategy use while learning English. On the contrary, in the past, 'LA' has often tended to be associated with technology-rich SACs ('resource centres'), and with technology in general. Indeed, autonomy research has been mainly carried out with learners in well-resourced Western or East Asian settings. In apparently 'under-resourced' contexts, its importance may have seemed less salient. Nevertheless,

the affordances that are available in such settings should not be underestimated, as we shall see (Smith, Kuchah, and Lamb, 2018).

Other factors affecting these people's level of autonomy is related to their power, identity and investment in their relationships in their cultural contexts as it can be seen in the study of Toohey and Norton (2003). In their study, Eva and Julie behaved differently in terms of power in their relationships with their community of practice. Eva and Julie were able to gain access to the social networks of their communities because of practices in the communities in which they were located and through their own agency/efforts to position themselves as persons worth talking/listening to (Toohey and Norton, 2003). Agency is another crucial concept affecting the quality of autonomy at a considerably higher degree. 'Agency' means the quality of being an active force in producing an effect, and an agent is one who has this quality (Oxford, 2003).

In short, socio-cultural factors on LA can be exemplified as cultural influences of the society where we live in, parental attitudes, social interactions like mediation and other items like agency, power, and creation of identity. Oxford (2003) summarizes these factors as sociocultural factors I and II as being human interaction based and political-critical aspect.

2.1.6.3 Individual differences affecting Learner Autonomy

For Skehan (1991), Psychology has long recognized two contrasting approaches to the study of human functioning—the experimental and the differential. He described experimental as the one looking for common ways or solutions for everyone. However, the latter is an approach that emphasizes differences between people, seeking to identify the most relevant major ways that people vary. He maintains expressing that researchers focus on depicting certain common rules in the studies of linguistics, second language acquisition or pedagogy. Rubin (1975) also asserts from the perspective of SLA with the statement that if all people can learn their first language easily and well (although some have more verbal skills than others), why does this innate ability seem to decline for some when second language learning is the task. The answer which is individual differences is among the fewest resorted way of language learning scholars for Skehan (1991). In addition to him, many other researchers have focused on this area since then (Oxford, 1990; O'Malley and

Chamot, 1990; Skehan, 1991; Ellis, 2004; Rubin, 1975). Learner differences include, among others, factors classified under the following three areas:

1. learning styles
2. learning strategies; and
3. affective variables.

Other major areas of individual differences relate to learning aptitude, gender, culture, age, and other demographic variables (Ehrman, Lou, and Oxford, 2003). All these varieties possess such a significance that it entails one to acquire a second language with ease and success. One view is that individual variation is an all-important factor—one which differentiates the process of second language acquisition from that of first language acquisition (Fillmore, 1979). As SLA may require learning, instructing and different processes from what first language acquisition needs, individual differences play a major role. Whereas first language acquisition is quite uniform across populations in terms of developmental scheduling, the strategies used to achieve it, and the control over the language which is ultimately achieved, there is considerable variation among individuals in the ability to acquire second languages. (Fillmore, 1979) In terms of gender relationships over LA, Varol and Yılmaz (2010) investigated 80 seventh grade learners based on gender and LA interaction and concluded that there is no impact of gender on LA somehow although females showed more interest in the opportunities for learning English. Similarly, Mardjuki (2018) elicited that there is no discrepancy among females and males in terms of LA. To sum up, we have begun to learn more about individual learner differences; they are now widely acknowledged to be a significant factor contributing to the success a learner has when undertaking language study (Ortega, 2009; Dörnyei and Ushioda, 2009; Hurd, 2011; Hurd and Murphy, 2012 cited in Kato and Mynard, 2015).

Further to this importance to improve language learning of an individual, individual differences have a considerable impact on the development of LA as well as close relationship. In order to address individual learner differences and to develop language LA, educators need to take a different approach from the ‘one size fits all’ language classroom (Kato and Mynard, 2015). To solve such

issues, these characteristics are attributed to be their language learning strategies, styles as to how learners learn a language (Oxford , 2003). Some scholars (Gremmo & Riley, 1995; Toohey & Norton, 2003) further the importance of such characteristics by stating that these studies over language learning strategies, styles, trainings of advisors and learners and resource centres undermined the objections towards LA such as the barriers of age, exam-based syllabuses, or the nature of the language. For instance, Gardner's (1992) Multiple Intelligences Theory explaining how people have different intelligences and can learn due to them was also published which led teachers to understand the learners' styles better to gain better insight and provide better education for the learners.

With the higher interest in the field, learner strategies and learner styles attracted several scholars (Oxford, 1990; O'Malley and Chamot, 1990). Main strategies as cognitive, metacognitive, social, and affective strategies influenced the degree of the learner's autonomy. L2 learning strategies are the learner's goal-directed actions for improving language proficiency or achievement, completing a task, or making learning more efficient, more effective, and easier (Oxford, 2011). To exemplify these kinds of strategies, it can be expressed that inexperienced language learners often over-emphasize the 'study' aspect of the language learning process and underestimate the importance of 'use' and 'review' aspects (Kato and Mynard, 2015). Oxford (2011) also stated that learner strategies influenced the creation of the concept of autonomy. She described the early strategic learners in ancient Greeks as autonomous learners. As an example to learner strategies, in the Ehrman and Leaver model, an eclectic learner wants or needs conscious control over learning process, whereas a synoptic learner leaves more to preconscious or unconscious processing (Ehrman, Lou, and Oxford, 2003).

One essential factor among affective variables for autonomy is motivation. Among the psychological constructs implicated in L2 learning, none has perhaps generated as much literature as motivation (Mercer, Tatzi, and Gkonou, 2016). Autonomous learners are often motivated learners and autonomy often leads to better, more effective work (Dickinson, 1995). In other words, when people experience feelings of autonomy and relatedness and engage in optimal

challenges that enhance their sense of competence, their motivation will be increasingly internalised and self-regulated. By contrast, social-environmental conditions that undermine people's sense of competence, autonomy or relatedness will generate forms of motivation that are less internalised, less integrated into the self or aligned with its values, and more externally regulated by environmental influences, pressures, and controls. (Ushioda, 2014) As Dickinson (1995) also states, the students who own the control over their outcome is more motivated. Therefore, these two terms are interrelated to each other. Motivation can be initiated with the importance of this individual difference over second language learning. How such motivation might be fostered is another question. Ryan and Deci (2000) clarified in their self-determination theory that learners are required to have competence, autonomy of choice and relatedness to promote their intrinsic motivation. This intrinsic motivation might entail to more autonomy.

Another affective characteristic influencing the level of autonomy can be learner's belief and attitudes. Simply because the beliefs and attitudes learners hold have a profound influence on their learning behaviour (Cotterall, 1995). Other individual differences possessing relatively minor impact on LA can be exemplified as learner aptitude. Carroll conducted the relevant research during the 1950s. (Dörnyei and Skehan, 2003) Afterwards, Dörnyei and Skehan (2003) maintained studies regarding language aptitude. However, few or no scholars have indicated any influential factor of language aptitude on LA.

Furthermore, gender, age and cultural background of the learners certainly play a significant role. However, they had already been mentioned above. Finally, despite not very crucial, there is an opposing view that individual variation plays no greater a role in the acquisition of second languages than it does in the learning of first languages—that is to say, its role, if any, is trivial (Fillmore, 1979).

2.1.6.4 Teacher's effect on Learner Autonomy

Both teacher and student are engaged in the same issue that is knowledge. One side of this issue is dealing with teaching. On the contrary, other side is with learning. From this perspective, teachers can be the people who provide knowledge. Little (1995) defines LA in terms of its interdependency between

teacher and learner revealing the fact that learners do not learn in isolation but rather within a cooperation. Benson (2009) somehow criticizes this ambiguity in the literature about the roles of the teacher over LA expressing that language teaching and LA are concisely interrelated.

For Thomson (1996), all human beings are born to be able to learn themselves. However, when they begin to be educated at schools, they give up the idea of being independent due to institutional imposition on them. To support this view, Little (1991) asserted that autonomy is not something that can be gained through a series of classes taught by teachers in the classrooms. On the contrary, he portrayed this as a misconception. In contrast, Dickinson (1992) finds learner training very efficient in terms of its resourcing function and enabling the students engage in classroom environment. In addition to his point, for Little (1991) it cannot be believed that autonomy does not have a direct or indirect effect from teacher. It is rather the active encouragement of teachers on learners leading them to be more autonomous.

In another study, Dam (2018) asserted that it is first when the teacher continuously asks the questions: What do I do? Why do I do it? How do I do it? that she is truly capable of supporting her learners in asking the same questions. She must also in this case be the model in the language classroom. LA depends upon the capacity of the teacher and the learner to develop and maintain an inter-relative climate characterized by the teacher's holding back from influencing the learner, and the learner's holding back from seeking the teacher's influence. One type of relationship in education is that between teacher and learner, and it is possible that the character of that relationship can either foster or hinder learners' autonomous behaviour (Tatzl, 2016). Apart from developing a capacity for restraint, the learner must develop a capacity for persistence in using resources and the teacher as a resource, and the teacher must develop a capacity for communicating to the learner that he or she is concerned for the learner's educative well-being during the learning process: that he or she has the learner 'in mind' (La Ganza, 2008). The role of the teacher in autonomous learning clearly falls within the framework of interpretation teaching. Terms proposed to describe the role of the teacher within this framework include facilitator, helper, coordinator, counsellor,

consultant, adviser, knower, and resource (Benson, 2011). Voller (1997) describes the teacher *facilitator* due to the teacher's supporting role. In addition, the teacher is portrayed to be *counsellor* who provides teacher-learner interaction. Finally, the teacher is seen as a *resource*.

As Benson (2011) stated, LA depends on the organization of our teaching practices in the classroom in that one's taking control over his/her own learning is linked to possible opportunities provided within the classroom. That is why, classroom should be managed carefully to enable highest level of LA. Although the implementation conveys some risks, the teacher is expected to play a more active and encouraging role for the learner to gain autonomy. Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers (Little, 1995). Raising language teachers' awareness of past developments can, I would suggest, be one means for enhancing teacher- LA ('the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in collaboration with others (Smith, 2006). [I]f one of the ultimate aims of education is to encourage learner independence, to prepare and skill individuals for lifelong learning, then the processes inside the classroom must inevitably be conducive to developing self-awareness and skills on an individual basis which will promote autonomous learning (Coyle, 2003). The self-educator must be independent, energetic, creative, and strongly self-directed. But schools, as well as such ever-present entertainments as TV, and a growing number of institutions encourage us to be dependent, passive, conforming and, generally, willing to be directed (Gibbons, et al., 1980). To accomplish constraining and difficult matter of bringing up autonomous learners can be possible for the teachers with some reasons, though.

From another point of view, La Ganza (2008) and Little (1995) shed light on the effect of language teachers' own educational background over their own autonomy as a teacher. Benson and Voller (1997) also asserted that teacher training programs are inclined to depict the roles of teachers to be intellectual

with an administrative role in their classrooms which end up with more disrupted attitudes towards LA of their own learners.

2.1.7 Teacher Autonomy

To start with a definition of teacher autonomy, it is generally defined as teachers having control over their own professional development and practice, especially in terms of developing independence and interdependence in their own context (e.g. classroom), when they need to make autonomous decisions for how they plan to teach, what they practise in the classroom while teaching, and how they can improve their teaching practices (Dikilitaş and Griffiths, 2017). For many scholars (Dikilitaş and Mumford, 2018; Freeman and Cornwell, 1993; Little, 1995; Jiménez, Lamb and Vieira, 2007; Smith, 2006) teacher autonomy possess many perspectives to scrutinize as teacher's personal freedom, interrelationship between teacher and LA, teacher's awareness, their willingness and democratic points. These perspectives have also been debated as to how they are constituted.

The idea of teacher autonomy arises in part from a shift in the field of teacher education from a focus on the teacher as a conduit for methods devised by experts to a focus on the teacher as a self-directed learner and practitioner (Benson, 2011). It was already envisaged that the teacher needed to be autonomous, either in the sense of being 'free' to organise learning in new ways, or in the sense of having experience of the demands of learning autonomously, (be it the learning of other languages, the learning of how to teach, or the self management of one's own classroom practice), if s/he were to be in a position to facilitate the development of LA (Lamb, 2008).

The interrelationship between LA and teacher autonomy are clearly structured since some scholars (La Ganza, 2008; Little, 1995; Tatzl, 2016) focused on the interactive nature of learning, and this is enabled with the impact of interdependence over LA which might result in the enhancement of teachers' control over their pedagogical program at last. Therefore, LA should be initially expected in the environment where teacher autonomy is the intention. The question as to how teachers can be autonomous have arisen after the term has been clarified from different standpoints.

Some factors to prevent teacher autonomy highlighted by Gao (2018) were bureaucratic management and marketization of education and he offered language teachers to be into challenging against such social censure to reach the level of becoming an autonomous teacher. Therefore, some considerations for more autonomous teachers have been put forward. One of the most essential considerations has been teacher training. Dikilitas and Griffiths (2017) proposed a way of development as an aim of teacher trainings which was to enable teachers or in-service teachers to employ action research coming up with a more autonomous teachers. Teacher Research has been recommended as an empowering tool for promoting Teacher Research and successful language teacher development for them. Thus, as well as cognitive and motivational benefits, teachers can be given the opportunity to gain a sense of being involved in a more democratic and inclusive PD process promoting ‘interpersonal empowerment’ (cited in Dikilitaş and Mumford, 2018). Benson (2008) argues if teacher’s perspective over creating autonomous learners is based on teacher research. For him, this could lead teachers to be suspicious of their teaching, feeling more powerlessness and more curiosity for research. This could imply that learners can gain more space to be autonomous. From this perspective, it seems particularly important that professional freedom should not simply be ‘granted’ from above; instead, it should be the outcome of processes of professional development (Benson, 2011). As a medium of this professional development, Teacher Research reading task created motivation to read research, a professional development activity which emerged as a powerful tool to support Teacher Autonomy (Dikilitaş and Mumford, 2018). Dikilitas and Mumford (2018) documented teacher autonomy’s prerequisites as the development of agency, identity and motivation. The observed teacher autonomy development was triggered by the sustained engagement in doing, presenting, and writing up research, which was well supported by the ongoing collaborative work, the follow-up conferences, and publications (Dikilitaş and Griffiths, 2017). The findings indicated that the successful teachers were able to achieve a sense of autonomy and confidence, and, in particular, had established strong relationships with colleagues (Watters and Diezmann, 2015). The transparency of digital learning environments was seen as a unique opportunity for student teachers and teacher educators to investigate experience-based

knowledge building (Trebbi, 2008). Another development has been the liberation of the teachers in taking the control of their own research often moving to relatively less interference by the mentors and more teacher autonomy (Dikilitaş and Griffiths, 2017). Another further way of supporting teachers in changing their practice might be to provide appropriate curricula guidelines. In 1997 the experience of this project had a noticeable impact on the construction of a new curriculum within the Norwegian national reform (Trebbi, 2008). Freeman and Cornwell (1993) perceived and illustrated from a rather different perspective arising the question as to whether teaching is a way of replicating what other teachers do or responsibility of the learner itself to create his/her own pathway to come up with original teaching ideas inspired by others. To sum up, there have still been controversies as to how influential teacher autonomy can be gained. Despite these discussions, the positive correlation of teacher autonomy over LA cannot be underestimated. Another point to mention is regarding the effect of teacher autonomy over LA.

As Benson (2011) stated, teacher autonomy literature let us grasp the notion that LA and teacher autonomy are intermingled, interdependent or interrelated whichever suits best for the definition due to the dialogic process, awareness, learning of teachers as what learners do. In short, it can be termed as teacher-LA. Trebbi (2008) mentions about two points in the study that teachers are not able to share the control over the learning due to its posing risk for their own authority which makes them have a more ruling attitude in their teaching.

2.1.8 New Approaches to Autonomy in ELT

Development and thriving are the key concepts that never come to an end. That is why, the concept of autonomy is redefined, developed, revised and new approaches are discovered or suggested. To discuss the historical development of LA briefly, the first involved expanding the definition of autonomy has been to cater better for social processes. Secondly, Benson (2011) also suggested greater exploration of relationships between autonomy and other student-focused constructs such as self-regulation, self motivation, agency and identity. Finally, he argued for a stronger base for empirical understanding of the various ways autonomy is actualized in different contexts and settings. These suggestions were proposed in response to the emerging research trends in the

field at the time (Chik, Aoki, and Smith, 2018). The extent of this control has paved the way for new debates, as well. Inevitably, questions about who, what, when, where and why emerged. Who is taking control? Taking (or retaking) this control from whom? What types of control? When do the learners exercise control? And in what places and spaces do learners take control? Clearly, such questions invite further exploration and thinking about new dimensions of autonomy (Chik, Aoki, and Smith, 2018). New technologies may accelerate the injection of alternative ways of delivering a second language curriculum. The profile of the L2 learner, already a complex and diverse one, may undergo fundamental changes as new societal, cultural, political and professional demands are imposed on the individual. Within all these developments the concept of the autonomous language learner may also shift, indeed it is shifting already (Macaro, 2008).

To begin with the technological advancements, rapid growth and expansion of the Web globally have entailed to LA to be far-reaching to more communities. The emergence of the Web as a learning environment has given rise to a number of new theoretical approaches that have, in turn, led to a reconceptualisation of the learning process. Historically, work with autonomy has benefited from technological advancement, especially when the technologies were designed for independent use. In more recent times, user-generated Web 2.0 content has certainly enabled greater access to target language communities and learning content (Reinders and White, 2016). To contribute us to understand how widespread technology has become to foster autonomy, Smith, Kuchah and Lamb (2018) additionally conducted a highly beneficial study to provide deeper insight as to remote rural contexts' availability to technology to foster their autonomy. Smith, Kuchah and Lamb (2018) mentioned a study conducted in Indian rural setting where seven years old students increased their level of English with the help of cheaper smart phones. As a result, they suggested further research into how widespread such smart phones or other devices can enhance learning as it happens with a muscle development in case they are exposed to language in out-of-class learning. Another point made concise was that digitalization facilitated us to interact with more people in a wider scale leading us to have more peer advising activities or ZDP.

An additional reason for considering the role of groups in autonomous language learning and teaching is that one of the fastest areas of growth for group interaction is certainly in digital space (Chik, Aoki, and Smith, 2018). For instance, in one of the study conducted on Finnish students learning English, Kuure (2011) revealed that online computer games and activities may provide important affordances for language learning, not as an objective as such, but as a means of nurturing social relationships and participating in collaborative problem-solving and networking among peers. Kuure (2011) also claims that it is likely that increasing mobility due to easy access to wireless networks and social software will change the situation in the near future. To summarize all these recent trends and inclinations are due to the expansion of technology in pedagogy. The contexts in which languages are used, learned and taught are constantly changing. Social and cultural changes and rapid developments in information technology not only may make the line between the worlds of school and non-school fuzzier, but may also challenge the traditional goals, ideals and practices of L2 teaching (Kalaja, Alanen, Palviainen, and Dufva, 2011). There were also innovative technological mediums to facilitate autonomous learning more. For instance, DIALANG is a freely available web-based diagnostic language assessment system designed to assess language proficiency in 14 European languages. It is linked to the Common European Framework of Reference (CEFR) for language proficiency and incorporates self-assessment statements from the CEFR (Benson, 2011).

The concept of autonomy accelerated with the help of integrating technology into education widely have been investigated from different approaches. Some of the developments that have marked the field in recent years include broadening the range of constructs investigated, increased recognition of complexity and dynamism, widespread acknowledgement of the situated and social nature of language learner and teacher psychology, and the need for and acceptance of methodological plurality (Tatzl, 2016). As an initial step to these newer approaches, Benson (2011) began by categorizing autonomy in terms of its domain as: '*resource-based*', '*classroom-based*', '*technology-based*', '*learner-based*', '*curriculum-based*', and '*teacher-based*'. This classification is largely a matter of the focus of different areas of practice in relation to

autonomy. Self-access, tandem learning, distance education, self-instruction and out-of-class learning, for example, come under the heading of ‘resource-based approaches’, because they treat independent interaction with language learning resources as the focal point for the development of autonomy (Benson, 2011). As an example to such developments in various areas of LA, the ALMS (Autonomous Learning Modules) programme at the Helsinki University Language Centre is a good example of an initiative in which teachers have taken advantage of institutional pressures to shift the curriculum in the direction of greater autonomy to design a curriculum framework in which learning activities are largely determined and evaluated by students. The 14-week credit-bearing EFL programme is provided to undergraduates as part of a compulsory foreign language requirement (Benson, 2011). In addition to this classification, Kumaravadivelu (2003) suggests a new methodology for language learning as a different perspective called *Post-Method* in which he describes 10 macro-strategies. One of them is LA. Most activities came under the heading of self-directed naturalistic language learning. Although they were not self-instructional activities, the students engaged in them in order to improve their English. The most frequent activities were writing emails, reading academic books and surfing the Internet, followed by watching videos, reading newspapers, watching TV programmes and listening to songs (Kumaravadivelu, 2003). Post-methods were the examples of resource-based approaches of autonomy. Another classification of autonomy was elicited by Macaro (1997). For Macaro (1997), functional autonomy is significant, and it can be divided into three sub-categories as ‘*Autonomy of language competence*’, ‘*Autonomy of language learning competence*’ and ‘*Autonomy of choice and action*’. They led teachers and learners to come up with new ideas in terms of the domain of autonomy. In one of these various approaches to shed a light on the factor age, Murray (2011) investigated autonomy from the perspective of older learners. Due to a foreign language’s being significant all over the world and for all ages, there have also been some attempts as to whether older people can improve their English with the help of SACs. Murray (2011) investigated retired people in Japan who took part in a research made in a SAC. This SAC as a funded project enabled retired people to attend seminars, workshops and SACs’ English learning activities. The conclusions were striking to pave the way for new

studies to be implicated in the future. Analysis of the data documenting the experiences of the older learners in this particular context has revealed three salient elements: self-direction, metacognition and community (Murray, 2011).

Another striking study to make autonomy meaningful with its relation to other psychological fields was by Toffoli (2016) who interestingly discusses about attachment theory which is a crucial theory in developmental psychology in which child attaches him/herself to primary caretaker. As a result, Toffoli (2016) advocates the idea that LA and attachment theory display a certain degree of relationship affecting each other. The findings, while modest, indicate that attachment styles can be detected in language learning contexts and seem to provide a useful framework for studying the relationships that learners establish with the language they are learning and with the people who accompany them during that process. As an addition to different and new approaches of LA, the influences of economy over autonomy has also been analyzed in a study of Smith, Kuchah and Lamb (2018). Smith, Kuchah and Lamb (2018) claimed that countries with less resources, poor conditions or non-autonomous constraints by the community can create 'rescue solution' by employing group works, project based learning or other similar activities to maximise LA. They have also given many examples displaying that this has been accomplished. As a result of economizing language learning costs, some new and effective approaches of autonomy have also been studied as tandem learning, SACs and LaD with other contributions as comprehending learners' nature and perceptions in a much deeper sense. They cost less for language learning and more effective solutions have appeared as an outcome of interdependency. Ciekanski (2007) referred the needs of autonomy as ideological, psychological, and economical, two of which led different approaches in the history of autonomy. Frameworks such as the cognitive flexibility theory and cognitive load theory also suggest a possible paradigmatic change of the role of the teacher and a shift towards the role of a facilitator and coach (Reitbauer and Fromm, 2016). In other words, learners may take more responsibility for learning if they believe themselves to be in control of the outcome.

2.2 Language Advising

2.2.1 Advising and Counselling

As the research is conducted on creating semi-independent learners through LaD, it can be proper to focus on detailing this newly emerged profession which is the outcome of struggling to determine different aspects of autonomy over decades. However, this is not that easy to come up with a reply in short. McCarthy (2009) referred to this difficulty in one of her works from the perspective of students, English teachers or educators who have been asking countless times as ‘So, what exactly do you do?’ She also declared that it was difficult to provide a quick answer as many have considered advisors as experts working on across disciplines, as a resource-finder or problem-solver. Also, for Mozzon-McPherson (2001) LaD has been a term over which there has not been a consensus to call counselling, coaching, or advising. Then what is advising?

To begin with, scholars have coined the term into different forms as advising, counselling, or coaching. Advising and counselling are often used interchangeably in the field of language learning (Shibata, 2012). One of the firsts having contributed to this field with his micro and macro strategies of counselling was Kelly (1996) who defined counselling as a form of therapeutic dialogue that enables an individual to manage a problem. Kato and Mynard (2015) also defined advising in language learning as the process of helping someone to become an effective, aware, and reflective language learner. Another definition was that LaD refers to a special form of learning support in which an adviser helps a learner to organize and reflect on their learning process in individual face-to-face sessions or as an email exchange, often as a complement to self-access learning (Tassinari, 2016). From a point of definition based on supporting the learners, Reinders (2008) also confirmed that LaD is a type of language support where teachers meet with students on an individual basis to offer advice and feedback and to help learners develop self-directed learning skills. From a different point of view, whereas teaching or tutoring may focus on the mastery of linguistic competences, i.e. grammatical or phonological knowledge, advising focuses on working with learners to support them in identifying, focusing, and achieving what is important to them in terms of language learning (Kato and Mynard, 2015). There is widespread agreement

that advising should mainly be concerned with learning methodology, rather than linguistic content, and should be responsive, rather than directive (Benson, 2011). To sum up, advising in language learning is a growing field in language education that focuses on supporting language learners to become more autonomous in their learning (Benson, 2011; Mozzon-McPherson and Vismans, 2001; Mynard and Carson, 2012). This means that advisers provide 'a frame', a set of conditions within which learners can have or hold the responsibility of some or all the decisions concerning aspects of their learning, from stating their aims to determining their objectives to defining the contents, selecting methods and techniques and finally evaluating the process and the knowledge. All these stages appear, to a lesser or greater extent, in an advising session with one or more aspects dominating a session. Through this dialogic process, advisers can promote, encourage, and support the development of LA (Mozzon-McPherson, 2003).

To understand widely what advising is consisted of, we must scrutinize into the basis of ideas lying behind. Mynard (2012) stated in her model that learning in LaD can be underpinned in sociocultural theory and constructivism in which dialogue, tools and context convey a high level of significance. To define the part dialogue plays here, Kato and Mynard (2015) stated that it is this dialogue which enabled interaction resulting with reflection. A learning advisor intentionally promotes deep reflective processes and mediates learning through this dialogue for Kato and Mynard (2015). Based on such a mindset from the point of sociocultural theory, LaD has rooted in counselling theories as well as coaching strategies and skills.

As a start, counselling should be explained since advising is a way of performing counselling, and the role and approaches of the counsellors are significant to be known, too. Initially, there have been several counselling theories. However, a school of counselling is formed when similar counselling theories are grouped together (Nelson-Jones, 2008). There are three main schools: The Psychodynamic School where approaches tend to emphasise unconscious influences and with helping clients to exercise conscious control over their lives; The Humanistic School which is based on humanism and is concerned with human potential and self-actualisation; The Cognitive

Behavioural School which is concerned with changing behaviours (Mynard and Carson, 2012). The School of Counselling is mainly involved in LaD and is under The Humanistic School. Many of the key points in LaD are taken from humanistic counselling instead of cognitive behaviour therapy and the tools are used aligned with life coaching practices as it is stated in Kato and Mynard's book (2015). Identity awareness is at the core of the counselling theories, and in particular person-centred approach (Rogers, 1969), which emphasises the importance of respect for the whole person (Mozzon-McPherson, 2003).

To expand with more details, person-centred counselling is an example of humanistic counselling and is the theory that is referred to most frequently in the Advising in Language Learning literature. There are three fundamental principles of person-centred counselling, which are respect, empathy and genuineness. In Advising in Language Learning, when drawing on the principles of person-centred counselling (Rogers, 1969), the learning advisor is concerned with self-actualisation, personal fulfilment and autonomy and not just with the person's language-learning aims (Mynard and Carson, 2012). However, for Stickler (2001) one should not underestimate the usage of other schools. For example, psychodynamic schools offer an empty chair as a stand-in for a conversation partner or various relaxation techniques. As another example, Cognitive-Behavioural may also be useful while using repetition strategies or planning according to Stickler (2001). When strategies have been mentioned, it can be worthwhile to refer to what strategies or skills advising makes use of. To determine these strategies and skills, we should discuss about what the overall goal of advising is.

The purpose of advising is to provide guidance to students about their language learning and to encourage the development of LA (Reinders, 2008). Another key aim in advising is to support students in their language learning and help them find the most effective and efficient way of doing so in a variety of learning environments (online, in SACs, in classroom contexts) (Tassinari, 2016). One more purpose of LaD stated is to make the client to discover him/herself through mirroring and non-directive messaging. This does not include direct advising in contrast to cognitive approaches. In some occasions, cognitive directive counselling can be required to be resorted, though. On the

other hand, various skills may raise the learner's awareness about the language learning process and engaging in such dialogue is a very powerful way of providing opportunities for learners to construct or reconstruct existing schemata (Mynard, 2012). Kato and Mynard (2015) also maintained by confirming that advising in language learning is the process of helping someone to become an effective, aware, and reflective language learner. Dialogue between an advisor and a learner is central to the process of helping learners to reflect. What this dialogue consists of is another big question, as well.

Whilst many good teachers may recognize themselves in using some of the macro skills in such teacher-student dialogues (guiding, modelling, giving feedback, supporting, evaluating etc.), it is the second set of skills (attending, restating, paraphrasing, questioning, confronting, reflecting feelings, empathising) which contributes to distinguishing advising from teaching and associates it with counselling therapy (Mozzon-McPherson, 2001). The extent to which the practices of (language) learning advisors will draw on skills from counselling, guidance, coaching or professional advising will depend on the context, though (Kato and Sugawara, 2009). It will also depend on a learner's circumstance, such as, language proficiency level, purpose of the session, or a student's emotional state (McCarthy, 2010). Which approach must be used depends on the context, needs and environment in which the learner is. For instance, with the availability of online resources increasing, and flexible, blended, and distance learning options becoming commonplace, learners may not always have the support from teachers and classmates. Advising for independent learning settings is again desirable for a learner to sustain motivation, choose a realistic course of action, and see progress (Kato and Mynard, 2015). As the free choice of how the advising session is made belongs to the teacher, LaD can be recognised as a teacher-based approach. The main point, however, is that LaD is one of the most creative, personal, and rewarding types of language teaching. It can also be one of the most challenging, especially when it is not clear if students make progress or when they do not return (Uzun, Karaaslan, and Şen, 2016). An example to such challenges is that while "guidance" is a more directive term than "counselling", the term "advising" is usually interpreted as being more directive still. The word

“advising” most commonly suggests an imparting of knowledge, or a transference of information from an expert to a decision-maker (Mynard and Carson, 2012). The main distinguishable feature of advising from teaching however is that it is the learner who is in control of the interaction (McCarthy, 2009).

The study conducted by Fisher, Hafner and Young (2007) on 12-hour independent course at a university in Hong Kong displayed that some of the students considered independent learning as homework, some others as something in which they would be told what they had to do and the rest as having complete freedom. To find out solutions for such challenges, Mynard and Carson (2013) suggested the requirement of the explicit giving of information or of interventions such as strategy training. The content of advising will be mainly associated with learner training programmes, pre-packaged self-study guides and the use of ‘display’-type questions (questions to which teachers or advisers already know the answer) (Mozzon-McPherson, 2001). These display-type questions are defined as intentional dialogue of the advisers with the advisees for Kato and Mynard (2015), though. Esch (1996) also concluded that LaD is based on three key elements which are voluntary approach in which learners make the initial contact with their own choice, the focus on learning by doing enables reflection and re-interpretation and social interaction as a solution.

On the other hand, some scholars (Kelly, 1996; Karlsson, Felicity and Nordlun, 2007; Riley, 1997) contrasted the idea that advising is an appropriate term to describe this service and coined the term of counselling for this supporting environment between the learner and supporter. Since the profession is still not uniformly established, different institutions employ different names for language advisors including, *facilitator, mentor, counsellor, helper, consultant, learner support officer* (Kato and Sugawara, 2009). However, counselling has been refused by others (Stickler, 2001; Mynard and Carson, 2012) who believed that counselling is used for more and more different activities in human interaction. Stickler (2001) for instance explained that on financial matters (‘debt counselling’), to psychotherapeutic interventions of various schools, the term ‘counsellor’ can describe a variety of roles. All these have in common that

the counsellor will offer help based on expertise- either in processes and techniques or factual knowledge- to the 'client'. The core conditions are described for a relationship between counsellor and client as empathy, respect and genuineness. If these conditions are present, it will allow the client to become more self-aware and more self-reliant (Rogers, 1951 cited in Stickler, 2001). Mynard and Carson (2013) maintained that some practitioners within the field of ALL use the term "counsellor" and "counselling" to describe their practice, but they (the editors) find this particular use of the term's problematic for three reasons. Firstly, the image that the term "counselling" evokes is usually connected with overcoming conflict, pain and personal struggles and that of working with a trained and certified counsellor. In their mind language learning is a complex, lengthy process, but is not usually associated with the same kinds of personal difficulties or inner conflicts. Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crises, working through feelings and inner conflicts, or improving relationships with others. The counsellor's role is to facilitate the client's work in ways that respect the client's values, personal resources, and capacity for self-determination (British Association for Counselling, 1986).

2.2.2 History of Self-Access Centres and Language Advising

With the introduction of Council of Europe's Modern Languages Project conducted by the University of Nancy in 1971, the journey of SACs began. Since then, several countries such as Germany, England, France, Japan, Hong Kong, Australia, and Spain have attempted to implement autonomous learning into their education system on a large scale by opening SACs or employing a variety of autonomous learning strategies into their classroom. Self-Access language learning is an approach to learning language, not an approach to teaching language (Gardner and Miller, 1999). On the other hand, Mozzon-McPherson (2001) states in her work that there has been no universal model for setting up a SAC as many parameters vary. Well-established centres can be found at CRAPEL at the University of Nancy, the University of Cambridge, and the University of Hull, which were all opened in the 1970s, and at several universities in Hong Kong that set up SACs in the early 1990s. More recently, the ELSAC at the University of Auckland and the SAC at Kanda University of

International Studies in Japan have also become important sites for innovation and research (Benson, 2011). For instance, Japan is a relative newcomer to the field of self-access, and although there are informal reports that some centres were established in schools and language academies as early as the 1980s, most university-based self-access learning centres (SALCs) did not start to appear until at least 2000 (Mynard, 2016). The term 'SAC' usually refers to a room where learning materials are provided for learners to use without direct teacher supervision. The materials are usually arranged in such a way that the students can find what they want easily and quickly. They may then work on these materials at their own pace and, using answer keys, evaluate their own work (Littlejohn, 1985).

These centres are described as the places where learners develop skills and techniques to learn a language effectively without the intervention of a teacher or within the imposition of naturalistic classroom setting, determine the objectives of one's own learning, define the content, select the methods and materials, analyse the process and evaluate the outcomes and have full control over own's learning (Benson, 1997 cited in Kato and Sugawara, 2009). Clearly, the cognitive and the metacognitive, the subjective and affective dimensions of learning need to be addressed, in a SAC, in order to support learners on their road to autonomy (Tassinari and Ciekanski, 2013). SACs and indeed other support structures within institutions, should scaffold learners and assist them in developing useful strategies so they can perform their own needs analysis, goal-setting, and decision-making about what and how to learn (Hobbs and Dofs, 2017).

However, it has not always been that easy to attract learners to SACs. Therefore, some scholars dealt with making SACs appeal to language learners (Choi, 2017; Croker and Ashurova, 2012; Esch, 1994; Ushioda, 2014; Tweed, 2016; Victori, 2007). Croker and Ashurova (2012) suggested two models in their study to attract more learners to SACs. One of them was 'pull-push' strategy in which classroom teachers push students to SACs for speaking practice and SACs pull the learners by appealing to them when they come. Example design considerations informed by a variety of fields and distilled into principles include orientations towards positive eliciting emotional response,

low-stress and safe places, social interaction, comfort, accessibility, and flexibility (Edlin, 2016). For Benson (2011), a SAC can be broadly defined as a purpose-designed facility in which learning resources are made directly available to learners. There are also some published reports of a shift to a closer integration of classroom activities with a SAC through projects and tasks in the Japanese university context (Croker and Ashurova, 2012). As Benson (2011) stated SACs are mainly seen at universities. However, he maintained that it can also be implemented in secondary schools which was managed in a school in Thailand. On the other hand, these SACs have some diversities on practice in different countries.

Esch (1994) depicted two of these diversities as learner's beliefs and technology in SACs. Learners beliefs were rigidly portrayed by Riley (1994) classifying that beliefs are grouped into four categories as: general, self, norms and rules and goals to help for the discourse style to be adopted while supporting the learners in SACs. Lazaro and Reinders (2007) also stated in a case study of three SACs that they work for content provision and language learning support. In addition, Riley and Zoppis (1985) portrayed the learners studying in SACs as 'semi-autonomous' or 'complete autonomous'. For instance, the idea of creating completely independent learner who can use the raw authentic material, have the skill of reflecting, assessing, motivating, and controlling over their affective side; get the advantage of the technology to follow their goal or choose their own curriculum themselves. However, the latter of creating semi-independent learners who are guided, advised or counselled by a teacher on the resources and encouraged, motivated and semi-assessed with the help of the teacher. On the other hand, it is considered that group of learners are required to have collaboration with their peers or even the teachers as language learning dialogic tool inspired by the ideas of Vygotsky (2012). For Little (1991) this is termed as interdependence or reliance with the other actors in learning. It is not learning alone. Rather, it is learning with more knowledgeable others. A constructivist learning environment should draw on, where possible, authentic interactions and experiences. Choi (2017) explained that they converted the SAC into a social gathering place where different kinds of interactions could be promoted because of the changing needs of the users and the growth of e-resources in his study at

a university in Hong-Kong. In a formal educational setting, such rich learning environments may include classrooms and self-access learning centres. Historically, SACs have been a route through which teachers have developed an interest in autonomy and, in spite of the shift towards classroom-based autonomy in the 1990s, they continue to serve as a focal point for research, particularly in the area of LaD, which has a broader relevance for resource-based approaches (Benson, 2011). A self-access learning centre should provide learners with other learners, teachers and learning advisors. As individuals have different sets of prior learning experiences, rates of learning and different motives, beliefs and ideas, a self-access learning centre is a place where these differences can be accommodated (Mynard, 2012). Riley (1994) asserted on this issue by saying:

My topic is language as a social object, that is, representations of language as they are constructed in and through discourse. If you are a practising language teacher, this is a topic of immediate relevance because learners' representations and learner discourse, like Mallory's Mount Everest, are there. And they are in our way. However difficult, however massive the problem, if we want to understand the language learning process better, if we want to help our learners to learn, we have to be prepared to tackle this major obstacle. It is not a matter of intellectual hubris: it is a practical, professional necessity.

From dialogic perspective and the way how the work SACs will be conducted, new ideas have emerged. If self-access can be considered as one context within which autonomy can be promoted and supported, what personnel are needed to ensure that this aim is achieved? (Mozzon-McPherson, 2001) Benson (2011) and Mozzon-McPherson and Vismans (2001) referred to the importance of well-staffed structure of SACs. She maintained by stating that some SACs have all this personnel in place, others have adopted a multi-role approach with one person combining two or more roles (e.g. the manager-technician, the librarian-adviser, the teacher-librarian, the teacher-manager, the adviser, teacher). Eventually, it was understood that LaD, or counselling which have been closely related to SACs where these practices within these centres have made LA possible (Mozzon-McPherson and Vismans, 2001; Riley, 1997; Karlsson, Kjisik and Nordlund, 2007 and Kelly, 1996). Owing to these centres, some different

terms have been introduced to the field of autonomous learning in terms of the positioning of the teacher such as LaD or advising in language learning (Mynard and Carson, 2013) as they believe that it can entail confusion like counselling services. Moreover, terms such as '*facilitator*', '*mentor*', '*counsellor*', '*adviser*', '*helper*', '*learner support officer*' and '*consultant*' have been used to characterise such role and identify differences in skills and functions with the teaching profession (Mozzon-McPherson and Vismans, 2001). Tassinari (2016) mentioned about one of the first implications of LaD which emerged at the CRAPEL as a self-learning system with support. She further clarifies what LaD is with the knowledge that it consists of individual sessions where an adviser (in general a language teacher with specific training on LaD) discusses a learner's learning process with learners, in order to help them to define their needs, formulate learning goals, reflect on strategies for achieving these goals, monitor and evaluate learning outcomes and the learning process, and make decisions for further learning.

Another reason why LaD emerged as a profession was the shift from a teacher-led to a more learner-centred approach by repositioning of the teacher and a reappraisal of his/her skills. In principle, there has been a traditional expectation in British schools that teachers should be encouraged to adopt a guidance role. In practice, the size of classes and the subject-based fragmentation of the secondary-school curriculum have militated against this. Accordingly, most schools have developed pastoral-care structures to ensure that each pupil is allocated to a tutor who has some overall responsibility for him or her as an individual (Kidd and Watts, 2000). In other cases, it has meant the emergence of a new professional role distinct from the teacher; in others, it involved a repositioning of the teacher and the acquisition of new skills, with consequences for professional development programmes (Mozzon-McPherson, 2003). Benson (2011) also mentioned about SACs as the places some of which contain areas for group work, a help desk and advising services, while some offer services such as one-to-one writing support and language learning exchanges.

Final point to be considered can be why learners resort to advising services. Language learners come to see a learning advisor because they would like to discuss something about their language learning (Kato and Mynard, 2015). The

short-term goal for each of them is to pass a test and be accredited by an institution, even though their long-term goal might be to use the language effectively for real communication. The lack of integration of the long-term communication goal, the short-term assessment goal and the means of achieving them seems to be a productive aspect to explore (Crabbe, Hoffmann, and Cotterall, 2001). For Kato and Mynard (2015), learners need an advising session generally because of two factors that are related to language proficiency and affective issues. They also maintain by stating that language proficiency factors can be comprised of how to pass a language proficiency test or improve any skill while learning a language. On the other hand, affective domains can include the factors of motivation, self-efficacy, self-confidence or planning. The topics covered in the session vary; they include not only linguistic questions but also affective issues (e.g. speaking anxiety, peer pressure in classroom), personal issues (e.g. part-time job, club activities), and future-related issues (e.g. study abroad, job-hunting, postgraduate study) (Ota and Yamamoto, 2018). A good example of an advisee's speech that demonstrates why the advisee needs a session was made clear in the work of McCarthy (2009):

Dear Advisor

I have to give a presentation at the end of the semester for my Freshman English class. I do not like to speak in front of the class because my English is not good. But, I try hard. Usually, we have to present in pairs. This is okay because the last time, my friend Paddle* helped me. But, this time, I have to present by myself. Advisor, I feel stressed. I do not want to fail the class, but it is really difficult to stand in front of my friends and speak English. What should I do?

To sum up, all these mentioned above displayed the necessity of adopting LaD to foster LA. However, it has also been significant in what ways it can be implemented into language learning system.

2.2.3 Language Advising Practices Worldwide

LaD is an increasingly popular form of language support in many parts of the world, especially where for practical, financial, or pedagogic reasons students are asked to learn the language by themselves (Reinders, 2008). Advising in language learning has been implemented in a growing number of educational

institutions, especially among self-access learning centres globally as a form of promoting autonomous language learning (Ota and Yamamoto, 2018). Additionally, the SAC users were not necessarily the autonomous learners who made decisions about their own learning. The findings suggest the necessity of training EFL learners for independent learning and raising their awareness about the advantages of SACs so as to increase the effective use of the centres (Şenbayrak, Ortaçtepe, and Trimble, 2019). There is also a need to optimise targeted support and encouragement for learners so they can become more able to study autonomously and/or on their own, and to teach learners the skills and strategies to do this (Hobbs and Dofs, 2016). Tweed (2016) discovered the gap between what their SAC in Cambodia and what literature was saying and thought that one effective way to provide more support for the students and add a social dimension to the SAC was to utilize the SAC teachers as language learning advisors. Most self-access centres provide study guides, tutors and language advisors, and encourage learners to create learning groups, in order to promote the social dimension of self-directed learning (Tassinari and Ciekanski, 2013). These differences between advising and conventional language teaching are highlighted by the fact that in some centres' advisors advise on languages that they do not specialise in, or even speak (Benson, 2011). Language advising has become an integral part of many SAC set-ups and is recognised as a useful way of ensuring the learners' access to their own perceptions, beliefs, and learning experiences, and of facilitating them in their self-directed learning processes (Tassinari and Ciekanski, 2013).

In different educational contexts, LaD can be an optional complement to a language course, or part of a self-directed learning process. For instance, Castro (2018) stated in his article that advising is optional at the Federal University of Para in Brazil as well as not only containing the advising for learning English but many different languages. Advising offered at the University of Hull has also been not compulsory and organized as one-to-one or group basis since 1993 (Mozzon-McPherson, 2013). Clemente (2003) expands upon this idea by asserting that if advising is institutionally prescribed, it may be more an obstacle than a support for learners. Advisors and learners should, therefore, decide the conditions under which they want to work together. On the other

hand, some departments have now made it compulsory for students to meet with an advisor at the University of Auckland in New Zealand (Reinders, 2013). However, the belief that Reinders (2013) conveys is that language advising should be integrated into institutional base with the help of bearing credit and a compulsory work for especially the learners who need to improve learning skills. There have also been SACs at universities such as Ankara Yildirim Beyazit University that use voluntary advising services, yet instructors sometimes direct their students to the advisors to get individual assistance (Uzun, Karaaslan, and Şen, 2016).

Advising typically takes place in SACs and is offered either one-on-one or to small groups of learners, sometimes within the context of a formally structured programme, such as the Autonomous Learning Modules course at the University of Helsinki (Benson, 2011). LaD or counselling have also showed a variety of implementations (Benson, 2011). Victori (2007) portrayed what they did to make the newly established LaD services more fruitful in their institute. Some of these revisions included transforming advising into a paid service, oral group sessions and tandem exchanges monitored by an adviser. In 2004, the university administration decided that this service could no longer be offered for free, and from the following year, counselling was only available to those students who paid for the sessions (Victori, 2007). In his study having the aim of researching how to make advising services more attractive, Victori (2007) stated that it attracted more frequent attendants with less numbers of attendants when it was paid in contrast to free advising services.

These kinds of advising services are widely offered at several countries in the world such as Japan, England, Spain, Finland, Turkey, Germany, Cambodia, Hong Kong, China, USA and Italy (Benson, 2016; Esch, 1996; Karlsson, Felicity, and Nordlun, 2007; Mozzon-McPherson, 2001; Mynard, 2016; Tweed, 2016; Uzun, Karaaslan, and Şen, 2016; Victori, 2007). To exemplify the scope of these advising services worldwide, Mynard (2016) expressed in her study that 34 centres in Japan have entered the details for 'Language Learning Space Registry' service provided by Japan Association for Self-Access Learning. On the other hand, language advisors' existence in an institution was new in the mid-1990's, but is still now considered as a new, mysterious profession for

many of the language teachers (Kato and Sugawara, 2009). Having only one centre offering advising services can be a good example to that lack of this service throughout the world (Magno e Silva and Castro, 2018). Mozzon-McPherson (2001) also mentioned about the European, South-east Asian, and other international contexts. She indicated some LaD contexts such as the one at the University of Padua and University of Bergamo in Italy, in Germany and another one at the University of Hong Kong. Other examples given by her included US context, as well where language adviser has been named as language consultant. In terms of the staffing issue, advising is rarely a full-time job and is often carried out alongside classroom teaching duties and other responsibilities in the centre (Benson, 2011). In some institutions the advisory functions are embraced by existing teachers, in others a separate person has been appointed. Some advocate the need to keep teacher and adviser as separate but strictly interdependent entities, others prefer the full integration of the advising functions into existing teaching and curriculum demands (Mozzon-McPherson, 2001). On the other hand, recent developments in Kanda University and Ankara Yildirim Beyazit University display that language advisers can be comprised of full-time advisers dedicated to advise rather than splitting up the duties (Kato and Mynard, 2015; Uzun, Karaaslan, and Şen, 2016). On the other hand, a successful application of these systems/programmes/environments requires change and transformation in attitudes and beliefs in both staff and students, with impact on the notions of knowledge, learning and teaching (Tassinari, 2016). Esch (1996) also asserted the aims of another project called SMILE at the University of Hull as ensuring a better match between the provisions of resources and learning needs, expanding tandem learning, enabling learners and teachers to grasp the efficient use of independent learning strategies, extending the demonstration of the significance of LaD as well as language teaching, creating an infrastructure to deliver credit-bearing modules in learner training and a diploma in LaD. Mozzon-McPherson and Vismans (2001) also displayed the widespread advising settings at universities in the United Kingdom in their book. In New Zealand, many tertiary institutions are moving to centralised student services, where ‘Learning Support’ networks situated within wider Library Hubs are integrated closely with faculties and

student cohorts. Some of these also include discrete language learning centres within the broader academic support centre (Hobbs and Dofs, 2017).

To investigate some field related studies all over the world, positive attitude to LaD could be the first to be scrutinized. Esch (1996) explained LaD services in the SACs of Cambridge University as fruitful since LaD had increased the use of these centres up to %70. He maintained by saying that LaD is a process-related rather than language specific and be able to be gained through mediation and interaction. In another study investigating the process of setting up a SAC and LaD service at a language school in Cambodia, Tweed (2016) discovered that many newly trained language advisers conveyed positive attitudes towards advising although there have been some areas which must still undergo a series of developments. Similarly, Iijima, Tsujita and Wakabayashi (2012) identified what Japanese university level students considered about LaD services that had just been implemented in their university. They found out that almost all of the learners found individual LaD sessions useful as none of the learners found not useful. In Barcelona where Victori (2007) had a role in setting up the centre, she asserted that their statistics showed that the advisory service was very much appreciated by the university community as the number of learners using it increased year after year.

2.2.4 Roles, Skills and Training of Language Advisers

The role of the language advisor is still emerging and advisors in different contexts take on different roles (Kato and Sugawara, 2009). Many teachers and students perceive advisors to be experts across disciplines and to be able to provide answers to any problem. Others find us quite useful as resources when trying to find specific study materials (McCarthy, 2009). Benson (2011) also defined LaD as a resource-based approach. Teachers become material developers and assessors. Advisers become resource managers (Mozzon-McPherson, 2003). The advisers' role becomes that of a 'bridging figure' who helps in this transition from the classroom to the independent learning environment (Mozzon-McPherson, 2001). [E]ven if advisors share the same professional definition of what an advising relationship is, this definition is constantly renegotiated in relation to the context and to each learner. That is why, teachers/advisers need to keep checking that their attempts to promote LA

are not undermined by their own pre-conceived ideas and assumptions (Mozzon-McPherson, 2003).

One of the important objectives of language learning advising is to raise learners' general awareness of the learning process and their knowledge of cognitive and affective strategies. Therefore, the role of language adviser is not to give learners the right answers but to advise, guide, encourage, and facilitate learners' learning and let the learners become more aware of their learning goals, needs, strategies and to promote the skills to manage their learning by themselves (Kato and Sugawara, 2009). As one of these roles of an advisor is to facilitate learners to reflect on their learning, reflection conveys a high significance for a successful LaD service.

Reflection is the element that turns experience into learning (Schön, 1983). Reflection involves not simply a sequence of ideas, but a consequence—a consecutive ordering in such a way that each determines the next as its proper outcome, while each in turn leans back on its predecessors (Dewey, 1910). Reflective teaching goes together with critical self-examination and reflection as a basis for decision making, planning, and action (Richards and Lockhart, 1996). Schön (1983) offers two kinds of elements to be able to constitute better professions in the world which makes each profession confusing and unconfident due to rapid changes. These elements in education are reflection-in-action and reflection-on-action. Reflection-in-action is a thought which is used to develop the course of actions without waiting it to be ended. However, reflection-on-action is a thought of the reflection on what has been done on that specific event earlier and action towards doing something more effectively. In other words, the ground or basis for a belief is deliberately sought and its adequacy to support the belief examined. This process is called reflective thought (Dewey, 1910). Kato and Mynard (2015) strongly claims in their book that reflection through dialogue can offer more opportunities for transformation in learning, which the process of self-reflection cannot easily reach. Reflective skills provide simple techniques to communicate understanding and empathy and allow the client/advisee to explore their own wishes and needs in more depth in LaD. In brief, three of the reflection techniques are mirroring, paraphrasing and summarising in LaD (Stickler, 2001).

Reflection with others is more challenging and offers opportunities to discover different perspectives compared with self-reflection. To make the reflective dialogue even more powerful, it needs to be structured ‘intentionally’ (Kato and Mynard, 2015). In our capacity as advisors, we also help learners reflect on their learning, try to narrow their focus to decide on an achievable goal and then guide them through a process of self-discovery towards that goal, so they can become more autonomous learners (McCarthy, 2009). The successful employment of counselling skills can change a dialogue from an exercise that is primarily advice-giving and adviser-centred, to one that encourages reflection, furthers self-determination and focuses primarily on the advisee (Stickler, 2001). For instance, in order to address the need for learner training, some language centres have introduced counsellors or advisors into their language learning system. The role of a counsellor is that of a facilitator of learning, not someone giving the ‘right’ answers (Rubin, 2007). For instance, in a SAC setting, language advisors are mainly responsible for developing and implementing learner autonomy courses, helping learners develop language learning awareness through individual and group advising sessions, holding workshops on learning strategies, conducting hands-on-sessions, selecting and purchasing new resources, and creating leaflets and study guides (Kato and Sugawara, 2009).

From a rather different perspective, language advisers adopt the roles of a guide who deals with the affective sides of the learner. In the case study employed by Tassinari and Ciekanski (2013), they mentioned that language advising is an appropriate arena for the need of affective and subjective side of language learning in advising. However, in advising on methodology, Mozzon-McPherson (2007, cited in Benson, 2011) points to the double risk of being tempted either to give in to learners’ requests for quick-fix solutions to language problems, or to ask too many questions and ‘psychologise’ the learners’ needs, leaving them disoriented and unable to move forward. These could lead learners for more often visits for *quick solutions* or *comfort talks*. In contrast, there are probably as many kinds of advisory sessions as there are advisors because such sessions allow a great deal of room for the advisor’s (and the student’s!) creativity (Reinders, 2008).

Another thing closely related to advising is the aspect of feeling and emotion advising emerges. Tassinari and Ciekanski (2013) would have to admit that for most language advisors, with a background based more on pedagogy than on psychology, dealing with feelings and emotions presents a challenge. A deeper insight into affective aspects of the self-directed learning process may help advisors to better recognize and address psychological and motivational issues in an appropriate way (Tassinari and Ciekanski, 2013).

Another role of the learning advisor is essentially to help to increase the learner's awareness of his or her language-learning strengths, weaknesses, interests, and learning goals, and facilitate learning through providing guidance (McCarthy, 2016). One of the qualities of a good adviser is not to impose or prescribe fixed parameters but ask and trigger replies and solutions from the learners, which function best on the learner's own terms – however innovative or traditional (Mozzon-McPherson, 2007). For Stickler (2001) LaD needs action planning which is planned by setting, achieving and evaluating students' goals. To exemplify, in the SAC where Victori (2007) was one of the founders while setting up, the counsellors play a role of facilitator being responsible for making learning plans and checking the resources that the learners use, guide to train them strategically and finally assessor having the mission to assess what they have done. Furthermore, choice and discovery are only expedients engineered by an expert, the adviser, and the educational relationship is expert-novice (Mozzon-McPherson, 2001). For Mynard (2012) the main goals of LaD are to help the learners regulate their own learning with the help of mediation or dialogue to advance their development by applying psychological tools to the understanding of their learning. One of the other concepts to be embedded into LaD from LA for Mynard (2012) who suggested in her advising model is scaffolding in which a learning advisor might share some strategies of other students which can be chosen by an advisee to personalise and adopt for themselves. Telling a student what to do would be contrary to the goal of developing autonomy. However, that does not mean that practical and specific advice is never given, but that at least is left up to the students to choose from different options (Uzun, Karaaslan, and Şen, 2016). To sum up, good knowledge of cognitive, meta-cognitive and affective strategies is another key component

in the portfolio of a good language learning adviser (Mozzon-McPherson, 2003).

Therefore, tools are launched into the profession of LaD. Mynard (2012) outlined as cognitive, theoretical and practical tools to enhance the accomplishments of LaD. A cognitive tool is a term associated with constructivist learning theory and is defined as 'any tool that can support aspects of learners' cognitive processes (Mynard, 2012). Cognitive tools include visual aids, questionnaires, activity sheets, mobile apps, and the use of language itself. The tools will help learners to think more deeply, to gather more information about themselves or their learning, and may facilitate the advising sessions (Kato and Mynard, 2015). Kato and Mynard (2015) also introduced theoretical tools such as learner strategy worksheet or anxiety reducing tips worksheet and practical tools for advisers as diary logs, portfolios and record sheets.

Meanwhile, the effectivity of advising sessions and encountering less effort throughout the next sessions is directly concerned with the advisors' skills. The extent to which the practices of (language) learning advisors will draw on skills from counselling, guidance, coaching or professional advising will depend on the context (Kato and Sugawara, 2009). Some of these skills were also stated by Kelly (1996) who categorized the skills of counselling as macro and micro skills. Macro skills include initiating, goal setting, guiding, modelling, supporting, giving feedback, evaluating, linking and concluding. Whereas, micro skills include attending, restating, paraphrasing, summarizing, questioning, interpreting, reflecting feelings, empathising, confronting. This model of skills was also underpinned for further studies with a more elaborated version such as the models in Mozzon-McPherson (2001) and Kato and Mynard's (2015). In terms of these micro and macro skills, Morrison and Navarro (2012) also made it apparent through their investigation that goal setting, guiding, questioning and attending are perceived as particularly important and requiring attention. The findings also suggested that Kelly's skills require modification with the addition of clarification, a skill implemented to provide focus.

Advising is a skill that many teachers have and use to a certain degree in the classroom. It may be more difficult within the time allotted to a lesson, or in a classroom with a large number of students, but all teachers give some form of advice: when giving students feedback about their work, when supporting learners in their language learning efforts, or when helping students to improve specific skills such as writing, reading, etc (McCarthy, 2009). Whilst many good teachers may recognise themselves in using some of the macro skills (guiding, modelling, giving feedback, supporting, evaluating, etc.), it is the second set of skills (attending, restating, paraphrasing, questioning, confronting, reflecting feelings, empathising) which contributes to distinguishing advising from teaching and associates it with counselling therapy (Mozzon-McPherson, 2003). Furthermore, Kato and Sugawara (2009) mentioned about Gerard Egan's model as the one which goes beyond Kelly's idea of the development of autonomy and self-reflection and takes learners further towards action-planning. They defined Egan's model with these three stages mentioned below:

His model offers a framework for supporting students to set, achieve, and evaluate their own goals. In the first stage, an advisor helps learners pinpoint the exact problem areas and clarify the scope and nature of intended improvements. In the second stage, developing a preferred scenario, the advisor helps and supports the learner to imagine an improved situation and plan concrete steps to achieve this. During this stage, the advisor gives the learner a miracle question where the learner is asked to imagine and describe a world in which the problems have disappeared. From this ideal world, the learner is guided back to identify the concrete differences between this world and the current state of affairs and to develop strategies to achieve every little step that can lead to this changed situation. In the third stage, planning action, a selection of different strategies for action is developed, then they are weighed against each other considering the positives and negatives, the most appropriate or most promising action is chosen, and then the chosen action will finally be implemented. Implementation of action is up to the learner and feedback on achieved results comes into place in follow-up sessions. In Egan's model, it is important that the advisor establishes a relationship with a learner using

counselling concepts such as empathy, unconditional positive regard, and genuineness (Kato and Sugawara, 2009).

For Stickler (2001), the success of the language adviser lies in three fields, the first of which is to be a good source of advising or guiding on the language learning strategies, expert in providing information on resources and materials and proficient at counselling skills to make the advising a learner-centred approach. A skilled learning advisor will sense which transformational advising approaches to use i.e. when to challenge, when to offer suggestions, and when to hold back in order to shift responsibility onto the learner. An experienced advisor will also have a good understanding of which advising strategies to use in order to best facilitate deeper thinking (Kato and Mynard, 2015).

Kato and Sugawara (2009) investigated the skills that language advisers are required to possess and discovered that coaching is closely related to LaD. In this study, among various coaching skills, skills such as *metaview*, *metaphor*, *intuiting*, *powerful questions*, *challenging*, *requesting*, *accountability* were used along with the other advising skills. These skills of an adviser are also aligned with the strategies of Kato and Mynard's book (2015). However, Kato and Sugawara (2009) named this combination of advising and coaching skills as action-oriented language learning advising and found it highly useful to promote learners to reflect deeply. In another study, Sakata and Fukuda (2012) incorporated self-coaching into group advising which displayed how crucial coaching skills are not just for advisors but also for advisees.

In addition to counselling and coaching skills that an adviser should have, the discourse that the adviser uses is extremely crucial. Through an analysis of extracts from advisor-learner interactions, Mozzon-McPherson (2013) shall observe that a careful, skilled use of language, together with balanced negotiation of roles, tasks, and behaviours, is necessary to create a successful advising session. Advising is viewed as a delicate operation that can easily be thrown off course either by the advisor adopting a conventional teaching role or by learners' expectations that they will be taught. For this reason, research is increasingly directing attention to the discourse of LaD sessions and the reasons why they go 'right' or 'wrong' (Benson, 2011). During advising sessions, dialogue is a pedagogic tool to help the learner help him/herself. Such

conversations constitute skilled work on the part of the adviser as it requires the ability to be effectively non-directive, to actively listen and perform a function of 'mirror', enabling students to revisit their statements about learning, strategies and needs. Paraphrasing, formulating open questions, restating, empathising, confronting is some of the skills adopted (Tassinari, 2016). Clemente (2003) began with the assumption that advising sessions are, like any other interaction, social events in which participants negotiate different agendas and interpretations. Clemente (2003) also assumed that fostering autonomy means working with particular 'learning cultures' by considering, for example, how participants in advising discourse negotiate between the learning authority of the advisor and the learning aspirations of the student. It is also argued that in addition to facilitating scheduling and developing the skills of the advisor, 'plurilingual' advising also contributes to a stronger focus on methodological aspects of learning (Gremmo and Castillo 2016, cited in Benson, 2011).

LaD training programmes in MA or some certificate programmes have been opened and several trajectories and books have been written to train these advisors who are EFL teachers (Mozzon-McPherson and Vismans, 2001; Mynard and Carson, 2013; Kato and Mynard, 2015). As a result of all these developments in LaD and autonomous learning, these fields have gained momentum among scholars nowadays. However, during the first days, some universities such as the one in Brazil and Turkey were only able to train themselves through reading articles and books on advising, participating in discussions about such materials, and later reflecting on our initial practices (Magno e Silva and Castro, 2018; Uzun, Karaaslan, and Şen, 2016).

Benson (2011) also mentioned about the training programmes of advisers at the University of Auckland and Universitat Autònoma in Barcelona. For example, the training program for language advisors in Brazil lasts four months and is divided into three main stages. Each stage will be described separately in the following subsections as selection, theoretical and practical (Magno e Silva and Castro, 2018). They also investigated the pre-service language advisers' attitudes towards this training program and found out that it can be better to extend the time of theoretical and practical parts of these trainings. Meanwhile, these training programs have been rooted in SMILE project during which post

graduate programmes were held on language advising (Mozzon-McPherson, 2003). The need for professional development programmes for staff in advising posts is, though, highlighted as a key to a successful implementation of a good advisory service (Tassinari, 2016). Mozzon-McPherson (2007) asserted that she has observed that neither approach encouraged language advising service module but rather a level of dependence on the adviser, with the same student returning for more ‘quick-solutions’ or ‘comfort talks. Under pressure an untrained adviser can be tempted to give in to a learner’s request for a short-term solution to a language problem. At the other end of the spectrum, a newly qualified adviser may be tempted to ‘psychologise’ a learner’s needs, asking too many questions and running out of time, leaving the student disoriented and unable to move forward (Mozzon-McPherson, 2007). A balance needs to be struck between the two approaches to an advising session, and this can be achieved with appropriate professional development. Counsellors undergo a kind of holistic training that involves reading materials, self and peer observation, regular meetings with other counsellors and learner training seminars, all of which leads them to a better acquaintance with the area of counselling and LA (Victori, 2007). These trainings also incorporate academic reading on self-access and autonomy, practical training, and observations (Benson, 2011). Observing and actively listening what is happening in a busy SAC is one of the first activities a new adviser is recommended to carry out. The purpose of this training task is to refine the ethnographic skills of the adviser-to-be and to learn to refrain from pre-emptive judgements (Mozzon-McPherson, 2003).

We have talked about learners making a shift in thinking as they become more aware, but advisors also make this shift. The shift is usually about their role as an educator. Depending on the person, the shift can be smooth, or it can be more difficult. Some new advisors initially find the pace of advising too slow and miss the dynamic and simultaneous interactions in a classroom environment (Kato and Mynard, 2015). To overcome such difficulties, reflective practice with an experienced colleague, led to a clearer understanding of the practice of advising for the language advisers involved. Encouragingly, when there were reflections on subsequent sessions, these always identified improvement

indicating that this awareness-raising reflective practice contributes to the transformation (Morrison and Navarro, 2012). Another point is also that it becomes clear from investigation of affect and self-regulation in self-directed learning that the expression of emotions and subjectivity in language advising are areas that should be integrated into the research agenda and into the training of language advisors in order to identify ways of supporting the ‘self’, both in self-access and in self-directed learning in general (Tassinari and Ciekanski, 2013). Griffiths and Porter (2016) also asserted that more research examining authentic dialogue using conversation analysis will shed light on uncovering the mechanisms underlying the successful provision of appropriate advice in language learning and consequently contribute to the professional development of advisors in the future.

2.2.5 Effects of Language Advising on Learner Autonomy

Advisors and teachers have a key task of enabling autonomous learning for their students. This is not a simple task, as autonomous learning, and particularly exactly how it can be enabled, assumes diverse shapes and forms in different parts of the world - there is no ‘one size fits all’ (Hobbs and Dofs, 2017). Autonomy is not just a matter of permitting choice in learning situations, or making pupils responsible for the activities they undertake, but of allowing and encouraging learners, through processes deliberately set up for the purpose, to begin to express who they are, what they think, and what they would like to do, in terms of work they initiate and define for themselves. This is holistic learning, and it transcends the subject disciplines (Kenny, 1993). That is why, interpretations of autonomous learning have affected definitions of advising and the profile of advisers (Mozzon-McPherson and Vismans, 2001). For Benson (2011), structure and support are two necessary elements to create a beneficial way LA and in turn LaD is described as a resource-based approach. In particular, one important aspect of a learning advisor’s job is to raise awareness and prompt the use of higher cognitive functions for a learner to become more autonomous (Mynard, 2013). If we see counselling or advising not as a substitute for the lack of teaching time but as a way to more autonomy for students, this means that we should make sure that we provide an atmosphere in language counselling that maximises LA and minimises directive ‘teaching’

interventions (Stickler, 2001). Meanwhile, in order to reach the ‘Transformation’ segment of the learning trajectory, a learner needs to become autonomous (Kato and Mynard, 2015). Because of all these reasons mentioned, LaD is crucial to attain the ultimate level of LA.

A more social interpretation became popular, whereby autonomy was considered in terms of ‘inter-dependence’, rather than simply ‘independence’ (Hobbs and Dofs, 2017). After this, the notion of collaboration is fundamental to the pedagogical approach to autonomy, and collaborative practices between advisor and learner are encouraged by the very structure of the advising interaction (Ciekanski, 2007). One of the roles of language learning advisors is to help language learners become more autonomous and one crucial way to achieve this is to facilitate reflection on their learning through dialogues in advising sessions (Griffiths and Porter, 2016). Therefore, having good advising skills is crucial to foster learner autonomy in learners (Kato and Sugawara, 2009). Advisors can help activate this process through discussion, thereby empowering the learner to develop their own belief systems and thoughts about autonomy and independence. This input could maybe even inspire learners to change the way they choose to have responsibility for, and take control of, their learning (Hobbs and Dofs, 2017). In short, LaD is an effective way of fostering learner autonomy, motivation and self-regulation as it encourages reflection on the language learning process (Magno e Silva and Castro, 2018).

On the other hand, in terms of language level, Riley and Zoppis (1985) commented that students who have reached a certain level in English can improve their listening comprehension, their oral expression or their written comprehension by regularly working in semi-autonomy with adequately prepared teaching material or in complete autonomy using ‘raw’ *authentic material*.

2.2.6 Ways of Language Advising

Advising in language learning is the process of helping someone to become an effective, aware, and reflective language learner (Kato and Mynard, 2015). From the first meeting the advisor gives a clear rationale for the sessions and explains what (s)he can and cannot do. Together they then identify specific

areas for improvement and develop a learning plan for the student to work with (Reinders, 2013). Generally, learners seek an advisory session because they have experienced in their language learning a difficulty that prevents them from performing successfully. They are not always able to analyse or articulate that difficulty. Some common themes for the sessions are how to cope with the proficiency exam, develop skills and strategies, improve study skills and avoid failure due to high levels of anxiety (Uzun, Karaaslan, and Şen, 2016). One of the aims of the interview is to help them to do so within a problem-solving framework (Crabbe, Hoffmann, and Cotterall, 2001). Effective advising depends on cooperation between advisor and learner to explore and discuss problems, and a commitment to make and stand by decisions (McCarthy, 2010-2011).

It is a two-way process where both adviser and learner influence are influencing each other. The adviser establishes a trusting and non-threatening relationship by showing respect; attending; showing empathy and listening. The learner determines the content and direction of the interview. The adviser responds through identification of feelings; self-expression of feelings; reflection (on content and feelings) and ensuring accurate understanding. The adviser, rather than the learner, initiates and leads through information and advice giving; support and encouragement; questioning and problem clarification; interpretation and summarising. The adviser assists learners in reaching practical solutions by suggesting directions, negotiating goals, gaining commitment, anticipating situations and assessing results (Mozzon-McPherson, 2003).

A second characteristic is that the sessions are by their nature highly personalised. Although the advisor may be working from a template of pre-determined questions, or recommend from a limited set of resources, the fact remains that everything centres completely around the student's wants and needs (Uzun, Karaaslan, and Sen, 2016). One of the goals of advising in language learning is to provide suitable advice, and in order to do so the advisor has to accurately understand the learner's situation and needs based on any relevant information the learner provides. The excerpts shown in the study suggest that transitioning from seeking information and understanding the learner to giving advice is underpinned by a series of confirmation requests.

Having obtained new information or perspective from the ongoing talk, the advisor closely monitored the learner, presented her understanding, and requested confirmation (Griffiths and Porter, 2016). Analysis of the dialogues in the study suggests that an advisor needs to attend to at least three things: first, unfold the problem; second, establish the learner's goals; and third, explore their beliefs about language learning (Crabbe, Hoffmann, and Cotterall, 2001). Learners, initially unaware of their learning processes, gradually consider their needs and interests in language learning and the reasons for their struggle under the guidance of their reflections and mediation of ideas with advisors (Uzun, Karaaslan, and Şen, 2016). The inherent characteristics of the advisors do also have considerable impact on the success of advising. As Mozzon-McPherson points out (2003); patience, tolerance and flexibility are three major characteristics. For instance, advice-giving is not a straightforward undertaking. In the session they observed, the advisor's first attempt at advice-giving was met by silent rejection, which led the advisor and learner to readjust the course of the interaction. After more talk, the advisor made a second advice-giving attempt, which was successful (Griffiths and Porter, 2016).

LaD is also more and more offered alongside classroom teaching as a way of focusing on individual learners' needs and to make links between classroom and out-of-class learning (Reinders, 2008). The teacher-based approach, LaD is carried out in a group or individual session or online way such as e-mail exchange or with any means of communication. This approach has had the seeds in Britain's SMILE Project, which has aimed at fostering autonomy. Hence, one of the leading institutes of LaD the University of Hull has opened a SAC for its own university students and other different language learners who visit there. To identify the practises, at first session it generally takes 30 minutes to make a needs analysis of the learner, discover him/her and have a bond between the learner and the adviser in affective dimension. During the session which is often held individually, discourse of the adviser has been really significant, and a number of studies have been employed on the discourse mode of advisers by scholars such as Tassinari (2016) or Mozzon-McPherson (2013). These sessions where discursive mode of the adviser is vital can be implemented to group work within the classrooms in a more advising manner to foster autonomy, as well.

However, individualised education manner after the classroom can be followed via e-mail or mobile instant messaging applications such as Whatsapp to do follow-up or feedback which are the other two focal steps in advising. Discourse plays a major role in these means of communication, too. Depending on the language proficiency and learner preference, the advising session may need to be conducted in the mother tongue or target language (Kato and Mynard, 2015). However, as this is an attempt to teach a language, TL must be paid much more attention. A fundamental difference between teaching and advising practices exists at the level of discourse (Mozzon-McPherson, 2003). Nevertheless, in the process of Transformational Advising, advisors go beyond simply providing learning tips to learners. They will support a learner's transformation into a highly aware learner where critical reflection occurs through the intentional reflective dialogue (IRD) (Kato and Mynard, 2015).

Some of the stages in the development of a good advising session are:

- Establishing a relationship
- Responding
- Leading
- Changing behaviour (Mozzon-McPherson, 2003)

'Aha' moment: A pivotal moment in an advising session where a learner (or advisor) suddenly reaches a deep sense of understanding about a significant factor. Path: An individualized way in which a learner develops awareness and control over learning. Translate awareness into action: To take structured and meaningful steps to implement a plan. 'Translating Awareness into Action' is an approach within Transformational Advising where an advisor supports the learner in becoming more specific about the action to be taken. Move towards transformation: To assume that transformation is the overall goal of advising, so using purposeful dialogue towards achieving this goal. Viewpoint switching: To see something from a different perspective (Kato and Mynard, 2015).

A noteworthy facet within the learner-centred approach advocated and used by advisors for several decades is one-to-one advising sessions with learners, whether this be online or face-to-face (Hobbs and Dofs, 2017). Therefore, learner support has to be responsive and flexible to be able to satisfy the needs

inherent in a variety of constantly evolving learning environments. These days it is not uncommon for advisors, in New Zealand at least, to combine practices – they use Skype, Zoom, telephone, Google docs etc., and/or face-to-face and small group sessions on site (Hobbs and Dofs, 2017). The advising service consists of individual meetings between an advisor and a student where they work together until the student feels confident enough to continue his or her learning without the advisor's support (Magno e Silva and Castro, 2018).

An example session for instance helps the adviser determine the learner's needs (by means of a needs analysis questionnaire), it maps the learner's past language experiences, present knowledge and familiarity with a variety of media. Once the needs have been established a self-study learning programme is negotiated and, in some cases, a learning agreement is produced. It also defines his/her aims and establishes a timeline to achieve them. Follow-up sessions are aimed to help learner track his/her objectives, reflect on achievements, and take positive steps to overcome barriers to learning (Tassinari, 2016). From a bit of a different point of view, Crabbe, Hoffman and Cotterall (2011) defined the tasks of an advisor as somebody who engages in a dialogue to identify problems and solutions in language learning is working with at least three assumptions. The first is that an accurate and helpful representation of the problem can be formulated collaboratively from the learner's own reported experience and judgement. The second is that a formulation of the problem will help the learner or the advisor to identify specific tactics that the learner will find personally feasible. The third is that the learner will be able to employ and evaluate those tactics successfully.

In short, Mozzon-McPherson (2003) portrays the advice as something which is not language-specific, but process-related. Three key elements are repeatedly highlighted:

- 1) the voluntary approach – the initial contact is made by the learner.
- 2) the focus on 'learning by doing' followed by reflection and reinterpretation.
- 3) the engagement in social interaction – the negotiation of roles, attitudes and beliefs which frame knowledge. This means that advising, wherever possible, shifts control to the learner rather than situating the advisor as an 'expert' who

prescribes a course of study. Advising can take place either inside or outside the language classroom. It is usually one to-one but can also take place in small groups (Kato and Mynard, 2015). Kato and Mynard (2015) also recommend advisory services outside class because of the experiences that they had. The best advising sessions take place outside class when the students can choose the time and place and have had ample opportunities to prepare for the session.

To sum up, advising can be in the form of individual or group sessions. It can take place face-to-face or by email; it can be organised as an informal workshop (e.g. targeting specific needs/strategies), as an accredited learner training course integrated in a degree programme, as an individualised learning pathway. Finally, language learning advice can be carried out through 'on the spot' learning support ('help-desk service') or by appointment (Tassinari, 2016).

Working as part of a group is highly valued as a 'soft skill' in modern life and is increasingly made an explicit goal of education (e.g. [UAE] National Qualifications Authority, 2012; [UK] Department for Education, 2014 cited in Chik, Aoki and Smith, 2018). When we think of learning from each other in social situations we tend to focus on interaction involving oral communication; however, we can also learn from others in social settings through quiet observation of their behaviour or demeanour (Murray, 2014). In such situations, researchers could identify manifestations of individual autonomy which emerge from interactions with the group context (Chik, Aoki, and Smith, 2018).

Sakata and Fukuda (2012) offered in their article that self-coaching where students coach themselves to be autonomous is a good model in large classrooms. In terms of their plan, the students are made to be envisioning the future in the Plan-Do-Check and Act model. Afterwards, they are helping the learners set their own goals. Creating plans and executing plans are the following steps which end up with assessing and revising. Kato and Sugawara (2009) mention about forming groups with students who have similar learning goals in order to conduct more effective advising to each group. These could seem to be good examples to find the best ways towards group advising. In Japanese context as autonomy is a common and significant goal for Japanese EFL learners, there may be benefits for advising to take place in a large class and thus providing many students with the chance to learn how to become

effective autonomous learners (Sakata and Fukuda, 2012). A learning dialogue can also take place between a teacher in an advisory role and a group of students; although the dynamic is different, the purpose and potential outcomes of the dialogue are the same (Crabbe, Hoffmann, and Cotterall, 2001).

To define how group advising works with more details, Sakata and Fukuda (2012) underlies their theoretical assumptions on guided and controlled autonomy which can mean scaffolding. They offer three phases in which teacher's control passes to the student at the last stage. This ranges from %80 on teacher to %80 on student at last. From another point of view, students are presented with a set of two contrasting learner profiles which illustrate how a learner might approach learning and what the learner's perceptions about learning and teaching are, both within and outside the classroom. They are encouraged to underline those aspects they identify with and later compare their opinions, first in groups and then altogether. Finally, students are encouraged to suggest ways in which these two learners can improve their learning. These group discussions tend to raise a great number of issues concerning strategies of different types, the task and requirements of learning, personal preferences, learning styles, as well as about factors that influence language learning (Victori, 2007). The advising in the classroom centred on discussions of second language acquisition, on how to learn autonomously as well as coping with the affective issues that inevitably come with language learning. Teacher-advising during the class consisted of providing input sessions to the class as a whole, to small groups of up to five people, or to individuals (Sakata and Fukuda, 2012). In contrast to these positive attitudes towards group advising, Kato and Mynard (2015) expresses a doubtful belief that this is a practical solution if there are insufficient opportunities to meet learners individually, but this approach may offer limited opportunities to get to know individual learners or promote transformation in learning. To support but deactivate this doubt, Ciekanski (2007) can be reminded because autonomy is aimed to be achieved by learners as it offers more economical language learning practices. LaD may be too expensive for many institutes throughout the world. On the contrary, incorporating structured awareness raising within a language class might have certain advantages, for example it will ensure that every learner is reached and

that the process is supported by peers and a teacher (Kato and Mynard, 2015). Peers with similar learning goals and also coming from similar learning backgrounds discuss different strategies and resources; for instance, sharing materials or study methods that have been successful or unsuccessful for them in the past or how they cope with affective issues (Sakata and Fukuda, 2012).

Another important style of advising, namely peer-advising, which naturally appeared in their current practice, was an outcome of the empowerment (Sakata and Fukuda, 2012). The advisor is usually a professional learning advisor but could also be a language teacher or more experienced peer (Kato and Mynard, 2015). Since peer advising also adopts an interaction approach, it is likely that these positive effects of peer teaching/tutoring may apply to peer advising as well (Kao, 2013). Peer-advising during the class was conducted in small groups in which students discussed issues they had in their learning, for instance, how to increase their study time outside of class or how to maintain their learning motivation (Sakata and Fukuda, 2012). Benefits can also be derived from dialogue with peers, teachers, or other people. A trained, experienced learning advisor might be more skilled at facilitating the learning process, but learner-learner dialogue is also desirable (Mynard, 2013). Kao (2013) also referred to peer advising in which not only advisee but also advisor promotes his/her own autonomous skills as well as increased self-confidence, motivation, English skills, responsibility, and test scores. It may be due to the empowerment mentioned above that the students freely shared the information of the English textbooks they found at a book shop with their friends in the class and effectively functioned as a peer advisor for their friends. Thus, they successfully constructed a favourable atmosphere in the class with a great hope and desire for their future English learning journey (Sakata and Fukuda, 2012). As Stewart (2012) tried to define the roles of peer advisors, he mentioned about power relations displaying that peer advising generally happened with a more dominant over less passive learner although it was also stated in the literature that equal relationship as a way of partnership can be attained through peer advising.

Another role attributed to peer advising by Stewart (2012) is that three features constitute a mutually determining triad, such that (1) the position a person

adopts, and which confers rights and duties to say and do certain things, (2) is made possible and meaningful by what has been said and done before. Then, (3) what that person says and does has consequences, and these may include other people changing their position as a result. Position-taking is something that occurs all the time. We are constantly positioning ourselves and, through our actions (words and deeds), positioning others in any social interaction. Therefore, this repositioning and type of interaction was also defined with various titles. Mynard and Almarzouqi (2006) draw attention on a close concept that is peer tutoring in which they came up with the notion that peer tutors enhanced their responsibility and learning through teaching. Whereas tutees improved their self-confidence and English aptitude. They also recommended that tutors have to be trained structurally so that they cannot give incorrect assistance and tutees have to be informed about the concept to raise their awareness. Another concept that was researched was peer support defined by Barreto (2019). This study also gave similar results which displayed that peer supporters increased their self-confidence and time management skills. All these studies mentioned in these two paragraphs elicited that learners benefited from peer interaction based programs offered alongside the course or out of the course.

Developments in technology have led to a growth in distance learning as part of a “blended” approach with varying combinations of face-to-face and some form of technology mediated learning (Hurd and Murphy, 2013). For instance, at Kanda University of International Studies, learning advising is offered in two formats; in spoken form in face-to-face sessions between advisors and learners, and in written form, through voluntary self-directed learning modules (Thornton and Mynard, 2012). Thornton and Mynard (2012) also argue that written advising is not an inferior form of advising, as may be assumed from its relative absence from the field, but is a valuable way of helping students to focus on the metacognitive, cognitive and affective aspects of their learning processes, especially in an L2 context.

When performing a face-to-face session, advisors are constantly making judgments about not only what to focus on, but how to approach the point they want to address or respond to in a way which preserves the learner’s agency,

and yet is understandable in a foreign language. Written advising gives the advisor the added luxury of time; she can read the learner's reflection several times before considering what and how to write a response, even consulting colleagues if necessary (Thornton and Mynard, 2012). When Thornton and Mynard (2012) investigated advisors' comments over their writing advising practices, they came up with the categories that are metacognitive, cognitive, affective and administrative. Affective factors was the most frequently resorted with %44. However, written advising generally seemed to include all these three categories all together.

2.2.7 Interaction between Individual Differences and Language Advising

Individual differences have constantly been aspiring point to study for making students more successful learners of languages (Dörnyei & Ushioda, 2009; Skehan, 1991 and Hurd & Lewis, 2008). Learning Advisory Program sessions in Ankara Yildirim Beyazit University involve all or some of the following steps beginning with the diagnosis of learner strategies to let learners gain better understanding of who and what their learners are:

1. Filling in the SILL and ILLS inventories or the related Language Learning Strategy Pamphlets
2. An individual advising session held by an ILC advisor upon request
3. Directing students to relevant resources or strategies depending on their responses to the inventories, items in the pamphlets or their oral reflections (Uzun, Karaaslan, and Şen, 2016). Furthermore, individual adaptation means that advisors need to be aware of the differences between their cultures and those of the learners, including the potential role of factors such as gender, ethnicity and social class (Clemente, 2003). Advisers may also use learning styles questionnaires and self-monitoring systems (e.g. logbooks, portfolios, media-based language programmes) to develop efficient modes of keeping progress. The latter can be in the form of audio, video, text or technology based self-assessment activities and logs (Tassinari, 2016).

However, this does not imply a separation of cognitive and emotional realms; the advising in language-learning process, with the learner at the centre, is often concerned with individual affective issues such as lack of motivation or

confidence that can negatively impact learning (Mynard & Carson, 2013). Although the literature on foreign language learning and second language acquisition (SLA) recognizes the importance of the affective dimension in learning processes, little is known about how to support it throughout the autonomous learning process (Tassinari, 2016). The issues of learning anxiety and not knowing how to learn play a critical role in failure to engage in successful language learning in higher education (Sakata & Fukuda, 2012; Stewart, 2012). They believe that passing from secondary school to universities by being accepted as already autonomous increases their level of anxiety due to less help offered. In addition, through mediational dialogue, an advisor connects with a learner and can uncover expectations, motivational factors, prior beliefs, experiences, individual differences, and preferences when helping an individual to reflect, understand and plan (Mynard, 2013). Two of the introductory sessions are devoted to dealing with learners' perceptions about themselves, their perceptions of the task of learning and their approach to learning (Victori, 2007). Tassinari (2016) clearly expresses that LaD is the most significant place where cognitive, metacognitive and social-affective ways of language learning can be integrated. The aim of these sessions is, thus, to get learners to reflect on what they do to learn (strategic knowledge), why they do it (person knowledge) and how they perceive the task of learning (task knowledge) (Victori, 2007).

As specified in the previous section, apart from these introductory sessions, specific strategic training seminars are offered throughout the credit-based course. In those sessions, awareness-raising activities are performed to ensure self-reflection, and emphasis is placed on explicitly enhancing the use of strategies while examining those aspects that also seem to influence the learning of a skill (Victori, 2007). Although 'learner training' is a widely used term in the literature related to language learning, we have opted to refer to it here as 'structured awareness raising.' It is structured because it is purposeful and might follow a loose curriculum. The term 'awareness raising' implies that ideas might come from learners or peers or might be introduced (either explicitly or implicitly) by teachers or learning advisors in a number of ways (Kato and Mynard, 2015). Differences in the degree of learning autonomy and monitoring have to be taken into account in the design of the programme by

providing various external motivation support schemes. For students who have difficulties in monitoring, advisors could help them discover what type of learner they are and how they could make the most of their skills. They could also help students build self-confidence and find value in their learning. The students who need more guidance could be oriented towards pre structured activities and tutoring. Those whose motivation needs to be stimulated by an institutional recognition of their effort could be given a certificate attesting to their individual learning achievement (Bailly, 2011). This will involve engaging learners in reflection, in discovering different ways to learn, and in making decisions about the ways which are most effective for them. (Kato and Mynard, 2015) This will bring another aspect of LaD that is the locus of regulation of language learning motivation that takes place in different learning contexts (Castro, 2018).

3. METHODOLOGY

This chapter describes the methodology of this mixed method case study developed to be implemented while employing the study. It consists of the research design, population and sampling, ethical considerations, instruments used to collect data, data collection process and data analysis process eventually.

3.1 Research Design

Case study research must be guided by a conceptual framework which includes “theories, beliefs, and prior research findings” directly relevant to the goals of the study being undertaken (Maxwell, 2005, cited in Duff, 2011). The conceptual framework of this dissertation was based on the book titled Kato and Mynard (2015) titled *Reflective Dialogue: Advising in Language Learning*. It is based on the principles, strategies, and tools of advising mainly within this book. With the construction of the framework, this dissertation aimed to investigate the key component of the concept: *the learner*. The parts focused on during the research regarding students were related to their attitudes, perceptions, and applications of LA as well as LaD. To this aim, research was designed to get a thorough understanding towards group LaD sessions and their effects on LA. Therefore, qualitative research elements in addition to quantitative were conducted because of a demand for a more explanatory conclusion.

Initially, literature of LA and LaD were studied on. Questionnaire to understand the attitudes of Turkish High School EFL Learners over autonomy and group LaD was constituted by the researcher underlying the assumptions, aims and literary reviews on the subject thereafter. In addition, learners’ autonomous learning habits were aimed to be examined to see if it enhanced or not. The items of the questionnaire were written down in accordance with the literature review over the topic. After being created, it is analysed by the ethical

committee of Istanbul Aydin University with the approval that it is ethically applicable on high school students. Moreover, the content and construct validity of the questionnaire was achieved with a consensus by being provided with expert opinions from two academics acknowledged experts in the field of questionnaire in addition to two high school teachers to understand if the content of the questionnaire can be validated for high school students of that age. Accordingly, the questionnaire with its 29 items (see Appendix A) was employed on a sample of 261 high school students who were randomly chosen. It was sent to some high school teachers by the researcher as a Google form to make them share with their students online and demanded to be completed by their students and submitted online. It had not required them to write their names. Therefore, it was kept anonymously for ethical considerations. As a result of sample questionnaires, reliability was aimed to be determined. After having been approved by means of content and construct validity, reliability was another crucial factor affecting the true relationship between the questionnaire's results and research. To define, Reliability analysis demonstrates if the items in the questionnaire are consistent with each other and the overall of the questionnaire. In addition, it determines if the expressions of the items are comprehended similarly by the subjects. Reliability is the consistency among the answers that the participants gave to the questionnaire items. (Büyüköztürk, 2011). The reliability of the questionnaires (internal consistency) is widely determined by Cronbach's Alpha coefficient. As an evaluation criterion of Cronbach's Alpha coefficient, if the score is " $0,00 \leq \alpha < 0,40$ ", questionnaire is not accepted as reliable. If it is " $0,40 \leq \alpha < 0,60$ ", questionnaire has relatively low reliability. However, if it is " $0,60 \leq \alpha < 0,80$ ", the questionnaire is considerably reliable. On the other hand, if it is " $0,80 \leq \alpha < 1,00$ ", it is exceptionally reliable (Özdamar, 2004). To this questionnaire, reliability analysis was conducted, and Alpha coefficient score was found out 0,927 indicating the questionnaire is reliable at a high degree. The table including the coefficients of the items is demonstrated as below:

Table 3.1: Reliability Analysis

Items	Scale Average after item is extracted	Scale Variant after item is extracted	Item Total Correlation	Cronbach's Alpha after item is extracted
1	78,163	531,520	,454	,926
2	78,372	528,973	,474	,926
3	78,712	526,515	,507	,925
4	78,237	521,518	,530	,925
5	78,144	526,582	,475	,926
6	78,944	522,090	,623	,924
7	78,670	524,035	,517	,925
8	78,921	526,625	,469	,926
9	78,465	520,185	,578	,924
10	79,214	525,047	,569	,924
11	79,670	532,241	,519	,925
12	77,670	523,820	,571	,924
13	78,912	516,352	,644	,923
14	78,842	514,909	,664	,923
15	77,581	533,086	,419	,926
16	78,879	521,826	,571	,924
17	78,888	521,268	,603	,924
18	78,633	518,140	,601	,924
19	78,781	516,901	,641	,923
20	78,172	521,265	,577	,924
21	79,288	529,187	,501	,925
22	78,651	518,350	,619	,924
23	79,200	532,376	,425	,926
24	78,214	538,552	,284	,928
25	78,088	533,436	,365	,927
26	78,372	525,637	,529	,925
27	78,553	520,089	,567	,924
28	78,256	520,257	,574	,924
29	78,447	520,688	,593	,924

In the scale, item 24 is extracted as the correlation is under 0,3. Reliability analysis is repeated with the remaining 28 items. The table indicating reliability coefficients of the items is presented below.

Table 3.2: Reliability Analysis (Repeat)

Items	Scale Average after item is extracted	Scale Variant after item is extracted	Item Total Correlation	Cronbach's Alpha after item is extracted
1	74,847	509,832	,484	,927
2	75,051	508,867	,480	,927
3	75,389	506,955	,505	,927
4	74,912	502,220	,526	,927
5	74,824	506,043	,487	,927
6	75,625	501,789	,634	,925
7	75,352	503,438	,531	,927
8	75,602	506,027	,482	,927
9	75,148	499,466	,594	,926
10	75,889	504,778	,580	,926
11	76,347	512,246	,523	,927
12	74,352	503,392	,583	,926
13	75,588	496,922	,644	,925
14	75,523	494,892	,672	,925
15	74,269	512,737	,423	,928
16	75,560	501,894	,576	,926
17	75,556	502,071	,596	,926
18	75,301	499,430	,588	,926
19	75,454	497,384	,642	,925
20	74,847	501,897	,574	,926
21	75,968	509,036	,508	,927
22	75,333	498,493	,623	,925
23	75,880	512,627	,424	,928
25	74,773	516,009	,327	,930
26	75,056	506,490	,518	,927
27	75,236	501,307	,553	,926
28	74,940	500,652	,572	,926
29	75,130	501,685	,581	,926

This reliable and validated questionnaire was conducted as a pre-test and post-test during the study. Positive changes within the results of the perceptions towards autonomy and group LaD sessions were expected on students after having been exposed to six advising sessions in one semester. Besides, repeat tests were also administered to see if the results would give the same results even though they were administered later the same sample.

In addition to questionnaire as pre-test and post-test, observation technique is employed during the study. Due to constraints in the study, TAs kept diary while maintaining the advising sessions. These observations were particularly used to underpin the dissertation thesis with necessary evidence qualitatively. While keeping a short diary, sessions were recorded. To contribute the findings of the observations, open-ended questionnaires were sent to students following each session including the open-ended questions to understand their awareness, practices, and transformation more thoroughly. Having completed six advising sessions, they employed post-test and semi-structured interviews by the researcher with the most non-autonomous learners of this program in each classroom made respectively.

3.2 Participants

When this study was first planned by the researcher, it was found out that the key point of this research would be TAs. Do you already know people in the target demographic whom you could approach? If so, you might be able to locate other possible participants by snowball sampling (word of mouth or referral) once you get your first participant. (Duff, 2012) First, English teachers known by the researcher was contacted to request them to be a part of this research. However, this attempt failed due to these teachers' inconveniencies. To solve this problem, researcher published advertisement regarding the requirements of the dissertation on social media channels of English teachers in Istanbul and Turkey. As a result, a few English teachers contacted researcher and two of them were more willing to act the part in this research. These two teachers and researcher met face to face and talked on all the details. As a matter of fact, they were not trained to be language advisers beforehand. It was due to not having such a concept in Turkey at all. There were not any official

trainings to certify any English teacher as an adviser in Turkey as well as most parts of the world. Instead, student coaching certificate programme which is held quite widely in Turkey was acknowledged to be taken. Researcher as a certified Student coach already having completed 35-hours accredited Student Coaching program searched for similar programs for TAs who did not have any prior experience or education regarding advising or coaching. In conclusion, 21-hour Student Coaching programme held by Istanbul Aydin University Continuing Education Centre was determined to be the programme where TAs can participate for 3 days in summertime when they were free from work. The fee of this education was covered by researcher. The TAs completed 21-hour accredited Student Coaching certificate programme where they had learned coaching skills, strategies and tools which were also mentioned in the book of the conceptual framework (Kato and Mynard, 2015). After completing this course, one more meeting was held with researcher and TAs to brainstorm and talk about coaching and LaD. Moreover, researcher let them know about LaD strategies, stages, tools and skills while he was reviewing the literature. To integrate this knowledge into practice, TAs announced their willingness to make a pilot study towards the end of 2019 Spring semester owing to being inexperienced and seeing the possible obstacles, difficulties or problems that can be encountered during the real study. Hence, pilot study template was constituted by researcher and the same study at a length of five sessions were agreed upon. Open-ended questionnaires, Whatsapp group discussion forum, interviews with smaller size of sample, keeping diary and talk-aloud protocols were also used as data collection tools within this pilot study. The results or interruptions while the pilot study was maintaining were all used to prove a more fruitful and efficient study for the following semester. This pilot study gave many influential information as to what obstacles, not effectiveness or problems that we could face up during the actual study and equivalent findings like the actual study. Some changes regarding the application of the questionnaire, removing the Whatsapp focus groups and TAs' talk-aloud protocols, deciding how many sessions could work best, setting up coding scheme, themes and categories were made use of. Completing the pilot study and making some necessary changes in the study and practices, the study began in the semester of fall in 2019 in the same schools but with different students.

Due to the same TAs, two public high schools where these TAs have been working were chosen to conduct the aimed study, as well. These schools are named as A Anatolian High School and B Anatolian High School with Multiple Programs in Istanbul. Each of these TAs chose one ninth grade classroom to conduct this study on considering the classrooms that they have been teaching English. The ninth grades that they taught English within that semester was determined by the school management. Therefore, there was not any choice more than one class for each TA. The classroom in A Anatolian High School contained as many as 41 students. Whereas, Anatolian High School with Multiple Programs had 38 students and 15 of them dropped the study at the beginning as being not reluctant to participate in such a study. That is to say, the research had 64 students who participated in this study. Prior to the beginning of the study, researcher took the permission for conducting the study in these two schools from MoNE which is responsible for letting doctorate students conduct dissertation studies at primary, secondary or high schools in Turkey. The permission took four months to get, as well.

For ethical issues, each student was informed earlier that the research is conducted on a voluntary basis and it is a study employed within the Ph.D. studies of the researcher. This made them realize that this would be a rather more voluntary work. However, it would not also affect their class grades or behaviours of their teachers towards them at all. In addition to the students, consent letter was submitted to each parent of the student and were requested to be signed after declaring the study in detail.

During the study, TAs were expected to keep diary and send advising session's audio-record at the end of each session including diary notes. The students were also expected to participate in the sessions. They were also requested to write their experiences, comments, beliefs, practices, and attitudes on open-ended questionnaires sent as a Google form on a weekly basis after each session. At the end of the research, all non-autonomous learners from each school were interviewed by the researcher in a semi-structured way.

3.3 Instruments

Research instruments utilised during the study include questionnaire as pre and post-test, audio-recordings of the sessions, open-ended questionnaires sent to students online after each session, interviews with all the non-autonomous learners of each classroom determined with the results of the Likert scale questionnaire and open-ended questionnaires collected during the study.

3.4 Data Collection Process

To conduct the study, questionnaire developed by researcher scrutinizing the literature review, audio recordings, open-ended questionnaires and interviews with students were utilised in the study.

3.4.1 Questionnaire

The questionnaire to gain a more quantitative insight towards the study was considered by the researcher along with qualitative researching tools to confirm the findings of the quantitative. Underlying the ideas upon this belief, researcher was determined to use a questionnaire to see the changes within the learners' degree of autonomy while conducting the study. On behalf of this prerequisite, researcher elucidated some questionnaires developed by other academics (Üstünlüoğlu, 2009; Holden & Miyuki, 1999 and Yıldırım, 2008). However, he came up with the notion that a new questionnaire would be better to match with the demands of this study. Examining the literature in a comprehensive manner, he added 29 items in the scale (see Appendix A) which was aiming to plumb the perceptions, beliefs, attitudes, practices of Turkish High School EFL Learners over LA, group LaD and peer advising. The items were written down in the native language of the learners which is Turkish to gain a better understanding in compliance with group advising sessions which are in native language, as well. It has also been found out by researcher that each item investigates the question of '*How autonomous actions does the learner perform?*'. Besides, the items were developed with the equivalence to research questions that the study addresses. The table indicating which research question is addressed with which item is as follows:

Table 3.3: The relationship between the items of the scale and research questions assigned by researcher (see Appendix A)

	Item Number
<i>Research Question 1</i>	1,2,3,4,5,6,7,8,9,10,11,12
Do group advising sessions foster Turkish High-School EFL learners' learning habits towards autonomous actions?	13,14,15,16,17,18,19,20,21 22
<i>Research Question 2</i>	1,2,3,4,5,6,7,8,9,10,11,12
Do group language advising sessions lead Turkish High-School EFL learners' attitudes towards learner autonomy positively?	13,14,15,16,17,18,19,20,21 22,23,25,26,27,28,29
<i>Research Question 3</i>	28,29
Do group advising sessions foster peer advising?	
<i>Research Question 4</i>	
To what extent do group language advising sessions change Turkish High School EFL learners' control over their learning??	
<i>Research Question 5</i>	
To what extent do group language advising sessions change Turkish High School EFL learners' attitudes towards group language advising?	
<i>Research Question 6</i>	
To what extent does peer advising foster Turkish High School EFL learners' attitudes towards autonomous learning?	

Another point utilized from in the course of developing the questionnaire by researcher was with regards to categories of the items that the study also addresses from different perspectives. As a consequence, there have been some categories and sub-categories respectively constituted following the development of the study. The categories analysed to be existing in the scale by researcher is presented below.

Table 3.4: Categories and Sub-categories of the Scale (see Appendix A)

	Item Number
<i>CATEGORY 1: Language Skills</i>	
• Speaking	7,8,9,14
• Reading	10,11,12
• Vocabulary	4,5,6
• Grammar	17,18
• Listening	15
• Writing	13,21,23
<i>CATEGORY 2: Language Learning Strategies</i>	
○ Cognitive Strategies	5,13,14,15,22
○ Metacognitive Strategies	1,2,3,4,7,8,10,11,12 16,19,20
○ Social Strategies	7,9,14,17,18,21,23
○ Memory Strategies	6
<i>CATEGORY 3: Language Learning Resources</i>	
❖ Role of CALL	2,3,4
❖ Newspaper	11
❖ Book	10
❖ Film	15
❖ Mobile Learning	2,4
<i>CATEGORY 4: Advising</i>	
➤ Language Advising	25,26,27
➤ Peer Advising	28,29

Pilot Study of the Scale

Drafting in accordance with the research questions, the method of exploratory factor analysis was employed to elicit the construct validity of the scale by means of its dimensionality. Factor analysis is to create new common constructs by utilising from the correlation among variables and decrease the number of variables through several variables which are correlated to each other (Özdamar, 2002). Conducting Barlett test ($p=0.000<0.05$), it was diagnosed that there has been a correlation among the variables analysed in factor analysis. As a result of the test, ($KMO=0.913>0,60$) sample dimension is acknowledged to be adequate to employ factor analysis. Measures of Sampling Adequacy is defined for each item with image matrix including partly covariants and correlations in factor analysis. In the event that this value is under (r) 0,5, that item is extracted from

the analysis. (Field, 2005 and Can, 2013) In this study, r values of the items are found out 0.88 and above. It was provided that the construct of the correlation among factors would be same by selecting the method of varimax in factor analysis. As a result of factor analysis, variables are categorized under six factors with the total variant as %60,51. In terms of values of Cronbach's Alpha and explained variant regarding the reliability, Autonomy Questionnaire on the perceptions of Turkish High School EFL Learners was clearly understood to be valid and reliable. Factor dimensions regarding the scale are as follows.

Table 3.5: Autonomy Questionnaire's on the attitudes of Turkish High School EFL Learners Factor Dimensions

Dimension	Item	Factor Loadings	Explained Variant	Cronbach's Alpha
Willingness to Act (eigenvalue=9.893)	12	0,805	12,432	0,836
	15	0,695		
	5	0,630		
	9	0,589		
	1	0,537		
	14	0,499		
	20	0,442		
Decision-making (eigenvalue =1.963)	21	0,723	10,949	0,827
	23	0,631		
	11	0,604		
	13	0,565		
	6	0,560		
	22	0,528		
	10	0,408		
Self-Efficacy (eigenvalue =1.596)	18	0,701	10,342	0,783
	19	0,688		
	17	0,640		
Language Advising (eigenvalue =1.315)	25	0,803	10,099	0,803
	26	0,621		
	29	0,619		
	27	0,612		
	28	0,551		
Metacognitive (eigenvalue =1.117)	2	0,794	8,655	0,734
	4	0,685		
	3	0,659		
Role of CALL (eigenvalue =1.058)	7	0,664	8,033	0,648
	8	0,663		
	16	0,426		
Total Variant %60.51				

While calculating the values of factors within the scale, factor values are derived (arithmetic mean) after the items in the factors are added and divided according to the number of items.

In addition to exploratory factor analysis, Confirmatory Factor Analysis is conducted for the scale. Confirmatory Factor Analysis is a kind of constructive equality modelling that can measure the correlation between observable variables and latent variables (Brown, 2006). In the study, goodness of fit indexes which is the most widely resorted to in the studies in literature are used. Some reference values which is acknowledged to be goodness of fit indexes used within this study are addressed below.

Table 3.6: Goodness of Fit Indexes used in Confirmatory Factor Analysis and Normal Values

Index	Normal Value	Accepted Value
χ^2/sd	<2	<5
GFI	>0.95	>0.90
AGFI	>0.95	>0.90
CFI	>0.95	>0.90
RMSEA	<0.05	<0.08
RMR	<0.05	<0.08
SRMR	<0.05	<0.08

Cited: (Şimşek, 2007; Hooper and Mullen 2008; Schumacker and Lomax, 2010; Waltz, Strickland and Lenz 2010; Wang and Wang, 2012; Sümer, 2000; Tabachnick and Fidel, 2007).

The factor constructs of scale which was defined beforehand was tested with the help of confirmatory factor analysis. Figure in terms of confirmatory factor analysis is presented below. (Figure 3.1)

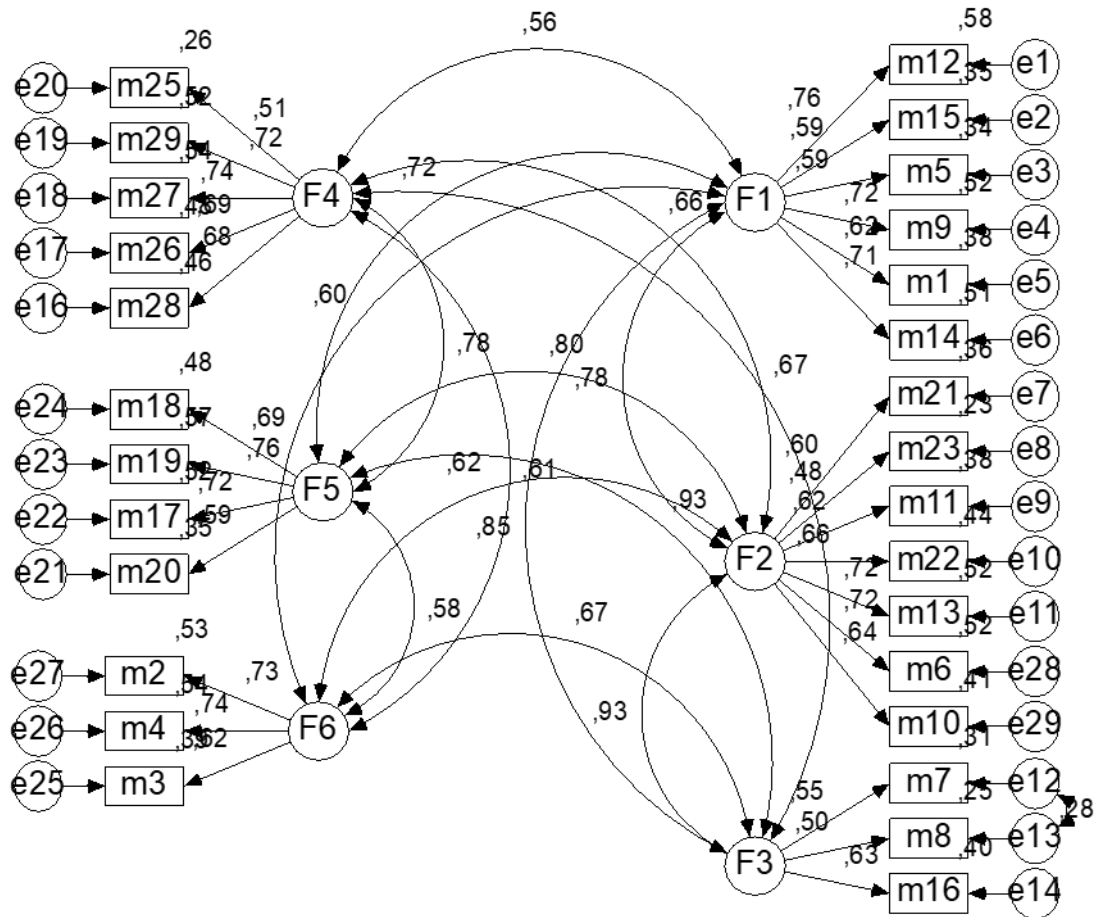


Figure 3.1: Confirmatory Factor Analysis Diagram

Table 3.7: Autonomy Questionnaire First Level Confirmatory Factor Analysis Index Values

Index	Normal Value	Accepted Value	Autonomy Questionnaire
χ^2/sd	<2	<5	2.01
GFI	>0.95	>0.90	0,90
AGFI	>0.95	>0.90	0,90
CFI	>0.95	>0.90	0,91
RMSEA	<0.05	<0.08	0,67
RMR	<0.05	<0.08	0.07

In terms of analysis results, it has been diagnosed that goodness of fit indexes measured with confirmatory factor analysis is correlated to the factor construct of the scale in an acceptable degree specified earlier. Standardised factor loadings, t values and explanatoriness consisted of the items (R^2) values are portrayed below.

Table 3.8: Autonomy Scale Factor Loadings and regression coefficients correlated to items

<u>Items</u>	<u>Factors</u>	β	Std. β	S. Error	t	p	R^2
12	<--- F1	1,000	0,760				0,410
15	<--- F1	0,786	0,591	0,091	8,596	p<0,001	0,524
5	<--- F1	0,836	0,586	0,098	8,527	p<0,001	0,532
9	<--- F1	1,020	0,722	0,096	10,622	p<0,001	0,544
1	<--- F1	0,787	0,617	0,087	8,995	p<0,001	0,389
14	<--- F1	0,999	0,714	0,095	10,502	p<0,001	0,478
21	<--- F2	1,000	0,601				0,573
23	<--- F2	0,843	0,484	0,134	6,307	p<0,001	0,523
11	<--- F2	0,912	0,619	0,119	7,673	p<0,001	0,454
22	<--- F2	1,216	0,662	0,151	8,063	p<0,001	0,463
13	<--- F2	1,354	0,721	0,158	8,562	p<0,001	0,516
7	<--- F3	1,000	0,553				0,541
8	<--- F3	0,926	0,505	0,124	7,455	p<0,001	0,480
16	<--- F3	1,092	0,631	0,147	7,418	p<0,001	0,462
28	<--- F4	1,000	0,680				0,498
26	<--- F4	0,957	0,693	0,106	9,024	p<0,001	0,455
27	<--- F4	1,092	0,736	0,115	9,476	p<0,001	0,406
29	<--- F4	1,023	0,719	0,110	9,298	p<0,001	0,520
25	<--- F4	0,773	0,512	0,112	6,899	p<0,001	0,439
20	<--- F5	1,000	0,595				0,484
17	<--- F5	1,187	0,723	0,141	8,400	p<0,001	0,434
19	<--- F5	1,284	0,757	0,148	8,650	p<0,001	0,461
18	<--- F5	1,217	0,691	0,149	8,152	p<0,001	0,510
3	<--- F6	1,000	0,623				0,580
4	<--- F6	1,294	0,738	0,162	7,983	p<0,001	0,521
2	<--- F6	1,152	0,729	0,145	7,944	p<0,001	0,544
6	<--- F2	1,215	0,724	0,142	8,580	p<0,001	0,549
10	<--- F2	1,092	0,641	0,139	7,868	p<0,001	0,577

Examining standardised coefficients, it is understood that factor loadings are high, standard error values are low, t values are meaningful ($p<0,001$), R^2

values are high. These results confirm the construct validity correlated to construct of the factors determined earlier.

Another method used in item analysis is to determine considerable difference by dividing scale's total point into groups as low %27 and high %27. Having a difference between two groups is an indication of distinguishing. T-test results related to considerable difference between groups of low %27 and high %27 over autonomy points are demonstrated below.

Table 3.9: Averages of Autonomy Points In terms of Low %27 and High %27 Groups

Groups	Low %27 (n=62)		High %27 (n=62)		t	p
	Avr.	Ss	Avr.	Ss		
Willingness to Act	2,074	0,661	4,205	0,612	-18,625	0,000
Decision Making	1,304	0,339	3,369	0,674	-21,555	0,000
Self-Efficacy	1,608	0,753	3,941	0,914	-15,513	0,000
Language Advising	2,074	0,898	4,052	0,734	-13,422	0,000
Metacognitive	1,866	0,837	3,694	0,930	-11,503	0,000
Role of Call	1,538	0,684	3,586	0,795	-15,376	0,000
General EFL Learner Autonomy	1,752	0,353	3,819	0,426	-29,405	0,000

Scale's general point and high %27 group points from low %27 group points ($p < 0,05$) are found considerably different. In terms of these results, it has been diagnosed that scale is able to make sensitive measurement among differences.

Completing the pilot study for reliability based on statistical results, expert opinions from two academics acknowledged within the related field as in the dissertation and two high school teachers to gain a more comprehensive insight regarding whether the scale is validated for the construct and content were demanded.

3.4.2 Audio recordings

Observation conveys considerably high degree of significance within this study as the field is relatively new in Turkey (Uzun, Karaaslan, & Şen, 2016). When the topic and the objectives are not well defined, we can always carry out a direct observation (Trigueros, Juan, & Sandoval, 2018). Hence, it is required to have a glance of naturalistic setting which is the classroom itself. That requirement led the researcher to pursue in-depth analysis throughout the study. It was predicted that essential data to open new doors for the development of LA via group LaD could be gained among clear, unclear, and even latent meanings of naturalistic setting. This is the other reason why the research is supported with lots of research tools to confirm findings. This has underpinned for qualitative research design as well as quantitative. As a matter of qualitative study, the research is better able to understand and capture the context within which people interact. (Bryant, 2019) Due to these beliefs and literary reviews, researcher decided to use the tool of audio recordings of each group LaD session during the study. Due to constraints in the study, researcher was not allowed to participate the sessions. Therefore, observer participant technique was not possible to carry on with. Consequently, TAs as a participant observer kept diary as well as maintaining sessions. To be a participant observer is to be part of the community and feel and live what the target population goes through. In other words, the observer becomes part of the community members and enjoys all the rights the community members have. (Trigueros, Juan, & Sandoval, 2018) To minimise the risks of being inexperienced observer and language adviser, pilot study prior to study was conducted with a shorter length of time. During the pilot study, TAs were provided with diary and session feedback after two weeks of sessions and diary notes. Then the pilot study has continued for four weeks more. The same TAs conducted six LaD sessions and kept diary during these sessions in accordance with pilot study. Besides, TAs and researcher held a meeting earlier than the pilot study. Here they were informed of possible problems, advising strategies, tools, and structures of how to keep a diary by researcher. A semi-structured rubric created by researcher was submitted to TAs earlier than the pilot study. The rubric was aimed to convey answers to research questions as the primary goal of observation is to

shed a light on the research questions. (Bryant, 2019) While keeping a diary, feedback diary in which TAs note down whatever they see and experience and elicitation diary techniques in which they added their feelings during the sessions were both adopted. In diaries, TAs mentioned about session's stages, attitudes of the learners and theirs, advising strategies, advising tools and other extra experiences. Each week one session which takes 40 minutes that equals to one class time is held and five diary logs were attained at the end of pilot study.

The next semester was the time for the study to take part. One session consisted of 40 minutes which equals to one class hour again. However, six sessions were held in six weeks this time. In each class, diary was kept in a minimal rate, and audio recordings of each group LaD session were recorded by TAs. Minimalized diary notes and audio recordings of the sessions were submitted to researcher after each session which enabled researcher to be in contact. These audio-recordings of each session helped the study become more reliable as all the conversations were transcribed on Microsoft file and translated into English at the end of the study.

3.4.3 Open-ended Questionnaires

Two kinds of research instruments to get participants' opinions were employed. The first was open-ended questionnaires sent as Google Forms (see Appendix B) each week after each group language advising session. Questions in this form were based on literature review and stages of LaD as getting started, becoming aware, transformation (Kato and Mynard, 2015) due to the fact that the utmost aim of these group LaD sessions is to enable the learners transform at the end. Open-ended questionnaires were also enhanced during and after the pilot study. In the study, it was expected learners to answer six questions in the first weeks and a few more questions for the last three sessions completely. In addition, all learners did not click on the link to fill in open-ended questionnaires. For instance, only six learners had opened out of 40 learners in one classroom in the first day during the pilot study. After two weeks of pilot study, researcher decided to make some changes to the questions in open-ended questionnaire. First, the questions were made more understandable so there were some revisions having made. Second, one more question asking for what the learners had done the previous week was added. Third, writing names and surnames for

the learners were made obligatory as it was necessary to know the names to see the development of the learners even though names were kept secret throughout the study. Fourth, separate open-ended questionnaires were prepared for each week and each school to be sent. That meant there were two forms including the same questions to be sent to two schools participating in the study. After this pilot study, the study aimed to begin in 2019 Fall Semester. It was also decided afterwards that each subject must participate in open-ended questionnaires' activity in case the learner did not drop out of the study.

The second research tool to collect data with open-ended questionnaires during the pilot study was talk-aloud protocol for TAs. They were sent a form called advising session notes and demanded to be filled and sent back via mail or Whatsapp. It was aimed to investigate TAs' perceptions, attitudes, feelings as to sessions and what kind of problems occur during the LaD sessions. In the pilot study, TAs sent them back to researcher each week after the session. However, this instrument was removed from the study in the actual study due to not being effective and goal oriented.

3.4.4 Interview

It is useful for targeting detailed perceptions, opinions, and attitudes. This face to face interview can be done in person or by mass media (phone, video call or webinar). (Trigueros, Juan, & Sandoval, 2018) Such an interview is characteristically based on a flexible topic guide that provides a loose structure of open-ended questions to explore experiences and attitudes. It has the advantage of great flexibility, enabling the researcher to enter new areas and produce richer data. In addition, it helps the researcher to develop a rapport with the informants. Semi-structured interviews elicit people's own views and descriptions and have the benefit of uncovering issues or concerns that have not been anticipated by the researcher. (Trigueros, Juan, & Sandoval, 2018) Initially, three learners were interviewed during the pilot study to get a perspective as to what is going to come up in the actual study. Fruitful insight and conclusions were found out at the end of this study. Based on these insights gained from the pilot study, questions of actual study which are in an equivalence with Google Forms and research questions were written down to be asked as well as some specific questions regarding the learners' own feedback

during the sessions. The questions were mainly addressed to the learners in terms of understanding their perceptions, attitudes, experiences, practices about whether they have transformed or become aware at any step. Ten questions to understand these were defined. Within this study, due to time constraints only six learners from each school which were accounted for twelve learners who had lower score than the median score ($\leq 2,5$) were accepted as non-autonomous learner at the end of the study. These interviews were reported for the sake of validating the findings that were gathered through Google Forms, questionnaires, and audio-recordings of the sessions in a semi-structured way. In addition, more ideas to lead new discussions and suggestions were aimed to reach with the help of interviews.

Apart from the semi-structured interviews conducted with non-autonomous learners, semi-structured interviews with two TAs were held to investigate the factors that lead these group LaD sessions to be prolific. However, they were not made use of while analysing the data as this would not contribute to the research questions of this study.

3.5 Analysis of the Quantitative Data

Quantitative data collected with the help of the questionnaire AHAAQ (see Appendix A) was investigated by dividing the items into three segments: learners' autonomous actions towards autonomous habits, attitudes towards LA and practices of peer advising. Item 1-22 was sought to understand learners' autonomous actions towards autonomous learning habits. Whereas Item 1-29 was on attitudes towards LA and Item 28 and 29 focused on peer advising practices. All the datum was statistically analysed via the software package named as Statistical Package for the Social Sciences (hereafter referred as SPSS).

The reliability of the variables was based on Cronbach's alpha. Later the results obtained from the collected data of the sample group were illustrated in statistical tables, and the research questions were tested, and the related results were inferred. In this study, Kolmogorov-Smirnov test was used to ensure the normal distribution of the variables; two-way ANOVA and paired samples t-test were used to provide answers for the research questions concerning autonomous

learning habits, peer advising practices, and positive attitudes towards autonomous learning.

3.6 Analysis of the Qualitative Data

This study was an exploratory research as a case study in a mixed method. Results are not generalizable and only aims to provide fruitful insights based on conceptual frameworks. For the part regarding qualitative data in this study, thematic analysis was a procedure that was utilized in. Coding in qualitative research is the analytical process of organizing raw data into themes that assist in interpreting the data (Baralt, 2012). Coding scheme was developed by researcher depending on the findings of the study based on a comprehensive book of coding manual (Saldana, 2013). By comparing themes and stopping often to reflect and ask questions, the researcher mainly discovered frequency patterns in the data by scrutinizing over number of emerging themes. In many cases, qualitative coding is congruous with building explanations and even with generating theory (Baralt, 2012). Microsoft Excel program was used by the researcher for coding all 5054 cells into groups, categories, and themes. There seemed to be four kinds of coding used in this study as magnitude coding where intensity or frequency was assigned to understand learners' positive or negative ideas towards group LaD, in vivo coding which was directed from the speaker's speech, descriptive coding attributed to each notion in theory and simultaneous coding due to the requirement of using two or three codes for the same statement sometimes.

To understand the level of transformation on learners, the conceptual framework of Kato and Mynard's (2015) was made use of to see if learners were still in the level of getting started, going deeper, becoming aware or transformed after each session and at the end of the study. Each learner's statements obtained from the audio-recordings of the sessions, open-ended questionnaires and semi-structured interviews were analysed through descriptive coding. It was aimed to understand if the learners changed the level of awareness for each week. Secondly, investigating the ways of this change upon learners were theorized by undermining the coding table in terms of Candy's (1991) 13 autonomous characteristics. These characteristics sought in the data collected by five

questions which were the fifth, sixth, seventh, eighth, ninth and eleventh of open-ended questionnaires weekly and audio-recording of the sessions were as follows:

1. methodical/disciplined
2. logical/analytical
3. reflective/self-aware
4. curious/open/motivated
5. flexible
6. interdependent/interpersonally competent
7. persistent/responsible
8. venturesome/creative
9. confident/have a positive self-concept
10. independent/self-sufficient
11. skilled in seeking/retrieving information
12. knowledgeable about/skilled in learning
13. able to develop/use evaluation criteria.

Third, all the data of 5054 cells were analysed in terms of in magnitude coding by interpreting the codes that researcher discovered while investigating the data. All these codes were regarding the learners' positive, negative, and neutral opinions towards group LaD sessions. The number of mentions were accounted while trying to come up with results.

Misuse of this data collection was confirmed not to be existing in the data in the event that the same answers were copy pasted or repeated one after another week. To check the reliability and validity of the qualitative data, all the statements and codes were re-read and changed by the researcher in three cycles of coding. The first cycle was the first step while translating the statements and coding at the same time. Second was while categorizing the data into segments as a new Microsoft Excel page and third was while filtering to find out the number of mentions. Furthermore, triangulation of the data to lead to more

reliability and validity was purported by making learners reply to the same or similar questions of the open-ended questionnaires for six weeks and checking to find out similar results of learners in audio-recording of the sessions and semi-structured interviews.

4. RESULTS

4.1 Introduction

This chapter presents the results obtained from the analysis of quantitative and qualitative data. While quantitative data gathered through AHAAQ is analysed through SPSS, qualitative data gathered via audio-recordings of the sessions, structured online asynchronous interviews and semi-structured online synchronous interviews is analysed with the help of codes, categories, and themes. Additionally, quantitative data is supported with the findings of qualitative data. It is firstly aimed to find out if group language advising sessions foster high-school learners' autonomous habits, attitudes towards autonomy, language advising and peer advising practices with the help of quantitative data. It is secondly purposed to find out how and why all these changes occur or not with the qualitative data. This data also indicates the impact of TAs on these learners' autonomous habits, attitudes or peer advising practices.

4.2 Results of the Quantitative Data

This part introduces the analysis of quantitative data of pre and post-tests collected from AHAAQ to ascertain if group LaD sessions foster learners' autonomous learning habits and peer advising practices and lead to a change in their attitudes towards autonomous learning positively. It is also believed that it can be beneficial to understand learners' attitudes' change towards language advising additionally. This change was investigated with the comparison of pre and post-test of the questionnaire to see if there was a statistically significant change as well as an increase in the mean scores. Afterwards, these results were supported with some qualitative findings in the following section. This part also provides the foreground paradigm of the research to see if it has accomplished the aim and enabled the further step of qualitative analysis. The research questions that this part is aimed to address are as below:

1. Do group language advising sessions foster Turkish High-School EFL learners' learning habits towards autonomous actions?
2. Do group language advising sessions lead Turkish High-School EFL learners' attitudes towards learner autonomy positively?
3. Do group language advising sessions foster peer advising?

4.2.1 Results of the AHAAQ

This part presents the results of the AHAAQ. It is a questionnaire prepared and studied in a pilot setting by the researcher. It contains 29 items, twenty fourth of which is omitted due to inconsistency with the results. It was held in Turkish within both two classrooms to make learners gain profound understanding.

Table 4.1: The Results of Reliability of the Components

Reliability	Questions	Alpha Score
Autonomous Learning Habits	1-22	0.81
Peer Advising Practices	28-29	0.70
Attitudes Towards Learner Autonomy	1-29 (item 24 is omitted)	0.83

In addition to the fact that AHAAQ had already been found reliable and valid after the pilot study, it is also worth noting that the reliability of this study was estimated by Cronbach's alpha; the results were 0,83 when item 24 was omitted. As it was more than 0.6, the reliability was ensured.

Table 4.2: Distribution of Autonomous Learning Habits, Peer Advising Practices, and Attitudes of Male and Female Learners Towards Autonomous Learning in Pre-Test and Post-Test

Variables	Gender	Group	N	Mean	Std. deviation
Autonomous Learning Habits	Female	Pre test	39	65.48	15.92
		Post test	39	70.66	16.02
	Male	Pre test	25	58.88	12.59
		Post test	25	64.92	11.38
Peer Advising Practices	Female	Pre test	39	6.10	2.67
		Post test	39	7.10	2.69
	Male	Pre test	25	5.28	2.68
		Post test	25	5.44	2.57
Attitudes Towards Learner Autonomy	Female	Pre test	39	83.87	17.56
		Post test	39	89.87	17.96
	Male	Pre test	25	73.76	15.22
		Post test	25	80.88	13.36

Table 4.2 shows that among female learners in pre-test, the mean score of autonomous learning habits is 65.48 with the standard deviation of 15.92. The mean score of peer advising practices is 6.10 with the standard deviation of 2.67. The mean score of attitudes towards learner autonomy is 83.87 with the standard deviation of 17.56. In post-test, the mean score of autonomous learning habits is 70.66 with the standard deviation of 16.02. The mean score of peer advising practices is 7.10 with the standard deviation of 2.69. The mean score of attitudes towards learner autonomy is 89.87 with the standard deviation of 17.96.

Moreover, among male learners in pre-test, the mean score of autonomous learning habits is 58.88 with the standard deviation of 12.59. The mean score of

peer advising practices is 5.28 with the standard deviation of 2.68. The mean score of attitudes towards learner autonomy is 73.76 with the standard deviation of 15.22. In post-test, the mean score of autonomous learning habits is 64.92 with the standard deviation of 11.38. The mean score of peer advising practices is 5.44 with the standard deviation of 2.67. The mean score of attitudes towards learner autonomy is 80.88 with the standard deviation of 13.36.

Table 4.3: Kolmogorov-Smirnov Test for Normal Distribution of the Variables

Variables	Gender	Group	N	Kolmogorov-Smirnov	Sig
Autonomous Learning habits	Female	Pre-test	39	0.37	0.99
		Post-test	39	0.58	0.88
	Male	Pre-test	25	0.48	0.97
		Post-test	25	0.48	0.97
Attitudes Towards Learner Autonomy	Female	Pre-test	39	0.46	0.98
		Post-test	39	0.78	0.57
	Male	Pre-test	25	0.6	0.86
		Post-test	25	0.41	0.99

Table 4.3 shows the results of Kolmogorov-Smirnov test, accordingly, the pre-assumption test of normal distribution of the variables is confirmed ($p > 0.05$). Thus, parametric tests are used in to provide answers for the research questions.

4.2.1.1 Fostering autonomous learning habits

This part focuses on AHAAQ's analysis between Item 1-22 with the aim of understanding if these six group advising sessions held in two high schools fostered 64 learners' autonomous learning habits. It is also analysed in terms of gender interaction and differences. Next, each item is analysed to see which of these habits are fostered and found to have statistically significant change by group LaD sessions. In the following section of qualitative data, these autonomous learning habits are also validated and supported with the help of learners' own comments.

To test if group LaD sessions foster autonomous learning habits, two-way ANOVA was administered. Initially, Levene's Test was conducted.

Table 4.4: Results of Levene's Test for Equality of Variances

F	Df1	Df2	Sig
1.78	3	124	0.15

As Table 4.4 illustrates, the pre-assumption of Levene's test for equality of variances in the groups is confirmed ($p > 0.05$). That is to say, the distribution of the scores in two groups is equal.

Table 4.5: Results of Comparing the Interactive Effect of Group Language Advising Sessions Based on Gender towards Autonomous Learning Habits

	Sum of squares	df	Mean square	F	Sig	Eta
Gender	1162.51	1	1162.51	5.47	0.02	0.04
Time	958.82	1	958.82	4.51	0.03	0.03
Gender * Time	5.64	1	5.64	0.02	0.87	0.000
Error	26312.89	124	212.2			
Total	580361	128				

Table 4.6: Results of Mean Difference in the Interaction of Group Language Advising Sessions Based on Gender towards Autonomous Learning Habits

Gender	Time	Mean	Std. Error
Female	Pre-test	65.48	2.33
	Post-test	70.66	2.33
Male	Pre-test	58.88	2.91
	Post-test	64.92	2.91

Table 4.7: Results of Mean Difference in Male and Female Learners' Autonomous Learning Habits

Gender	Mean	Std. Error
Female	68.07	1.64
Male	61.9	2.06

Table 4.8: Results of Mean Difference in Learners' Autonomous Learning Habits Before and After Group Language Advising Sessions

Time	Mean	Std. Error
Pre-test	62.18	1.86
Post-test	67.79	1.86

Based on the results obtained from two-way ANOVA test and Table 4.5, it can be stated that there is no significant interaction between holding group language advising sessions based on gender and learners' autonomous learning habits ($\eta^2=0.000$, $P>0.05$, $F=0.02$). That is to say, the effect of holding group language advising sessions on increasing male and female learners' autonomous learning habits is at the same level. Table 4.6 shows that the mean score of female learners' attitudes is increased to 70.66 in comparison to their mean score before holding group language advising sessions, which was 65.48. Moreover, the mean score of male learners' habits is increased to 64.92 in comparison to their mean score before holding group language advising sessions, which was 58.88. In fact, both male and female groups gained positive increase in autonomous learning habits after holding group language advising sessions at the same level.

However, in comparing only learners' scores based on gender, the main effect is noticeable ($\eta^2=0.04$, $P<0.05$, $F=5.47$). That is to say, there is significant difference in the scores of male and female learners' autonomous learning habits. Table 4.7 illustrates that the mean score of female learners 68.07 is more than the mean score of male learners 61.9 and gender affected the learners' autonomous learning habits for 4%.

In addition, considering learners' autonomous learning habits before and after holding group language advising sessions, the main effect is noticeable ($\eta^2=0.03$, $P<0.05$, $F=4.51$). Namely, there is a significant difference in the scores of learners' autonomous learning habits before and after holding group language advising sessions. Table 4.8 demonstrates that the mean score of learners' autonomous learning habits before holding group language advising sessions with 62.18 is less than the mean score of learners' autonomous learning habits after holding group language advising sessions with 67.79. Holding group

language advising sessions affected learners' autonomous learning habits significantly for 3%. Figure 4.1 reveals that the effect of group language advising on improving male and female learners' autonomous learning habit scores is at the same level. In fact, there is no significant difference between the effect of group language advising of male and female learners. However, in general, female learners have more autonomous learning habits before and after group language advising sessions.

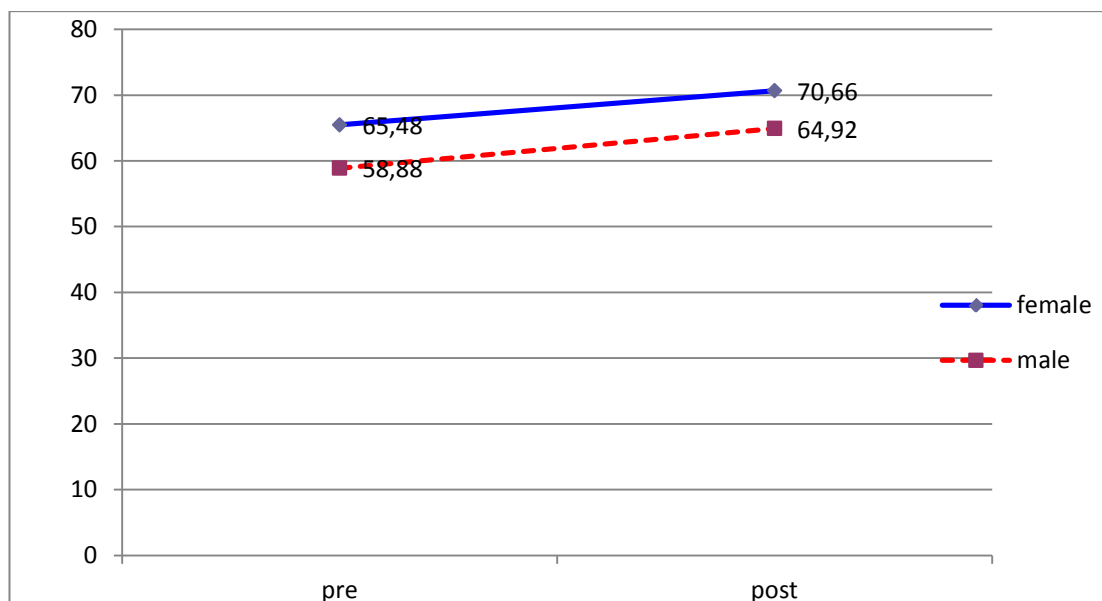
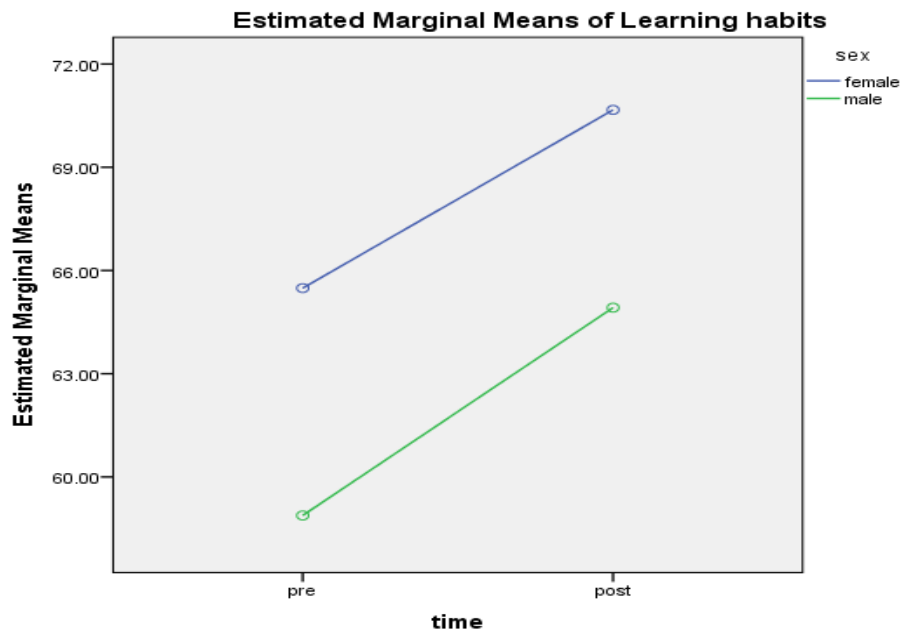


Figure 4.1: Results of Comparison Test of Interactive Effect of Group Language Advising Based on Gender on Learners' Autonomous Learning Habits

Table 4.9: Statistical Indexes of Group Language Advising Sessions' Effect on Learners' Autonomous Learning Habits

Variable	Group	N	Mean	Std. Deviation
Autonomous Learning habits	Pre-test	64	62.9	1.87
	Post-test	64	68.4	1.82

Table 4.10: Results of Mean Comparison for the Effect of Group Language Advising Sessions on Learners' Autonomous Learning Habits

Variable	Group	Paired differences	t	df	Sig	
Autonomous Learning habits	Pre Post	Mean 5.51	Std. Deviation 12.11	3.64	63	0.001

The results obtained from paired samples t-test are illustrated in Table 4.10. Accordingly, group language advising sessions have significant effect on the learners' autonomous learning habits ($p < 0.05$, $t = 5.51$). Therefore, there is significant difference between the scores of the learners before and after holding group language advising sessions. Table 4.9 demonstrates that the score of group language advising sessions' effect in post-test is 68.42, which shows significant increase in comparison to pre-test score 62.9. Therefore, group language advising sessions fostered learners' autonomous learning habits, greatly.

Table 4.11: Results of Mean Comparison for the Effect of Group Language Advising Sessions on Learners' Autonomous Learning Habits (Item 1-22)

ITEMS	Mean (Pre- Post)	Standard Deviation	t	Sig. (2- tailed)
I study English myself and I feel that I can learn.	3,5781 3,9531	1,11981	2,679	,009
I improve my English by entering websites or mobile apps related to English learning on my tablet, mobile phone, or computer.	3,0156 3,4375	1,42322	2,371	,021
I improve my English by watching videos about learning English on the internet.	2,8906 3,4688	1,26998	3,642	,001
I use some vocabulary learning mobile apps to learn new English words and I improve my vocabulary level with them.	2,8594 3,1719	1,51054	1,655	,103
I look up dictionary and note down the words somewhere whose meanings I do not know when I saw in listening or reading exercises.	3,3594 3,3125	1,55767	-,241	,811
I do some kinds of activities not to forget the words that I noted down. (repetition, forming a sentence etc.)	2,8594 3,0156	1,47162	,849	,399
I try to speak English with the people around me or my relatives who know English.	2,6875 2,7188	1,54271	,162	,872
I create the speaking environment with foreign people (going to touristic places) and I try to speak English with them (tourists etc.).	2,0156 3,2500	2,21736	,225	,822
I try to speak English myself loudly or with inner voice or in front of the mirror.	3,1875 3,1875	1,56347	,000	1,000
I buy English story books myself and read them or I read or listen to these books by finding on the internet.	2,2500 2,7031	1,11169	3,261	,002
I try to read English newspaper that I find on the internet or I buy from the newsagents.	1,5625 1,6719	1,16996	,748	,457
I try to read and understand English text that I see.	4,3750 4,3750	,71270	,000	1,000
I try to summarize English texts by writing myself that I read or listen, or I try to write something about these texts.	2,2813 2,2813	1,41421	,000	1,000
I try to summarize English texts or videos by speaking myself that I read or listen, or I try to talk something about these texts or videos.	2,6094 3,0625	1,66123	2,182	,033
I learn some phrases in English by watching English films or series and use these phrases.	3,8438 4,1250	1,11936	2,010	,049
I sometimes do English tests conducted by some schools, courses or on the internet and self-evaluate if my English improves or not.	2,8438 2,7969	1,40780	-,266	,791
I share new grammar topics that I learn with my teachers or friends and I evaluate if I learned these topics or not according to the information or comments that I collect from them.	2,4063 2,8438	1,50000	2,333	,023
I sometimes tell English grammar topics myself or summarize myself and I try to understand if I understand well or not.	2,9531 3,1094	1,53498	,814	,419
I make some study plans when I study or learn English myself and I try to apply these plans.	3,0156 3,2969	1,32699	1,696	,095
I observe the people around me or my friends in my classroom when they speak English and I try to use the words or grammar structures from their speech that I like when I speak or write in English.	3,4844 3,5156	1,33296	,188	,852
I try to write something in English myself about the subjects that I determined (sports, education, life etc.).	1,7969 2,0781	1,26577	1,778	,080
I re-read or re-listen to my spoken or written texts to find out my mistakes and correct.	3,0313 3,0469	1,78612	,070	,944

In addition to statistically significant change in autonomous learning habits and mean score in table 4.10, table 4.11 revealed which item also indicated positive change towards autonomous learning habits individually with the help of paired sample t-test. Similarly, it can provide fruitful insight for the analysis of qualitative data mentioned in the following chapter.

The learners reported higher score in terms of the mean of post-test of Item 1 ($M=3,9531$) in comparison to pre-test score ($M=3,5781$). Learners who could study and learn themselves after the treatment displayed statistically significant change likewise ($p<0.05$, $t=2,679$).

In a similar line to above, Item 2 also demonstrated pre-test mean score ($M=3,0156$) which followed with a higher post-test score ($M=3,4375$). This was similarly aligned with p value, which was lower than ,5 and proved that learners increased the usage of mobile phones, computers and tablets to improve their English to a statistically significant degree ($p<0.05$, $t=2,371$).

Item 3 investigating if learners try to improve their level of English with the support of videos on the internet demonstrated better results in the mean of post-test score ($M=3,4688$) than the pre-test ($M=2,8906$) which referred to a statistically significant change, as well ($p<0.05$, $t=3,642$).

In contrast to statistically significant changes in the first three items, Item 4 did not show such a difference as the p value is 0.103. However, it again displayed more positive autonomous vocabulary learning habit with the help of mobile applications since the mean of pre-test score was ($M=2,8594$) lower than the post-test score ($M=3,1719$).

Conversely, Item 5 did not both show statistically significant change as the p value was 0.811 and the mean post-test score ($M=3,3125$) was lower than pre-test score ($M=3,3594$) addressing to the finding that learners did not look up the dictionary or/and note down new unknown words when they encountered more after this treatment was conducted.

Learners did more activities with the unknown words noted down such as repeating or using in sentences to learn or store them in memory longer as it is understood from Item 6 that the mean of post-test score ($M=3,0156$) was higher

than pre-test score (M=2,8594). However, this change was not a statistically important change as p value was 0.399.

Learners showed slightly more progress according to Item 7 about creating speaking atmosphere with somebody they know and speak English with the mean score of post-test (M=2,7188) in comparison to pre-test score (M=2,6875). On the contrary, it did not reveal any significant change as the p value was 0.872.

Item 8 which was quite similar to Item 7 about the speaking atmosphere but with foreigners or tourists indicated a steady increase as the mean of the pre-test score (M=2,0156) was raised to this post-test score (M=3,25). Statistically significant change could not be accomplished as the p value was 0.822, though.

Learners who employed the learning strategy of self-talk while improving their level of English demonstrated equal performance on the mean of pre and post-test scores (M=3,1875) according to Item 9. Moreover, no statistically significant change was diagnosed ($p > 0,05$).

Item 10 was related to learners' reading skills and if they bought hard copy story books to read or directly read online autonomously. It was seen that the mean of post-test score (M=2,7031) was greater than the mean of pre-test score (M=2,25) indicating that they began to read more story books themselves after group language advising sessions. In addition, the statistical change was considerably higher ($p < 0,05$, $t = 3,261$).

Item 11 displayed quite lower score in terms of five point Likert scale results as the mean scores in both pre (M=1,5625) and post-test (M=1,6719) were below median although group language advising sessions were effective in making the learners read newspapers bought from a newsagent's or retrieved online. However, it was not great enough statistically as p value was 0.457.

Item 12 results of the mean of pre and post-test scores were both same (M=4,375). This data implied that learners did not show any difference in reading any text that they see autonomously after the treatment of group language advising sessions. No statistically significant change was also discovered ($p > 0,05$).

Similarly, the results of Item 13 expressed that learners did not summarize the texts by writing about the texts that they listened or read to a greater degree after the treatment was conducted as the mean of pre and post-test scores were the same ($M=2,2813$). In alignment with this finding, no statistically significant change was found out ($p>0,05$).

In contrast, Item 14 represented the fact that learners summarized or talked about the texts that they listened to or read more in terms of the mean of pre-test score ($M=2,6094$) and post-test score ($M=3,0625$). This item also revealed statistically significant change after group language advising sessions ($p<0,05$, $t=2,182$).

Learners also expressed in Item 15 that they were able to learn or use more phrases by watching a film or series after the positive effect of group language advising sessions as it was determined with the mean of pre-test score ($M=3,8438$) and post-test score ($M=4,1250$). Group language advising sessions also led to statistically significant change in making learners gain more of this autonomous learning habit ($p<0,05$, $t=2,010$).

Conversely, Item 16 provided the finding that learners did not attend to the tests done by any courses or institutions to evaluate themselves comparatively more considering the mean of pre-test score ($M=2,8438$) and post-test score ($M=2,7969$). Due to the negative effect of group language advising session on Item 16, no statistically significant change was discovered ($p>0,05$).

In Item 17, learners reported higher post-test score ($M=2,8438$) than pre-test ($M=2,4063$) indicating that they shared the grammar topics that they learned with their teachers or friends and evaluate themselves according to their feedback more after group language advising sessions. It also meant statistically significant change ($p<0,05$, $t=2,333$).

Learners also summarized or told grammar topics themselves to check if they were able to understand it more than before the treatment for Item 18. The mean of pre-test score ($M=2,9531$) was lower than post-test score ($M=3,1094$) whereas it did not possess any significant change statistically ($p>0,05$).

Item 19 demonstrated that learners planned studying English themselves more after group language advising sessions as they reported a higher mean of post-

test score (M=3,2969) than pre-test score (M=3,0156). On the other hand, this increase was not accepted as statistically significant ($p>0,05$).

Item 20 related to learners' being able to utilize from others' speeches in their own writing or speaking in terms of grammar or vocabulary displayed a slight increase with the mean of pre-test score (M=3,4844) and post-test score (M=3,5156) although it did not show any statistically significant change ($p>0,05$).

In Item 21, learners reported a higher score as to writing texts themselves about the subjects that they chose with the mean of post-test score (M=2,0781) in comparison to pre-test score (M=1,7969). However, this item did not demonstrate any statistically significant change ($p>0,05$).

Item 22 in which learners were asked if they re-read or re-listen their own productive activities to find out their mistakes themselves was reported with a slightly more positive result with the mean of pre-test score (M=3,0313) and post-test score (M=3,0469). It did not demonstrate any statistically significant change, though ($p>0,05$).

In a nutshell, these findings all revealed that group language advising sessions fostered learners' autonomous learning habits to a statistically significant degree as it can be seen in table 4.10 although Table 4.11 displayed that some items representing some language learning strategies, language skills, language learning tools (see in Table 3.4) indicated some positive changes as well as not. All these findings lead to a more detailed analysis of qualitative data to support and understand what, why and how.

4.2.1.2 Changing attitudes towards autonomous learning

Measuring autonomy is so difficult. We also read of students being 'more' or 'less' autonomous and of becoming 'more autonomous' over time. These ways of talking about autonomy imply that we have, at least, an intuitive scale of measurement in our minds and, if this is the case, we should surely articulate the scale that we have in mind (Benson,2001). Taking this suggestion and scale's limitations into serious consideration, this study conveyed the purpose of determining the change of learners' autonomous actions and attitudes. Therefore, each of 29 items (see Appendix A) in the questionnaire was designed

to demonstrate learners' attitude towards autonomy. Furthermore, gender interaction was also investigated in terms of their attitudes towards learner autonomy. For this reason, two-way ANOVA was administered. Initially, Levene's Test was conducted.

Table 4.12: Results of Levene's Test for Equality of Variances

F	Df1	Df2	Sig
1.007	3	124	0.39

As Table 4.12 illustrates, the pre-assumption of Levene's test for equality of variances in the groups is confirmed ($p > 0.05$). That is to say, the distribution of the scores in two groups is equal.

Table 4.13: Results of Comparing the Interactive Effect of Group Advising Sessions Based on Gender in Turkish Learners' Attitudes toward Independent Learning

	Sum of squares	df	Mean square	F	Sig	Eta
Gender	2779.87	1	2779.87	10.18	0.002	0.07
Time	1311.18	1	1311.18	4.8	0.03	0.03
Gender * Time	9.55	1	9.55	0.03	0.85	0.000
Error	33831.91	124	272.83			
Total	922730	128				

Table 4.14: Results of Mean Difference in the Interaction of Group Advising Sessions Based on Gender in Turkish Learners' Attitudes toward Independent Learning

Gender	Time	Mean	Std. Error
Female	Pre-test	83.87	2.64
	Post-test	89.87	2.64
Male	Pre-test	73.76	3.3
	Post-test	80.88	3.3

Table 4.15: Results of Mean Difference in Male and Female Turkish Learners' Attitudes toward Independent Learning

Gender	Mean	Std. Error
Female	86.87	1.87
Male	77.32	2.33

Table 4.16: Results of Mean Difference in Turkish Learners' Attitudes toward Independent Learning Before and After Group Advising Sessions

Time	Mean	Std. Error
Pre-test	78.81	2.11
Post-test	85.37	2.11

Based on the results obtained from two-way ANOVA test and Table 4.14, it can be stated that there is no significant interaction between holding group advising sessions based on gender and learners' attitude toward independent learning ($\eta^2=0.000$, $P>0.05$, $F=0.03$). That is to say, the effect of holding group advising sessions on increasing male and female learners' attitude toward independent learning is at the same level. Table 4.14 shows that the mean score of female learners' attitude is increased to 89.87 in comparison to their mean score before holding group advising sessions which was 83.87. Moreover, the mean score of male learners' attitude is increased to 80.88 in comparison to their mean score before holding group advising sessions, which was 73.76. In fact, both male and female groups at the same level gained positive attitude toward independent learning after holding group advising sessions.

However, in comparing only learners' scores based on gender, the main effect is noticeable ($\eta^2=0.07$, $P<0.05$, $F=10.18$). There is significant difference in the scores of male and female learners' attitudes toward independent learning. Table 4.15 illustrates that the mean score of female learners 86.87 is more than the mean score of male learners 77.32 and gender affected the learners' attitude toward independent learning for 7%.

In addition, considering learners' attitude toward independent learning before and after holding group advising sessions, the main effect is noticeable ($\eta^2=0.03$, $P<0.05$, $F=4.8$). That is to say, there is significant difference in the scores of learners' attitude toward independent learning before and after holding group advising sessions. Table 4.16 demonstrates that the mean score of learners' attitudes toward independent learning before holding group advising sessions with 78.81 is less than the mean score of learners' attitudes toward independent learning after holding group advising sessions with 85.37. Holding group advising sessions affected learners' attitude toward independent learning, significantly for 3%. Figure 4.2 reveals that the effect of group advising on

improving male and female learners' attitude scores is at the same level. In fact, there is no significant difference between the effect of group advising of male and female learners. However, in general, female learners have better attitude toward independent learning before and after group advising.

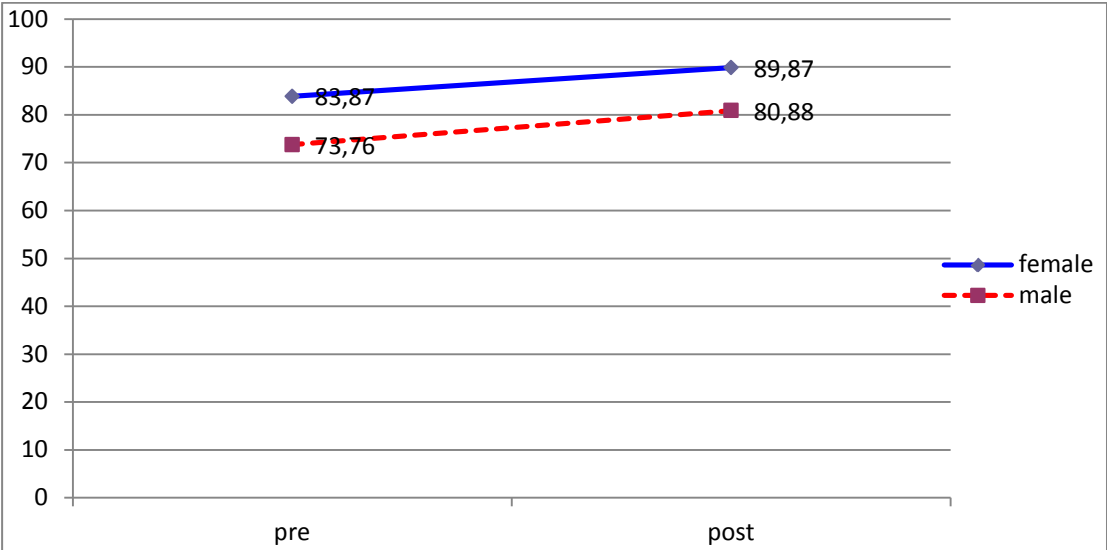
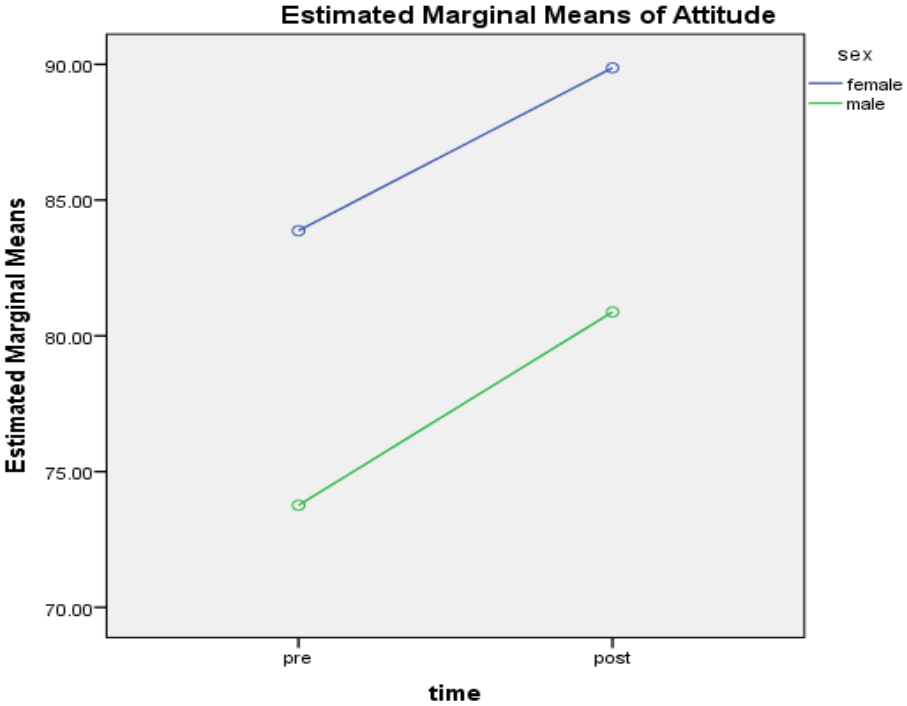


Figure 4.2: Results of Comparison Test of Interactive Effect of Group Advising Based on Gender on Turkish Learners' Attitude toward autonomous learning

Table 4.17: Statistical Indexes of Group Advising Sessions' Effect on Learners' Attitude toward Independent Activities

Variable	Group	N	Mean	Std. Deviation
Attitude	Pre-test	64	79.92	17.29
	Post-test	64	86.35	16.79

Table 4.18: Results of Mean Comparison for the Effect of Group Advising Sessions on Learners' Attitude toward Independent Activities

Variable	Group	Paired differences		t	df	Sig
Attitude	Pre	Mean	Std. Deviation	3.61	63	0.001
	Post	6.43	14.23			

The results obtained from paired samples t-test are illustrated in Table 4.18. Accordingly, group advising sessions have significant effect on the learners' attitude toward independent activities ($p < 0.05$, $t = 3.61$). Therefore, there is significant difference between the scores of the learners before and after holding group advising sessions. Table 4.17 demonstrates that the score of group language advising sessions' effect in post-test is 86.35, which shows significant increase in comparison to pre-test score 79.92. Therefore, group language advising sessions directed learners' attitude toward independent activities, greatly.

Table 4.19: Results of Mean Comparison for the Effect of Group Language Advising Sessions on Each Learners' Attitudes towards Learner Autonomy (Item 1-29)

Learner	Pre-Test Mean Scores	Post-Test Mean Scores
S1	3,2142	2,8928
S2	2,25	2,7857
S3	2,8928	3,3928
S4	2,1071	2,6785
S5	3,1071	3,4642
S6	2,6785	3,25
S7	3,0357	3,5714
S8	2,8214	2,5714
S9	2,2857	2,5357
S10	2,6428	3,0714
S11	2,4642	3,8928

Table 4.19: (con) Results of Mean Comparison for the Effect of Group Language Advising Sessions on Each Learners' Attitudes towards Learner Autonomy (Item 1-29)

Learner	Pre-Test Mean Scores	Post-Test Mean Scores
S12	3	3,5714
S13	2,2142	2,6071
S14	1,9642	3,1785
S15	3,9285	3,5357
S16	3,4285	3,6785
S17	2,25	3,4285
S18	2,6785	2,5714
S19	3,4285	4,0714
S20	3,3214	1,7857
S21	1,4642	2,0357
S22	3,6071	3,8214
S23	3,1071	2,9642
S24	2,5357	2,5714
S25	2,7142	2,6785
S26	2,1428	2,8928
S27	3,6428	4,25
S28	2,9285	3,25
S29	2,3928	2,3928
S30	2,25	2,25
S31	2,6428	3,1071
S32	3,1785	2,5714
S33	3,0714	3,25
S34	2,4285	2,75
S35	2,3571	2,3214
S36	4,5	4,6071
S37	3,2142	2,8928
S38	2,6785	2,6785
S39	3,3214	3,5714
S40	3,6071	3,3571
S41	2,4285	2,8214
S42	2,6785	2,8928
S43	3,1428	2,4642
S44	4,3214	3,9642
S45	3,0714	3,8571
S46	3,3928	3,0714
S47	3	2,75
S48	2,0714	2,4285
S49	3,5357	4,3571
S50	3,0714	3,3214
S51	2,7857	3,5357
S52	3,2857	2,9285
S53	2,5714	2,9285
S54	1,8928	2,7142
S55	3,6071	3,6785
S56	2,9285	2,5

Table 4.19: (con) Results of Mean Comparison for the Effect of Group Language Advising Sessions on Each Learners' Attitudes towards Learner Autonomy (Item 1-29)

Learner	Pre-Test Mean Scores	Post-Test Mean Scores
S57	3,6428	4,25
S58	2,2142	2,1071
S59	2,7857	3,3928
S60	3,4285	3,2142
S61	2,2142	2,8571
S62	2,2142	2,6071
S63	3,3928	3,3214
S64	1,5	2,6785

Although it was understood from the results of five likert scale test that learners in this study enhanced their level of LA, it was aimed to gain profound insight as to how much this enhancement was for each learner. Therefore, each learners' mean scores of pre and post-tests were also analyzed in terms of their change in their attitudes towards LA. This data is also validated with the help of qualitative part of the study in which learners are grouped according to their level of control over their learning in the following chapters. Based on table 4.19, six learners (S1, S8, S15, S18, S20, S23) from TA1's classroom and 17 learners (S25, S29, S30, S32, S35, S37, S38, S40, S43, S44, S46, S47, S52, S56, S58, S60, S63) from TA2's classrooms in total 23 learners in this study did not display any change in terms of pre and post-test mean scores regarding their more control over their learning.

4.2.1.3 Fostering peer advising

This section is conceived to make AHAAQ's analysis on Item 28 and 29 to answer the research question of whether group LaD sessions held fostered the attitudes towards peer advising and learners' peer advising practices during the research quantitatively. Following this analysis, results of both items were revealed to see the impact more clearly.

To test if group LaD sessions foster peer advising, paired sample t-test was administered.

Table 4.20: Results of Mean Comparison for the Effect of Group Language Advising Sessions on Peer Advising (Item 28-29)

ITEMS	Mean (Pre- Post)	Standard Deviation	t	Sig. (2- tailed)
I ask my classmates how they study or learn English and I pay attention to their advice and I try to apply them.	2,6719 3,0625	1,49727	2,087	,041
I advise my classmates about the strategies or study methods that I think useful or I use myself when I learn English.	3,1094 3,5781	1,45808	2,572	,012

Table 4.12 revealed that learners displayed statistically significant change after the exposure to group LaD for six weeks. This finding may present fruitful insight for the analysis of qualitative data investigated in the qualitative part of this study, as well.

For Item 28, learners recorded higher score of post-test mean score (M=3,0625). Whereas the mean score of pre-test was lower than that (M=2,6719). That is why, learners fostered their practices of being peer advisee and getting help from their classmates to learn more autonomously with a significantly significant change ($p < 0.05$, $t = 2,087$).

Similarly, learners reported a higher mean score of post-tests (M=3,5781) compared to pre-tests (M=3,1094). In addition to this finding, this change was found statistically significant as p value was lower than ,5 and indicating that learners changed more positively towards adopting the role of peer advisors.

All the findings mentioned above concluded that learners adopted more positive change as a peer advisee and peer advisor with the help of group LaD sessions held for six weeks.

4.3 Results of the Qualitative Data

This part presents the analysis of qualitative data obtained from audio-recordings of group language advising sessions, open-ended questionnaires, semi-structured interviews with TAs and non-autonomous learners. Some of the data is supported and validated with the help of some parts of quantitative data, as well. The results were aimed at investigating to what extent and in what ways

group language advising sessions were effective or not in terms of fostering learners' autonomous learning. It also conveyed the purpose of researching about TAs' ideas and influence over group language advising sessions. As a result, this part enables the researcher to evaluate the effectivity, ways, and methods of group language advising sessions regarding learners' autonomous learning habits and attitudes. In short, the research questions that this part aims to investigate are as below:

4. To what extent do group language advising sessions change Turkish High School EFL learners' control over their learning??

5. To what extent do group language advising sessions change Turkish High School EFL learners' attitudes towards group language advising?

4.3.1 The efficiency and effectiveness of group language advising sessions

Hobbs and Dofs (2015) stated that there are several positive impacts of advising. However, Kato and Mynard (2015) expressed that they find out-of-class and one-to-one language advising more fruitful. In contrast, Sakata and Fukuda (2012) revealed in their study regarding group language advising that it is possible and effective. Hence this study focused on investigating the efficiency and effectivity of group language advising sessions in terms of different points of views such as their ideas about language advising, evaluating if they were able to reach the aims of transformational advising and reinforce their motivation. They were also closely followed to see their journey during this study about becoming more autonomous as well as their level of responsibility. Another part was planned to display if group language advising was successful about peer advising which was referred as one of the best outcomes of group language advising by Carson (2013) and Sakata and Fukuda (2012). Then, this part is followed with teacher's opinions about group language advising sessions and learner autonomy and factors having prevented some to be autonomous learners.

4.3.1.1 Learners' opinions about group language advising

Reinders (2006) expressed that advising is useful in the sense that learners are grateful for the help and rate it very highly. To validate this expression and understand what learners think of advising held in their classroom, the findings

of audio recordings of the sessions, open-ended questionnaires (See Appendix B) and semi-structured interviews (See appendix C) held with 64 learners and two TAs as aforementioned in the chapter of methodology were coded and analysed. Emergent themes were extracted and written down on a Microsoft Excel file with the colour of light blue and codes to collect and discover some emerging themes. Main question to understand learners' opinions about group language advising session was asked in open-ended questionnaire submitted as Google forms after each session. However, sometimes such opinions about group language advising were also seen in semi-structured interviews or audio-recording of the sessions. The questions, the answers of which helped form a theme were usually the fifth and sixth in the open-ended questionnaire (see Appendix B) as below:

5. Question: *What did you feel or what came up to your mind during the group language advising session this week? (At the end of each session)*
7. Question: *What were the things that you liked or did not like during the group language advising session this week? (At the end of each session)*

To understand learners' attitudes towards group language advising, TAs and other issues were always significant for the study as Kato and Mynard (2015) stated in their book that focusing on the learner is an important step for a successful advising session. With this aim in mind, the study investigated the emerging themes, learners' specific opinions and positive, negative, and neutral opinions towards these sessions.

Table 4.21: General Attitudes towards Group Language Advising Sessions

General Attitudes	Number of Frequency	Percentage
Positive	427	%64,30
Neutral	190	%28,62
Negative	47	%7,08
Total	664	

Table 4.13 illustrated that group language advising sessions were reacted with a higher positive attitude by all 64 learners who participated in the study (NoF=427). At the end of each session, most of these learners expressed their positive opinions about group language advising sessions which meant that they

liked the sessions because of some reasons. The others mentioned in some sessions despite not in each session that they did not feel anything positive or negative (NoF=190). Quite a few learners expressed their negative opinions about group language advising sessions after some sessions (NoF=47). Comment of a learner after the first session can give a more profound insight regarding its positivity:

S45:

And I am so happy that you do such an activity, and you ask such questions. I want to go one step beyond than “Am, is, are, past tense”.

Table 4.22: The Reasons of Positive Attitudes towards Group Language Advising Sessions

Reasons	Number of Frequency
Peer interaction	85
Efficient	66
Teacher-adviser	56
Being able to express themselves easily	46
Raised awareness	17
Entertaining	14
Session participation	13
Friendly atmosphere.....	12
Freedom of expression	11
Discussion topic	10
Individualized setting	2

In the Table 4.14 above, it can be understood that learners find group language advising sessions positive because of three main reasons: peer interaction, its being efficient and TA’s manner towards learners (NoF=85; NoF=66; NoF=56).

As Carson (2013) and Sakata and Fukuda (2012) stated, peer advising, or peer interaction are the elements that occur naturally due to group language advising sessions’ setting which was also proved to be true within this study. Some replies that learners recorded in open-ended questionnaires related to conveying positive feelings towards group language advising sessions because of peer interaction were as follows:

S16:

I like everyone's participation in the session and being active so much. Hence more brilliant ideas come up.

S21:

There was nothing that I did not enjoy. I enjoyed getting others' opinions.

S21:

I loved hearing from another person that speaking English wrongly is not a bad thing.

S26:

I felt lucky to have the same opinions with my classmates because they also know the importance of English and want to improve.

S50:

The idea as to how to improve my English passed in my mind. In terms of my feeling, I felt happy as I shared what I do with my friends.

S57:

The session passed well. It was efficient for me, but I did not share what I thought with my friends and my teacher because my friends had told what I was going to tell but it was really good.

All these learners perceived the importance of peer interaction from different point of views. For instance, S16 emphasized the importance of active participation in the classroom and its creating more brilliant ideas. This is also a sign of autonomous learning as they begin to think critically and determine the outcomes of a learning environment themselves. S21 simply mentioned about the importance of getting others' opinions to improve themselves. This is also what Oxford (1990) refers in her language learning strategies as cooperation with peers which is a criteria to be an autonomous learner. S21 became aware of something important for him/herself which is one of the aims of transformational advising (Kato & Mynard, 2015). This awareness raising which seems to have been a problem for S21 while language learning led S21 to arrive at a solution him/herself. This shows that group language advising works

to create effective language learners (Reinders, 2008) as it helps them find their own solutions by being exposed to others' opinions. S26 reported a different perspective in terms of self-confidence and self-efficacy. This excerpt demonstrated that group language advising sessions worked positively for increasing learners' self-concept with the help of peer interaction as it is declared to be one of autonomous learner's characteristics by Candy (1991). S50 was in the position of not advice receiver but rather advice giver which made him/her feel happy. Sharing and leading others in group language advising sessions as well as receiving these from peers are significant standards of peer advising as it is based on sociocultural theory and its concept of zone of proximal development where learner learns with the help of more knowledgeable other who can be teacher, peer or parent (Vygotsky, 2012). This statement can also reveal that student felt happy because of being able to advice. S57 referred to a similar point of zone of proximal development but from a rather different standpoint in which she positions herself as non-participant but the one who makes use of others' ideas to confirm if his/her strategies are true or good enough. All these mentioned above indicate that group language advising sessions serve well for peer interaction which is stated to be required for autonomy based on the ideas of interdependency (Little, 1990; Candy, 1991).

The second most important reason to find group language advising sessions positive was expressed as session's efficient ways for learners (NoF=66). Learners perceive effectivity of group language advising sessions from rather different points of views. Some are as follows:

S3:

At the end of each session, I feel that I get one more step forward for English.

S13:

I think these sessions were useful for learning new methods.

S20:

... I think that I have the ability of language learning. But the sessions were supportive. They proved that we could learn without someone to teach.

S33:

I began to spend more effort after these sessions.

S36:

I will give more importance to English, communicate with foreign people, join events, watch series and films, and read English books after these sessions.

S44:

Of course, I believe. I did not see English as a lesson in the past, too and I was planning to learn it as a language and improve it, but I could not act. After the sessions, I took some different steps to improve with the help of some suggestions of my friends and my teacher and my own ideas.

S51:

I got so much happiness to see that words I do not know are less. I also got happy when I noticed that I improved quite a bit in listening and speaking.

To analyse the findings, S3 and S33 both commented about the motivational impact of group language advising sessions on learners. They both began to spend more time on language learning afterwards according to what they expressed. S13 mentioned about learning about new methods which was related to peer interaction as she also stated that in the semi-structured interview as below:

S13:

I learned them through my friends' suggestions.

Furthermore, S20 stated that these sessions were efficient in terms of its impact on learners' attitudes towards autonomous learning as it is also an aim of this study to lead learners to autonomous level of learning. S36 and S40 commented similarly to this question in terms of motivational impact of LaD. However, they directed their attention to initiate to act towards specific actions to improve their language level. S36 explicitly expressed that she would do it by reading, speaking, listening, or integrating, though. In addition, S51 explained her happiness because of seeing group language advising session's impact on her EFL directly. Self-efficacy is seen to be positively affecting this learner's

attitudes towards LaD. All these findings mentioned above briefly reveal that learners find LaD efficient due to its motivational, initiative and autonomous impact on EFL learning.

There were two English teachers throughout the study who were trained to be a student coach officially before the sessions were conducted although they were not trained as intensively as the project having been mentioned by Tweed (2016). These TAs were working in two different high schools based in Istanbul, Turkey. In addition to coaching trainings, they were educated by the researcher about language advising. Afterwards, they took part as a TA in this study for six sessions for six weeks as well as maintaining their roles as an English teacher. Tweed (2016) also asserted that his university's management and him all agreed upon selecting TAs among teachers. However, in contrast to Tweed's study setting (2016) this study provided TAs their first experience in advising. On the other hand, group language advising sessions were found positive because of TAs' positive impact on it. Learners mentioned about TAs' effect as the third most highly reason of this positive attitude towards group language advising sessions (NoF=56). Some of the learners' expressions emerging to refer to different points are as below:

S17:

What I enjoy is our teacher's listening to our feelings and empathise with them.

S21:

Our teacher helped us a lot in the classes. But about the sessions... Our teacher helped us a little to realize our shortcomings.

S29:

I think the main reason for session's being effective was TA2. She heard everyone who was willing to speak. She respected our opinions. She made us know ourselves. When you listen to someone, you think to yourself that you can do the same. You realize that you can do the same. Doing it in the classroom was constructive.

S32:

There was nothing hard. What I enjoyed was our teacher's voice tone during the event.

S33:

Nothing happened but our teacher's interest always makes me happy.

S37:

It was nice. It was like a chat to some extent. Our teacher was so sincere as usual. I enjoyed very much in general.

S41:

I think that our teacher encourages us and increases our motivation because she had also adopted a method inspired by me.

Firstly, S17 focused on active listening skills of an adviser and empathising. On the other hand, S21 clarified the role of a TA different from a teacher. As learners experienced this transition from being a teacher to an adviser, this finding displayed that they could understand their teacher's different role as TAs should have been minimally directive. S29 indicated a combination of comments of S17 and S21's focusing on the importance of active listening strategies to lead students to metacognitive awareness more. S32, S33 and S37 mentioned about teacher's close relationship regarding tone of voice, interest, and sincerity. They are linked to the activities of advising about creating rapport. It is seen here as to how important rapport or ice-breaking activities are. S41 emphasized a quite different point of being a role-model, the strategy of experience sharing and broadening the perspectives that are related to LaD, as well. To sum up, these sessions seemed to create positive atmosphere on learners because of TAs' skills to listen actively, create rapport and empathise.

Being able to express themselves easily by participating in the session was the fourth most mentioned reason for learners to make learners lead positive attitudes towards LaD (NoF=46). First, TA1 expressed her opinion during the semi-structured interview about the significance of participation as follows:

TA1:

... they have power of expressing themselves. "I shall have something to say in the next session. I shall also do something." There were students who could say that. But there were also students who did not bother at all.

Researcher:

What in the sessions did give them the power of expressing themselves?

TA1:

I think they knew they would not be ridiculed. We talked about it in the sessions. There can be some mocking since they are teenagers. They at least saw that they were accepted. I think they saw that every opinion was valuable. It wasn't a case of "They said something ridiculous." It might help them improve.

Raising awareness is another aim of language advising to create effective language learners (Kato & Mynard, 2015). These sessions in this study pursued the same purpose with the same trajectory. Next chapters will give better insights to that point. However, some learners also recorded that they gained positive attitudes towards group language advising sessions due to its awareness raising impact (NoF =17). This raised awareness made them feel the enjoyment in sessions. Some of the learners reported about the impact of raised awareness considering group language advising sessions positively as follows:

S3:

I did not face with anything that I did not enjoy. In contrast, I realized that I have to start as soon as possible which made me feel happy.

S11:

There was nothing hard but I liked being aware of myself in the sessions.

S29:

For me, this change was about my perspective on English language. Because I had a different perspective. I only wanted to pass the exams. But thanks to these sessions, I realized that English was a different language. What could be different? I think our TA did her best. The change depended on me mostly. I think there is a change, yet it could have been different. But with the other

classes I had, I did not put much effort into it. But compared to what I feel about English language before, I feel more confident and I am willing. Everything was complete in the sessions. You and our TA did your best, but my effort was required in order it to be different. I needed to put more effort into it, but I could not.

S42:

I used to consider English as a class, and I did not use to know the importance of learning it before and I did not use to be aware of this issue. However, I realized how useful learning English would be after the sessions and school trip to Sultanahmet that our TA organized. I also heard my classmates' methods and discovered new methods. All of us contributed to each other.

S43:

The only reason for I like English language is the sessions for real. We discussed it in the sessions, and it made me think that my opinion on English language was irrational.

S3 mentioned about the awareness raised to lead her to initiate studying immediately. S11 and S19, S20 and S48 realized himself more which led him to positive attitudes. S29 referred about gaining a different mindset what a foreign language is like. She determined after the sessions that English is not just a lesson but something that she would always need throughout her life. S34 also had a similar viewpoint. On the other hand, S42 realized the importance of learning English for her life which made her feel positive towards group language advising as well as S38. S43 also addressed the significance of sessions over her motivation towards English language. These findings reveal that learner may have positive attitudes towards group language advising sessions because of their help for raising awareness.

Another point that made students think of group language advising session positively was that learners found it funny (NoF =14). S5, S6, S16, S24, S46 and S61 all recorded in open-ended questionnaires held at the end of each session that they found sessions funny. On the other hand, S3 stated that she considered solutions having found and games having been mentioned during the

sessions as funny. These might mean that group language advising sessions are entertaining for students.

In addition, some learners reported positive impact of being able to participate in the session (NoF =13). S16, S18, S21, S22, S24, S34, S35, S37, S40, S41, S58, S60 and S61 all recorded that they felt happy when they were able to participate and speak up during the session. This may indicate that group language advising sessions are effective as long as learners participate in the sessions.

Meanwhile, some learners told that group language advising sessions provided a friendly atmosphere (NoF =12). S5, S6, S11, S14, S22, S30 and S59 all expressed that sessions' atmosphere and conversations were highly sincere. S61 also reasoned this sincerity as below:

S61:

The atmosphere got more sincere as different people expressed their feelings and dreams, too. When they mentioned about their dreams, I got more excited and more willing to learn English.

All these mentioned in this finding implied that friendly atmosphere may be provided during group language advising sessions which can end up with more positive attitudes of learners.

Freedom of expression was another point which made learners gain a more comfortable and open atmosphere for the sessions according to some learners (NoF =11). S4, S21, S25, S28, S29, S38, S43 and S55 all recorded that they felt happy to be able to express themselves freely and comfortably during the sessions. Group language advising sessions are additionally seen to have positive effect over students' being able to express opposite ideas to each other as it can be seen in the excerpt from the audio recording of the third session in School 1 as below:

TA1:

I observed such approach from the students, as if your speaking skill is something related to listening to the other person. Is our speaking skill related

to what the other person says or is it related to what we say? Do we speak only if we can understand what the other person says?

Classroom:

No, we do it to express ourselves.

S3:

Teacher I think that both are necessary.

TA1:

Both are necessary. Is there a situation where your speaking skill is tested? Do you have to reply someone who speaks to you?

S3:

No, teacher. I also cannot understand when someone speaks fast.

TA1:

You said "No.", S3. Why?

S3:

Teacher, it can be tested in various ways. It does not need to be in a dialogue.

TA1:

Speaking does not need to be in a dialogue. S6?

S6:

I think yes.

TA1:

Yes, regarding what? Louder please.

S6:

I think it does. We will not write on paper all the time. We will meet someone at some point. We will need to speak with someone else. I think it does.

These findings might conclude that freedom of expression is significant criteria to conduct a successful group language advising session as well as opening new doors to discuss and reflect.

Some learners also recorded in the questionnaires that they were pleased with the topic that was discussed in the sessions (NoF=10). S2, S16 and S21 expressed their happiness because of discussing about the relationship between professions and English in the session. S3 mentioned about the plans which was satisfying for her. S1, S22 and S36 described specific topics as the importance of English, mobile applications, and news respectively to be pleasing. This finding may indicate that discussion should be selected carefully for group language advising sessions to talk.

S34 and S49 reported about the positive effect of individualized setting on the efficiency of group language advising sessions (NoF=2). They stated that it was enjoyable for them to have been listened individually.

In addition to positive attitudes mentioned above, some learners stated that they did not feel anything positive or negative after the end of some sessions in open-ended questionnaires which was grouped as neutral attitudes towards group language advising sessions (NoF=190). They generally expressed “*I felt nothing*” or “*Nothing*” briefly.

Table 4.23: The Reasons of Negative Attitudes towards Group Language Advising Sessions

Reasons	Number of Frequency
Inefficient	10
Repetitive	7
Boring	5
No participation	4
Discussion topic	3
Self-efficacy	2
Public speaking	1

The highest reason to find sessions negative was regarding its being inefficient (NoF=10). S24 at the end of the fourth session and S58 during the interview reported that there was nothing new to them about language learning discussed. Therefore, they found sessions inefficient. S37 also reported that fourth session was found inefficient because of not having realized anything in contrast to previous sessions in which she told that she had realized many things. S30, S8, S41 and S61 recorded that they found that session inefficient simply.

Secondly, some learners expressed that they found some sessions repetitive of previous ones (NoF=7). S58 and S62 all reported that they found what was discussed as repetitive of the previous sessions. On the other hand, S13, S32 and S41 told that what was discussed throughout one session was repetitive by other learners. Both findings mentioned above may entail to the idea that topic and session diversity must be taken into consideration.

Finding sessions boring was another negative point stated by some learners in the study (NoF=5). S13 and S58 reported they considered the session as boring because of being repetitive. S15, S32 and S46 wrote down that the session was boring with no further explanation.

Another point was regarding not being able to participate in the session which made some learners express negative opinions about that session (NoF=4). S34 and S40 recorded that they felt unhappy because of not being able to speak up during the session. S18 referred to the point of other students in the classroom who were not so active. S41 stated that she wanted to talk in the session, but she could not take a turn to do that which made her unhappy, as well. These findings as well as the findings related to finding the sessions positive because of being able to participate (see Table 13) display that trying to make learners participate is a significant process for a more effective group language advising session.

Furthermore, S43 after the third session and S64 after the second session reported that it was hard for them to explain what they did not do. S63 expressed after the second session that these sessions should include a topic engaging all.

S17 and S61 stated their feeling of not having self-efficacy regarding not understanding what is mentioned during the sessions as well as feeling that they do not know enough of language.

Finally, in contrast to what Kato and Mynard (2015) stated as a disadvantage of group language advising session that it prevents people from speaking publicly, only S58 expressed this feeling of not being willing to speak in public. However, as it is seen in Table 4.15, the freedom of expression was mentioned eleven times within these sessions.

To sum up, all these findings in this section displayed that group language advising sessions are considerably effective to change learners' attitudes positively towards language advising.

4.3.1.2 Learners' developmental path towards LA

If we are able to define autonomy and describe it in terms of various aspects of control over learning, we should also, in principle, be able to measure the extent to which learners are autonomous (Benson, 2011). Measuring autonomy is too complex and almost not possible for (Benson, 2010). Fostering autonomy of the learners in this study was an aim to reach throughout the study. To accomplish, five Likert scale questionnaire's items were conducted to provide insight regarding the impact of group language advising sessions on learners' level of learning habits towards autonomous action and attitudes. The findings in the sections concerning quantitative data indicated that group language advising sessions fostered students' autonomy in a degree which is statistically significant. Understanding the extent of this change and validation of quantitative findings was aimed to be obtained with the help of open-ended questionnaire in terms of this level of awareness and transformation. Meticulous approach was embraced by investigating each learner for six weeks so as to find out if there was a change or not concerning the capacity and control over their learning. The developmental trajectory conceptualized by Kato and Mynard (2015) was used while coding as: getting started, going deeper, becoming aware and finally transformation. These terms refer to the level of autonomy gained with the help of LaD from being largely unaware to largely aware respectively.

Table 4.2: 4Weekly developmental trajectory in terms of learner autonomy

Developmental Paths	Number of students during or after the first session	Number of students during or after the second session	Number of students during or after the third session	Number of students during or after the fourth session	Number of students during or after the fifth session	Number of students during or after the sixth session
Getting started	11	9	9	10	8	6
Going deeper	37	30	28	19	32	24
Becoming aware	15	24	22	22	13	19
Transformation	0	1	3	6	11	15
TOTAL	63	64	62	57	64	64

The first stage of developmental trajectory offered by Kato and Mynard (2015) was *getting started* which was defined as a stage where learners are largely unaware of learning needs and processes as well as having limited knowledge of what LaD is. In this study, less learners reported such statements (NoS=11, NoS=9, NoS=9, NoS=10, NoS=8, NoS=6) week by week except after the fourth session which indicates that the research led learners' level of autonomy to be fostered. Some learners recorded replies in open-ended questionnaires displaying the level of *getting started* as below:

S1:

I felt the lesson's difficulty.

S7:

Our teacher taught us for language more.

S9:

I do not think something has changed with me.

S32:

Probably most of the people are the same. I can understand English. I get stuck in future and past tense when it comes to speaking. I think it is the most appropriate choice to study for both by speaking.

S39:

I did not realize anything.

S56:

Nothing different has happened.

S1 did not show any clue about what he would do to solve it. There was a complete desperateness. S7 and S32 made it clear that they were not aware of this process at first as they commented as if LaD was a teaching activity. S9, S39 and S56 commented from a negative and desperate point of view as learners in the starter stage of this process indicate.

Kato and Mynard (2015) characterized the learners who are at the level of *going deeper* as the ones who start to become more aware of learning processes and reasons for struggle as well as being able to reflect deeply with the support and use a limited amount of metalanguage. Learners exposed to group language advising sessions revealed more autonomous level by leaving out the path of going deeper each week apart from the fifth week (NoS=37, NoS=30, NoS=28, NoS=19, NoS=32, NoS=24). This finding also made it clear that learners gained more control over their learning week by week. Some students reported such control and awareness towards language learning needs as below:

S26:

I realized that learning English is particularly important for both career and social life.

S30:

I realized that I would like to learn English to communicate with people and help the job that I am going to have in the future.

Some others recorded in their open-ended questionnaires such a bit of an awareness in regard to learning processes and their self-learning journey despite not being able to offer the solution or go one step beyond themselves as follows:

S11:

I feel myself weak in terms of grammar as I do not study.

S25:

I can read book. I can listen to song. I realized this.

S42:

I realized that there are many methods to learn English in fact. In other words, I understood again and again that the education given at school is not efficient enough and we have to apply different methods to learn English.

The level of becoming aware is stated to be the point in which learners experience 'aha' moments which illustrates higher awareness towards learning needs, resources, strategies but support is still necessary (Kato and Mynard, 2015). Learners recorded more autonomy and control over their learning weekly in terms of this trajectory, as well (NoS=15, NoS=24, NoS=22, NoS=22, NoS=13, NoS=19). Some moments at which such awareness were as follows:

S8:

I think English is a practical language and one of my aims is to learn this language in its own country.

S28:

The question asked made me think. I understood once more that it is more important in my future plan.

S31:

I learnt that some words were stored in my memory because of the series that I watched.

S37:

Yes, I think so. I am thinking of accomplishing this again by watching films with subtitle, having dialogues with my sister, reading books, trying to translate the books I read and trying to speak English myself.

S42:

I am thinking of watching series in fact, but I will make their phrases stick on my mind by watching English youtubers at least even if I cannot watch anything long. I liked one of my friends' suggestion so much. H/She was translating English songs. It seemed to me reasonable, as well. I think that translating English songs that I like to Turkish will improve my comprehension and vocabulary knowledge. That is why, I will listen to English songs.

Some student and TA dialogues heard in the audio-recording of the sessions in terms of 'aha' moments were as below:

TA1:

Yes, it can be true. It is true because there can be changes in the structure of your throat. Well, how can you solve lack of grammar?

S11:

It has never come to my mind. As far as I heard, if I know a sentence in Turkish and hear it in the series, I may get it from the series. (During the second session)

TA2:

As far as I understand, you think that there is no point in making something you do not like more difficult.

S43:

Yes. I closed the book and have not opened it since. But if I start at a lower level, I can see that I am able to translate it and I can continue reading it. (During the third session)

Kato and Mynard (2015) portrayed transformed learners as being largely aware of their learning processes as well as being able to make use of alternative strategies if it is required and control their learning. They also referred to such learners as the ones who can use metalanguage naturally. Some learners' statements indicating signs of transformation in their responses towards TA during the sessions and for the questionnaires were as follows:

S3:

I think someone's doing something him/herself makes him/her proud and makes him/her believe that h/she can do everything. Beginning from this point, I can tell myself that I can do everything myself if I learn English with my own study methods. I have produced a variety of solutions about speaking English myself so far. I am trying to overcome shyness. I also think that I have so many weak points in grammar. I am thinking of studying for grammar extensively as soon as possible.

S20:

If I told so, my opinion changed. I think, English language is learned by speaking to someone and using it repetitively. And that is how you become good at it. But I do not think that there must be a teacher. Only using it actively is necessary. Making it a part of life. That is all. It needs to be taught in the first place, but improvement is up to one's self.

S22:

I realized in which subjects I was weak in English and I realized what I have to do in this situation. I study English in different ways now.

S26:

I believe. When I realized that my friends do something and even too many things:), I began to turn things that I do into my habits because many things that someone has habit of doing are generally their hobbies or stuff that they enjoy. I am trying to make them my habits.

Table 4.25: The stage of developmental trajectory reached at the end of the study in terms of learner autonomy

Developmental Trajectory Reached	Number of students	Percentage
Getting started	6	%9,375
Going deeper	24	%37,5
Becoming aware	19	%29,687
Transformation	15	%23,437
TOTAL	64	%100

The table 4.17 above displays that learners' level of autonomy was fostered to some extent after being exposed to group LaD sessions for six weeks although the limitation that evaluating learner autonomy is a hard issue is strongly agreed. Learners who seemed to be in the path of *going deeper* after six weeks' group LaD were more than the learners who were more aware and transformed in terms of learner autonomy (NoS=24). However, learners who achieved to be aware and largely aware of their processes, needs and their selves are much

higher than the learners in the path of *getting started* respectively (NoS=19, NoS=15).

Furthermore, learners' changes over weeks have been investigated. Some learners have been defined as in the level of 'becoming aware'. S7 and S43 are examples to demonstrate how a learner transformed her level of autonomy from 'getting started' to 'becoming aware' but not transformed completely. She reported in open-ended questionnaires and interview as below:

S7:

I learnt that language is always necessary, and I realized that I have to memorize more. (After the first session-going deeper)

S7:

I realized that my grammar knowledge is missing. (After the second session-going deeper)

S7:

I realized how much speaking English is beneficial. (After the third session-going deeper)

S7:

Yes, when I learned my weak points, I studied on that topic and by doing so I think I was successful. (After the sixth session-becoming aware)

S7:

I think I cannot do myself because I think somebody must help me on this way. (After the sixth session-not complete transformation)

S43:

The fact that I have to improve my English and this feeling of improvement will make me happy passed through my mind. (After the first session-going deeper)

S43:

I realized that I do not want to learn language. (After the second session-getting started)

S43:

I realized that we should not look at from one perspective. (After the third session-going deeper)

S43:

I feel closer to learning English because I used to hate English in the past. (After the fourth session-going deeper)

S43:

I believe that I will learn if I see English not as a subject but as a language that I have to learn. (After the fifth session-becoming aware)

Researcher:

Did you realize any change after the sessions? If so, what is it? If not, why do you think you did not? Also, if you did, what was the cause?

S43:

There was a definite change. After the sessions, the classes became more fun. And my perspective changed. I considered it as a subject before. Now I feel like I am taking language learning classes. (Interview-becoming aware)

Researcher:

Can you learn English language autonomously, without a teacher? If the answer is “no”, why? If it is “yes”, how?

S43:

I cannot learn English language without a teacher. As you can tell by the conversation between me and TA2, I do not like English language. Therefore, it is always better for me to learn from a teacher. (Interview-not complete transformation)

After the first, second and third sessions, S7 began to display self-actualisation in terms of raised awareness towards the reason why he needs to learn English, his missing points like grammar and speaking, respectively. However, he did not define the next question to find answer or attempt to find his own ways until the sixth session. After the sixth session, he stated that he began to work for his weak points as well as diagnosing them which is a sign of ‘becoming aware’. On the other hand, he showed not complete transformation in this trajectory as

he commented that he needed help from somebody to overcome his problem at the end of six sessions.

S43 began this journey with a deeper self-actualisation by imagining herself in the future. However, she demonstrated some kinds of disappointment and discouragement after the second session which was a sign of 'getting started'. After the third session, she came up with an 'Aha' moment by referring to an awareness of different perspectives. Fourth session was an indicator of enjoyment in learning in comparison to the comment of the second session. The fifth session showed signs of next stage as she found the root of the problem and what she would do next to be able to learn. The interview with her also displayed the change in her in terms of enjoyment and raised awareness. However, she was not able to show complete transformation as she still believed that she would not be able to learn a language without a teacher.

Furthermore, to exemplify the trajectory going for transformation more clearly within all these six weeks, S4 and S63 demonstrated such a development towards LA in a transformative way week by week. They reported as follows:

S4:

I took a tourist coming and speaking English with me into consideration bearing the job (doctor) that I want in mind and I try to help him/her. That is to say, I thought. There needs to be someone who can understand other people being in difficult situation. That is why, I realized that English is an important language. (After the first session-going deeper)

S4:

I watched an English channel talking about history from that session to this session as I like history. Then, I watched Turkish version and I think that it worked. (After the second session-going deeper)

TA2:

You fear pronunciation but what does lie beneath? Is it the fear of making mistake or is it the fear of embarrassing yourself? You really need to focus on this. I mean, if there is lack of confidence, then there is fear. Right? That is why, we need to fix this lack of confidence in you. Therefore, you will bring us

the menus of Burger King and KFC in the next week and you will read them out loud. S4 has not had any word on this. May I have him speak?

S4:

I think the fear of mispronunciation is lack of confidence, teacher. For example, when we give an address, we worry that we might give the wrong address. If we become confident, we pronounce correctly and say appropriate things. (At the third session- becoming aware)

S4:

I thought what I can do in the future and I applied them. (After the fifth session-going deeper)

S4:

I think that I can learn the words in a language by doing reading comprehension activities. (After the sixth session to the question if she could learn a language autonomously-transformation-transformation)

S63:

I realized why I would like to learn English. (After the first session-going deeper)

S63:

I am using some things as English (for example: phone, mostly the sentences that I form...) (After the second session-going deeper)

S63:

I realized that I need to apply different ways while learning English. (After the third session-becoming aware)

S63:

I learnt the ways of learning English that are suitable for me. This was a nice transformation for me. (After the fourth session-becoming aware)

S63:

I can express and do the things that I enjoy and do every time. I think it is a good thing for daily speaking. (After the sixth session to the question if she could learn a language autonomously-transformation)

S4 began by going deeper after the first session by imagining himself and thinking critically which came up with a self-actualisation of the significance of English in his life. After the second session, attempts to learn it have come up by reflecting and finding how he can integrate learning and enjoyment. During the third session, he replied to TA with a raised awareness and finding the root of the problem showing that his autonomous skills to be able to control his learning had just started. After the fifth session, he gave shorter answer which cannot be an indicator of his development indeed. However, after the last session he seemed to be confident about his learning journey by providing the solution himself with more metalanguage and holistically.

S63 also realized the importance of English for her life as the first session's framework was this for both schools. Afterwards she came up with methods, resources and techniques to learn. After the third session, she experienced an 'Aha' moment in which she revealed that she had to have a more holistic and diverse approach while learning English which is an indicator of self-actualisation as well as the next step to go further. After the fourth session, she maintained her self-actualisation by discovering appropriate methods for her which illustrated a closer gap between 'becoming aware' and 'transformation' for her. After the sixth session, she recorded that she could improve her speaking by integrating the language into her life which was a sign of enjoyment in learning including metalanguage, confidence and control of her own learning.

In short, group LaD sessions that took place for six weeks helped foster learners' level of autonomy to some extent although it was not completely enough to transform learners which may have been because of lack of time and experience and necessary training programme of TAs.

4.3.1.3 Making use of peer advising

As Sakata and Fukuda (2012) and Carson (2013) stated, peer interaction which is transformed into peer advising in time is a naturalistic result of group LaD.

This statement was validated by seeing this significant change of group LaD on peer advising according to the findings of the questionnaire. To understand deeper insight into peer advising in group LaD, it was aimed to be investigated qualitatively, as well. Therefore, 5054 replies probed by coding retrieved from open-ended questionnaires and audio-recordings of the sessions for six weeks as well as interviews with both learners and TAs were taken into consideration. As it can be seen in Table 4.18, peer interaction was found to be the most common reason for learners to convey positive feelings towards group LaD. In addition, 292 replies included implications or positive ideas towards peer advising. The statement by TA1 summarizing the positive and successful sides of peer advising for this study is as below:

TA1:

Students who are accepted or whose suggestions are taken seriously during peer advising become more active. I think peer advising is very encouraging regarding it. The others begin to put effort in being like them, they say “I shall also have something to offer my friends.”. They begin to improve as they put such an effort in it. They research at least. I had a student whose name was S6. She was a little better student compared to her friends for example. Many students approved her suggestions. By looking at her, for example I had a student whose name was S15, she slowly began to open up. It was good, yes.

In the excerpt above, TA1 illustrated the participatory and encouraging environment of group LaD sessions for peer advising. It can also be understood that sharing their experiences, researching and power relations had an impact on the success of peer advising practices in this study.

Table 4.26: The extent of change peer advising caused on learners

What peer advising led learners to	Number of Frequency
Know more about studying techniques or methods	105
Listen to others' suggestions and experiences	76
Collaborate or interact with others	47
Learn more about resources	34
Compare themselves with others	22
Be encouraged	20
Be more motivated	18
Reflect	16
Be aware of something	11
Think critically	10
Find solutions	5
Set goals	3

Table 4.18 illustrates that group LaD sessions fostered peer advising from different points of view in this study. The highest number of mentions were observed with learners who reported to know more about studying methods or techniques because of peer advising (NoF=105). Some learners recorded such replies as below:

S5:

When you listen to foreign songs, you will wonder what their meanings are in Turkish. I, personally, do that. When you want to know the meaning, you will search for Turkish translation of the song while it keeps playing. By doing that, you can understand what meaning any line of the song has.

S13:

I have just begun. I have just got the book. I will start reading it tomorrow if not today. I have never read a book in English language before. That is why, I do not want to read a more difficult one if there is any. I am planning to read that. On the first day of school, S21 told us that he wrote a journal in English language. We found it entertaining.

S14:

While I was watching film, I was watching with English-Turkish dubbing. My friend's idea was to watch both Turkish and English.

S17:

I realized the methods appropriate for me thanks to my friends.

S18:

Thanks to S23... Through his methods... Actually only a few people spoke, and he was one of them. I minded his words. I improved by doing what he told.

S21:

I tried methods such as learning by writing as they do, and I saw how I can learn best.

S26:

It happened... Using mobile phone in English, watching videos, films or series with/without subtitle, reading book (English)... I did such things by making use of my friends' ideas and experiences.

S38:

The sessions clarified the importance of English language. At the end of the day, we talked about what kind of a language English language was and how we could improve upon it. Therefore, we could realize the importance of English language. Also, we discussed how we could improve upon English language. We supported each other by talking about various methods we used. Some improve by reading, some by listening to music. Everyone had different opinions. We can take an example by listening to those opinion. I think the sessions were helpful.

S41:

I learned that I can make up my weak points with different methods.

S42:

I actually think of watching but I will try to keep youtubers' sentence structures in mind by watching their videos although I cannot watch something long. I

liked one of my friend's method so much. S/he was translating English songs. It sounded reasonable to me, too. I think that it will help me about expanding vocabulary knowledge of mine by translating English songs I like into Turkish and learning them. Therefore, I will translate English songs.

S44:

Becoming aware of why I want to learn English after my friends share their suggestions and I share my own ideas...These actually have changed so many things with me. I read English book and listened to music, but I did not use to talk before. I tried methods such as repeating the words at home and forming dialogues daily.

S46:

This week was nice and entertaining. I realized that everyone's aim is closer to each other, but everyone has different studying methods.

S50:

I think... Shall I answer S40? I think she should read more books. You should prefer the books which can attract you more. If you read the book which does not attract you at all, you can be bored. When you read English books, the topic must attract you.

S51:

The important thing while choosing book is to define your level. If you choose a book that is upper than your level, you can feel confused and you can be bored while reading. If you start with a book in starter level, you can reach a better level by upgrading your level time by time. You can underline the words that you do not know and then write them down by looking up somewhere. If you put it into a place where you can see, it can be stored in your brain after a while. Apart from this, you can read audial books. By doing like this, you can improve the skill that we say speaking.

S5, S13 and S14 revealed in their records that they discovered more methods to study a foreign language which were translating songs, reading something, and watching films without dubbing, respectively. S17, S18, S21 and S26 demonstrated how they implemented studying methodology of others into their

own being advised by their peers. S38 and S41 expressed the fact that everyone learns differently. They also mentioned about the selection of the most appropriate method for themselves among these. S42 and S44 reported the novelty that their peers' ideas and suggestions brought for their studying methodology as well as reflecting on those ideas for themselves. S46 displayed a way of self-actualisation by seeing that each peer has an aim but different. S50 and S51 were examples of peer advisors rather than peer advisees who advised others during the sessions about methods of studying English. All these excerpts explained above revealed that peer advising led learners to know more about methods, materials and activities while studying English within this study most.

Secondly, peer advising occurred naturally during the sessions made learners listen to their peers' suggestions about language learning with the second most coincided code in the scheme (NoF=76). Some of the learners who recorded about their peers' suggestions were as follows:

TA1:

For example, "peer advising" was really successful. Because they certainly listen to their friends' suggestions which is good. Also, they become more conscious with their feedbacks.

S13:

Yes, I listen to various songs to progress. I have never read any book so far. I am considering it as some of our friends have suggested.

S16:

I like everyone's participation in the session and being active so much. Hence more brilliant ideas come up.

S18:

Everyone's suggestions were wonderful.

S21:

I enjoyed hearing my friends' ideas about how I will improve my English.

S23:

My teacher let me say what they have lack of. My teacher they should not push themselves just to learn grammar. They will be able to get it themselves by listening to the sentences again and again. They should listen to something in English. They will start to understand by listening more and more.

S38:

My friends' suggestions were different. Sharing our knowledge with each other is nice.

S51:

She can read the text written at the back of the book. She can also look up unknown words for her with the help of Google translate.

TA1 revealed that group LaD sessions were effective because peers listen to others' suggestions which makes a session more useful. S13 mentioned about specific suggestions made by her peers such as reading or listening to song. S16 emphasized the importance and efficiency of active participation over better suggestions of peers. S18 and S21 stated how they felt about their peers' suggestions. S23 and S51 were examples of peer advisors not peer advisee who suggested about language learning to their friends during the session. S38 pointed to the difference and variety of suggestions and the significance of sharing. These findings illustrated that group LaD sessions were effective in creating an environment in which learners can exchange ideas, suggestions, or feedback as a way of peer advising throughout this study.

In this study, third most mentioned expressions were regarding peer advising's impact on initiating collaboration and interaction among peers (NoF=47). Learners who reported related statements were as follows:

S18:

I think no one can ask their friends how to speed up memorization. But when we discussed it in the class, we exchanged ideas. Therefore, we began to improve.

S38:

I think, talking to our friends, being heard by our teacher, and working in groups are good. I think that is why it happened.

S40:

I think that being able to understand a text written in a book will influence expressing myself a lot. Therefore, I am trying to support this with books. After I support, I can do with apps during the days and we also do with our friends. There is another thing that I do. I have a friend. His English is a bit better than mine. We sometimes make a programme with him. We write or speak about our one week usually on Saturdays. This contributes to my English a lot I think, as well.

S40:

It can be. I want to ask S50. I have lack of reading book and speaking a bit. What can you say and suggest for this?

S42:

I used to see English as a school subject before and I did not use to know the importance of learning so much. I was not conscious but thanks to TA2. She organized a trip to Sultanahmet. I actually realized how useful learning English would be after the trip and session and I heard of my classmates' methods. I discovered new methods and all of us contributed to each other.

S44:

Well, I become happy because what the others also say are like mine and their ideas support mine. We share with each other and this is very good.

S50:

I felt that my feeling of sharing increased. Also, I can say that my self-confidence during this journey increased a lot.

S51:

I focused on the words that I do not know more and revised my vocabulary notebook. We did English song translation group with 3-4 people. This group occurred after the session this week. Furthermore, I memorized some of the words that I repeated at home.

S57:

It happened of course but it was not in the first sessions. We exchanged ideas more as fewer number of sessions left. We talked about reading English books.

To investigate more thoroughly on learners' replies, S18 firstly emphasized the significance of group LaD as he meant that if there had not been these sessions, they would not have exchanged ideas as natural as that. S38 stated that being in collaboration with friends, teachers and in groups initiated this interaction and learning from each other. S40 explained one of her friends who collaborated with her to improve each other's English. In addition, she directed a question to another learner during the session to get her idea which was a sign of collaboration, as well. S42 revealed the contribution that peer advising provided by exchanging ideas and others with each other. S44 had similar idea but she also mentioned about the positive impact of this collaboration on her self-efficacy. S50 commented from a peer advisor perspective. She expressed the feeling of sharing her ideas with others in the classroom. S51 stated the song translation group that was formed after the sessions to collaborate with each other with the help of group LaD. S57 highlighted the positive result of ongoing group LaD process as she stated that as the fewer there were sessions, the more efficient they were. That can be an indicator of the significance of continuous advising. All these findings mentioned in this paragraph can infer that group LaD sessions foster peer advising in terms of its power on leading learners to collaborate with each other.

This study displayed that learners were made to know more about resources due to the effect of peer advising within the sessions (NoF=34). Some of the learners revealed such findings as below:

S6:

News on foreign tv channels...

S21:

Teacher, a friend of mine gave Duolingo 80 points. But I do not think that it is good at teaching grammar.

S22:

Teacher, there are vocabulary and listening exercises. There are also quizzes. There are sections and topics such as animals, food, clothing etc.

S27:

Some of my friends mentioned about mobile applications they used to improve English and I noted down these mobile applications like TA2. In short, I enjoyed exchanging suggestions with my friends.

S30:

I also downloaded Busuu. I mostly study English language on Busuu. I do not force myself. I use Busuu 4 times a week or so because I can get bored. Just like S43, I do not like English language too and in order to relax, I listen to English songs and try to sing in front of the mirror.

S32:

The ones who spoke in this week's session generally mentioned about English apps. I have English dictionary (English-Turkish) in my device. I thought that I could do these when I learned that my friends use different mobile applications.

S33:

Paying attention to my friends' book suggestions, I am planning to perform as soon as possible.

S34:

Actually, I downloaded the apps only to learn. It was Memrise as S49 said. But after a while one forgets about it. I did not have enough time. I was bored so I started watching tv series.

S36:

I want to learn English and French. I believe that we can all do everything by ourselves. I made some plans after the sessions. I would like to speak fluently so I found out some apps like Cambly, Duolingo, Busuu. Busuu is an organized way of studying. I can make more online conversations. We have to be more organized and consistent.

S52:

Yes, teacher. I would like to start with why I want to learn English language. I know that it will be useful later in my career and social life. Therefore, I need to learn it. It is a universal language. Let me tell you about what I do to learn it. Everyone mentioned mobile apps. There are multiple choice questions regarding movie scenes.

S6 stated about news on foreign channels as a resource to improve English in contrast to most of the others such as S21, S27, S30, S32, S34, S36 and S52 reported to be using mobile apps for language learning. Another distinctive reply was from S33 who expressed the selection of appropriate book for her with the help of peers' suggestions. As peer advisors, S21 and S34 demonstrated discussion atmosphere where they gave feedback about the efficiency of a mobile application negatively during the session. S22, S36 and S52 were peer advisors, too and they adopted the role of introducing an mobile application or programme to their friends for their language learning. To sum up, peer advising led learners to have more knowledge about resources for language learning to some extent in this study.

The following most mentioned outcome of peer advising that was fostered during group LaD sessions was its leading learners to compare themselves with the others (NoF=22). Learners who portrayed the main issues related to comparison with others reported such statements:

S21:

These sessions helped me overcome my fears. I participated more. My friends think the same as I do. They were afraid of it as well. To realize that they were feeling the same helped me overcome my fear. Also, it helped me learn new methods.

S26:

My friends' doing the things that I do for English made me happy.

S30:

I also downloaded Busuu. I mostly study English language on Busuu. I do not force myself. I use Busuu 4 times a week or so because I can get bored. Just like

S43, I do not like English language too. And in order to relax, I listen to English songs and try to sing in front of the mirror.

S37:

I understood and realized from my friends' talks that I read English books less compared to some of my friends.

S39:

What passed through my mind was that most of the people learn English because of similar reasons.

S41:

About my goal, I want to study in an international field, a political field. I must learn English language since it is international. Therefore, I use different methods than those my friends use in order to develop it.

S46:

This week was nice and entertaining. I realized that everyone's aim is closer to each other, but everyone has different studying methods.

S21 remarked that comparison with others that peer advising caused to happen naturally made him feel self-confident and self-efficient back again. S26 supported the same idea without giving details about her deeper feelings. S30 added her unlove of English with the comparison of S43 during the sessions which could have felt herself more empathetic. S39 may have felt himself understood and empathised as he expressed the common reasons that make people learn English. On the other hand, S37 directly compared her learning methodology with the others and discovered her missing points in reading which was led by peer advising atmosphere of the classroom. In contrast, S41 stated her different methodology while studying English by comparing with the others. S46 commented on the impact of peer advising to let learners compare themselves with others with two more general concepts as common aims and differentiated studying methods. The recorded statements revealed above showed that peer advising led learners to compare themselves with others in the classroom in some ways.

Another finding that this study illustrated was the fact that group LaD sessions fostered learners' encouragement because of peer advising (NoF=20). Learners who were encouraged with the influence of peer advising recorded statement as follows:

S14:

I can improve myself by giving sessions to the people who do not know a foreign language.

S17:

I did not feel myself alone when I saw that the only person who has problem is not me.

S21:

These sessions helped me overcome my fears. I participated more. My friends think the same as I do. They were afraid of it as well. To realize that they were feeling the same helped me overcome my fear. It also helped me learn new methods.

S42:

Because if there are others who do, I can do, too. Opportunity and self-confidence were necessary. Opportunities are the things that actually exist every time on condition that we want. I think the important thing is actually self-confidence. Before the sessions, I did not have self-confidence for myself because I always considered English with prejudice. I always thought of it as exam-oriented or lesson-oriented. However, I saw that it is something that I can actually do and speak English like everyone who can speak when I changed my perspective.

S50:

I felt that my feeling of sharing increased. Also, I can say that my self-confidence during this journey increased a lot.

S57:

I had to start at one point even if I began late. I eventually started to read English book. I still find it difficult but I started by saying 'Everybody does and

it should not be that difficult.’ If there had not been sessions, I would not have known that my friends were doing such activities. That is why, I may not have had such a thing to start. I will be able to improve my vocabulary knowledge because of sessions.

S62:

Yes, my friends’ experiences also created a feeling of trying.

To the question of the researcher, S18 replied with a statement displaying the impact of peer advising over learners’ encouragement to go further as follows:

Researcher:

At the end of the 6th session, you told that we could learn languages through books and the internet. Did you have this opinion before the sessions? Is it new?

S18:

I did not have such an opinion because I did not like English language before. Later, I had that opinion thanks to my friends. I think it is helpful. I can see the difference now. At least it is not as bad as it was before.

S14 stated from the perspective of a peer advisor that he would be able to improve himself by supporting others which indicated the impact of peer advising on the encouragement of learners for themselves. S17, S21 and S42 revealed the effect of group LaD to create this encouragement by looking at others. S50 told about improving self-confidence which was enabled due to being peer advisor. This finding was also supported with the idea of TA1 who asserted that group LaD sessions foster learners in terms of encouragement. S57 illustrated the positive effect of peer advising over the issue of procrastination. In a similar line, S62 stated that peer advising caused him to give it a try. S18 firstly told that he would not be able to learn a language himself but afterwards he stated in open-ended questionnaire that he would be able to learn with the help of books and internet which he revealed that it was thanks to his friends’ opinions that led him to be encouraged more to be able to achieve it. In short, all these findings illustrated above displayed that group LaD sessions made some of the learners be more encouraged which is stated as one of the characteristics of autonomous learners as they tend to take more risks for Candy

(1991). This characteristic was reported to be fostered to some extent because of peer advising and interaction within this study.

The next most mentioned impact of peer advising on learners was its positive effect on motivating learners (NoF=18). The most crucial statements pointing to different aspects of this motivation are as below:

S11:

There was nothing I did not like. The thing I liked was that everyone's opinions were good.

S18:

Our friend, S23's ideas caused it. Because I did not think that I could understand English language any better. Therefore, it became better and I felt closer to English language.

S23:

I lived the pride of teaching people how to learn a language better and I gave advice to them.

S31:

In conclusion, I learnt that learning English will open new doors for nice jobs for me.

S36:

I enjoyed learning that I can study from different apps.

S38:

These sessions changed how I feel about English language. I was biased about it, but the sessions changed it. Our friends' enthusiasm and our teacher's supportive behaviour affected me very much. Because I could not warm up to my teachers before. Therefore, I think the teacher has a role. I can say that I started to like it thanks to the sessions and my friends' opinions about it.

S50:

While my friends were telling about the techniques that they did, I felt happy to find suitable studying methods for myself, as well.

S59:

I realized that it is possible to improve my English with the recommendations of my friends.

S61:

Different people's expressing their feelings and dreams made the environment much sincere and I felt myself better. When they also mentioned about their dreams, I got more excited and my willingness to learn English increased.

To start with, S11 felt good because of the quality of his peers' opinions. Feeling good was also experienced by S36 and S50, likewise. S36 expressed her satisfaction because of learning about new apps and S50 because of discovering the most suitable method for her due to the positive impact of peer advising. To exemplify, the person who suggested and made him more motivated towards English was S23 for S18 who began to love English more because of S23's advices about learning English as S23 expressed the satisfaction of sharing his opinions with his friends. S38 expressed how her motivation increased due to her friends' advice as S18 did. On the other hand, learning the effect of knowing a language on finding a new job from one of S31's peers made him have more instrumental motivation. S59 also stated that she felt motivated towards being able to learn English because of peers' recommendations. In addition, S61 mentioned about the positive impact of hearing about her friends' dreams over her more motivation towards learning English. To sum up, all these findings referred above displayed positive impact of peer advising over motivation to some extent.

The eighth most mentioned result of peer advising in this study was to make learners initiate reflecting (NoF=16). Different points of such reflections were recorded by learners as stated below:

S15:

I think he can forget fast and some words can change meaning in the sentences. I know from my past experiences.

S18:

I did not have such an opinion because I did not like English language before. Later, I had that opinion thanks to my friends. I think it is helpful. I can see the difference now. At least it is not as bad as it was before.

S26:

I am now thinking that I have difficulty with speaking not grammar and focus on practising speaking more from now on because yes everyone learns grammar in a way but most of them are not aware of their speaking or accent except reading a few things loudly. I do not, either. Therefore, I am planning to do more things towards speaking.

S34:

Actually, I downloaded the apps only to learn. It was Memrise as S49 said. But after a while one forgets about it. I did not have enough time. I was bored so I started watching tv series.

S36:

I went to a language course when I had just learned to read at grade two, three and four. I did not go by enjoying at first. I was even grumbling at my mother all the time, but I understood later that its importance is so much. I especially realized that with the opinions of my teachers and peers.

S57:

I did not participate in this session, too. I mean I did not say I would do like that this week, but my friends mentioned about reading book while they were talking. For example, I last read an English book in the secondary school, but it was too beginner and thin and because it was homework. We did the translation of it. It was like that. I finished English videos with few episodes in summer holiday. This week I did not do anything more than repeating when I went home to improve my English, but I can join my friends with a beginner level book.

S62:

I tried all the things that my friends told, and I realized that the most effective for me is to study by myself.

First, S15 reflected about her past experiences with the impact of peer advising while she was recommending her friends during the session. Similarly, peers' suggestions led S57 to reflect over her past practices to come up with a meaningful evaluation herself rather than suggesting them. Meanwhile, S18 and S36 reflected over their past beliefs by considering their peers' beliefs and changed their opinions about English language. On the other hand, S34 tried the mobile application with the help of her friends' recommendation and then reflected over that app and decided on the ineffectiveness of that. S62 reflected over his peers' recommendations and found out the best strategy for himself which S34 had lack of. From a similar standpoint, S26 is led to reflect over her pathway while learning English by hearing her peers' ideas about grammar. Having all been mentioned above, it can be summarized that peer advising led learners to reflect somehow.

Another result of peer advising which is to initiate awareness raising was the next most mentioned outcome (NoF=11). Learners reported such replies:

S23:

I am a good student of English, but I understood that my methods are not used very much.

S26:

I believe. When I realized that my friends do something and even too many things:), I began to turn things that I do into my habits because many things that someone has habit of doing are generally their hobbies or stuff that they enjoy. I am trying to make them my habits.

S36:

I went to a language course when I had just learned to read at grade two, three and four. I did not go by enjoying at first. I was even grumbling at my mother all the time, but I understood later that its importance is so much. I especially realized that with the opinions of my teachers and peers.

S40:

I expressed myself very comfortably and I realized that we need to read book. We will exchange books with S50.

S46:

This week was nice and entertaining. I realized that everyone's aim is closer to each other, but everyone has different studying methods.

As a start, S23 referred to his good qualities as a peer advisor and realized that his methods are not used sufficiently. S26 noticed what others do and tried to do the same for her studies, as well. Similarly, S36 mentioned about discovering the importance of English with the help of her peers' and teacher's opinions. In terms of resources, S40 became aware of the significance of reading books to improve her English. On the other hand, S46 categorized his awareness into two: realizing the aims and studying methodology of others. The statements above demonstrate that learners experienced awareness towards different fields due to the impact of peer advising.

In addition to the effect of peer advising over learners' reflecting capacity, a broader skill that is critical thinking was also experienced with the learners (NoF=10). A variety of statements mentioned by learners were as below:

S26:

I am trying my friends' mobile app suggestions as I do in each session. I am trying to find which one most suits me. Something has certainly changed. My motivation increased and I am struggling to integrate English into my life with minor things.

S30:

I thought which way to adopt while learning English based on what my friends told.

S42:

My friends told that this improves by watching films and reading books. However, I did not have any opportunity like this but if I watch film and video like my friends and this becomes a habitual activity, I think that I will be able to understand what I listen in the future.

S26 firstly displayed a way of thinking critically by trying to integrate English into her life. She came upon with this idea with the help of peer advising and thinking critically. S30 also focused on considering the best way underlying the

assumptions of her friends. S42 looked at studying techniques from different perspective by thinking of integrating English learning activities into her life.

One of the least affected results of peer advising over learners was on finding solutions (NoF=5). Learners who reported statements about this issue was as follows:

S3:

I loved the solutions that we found about fluent speaking.

S23:

Their pronunciation can improve by listening.

S40:

It can be. I want to ask S50. I have lack of reading book and speaking a bit. What can you say and suggest for this?

S3 addressed the solutions and felt happy because of these. S23 provided such solutions for the learners about telling them to listen to improve their pronunciation. In contrast, S40 wanted to ask S50 for her solution during the session. Although it was against autonomous behaviour of a learner, it can be understood that it occurred due to the natural setting of peer advising.

The last outcome that peer advising caused learners to display comments about was regarding setting goals (NoF=3). Learners recorded statements as below:

S13:

Teacher, I love English language as much as I love Turkish language, so I want to learn it so well as if it is my native language. Also, for career and travelling. As our friend said we have been learning grammar for years, but we cannot think of it when we encounter a tourist. Therefore, I study everyday language. I cannot understand anything by writing, so I repeat and speak.

S24:

Everyone already mentioned fluent speaking. I want to speak fluently as well. I want to be able to express myself actually. In the 7th grade, I realized that English language was important.

S33:

Everyone's focusing on their goals and trying to proceed over them makes me happy.

S13 mentioned about her goals about why she would like to learn English by exemplifying from one of her peers. S24 made such a similar comment during the session by giving the example of her friend, as well about speaking English fluently. However, S33 reveals her satisfaction about her friends' declaring their goals as well as her.

In conclusion, this section mentioned about the extent of peer advising's impact over learners' processes. Although some reasons seem to affect learners more as they can be understood from the number of mentions, each reason plays significant role in improving learners' autonomy.

4.3.2 The ways that group LaD sessions foster LA

Learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning--a capacity for detachment, critical reflection, decision-making, and independent action (Little, 1991). As Little (1991) addressed some, there are more skills underlying this capacity of autonomous learners. The more learners are skilled in using these while they are controlling their learning, the more they become autonomous. Investigating these skills, Candy (1991) listed more than a hundred competencies associated with autonomous learners. 20th century also paved the way for scrutinizing each elements, skills and other factors that lead to autonomy among scholars. Another comprehensive study to understand how students learn better as well as fostering autonomous skills was about seeking theoretical backgrounds about language learning strategies in the study of Oxford (1990) and O'Malley and Chamot (1990). This study focused on discovering in what ways group LaD fosters LA. As a result, audio-recordings of the sessions, open-ended questionnaires, interviews with non-autonomous learners and Tas were all utilized in seeking information about what characteristics as adopting Candy's (1991) theoretical background and learner strategies underlying the theory of Oxford's (1990) group LaD sessions led to.

4.3.3 In terms of autonomous learner characteristics

Autonomy is a multidimensional construct in the sense that students control their learning in a variety of ways (Benson, 2010). This control can vary from learners' strategy use to being motivated or methodical. Candy (1991) categorized these under autonomous learner characteristics under 13 subheadings. This study purported to illustrate the impact of group LaD sessions over learners' control over their learning from a variety of perspectives one of which was to understand which characteristics they foster more to portray the positive sides of group LaD over LA more concisely. Despite the limitations of not being able to reach concrete results, the increase or decrease in the number of mentions for specifically each category can stand for the development of the learners in this study in terms of that characteristic. The characteristics was not aimed to be compared with each other, though. In conclusion, the results obtained from five questions of six-weeks long open-ended questionnaires, and audio-recordings of the sessions helped reveal this impact over LA in different ways.

Table 4.27: The distribution of number of frequencies regarding autonomous learner characteristics on a weekly basis

Autonomous Learner Characteristics	NoFs during/after the first session	NoFs during/after the second session	NoFs during/after the third session	NoFs during/after the fourth session	NoFs during/after the fifth session	NoFs during/after the sixth session
Methodical/disciplined	88	107	95	106	150	102
Logical/analytical	31	90	117	106	113	78
Reflective/self-aware	132	178	215	231	256	238
Curious/open/motivated	88	65	69	72	75	81
Flexible	112	147	157	156	178	162
Interdependent/ Interpersonally competent	32	72	60	61	50	39
Persistent/responsible	-	152	131	148	177	141
Venturesome/creative	7	6	13	10	16	17
Confident/have a positive self-concept	44	37	79	87	92	125
Independent/self-sufficient	31	31	79	63	92	101
Skilled in seeking and retrieving information	27	58	45	108	84	130
Knowledgeable about/skilled in learning	114	150	135	155	179	159
Able to develop/use evaluation criteria	45	84	90	123	85	104

First, Candy (1991) defined being methodical and disciplined as an autonomous learner's characteristic referring to a learner's self-disciplining, planning, and managing in a consistent way. Some of the statements learners recorded in the sessions, interviews, and questionnaires displaying their being more methodical and disciplined throughout the study despite not every week (NoF=88, NoF=107, NoF=95, NoF=106, NoF=150 and NoF=102) were reported as below:

S16:

I am trying to watch English films, read books and paragraphs and integrate English into my daily life. (After the sixth session)

S33:

I think my awareness of responsibility has probably improved. (After the fourth session)

S36:

Yes, teacher. I study French language on Busuu and English language on Duolingo but I do not study only via apps. I write what I learn down on a paper, adding date. Therefore, I can repeat what I learned the week before. I created such a method. (After the third session)

S45:

My target now is to speak fluently when I go to a different country or Turkey. I am ready to do everything for this target of mine. For example, listening and watching recommendations regarding speaking fluently and make studying repetitions... (After the first session)

The excerpts above demonstrate how the learners in this study got more responsible. S45 reveals that she defined her targets and mentioned about some of her plans to achieve her target related to learning English. On the other hand, S36 referred to her new methodology after the sessions which was based on using apps to repeat as well as S15 who reported her new methodology integrating English into her daily life after the last session. After the fourth session, S33 addressed the issue of more responsibility explicitly stating that her level of awareness towards her responsibilities increased. In the end, all these findings referred displayed that learners' responsibility which is a subset of

being methodical or disciplined have been fostered after each session with the help of group LaD to some extent.

Some learners in this study also referred to managing their learning process and decision-making issue as it was reported below:

S4:

I thought of things that can really be done regarding speaking, and I decided to begin practising what I can do. (After the second session)

S37:

I have not made a plan yet as we are at the very beginning, but I can say that I decided to focus on my aims about improving English. (After the first session)

S41:

I made new decisions by myself. (After the third session)

S42:

I am thinking of watching series in fact, but I will make their phrases stick on my mind by watching English youtubers at least even if I cannot watch anything long. I liked one of my friends' suggestion so much. H/She was translating English songs. It seemed to me reasonable, as well. I think that translating English songs that I like to Turkish will improve my comprehension and vocabulary knowledge. That is why, I will listen to English songs. (After the fourth session)

S50:

Teacher I repeated the topics that were going to be asked about in the exams. I will probably do it for the next exam as well. I will study phonetics because sometimes I hesitate. I will do the activities. (During the sixth session)

S51:

Continuing my foreign series and covering the words that I do not know again... I would like to listen to English songs and continue translating these songs. However, exam week is approaching one week later, and I will give some break to the things that I do to study. (After the fifth session)

S60:

I will head for watching film or series by decreasing reading book a bit. (After the fourth session)

The statements addressed in the previous part reveals some findings from some of the learners in this study. S4, S37 and S41 all mentioned about making a decision to be more methodical. On the other hand, S42, S50, S51 and S60 referred to managing their learning themselves. These findings implied that some of the learners in this study made use of decision making and self-management to be more methodical or disciplined.

The excerpt retrieved from the sixth session's audio-recording below also reveals an example to the impact of group LaD sessions over the skill of self-management:

S21:

Teacher, S19 and S23 said that they wrote as a method. I could not learn anything by writing. I am alone until 9 p.m. or so, I study on my own reading aloud, talking to myself.

TA1:

Good. That is a way of studying as well. What did you gain by studying that way?

S21:

Teacher, I look myself in the mirror and if I am distracted by something I raise my voice as if I am talking to someone else so I do not get distracted.

TA1:

It is a good method actually. Worth a try when memorising.

Here S21 evaluates himself if the method suggested by his friends are worth doing for him. He then came up with the idea that this method was not highly effective for him and managed his own learning by determining that memorizing and talking in front of the mirror could work better.

Some other learners also recorded such statements displaying their being able to plan about their learning in a better way:

TA1:

You are considering it right now. Think of what kind of methods you can try.

S6:

Teacher, I am planning to get sample tests. I did it last year. (During the fifth session)

TA2:

You were left out unintentionally.

S42:

I am actually in the WhatsApp group, but I am not where it takes place. That is why, I could not read much but I look for the books on the internet. I am planning to read soon.

TA2:

You have it among your plans. What do you expect? What do you think you'll gain by reading? Do you have a plan?

S42:

I think reading will help me improve upon vocabulary. We learn the words at school, but we cannot use them anywhere. We forget them after the exams. (During the fifth session)

S49:

I have just begun. I just got the book. I will start reading it tomorrow if not today. I have never read a book in English language before. Therefore, I do not want to read a more difficult one if there is any. I am planning to read that. On the first day of school, S52 told us that he wrote a journal in English language. We found it funny. (During the fourth session)

The statements made during the sessions with TAs reported about making learners plan better after these sessions above. S49 addresses the issue of planning to read books. S6 also revealed her plans about getting sample tests. In addition, S42 stated about this problem of learning vocabulary and her new plan regarding it. All in all, learners' records revealed in the paragraphs above addressed the point that group LaD sessions fostered learners being methodical

and disciplined to some extent week by week despite not as high as during or after the fifth session.

The second autonomous learner characteristic defined by Candy (1991) was being logical and analytical. This characteristic comprised of being able to think critically, identify problems and find ways to solve them and set goals in general. Learners recorded statements coded under this category in the open-ended questionnaires after the sessions and audio-recordings during the sessions each week (NoF=31, NoF=90, NoF=117, NoF=106, NoF =113, NoF=78). Some of the statements from the open-ended questionnaires that were attributed for the learners in this study to be logical and analytical were as follows:

S4:

Watching videos and trying to understand series without subtitle. (After the third session)

S4:

I saw some kinds of development with myself such as telling myself, thinking and planning. (After the fifth session)

S6:

I understood in the session that pronunciation is less important. (After the third session)

S14:

Because English is a different language, and it takes long time to learn so our mind has difficulty with understanding English. (After the second session)

S16:

I am a bit excited because I participated in such a thing for the first time. I thought in my mind that it could be effective because I am into English and this may help the improvement of my English. (After the first session)

S16:

I realized that the way that I go for English is wrong. (After the fourth session)

S19:

I had already been following English pages on Instagram, but I neglected to look at that page for a long time. I will check from now on. I will also set my phone's language as English. By doing so, I can learn more words. I will follow English news channels.

S22:

I realized in which subjects I was weak in English and I realized what I have to do in this situation. I study English in different ways now. (After the fifth session)

S29:

Reading book and translating by myself without looking at translation... (After the fourth session)

S30:

I thought which way to adopt while learning English based on what my friends told. (After the fourth session)

S43:

Having not to see from one perspective... (After the third session)

S44:

I realized that I could not speak English even if I could understand after I listened and I think that I began to improve this by practising at home gradually. (After the fourth session)

S45:

Contributing new things to myself and never giving up by setting new goals and performing those... (After the second session)

S46:

I think I will give more importance to reading book. Although I was reading a lot of books in Turkish, I did not almost read any book in English so I will gravitate to reading books in English. (After the first session)

S49:

My goal has almost become different somehow. (After the fifth session)

S57:

Most of my friends mentioned about reading book. I did not read during summer holiday, as well. I last read myself during secondary school period. I told myself last week that I have to start, as well. I even started but it did not come to an end. I do not know but maybe it was because of beginning with a book that would make me feel difficult. I had difficulty, though. (After the third session)

S61:

I was not actually very hopeful about if this project would progress, but I realized that it really works. It makes people and especially me hopeful and willing very much. I can dream better things about the future, and I understood that I am determined for English. I realized that I would like to speak English very fluently. (After the sixth session)

S63:

I can express and do the things that I enjoy and do every time. I think it is a good thing for daily speaking. (After the sixth session)

S64:

I have never thought comprehensively why I would like to learn English. My aim of learning English became definite because of this session. (After the first session)

S64:

I did not use to study and I used to give up so quickly but now I decided to crack down on it. (After the sixth session)

As the replies to the questions of open-ended questionnaire were revealed in the previous paragraph, learners in this study displayed to be more logical and analytical at some intervals throughout the study to some extent. S3, S4 after the fifth session, S6, S14, S16 after the first session, S43 and S63 revealed statements regarding their critical thinking skill which is one of the attributes of logical and analytic learners as Candy (1991) suggested. On the other hand, S16 after the fourth session, S19, S22, S44, S46, S57 and S64 after the sixth session addressed the issue of identifying the problem as to their learning. Lastly, S4

after the third session, S29, S45, S49, S61 and S64 after the first session were all related to goal setting.

To illustrate this characteristic clearly, learners recorded such statements during the conversation with TAs throughout the sessions as below:

S5:

My teacher, I want to be a handball player.

TA1:

You want to be a handball player. Handball is one of my favourite sports. I played handball for 7 years. Do you know?

S5:

This is my fourth year. I also told PE teacher and I was registered. In Turkey, people are not interested in this sport a lot. Most of the matches I watched are mostly abroad. I can give handball classes in a foreign country.

TA1:

Wow... This is a nice goal. (During the first session)

S20:

My teacher, I have lack of grammar, too. However, when you know the meanings of the words, I think that grammar is not important at all. My teacher, I think like this. Because as a result, you can express yourself in a way. Also, I think it is something that you can do when you know words.

TA1:

You are saying that you can express yourself when you only know words. Are you thinking towards speaking? Or as you know, there is written language in English. When we only think of vocabulary in speaking, it may be fine but how will you express yourself in written way?

S20:

It can change in writing. However, I still think grammar can be acquired by speaking. It can be improved by speaking more and more. (During the second session)

TA1:

Do we have personal obstacles to speaking, perhaps?

S3:

Confidence.

TA1:

"Confidence" you said, S3.

S3:

I do not have it.

TA1:

You do not have it. You need to find the source of that lack of confidence.

S3:

It is pronunciation. (During the third session)

S43:

My mother asked me why I moved away although I had been learning English language for years. Then I realized that I had a decent vocabulary, but I could not speak. Then I read the book aloud, minding pronunciation and I realized that it was better.

TA2:

Was it at starter level?

S43:

Yes.

TA2:

Did you need to use a dictionary?

S43:

I did not. I was concerned about how it is pronounced. (During the fourth session)

TA2:

You have it among your plans. What do you expect? What do you think you will gain by reading? Do you have a plan?

S42:

I think reading will help me improve upon vocabulary. We learn the words in school, but we cannot use them anywhere. We forget them after the exams.

TA2:

Alright, let's call it pronunciation. I'd actually like to ask you about it. You know, we deal with pronunciation in our sessions. I wonder how far you think listening will get you. Did you begin getting into pronunciation?

S42:

Yes. At the end of the day, there is no point in learning if one does not speak.

TA2:

It is important, right? To use them in sentences, in a context. Where we use them is important.

S42:

Yes. I plan to read to get used to sentence structure and how to use vocabulary forming sentences. (During the sixth session)

The learners and TAs recorded such statements which stood for the impact of critical thinking. During the first session, S5 mentioned about her goal that was to learn English for her future job concerning handball. On the other hand, S20 displayed patterns of thinking critically replying that grammar is not important compared to vocabulary learning for a better speaking result. During the third session, S3 identified her problem as confidence while learning English which was considered by her to be the result of pronunciation. Afterwards, during the fourth session, S43 explained how she discovered her trouble in learning English and dealt with coming up with solutions for herself. This showed her being logical in learning English. Finally, during the last session, S42 determined her plan by setting a goal indicating being analytical for her future studies.

All these findings mentioned illustrated the fact that learners in this study showed signs of being logical and analytical after each session somehow. This study elicited to be fostering learners' being logical and analytical after group LaD sessions relatively much especially from the first to fifth session as there had been a greater number of mentions. However, the sixth session displayed a smaller number of mentions compared to the fifth session (NoF=31, NoF=90, NoF=117, NoF=106, NoF=113, NoF=78).

The other autonomous learner characteristic defined by Candy (1991) was to be reflective and self-aware. These learners who were accepted to be highly reflective and self-aware were portrayed to be good at identifying needs, determining what skills and knowledge to learn, having alternative perspectives, finding out problems as well as solving them, setting goals and having a high level of awareness of self while learning something. Throughout this study, there had been a steady increase in the number of mentions (NoF=132, NoF=178, NoF=215, NoF=231, NoF=256, NoF=238) in both audio-recordings of the sessions and open-ended questionnaires. To exemplify, some learners addressed their being reflective and self-aware more after each session in open-ended questionnaires as follows:

S1:

My perception towards English has changed. (After the first session)

S7:

I realized how much speaking English is beneficial. (After the third session)

S15:

I think watching English videos which is one of the most effective methods improved myself much and I will continue doing like this about this topic. (After the sixth session)

S22:

I realized in which subjects I was weak in English and I realized what I have to do in this situation. I study English in different ways now. (After the fifth session)

S44:

There was nothing I did not enjoy. What I enjoyed was the realization in this session as I realized if the things that I did to learn English were enough or not. (After the second session)

S49:

I think yes. It has improved or it is still on the way to improve. I realized things that have never come to my mind or I have never thought with the help of these sessions. (After the fourth session)

S63:

I learnt the ways of learning English that are suitable for me. This was a nice transformation for me. (After the fourth session)

The findings above signified the learners' being more reflective and self-aware from different points of view. For instance, S1 referred to more awareness about her perceptions towards English after the first session. In addition, S44 mentioned about more reflective thinking skills by reflecting on the past and becoming more aware if what she did was right or not while learning English after the second session. Furthermore, S7 raised his awareness about the significance of speaking in English after the third session. After the fourth session, S49 stated that she got acquainted with newer ideas which she had not thought beforehand. In a similar way, S63 also responded that she became more aware of the proper ways to learn English for her. Similarly, S22 recorded that she realized the best learning methodology for herself by diagnosing her weak points in learning English after the fifth session. S15 inferred due to these sessions that she can learn best by watching videos and she would be consistent in following the same way to learn likewise. All these findings mentioned throughout the paragraph above can imply that learners in this study recorded more statements indicating to their being more reflective and self-aware.

Further to the recorded statements of the learners in open-ended questionnaires, audio-recordings of the sessions can be to exemplify the impacts of group LaD sessions over learners' more reflection and self-awareness as stated below:

TA1:

Really good. Can I ask you another question, then? Do you think you will need a more technical English in architecture?

S6:

I do not think so.

TA1:

Does it mean you will not use technical terms?

S6:

I can need of course. I am not good at it enough now.

TA1:

For example, let us say that you made a design abroad. You need to tell the people who will build this apartment about this building technically. Therefore, do you think you can need some technical English a bit?

S6:

Actually, yes I need to know. (During the first session)

TA2:

You want to be brain surgeon.

S43:

I hope I can be a brain surgeon. So far, I have always thought of English as a class which we get an exam for. Then I studied in that way. To be honest, I have never thought of learning English or for a different purpose. I have thought that English is a class and if I get good grades, this can be better for my study if I get a better mark.

TA2:

It is probably because of the fact that its credit is high.

S43:

Exactly. Well... Actually, English is not just a lesson, but it is a language that we have to learn. I have realized thinking of English just as a class is wrong recently. I have never watched any English film or series so far. I always

watched by changing it to its dubbed form. I read book but I gave up so quickly.
(During the second session)

S6:

Teacher, I think we need to accept that we will not embarrass ourselves, but it is difficult in our society. Because there are people who tend to belittle the others.

TA1:

Will you speak to Turkish people in English?

S6:

No, teacher. But for example, I went to Starbucks once and I could not say something, and he asked me if it was the first time that I had been there. I got nervous.

TA1:

Then, it is not only internal. It is also external.

S6:

Yes. Therefore, we need to overcome it internally. We have to think I can still go and speak as I like, never asking if I speak correctly or not. That is all.
(During the third session)

S19:

Teacher, in middle school actually I learnt every year. I watched videos about it. I think it is how one can improve upon it. But it can be forgotten because there are too many rules. It is forgotten easily. I actually know the sentence order, but it is difficult to form long sentences.

TA1:

Then you can form short sentences, but you have problem forming long sentences. Well, you said that we can forget it. Have you ever tried to memorise it by doing anything?

S19:

Actually, writing is very effective. I studied by writing before the exams.

TA1:

Okay. Then you are a writing learner. Is it only in English learning or is it the same in the other subjects?

S19:

It is the same in all subjects. When teachers have us write down anything, I summarise it on my note papers, so I can memorise it.

TA1:

Well, do you add anything while taking notes? For example, can you create and write down an example on your own? Then is there any reason to forget?

S19:

Actually, no.

TA1:

Actually, no. Then, what do you lack regarding it?

S19:

Actually, there is fear. (During the fourth session)

S30:

Yes. I also learn French language, so I downloaded some French expressions.

TA2:

Do not leave French language behind of course. Do not make it cry.

S30:

I also downloaded Busuu. I mostly study English language on Busuu. I do not force myself. I use Busuu 4 times a week or so because I can get bored. Just like S43, I do not like English language too and in order to relax, I listen to English songs and try to sing in front of the mirror. (During the fifth session)

S42:

Teacher, I am not as comfortable as S35 because I am someone who gets really nervous thinking what to do regarding the exams.

TA2:

We talked about anxiety. Right, dear S42?

S42:

Yes.

TA2:

Did you do anything about regarding anxiety? Expressions like; "I cannot lose weight.", "I will not get any taller.", "I will get wet in the rain."... I can tell your friends, right? We talked about it, but can I tell your friends? These expressions will not take us anywhere right. Because beginning is important. The more positive we are beginning something, the less anxious we will get about it. Let us call it fear of failing if you will. What are you planning to do regarding your anxiety? Let us talk about it before we talk about English language.

S42:

As the sessions pass, I see that if everyone can do it, I can do it too.

TA2:

Very good. "Why would not I do it?"

S42:

Yes. I asked myself why I overestimated it. I began speaking in English language at home although I could not form any sentence. I began to use it although it was not grammatically correct. (During the sixth session)

These statements reported during the sessions revealed some examples from the learners' developmental path in this study in terms of being more reflective and self-aware. Following the intentional reflective dialogue initiated by TA1's powerful questions, S6 began to be more self-aware of what she needs while learning English during the first session. She maintained her raised awareness by reflecting her past experiences during the third session likewise. Conveying similar awareness, S43 explained that she would not be able to realize that English is not a subject to pass but rather a subject that we require in our everyday life given that S43 did not attend these sessions displaying her raised awareness during the second session. Another example to such raised awareness recorded during the fourth session belonged to S19 who reached a different level of awareness due to TA1's powerful questions and practices to broaden her perspectives. She became aware of her fear that leads her to forget in this

conversation with TA1. In the fifth session, S30 displayed self-awareness by remarking that she can be bored if she studies more than four times a week which can also imply that she is better at time management due to collaborative atmosphere of group LaD sessions. During the final session, S42 addressed to the sessions' transforming impacts over her awareness to decrease her level of anxiety. In a nutshell, statements recorded in the audio recordings of the sessions can infer that learners began to show more reflective and self-aware attitudes after each session.

All these findings mentioned in the paragraphs concerning learners' being more reflective and self-aware displayed that learners in this study was in a steady increase in their level of reflection and self-awareness week by week (NoF=132, NoF=178, NoF=215, NoF=231, NoF=256, NoF=238).

The fourth autonomous learner characteristic defined by Candy (1991) is to be curious, open, and motivated. Candy (1991) regards to this characteristic as self-starting, willingness to act, openness to new learning opportunities and curiosity with a continual need to learn. In this study, learners elicited such statements referring to being more curious, open, and motivated during and after the sessions (NoF=88, NoF=65, NoF=69, NoF=72, NoF=75, NoF=81). The statements retrieved from open-ended questionnaires addressing to this characteristic are as follows:

S6:

Willingness to learn English has arrived. I used to hate it. (After the second session)

S6:

I will learn the names of Starbucks drinks. I think it will be useful for my daily life, as well. I enjoy our teacher's assigning duties that will be useful in our daily life. (After the third session)

S6:

I used to hate English because I used to think I could not understand anything when the teacher spoke, but now I understand even if I miss some words

occasionally, and I think that watching news channels were useful for it. (After the fifth session)

S12:

I loved English because of the session. (After the first session)

S14:

I watched films. I enjoyed watching news in English. (After the third session)

S21:

Yes, I am not afraid of anything while learning English and this makes me more willing to learn English. (After the fourth session)

S26:

I believe that it has changed. I can feel my willingness has increased. (After the first session)

S26:

I am trying my friends' mobile app suggestions as I do in each session. I am trying to find which one most suits me. Something has certainly changed. My motivation increased and I am struggling to integrate English into my life with minor things. (After the third session)

S29:

I believe. I did not use to give importance to English but now I can do everything to learn. (After the second session)

S29:

My willingness to learn English increased. (After the sixth session)

S30:

By designing a study plan towards learning daily phrases by general repeating, I think of studying being more motivated. (After the fourth session)

S34:

I believe that I am more willing. (After the first session)

S43:

I began to like English. :) (After the sixth session)

S44:

Yes, I believe. For example, I had not used to read English books quite many, but I made use of English-Turkish books that were at home for the improvement of English. (After the third session)

S44:

I believe that something has changed. I was also thinking that learning a language was effective for me before the language sessions, but I have fulfilled something and taken some steps further regarding learning English after the session. (After the fifth session)

S44:

I am going to listen to music and write English diary. I got this idea from my friends in the class and I liked it. I thought that it would work. (After the sixth session)

S51:

Again, as usual after each session, I am more determined and ambitious regarding improving my English. A person also gets more willing for the thing that she likes, and I feel that my willingness and love towards English has increased each week. I see the benefits of these sessions. (After the second session)

S51:

I am in song translation group and there are three friends more who are in song translation group. Each of us determined a song and we are looking at the meanings of this song. I will also progress as one song per week. I love listening to song. I love English songs very much, too and I think knowing their meaning and listening to them is even better. In addition, I have not watched film or series, but I have realized that I have memorized most of the words in my vocabulary notebook. This is a good progress. (After the fourth session)

S63:

It is a change for me to struggle for learning English. (After the fifth session)

Some of the responses to open-ended questionnaire coded to have showed learners' more motivation, openness and curiosity towards learning were mentioned above. S6 and S12 after the first session and S43 after the sixth session revealed their being more motivated towards learning English as they began to like English more after the sessions. S6 then referred to the reason of this feeling change after the fifth session by stating that she realized that watching news could be useful for improving her listening skills which had prevented her from enjoying learning English beforehand as she could not understand her teacher in the past. S30 declared that creating a learning plan made her feel more motivated after the fourth session. S14 also mentioned after the third session about the fact that he found watching news enjoyable and useful, too. In addition, S26 and S34 after the first session, S29 and S51 after the second session, S63 after the fifth session and S29 after the last session all demonstrated they were more willing to learn English because of these sessions. S21 also began to feel after the fourth session that he liked English more because of being afraid of a foreign language less after these sessions. On the other hand, S44 stated that she was more open to new learning opportunities while learning English after the third, fifth and sixth session because of the dialogues in these sessions. S6 additionally referred to being more open to new learning atmospheres such as learning drinks' names in Starbucks after the third session. Furthermore, S26 displayed being both open to new learning atmosphere but also more motivated.

Some learners in this study also expressed statements within group LaD sessions displaying their motivation, curiosity, and openness towards learning English. Such conversation excerpts between TAs and learners are shown below:

TA2:

Now let me listen to S61.

S61:

We had a certain time. We did it with a group of friends to motivate ourselves. For example, we wrote what we had done during the day between 19:00-20:00.

Then I started to like English in this way. Willingness to learn English had started, as well. (During the first session)

TA1:

It can be reversed. It is very normal. I have a question. Someone said that he can watch the news on foreign tv channels. Is there anyone who does such a thing?

S3:

I have never done it, but I am considering doing so. (During the second session)

TA1:

Why do you think you get anxious when you speak in English?

S20:

Because of myself.

TA1:

It is on you but why do you get anxious? Is it because of the fear of making a mistake or looking funny? There must be a reason.

S20:

Making a mistake.

TA1:

Is making mistakes something to be ashamed of?

S20:

No.

TA1:

It is not. Think about it S20, I speak in English here. If there is a slip of the tongue when I speak in Turkish or in English, do you notice it?

S20:

Sometimes, when you speak in Turkish.

TA1:

You notice it when I speak in Turkish sometimes. Does it create a problem that keeps you from understanding me?

S20:

No.

TA1:

No, it does not. Then why would it keep the other person from understanding you when you make a mistake? Does making honest mistakes hinder them? Think about it, a foreigner comes and learns Turkish Language, an English person. There are a lot of people like that in our country, right? They make some mistakes when they speak in Turkish and we find them sweet, do not we? Why would not they find you sympathetic? They do just as we do. I mean that you speak with accent. Do you perceive it?

S20:

I perceive it.

TA1:

Then, how do you see it now?

S20:

Better. (During the third session)

TA2:

I see. You are also in the book club. You try to progress by listening and reading. Could you combine the books with the songs? Did not you get confused? Can you distinguish them? How much time does it take to do both? I would like to know, dear.

S49:

I have just begun. I just got the book. I will start reading it tomorrow if not today. I have never read a book in English language before. Therefore, I do not want to read a more difficult one if there is any. I am planning to read that. On the first day of school, S52 told us that he wrote a journal in English language. We found it funny.

TA2:

Excuse me?

S49:

A journal in English language.

TA2:

Journal in English language. Okay, he suggested such a method.

S49:

Yes, we found it very funny at first. But now it makes sense. I also added that.
(During the fourth session)

TA2:

Thank you very much, dear. Yes, dear S30. I am listening to you.

S30:

We talked about my goal during our first conversation.

TA2:

Let us recall our goals.

S30:

I want to learn everyday language for profession. That is why, I downloaded two apps. One of them is Quizlet. I study expressions on it. (During the fifth session)

S35:

Actually, I do not do much regarding English language.

TA2:

Is it a confession, S35?

S35:

Yes.

TA2:

Do you think you are in the right place to confess it? Does this confession include before the sessions, too?

S35:

No. I do not do much lately.

TA2:

How do you feel, S35? How does it feel not to do anything? Is it comfortable? Did you think about the reason? Why would not someone do anything about a subject?

S35:

Partly because of my classes.

TA2:

What classes?

S35:

Maths, physics.

TA2:

Because you are busy with other subjects.

S35:

That is why, I had to deprioritize English language.

TA2:

Deprioritizing or leaving out? Because leaving out is too much to me. It is sad.

S35:

Deprioritizing. I had to prefer like that.

TA2:

Did you think of doing anything? Did you plan anything? Did you think to yourself "What are my friends doing?" during these sessions.

S35:

No. But we talked about video games, I started playing video games in English language. (During the sixth session)

All the conversations between TAs and learners in this study revealed learners' ideas showing their higher level of motivation, openness, and curiosity towards learning English from different viewpoints. For instance, S61 after the first and S3 after the second session expressed their more willingness to act due to these sessions. On the other hand, S20 stated that she began to do something more based on one of her classmates demonstrating her openness towards new learning methodologies after the third session. S49 similarly declared better feelings towards less English speaking anxiety because of the intentional reflective dialogue between her and the TA2. This was another example to be more open to different perspectives. S35 mentioned about his openness towards his friends' ideas over games and learning English with the help of intentional reflective dialogue with TA2 during the sixth session, likewise.

To sum up, these findings mentioned above in the paragraphs regarding learners' higher level of more motivation, openness, and curiosity towards learning English decreased after the first session but continued increasing in a regular scale from the second till the last session. This higher increase in the number of mentions may display that learners in this study got more motivated, open and curious about learning English at the end of the study (NoF=88, NoF=65, NoF=69, NoF=72, NoF=75, NoF=81).

The other autonomous learner characteristic defined by Candy (1991) is to be flexible. Candy (1991) attributed that characteristic to the learners who can learn in various situations by reading or listening and modify learning plans, materials, goals and attitudes towards learning. This flexibility in distinct fields of learning was also encountered in learners' replies towards five questions in the open-ended questionnaires and conversations between learners and TAs during six sessions (NoF=112, NoF=147, NoF=157, NoF=156, NoF=178, NoF=162). The statements regarding flexibility in learning obtained from some questions' answers in the open-ended questionnaire were as follows:

S13:

I realized that I could try different techniques. (After the fifth session)

S19:

I realized that my vocabulary knowledge improved by watching film. (After the sixth session)

S32:

I will resort to more different methods. I will also use mobile applications instead of watching only video or film. (After the second session)

S36:

I learnt that I could try many different methods for my language. (After the first session)

S42:

I realized that there are many methods to learn English in fact. In other words, I understood again and again that the education given at school is not efficient enough and we have to apply different methods to learn English. (After the fourth session)

S63:

I realized that I need to resort to different ways while learning English. (After the second session)

The records illustrated in the previous paragraph demonstrate that learners in this study were flexible throughout the study to some extent due to the sessions. To exemplify, S13 after the fifth session, S63 after the second session and S36 after the first session declared that they realized that they must be flexible in terms of being able to modify their ways or methods of learning English. With a similar notion in mind, S32 revealed that he would adopt a more flexible way of learning English and expressed the positive impact of watching something on his learning after the second session. S42 also mentioned about a variety of methods to learn English adding that she found school system inefficient to learn after the fourth session. On the other hand, S19 remarked about the positive outcome of her decision to modify her studying methodology after the sixth session.

In addition to the statements collected from open-ended questionnaires, learners made speech during the sessions which were coded to be addressing to their flexibility regarding learning languages. Some excerpts are as below:

TA2:

Can you repeat it again?

S61:

I want to be genetic engineer. I think that other countries have more opportunity and requirement in this profession. However, I did not like English at all in the secondary school because class teacher had some privileges for some students in the classroom. That is why, I was not close, and I did not like English. I decided myself in summer and I wanted to improve my English when I pass high school. I did some studies for this. I changed my phone to English. (During the first session)

S4:

My teacher, I told comprehension. For example, I cannot understand how someone talks. I can do something like this to understand those people for example. I can watch English videos without subtitle. If I can understand what they have said even if I do not know some words and if I can understand structures, I think I can solve comprehension, as well.

TA1:

Do you believe you can watch and understand any video from any level? They speak so fast in some videos. For example, you watched Fast and Furious. The film flows so fast and conversations flow so fast in the film. Can you get the words in between the sentences?

S4:

I think I can certainly understand the words that I know. However, I can miss if there are unknown words.

TA1:

Are the words you know or the words you do not know important?

S4:

Unknown words are important, too but I can for instance say this word is here and I can make up sentence's structure.

TA1:

Do you speak English only with the words that you know? I mean do you speak only with the words that you know at that time or can you integrate a few words that you have heard somewhere? What can you do?

S4:

I can only speak with the words that I know. (During the second session)

S46:

I did not transcribe any dialogue, but I made some observations. People speak more comfortably without seeing each other.

TA2:

Just like phone conversations, right? We speak more comfortably on phone.

S46:

I think, Turkish people cannot speak in English language comfortably because they worry about the reaction they may get if they make any mistake. But I did not encounter anything like this while playing video games. I also think that other players do not also feel anything like this. People speak comfortably as they wish regardless of grammar mistakes. I think it is really helpful regarding self-confidence. (During the third session)

S43:

At first, I read the book inaudibly and I saw that I already knew a lot of words. Then I asked myself why I did not like English language. Because last week, I saw a tourist and when they asked me questions I said "I do not know." and left right away.

TA2:

Did you choose to move away?

S43:

Yes.

TA2:

Did you worry that you could not answer?

S43:

I worried that I could make a mistake.

TA2:

I understand.

S43:

Then I moved away.

TA2:

How did you feel when you moved away? Did you think about it?

S43:

My mother asked me why I moved away although I had been learning English language for years. Then I realized that I had a decent vocabulary, but I could not speak. Then I read the book aloud, minding pronunciation and I realized that it was better. (During the fourth session)

S27:

I had plans to read and I did. I have been reading in English for two weeks and...

TA2:

Have you ever begun reading before our session? Could you please share with me, dear S27 in order to remind me and our friends? What did you do before our session?

S27:

Before the sessions, I listened to songs and saw tv series. But I did not understand what I heard.

TA2:

Was it arbitrary? Was it random? Aimlessly.

S27:

Yes. But I listen aiming to understand nowadays. Besides, I joined the song translation group. (During the fifth session)

S35:

I focus on what I read. In the exam if I focus on something well enough, I remember about it. It is more comfortable to me.

TA2:

Are you planning to continue this way?

S35:

I am considering continuing this way, but the method may change of course. (During the sixth session)

The findings illustrated above can imply that learners made some statements during the sessions showing their flexibility towards learning. After the first session, S46 addressed the issue of modifying her plan while learning English. On the other hand, S4 mentioned about being flexible in view of evidence that was put forward by TA1 during intentional reflective dialogue after the second session. Regarding different learning situations, S46 reported positive behaviour after the third session. Furthermore, S27 during the fifth session and S43 during the fourth session both revealed their flexibility of modifying their learning way for the newer. In the last session, S35 also indicated about the possibility of being able to change his plan while learning English.

In a nutshell, the results gained from open-ended questionnaires and audio-recording of the sessions as mentioned above imply that learners began to possess more learning flexibility within six weeks although after some weeks learners expressed similar number of mentions.

The sixth characteristic that belongs to autonomous learners is to be interdependent and interpersonally competent. Candy (1991) portrays such learners as the ones who learn collaboratively, show amiable personality, and share and work with others willingly. In this study, learners also displayed statements regarding interdependency and interpersonal competence in the open-ended questionnaires after the sessions and audio-recordings of the

sessions (NoF=32, NoF=72, NoF=60, NoF=61, NoF=50, NoF=39). Some students reported in the open-ended questionnaire as below:

S17:

I realized the methods appropriate for me thanks to my friends. (After the second session)

S23:

I lived the pride of teaching people how to learn a language better and I gave advice to them. (After the first session)

S41:

I think that our teacher encourages us and increases our motivation because she had also adopted a method inspired by me. (After the sixth session)

S42:

Last week my friends exchanged their books after reading them, but I was not given a book as I did not come to school the previous week. That is why, I am proceeding one week later among my friends, but I think that I will tackle with this problem by consulting to my teacher or getting the books from different places. I hope reading a book can avail to me. (After the fourth session)

S50:

I felt that my feeling of sharing increased. Also, I can say that my self-confidence during this journey increased a lot. (After the third session)

S50:

I enjoyed being divided into small groups to improve our English in our classroom. (After the fifth session)

Some findings that can be encountered above displayed a variety of ways regarding learners' interdependency or interpersonally competence. S23 first attempted to interpret his knowledge sharing as something that makes him proud after the first session. S50 also referred to adopting a more collaborative attitude and self-confidence because of sharing and being shared after the third session. In contrast, S17 mentioned about making use of his friends' suggestions and their positive impact on his learning journey after the second session. On the

other hand, S42 after the fourth and S50 after the fifth session both expressed the positive atmosphere of group collaboration for their learning. Finally, S41 addressed to the positive influence of TA2 on her learning due to the fact that TA2 shared her experience with what S41 suggested.

In addition to the recorded statements of the learners in the open-ended questionnaires, they made interdependent or interpersonally competent sentences during the sessions as follows:

TA2:

Then dear S44, what did you feel when you make these plans and share these with us?

S44:

Well, I become happy because what the others also say are like mine and their ideas support mine. We share with each other and this is very good. (During the first session)

S23:

I want a suggestion for solving a problem from you. Most of the series I watched have been over. Watching the repeats does not make any sense as I will guess what may happen. I cannot learn anything from those parts.

TA1:

Let us talk about this with your friends. Let us listen to what your friends are saying about this. S23 is saying that all the series have been over and there are no more series. He thinks these series will not contribute to him anymore. He asks if there is any other friend who can suggest something else?

S5:

I think you should change your taste in music.

Laughter

S5:

I did not say anything funny. Because you all listen to nonsense music. When you listen to foreign songs, you will wonder what their meanings are in Turkish. I, personally, do that. When you want to know the meaning, you will search for

Turkish translation of the song while it keeps playing. By doing that, you can understand what meaning any line of the song has.

TA1:

It could be. Is listening to songs an effective way to improve upon English Learning? S23, can you accept it?

S23:

I did it before.

TA1:

You did it before, okay. Was it not a success?

S23:

Teacher, I tried to translate it myself at first, but I could not. It will not be the exact meaning. (During the second session)

TA1:

How can they learn speaking by seeing tv series?

S23:

First, they need to pick a theme that is easy to understand. If the theme is easy to understand, they can guess what is about to be spoken. Therefore, they can understand what is spoken.

TA1:

It is about listening.

S23:

Their pronunciation can improve by listening.

TA1:

They improve upon pronunciation so they can speak easily. It is a good idea.

S23:

I began with Turkish subtitles, teacher. Then I hid the subtitles, it became easier. (During the third session)

S16:

Teacher I can do it when anyone else tells me that I cannot because I try to prove them wrong.

TA1:

Do you need a push?

S16:

I think so.

TA1:

You can do it.

Other Students:

You can do it. You are S16. Go S16.

Laughter

S16:

I cannot do it like that, teacher. For example, I was in the volleyball team and I had to serve. They were cheering for me and I could not do it because I needed them to be quiet.

TA1:

Then do you have problem regarding concentration?

S16:

Yes, in some subjects.

TA1:

In some subjects. Well, do you feel that lack of concentration in English language learning?

S16:

It depends on where I am. For example, I cannot study at home when there is too much noise so I try to listen to music, then I cannot study because I focus on the music. (During the fourth session)

TA2:

Is there anything else, dear? The app is over. Let us continue with you. I want to follow the row. For the ones who promised me last week. Last week, S49 told us that translating song lyrics made her happy and it was helpful. What could you do regarding lyrics translation, dear S49?

S49:

We created a WhatsApp group. (During the fourth session)

TA2:

Then what is the first thing we need in order to speak? I guess grammar is not priority for you as well.

S63:

I think we should know about everyday language rules. I mean we should know some expressions in everyday language. Then comes grammar.

TA2:

How can we know these expressions?

S63:

For example, we can write what we can ask or what another person that we talk to says to us. (During the fifth session)

S21:

Teacher, S19 and S23 said that they wrote as a method. I could not learn anything by writing. I am alone until 9 p.m. or so, I study on my own reading aloud, talking to myself.

TA1:

Good. That is a way of studying as well. What did you gain by studying that way? (During the sixth session)

In the previous paragraph illustrating how learners in this study fostered collaboration skills, S44 elicited the impact of group LaD sessions over the learners' interdependency during a dialogue with TA2 in the first session. In the second session, S23 asked for others' help about series and S5 suggested him to change his studying way. Rejecting S5's idea by supporting his idea, S23

displayed better interpersonal and interdependent skills. During the third session, the same learner S23 explained how his classmates can make use of series in their English learning process which was a good sign of collaboration and peer advising. On the other hand, S16 referred to the requirement of getting collaborative talk by her friends. After confessing that she can learn with a push, her classmates and TA1 attempted to support her which she refused and explained her own way in more details in the fourth session. S21 stated that he refused the ideas of his friends, likewise after the sixth session. Furthermore, S49's statement regarding the creation of a Whatsapp group to learn more demonstrated learners in this study to utilize from group work and collaborated more in the fourth session, as well. In the fifth session, S63 expressed the significance of having a collaborative talk to improve her daily expressions in speaking. All the findings above displayed that interdependency or being interpersonal were fostered throughout this study.

Next is an autonomous characteristic referring to learners who are well-organized, responsible academically, stick to plans and committed in terms of the concept that Candy (1991) suggested. Codes for this characteristic were investigated in the five questions in the open-ended questionnaire as well as the first question which was: *'Which of the commitments or plans that you have made to improve your English since the session of last week have you performed?'*. In short, what have you done to improve your English this week? As the first session's post open-ended questionnaire did not include this question, first session results were not taken into consideration. There have been quite high number of learners in this study who possessed more persistent and responsible characteristic because of this study. (NoF=-, NoF=152, NoF=131, NoF=148, NoF=177, NoF=141). Some of the learners' statements regarding planning and responsibility were recorded in the open-ended questionnaire as below:

S16:

I am planning to go to English course the following year and I can be more familiar by downloading mobile applications related to English and changing the language on my phone. I can also watch English film or series. (After the first session)

S17:

I believe that we can accomplish if we struggle instead of sitting and conditioning ourselves as we cannot do. (After the fifth session)

S32:

I increased using English mobile application. It is definitely beneficial. (After the third session)

S33:

I think my awareness of responsibility has probably improved. (After the fourth session)

S36:

I can accomplish this by struggling and studying in discipline. I have studied by writing, summarizing, and listening so far. (After the sixth session)

S42:

Yes. I took the subject of learning English more seriously and it changed to have been just a lesson for me in my mind. (After the second session)

S57:

I would like to start with a thin book that is beginner level this week and I will certainly start. I will not only underline the words that I do not know but I will also note them down so that they can be more permanent. (After the second session)

All the mentioned findings above displays that learners became more persistent and responsible after each session except the sixth session. After the first session, S16 addressed the issue of being more responsible involving a variety of plans in her study plan. Furthermore, S42 and S57 recorded statements regarding being more serious and committed to learning and organizing and renewing motivation respectively after the second session. On the other hand, S32 referred to modifying his plan as necessary after the third session. S33 just expressed the feeling of more responsibility after the fourth session, though. S17 illustrated how he was able to cope with personal blocks while studying by being determined. After the final session, S36 showed that she was more

disciplined and determined about learning English with the help of sessions. These excerpts shed light on the fact that group LaD sessions worked for the benefit of creating more persistent and responsible learners to some extent.

Some of the dialogues between TAs and learners in this study during group LaD sessions also disclosed the efficiency of these sessions over learners' persistence and responsibility as below:

TA1:

Himm. Do you think it is enough?

S11:

Not enough.

TA1:

What else can you do to complete that little lack of vocabulary?

S11:

I thought of reading dictionary. (During the second session)

TA2:

Hello everyone. Let us repeat what we talked about our goals. We still have goals. We have some friends who took steps to achieve their goals. We will have them speak. I want to start with the same questions. What are your goals? What did you do to achieve your goals? What can you do? Yes, dear S36. What did you do? How is it going?

S36:

It is going strictly well. I am progressing by reading books in English language. I am doing such thing and I am progressing strictly. I think discipline is really important for all of us. If we study without discipline, we struggle and we get bored. (During the third session)

S45:

I struggled.

TA2:

What did you feel? What did you do?

S45:

I pushed myself a little farther. Learning new words contributes me well. I wrote them down and I learnt the meanings. (During the fourth session)

TA2:

Yes, you made it personal. Will you continue this way, dear? Do you have any other plans for the exam week?

S27:

I feel like I will slow down in the exam week.

TA2:

Do you have a plan that you wrote? Did you include English language in a study plan? Did you regard it as only verbal, I am sorry, only mental?

S27:

I actually wrote it. I have a plan that is written. Daily reading, aiming to understand while listening to songs. It is hindered by homework and exams though. For this reason, I mostly kept it mental this week. (During the fifth session)

S42:

Yes, I watch them. Regarding the exams, I only study the topics that will be asked in the exams. I think it is a problem. Because if there are ten topics that we studied but seven of them will be asked in the exam, three of them are left out. But I am planning to overcome this. I am planning to study whatever I learn.

TA2:

Do you spare more time for those you find difficult?

S42:

Yes, I focus more on those I find difficult. And I study by writing rather than reading. I do this regarding all subject. (During the sixth session)

The dialogues between TAs and learners above also discarded how their skills of being responsible and persistent had improved. During the second session,

S11 mentioned about more planning and resolving the problems in his learning. S42 also had similar focus on her plans by noticing the learning barrier and getting ready to overcome it by determining during the sixth session. Similarly, S36 revealed in her speech that discipline and planning are significant to be able to improve in learning during the third session. As an example to this awareness, S45 also decided to push herself to learn better as she experienced the positive outcome of learning in that way during the fourth session. On the other hand, S27 expressed that she was good at planning and writing this plan, but she needed to modify this plan because of exams that week. All these findings gained from open-ended questionnaire and audio-recording of the sessions displayed that learners became more responsible and persistent in their own learning to some extent after these group LaD sessions.

The next autonomous learner characteristic underlined by Candy (1991) was to be creative and venturesome. The learners' statements in the open-ended questionnaires and audio-recordings of the sessions were followed to be able to see if learners recorded statements demonstrating their creativity or risk-taking while learning. However, the data collected throughout the study regarding these codes was not satisfactory and abundant to be able to put forward some conclusions (NoF=7, NoF=6, NoF=13, NoF=11, NoF=16, NoF=17) although it can be seen that more statements displaying more creativity and risk-taking were discovered at the end of the sixth session compared to the first. Some expressions revealed by learners in the open-ended questionnaire and audio-recordings of the sessions about this skill were displayed as below:

TA2:

As far as I understand, you do not want to be interested in only grammar or grammatical forms. Rather, you think you are interested in the lively, usable parts of English. I think this is a good beginning for us towards the future for our plans, dear S45. Then, what can you do to improve your English regarding searching new unknown words, reading short stories, or watching films for you, our class and for all humanity :), dear S45?

S45:

I can buy a new short story. I can write down new words that I do not know in this book and I can look them up in the dictionary. (During the first session)

TA1:

Ok. Then have you ever thought of how to solve your weaknesses in English? What can you do for example?

S20:

Actually, there can be so different methods to improve English. Human must find him/herself by trying. Some people can learn by reading or some by writing and some by listening for example. (During the second session)

S24:

I thought of myself that I have to speak now. I talked to my mother a bit about whether I should speak English or not when I went home even though it was not during the sessions. She also told that I must speak. (After the third session)

TA2:

Is observing this useful for you?

S34:

I think it will be useful later. Because I think that I will use these patterns if I travel abroad. Because that is the way they talk, using these patterns instead of formal language. Therefore, I think it is more useful to learn these than to learn formal language. I try to catch these patterns in the series that I follow. I try to understand their meanings. I think that it will be useful. (During the fourth session)

S63:

Another different method came up to my mind. (After the fifth session)

S32:

I am planning to remove subtitle from my life. (After the sixth session)

All these statements reported by the learners in this study during or after the sessions demonstrated that group LaD sessions for six weeks were not able to give a clear and reliable as there was not high number of datum in the study in

terms of creativity and venture. Nevertheless, the study had more mentions towards the end of the study. First, S45 discovered new ways of improving her English with the challenge of TA2 during the first session. In the next session, S20 construed that a foreign language may have several ways and methods to learn showing her openness towards discovering new ways of learning a foreign language. Furthermore, S24 after the third session and S32 after the sixth both revealed that they decided to take risk while learning English by pushing themselves to talk and removing the subtitle when they watch. On the other hand, S34 made use of intuiting about her future development after attempting to study with her new method during the fourth session. Finally, S63 presented a full of creativity remark after the fifth session as she expressed that she discovered a new way to learn a language herself. As a result, the statements mentioned above all shed light on the fact that learners in this study began to display more creativity and venturesome although the data was limited.

One of the other characteristics is having self confidence and positive self-image. Candy (1991) portrays such as the learners who are able to disagree, stick to a position, have self-confidence in achieving goals, feels having self-efficacy and become determined in their aim. Throughout six group LaD sessions, learners revealed expressions regarding self-confidence and positive self-image displaying their increased skill (NoF=44, NoF=37, NoF=79, NoF=87, NoF=92, NoF=125). Examples of these expressions in the open-ended questionnaire are as below:

S8:

I think I improved in terms of self-confidence. (After the sixth session)

S10:

I realized that I can learn if I study. (After the fifth session)

S21:

This week's language session was good and the fact that being afraid while speaking English is not that much I exaggerate passed through my mind. (After the third session)

S45:

I saw that I will not give up learning English and everything could come true as far as I struggled for it. (After the fourth session)

S49:

Yes, I think so. I realized my self-confidence and what I should do. (After the second session)

S60:

My self-confidence increased. (After the first session)

All the statements made by the learners in this study show that learners disclosed how they improved their self-confidence and positive self-image. S60 after the first session and S8 after the last session both stated that their self-confidence improved. S49 realized the issue with self-confidence and also what she should do after the second session. In addition, S21 referred to the way how he improved his self-confidence after the third session. On the other hand, S10 after the fifth and S45 after the fourth session both illustrated the positive interdependency of self-efficacy and self-confidence. All these helped understand that these group LaD sessions improved learners' self-confidence and positive self-image for these learners in this study.

Learners' speech during the sessions were audio-recorded and statements regarding increased self-confidence and positive self-image were all discovered as follows:

TA1:

I understand. Ok

S20:

Teacher, I want language because I think that I have ability.

TA1:

Because you have ability.

S20:

I am so willing in this subject. Not only just for English.

TA1:

Do you think just willingness is enough for this?

S20:

No, certainly not. As I mentioned, I have ability and I have a study plan at the same time. Also, by studying like this. I believe that human can achieve everything if h/she wants. I also want. I really like, too. (During the first session)

S4:

I think the fear of mispronunciation is lack of confidence, teacher. For example, when we give an address, we worry that we might give the wrong address. If we become confident, we pronounce correctly, saying appropriate things.

TA1:

Yes. Lack of confidence is a problem. S21 you were about to say something.

S21:

Teacher, when I talk to you during sessions, I have a feeling that no one listens to me, but when I make a mistake, everyone looks at me.

Students:

Really true.

TA1:

Then timidity and the fear of embarrassing ourselves are the biggest obstacles to speaking, right? Have you ever thought of it regarding what I just said? Do the people whom we speak to make mistakes? Do we mock them? It is just the opposite, we find them sympathetic, right? Why would not they find us sympathetic when we make a mistake? Do people exist only to judge us?

Students:

No.

TA1:

It is rare.

S21:

Teacher, some people belittle the others when they make mistakes. Do you think that we will be able to speak to people who do not?

TA1:

Do you think that people who speak foreign languages have this feeling? Do you think they have the potential for mocking and belittling the others? S16?

S16:

Teacher, the other day, I read that personality changes depending on the language that is spoken. Some people become confident when they speak in English. (During the third session)

S42:

As the sessions pass, I see that if everyone can do it, I can do it too.

TA2:

Very good. "Why would not I do it?"

S42:

Yes. I asked myself why I overestimated it. I began speaking in English language at home although I could not form any sentence. I began to use it although it was not grammatically correct. (During the sixth session)

All the dialogues retrieved from audio-recordings of the session indicate some comments of the learners regarding higher self-confidence and positive self-image. During the first session, S20 stated a positive self-image which is supported with the help of her feeling that she has ability in learning English and study plan. On the other hand, S4, S16 and S21 conversate with TA2 and other students regarding improved self-confidence to overcome the anxiety. Other learners also support these ideas all together. Within the last session, S42 mentioned about the change in herself about being more self-confident because of the impact of seeing others who can also do it.

To sum up, all these findings collected from open-ended questionnaire and audio-recording of the sessions display that self-confidence and positive self-image of the learners increased each week more throughout six weeks' study period.

The tenth characteristic for autonomous learners that Candy (1991) defined is being independent and self-sufficient. Being able to work autonomously, study and learn independently, not feeling dependence on others during the journey of learning, take initiative and work collaboratively but care about his/her own ideas at the end are the contents of this characteristic that Candy (1991) revealed. Meanwhile, learners in this study displayed being more independent and self-sufficient week by week (NoF=31, NoF=31, NoF=79, NoF=63, NoF=92, NoF=101) to some extent. To illustrate more on how learners in this study became more independent and self-sufficient, recorded statements by the learners were obtained with the help of open-ended questionnaire and some statements can be found below:

S19:

The fact that I can learn English by myself passed through my mind. (After the fifth session)

S19:

I can learn English by myself or any other language. (After the sixth session)

S32:

I realized that I could improve my English learning by talking to myself. (After the fourth session)

S41:

I took new decisions by myself. (After the third session)

S50:

I felt happy to have helped a friend about English. (After the second session)

S55:

I study foreign language more willingly. I make it more enjoyable. (After the first session)

To analyse the findings above, learners recorded different statements in the open-ended questionnaires displaying their independency and self-sufficiency. For instance, S55 expressed the impact of group LaD sessions to foster her self-motivation after the first session. In addition, S50 revealed the effect of sharing

her ideas with her classmates over her level of motivation. On the other hand, S41 stated to have made decisions herself which symbolizes being independent after the third session. After the fourth session, S32 also defined the positive impact of self-talk on his speaking skills which shows that he made use of self-study activities without depending on others. At last, S19 illustrated that she can learn a language herself without the requirement of assistance which can be interpreted as being autonomous learner. All these findings collected from open-ended questionnaire can be understood as the positive impact of group LaD's over learners' independency and self-sufficiency.

Learners also mentioned about their independence and self-sufficiency during the session with TAs. Some dialogues collected from audio-recordings of the sessions are as follows:

TA1:

Ok. Then have you ever thought of how to solve your weaknesses in English? What can you do for example?

S20:

Actually, there can be so different methods to improve English. Human must find him/herself by trying. Some people can learn by reading or some by writing and some by listening for example. (During the second session)

TA1:

Do you need someone to teach you? S16?

S16:

I think not, teacher. It is easy to remember when repeated or studied autonomously. (During the fourth session)

S21:

Teacher, S19 and S23 said that they wrote as a method. I could not learn anything by writing. I am alone until 9 p.m. or so, I study on my own reading aloud, talking to myself.

TA1:

Good. That is a way of studying as well. What did you gain by studying that way?

S21:

Teacher, I look myself in the mirror and if I am distracted by something, I raise my voice as if I am talking to someone else, so I do not get distracted.

TA1:

It is a good method actually. Worth a try when memorising. (During the sixth session)

All these dialogues above collected by audio recording reveal how learners in this study foster their skills of being independent and self-sufficient. S20 mentions about individual differences and discovering the best method for herself during the second session. During the fourth session, S16 refers to the effectiveness of studying on her own. In addition, S21 construes how self-talk works well for him by describing why he did not find his classmates' ideas useful.

In addition to the audio-recordings and open-ended questionnaire's five questions' findings of the study in terms of being more independent and self-sufficient, learners were asked another question in the open-ended questionnaire as *'Do you think that you can learn or improve a foreign language yourself from now on?'* after the fourth, fifth and sixth session. 58 learners answered as *'yes'* and six learners as *'no'* after the fourth session. After the next session, 59 learners replied with *'yes'* and five as *'no'*. However, at the end of the last session, 55 learners selected *'yes'* while nine said *'no'*.

The findings shown above can be interpreted as learners improved their independency and self-sufficiency each week more and more as the table 4.27 suggested.

The tenth autonomous learner characteristic that Candy (1991) addressed is being skilled and knowledgeable in information seeking and retrieval. According to this definition, learners who are skilful at identifying and knowing how to use resources in terms of different learning objectives, establishing day-to-day feedback mechanisms, using resources intelligibly, selecting appropriate

resources and materials, digging up materials and discovering available learning opportunities are interpreted to have developed information seeking and retrieval skills. Within this study, statements coded as referring to this skill were commonly recognized each week (NoF=27, NoF=58, NoF=45, NoF=108, NoF=84, NoF=130).

Learners in this study recorded such statements in the open-ended questionnaires as follows:

S22:

I can make use of Internet, books, and dictionaries to learn a language by myself. (After the sixth session)

S31:

Testing myself by writing something English on the cards etc. (After the first session)

S32:

I realized that dictionary app is not just a dictionary. There are games like hangman in it. There are words I have never heard before. I will use this mobile application more. (After the second session)

S33:

I began to research the books that I can read and discovered new mobile applications in addition to the ones that I have always used. (After the fourth session)

S37:

I have not done anything exactly, but I have made a research on the books a little bit that I can read. (After the third session)

S51:

Continuing my foreign series and covering the words that I do not know again... I would like to listen to English songs and continue translating these songs. However, exam week is approaching one week later, and I will give some break to the things that I do to study. (After the fifth session)

The excerpts from the open-ended questionnaires display that learners seemed to be more skilled at seeking and retrieving information throughout the study. First, S31 showed that he knows how to select true material for his learning objective which was testing in this case. After the second session, it can be understood that S32 digs up the material as he learned that the dictionary app has got hangman in. On the other hand, S37 referred to her research regarding the selection of true books to read after the third session. S33 also expressed her digging up the material and discovering new sources of information that are relevant to her learning objectives after the fourth session. After the fifth session, S51 stated the activities that she continues and likes doing to improve her English but addressed the issue of limitation because of exam week. After the last session, S22 illustrated what materials she can use while improving her language skills autonomously.

In addition to these findings from the open-ended questionnaires, learners and TAs made dialogues throughout six weeks' sessions as below:

TA2:

Do you have any plan now? As far as I understand, your plans are in this regard. Can you tell something specific like 'I can do this.'?

S53:

I can learn music terminology. For this reason, I need to check from dictionary and write them down. (During the first session)

S5:

I did not say anything funny. Because you all listen to nonsense music. When you listen to foreign songs, you will wonder what their meanings are in Turkish. I, personally, do that. When you want to know the meaning, you will search for Turkish translation of the song while it keeps playing. By doing that, you can understand what meaning any line of the song has.

TA1:

It could be. Is listening to songs an effective way to improve upon English Learning? S23, can you accept it? (During the second session)

S45:

Also, I changed the language of my phone to English language on last Saturday and Sunday. But I have been using it that way for a week.

TA2:

What did you experience?

S45:

For example, when I search an app, I learn words that I did not know before. I keep switching the apps. I keep trying, it gives me new things to learn. I also watch tv series. I try to imitate the accents and to speak. (During the third session)

S52:

It is a very good question, teacher. Because I did not do much regarding English language. I do not want to lie. But I checked the Turkish translation of the song. I checked some of the abbreviations.

TA2:

Well, do you have a plan to improve upon translation? We are all learning right now but you can keep doing this later in life. Who knows? Do you want to begin and continue doing this, dear S52?

S52:

I do, teacher. Then, I will translate a song on my own next week. I also translate its story. (During the fourth session)

TA1:

Yes, dear S22. Could you please tell us how you use this app?

S22:

Teacher, there are vocabulary and listening exercises. There are also quizzes. There are sections and topics such as animals, food, clothing etc. (During the sixth session)

During the first session, S53 made a commitment to use relevant resource for his learning objective after the powerful question of TA2. Moreover, S5 identifies, knows and suggests about how to use the resource for S23's learning

objective during the second session. On the other hand, S45 expressed how she makes use of resources by trying continuously to discover a better application for her learning objectives during the third session. During the fourth session, S52 came up with the idea that he can translate to improve his English after the powerful question of TA2 as he realized new opportunities available for learning. In the last session, S22 was able to identify and know how to use a mobile application to improve her English and gives tips to others in the classroom.

In short, all these findings collected from open-ended questionnaires and audio-recordings of the sessions revealed that learners increased their skill of being able to seek and retrieve information week by week although some weeks showed some decreases.

The next characteristic that an autonomous learner has as described by Candy (1991) is to be knowledgeable about learning processes. To illustrate, a learner who is capable of learning from different resources with a variety of learning methods, reporting what h/she learned, conducting new learning activities, using resources well to learn better and some basic study and problem-solving techniques is defined to be the person who is good at learning procedures. In this study, learners reported statements and made speeches during or after the sessions both in the open-ended questionnaires and audio-recordings of the sessions displaying that they improved their skill of learning processes more after the last session compared to the first session (NoF= 114, NoF=150, NoF=135, NoF=155, NoF=179, NoF=159). The recorded statements of some learners in the open-ended questionnaires are as follows:

S13:

I do not think that many things have changed but I learnt new study techniques thanks to these sessions. Thanks. (After the fifth session)

S22:

I used to see myself weak in speaking. I did self-talk at home and read dialogues aloud to correct this. (After the sixth session)

S28:

I recalled that it is not just a lesson and I need to practice in my free time more regularly. (After the first session)

S34:

Learning and taking notes of daily phrases that I can make use of in daily life and the ones that I heard in the series that I watched... (After the third session)

S35:

I am planning to make my phone English. (After the fourth session)

S52:

I tried to watch my English series without subtitle. (After the second session)

At the end of the first session, S28 realized and became more knowledgeable about learning process of improving her foreign language. After the second session, S52 also attempted to gain better listening skill by watching the film without subtitle. Moreover, she indicates how she conducts her learning activities after the third session. On the other hand, S35 found out that he can improve his level of English by using his mobile phone as the resource of his learning after the fourth session. Towards the end of the sessions, she revealed that she became aware of more ways of studying after the fifth session which made her more knowledgeable about learning processes. S22 illustrated how these group LaD sessions fostered her to discover new learning methods. She recorded that she conducted some new learning activities to overcome her weaknesses in English after the last session.

Further to the statements in the open-ended questionnaires, learners had conversations with TAs throughout the sessions and reported statements regarding their being more skilled at learning processes as below:

TA2:

What kind of method do you have in your mind about choosing which book to read, what to do while reading such as underlining the unknown words etc.?

S50:

My teacher, when there is a plain text, I usually get bored. For example, I have a book like comics. I took a lot of notes on them for example. When I look now, I realize that I underlined very basic words. (During the first session)

S11:

Dear teacher, it is more long-lasting for me if I write but when I write five or six times, it is actually more long-lasting. Meanwhile, I am trying to watch films with Turkish subtitle these days to improve my pronunciation. There are many things that I memorize there. Sometimes I was returning 10 seconds back and I was noting down and trying to understand the pronunciation.

TA1:

Now, memorizing words can be a good idea but Do you think S11 only memorizing the words is enough? How about using the words in context when you just memorize?

S11:

I forget but when I look back again, I remember. However, when I write, I even remember the shape of the pen on the paper that I wrote.

TA1:

I understand. You are using your visual memory more. Then, what if you used in a sentence context?

S11:

If I use in a sentence and if I feel I need, I directly use in a sentence. If I do not know, I directly use in a sentence.

TA1:

Using in a sentence makes you feel better then. Do you think it is enough to try to learn the words we memorized or learned without using in a sentence?

S11:

I think not.

TA1:

Do we definitely need to see the words in a context?

Silence

TA1:

Do we need to see it in a sentence or talk?

S11:

Dear Teacher. I think we need because it can be more long-lasting in mind.
(During the second session)

TA1:

Then, what do you think is the obstacle that keeps you from speaking? Do you find it difficult to speak to a native speaker or to understand them?

S6:

To understand them.

TA1:

So, understanding is difficult, but speaking is not?

S6:

We can manage to speak somehow but understanding takes time.

TA1:

Then you have to understand them in order to maintain conversation. Then you say that the main obstacle is the fear of not being able to understand the other person. How do you think you overcome it?

S6:

By having conversations with more people.

TA1:

Do you think you can really do it?

S6:

Maybe, with people who are from foreign countries. (During the third session)

S45:

Yes, it is B1.

TA2:

So, you began with a book at level B1.

S45:

I also began using my mobile phone in English language. (During the fourth session)

TA1:

Well, what kind of studying methods do you think you should have in order to study for such exams, S14? For example, do you know how to study for reading questions? Can you guess? S4?

S4:

Teacher, I think we should take tests to study for such exams. (During the fifth session)

TA1:

Is that enough? No. Then what are you supposed to do? Let us say you do not know German language at all, but you want to learn it. There is no one to teach you and you cannot afford to take classes. You need to learn it on your own. What do you do? S14.

S14:

Teacher we can learn by watching videos.

TA1:

Do you know what channels you can follow on YouTube to learn foreign language?

S14:

Tonguc Academy

TA1:

Tonguc Academy, okay. Let us have a look. S3?

S3:

Teacher, there are so many apps. (During the sixth session)

First, S50 was able to understand her behaviour change as she came into awareness that she took notes of basic words during the first session. During the second session, S11 realized that the words that he learned could be more long-lasting provided that he used them in a context with the help of TA1 demonstrating that he became more knowledgeable about the learning process of repetition and contextualizing. Furthermore, S6 realized that she can improve her speaking skill by practising more as a learning activity within the third session. Next, S45 differently mentioned about new learning resources for her that were graded story book and her mobile phone as she changed its language during the fourth session. In addition, S4 referred to new study tip for the exams which was taking a sample test beforehand. This revealed that S4 used resources well to learn better during the fifth session. During the last session, S14 and S3 revealed new learning resources to learn autonomously such as videos, Youtube channels and mobile applications.

These parts obtained from the open-ended questionnaire and audio-recording of the sessions can infer that learners in this study fostered their autonomous characteristic of becoming more knowledgeable about learning processes because of group LaD sessions for six weeks to some extents in comparison between the first and sixth session in particular.

The last autonomous characteristic defined by Candy (1991) is to be able to develop or use evaluation criteria. For Candy (1991), such learners are skilled at evaluating information, data, progress, learning activities, new ideas and solutions in terms of their value or appropriateness. The learners in this study reported to be able to evaluate all this criteria in an increasing number of mentions (NoF=45, NoF=84, NoF=90, NoF=123, NoF=85, NoF=104) in both open-ended questionnaires and audio-recordings of the sessions. Some statements attributing to this characteristic's development in the open-ended questionnaires are as below:

S6:

I watched a video in English with subtitle and measured if I could understand or not. (After the second session)

S39:

I believe that I speak with a better accent and my grammar improved because of feeling more willingness to study. (After the sixth session)

S44:

I only became a listener this week and some of my friends' ideas sounded reasonable. I thought of applying them. (After the fourth session)

S51:

What we have done for English so far, the commitments that we have made and whether we fulfilled these commitments came up to my mind and the fact that this session was beneficial for us passed through my mind. (After the fifth session)

S63:

I will evaluate myself after reading my book. (After the third session)

At the end of the second session, S6 showed an evaluation of her progress while watching a video. After the third session, S63 also referred to her future activity of self-evaluation regarding her progress in reading. On the other hand, S44 was able to select the valuable ideas by evaluating each peer's ideas all together after the fourth session. After the next session, S51 mentioned about the evaluation of all the sessions and their efficiency for their improvement of English. --After the last session, S39 stated that he evaluated his level of English and found out that his grammar and accent improved because of having more willingness to learn after the sessions.

Similar viewpoints retrieved from learners' statements made during the conversations with TAs throughout the sessions were also recorded as below:

TA1:

In which field do you have lack of in English? For example, grammar, listening or vocabulary. What is your concern about this lack? Did you think of doing anything on this issue? What are you going to do? What can you do? Let us talk about this issue. Dear S11, let us start with you.

S11:

I have so little missing parts in vocabulary. My grammar is really good. I think of improving this problem by talking to my friends while playing games. Thanks to them, they also help me. They also look up translate to understand its Turkish. (During the second session)

S43:

Last week, I began reading a book in English language. However, I guess it is beyond my level because I did not check it. That is why I stopped reading it as soon as I realized that I was struggling. Generally, I work on things that I find difficult, but I do not like English language at all to be honest.

TA2:

As far as I understand, you think that there is no point in making something you do not like more difficult.

S43:

Yes. I closed the book and have not opened it since. But if I start at a lower level, I can see that I am able to translate it and I can continue reading it. (During the third session)

TA2:

Will you continue studying this way? Will we come up with a new method until next week?

S34:

I do not consider following a new method. I also used apps, but it was not helpful.

TA2:

What kind of a problem did you experience?

S34:

Actually, I downloaded the apps only to learn. It was Memrise as S49 said. But after a while one forgets about it. I did not have enough time. I was bored so I started watching tv series. (During the fourth session)

TA2:

Can we communicate without grammar? I would like to give an example with permission from our friend, S53. He told us that he could communicate by saying "where to go", "what to go", "subway", "bus". Do you think so?

S63:

I think it can work at some point. Some of grammar rules such as "am, is, are" are necessary. But it is not that we cannot speak without knowing some. I think we do not use most of them in everyday language. (During the fifth session)

S50:

Teacher, I am currently reading a book. I am also about to finish my second week in the group. Then I can give my friends these books if they want to read. I also made a few changes. I want to talk about it.

TA2:

Kindly.

S50:

I started using my phone in English and it was effective. I memorise those words as I see them every day.

TA2:

One gets rid of being alien to it, right?

S50:

Yes. I do not plan to reverse it. Besides, I used Duolingo, but I did not find it effective. (During the sixth session)

First, S11 evaluated himself as a response to the powerful question of TA1. He participated in diagnosing and prescribing his weakness in terms of vocabulary. As well as S11, S43 also took part in diagnosing, prescribing, and evaluating her reading process. She additionally evaluated the level of the data in the book and found it difficult to deal with. S34 also evaluated the efficiency of learning resources and found mobile applications not effective enough while she thought watching series was useful for her improvement during the fourth session. On the other hand, S63 evaluated the appropriateness of knowing more grammar and solution that it could be good without too many details of grammar for

everyday language during the fifth session. During the last session, S50 elaborated on her talk by evaluating all the resources that she used in terms of their efficiency on her progress and inferred that the mobile application was not effective enough whereas reading a book in English and using her phone in English was useful.

All these findings illustrated above can be interpreted in a way that learners in this study fostered their autonomous characteristic of being able to develop or use an evaluation criteria at the end of the study in comparison with the first session.

To sum up, this section investigated if learners in this study were able to develop in terms of 13 autonomous learner characteristics defined by Candy (1991) after the group LaD sessions held for six times throughout six weeks. It can be inferred at the end of this section that learners developed most of their skills at the end of the study in comparison with the beginning of the sessions in a wider scale.

To provide more profound insight about whether learners fostered their autonomous learner characteristics defined by Candy (1991), two questions were particularly asked at the end of the fourth, fifth and sixth session in the open-ended questionnaire as below:

10.Question: What have you become aware of yourself regarding your learning English after holding group advising sessions so far?

11.Question: Do you believe that something has changed with you about learning English after all the holding group language advising sessions so far? If you believe so, what do you think that has changed? Could you tell in detail?

After learners recorded statements, such results as in table 4.27 were discovered in the with the learners. This table displayed that learners almost enhanced all of their autonomous learner characteristics throughout the study as they directly stated in the questionnaire.

Table 4.28: The Number of Frequencies coded based on learners’ responses in terms of autonomous learner characteristics at the end of the study

Reasons	Number of Frequency
Curious/Open/Motivated	24
Reflective/Self-Aware	23
Knowledgeable about/skilled in learning	21
Confident/have a positive self-concept.....	21
Logical/analytical	20
Evaluation	19
Persistent/responsible	16
Interdependent/ Interpersonally competent	13
Methodical/disciplined	13
Skilled in seeking and retrieving information	10
Independent/self-sufficient	5
Venturesome/Creative	5
Flexible	1

In addition to the codes referring to these characteristics, nine learners also stated they did not feel any change with themselves after the sessions.

All these findings and triangulation of the data for this section can be concluded that autonomous learner characteristic of the learners was all fostered with the help of group LaD sessions held for six weeks to some extent. However, being independent, venturesome/creative or flexible improved the least compared to all the characteristics. All in all, the only characteristic that was found to be less frequently emerged in both Table 4.27 and Table 4.28 was learners’ being venturesome and creative.

5. DISCUSSION

This study was firstly based on the PISA results (OECD, 2004; OECD, 2014; OECD, 2017) referring to the problem somehow that Turkish High School EFL learners are not autonomous enough as Turkey scored relatively lower scores compared to the rest of the countries being 47th among 56 countries. Other problems that provoked thoughts to make a research on this field were regarding the general belief among Turkish society that Turkish learners are mainly dependent on their parents at the time when they are grown up and the literature showing that non-western countries do have lack of appropriate requirements concerning LA among their learners (Benson, Chik , & Lim, 2003; Gao, 2003) although Little (1999) suggested that this innate capacity to be autonomos exists in everyone. To be able to demonstrate the contrary that Turkish High School EFL learners can increase their level of LA with the appropriate support was the utmost aim of this study. The appropriate support that was implemented into classroom teaching was a relatively novel and emerging concept defined as group LaD for this study. In addition to this broader purpose, the study investigated if and to what extent the learners in this study gained more autonomous habits, positive attitudes towards LA and group LaD. It also examined if peer advising was fostered. To accomplish these goals, six research questions were addressed as below:

- Do group language advising sessions foster Turkish High-School EFL learners' learning habits towards autonomous actions?
- Do group language advising sessions lead Turkish High-School EFL learners' attitudes towards learner autonomy positively?
- Do group advising sessions foster peer advising?
- To what extent do group language advising sessions change Turkish High School EFL learners' control over their learning?

- To what extent do group language advising sessions change Turkish High School EFL learners' attitudes towards group language advising?
- To what extent does peer advising foster Turkish High School EFL learners' attitudes towards autonomous learning?

These research questions addressed above were attempted to be responded in group LaD sessions held in one class hour per week for six weeks long in two high schools in Istanbul, Turkey during 2019-2020 academic year fall semester following the pilot study conducted in 2018-2019 academic year spring semester. These group LaD sessions were conducted in natural EFL classes changing them from English learning classes to group LaD sessions based on the concept designed by Kato and Mynard (2015) in their book titled *Reflective Dialogue: Advising in Language Learning* even if the concept was mainly designed for one-to-one LaD sessions in this book. The research was conducted with 64 learners in 9th grade and two TAs who were the official English teachers of these two classes and certified to be student coach. To be able to reply these research questions in this study, a mixed-method case study research methodology was adopted. The instruments that were employed throughout the study were likert scale questionnaire, online open-ended questionnaires after each week's session, audio recordings of each of six sessions and online semi-structured interviews with 12 less autonomous learners within the study and both TAs. On the other hand, researcher did not have a role of these group LaD sessions' practice as he did not participate in any sessions. Meanwhile, data triangulation was aimed by using a variety of research tools to be able to design a valid and reliable research design. The results collected from the likert scale questionnaire as pre and post test were also verified if they were in line with the results obtained from open-ended questionnaires, audio-recordings of session and semi-structured interviews. The data collected from likert scale questionnaire was analysed using SPSS in terms of the categories of the items (see Table 3.3). In addition, the data gained from six weeks' online open-ended questionnaires, audio recordings of six sessions and online semi-structured interviews was analysed descriptively based on codes turned into emerging themes regarding attitudes towards group LaD and peer advising as well as prescribed coding scheme based on Kato and Mynard's (2015) concept on

developmental trajectory of advisees in LaD and 13 autonomous learner characteristics defined by Candy (1991).

According to the results analysed in a methodology described above, Turkish high school EFL learners in this study displayed statistically significant change in terms of their autonomous actions resulting with autonomous habits, fostering peer advising, more positive attitudes towards LA and group LaD after these six group LaD sessions ($p>0.05$). This positive impact of group LaD sessions over these learners' self-directed learning skills, peer interaction and attitudes towards group LaD and LA were also analyzed from different perspectives. The first point was to gain more thorough insight concerning the dimension of these learners' positive and negative attitudes towards these group LaD sessions. It was understood that these high school EFL learners conveyed highly positive feelings and attitudes towards group LaD sessions having mentioned %64,3 of the comments referred to be positive. Whereas only %7,08 of the mentions were negative and %28,62 neutral. The highest three reasons they found group LaD sessions something positive were peer interaction in the sessions, efficiency of these group LaD sessions and TAs. The second major finding was that learners increased their level of autonomy to some extent in that the number of learners who developed from the stage of getting started to going deeper, going deeper to becoming aware and becoming aware to transformation steadily surged. Third was about peer advising as how peer advising had been facilitated throughout the sessions was presented with the help of emerging themes. Three points that learners most found these group LaD sessions effective were about creating an atmosphere in which peers can know more studying techniques from each other, listening to each other's suggestions or experiences and collaborating or interacting with one another. The fourth most significant result this study provided was upon how these group LaD sessions affected 13 autonomous learner characteristics with these high school EFL learners defined by Candy (1991). It was manifested that learners improved their skills of being reflective/self-aware, motivated/curious/open, and being skilled at learning most. Another finding illustrated in this section was that learners fostered all of these characteristics with themselves at the end of these sessions to some extent when compared with the first session except the characteristic of being

creative/venturesome. Having all these major findings in hand, we can infer that the aim of this study was accomplished in a wider scale.

To investigate if this study is aligned with or challenging the literature, the first research question was firstly taken into consideration. The results revealed that group LaD sessions foster Turkish High-School EFL learners' learning habits towards autonomous actions in that the mean score increased from 62.9 to 68.4 and sig value was 0,001 ($p < 0.05$, $t = 5.51$) although these findings cannot be generalized since it was a case study. This is in line with most of the literature regarding LaD's positive impact over LA (Benson, 2011; Ciekanski, 2007; Griffiths & Porter, 2016; Hobbs & Dofs, 2017; Kato & Mynard, 2015; Mozzon-McPherson & Vismans, 2001; Mozzon-McPherson, 2003; Mynard & Carson, 2012; Mynard, 2013; Reinders, 2008; Tassinari & Ciekanski, 2003). In terms of mean scores of pre and post-tests, 12 learners were found to be in a lower level than median ($\leq 2,49$) in a five likert scale. This finding was also proved to be reliable with the help of open-ended questionnaire results displaying that nine students replied to tenth and eleventh questions as nothing had changed with them at the end of the sessions which was quite similar to the finding of the quantitative part of the study. However, this study also had a distinctive feature in that it was conducted not as individual LaD but group LaD sessions. Having group LaD sessions rather than individual sessions may be a requirement for several institutes and schools all over the world due to affordances and it is parallel to one of the reasons of LA's existence that Ciekanski (2007) stated because of economic reasons. Kato and Mynard (2015) asserted drawbacks in their book for group LaD one of which was that the group session may resemble a tutorial rather than an advising session which was not found out in this study's finding as these six weeks group LaD sessions fostered LA in a statistically significant degree which was the utmost aim of LaD. In addition, most of the studies define LaD as a service usually done on an individual basis (Kato & Mynard, 2015; Reinders, 2008; Tassinari, 2016) as well as offering more benefits in this way. On the contrary, Clemente (2003) and Benson (2011) suggested that institutional prescriptions over LaD can be more of an obstacle rather than a support for learners. Advisors and learners should, therefore, decide the conditions under which they want to work together. Therefore, this

study which was novel in being a group LaD illustrated that group LaD can also be benefited since it entails learners to more autonomy. In a similar line, group LaD practices had also been investigated in a few studies (Carson, 2013; Sakata & Fukuda, 2012) to demonstrate how the setting, context and practice of group LaD should be. Sakata and Fukuda (2012) introduced the model of Plan-Do-Check and Act model with the addition of self-coaching concept in contrast to this study's group LaD features. The sessions in this study rather focused on one topic determined by the learners in the classroom and framework was designed afterwards. There was no structure as it was one of the first models of group LaD sessions with high school EFL learners as Sakata and Fukuda's (2012) and Carson's (2013) model was conducted in tertiary level. On the other hand, the results of all these studies (Carson, 2013; Sakata & Fukuda, 2012) as well as the positive ideas towards group LaD and LA collected from some studies (Crabbe, Hoffmann, and Cotterall, 2001) displayed positive impact of group LaD over learners' control over their learning.

Another finding was that this study was held with high school EFL learners which was contrary to the common usage of LaD because it was generally conducted in tertiary level (Hobbs & Dofs, 2017; Mozzon-McPherson & Vismans, 2001; Reinders, 2008; Tweed, 2016; Victori, 2007). A lot of SACs are featured with language advisers having a separate room to conduct individual LaD sessions. Few studies if there is any have been conducted so far to reveal findings related to effective LaD practices for this age group. However, some studies inferring that LA can be attained with a variety of ages from pre-school, young learners' time to tertiary level were published (Benson, 2011; Cameron, 2001; Chik, Aoki, & Smith, 2018; Chik & Briedbach, 2014; Dam & Legenhausen, 1996; Kolb, 2007; Lamb, 2011; Park, 2015; Smith, Kuchah & Lamb, 2018). This study was found to be aligned with such studies in terms of creating autonomous learners although this study made it possible thanks to group LaD sessions.

One of the individual differences affecting LA is stated to be gender difference (Clemente, 2003; Ehrman, Lou & Oxford, 2003). That is why, the questionnaire's results were also analysed in terms of the gender variable and concluded that group LaD sessions fostered both female and male learners'

autonomous learning habits in the same level according to two-way ANOVA test (see Table 4.5). However, female learners showed better performance in terms of autonomous learning habits compared to male learners throughout this study based on mean scores of pre and post-tests which was quite in line with Varol and Yılmaz (2010) who discovered that female learners made use of learning opportunities more than males although there was no discrepancy between gender (Mardjuki, 2018).

In terms of autonomous learning actions towards creating autonomous habits in the questionnaire elicited with the help of items 1-22, it was disclosed that learners in this study fostered their autonomous habits by using technology more in contrast to paper-based autonomous activities. Item 2,3,10,15 including films, series, online books, mobile applications and videos displayed statistically significant change at the end of the study. As several studies (Benson & Voller, 1997; Benson, 2011; Chik & Briedbach, 2014; Gremmo & Riley, 1995; Kato & Mynard, 2015; Kuure, 2001; Lamb, 2017; Reinders & White, 2016; Smith, Kuchah & Lamb, 2018) discarded that LA can well be fostered due to more prevalency of information technologies, this study revealed similar path of findings with these studies referred above. This finding can also show how widespread learners make use of technology when they conduct their autonomous learning activities. It was additionally validated with the finding that peer advising was found positive in terms of its making us know more techniques and technological resources. On the other hand, Item 5-11 and 12 which were examining if learners attempted to improve their language level with the help of dictionary, newspaper or any text did not foster in terms of mean score as well as sig value. It is reasonable to conclude that technological resources, materials and practices worked better to increase learners' autonomous habits in this study. This might be observed during group LaD sessions' transcriptions and excerpts that the most common resources that were discussed throughout the sessions were mainly concerning mobile applications, films and series. On the other hand, there could have been some limitations regarding the results of some items in the questionnaire such as Item 9 and 14. It was discovered in Item 9 that learners did not change statistically and in terms of mean score over self-talk in front of the mirror. However, Item 14

demonstrated that learners were able to foster their self-talk by summarizing something that they read or listened in a statistically significant degree. These two findings convey some contradictions, though. This could be clarified with the fact that learners' dialogues within the sessions and peer interactions may have affected this difference. In one school, TAs and learners discussed about reading in the fourth session and all four skills during the fifth which also enabled learners to mention about summarizing technique by speaking as it can be seen in the extracts in chapter five. In the other school, learners were made to discuss about speaking in the third session which shows why summarizing and self-talk could have enhanced after the sessions.

The next research questions was regarding fostering learners' attitudes towards LA with the help of group LaD sessions. All the items except Item 23 having found to be an unreliable item were included as the questionnaire examined autonomous attitudes closely. The result was that the learners' attitudes towards LA increased in a statistically significant degree after the group LaD sessions held for six weeks ($p < 0.05$, $t = 3.61$). This went along with other research conducted in the field of LA (Benson, 2011; Ciekanski, 2007; Griffiths & Porter, 2016; Hobbs & Dofs, 2017; Kato & Mynard, 2015; Mozzon-McPherson & Vismans, 2001; Mozzon-McPherson, 2003; Mynard & Carson, 2012; Mynard, 2013; Reinders, 2008; Tassinari & Ciekanski, 2003) as it occurred with autonomous learning habits. In terms of gender interaction, the same results were attained as it was with autonomous learning habits. Although females showed better attitudes towards LA at the beginning and end of group LaD sessions compared to males based on mean scores, the study did not reach to any significant interaction between gender and attitudes towards LA statistically.

All in all, the learners were determined to enhance their level of LA after group LaD sessions conducted for six weeks in the classroom based on the results gained from the questionnaire that was designed by the researcher was determined. This overall conclusion was in parallel to the belief that Little (1999) asserted addressing LA something innate and inborn capacity of each learner regardless of the Western society where it had roots of. This inborn capacity was enabled with the interdependency (Little, 1991) between TAs and

learners in this study. That is why, this study is titled as '*How to create semi-independent learners through language advising*' which was also inspired from Riley and Zoppis's (1985) portrayal of the learners studying in SACs as 'semi-autonomous' or 'complete autonomous'. They came up with the idea that the learners who could perform many learning activities without the need of a teacher or adviser can be called as complete autonomous learners in contrast to semi-autonomous learners who are guided and supported with a teacher or adviser.

To go further into the finding that group LaD sessions fostered learners' control over their learning based on the results from the questionnaire, another research question investigating the extent of the impact of group LaD sessions over LA was attempted to be discarded. The dimension of this impact was divided into two parts, one of which was concerning the level of learners' autonomous developmental trajectory that group LaD sessions entailed. The design by Kato and Mynard (2015) categorizing learners' level of control over their learning as *getting started*, *going deeper*, *becoming aware* and *transformation* was adopted to find out what level learners in this study were able to reach thanks to group LaD sessions. As a result of elucidated analysis of the learners' recorded responses in the open-ended questionnaires and statements during the sessions, a steady increase in the level of their control over their learning was found out. Although there had been no learner who accomplished being in the level of *transformation* at the end of the first session, 15 learners reached this level at the end of the sixth session. On the other hand, six learners were determined to be in the level of *getting started* at the end of the sessions despite having had group LaD sessions. Meanwhile, there were 11 learners who were at the first stage after the first session. Furthermore, 37 learners attained to the stage of *going deeper* and 15 to *becoming aware* at the end of the first. However, as more learners fostered their level of LA, 24 learners were at the stage of *going deeper*. Whereas 19 learners rose to the stage of becoming aware. All these statistics could be inferred that group LaD sessions affected 36 learners' level of LA positively somehow after the first session. However, there may also have been the impact of the first group LaD session over some learners' level of control over their learning. Thereby the questionnaire results which displayed

that 23 learners' mean scores of pre and post-tests did not change for the better were used to provide a deeper insight as to how many learners have fostered their level of LA at the end of the study. 41 learners who were found to be increasing their level of autonomy somehow as a result of the triangulation of the data collected from the five likert scale questionnaire, open-ended questionnaire and audio-recordings of the sessions to validate the findings. The findings from all these three research tools showed alignment increasing the reliability and validity of these results. It is also contrary to what Benson (2010) stated that LA is not a measurable construct even if he asserted that the degree of the control can be measured on condition that it can be measured. However, this study attempted to be evaluating the degree of learners' LA in this case study and reached some reliable and consistent results with the help of triangulation. On the other hand, the conclusion that all learners were not able to accomplish complete transformation does not go along with the expected outcome that Kato and Mynard (2015) outlined in their book. This expected outcome had also been revisited and defined in various studies (Benson, 2011; Carson, 2013; Ciekanski, 2007; Hobbs & Dofs, 2016; Kelly, 1996; McCarthy T., 2009; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mozzon-McPherson, 2007; Mynard & Carson, 2013; Reinders, 2008). Sinclair (1999) referred to this level of control in terms of metacognition as largely unaware, becoming aware, largely aware. This study also showed that although each was not able to attain to the level of largely aware, almost all developed from being largely unaware to becoming aware. Therefore, this study achieved Sinclair's (1999) evaluation trajectory to be more autonomous to some extent. To mention about the reasons why not all learners did not achieve a complete transformation, the first reason could be because of time constraint of MoNe. More learners among the rest 26 learners might reach the level of transformation if time slotted for group LaD sessions were for longer period. For instance, in Sakata and Fukuda's (2012) research, group advising was conducted for 15 weeks in one semester and classroom advising was held for 13 weeks in Carson's (2013) research. To sum up, six weeks seemed not to be sufficient for this aim. Another reason that can be understood from the extracts illustrated on the chapter of findings is that TA2 seemed to have used more directive statements during the sessions in that she was not trained as a

professional language adviser as there did not use to be a language adviser course offered in the world at the beginning of the research which might be the factor that led not to reach expected outcome of becoming more autonomous in their learning. Since 17 learners seemed not to change any attitudes towards LA in TA2's class in contrast to six learners with TA1, it can be underpinned on this reason. This is also contrary to LaD model offered by many scholars (Carson, 2013; Ciekanski, 2007; Hobbs & Dofs, 2016; Kato & Mynard, 2015; Kato & Sugawara, 2009; McCarthy T. , 2009; Morrison & Navarro, 2012; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mozzon-McPherson, 2013; Mynard & Thornton, 2012; Mynard & Carson, 2013; Reinders, 2008; Sakata & Fukuda, 2012) in the field. This directiveness is summarized as in the following sentence: 'Nevertheless, in the process of Transformational Advising, advisors go beyond simply providing learning tips to learners. They will support a learner's transformation into a highly aware learner where critical reflection occurs through the intentional reflective dialogue (IRD) (Kato and Mynard, 2015)'. However, a little amount of directiveness could be sometimes necessary and useful as Mynard and Thornton (2012) suggested in their work. Third reason might be the fact that TA2's group LaD sessions were found to be repetitive by some learners in the study as coded like that for seven times which made it the second factor to entail learners to have negative opinions about group LaD. TA2 repeated drawing the framework of the session as goal setting for the first sessions consecutively which was stated by some learners in the open-ended questionnaires explicitly. This might have affected some learners not to have gone up at all. This risk of being repetitive or quick solution based was defined by Mozzon-McPherson (2007) in that she stated this risk of having LaD sessions as *comfort talks*. It can seem that TA2 was sometimes trapped into this risk of LaD, likewise. The fourth reason can be regarding the voluntariness of advisees. TA1 asked learners who would like to be volunteer in such a program and 23 out of 35 had been volunteered. However, all learners participated in the sessions in TA2's classroom which could mean that TA2 did not investigate in a deeper sense if learners were willing or not although consent form from each learner and his/her parents were collected. Therefore, all learners in the classroom joined group LaD sessions. On the other hand, voluntariness towards LaD sessions has been a dispute among scholars, as well.

Castro (2018), Clemente (2003), Esch (1996), Kato and Mynard (2015), Mozzon-McPherson (2003) and Thornton and Mynard (2012) support the idea of voluntary advising whereas Reinders (2013) and Schoepp and Lydiatt (2012, cited in Kato and Mynard, 2015) supported the idea of compulsory advising as a complement or a course specifically designed for promoting LA. Voluntary approach worked better for this study, though.

The next dimension addressing the issue of what extent learners in this study promoted their LA due to group LaD sessions was in terms of 13 autonomous learner characteristics defined by Candy (1991) who categorized almost 100 competencies regarding these characteristics. Benson (2010) criticised Candy's (1991) categorization as he is against measuring LA strictly somehow by asserting that in many cases being able to organise data, having a taste for learning, being amiable and peace-loving, being emotionally stable, objective and impartial, and so on it is difficult to see the sense in which they belong to autonomy as opposed to other constructs. However, the findings provided in the previous chapter inferred that this could make scholars comprehend the extent of the autonomy despite not being so strictly lined. Based on emerging themes throughout the study, it was found that learners fostered all of these 13 characteristics somehow. However, learners who responded to the open-ended questionnaire after the fourth, fifth and sixth sessions revealed that learners enhanced their reflective/self-aware, motivational and knowledgeable about learning skills most compared to others. On the other hand, flexibility, creativity and independence are the characteristics that were found to be less fostered in terms of the results of the triangulation of the data collected from each session, questionnaire and specific questions' responses codes. To start with most developed characteristic that is being reflective and self-aware, this finding was in a similar line with the literature as scholars defined LaD's expected outcome to create more reflective and aware learners (Carson, 2013; Esch, 1996; Griffiths & Porter, 2016; Kato & Mynard, 2015; Kato & Sugawara, 2009; Magno e Silva & Castro, 2018; McCarthy, 2009; Morrison & Navarro, 2012; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mozzon-McPherson, 2013; Mynard, 2013; Mynard & Carson, 2013; Reinders, 2008; Richards & Lockhart, 1996; Rogers, 1951 cited in Stickler, 2001; Stickler, 2001; Victori,

2007). Motivation in terms of LA is another affective point that was determined to be one of the most to have enhanced after the group LaD sessions held. The literature similarly displayed that LaD is an effective way of fostering motivational skills of learners (Kato & Mynard, 2015; Magno e Silva & Castro, 2018; Stickler, 2001) and this domain is one of the most common reasons that leads advisees to come for an advising session (Kato and Mynard, 2015). The third finding regarding being skilled at learning relates to the similar ideas rooting in the literature as many scholars define LaD as a service that helps advisees become more effective language learners (Kato & Mynard, 2015; Kato & Sugawara, 2009; McCarthy, 2009; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mozzon-McPherson, 2013; Mynard, 2013; Mynard & Carson, 2013). Learners in this study seemed to improve their knowledge about techniques, resources, materials and activities and then reflect themselves to come with the best option for themselves. This reflection process also sometimes happened after trying that method once. This finding was also validated with the triangulation which was discovered with the positive sides of peer advising and group LaD sessions stated by learners.

The finding that was gained with the help of triangulation of both Table 4.27 and Table 4.28 regarding less enhanced autonomous learner characteristic after group LaD sessions was learners' venturesome/creativity. It was insightful in that literature has not provided much knowledge regarding this characteristic of learners who are exposed to LaD sessions. Despite the fact that scholars did not study this skill separately, it can be concluded that they referred to advisees' being more effective language learners (Kato & Mynard, 2015; Kato & Sugawara, 2009; McCarthy, 2009; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mozzon-McPherson, 2013; Mynard, 2013; Mynard & Carson, 2013) in a broader sense with the help of LaD sessions. Therefore, we can conclude that learners could not be more creative to be more effective language learner although they seemed to be able to reach the other twelve characteristics supporting their being more effective learners to some extent. It can also be discovered that creative skill of advisees is a field relatively novel in the literature.

Another point that was investigated thoroughly in this dissertation was peer advising and its correlation with the group LaD sessions. It was reported at the end of the study that group LaD sessions held for six weeks conveyed positive impact over promoting peer advising with the triangulation of the data which was both obtained with the help of AHAAQ (see Table 4.20) and qualitative results in terms of the extent of the effect peer advising entailed (see Table 4.26). The pre and post-test results of Item 28 and 29 in AHAAQ displayed that peer advising was fostered in a statistically significant degree ($p < 0.05$, $t = 2.087$) after the group LaD sessions. Open-ended questionnaire items also validated these findings having revealed that learners found group LaD sessions positive because of peer interaction it mostly entailed. Peer advising was assigned with the name of peer teaching (Barreto, 2019), peer support (Manning, 2014) or peer tutoring (Mynard and Almarzouqi, 2006) overlapping one another in the studies. However, this study adopted the name of peer advising as learners addressed the issue that they maintained peer advising out of the class and some strategies may have been adopted as peer advising in this study was led by TAs during group LaD sessions. Meanwhile, the findings were aligned with the literature having mentioned that peer advising was enabled with the help of group LaD sessions (Carson, 2013; Kato & Mynard, 2015; Sakata & Fukuda, 2012). In short, learners who adopted the role of peer advisor or peer-advisee in the classroom both showed increase in their peer interaction regardless of what it is called in the literature based on AHAAQ results which was similar to all related studies in the literature (Barreto, 2019; Carson, 2013; Kao, 2013; Kato & Mynard, 2015; Manning, 2014; Mynard, 2013; Mynard & Almarzouqi, 2006; Sakata & Fukuda, 2012; Stewart, 2012). This peer interaction which was discovered to be enhancing as advise-giving or advise-receiving based on AHAAQ results provided the required environment of interdependency and collaboration whose importance in terms of fostering LA was highlighted in the studies of Ciekanski (2007) and Tatzl (2016). To gain deeper insight regarding this collaboration and interdependency during group LaD sessions subsequently promotion of LA, the extent of change was examined throughout the study (see Table 4.26). It was then found out that peer advising practices in the classroom enabled learners to know more about techniques, methods, or resources first, listen to peers' experiences and suggestions second and collaborate or interact

with each other third (NoF=105, NoF=76, NoF=47). Initially, knowing more about techniques, methods, or resources is closely related to being more skilled at learning which was drawn as one of the autonomous learner characteristics (Candy, 1991) that had been fostered in this study previously. Second, this being skilled at learning also goes along with the references of being effective language learner that LaD entails to in the literature (Kato & Mynard, 2015; Kato & Sugawara, 2009; McCarthy, 2009; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mozzon-McPherson, 2013; Mynard, 2013; Mynard & Carson, 2013). Therefore, it can be concluded that peer advising practices fostered with the help of group LaD sessions was also determined to be promoting LA in this study.

The second most frequent code in the study regarding the impact of peer advising on the learners was being able to listen to peers' suggestions or experiences. Although suggesting something is rather directive which was addressed to be not in line with LaD practices in the literature (Benson, 2011; Kato & Mynard, 2015; Mozzon-McPherson, 2001; Stickler, 2001; Tassinari, 2016), some other studies in the literature (Kato & Sugawara, 2009; McCarthy, 2010; Mynard, 2012; Mynard & Thornton, 2012) suggest that directive statements can be accepted depending on the context and setting to some extent. To overcome this issue of directiveness that peer advising might have entailed somehow, the recommendation that Mozzon-McPherson (2001) and Mynard and Carson (2013) made was strategy training. Kato and Mynard (2015) also mentioned about the requirement of structured awareness raising activities similarly. As there was no formal training for peer advisors or the more knowledgeable others in the classroom, this might have relatively been the reason for this directive approach.

For peers sharing experiences, it can be noted that it is something that is part of LaD as Kato and Mynard (2015) also mentioned experience sharing as one of 12 strategies that language advisers use in their sessions. Newby and Fenner (2000) referred to the point that learners make sense of the world around us with the help of these past experiences and pre-knowledge. Little (1991) also asserted that important learning experiences can be likely to be remembered on condition that it is in relationship with teacher or one or more learners. For Dörnyei and

Ushioda (2009), these past learning experiences were also discovered to be fostering motivation because of its connection with the identity. That is why, it can be concluded that peer advisees in this study made their learning journey more meaningful, motivating and long-lasting due to being able to listen to their peers' suggestions. On the other hand, peer advisors who had the role of talking about suggestions and experiences also benefited from this process in addition to peer advisees. Kao (2013) addressed this issue regarding peer advisors stating that not only peer advisees but also peer advisors promotes autonomous skills by sharing experiences and reflecting in terms of motivation, self-confidence, responsibility, test score and English learning skills. In addition, uncovering advisee's experiences to reflect more is an aim of the adviser in the sessions for some scholars who highlighted this point while defining LaD (Mynard, 2013; Tassinari & Ciekanski, 2013). Although they adopted the role of peer advisors in these sessions at some intervals, they had the role of advisees, as well which can imply that the learners who adopted the role of peer advisors also enhanced their autonomous learning skills. Nevertheless, Kato and Mynard (2015) expressed that sharing strategy should be non-directive. Rubin (2007) and Stickler (2001) also illustrated that language advisers are expected to have the role of a facilitator rather than the advice-giver. Upon investigating the learners' statements during these sessions or after the sessions in the open-ended questionnaires, it can be revealed that peer advisors were rather directive in general. Therefore, it might be a better way to conduct such peer advising practices during group LaD sessions provided that all learners are equipped with structured awareness raising at the beginning of the sessions about group LaD and peer advising.

The third most frequent code was the impact of peer advising on collaboration and interaction (see Table 4.26). In a similar line, Ciekanski (2007) defined collaboration as the most fundamental to the pedagogical approach to autonomy and something that is initiated with the structure of advisor and advisee interaction. This collaborative environment of individual LaD sessions were also found in group LaD sessions in this study which also became possible thanks to peer advising practices within the sessions in addition to group LaD sessions. This finding is also aligned with other studies in the literature

(Barreto, 2019; Carson, 2013; Kao, 2013; Kato & Mynard, 2015; Mynard, 2013; Sakata & Fukuda, 2012) displaying that group LaD and peer advising practices are effective in enabling collaboration and interaction among learners. In terms of this collaboration and interaction's influence in enhancing LA, some studies in the literature showed positive results (Benson, 2011; Chik, Aoki & Smith, 2018; Ciekanski, 2007). On the other hand, this result is also a reply for the problem that this study stated which was Turkey's lower score on collaborative problem solving in PISA 2015 results (OECD, 2017). To conclude, group LaD sessions empowered with peer advising practices foster collaboration and interaction subsequently promoting LA.

In addition to these major three effects of peer advising practices within the group LaD sessions, reflection, setting goals, problem solving and critical thinking skills were also enhanced to some extent (see Table 4.26). These four skills were closely in relation with autonomous learner characteristics that Candy (1991) defined. This can imply that the results having been explained in the previous lines were also validated with this finding. Another point is that these four skills are closely linked to being more effective language learner for some studies (Kato & Mynard, 2015; Kato & Sugawara, 2009; McCarthy, 2009; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mozzon-McPherson, 2013; Mynard, 2013; Mynard & Carson, 2013). Fostering these four skills with the help of peer advising practices in the group LaD sessions can be inferred as these sessions were effective in promoting LA in that it empowers several significant skills required.

Next, learners' having adopted the role of language advisees in this study were investigated in terms of their perceptions towards group LaD as it is based on the other research question. As it is a relatively new field in the literature and not many studies regarding advisees' feelings, attitudes or opinions about group LaD were conducted, this study conveyed significance since it focused on this part. Another reason to examine this side was highlighted by Yamashita (2015) who expressed that positive affect is known to enhance learning whereas negative is to prevent it to happen. Therefore, the attitudes of learners towards group LaD were analysed. As a result of these findings (see Table 4.22), learners mostly revealed positive ideas towards group LaD sessions with %64,3

of all the recorded statements in terms of frequency. Neutral comments were %28,62 and negative expressions were %7,08. All these figures displayed that group LaD sessions were correlated with learners' positive reactions in this study. In terms of alignment with the literature, Esch (1996) explained that individual LaD sessions were fruitful in that there had been an increase in the use of SACs for %70 at Cambridge University which was quite close to the percentage of positive attitudes found in this study. Victori (2007) also highlighted the statistical fact that learners among their university community in Barcelona appreciated advisory services in their university. The study conducted by Iijima, Tsujita and Wakabayashi (2012) revealed positive results among Japanese university learners, likewise since advisees reported that they all found these individual LaD sessions useful. On the other hand, Sakata and Fukuda (2012) mentioned about advisees' positive reactions to group LaD at tertiary level. Even if this study is not confined within the same scope of tertiary level and individualised LaD setting, it can be concluded that group LaD sessions also attract high school learners in a similar way to the literature.

In addition, the reasons why the learners found these group LaD sessions positive were probed to gain deeper insight. Three most emerging themes were peer interaction, efficiency, and TAs respectively throughout the study (see Table 4.22). Since not many studies were found revealing the results of learners' attitudes towards LaD sessions, it would be better to continue with the examination of these three most emergent themes. First, peer interaction was discovered upon the learners' recorded statements that implied group LaD sessions were found positive as they led more peers to be able to interact with each other. This finding can be a tool of the reliability for the finding that this study empowered peer advising, peer interaction, interdependency, and collaboration in that these four terms closely related to similar basis were consistently revealed as positive and fostered in various parts of this study. Since Kato and Mynard (2015) identified LaD to have the roots in sociocultural theory and interaction is one of the grounded elements of this theory, it can be inferred that the structure that these group LaD sessions were based on paved the way for an appropriate and successful implementation in the classroom setting. Furthermore, learners' attitudes were also in line with the literature

asserting that LaD contributes advisees due to this interaction it entails (Barreto, 2019; Carson, 2013; Kao, 2013; Kato & Mynard, 2015; Manning, 2014; Mynard, 2013; Mynard & Almarzouqi, 2006; Sakata & Fukuda, 2012; Stewart, 2012). Sakata and Fukuda (2012) also highlighted the point that group LaD may have positive impact on collaborative learning. This finding was also in line with what Little (1991) and Hobbs and Doffs (2017) illustrated stating that LA is closely related to interdependency rather than attributing it to independency. Ciekanski (2007) also stated that this interaction between adviser and learners initiated by the structure of LaD provided more autonomous attitudes, as well. Therefore, we can conclude this study mainly displayed similar results to those of all studies in the literature mentioned above. On the other hand, this study showed opposite results from the study that Fisher, Hafner and Young (2007) conducted. They probed tertiary level learners in Hong Kong on 12-hour independent course and found that learners considered of independent learning as homework, doing what is told to do and complete freedom. That is why, it can be inferred that introducing group LaD sessions might work better to pave the way for learners to have more thorough ideas about what LA might be as they found peer interaction useful which is one of the characteristics for autonomous learning.

The second most frequent theme was group LaD sessions' efficiency for the learners in this study. This was also in line with the results of the questionnaire that showed positive results towards group LaD which might imply that the study was triangulated in terms of this part. Meanwhile, the scope of this efficiency is quite wide. Hence, it is not very much possible to come up with the reasons of this efficiency. However, it was found out with the statements of the learners in the findings that learners considered these group LaD sessions efficient due to their interactive, motivational, initiative, and autonomous impact on EFL learning. Another study in the literature closely linked to this side of this study was held by Iijima, Tsujita and Wakabayashi (2012) who reported that %81 of the advisees found individual LaD sessions *very useful*, %15 as *quite useful* and %1 *useful* with %0 *not so useful*. That is why, the findings regarding the efficiency of the sessions can be implied as something

useful in terms of their positive impact on motivation, autonomy, interaction, and self-starting of the learners.

The third most emerging reason entailing learners to convey positive attitudes towards group LaD session over learners is TAs who conducted these sessions. On the other hand, since not many studies that probed the reasons as to why advisees' found group attitudes positive towards language advisers existed in the literature, advisees' opinions about language advisers were investigated from multiple perspectives. Kato and Sugawara (2009) claimed that the efficiency of individual LaD lies in the advisors' skills. As a result, the learners in this study expressed in their recorded statements that they found group LaD sessions positive due to their TAs who showed a great amount of listening to them actively, genuineness and empathy as well as different attitudes from a teacher. The three of them except shift from teaching to advising are the same as the principles of person-centred counselling (Rogers, 1969) which was implemented into LaD. These four attributed sides of finding TAs good entailing them to possess positive feelings towards group LaD sessions were also identified as the roles that an adviser should have in the literature (Benson, 2001; British Association for Counselling, 1986; Kato & Mynard, 2015; Kato & Sugawara, 2009; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mynard, 2012; Mynard and Carson, 2012; Rubin, 2007; Stickler, 2001; Tassinari, 2016).

The other findings that were discovered through the statements of the learners relatively at a lower scale were raised awareness and being able to participate and express themselves easily which induced the learners to feel positive towards group LaD. Raised awareness is one of the outcomes of individual and group LaD having been portrayed by scholars in the literature similarly (Carson, 2013; Esch, 1996; Griffiths & Porter, 2016; Kato & Mynard, 2015; Kato & Sugawara, 2009; Magno e Silva & Castro, 2018; McCarthy, 2009; McCarthy, 2016; Morrison & Navarro, 2012; Mozzon-McPherson, 2001; Mozzon-McPherson, 2003; Mozzon-McPherson, 2013; Mynard, 2013; Mynard & Carson, 2013; Reinders, 2008; Stickler, 2001). To triangulate the data, learners also displayed increased level of being reflective and self-aware in terms of autonomous learner characteristics having been probed in this study. To

conclude, it might imply that this study raised learners' awareness which in return entailed them to convey positive attitudes towards group LaD sessions. Regarding being able to participate and express easily, it was discovered that learners were encouraged to be able to open up and tell more about their issues due to their peers who felt similar points of view and TAs' active encouragement. This finding partially demonstrated opposite viewpoint than what Kato and Mynard (2015) suggested as a drawback of group LaD practices. As Sakata and Fukuda (2012) also stated in their study, peer interaction and self-efficacy initiated with the help of this interaction paved the way for them to be able to express themselves easily.

On the other hand, individualized setting is the least frequent theme having emerged in this section of the study (NoF=2) which can be inferred that group LaD sessions were not relatively useful for individualizing the learners' issues as it is a group-based activity. This finding is also aligned with the drawback that Kato and Mynard (2015) expressed regarding group LaD stating that it may not assist learners in terms of their individual needs. However, it might be construed with two viewpoints regarding why such group LaD sessions are sometimes more necessary than individual LaD. First things first, the utmost aim of LaD is LA and LA was identified to be promoted with the help of this collaboration or interdependency that the literature (Ciekanski, 2007; Hobbs & Dofs, 2017; Little, 1991; Sakata & Fukuda, 2012) highlighted. That was the reason why this study was titled in terms of semi-independency, as well. The second reason is as some scholars (Carson, 2013; Ciekanski, 2007; Kato & Mynard, 2015; Mynard & Carson, 2012; Reinders, 2008; Sakata & Fukuda, 2012) stated that LaD is more economical and many institutes can hardly afford such practices rather than providing language adviser separately. Due to these necessities as a response to this drawback stated, group LaD sessions might work well to promote LA, likewise. Nevertheless, it might be taken into consideration that learners should be provided with group work or individual sessions within the classroom advising at some intervals for better practices.

To further analyze the findings, some learners recorded negative attitudes towards group LaD despite emerging relatively less frequently (see Table 4.22). The reasons why they felt such negative attitudes were not being able to

participate in the sessions, sessions' inefficiency and their being repetitive and boring. These reasons were lower in frequencies. They have to be taken into consideration, though. Initially, learners' being not able to participate in the session can be discussed. However, this not being able to participate did not mean to be able to express themselves. Some learners in the study could not talk in the sessions as the time was not enough and this made them feel negative. McCarthy (2009) also referred to this time difficulty which can be allotted to each learner in the group. It might be contributing to spare more group work or individualized sessions within the classroom to be able to share time for each learner in the classroom. Writing advising is a way of advising that can also be made use of for some in the literature (Kato & Mynard, 2015; Thornton and Mynard, 2012).

The most frequent theme was being inefficient of these sessions even though this was highly less than positive comments. Some learners found these sessions ineffective as these sessions informed about the things that they had already known. Since putting the learners' needs into the centre and sharing time for individual needs are significant (Hobbs & Dofs, 2017; Kato & Mynard, 2015; Mozzon-McPherson, 2003; Mynard & Carson, 2013; Rogers, 1969; Stickler, 2001; Uzun, Karaaslan, and Şen, 2016), it might imply that group works, individualized sessions and written advising into the classroom advising should be implemented to appeal to each individual's needs as it was mentioned above. Another point that learners stated in this study that they found group LaD sessions repetitive. This is a different point of view which can also be attributed to learner-centredness and appealing to each individual's needs. On the other hand, this repetitive repertoire of the sessions can be detected in TA2's sessions. The first, second and third sessions were all spared to learners' goals and needs as it can be understood from audio-recordings of the sessions. Mozzon-McPherson (2007) addressed some of the negative and wrong applications of language advisers in her study reporting that language advisers should not ask prescriptive or imposed questions however traditional or innovative they are. For Mozzon-McPherson (2007), they should rather ask questions or offer solutions triggered by the learners' own voice. Otherwise, asking too many questions may disorient the learners and prevent them for moving forward.

Therefore, it can be inferred that sessions' framework as well as TAs' implementation of questions and strategies should be selected carefully throughout group LaD sessions.

All in all, these findings mentioned throughout this chapter imply that learners mainly promoted their LA, peer advising, autonomous learner characteristics and positive attitudes towards group LaD to some extent although there were some negative attitudes, inefficient practices or less fostered skills of LA in a smaller scale. These results also highlight that this study may contribute to the solution of the problem having stated at the beginning of the study as well as the practices of relatively newly emerging concept of group LaD by offering more useful ideas.

6. CONCLUSION

This study was conducted to display that group LaD sessions may entail to more autonomy among high school learners in Turkey. In addition to this aim, the extent of this promotion over LA, peer advising which is one of the important elements of both LaD and LA and learners' attitudes towards these group LaD sessions which went along with reasons of these sessions' efficiency and inefficiency were probed to gain more profound insight about the practice of these sessions. In this chapter, the conclusions drawn from these findings are revealed.

At first, learners promoted their readiness towards LA in terms of their attitudes, actions, and habits towards LA in a statistically significant degree as well as peer advising practices. This might imply that ESL teachers in high schools can implement group LaD sessions into their curriculum to foster their learners' level of autonomy. However, there are some concerns that should be considered. These concerns are regarding time span, voluntariness, blended advising, creativity, directiveness and learner centredness because of not well-trained language advisers and structured awareness raising. For instance, time span for the sessions to foster LA in a complete degree should be extended to at least one semester long such as 14 weeks as other studies in the field also showed similar durations to be fruitful (Carson, 2013; Sakata & Fukuda, 2012) in that 23 learners seemed not to show higher level of autonomy although 41 of the learners could. There can be several reasons underpinning this lack of LA for sure but this time span could be extended to get better results. Another transition for ESL teachers may be to enable learners to be able to select if they are voluntary to participate or not. This study supports the idea of this model belonging to Castro (2018), Clemente (2003), Esch (1996), Kato and Mynard (2015), Mozzon-McPherson (2003) and Thornton and Mynard (2012) in the literature. The third point is what Kato and Mynard (2015) termed in their book as blended advising. This study revealed the fact that group LaD can be more

effective on condition that it is incorporated with group work and individualized sessions within the duration of group LaD session in addition to written advising out of the group LaD session. Since learners illustrated their willingness to participate more, interact with their peers and discover more of their needs, group LaD sessions might be more useful in that case. These findings were also proved to be fruitful in the study of Sakata and Fukuda (2012) and Carson (2013) who conducted a study on group LaD, as well. Kato and Sugawara (2009) also suggested a theoretical model for such advising sessions. The fourth is as to two autonomous learner characteristics that Candy (1991) defined. Being creative and flexible were probed and found out that these characteristics are not empowered at a satisfactory level. Therefore, TAs or even language advisers should design their advising sessions to be able to foster these skills. As Kato and Mynard (2015) addressed advisory talk as intentional reflective dialogue, advisers can incorporate these skills into their intentional advising discourse. The fifth is to be as minimally directive as possible throughout the sessions. TAs or language advisers should always apply more indirective strategies which is also signified by the scholars in the field (Benson, 2011; Kato & Mynard, 2015; Mozzon-McPherson, 2001; Stickler, 2001; Tassinari, 2016). In a close relationship with this issue at hand, structured awareness raising (Kato and Mynard, 2015) or strategy training (Mozzon-McPherson, 2001; Mynard & Carson, 2013) should be adapted into the classroom before group LaD sessions begin which may facilitate TAs and advisees to know more of what advising is, what to expect from advising and what not to. The last but not least, discussing about repetitive topics during group LaD sessions and not putting learners into the centre even for a few minutes throughout the sessions may entail these sessions to be ineffective. Hence, TAs or language advisers should take this into account by discussing about things triggered by the learners themselves instead of prescriptive issues as it was also discovered in the literature (Hobbs & Dofs, 2017; Kato & Mynard, 2015; Mozzon-McPherson, 2003; Mozzon-McPherson, 2007; Mynard & Carson, 2013; Rogers, 1969; Stickler, 2001; Uzun, Karaaslan, and Şen, 2016). This drawback of using appropriate strategies can be overcome with the help of well-organized training programs for TAs who conduct such group LaD sessions.

Furthermore, the other contributing points are addressed to language advisers titled as an adviser in SACs who holds individual LaD sessions as well as the enabler of peer advising sessions. This study displayed the results that group LaD sessions may also work for the better for the learners as they need to increase their interdependency and collaboration (Ciekanski, 2007; Hobbs & Dofs, 2017; Little, 1991; Sakata & Fukuda, 2012) to reach a level of LA. It might be understood thanks to this study that learners promote their LA by interacting with their peers and coming up with deeper level of reflections. Learners found peer interaction as the most emergent reason of group LaD's positivity in addition to seeing peer advising as something they utilize in their own studies. This can also pave the way for this study's title in regard to creating semi-independent EFL learners. Therefore, more peer interaction should be enabled by ignoring the drawbacks that Kato and Mynard (2015) issued about group LaD sessions.

Moreover, learners were able to promote their level of LA even if this study was quite different from the literature (Carson, 2013; Kato & Mynard, 2015; Reinders, 2018; Sakata & Fukuda, 2015) that generally supported the idea of LaD in tertiary level or individual group LaD. Therefore, it can be noted that group LaD might also provide more collaborative LA among Turkish high school learners whose 2015 PISA results (OECD, 2017) were lower in terms of collaborative problem-solving. The ways of this promotion were mostly regarding motivation, awareness, and effective language learners after group LaD sessions. Therefore, TAs can feel the need to adopt group LaD when they discovered some sorts of lack of motivation, awareness or learning strategies with their learners. This implementation can both enhance their learners' LA skills as well as problems that they face.

Another positive implementation of group LaD sessions can be via technology mediated processes of language learning. It was seen in this study that learners enhanced their autonomous actions mainly with technological items. Therefore, when learners discuss about being skilled at learning, the topic of technology can be more useful to lead them to more autonomy. High school TAs could utilize from this finding in their classrooms, as well.

In conclusion, all the given points can imply that TAs or language advisers who hold individual language advising sessions in high school or tertiary level might use these tips to benefit from group LaD sessions more. This study also proved to be fruitful for enhancing high school EFL learners' level of LA which Turkish education feels the need. Thus, more high schools in Turkey can consider of opening SACs or introducing group LaD sessions in their classrooms to entail to more motivated, autonomous, effective, and aware high school EFL learners.

6.1 Limitations and Further Suggestions

This study probed into the relationship between group LaD sessions and the promotion of learner autonomy with the support of peer advising, as well. However, some issues have not been able to be implemented into the study due to the limitations somehow. The initial limitation belongs to the number of learners who participated in the study as this study cannot reach results that are generalizable ($S=64$). Therefore, a study with a bigger scale might be useful to come up with generalized results for group LaD sessions and LA.

Another limitation was regarding time span of the study. As necessary permissions from MoNe were taken later than planned, more weeks could not be shared which may have provided the reason of not assisting all learners for complete transformation. That is why, minimum 14 weeks in one semester is recommended for such group LaD sessions' plans to promote LA. There might also be structured awareness raising session prior to the sessions on condition that there is more time flexibility.

The third point was regarding TAs' advising skills. Since there was no formal training for language advisers at the beginning of the study, TAs were trained to be certified student-coaches which did not match with LaD exactly although LaD took its roots in coaching skills, too. Hence, TAs or language advisers that might take role in such a research should be trained with formal LaD trainings as RILAE (The Research Institute for Learner Autonomy Education) and Kanda University began to do courses about LaD formally at the beginning of 2020.

The fourth limitation was regarding the researcher's not having been able to participate in the sessions to observe paralinguistic features or to take any field

notes because of the regulations. This may have prevented some data or finding to be obtained in a more concise way. It is suggested to be able to participate in the sessions if it is available.

The fifth is regarding the sample population, as well. Because participants were all from high school, it would also be useful to gain deeper insight as to younger learners' attitudes, autonomous skills with the help of group LaD sessions as there have been no studies that have been discovered by this time. Different age groups could be to investigate more about the age variable and its correlation with LA and LaD.

The last is about creativity in LaD sessions. As there have been not few studies in the literature regarding the relationship between group LaD sessions and their impact on fostering learners' creativity, it might be useful to shed light on the correlation between creativity, group LaD and LA in a wider and more focused study.

To sum up, this study sheds light on many different factors and reasons about group LaD sessions and their impact on LA. Nevertheless, there might be a variety of concerns that can provide more insightful data.

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APPENDICES

Appendix A: Autonomous Habits and Attitudes Towards Advising Questionnaire (AHAAQ)

Appendix B: Open-ended Questionnaire-Google Form

Appendix C: Structured Questions of Interview

Appendix D : Permission Letter retrieved from Provincial Ministry of Education

Appendix E : Permission Letter retrieved from the Institute of Social Sciences of Istanbul Aydın University

Appendix A

Autonomous Habits and Attitudes Towards Advising Questionnaire

Name-Surname:

School:

Gender:

Age:

Dear Students,

This questionnaire was prepared to see what autonomous actions Turkish High School EFL Learners perform themselves in terms of autonomous learning habits do. The aim of this questionnaire is to see what you as students are doing to learn autonomously and make use of these datum in our study.

Answering the questionnaire is based on voluntariness and your personal information is never going to be shared with anyone or anywhere apart from the study. The findings of the questionnaires are only going to be used within the study. You are going to display voluntariness to attend the study by answering the questions below.

Our request from you is not to assess the questionnaire as ‘True’ or ‘False’. Rather it is a questionnaire that must be answered objectively in terms of your condition. The number that you choose depends on how often you do that activity or how much you agree with that perception according to you. **1(One) refers to the fact that you never do this activity while learning English or you do not agree with that statement or perception at all. However, 5(five) indicates that you always do this activity, or you agree with that statement or perception completely.** We would like to thank you for your valuable contributions to our study.

Doğuş Aydın

		Never or Completely Disagree				Always or Completely Agree
1	I study English myself and I feel that I can learn.	1	2	3	4	5
2	I improve my English by entering websites or mobile apps related to English learning on my tablet, mobile phone or computer.	1	2	3	4	5
3	I improve my English by watching videos about learning English on the internet.	1	2	3	4	5
4	I use some vocabulary learning mobile apps to learn new English words and I improve my vocabulary level with them.	1	2	3	4	5
5	I look up dictionary and note down the words somewhere whose meanings I do not know when I saw in listening or reading exercises.	1	2	3	4	5
6	I do some kinds of activities not to forget the words that I noted down. (repetition, forming a sentence etc.)	1	2	3	4	5
7	I try to speak English with the people around me or my relatives who know English.	1	2	3	4	5
8	I create the speaking environment with foreign people (going to touristic places) and I try to speak English with them (tourists etc.).	1	2	3	4	5
9	I try to speak English myself loudly or with inner voice or in front of the mirror.	1	2	3	4	5
10	I buy English story books myself and read them or I read or listen to these books by finding on the internet.	1	2	3	4	5
11	I try to read English newspaper that I find on the internet or I buy from the newsagents.	1	2	3	4	5

12	I try to read and understand English text that I see.	1	2	3	4	5
13	I try to summarize English texts by writing myself that I read or listen or I try to write something about these texts.	1	2	3	4	5
14	I try to summarize English texts or videos by speaking myself that I read or listen or I try to talk something about these texts or videos.	1	2	3	4	5
15	I learn some phrases in English by watching English films or series and use these phrases.	1	2	3	4	5
16	I sometimes do English tests conducted by some schools, courses or on the internet and self-evaluate if my English improves or not.	1	2	3	4	5
17	I share new grammar topics that I learn with my teachers or friends and I evaluate if I learned these topics or not according to the information or comments that I collect from them.	1	2	3	4	5
18	I sometimes tell English grammar topics myself or summarize myself and I try to understand if I understand well or not.	1	2	3	4	5
19	I make some study plans when I study or learn English myself and I try to apply these plans.	1	2	3	4	5
20	I observe the people around me or my friends in my classroom when they speak English and I try to use the words or grammar structures from their speech that I like when I speak or write in English.	1	2	3	4	5
21	I try to write something in English myself about the subjects that I determined (sports, education, life etc.).	1	2	3	4	5
22	I re-read or re-listen to my spoken or written texts to find	1	2	3	4	5

	out my mistakes and correct.					
23	We exchange the texts that I wrote, and my friends wrote with each other and we try to find out each other's mistakes and try to tell each other.	1	2	3	4	5
24	I need somebody's guidance or advising when I study myself.	1	2	3	4	5
25	I need somebody to take advice to be able to understand in what ways I am good at or I have lack of when I learn English.	1	2	3	4	5
26	I realize how I will study English myself and what will be more beneficial with the help of the questions that my classroom teacher or the person whom I consult for his/her knowledge ask.	1	2	3	4	5
27	It is beneficial that my English teacher or the person whom I consult for his/her knowledge check if I performed the commitments related to my studies when I learn English.	1	2	3	4	5
28	I ask my classmates how they study or learn English and I pay attention to their advices and I try to apply them.	1	2	3	4	5
29	I advise my classmates about the strategies or study methods that I think useful or I use myself when I learn English.	1	2	3	4	5

Appendix B

Open-Ended Questionnaire-Google Form

This form is part of a PhD. Thesis that makes us gain a more profound insight regarding your feelings, opinions, and practices that you did to be able to learn autonomously at the end of each holding group language advising session. held in your classroom. To fill in the form is completely voluntary. Your answers' accuracy will be affecting the research and academia. Moreover, all the information about your identity will be kept as anonymous throughout the research. That is why, we do request you to reply the questions as objective and correct as possible.

1. **Question:** Which of the commitments or plans that you have made to improve your English since the session of last week have you performed? In short, what have you done to improve your English this week? (After the second session)
2. **Question:** Which skill do you feel that you have lack of or difficulty while learning English? (Questioned after the second and sixth session)
 - a) Vocabulary
 - b) Reading
 - c) Listening
 - d) Speaking
 - e) Writing
 - f) Grammar
 - g) Other
3. **Question:** Do you think that you have improved about the weak skill that you mentioned in the previous question after the sessions? (At the end of sixth session)
4. **Question:** Why do you feel that you are weak at this skill while learning English? Could you explain a bit more? (After the second session and sixth session)

5. **Question:** What did you feel or come up to your mind during the group language advising session this week? (At the end of each session)
6. **Question:** What did you become aware of yourself during the group language advising session this week? (At the end of each session)
7. **Question:** What were the things that you liked or did not like during the group language advising session this week? (At the end of each session)
8. **Question:** What are you planning to do to improve your English after the group language advising session this week? (At the end of each session)
9. **Question:** Do you believe that something has changed with you about learning English after the group language advising session this week? If you believe so, what do you think that has changed? (At the end of first, second and third session)
10. **Question:** What have you become aware of yourself regarding your learning English after holding group advising sessions so far? (At the end of fourth, fifth and sixth session)
11. **Question:** Do you believe that something has changed with you about learning English after all the holding group language advising sessions so far? If you believe so, what do you think that has changed? Could you tell in details? (At the end of fourth, fifth and sixth session)
12. **Question:** Do you think that you can learn or improve a foreign language yourself from now on? (At the end of fourth, fifth and sixth session)
 - a) Yes
 - b) No
13. **Question:** If your answer is YES, how can you accomplish this and what have you started doing so far to achieve this? If your answer is NO, why do you think that you cannot? (At the end of sixth session)
14. **Question:** Have you made use of your friends' opinions during the group language advising sessions? If yes, what are they? (At the end of sixth session)

15. **Question:** Did you think that one of your friends would contribute to your learning English before the group language advising sessions? (At the end of sixth session)
16. **Question:** Do you think that one of your friends will contribute to your learning English after the group language advising sessions? (At the end of sixth session)

Appendix C

Structured Questions of Interview with Students

1. Can you learn a foreign language without a teacher yourself? If yes, how? If not, why not?
2. Why do you think these sessions have been made? What were they useful for?
3. Do you think these sessions are useful? If yes, to what extent? If not, why not?
4. Have you felt any changes with you after the sessions? If yes, what are they? If not, why do you think you did not?

Appendix D

Permission Letter retrieved from Provincial Ministry of Education



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.9015517

07/05/2019

Konu : Anket ve Araştırma İzin Talebi.

VALİLİK MAKAMINA

- İlgi: a) İstanbul Aydın Üniversitesi'nin 11.01.2019 tarihli ve 245 sayılı yazısı.
b) MEB. Yen. ve Eğ. Tk. Gn. Md. 22.08.2017 tarih ve 12607291/ 2017/25 No'lu Gen.
c) Millî Eğitim Müdürlüğü Araştırma ve Anket Komisyonunun 06.05.2019 tarihli tutanağı.

İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitüsü doktora programı öğrencisi Doğuş AYDIN'ın "**Türk Lise Öğrencilerinin İngilizce Öğrenimindeki Özerklik Durumu ve Dil Danışmanlığına Bakış Açısı**" konulu tezi kapsamında, ilimiz Kağıthane ve Küçükçekmece ilçelerinde bulunan liselerde; anket uygulama istemi hakkındaki ilgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, **uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.**

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Levent YAZICI
İl Millî Eğitim Müdürü

- Ek:
1- Genelge.
2- Komisyon Tutanağı.

OLUR
07/05/2019

Ahmet Hamdi USTA
Vali a.
Vali Yardımcısı

Millî Eğitim Müdürlüğü Binbirdirek M. İmran Öktem Cad.
No:1 Eski Adliye Binası Sultanahmet Fatih/İstanbul
E-Posta: sgb34@mcb.gov.tr

A. BALTA VHKİ
Tel: (0 212) 455 04 00-239

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Appendix E

Permission Letter retrieved from the Institute of Social Sciences of Istanbul Aydın University

Evrak Tarih ve Sayısı: 03.03.2021-6051



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

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Konu :Doğuş AYDIN Etik Onay Hk.

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Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 09.01.2019 tarihli ve 2018/21 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Hüseyin KAZAN
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Bilgi için : NESLIHAN KUBAL

Telefon : 444 1 428

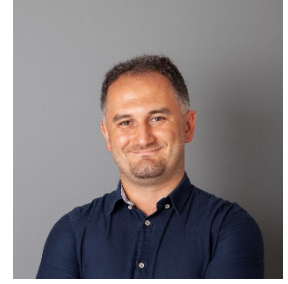
Unvanı : Yazı İşleri Uzman Yardımcısı

Web : <http://www.aydin.edu.tr/>

Keş Adresi : iau.yazisleri@iau.hs03.kep.tr



RESUME



Name Surname: Doğuş Aydın

Place of birth: Istanbul/Fatih

E-mail: doaydin@gmail.com/dogus.aydin@iku.edu.tr

Education:

Bachelor: Istanbul University- English Language and Literature

Master: Sakarya University- Public Administration

Doctorate: Istanbul Aydın University- English Language and Literature

Work Experience:

Istanbul Kültür University- Department of Foreign Languages Education Part-time

