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## **Evaluation of 2018 Secondary Education English Lesson Curriculum in Terms of Learner Autonomy**

**id** Selver Kılıçaslan, English Lecturer  
Kırşehir Directorate of National Education, Türkiye  
selkilicaslan@gmail.com  
Orcid ID: 0000-0002-9976-7214

**id** Menderes Ünal, Assoc.Prof.Dr. Corresponding Author  
Kırşehir Ahi Evran University, Türkiye  
menderesunal@gmail.com  
Orcid ID: 0000-0001-9439-3308

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## **Abstract**

The purpose of this study is; to determine the level of learner autonomy in the 2018 Secondary Education English Lesson Curriculum. This study was conducted in the 2020-2021 academic year and is a qualitative study conducted in the case study model. Document analysis was used as data collection method. The study subject of this research is “2018 Secondary Education English Lesson (9th, 10th, 11th and 12th Grades) Curriculum”. As a result of the literature review conducted in line with the purpose of the study, an evaluation criteria form was created for the evaluation of the curriculum: Determination of general objectives, education processes, measurement and assessments, teacher’s role, student’s role and learning outcomes are discussed. The data obtained from curriculum evaluation were analyzed by descriptive analysis method. The findings obtained from the analysis of the Secondary Education English Lesson Curriculum show that it includes practices of learner autonomy in determining goals, education and training processes, assessment, teacher’s role, student’s role and learning outcomes.

**Keywords:** Learner autonomy, curriculum and instruction, foreign language teaching

## **Introduction**

The aim of teachers in foreign language lessons in today's world, is to improve students' communication skills in the target language. (Legenhausen and Little, 2017). Similarly, in our country, as stated in the Secondary Education English Lesson (9th, 10th, 11th and 12th Grades) Curriculum (SEELC) the purpose of English courses is to improve students' communication skills in English (Ministry of National Education [MONE], 2018). In this regard, it is important to develop learner autonomy skills, which are an important factor in having communicative skills. The concept of learner autonomy in the field of foreign language has gained importance with the replacement of traditional teaching methods and approaches by humanist approach, constructivism, communicative approach, technology and learner-based approaches. (Benson, 2001). However, the fact that students do not have enough information about how to improve their language skills is due to the fact that they have difficulties in their own learning processes. This process has revealed the importance of teaching students their own learning processes. Therefore, learner autonomy issue has drawn the attention of researchers (Balçıkanlı, 2008). Chan (2001) states that learner autonomy is widely accepted and adopted as an educational goal in the foreign language teaching profession. Benson (2013) similarly highlights the importance of learner autonomy and states that it is a desired goal in language education.

Although the definition of learner autonomy has been made by many researchers in the literature, the most widely accepted definition was made by Holec and Holec (1981) defines autonomy as the ability to take charge of one’s own learning and explain it comprehensively as being able to take charge of one’s own learning, it is also being able to take responsibility for their decisions concerning all aspects of this learning,. That is:

- a) Determining the objectives,
- b) Defining the contents and progressions,
- c) Selecting methods and techniques to be used, and
- d) Evaluating what has been acquired.

Dickinson (1987) states that autonomy can be developed in some ways. Some of these are as follows: by giving individuals practice to make decisions in their own learning, working on problems in cooperation with others, producing mutual solutions, and exchanging ideas with others. Ma and Ma (2012) also state that meeting with students and considering their wishes and needs while creating the curriculum will improve students' motivation, and more importantly, this will encourage them to take responsibility for their own learning, and thus learner autonomy will develop. Dam (2010) mentions the benefits of these activities and states that giving students the right to choose motivates them and that making choices in one's own learning process makes them feel more "responsible" and strengthens their "self-esteem".

Many projects carried out by the Council of Europe emphasize the importance of students' being independent as users of the target language and learning to learn (Little, 1996). According to Holec (1996), learning ability in language learning requires both knowledge and skill. Knowledge covers the concepts of language proficiency and language awareness. Knowledge in the field of language learning also includes concepts such as what the language acquisition process is and what learning behaviors are. Skill is to make knowledge functional. That is, it means that learning to learn includes acquiring these knowledge and skills.

Harmer (2001) states that if students do not try to learn a language outside of class hours, they will never be able to learn that language. This view reveals the importance of autonomous learning in effective learning. According to Harmer, the reason for this is that the complex and different structure of the language does not make it possible to learn that language in one lesson. Therefore, in order for students to really make progress in the language they are learning, they need to have adequate exposure to and opportunities to use the language. For this reason, he states that students should develop their own learning strategies in order to become autonomous learners.

It is widely accepted that the curriculum plays a key role in ensuring learner autonomy (Trebbi, 2003). Benson (2001) states that one of the six approaches that can be used in the development of autonomy is "Curriculum-Based Approaches". The benefit of making a curriculum according to the wishes and needs of the learner is the issue that such approaches emphasize. Although there is no predetermined content in such curriculums, the content is determined in the process according to the interests and needs of the learners. In this process, learners and teachers need to cooperate while making decisions.

The subject of learner autonomy is seen to be included in the SEELC. In this regard, it is stated in the curriculum that developing learner autonomy is one of the basic principles of the curriculum and one of the main aims of the curriculum is to enable students to use English in a self-directed way (MONE, 2018). No study was found on the evaluation of the curriculum in terms of autonomy. However, it is important to evaluate the curriculum. Because; in science and technology, in social and political life, as a result of the changes and developments arising from the biological and cultural changes in the individual to be educated, every curriculum should be re-evaluated, revised and arranged every time (Alacapınar and Sönmez, 2015). According to Demirel (2015) curriculum evaluation is the process of making decisions about the effectiveness of the program. In this regard to find out the effectiveness of SEELC was evaluated in terms of

learner autonomy. Based on the benefits of learner autonomy mentioned above, it has been tried to reveal what level of autonomy the curriculum has.

In this research, it is aimed to determine the level of learner autonomy of 2018 SEELC. The sub-objectives prepared in line with the purpose of the research are as follows:

1.What is the level of learner autonomy in determining the general objectives in 2018 SEELC?

2.What is the level of activities for learner autonomy in learning outcomes in 2018 SEELC?

3.What is the level of activities for learner autonomy in education process in 2018 SEELC?

4.What is the level of learner autonomy in measurement and assessment in 2018 SEELC?

5.What is the level of learner autonomy in teacher roles in 2018 SEELC?

6.What is the level of learner autonomy in student roles in 2018 SEELC?

## **Method**

This study is a qualitative study carried out in the case study model. In qualitative research, it is at the forefront of obtaining in-depth data that questions the reasons for the purpose. In this study, a case study was preferred because it was thought that it would provide a more comprehensive view of the 2018 Secondary Education English Lesson (Grades 9, 10, 11 and 12) Curriculum (SEELC). The study group/subject is 2018 SEELC content. As a data collection technique, document analysis, one of the qualitative data collection tools, was used. Document analysis includes the analysis of written materials containing information about the facts and cases that are aimed to be investigated. Document review can be a stand-alone data collection method, or it can be used in conjunction with other data collection methods (Şimşek and Yıldırım, 2018).

As a data collection tool, an "Evaluation Criteria Form" was created by the researcher to evaluate 2018 SEELC in terms of learner autonomy. The evaluation criteria form was created after a literature review on learner autonomy and classified as the main headings of determination of needs, determination of goals, education and training processes, assessment, teacher's role, and student's role. Opinions of three different experts were taken to ensure the validity and reliability of the prepared criteria. One of the experts is a lecturer in the division of curriculum and instruction on educational sciences. Another expert is a lecturer working in the field of foreign language education at a university. The other specialist is an English teacher who continues her postgraduate education in curriculum and instruction and works at a secondary education institution. Necessary corrections were made after expert opinion. Inappropriate items were removed, expression errors were corrected, and expressions were edited. Asking people who have general knowledge about the research subject and specialized in qualitative research methods to examine the research in various dimensions is another measure that can be taken in terms of credibility. The expert, the researcher at various stages of the study; It helps to increase the quality of the research by providing feedback in the process from the design of the research to the collected data, from analyzing them to writing the results (Şimşek and Yıldırım, 2018).

Descriptive analysis method was used in the analysis of the data obtained as a result of the analysis of the curriculum. In order to determine the autonomy level of the "2018 SEELC", the evaluation criteria form, which was created by the researcher and arranged according to expert opinions, was used. Within the framework of these criteria, the curriculum was examined and data was collected. The outcomes were analyzed descriptively in line with the information obtained as a result of the literature review. The frequency numbers of the findings obtained are given in the table and the data obtained from the curriculum are presented without changing under the table. The entire curriculum is considered as a whole. The data determined in the curriculum regarding autonomy are expressed numerically in the criteria table. Frequencies of recurrence were determined and their frequencies were given in the table. The curriculum examined by the researcher and the completed evaluation form were also examined by another researcher in order to ensure its reliability and the reliability formula suggested by Miles and Huberman (1994) was used to calculate the reliability of the study. Reliability = Consensus / (Agreement + Disagreement). As a result of the calculation (182/189), the reliability of the research was calculated as 96%.

### **Ethical Permits of Research**

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were not carried out.

### **Ethics Committee Permission Information:**

Name of the committee that made the ethical evaluation = Kırşehir Ahi Evran University Social and Human Sciences Scientific Research and Publication Ethics Committee.

Date of ethical evaluation decision= 04.03.2021.

Ethics assessment document issue number=2021/1/25.

### **Findings**

The findings regarding the level of learner autonomy in determining general objectives in 2018 SEELC are given in Table1.

Table 1. *The findings regarding the level of learner autonomy in determining general objectives in 2018 SEELC*

Setting Goals	Grade 9	Grade 10	Grade 11	Grade 12
	f	f	f	f
The needs, expectations and interests of the students are taken into account	6	6	6	6
Students can decide their own goals	4	4	4	4
Students are involved in the goal setting process.	-	-	-	-
Total	10	10	10	10

When Table 1 is examined, it is seen that there are 10 frequencies at all grade levels related to the theme of determination of general objectives. While six frequency numbers are seen at all grade levels related to the item "The needs, expectations and interests of the students are taken into account in determination of goals."; there are four frequency numbers at all grade levels related to the item; "Students can decide on their own goals.". On the other hand the item; "Students are involved in the goal setting process." has no frequency number.

The findings about the level of activities for learner autonomy in the learning outcomes in 2018 SEELC are given in the table below.

Table 2. *The findings about the level of activities for learner autonomy in learning outcomes in the 2018*

Grade Levels	f
Grade 9	33
Grade 10	26
Grade 11	27
Grade 12	30
Total	116

Table 2 depicts that the total number of statements about learner autonomy in learning outcomes is 116. It is understood that the class with the highest number of expressions involving autonomy in learning outcomes is 9th grades. It is seen that the 12th grades are in the second place with the number of learner autonomy-30, the 11th grades are in the third place with the number of 27-autonomy expressions, and the 10th grades are in the fourth place with the emphasis on 26-learner autonomy.

Findings regarding the level of learner autonomy in education processes in 2018 SEELC are given in the Table 3 below.

Table 3. *Level of learner autonomy in education processes in 2018 SEELC*

	Grade 9 f	Grade 10 f	Grade 11 f	Grade 12 f
Education Processes				
The curriculum supports learning outside the classroom.	18	18	18	18
The interests, needs and expectations of the student are taken into account in the selection of the content.	15	15	16	16
The curriculum directs the student to out-of-class practices	14	14	14	14
Self-directed learning practices are included	13	13	13	13
Creating environments where the responsibility of learning is entirely on the student	12	12	12	12
The student has the right to choose the content and activities.	11	11	11	11
Language teaching approaches that emphasize learner autonomy are included	6	6	6	6
Students can make connections between their new learning and their previous learning.	7	6	5	5
Content tracking can be flexible.	1	1	1	1
Students make decisions during the learning process.	1	1	1	1
Students are given the right to choose their own learning strategies.	-	-	-	-
Students take part in the selection of textbooks.	-	-	-	-
Total	98	97	97	97

Table 3 illustrates that a total of 98 frequencies are seen at the 9th grade level, and a total of 97 frequencies at the 10th, 11th and 12th grade levels related to the theme of education processes. "The curriculum supports learning outside the classroom." item has 18 frequencies at all grade levels. "The student's interests, needs and expectations are taken into account in the selection of content." item has 15 frequencies at 9th and 10th grade levels and 16 frequencies at 11th and 12th grades.

The item "The curriculum directs the student to out-of-class practices" has 14 frequency numbers at all grade levels. "Self-directed learning practices are included." item has 13 frequencies at all grade levels. The item "Creating environments where the responsibility of learning is entirely on the student" has 12 frequencies at all grade levels. The item "The student has the right to choose the content and activities." has 11 frequencies at all grade levels. "Language teaching approaches that emphasize learner autonomy are included." item has six frequency numbers at all grade levels. "Students can make connections between their new learning and with their previous learning." item has seven frequencies at 9th grade, six at 10th grade, and five at 11th and 12th grades. On the other hand, "Content tracking can be flexible." and "Students make decisions during the learning process." items have only one frequency number. "Students are given the right to choose their own learning strategies." and "Students take part in the selection of textbooks." Items have no autonomous expressions were found regarding these last two items.

The findings regarding the level of learner autonomy in measurement and assessment in 2018 SEELC are given in the Table 4 below.

Table 4. *The Level of Learner autonomy in Assessment in 2018 SEELC*

Assessment	Grade 9	Grade 10	Grade 11	Grade 12
	f	f	f	f
Alternative-oriented assessment tools are included.	15	15	15	15
The student makes self-assessment.	8	9	9	4
Student makes peer assessment.	3	3	3	3
The students can decide on their own assessment.	-	-	-	-
The student's interests, needs and expectations are taken into account in the assessment	-	-	-	-
Total	26	27	27	22

Examining Table 4, there are 26 frequencies at the 9th grade level, 27 frequencies at the 10th and 11th grade levels, and 22 frequencies at the 12th grade level of learner autonomy in measurement and assessment in 2018 SEELC. The item with the highest frequency is "Alternative-oriented assessment tools are included."

The item "Student makes self-assessment" has eight frequencies at the 9th grade, nine at the 10th and 11th grades, and four at the 12th grade. "The student makes peer assessment." The frequency number of the item is three. The fourth item in Table 4 is about the student's decision to make his own assessments. There is no information about this in the curriculum. That is; "The student can decide on their own assessment." and "The student's interests, needs and expectations are taken into account in the assessment." items do not have frequency numbers.

The findings regarding the level of learner autonomy in teachers' roles in 2018 SEELC are given in Table 5.

Table 5. *The findings regarding the level of learner autonomy in teachers' roles in 2018 SEELC*

Teachers' roles	Grade 9	Grade 10	Grade 11	Grade 12
	f	f	f	f
The role of the teacher is defined as the resource person and the guide, the person who manages the activities and directs the student.	4	4	4	4
The teacher delegates some control to the students	1	1	1	1
Total	5	5	5	5

When Table 5 is examined, it is seen that the theme of the role of the teacher has a total of 5 frequencies at all grade levels. "The role of the teacher is defined as the resource person and the guide, the person who directs the activities and guides the student." The frequency number of the item is four. "The teacher delegates some control to the students." item has only one frequency number.

The findings in relation with the level of learner autonomy in students' roles in 2018 SEELC are given in Table 6 below

Table 6. *The findings regarding the level of learner autonomy in students' roles in 2018 SEELC*

Students' Role	Grade 9	Grade 10	Grade 11 f	Grade 12
	f	f		f
Active	4	4	4	4
Willing to learn the language of the course.	3	3	3	3
Learn independently regardless of the process.	2	2	2	2
Eager to learn	2	2	2	2
Take every opportunity to improve her learning.	2	2	2	2
Participate in out-of-class activities.	2	2	2	2
Critical	1	1	2	1
Take advantage of their environment strategically.	1	1	1	1
Can assess their own and others' needs	1	1	1	1
Highly motivated	1	1	1	1
Goal oriented	1	1	1	1
Organized-Regular	1	1	1	1
Hard-working	1	1	1	1
Entrepreneur	1	1	1	1
Total	23	23	24	23

Table 6 depicts that the theme of the student's role has 23 frequencies at the 9th, 10th and 12th grade levels, and 24 frequencies at the 11th grade level. Students' role of being active has four frequencies; the role of being willing to learn the language has three frequencies; It is seen that the role of being able to learn independently from the process, being eager to learn, taking every opportunity to improve their learning and participating in out-of-class activities have two frequency numbers. Among the other items in Table 6, the items "being critical, strategically benefiting from the environment they are in, evaluating their own needs and the needs of others, being; highly motivated, goal-oriented, organized, hardworking, entrepreneurial" have one frequency number each.

## Discussion and Conclusion

The first sub-objective of the research is about the level of learner autonomy in determining the general objectives. According to the data obtained from the research, in determining the objectives; while it has been seen that students' ability to decide on their own objectives and taking into account the needs and expectations of students in determining objectives have been taken into account in the curriculum. In the improvement of learner autonomy, Little (2004) mentions that they established a counseling service in their previous study to help students decide on their own objectives, content, methods and techniques, monitor their progress and evaluate their results. As a result of their studies, they observed that the students who completed the program made great progress in German. This reveals the benefits of students' participation in these processes. The lack of student participation in the needs determining processes and determination of the objectives in 2018 SEELC is a deficiency in terms



of learner autonomy, but it is stated in the 2023 Education Vision that a data-based management approach will be adopted with learning analytics tools. It is stated that in this way, it will be possible to evaluate all processes from measuring the effectiveness of the curriculum to the analysis of physical capacity and personnel needs, and even to make decisions regarding the individual performance of the students, and to take the necessary actions in time (2023 Education Vision). The lack of student participation in the needs determination processes and the determination of the objectives in the curriculum does not mean that the program does not support learner autonomy. Because in many parts of the curriculum, learner autonomy is emphasized and activities to improve learner autonomy are included, as will be explained in the following sections. As the person who will carry out these activities in the classroom environment is the teacher, so the roles of the teacher gain importance here. Dam (1995) states that the development of learner autonomy depends on teachers' teaching how to learn. In addition, he emphasizes the role of teachers in involving students in decision-making processes and encouraging them to create attainable learning goals (Çakıcı, 2015).

The second sub-objective of the research is about the level of activities for learner autonomy in the learning outcomes in 2018 SEELC. The data obtained reveals that autonomy activities are included in the learning outcomes at each grade level. The number of activities for learner autonomy included in the learning outcomes at each grade level is close to each other. 33 learner autonomy activities have been revealed out of 88 learning outcomes at 9th grade level. There are 79 learning outcomes in total at the 10th grade level. Out of 26 of these learning outcomes have been found to be associated with learner autonomy. Out of a total of 68 learning outcomes at the 11th grade level, 27 are related to learner autonomy. Finally, there are 87 learning outcomes at the 12th grade level. It has been determined that 30 of them are associated with learner autonomy. In learning outcomes; there are many activities where students can take an active role in their own learning process, such as dialogues, group work, out-of-class activities, asking and answering questions, speaking activities, real-life processes, role-playing, making presentations, preparing projects, online activities, writing on blogs. These activities used in the learning outcomes are similar to the activities suggested in the literature to improve learner autonomy. For example, according to Dam (2011), the activities implemented in autonomous classrooms should be at a level that will force both successful and unsuccessful students, but not frighten them. He also states that the use of the target language is essential and that activities should be organized in which students will use the target language. Some of the activities that Dam recommends are as follows: A short talk with his partner, making a radio program / TV program, preparing a PPT presentation, preparing a talk show, preparing a text in pairs or in small groups, preparing questions about the text, preparing their own learning materials (preparing word cards, games, etc.). Bhattacharya and Chauhan (2010) similarly emphasizes the importance of factors such as interaction, negotiation and cooperation, in order to improve learner autonomy. Liu, Huang, and Xu (2018) in their study investigating the effect of individual and group digital storytelling activity on various learning outcomes, have revealed that students working in collaboration performed better in achievement test and autonomous learning scores than students working individually.

The third sub-objective of the research is to determine the level of activities for learner autonomy in education and training processes in 2018 SEELC. Looking at the items discussed in

this section, it can be said that the curriculum includes activities for learner autonomy in education and training processes. The data obtained shows that the curriculum supports out-of-class learning, considers the interests, needs and expectations of students in content selection, includes self-directed practices, directs students to out-of-class practices, and creates environments where the responsibility of learning is entirely on the student. In addition, the curriculum also includes approaches that emphasize learner autonomy. Furthermore, the data obtained from the curriculum also show that students are involved in the learning process and are able to connect with their previous learning. All these items mentioned are considered important in terms of learner autonomy. The regulation of education and training processes is necessary and important in terms of learner autonomy. As Benson (2001) states, learner autonomy can be improved if the conditions are made appropriate and regulated. In order to fulfill the appropriate conditions; considering student needs (Ma and Ma, 2012), giving students the right to choose, informing what is expected from them (Dam, 2010), directing students to extracurricular activities, and giving assignments appropriate to their interests and needs (Harmer, 2001) is considered important. Apart from these, various learning approaches also improve learner autonomy. Blended learning is emphasized in the curriculum. Bitlis (2011), who investigated whether Blended learning improves learner autonomy in her study, obtained the data that students exhibit and use their autonomy skills in blended learning environments as a result of the study. One of the learning approaches mentioned in the curriculum is computer assisted language learning. Kızmaz (2019) has found in her semi-experimental study that "Computer Assisted Language Learning" helps students increase their level of self-perception of autonomy. In addition, in this study, it has been concluded that there is a meaningful increase in students' material selection skills, awareness of learning strategies, self-study skills and self-evaluation skills. Another learning approach mentioned in the curriculum is Mobile Assisted Language Learning. Alzubi and Hazaea (2018) in their study, in which they investigated the effect of Mobile Assisted Language Learning on autonomous learning in English reading content in foreign language learning, have found that students developed their autonomy tendencies. They also state that in this way, students are not only limited to the classroom environment, but also carry their learning out of the classroom. As a result of an experimental study, Birsöz-Özköse (2017) conducted, she has found that autonomy has a positive effect on developing writing skills. Süğümlü (2016) has concluded that activities aimed at gaining learner autonomy skills and writing skills practices based on learner autonomy increase students' attitudes, motivation and autonomy towards writing. It is stated that activities aimed at gaining student autonomy skills and carrying out writing activities on the basis of student autonomy are effective in the success of students in their writing studies and in increasing their attitude and motivation towards writing. These studies show that autonomy activities contribute to the development of students' autonomy skills and language skills. Although the curriculum includes activities for learner autonomy, some studies see the curriculum as an obstacle in developing autonomy. In his research, Dede (2017) has found that the instructors think that the curriculum does not give importance to learner autonomy and that they see the curriculum as an obstacle in the autonomy practices. Similarly, Alshumaimeri and Borg (2017) have found from the data they obtained from the interviews with the teachers that one of the factors hindering learner autonomy is the curriculum. Another information sought in the curriculum regarding education and training processes is whether

students are included in the selection of textbooks. No data could be obtained on this subject. Since students' taking part in decision-making processes in the development of learner autonomy is considered important (Little, 2007; Voller, 1997), the lack of information on this issue can be seen as a deficiency.

The fourth sub-objective of the research is to determine the level of learner autonomy in assessment in 2018 SEELC. Alternative-oriented assessments, self and peer assessments are included in the program. One of the assessment approaches mentioned in the curriculum is portfolios. Various studies reveal that portfolios improve learner autonomy. Rao (2006) states that portfolios both involve students in the evaluation process and improve their English learning. Rao also states that portfolios improve students' self-learning process. In a similar study, Lo (2010) has revealed that portfolios help learner autonomy and that students gain awareness of the concept of learner autonomy thanks to portfolios. Self-assessment, which is an important type of assessment in terms of learner autonomy, is also included in the curriculum. Bajrami (2015) states that self-assessment is an important element in terms of learner autonomy, because in self-assessment, students' self-evaluation of their learning processes reduces their dependence on the teacher. Gholami (2016), who investigated the relationship between assessment and autonomy, has concluded that self-assessment has a positive effect on autonomous learning. Kuluşaklı (2019) has concluded in her research that students can develop their autonomous learning capacity and that they can develop this capacity by explicitly teaching strategies. The researcher also states that students' autonomy can be increased through feedback. Kim (2014) has found in her study that the role of the teacher and giving feedback are effective on autonomous learning. In this study, the teacher both ensured the participation of the students in the activities and provided feedback by supporting the weaknesses of the students in order to improve their speaking skills. All these studies reveal that feedback is effective in improving student autonomy. Another assessment approach mentioned in the curriculum is blogs. Studies show that blogs are also effective in improving learner autonomy. According to the data Lee (2011) obtained from the survey results, blogging improved students' autonomy through self-regulation and self-management. Bhattacharya and Chauhan (2010) state that blogging can improve learner autonomy by increasing students' awareness of their own decisions and by improving their language and cognitive skills. In their study, they have revealed that blogging provides this. They also state that students have improved their ability to make independent decisions and act. Studies show that alternative assessment types improve learner autonomy. It is revealed that alternative assessment types are also included in the Secondary Education English Lesson Curriculum. As a result, it is seen that the curriculum supports learner autonomy in assessment. However, although there is no direct statement about the ability of students to decide on their own assessments and the consideration of the student's interests, needs and expectations in the assessment, their existence can be mentioned indirectly. The curriculum offers various practices in assessment and evaluation. It is seen that the "Discussion Time, Video Blog Entry, Tech Peck and E-Portfolio" mentioned in the "Assessment and Evaluation" section are included in each unit at every grade level. In the "Major Philosophy and Objectives" section of the curriculum, it is stated that authentic assessment techniques reflecting the tasks that students will encounter outside of school are used. Tools such as portfolios, projects and/or communicative activities are emphasized in the section "Characteristics of English Teaching and Learning Environments (Grades 9-12)". In the

“Assessment and Evaluation” section, it is stated that portfolios, projects and other work of students should affect the overall average of students. In the "Major Philosophy and Objectives" and "Assessment and Evaluation" sections of the curriculum, self-evaluations and peer evaluations are emphasized. Including a wide variety of assessment types shows that students' interests, needs and expectations are taken into account. The person who will present this diversity to the students to decide their own assessment and give them the right to choose is the teacher in the classroom environment. As stated in the curriculum, teachers should encourage students to be autonomous (MEB, 2018).

The fifth sub-objective of the research is to determine the level of learner autonomy in teacher roles in 2018 SEELC. The section on teacher characteristics in the curriculum reveals the role of the teacher as the resource person and guide, the person who manages the activities and directs the student. Similar roles of teachers in the development of learner autonomy are also mentioned in the literature (Scharlo and Szabo, 2000; Voller, 1997; Camilleri 1997). In addition, conducted studies show that positive results were obtained in the autonomy skills of the students of the teachers who included autonomy practices and approaches. This reveals the importance of teacher roles in autonomy skills. The study by Çetinkaya (2019) has revealed that instructors prefer approaches and strategies that support autonomy in order to ensure their students' autonomy, and that students' understanding of autonomy is based on the support and encouragement of the instructor in the classroom environment. Pekkanlı-Egel (2009) in a literature study has concluded that students need teachers' guidance in order to gain autonomy and that teachers can develop students' autonomous skills.

The sixth sub-objective of the research is to determine the level of learner autonomy in student roles in 2018 SEELC. In the curriculum, when student roles are examined, students'; being active and willing, able to learn independently from the process, eager to learn, seizing every opportunity to improve their learning and participating in projects outside the classroom, being critical, being able to strategically benefit from the environment they are in, evaluating their own needs and the needs of others, being highly motivated and goal-oriented, organized, hardworking and entrepreneurial roles are mentioned. While Legenhausen and Little (2017) define autonomous student roles as “communicator, experimental and intentional”, Hughes (2003) define autonomous learners as; having self-awareness, thinking critically, having the ability to create their own questions and to plan their own learning, being able to collaborate with their peers and having the ability to conduct research. Although the curriculum emphasizes learner autonomy in student roles, it is seen that students mostly avoid taking responsibility for their own learning while learning a foreign language, as seen in the studies mentioned below. According to the results of research Okumuş-Ceylan (2015) has conducted, students have certain teacher and student roles in their minds, and although students feel like they can take responsibility in some areas of their own learning, students see the teacher as an authority and decision maker. Dede (2017) has concluded that students do not tend to learn English when they do not have homework, they are dependent on their teachers, they expect to be directed, they avoid taking responsibility in choosing resources, and they avoid autonomous learning. İşler (2019) has concluded that students are only autonomous to a certain extent and that they do not do most of the extra-class activities to improve their language skills.

## **Recommendations**

According to the results of the research, the following recommendations can be made: Students should be involved in decision-making at every stage of the process in terms of improving learner autonomy in new curriculums to be made. Students should also be included in the decision-making processes during the selection of textbooks. In addition, studies should be carried out to inform secondary school English teachers about learner autonomy and their awareness should be increased. In assessment and evaluation, environments where students can decide on their own assessment should be created by teachers. Teachers should involve students in decision-making processes in the classroom and create awareness in students about learner autonomy. It should be ensured that teachers realize the importance of their role in this issue.

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## **BIOGRAPHICAL NOTES**

### **Contribution Rate of Researchers**

Author 1: 50%

Author 2: 50%

### **Conflict Statement**

There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research



## Genişletilmiş Türkçe Özet

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### 2018 Ortaöğretim İngilizce Dersi Öğretim Programının Öğrenen Özerkliği Açısından Değerlendirilmesi

#### Giriş

Ulusal ve Uluslararası ölçekte iletişimin öneminin her geçen arttığı dünyamızda, yabancı dil derslerinin öncelikli amacı öğrencilerin hedeflenen dilde iletişim becerilerini geliştirmektir (Legenhausen ve Little, 2017). Ülkemizde de benzer şekilde, İngilizce derslerinin amacı Ortaöğretim İngilizce Dersi (9, 10,11 ve 12. Sınıflar) Öğretim Programında (ÖİDÖP) öğrencilerin İngilizce olarak iletişim becerilerini geliştirmek olarak ifade edilmiştir (Milli Eğitim Bakanlığı [MEB], 2018). İletişimsel beceriye sahip olmada önemli bir faktör olan öğrenen özerkliği becerilerinin geliştirilmesi bu bakımdan önem arz etmektedir. Yabancı dil alanında öğrenen özerkliği kavramı hümanist yaklaşım, yapılandırmacılık, iletişimci yaklaşım, teknoloji ve öğrenen temelli yaklaşımların geleneksel öğretme yöntem ve yaklaşımlarının yerini almasıyla birlikte önem kazanmıştır (Benson, 2001). Ancak öğrencilerin dil becerilerini nasıl geliştireceklerine dair yeterince bilgiye sahip olmadıklarından kendi kendilerine öğrenme süreçlerinde zorluklar yaşamaktadırlar. Bu durum da öğrencilere kendi kendilerine öğrenme süreçlerini yönetmenin önemini ortaya çıkarmıştır. Dolayısıyla, araştırmacıların öğrenen özerkliği (learner autonomy) konusu dikkatlerini çekmiştir (Balçıkkanlı, 2008). Chan (2001), yabancı dil öğretimi mesleğinde öğrenen özerkliğinin bir eğitim hedefi olarak yaygın bir şekilde kabul gördüğünü ve benimsendiğini belirtmektedir. Benson (2013) da benzer bir şekilde, öğrenen özerkliğinin önemine dikkat çekmektedir ve dil eğitiminde istenilen bir hedef olduğunu belirtmektedir.

Öğrenen özerkliğinin sağlanmasında, programın anahtar rol oynadığı yaygın bir şekilde kabul görmektedir (Trebbi, 2003). Benson (2001) özerkliğin geliştirilmesinde kullanılacak altı yaklaşımdan birinin de "Program Temelli Yaklaşımlar" olduğunu belirtmektedir. Öğrenenin istek ve ihtiyaçlarına göre bir program yapmanın faydası bu tarz yaklaşımların üzerinde durduğu konudur. Bu tarz programlarda önceden belirlenen bir içerik olmamakla birlikte, içerik

öğrenenlerin ilgi ve ihtiyaçlarına göre süreç içinde belirlenir. Bu süreçte de öğrenen bireyler ve öğretmenlerin karar verirken işbirliği içinde olması gerekmektedir.

OİDÖP' de (MEB, 2018), öğrenen özerkliği konusuna yer verildiği görülmektedir. Bu konuda, programda, öğrenen özerkliğini geliştirmenin, programın temel ilkelerinden biri olduğu belirtilmektedir ve programın temel amaçlarından birinin de öğrencilerin İngilizceyi öz-yönelimli şekilde kullanmalarını sağlamak olduğu belirtilmektedir. Özerklikle ilgili yapılan çalışmalarda, öğretim programının özerklik açısından değerlendirmesine yönelik bir çalışmaya rastlanılmamıştır. Ancak öğretim programlarının değerlendirilmesi program geliştirme açısından oldukça önemlidir. Çünkü; bilim ve teknikte, toplumsal, siyasal yaşamda, eğitilecek bireydeki biyolojik ve kültürel değişmelerin kendi yapısından doğan değişme ve gelişmelerin sonucu, her program her defasında yeniden değerlendirilmeli; gözden geçirilip düzenlenmelidir (Alacapınar ve Sönmez, 2015). Demirel'e (2015) göre program değerlendirme, programın etkililiği hakkında karar verme sürecidir. Bu nedenle bu çalışmada da OİDÖP öğrenen özerkliği kapsamında değerlendirilmiştir. Yukarıda belirtilen öğrenen özerkliği kavramının faydalarından hareketle, programın ne düzeyde özerkliğe sahip olduğu ortaya konulmaya çalışılmıştır.

Bu çalışmada 2018 OİDÖP' de öğrenen özerkliğinin ne düzeyde olduğunun belirlenmesi amaçlanmaktadır. Araştırmanın amacı doğrultusunda hazırlanan alt amaçlar şunlardır:

- 1.2018 OİDÖP' de genel amaçların belirlenmesinde öğrenen özerkliği ne düzeydedir?
- 2.2018 OİDÖP' de kazanımlarda öğrenen özerkliğine yönelik etkinlikler ne düzeydedir?
- 3.2018 OİDÖP' de eğitim öğretim durumlarında öğrenen özerkliğine yönelik etkinlikler ne düzeydedir?
- 4.2018 OİDÖP' de değerlendirmede öğrenen özerkliği ne düzeydedir?
- 5.2018 OİDÖP' de öğretmen rollerinde öğrenen özerkliği ne düzeydedir?
- 6.2018 OİDÖP' de öğrenci rollerinde öğrenen özerkliği ne düzeydedir?

## **Yöntem**

Bu çalışma, durum çalışması modelinde gerçekleştirilen nitel bir çalışmadır. Nitel araştırmalarda amaç doğrultusunda, nedenleri sorgulayan, derinlemesine veri elde etme ön plandadır. Bu çalışmada, 2018 Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar) Öğretim Programı'na daha kapsamlı bakış sağlayacağından dolayı durum çalışması tercih etmiştir. Çalışma grubu/konusunu "2018 Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar) Öğretim Programı" oluşturmaktadır. Veri toplama tekniği olarak nitel veri toplama araçlarından doküman incelemesi kullanılmıştır. Doküman incelemesi, araştırılması hedeflenen olgu ve olgular hakkında bilgi içeren yazılı materyallerin analizini kapsar. Doküman incelemesi tek başına bir veri toplama yöntemi olabileceği gibi diğer veri toplama yöntemleri ile birlikte de kullanılabilir (Şimşek ve Yıldırım, 2018).

Verileri toplama aracı olarak, 2018 OİDÖP' nin öğrenen özerkliğine göre değerlendirilmesi için araştırmacı tarafından değerlendirme kriterleri formu oluşturulmuştur. Değerlendirme kriterleri formu, öğrenen özerkliği ile ilgili alan yazın taraması yapıldıktan sonra oluşturulmuştur. Amaçların belirlenmesi, eğitim öğretim durumları, değerlendirme, öğretmenin rolü, öğrencinin

rolü ana başlıkları altında değerlendirme kriterleri oluşturulmuştur. Hazırlanan kriterlerin geçerlik ve güvenilirliğini sağlamak için üç farklı uzmandan görüş alınmıştır.

Programının incelenmesi sonucunda elde edilen verilerin analizinde betimsel analiz yöntemi kullanılmıştır. "2018 OİDÖP" nin özerklik düzeyini belirlemek için araştırmacı tarafından oluşturulan ve uzman görüşlerine göre düzenlenen değerlendirme formu kullanılmıştır. Bu değerlendirme formunun boyutları çerçevesinde program incelenmiş ve veriler toplanmıştır. Elde edilen veriler betimsel olarak analiz edilmiştir. Programda özerklikle ilgili saptanan veriler analiz tablosunda sayısal olarak verilmiştir. Yapılan analizlerin güvenilirliğinin sağlanması amacıyla başka bir araştırmacı tarafından da incelenmiştir ve araştırmacının güvenilirlik hesaplaması için Miles ve Huberman'ın (1994) önerdiği güvenilirlik formülü kullanılmıştır. Güvenirlik = Görüş Birliği / (Görüş Birliği + Görüş Ayrılığı). Hesaplama sonucunda (182/189) araştırmacının güvenilirliği %96 olarak hesaplanmıştır.

## **Bulgular**

Genel amaçların belirlenmesi teması ile ilgili tüm sınıf düzeylerinde 10 frekans sayısı olduğu görülmektedir. "Amaç belirlemede öğrencilerin ihtiyaç, beklenti ve ilgileri dikkate alınır." maddesi ile ilgili tüm sınıf düzeylerinde altı frekans sayısı görülürken "öğrenciler kendi amaçlarına karar verebilir." maddesi ile ilgili tüm sınıf düzeylerinde dört frekans sayısı görülmektedir. "Öğrenciler amaç belirleme sürecinde yer alır." maddesi ise frekans sayısına sahip değildir.

Programın kazanımlar boyutunda öğrenen özerkliğine yönelik ifadelerin toplam sayısının 116 olduğu görülmektedir. Kazanımlarda özerklik içeren ifadelerin en fazla olduğu sınıfın 9. sınıflar olduğu görülmektedir. İkinci sırada 30 öğrenen özerliği sayısı ile 12. sınıfların, üçüncü sırada ise 27 özerklik ifade sayısı ile 11. sınıfların ve dördüncü sırada 26 öğrenen özerliği vurgusu ile 10. sınıfların yer aldığı görülmektedir. Sınıf kademelerine ve 4 temel beceri kategorisine göre; ortaöğretim yabancı dil programı 9. sınıf düzeyinde konuşmaya 22, yazamaya 9, okumaya ilişkin 2 özerklik ifadesi; 10.sınıf düzeyinde konuşmaya 19, yazamaya 7 ilişkin 2 özerklik ifadesi; 11.sınıf düzeyinde konuşmaya 18, yazamaya 7, okumaya ilişkin 2 özerklik ifadesi ve 12.sınıf düzeyinde ise konuşmaya 18, yazamaya 11 dinlemeye 1 özerklik ifadesi yer almaktadır

Eğitim durumları teması ile ilgili 9. sınıf düzeyinde toplam 9, 10, 11 ve 12. sınıf düzeyinde toplam 97 frekans sayısı görülmektedir. "Program sınıf dışı öğrenmeyi destekler." maddesinin tüm sınıf düzeylerinde 18 frekans sayısına sahip olduğu görülmektedir. "İçerik seçiminde öğrencinin ilgi, ihtiyaç, beklentileri dikkate alınır." maddesi 9. ve 10. sınıf düzeyinde 15, 11. ve 12. sınıf düzeyinde 16 frekans sayısına sahiptir. "Program, öğrenciyi sınıf dışı uygulamalara yönlendirir." maddesi tüm sınıf düzeylerinde 14 frekans sayısına sahiptir. "Öz yönelimli öğrenme uygulamalarına yer verilmiştir." maddesi tüm sınıf düzeylerinde 13 frekans sayısına sahiptir. "Öğrenme sorumluluğunun tamamen öğrencide olduğu ortamlar oluşturulur." maddesi tüm sınıf düzeylerinde 12 frekans sayısına sahiptir. "İçerik ve etkinliklerde öğrencinin seçme hakkı vardır" maddesi tüm sınıf düzeylerinde 11 frekans sayısına sahiptir. "Öğrenen özerkliğine vurgu yapan dil öğretim yaklaşımlarına yer verilmiştir." maddesi tüm sınıflar düzeyinde altı frekans sayısına sahiptir. "Öğrenciler yeni öğrendikleriyle önceki öğrenmeleri arasında bağ kurabilirler." maddesi 9. sınıf düzeyinde yedi, 10. sınıf düzeyinde altı, 11. ve 12. sınıf düzeylerinde beş frekans sayısına

sahiptir. "İçerik takibinde esnek davranılabilir." ve "Öğrenciler öğrenme sürecinde karar alırlar." maddeleri birer frekans sayısına sahiptir. "Öğrencilere kendi öğrenme stratejilerini seçme hakkı sunulur." ve "Ders kitaplarının seçiminde öğrenciler yer alır." maddeleri ile ilgili herhangi bir bulguya rastlanmamıştır.

Ölçme ve değerlendirme teması ile ilgili 9. sınıf düzeyinde 26, 10 ve 11. sınıf düzeyinde 27, 12. sınıf düzeyinde ise 22 frekans sayısının olduğu görülmektedir. En yüksek frekansa sahip maddenin " Alternatif odaklı değerlendirmelere yer verilmiştir." maddesi olduğu görülmektedir. "Öğrenci öz değerlendirme yapar" maddesi 9. sınıf düzeyinde sekiz, 10. ve 11. sınıf düzeylerinde dokuz, 12. sınıf düzeyinde ise dört frekans sayısına sahiptir. "Öğrenci akran değerlendirmesi yapar." maddesinin frekans sayısı üçtür. Diğer taraftan programın değerlendirme boyutunda özerklik ile ilgili bulunması beklenen "Öğrenci kendi değerlendirmelerine karar verebilir." ve "Değerlendirmede, öğrencinin ilgi, ihtiyaç, beklentileri dikkate alınır." maddeleri ile ilgili herhangi bir ifade bulunmamaktadır.

Öğretmenin rolü temasının tüm sınıf düzeylerinde toplam 5 frekans sayısına sahip olduğu görülmektedir. "Öğretmenin rolü kaynak kişi ve rehber, etkinlikleri yöneten, öğrenciyi yönlendiren kişi olarak tanımlanmıştır." maddesinin frekans sayısı dördttür. "Öğretmen öğrencilere kısmen kontrolü devreder." maddesi ise sadece bir adet frekans sayısına sahiptir.

Öğrencinin rolü temasının 9, 10 ve 12. sınıf düzeyinde 23, 11. Sınıf düzeyinde ise 24 frekans sayısına sahip olduğu görülmektedir. Öğrencilerin; aktif olma rolünün dört frekans sayısına, öğrendikleri dile istekli olma rolünün üç frekans sayısına, süreçten bağımsız olarak öğrenebilme, öğrenmeye hevesli olma, öğrenmesini geliştirmek için her fırsatı değerlendirme ve sınıf dışı projelere katılma rollerinin iki frekans sayısına sahip olduğu görülmektedir. Tablo 8'deki diğer maddelerden "eleştireldir, buldukları ortamdan stratejik olarak faydalanabilirler, kendi ihtiyaçları ve diğerlerinin ihtiyaçlarını değerlendirebilirler, motivasyonu yüksektir, amaç odaklıdır, düzenlidir, çalışkandır, girişimcidir" maddeleri birer frekans sayısına sahiptir.

## **Tartışma ve Sonuç**

Araştırmanın birinci alt amacı 2018 ÖİDÖP' de genel amaçların belirlenmesinde öğrenen özerkliğinin ne düzeyde olduğuna yöneliktir. Araştırmadan elde edilen verilere göre programda amaçların belirlenmesinde; öğrencilerin kendi amaçlarına karar verebilmesi ve amaç belirlemede öğrencilerin ihtiyaç beklenti ilgilerinin dikkate alınması maddelerinin programda dikkate alındığı görülürken, öğrencilerin amaç belirleme sürecinde yer alması maddesi ile ilgili herhangi bir veriye ulaşılamamıştır. Öğrenen özerkliğinin geliştirilmesinde Little (2004) yaptığı çalışmada öğrencilerin kendi amaçlarına, içeriklerine, yöntem ve tekniklerine karar vermelerine, gelişimlerini izleyebilmelerine ve sonuçlarını değerlendirmelerine yardımcı olacakları bir danışmanlık hizmetine katkı sağlayacağı savunulmaktadır.

Elde edilen verilere göre her sınıf düzeyinde kazanımlarda özerklik etkinliklerine yer verildiğini görülmektedir. 9. sınıf düzeyinde toplam 88 kazanımdan 33'ünde öğrenen özerkliği etkinliklerine rastlanmıştır. 10. sınıf düzeyinde toplam 79 kazanım yer almaktadır. Bunlardan 26 kazanım öğrenen özerkliği ile ilişkili olduğu tespit edilmiştir. 11. sınıf düzeyinde toplam 68 kazanım arasından 27 tanesi öğrenen özerkliği ile alakalıdır. Son olarak 12. sınıf düzeyinde toplam 87 kazanım yer almaktadır. Bunlardan 30 tanesinin öğrenen özerkliği ile ilişkili olduğu tespit

edilmiştir. Kazanımlarda kullanılan etkinlikler alan yazında öğrenen özerkliğini geliştirmek için önerilen etkinliklerle benzerlik göstermektedir. Örneğin Dam' e (2011) göre, özerk sınıflarda uygulanan etkinlikler hem başarılı öğrenciyi hem de başarısız öğrenciyi öğrenmeye teşvik etmektedir. Sınıflar düzeyinde etkinlikler bağlamında ulaşılan özerklik ifadelerinin de öğrencileri öğrenmeye teşvik edecek düzeyde tasarlandığı anlaşılmaktadır.

Eğitim durumlarında öğrenen özerkliğine yönelik etkinliklerin ne düzeyde olduğunu belirlemeye yöneliktir maddelere bakıldığında programın; sınıf dışı öğrenmeyi desteklediğini, içerik seçiminde öğrencilerin ilgi, ihtiyaç ve beklentilerini dikkate aldığını, öz yönelimli uygulamalara yer verdiğini, öğrenciyi sınıf dışı uygulamalara yönlendirdiğini, öğrenme sorumluluğunun tamamen öğrencide olduğu ortamlar oluşturduğunu göstermektedir. Uygun koşulların yerine getirilmesinde; öğrenci ihtiyaçlarının göz önünde bulundurulması (Ma ve Ma, 2012), öğrencilere seçme hakkı verilmesi, kendilerinden ne beklenildiğinin bildirilmesi (Dam, 2010), öğrencilerin sınıf dışı çalışmalara yönlendirilmesi ve ilgi ve ihtiyaçlarına uygun ödevler verilmesi (Harmer, 2001) önemli görülmektedir.

Değerlendirmede öğrenen özerkliğinin ne düzeyde olduğunu belirlemeye yöneliktir. Buna yönelik bulgular incelendiğinde programda değerlendirmede öğrenen özerkliğine yönelik etkinliklere yer verildiği görülmektedir. Programda alternatif odaklı değerlendirmelere, öz ve akran değerlendirmelere yer verilmektedir. Örneğin programda bahsedilen değerlendirme yaklaşımlarından biri portfolyolardır. Çeşitli çalışmalar portfolyoların öğrenen özerkliğini geliştirdiğini ortaya koymaktadır. Rao (2006), portfolyoların öğrencileri hem değerlendirme sürecine dâhil ettiğini hem de öğrencilerin İngilizce öğrenmelerini geliştirdiğini belirtmektedir

Programda yer alan öğretmen özellikleri ile ilgili bölüm, öğretmenin kaynak kişi ve rehber, etkinlikleri yöneten, öğrenciyi yönlendiren kişi olarak rolünü ortaya koymaktadır. Alan yazında da öğrenen özerkliğinin geliştirilmesinde öğretmenlerin benzer rollerinden bahsedilmektedir (Scharlo ve Szabo, 2000; Voller, 1997; Camilleri 1997). Ayrıca yapılan çalışmalarda özerklik çalışmalarına ve yaklaşımlarına yer veren öğretmenlerin öğrencilerinde, özerklik becerilerinde olumlu sonuçlar elde edilmiştir. Bu da özerklik becerilerinde öğretmen rollerinin önemini ortaya koymaktadır.

Öğrenci rollerinde öğrenen özerkliğinin ne düzeyde olduğunu belirlemeye yöneliktir. Programda, öğrenci rolleri incelendiğinde, öğrencilerin; aktif ve istekli olma, süreçten bağımsız olarak öğrenebilme, öğrenmeye hevesli olma, öğrenmesini geliştirmek için her fırsatı değerlendirme ve sınıf dışı projelere katılma, eleştirel olma, buldukları ortamdan stratejik olarak faydalanabilme, kendi ihtiyaçları ve diğerlerinin ihtiyaçlarını değerlendirebilme, yüksek motivasyonlu ve amaç odaklı, düzenli, çalışkan ve girişimci olma rollerinden bahsedildiği görülmektedir. Legenhausen ve Little (2017), özerk öğrenci rollerini iletişimci, araştırmacı ve amaçlı olarak tanımlarken Hughes (2003) özerk öğrencileri; öz farkındalığa sahip, eleştirel düşünen, kendi sorularını oluşturan ve kendi öğrenmelerini planlama yeteneğine sahip, akranlarıyla işbirliği yapabilen ve araştırma yapma yeteneğine sahip bireyler olarak tanımlamaktadır.

## **Öneriler**

Araştırmanın sonuçlarına göre şu önerilerde bulunabilir: Yapılacak olan yeni programlarda öğrenen özerkliğinin geliştirilmesi açısından sürecin her aşamasında öğrenciler karar verme aşamalarında yer almalıdır. Ders kitaplarının seçilmesi aşamasında da öğrenciler karar verme süreçlerine dâhil edilmelidir. Ayrıca ortaöğretim İngilizce öğretmenlerinin öğrenen özerkliği ile ilgili bilgilenmelerine yönelik çalışmalar yapıp farkındalıkları artırılmalıdır. Ölçme ve değerlendirmede öğrencilere kendi değerlendirmelerine karar verebileceği ortamlar öğretmenler tarafından yaratılmalıdır. Öğretmenler sınıf içerisinde öğrencileri karar verme süreçlerine dâhil etmeli ve öğrenen özerkliği konusunda öğrencilerde farkındalık oluşturmalıdır. Öğretmenlerin bu konudaki rollerinin önemine varmaları sağlanmalıdır.