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The Relationship between Learner Autonomy Attitudes and Lifelong Learning Tendencies of Prospective English Language Teachers* **

İngilizce Öğretmen Adaylarının Özerk Öğrenme Tutumları ile Yaşam Boyu Öğrenme Eğilimleri Arasındaki İlişki

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ABSTRACT

With the development of learner-centred approaches, the role of learners has gained importance in education. Furthermore, the responsibility for learning has shifted from teachers to learners. This transition led to the rise of the “learner autonomy” concept. Autonomous learners are able to take responsibility for their own learning and set learning goals regardless of time and place. Today, it is required for teachers to raise individuals who are able to plan and monitor their own learning process and who are lifelong learners to adapt to fluxional conditions in education. Accordingly, teacher training received by teachers contributes to equipping them with autonomous learning and lifelong learning skills and tendencies. Thus, the current study aims to explore the relationship between prospective English language teachers' learner autonomy

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attitudes and their lifelong learning tendencies in terms of gender and grade factors. 107 prospective teachers (63 girls and 44 boys) from the English Language Teaching Department participated in the study. Autonomy Learning Scale and Lifelong Learning Scale were employed for data collection. The findings of the research represented that there is a meaningful relationship between the prospective English language teachers' learner autonomy attitudes and lifelong learning tendencies. In addition, female participants have higher scores on learner autonomy attitudes than males.

Keywords: *Prospective English language teachers, Learner autonomy, Lifelong learning.*

ÖZ

Öğrenen merkezli yaklaşımların gelişmesiyle birlikte, eğitimde öğrenenlerin rolü önem kazanmıştır. Ayrıca, öğrenme sorumluluğu öğretmenlerden öğrencilere geçmiştir. Bu geçiş, özerk öğrenme kavramının ortaya çıkmasına neden olmuştur. Özerk öğrenenler, kendi öğrenmelerinin sorumluluğunu alabilir ve zaman ve mekândan bağımsız olarak öğrenme hedeflerini belirleyebilirler. Günümüzde öğretmenler, eğitimde değişen ve gelişen koşullara uyum sağlayabilecek, yaşam boyu öğrenebilen ve kendi öğrenme sürecini planlayan ve yönetebilen bireyler yetiştirmeyi hedeflemektedirler. Buna bağlı olarak, öğretmenler tarafından alınan öğretmen yetiştirme eğitimi, özerk öğrenme ve yaşam boyu öğrenme becerileri ve eğilimleri ile donatılmalarına katkı sağlamaktadır. Bu nedenle, mevcut çalışma İngilizce öğretmen adaylarının özerk öğrenmeye yönelik tutumları ile yaşam boyu öğrenme eğilimleri arasındaki ilişkiyi cinsiyet ve sınıf faktörleri açısından araştırmayı amaçlamaktadır. Çalışmaya, İngiliz Dili Eğitimi bölümünden 107 öğretmen adayı (63 kız ve 44 erkek) katılmıştır. Araştırmanın verilerinin toplanmasında Özerk Öğrenme Ölçeği ve Yaşam Boyu Öğrenme Ölçeği kullanılmıştır. Araştırmanın bulguları İngilizce öğretmeni adaylarının özerk öğrenmeye yönelik tutumları ile yaşam boyu öğrenme eğilimleri arasında anlamlı bir ilişki olduğunu göstermektedir. Buna ek olarak, kız öğrencilerin erkek öğrencilere kıyasla özerk öğrenme tutumlarının daha yüksek olduğu sonucu ortaya çıkmıştır. .

Anahtar Sözcükler: *İngilizce öğretmen adayları, Özerk öğrenme, Yaşam boyu öğrenme.*

INTRODUCTION

It is possible to define two main differences in language teaching practice: the first one is the traditional approach, and the other one is the modern approach. According to the traditional approach, students are passive listeners in the classrooms, while teachers give instructions (Tudor, 1993). Unlike traditional methods, communicative language teaching promotes the idea that language learners actively discover knowledge, control their own learning, learn by doing and experiencing and become lifelong learners.

Thanks to these advancements, the notions of learner autonomy and lifelong learning have taken centre stage in language teaching. Learner autonomy was first emerged by Yves Chalon. In addition, learner autonomy gained momentum within language teaching and learning through learner-centred, technology-based, resource-based, curriculum-based approaches. Learner autonomy refers to planning, monitoring, organizing and evaluating the learning outcomes (Holec, 1981; Benson, 2001; Chan, 2003). From this perspective, it is inconvenient to state that being an autonomous learner disfavours and disregards the role of teachers totally; on the contrary, the concept touches on the need for a pedagogical dialogue between teachers and learners (Little, 1991). To put it more clearly, autonomous learners are active, eager to learn and select appropriate strategies and techniques for their own learning. In this dialogue, teachers do not fully control the learning process since they act as facilitators and advisors who encourage students to become active in the learning process and make decisions.

As a result of individualized education, being an autonomous learner has become one of the important goals in English Language Teaching. The development of learner autonomy brings lifelong learning with it. The concept of lifelong learning was first used by Dewey, Lindeman, and Yeaxle in the 1920s. UNESCO Institute for Lifelong Learning (2009) emphasized the advantages of lifelong learning at the individual, social and global levels. In Turkey, between 2014-2018, lifelong learning strategy documents and courses of action were published to achieve lifelong learning goals in

language teaching. This document aimed to increase the individual differences in lifelong learning and benefit from learning opportunities (Kaplan, 2016). Delors (1996) asserted that lifelong learning refers to learning that is followed throughout life: learning that is flexible, diverse, and available at different times and places.

In this sense, lifelong learning is a process that includes all kinds of learning and experiences for individuals during the life cycle. Duarte (2014) described lifelong learning as the ability to assess one's own learning needs and styles for continuous learning. Lifelong learning allows learners to have problem-solving skills, critical thinking skills, interpersonal skills, self-directed learning skills, communication skills, the ability to work collaboratively, the ability of planning and evaluating their own learning process. Additionally, Candy (1991) stated that one of the objectives of lifelong learning is to equip people with some competencies such as communication in the first and second languages, technological and digital competence, mathematical competence, learning to learn, entrepreneurship competence to maintain autonomous learning after achieved formal education. Individuals with both autonomous learning and lifelong learning skills are like a manager who can control their own learning processes. In this process, learners are able to determine their learning outcomes, freely decide what to learn and how to learn. Autonomous learning is not only a process in which individuals are prepared for a profession or career but also a lifelong learning process in their lives. In this context, teachers play a crucial role in using and adopting the aforementioned basic skills and competencies in language learning and teaching. Teacher training education received by teacher candidates is effective in training students as autonomous and lifelong learners. Therefore, exploring pre-service teachers' learner autonomy attitudes and lifelong learning tendencies has become an important issue.

In this regard, learner autonomy and lifelong learning notions have become more common in many studies on teacher candidates in EFL context. For instance, in Balçıkanlı's (2010) study, data were collected from 112 prospective English language teachers. The results argued that teacher candidates had positive attitudes towards

adopting learner autonomy principles to develop learner autonomy in language classes. Likewise, Çakıcı (2017) investigated the opinions of 88 senior ELT students at Ondokuz Mayıs University in Turkey. The results showed that even though prospective teachers are willing to take more responsibility for specific phases of language learning, they are still dependent on a teacher who will guide them. Similarly, Öztürk (2019) examined the impact of training on learners' autonomy levels. According to the findings, learners' autonomy levels significantly changed by means of training. As for the studies on lifelong learning, Savuran (2014) conducted a study on determining the lifelong learning competencies of prospective English teachers. It was found out that gender and length of service did not make a difference. However, the age and the department of graduation created statistical differences. Çetin and Çetin (2017) examined 350 prospective Turkish, Science, Classroom and English language teachers of lifelong learning tendencies at Gazi University. They found that pre-service teachers' lifelong learning tendencies changed by some variables such as gender, academic achievement, grade and the state of participating in a personal development course.

Having examined the related literature, despite the growth in the number of research studies dealing with learner autonomy and lifelong learning in Turkish EFL context (Dağgöl, 2018; Güngör, 2007; Özcan, 2011), there is a limited number of studies on the relationship between learner autonomy attitudes and lifelong learning tendencies of teacher candidates in a foreign language context. In this sense, the current study hypothesizes that both learner autonomy and lifelong learning have a significant relationship since an autonomous learner with developed autonomous learning skills begins the lifelong learning process when they take control of teaching, organizing and planning. Therefore, as Greven and Spencer (2015) stated, autonomous learning is a prerequisite for lifelong learning. Likewise, Yılmaz and Yılmaz, 2019; Yurdakul, 2016 asserted that the developments in the innovative education age require the individuals to be aware of his own learning responsibility in language teaching and to continue the language learning process with inside and outside the classroom activities, regardless of time and place, and to be able to realize the language learning process throughout his

life. Fostering the development of lifelong learning and autonomous learning habits is critical to meet the necessities of the 21st century context. In this context, the teacher is a key element in helping learners be encouraged independent and life-beyond learners. Correspondingly, the present study mainly sought to probe whether a significant relationship exists between learner autonomy attitudes and lifelong learning tendencies of pre-service EFL teachers. The main research problem has been determined as “Is there a relationship between autonomous learning and lifelong learning of pre-service English teachers?” In addition, this study attempted to explore the effect of gender and years of pre-service English language teachers on the relationship between learner autonomy and lifelong learning.

To this end, the following sub-research questions which are considered as a starting point for the study, are as follows:

1. Is there a significant relationship between learner autonomy attitudes and gender?
2. Is there a significant relationship between lifelong learning tendencies and gender?
3. Is there a significant relationship between learner autonomy attitudes and the years of education?
4. Is there a significant relationship between lifelong learning tendencies and the years of education?
5. Is there a significant relationship between pre-service teachers’ learner autonomy attitudes and lifelong learning tendencies in terms of gender and the grades of participants?

METHOD

Research Design

This study adopts a quantitative design involving correlational and descriptive statistics. Frequency analysis was conducted for the examination of demographic distribution.

Participants

Thanks to the teacher training program, ELT students have the chance to put theory into practice and acquire new skills and competencies knowledge into practice. Therefore, the study group consisted of 107 first, second, third, and fourth grade ELT students enrolled in Ondokuz Mayıs University in Turkey. The respondents of the study were chosen randomly and voluntarily. The demographic distribution of the participants is demonstrated in Table 1.

Table 1. Demographic Distribution of the Participants

		N	%
Grades	1 st grade	17	15.90
	2 nd grade	22	20.60
	3 rd grade	28	26.10
	4 th grade	40	37.40
Gender	Female	63	58.90
	Male	44	41.10
TOTAL		107	100,0

In Table 1, the number of pre-service teachers participating in the research from different grade levels is given. According to this, of the 107 ELT students, 17 were the first-year, 22 were the second-year students, 28 were the third-year students, and 40 were the fourth-year students.

Data Collection

The data collection tool of the study includes three parts. Firstly, the participants' demographic information such as gender and class level were collected. In the second part, the "Learner Autonomy Scale" was employed to determine pre-service English

language teachers' attitudes towards learner autonomy. In the last part, the "Lifelong Learning Scale" was carried out to identify their lifelong learning tendencies.

"Autonomous Learning Scale" developed by Macaskill and Taylor (2010) have a satisfactory inner consistency of .81. The scale was used in the study is a 12-item measure. For each item, a score is given ranging from 5 (strongly agree) to 1 (strongly disagree). The lifelong Learning Scale developed by Kirby et al. (2010) was used as another data collection tool to determine student teachers' lifelong learning tendencies. It is a five-point Likert type scale with 14 items from "strongly agree" to "strongly disagree". Standard deviations ranged from 0.69 to 1.12, demonstrating an overall moderate tendency toward lifelong learning and reasonable variability. Internal consistency (Cronbach Alpha) was found as 0.71. (Knapper & Cropley, 2000).

Data Analysis

In this research, the quantitative data was collected through Google Documents. The questionnaires were administered in the academic spring term of 2021-2022 by the researcher. The analysis of the collected data was interrupted through SPSS version 24.0. Kolmogorov-Smirnov and Shapiro-Wilk Normality Tests were conducted to test the normality.

Table 2. Tests of Normality

		Kolmogorov-Smirnov ^a	Shapiro-Wilk
Gender	Statistic	.386	.625
	Df	107	107
	Sig.	.000	.000
Grades	Statistic	.226	.833
	Df	107	107
	Sig.	.000	.000

a. Lilliefors Significance Correction

The results of these tests are showed a non-normal distribution of the data ($p < .05$). Therefore, analyses were carried out by Kruskal-Wallis Test, Mann Whitney U, and Spearman Correlations.

Ethics Committee

Ethical principles and rules were followed at every stage of this research. During the data collection stage, the necessary information was given to the participants. Sources and references used in the cited are compatible with scientific rules. During the reporting of the research, the findings were given as they were. The study was performed in accordance with the permission of Ondokuz Mayıs University Clinical Research Ethics Committee, dated 25.06.2021 and numbered 2021/534. Ethics Committee Approval has also been added to Appendix 1.

RESULTS and FINDINGS

The primary aim of the current study was to investigate the relationship between learner autonomy attitudes and lifelong learning tendencies of prospective English teachers. In addition, this study endeavoured to examine the relationship between learner autonomy and lifelong learning in terms of gender and the years of pre-service teachers.

The first research question attempted to investigate whether there exists a significant difference between learner autonomy attitudes and the gender of the participants. To this end, the Mann Whitney U test was employed to examine whether there is a meaningful relationship between learner autonomy and gender of the participants. The related findings are presented in Table 3.

Table 3. Mann Whitney U Test for Learner Autonomy Attitudes and Gender

		N	Mean Rank	Sum of Ranks	U	P
Gender	Female	63	61.65	3.884	904	.002
	Male	44	43.05	1.894		
Total		107				

The results in Table 3 revealed that female participants are significantly different from male participants in terms of learner autonomy attitudes ($U=904$, $p=.002$ $p<.05$). It was found that females got significantly higher scores on learner autonomy attitudes than males.

The second research question investigates the relationship between lifelong tendencies and gender. In table 4, Mann Whitney U test results are presented.

Table 4. Mann Whitney U Test for Lifelong Learning Tendencies and Gender

		N	Mean Rank	Sum of Ranks	U	P
Gender	Female	63	53.30	3.358	1.342	.780
	Male	44	55.00	2.420		
Total		107				

Based on the research findings in Table 4, there is no meaningful relationship between lifelong learning tendencies and gender ($U=1.342$ $p=.780$ $p>.05$).

The third research question examines whether there exists a significant difference between the years of prospective teachers and their learner autonomy attitudes. Thus, Kruskal Wallis Test was utilized to identify the role of years of prospective teachers on learner autonomy.

Table 5. Kruskal Wallis Test for Learner Autonomy Attitudes and Grades

		N	Mean Rank	SD	χ^2	P
Grades	1 st	17	43.12	3	2.964	.397
	2 nd	22	59.23			
	3 rd	28	56.86			
	4 th	40	53.75			
Total		107				

According to the mean scores of the participants, as seen in Table 5, no significant differences ($\chi^2(3) = 2.964$; $p=.397$, $p>.05$) were found among the grades.

The fourth research question explores whether there is a meaningful relationship between prospective teachers' lifelong learning tendencies and the grades of participants. Thus, Kruskal Wallis Test was used to determine the relationship between lifelong learning and grades. In table 6, Kruskal Wallis Test results are delineated.

Table 6. Kruskal Wallis Test for Lifelong Learning Tendencies and Grades

		N	Mean Rank	SD	χ^2	P
Grades	1 st	17	51.74	3	1.176	.759
	2 nd	22	55.64			
	3 rd	28	58.57			
	4 th	40	50.86			
Total		107				

Table 6 presents that there is no difference between the years of prospective teachers and their lifelong learning tendencies ($\chi^2(3) = 1.176$; $p=.759$, $p>.05$) Finally, the present study intends to probe if there is any significant relationship between prospective teachers' learner autonomy attitudes and their lifelong tendencies in terms of gender and the years of prospective teachers. Thus, Spearman correlation analysis was conducted. Table 7 shows related findings to that research question.

Table 7. Spearman Correlation

		Gender	Grade	Q	QL
Spearman's Rho	Correlation Coefficient	1.000	-.082	-.297**	.027
	Sig(2-tailed)	.	.404	.002	.781
	N	107	107	107	107
Grade	Correlation Coefficient	-.082	1.000	.051	-.035
	Sig(2-tailed)	.404	.	.599	.717
	N	107	107	107	107
Q	Correlation Coefficient	-.297**	.051	1.000	.305*
	Sig(2-tailed)	.002	.599	.	.001
	N	107	107	107	107
QL	Correlation Coefficient	.027	-.035	.305**	1.000
	Sig(2-tailed)	.781	.717	.001	.
	N	107	107	107	107

** . Correlation is significant at the 0.01 level (2-tailed).

In reference to the mean scores of the respondents, there is a correlation between learner autonomy attitudes and lifelong learning ($r=.305$, $p=.001<05$). As for the relationship between learner autonomy and gender, the correlation analysis revealed a meaningful relationship between these variables ($r=.297$, $p=.002<05$).

DISCUSSION and CONCLUSION

This study was carried out to find out the relationship between prospective English teachers' learner autonomy attitudes and lifelong learning tendencies. The obtained results represented that there is a significant difference between learner autonomy attitudes and lifelong learning tendencies of EFL prospective teachers. Considering the results obtained, it might be reported that the more learner autonomy attitudes develop in teacher candidates, the more lifelong learning tendencies improve. Spencer and Jordan (1999) asserted that autonomous learning prepares individuals for lifelong learning. In this sense, learner autonomy and lifelong learning are two concepts that have mutual relationships. Although previous studies highlighted that learner autonomy is considered as a vital competence for lifelong learning (Sert, Adamson & Büyüköztürk, 2012), there is a dearth of study on the relationship between learner autonomy attitudes and lifelong learning tendencies of pre-service teachers in a foreign language context. As for the studies conducted in other disciplines, the results of these prior studies are similar to the findings of the current study (Aşkın, 2015; Deveci & Ayish, 2017; Endedijk, Vermunt, Meijer & Brekelmans, 2016; Lüftenegger, Schober, Van de Schoot, Wagner, Finsterwald & Spiel, 2012; Gavriyuk, 2015; Receptoğlu, 2021). For instance, the research conducted by Öz and Şen (2021) showed that autonomous learning skills make some contributions, such as academic achievement and promoting lifelong learning skills and critical thinking skills. Similarly, Ng, Confessore, Yusoff, Aziz, and Lajis (2011) investigated students' autonomous learning levels to describe the characteristics of lifelong learners. The results indicated that learner autonomy might support lifelong learning. Taranto and Buchanan (2020) also asserted that lifelong learning competencies include autonomous learning skills. In this regard, learner

autonomy is crucial for the development of learners' lifelong learning skills to enhance sustainable education. Likewise, the current study results implied a significant relationship between prospective English language teachers' learner autonomy attitudes and lifelong learning tendencies. Thus, the results obtained from teacher candidates who have an effective role in bringing individuals into life are quite promising. It is required for teachers to have the knowledge, skills and competencies that will guide the society, to encourage individuals to discover their own learning and learn by doing, to do research and questioning a duty, update themselves regularly through current trends and to find solutions to problems in the learning process (Çelik & Arıkan, 2012). Furthermore, this finding provides some important implications for how to help students to raise their awareness in developing learner autonomy and foster their lifelong learning tendencies. First of all, EFL pre-service and in-service teachers are able to be aware of the importance of learner autonomy and lifelong learning so that they can encourage learners to become independent lifelong learners. They also get a better understanding of some skills and competencies to be improved to keep up with fluxional changes and conditions in the 21st century since teachers play a key role in instilling some abilities and skills by modelling. Moreover, teachers could give much more importance to how to design a lesson that develops learner autonomy and lifelong learning in the real classroom. Hence, it is fundamental to promote the concept of lifelong learning as a lifestyle, to increase its applicability, and to provide equal opportunities for every student.

The second research question regarding whether there is a significant difference between gender and learner autonomy showed that female participants have higher scores on learner autonomy attitudes than male participants. This finding of current research is compatible with other studies conducted by Alkan and Arslan, 2019; Çakıcı, 2017; Deregözü and Hatipoğlu, 2018; Hanbay, 2013; Kırmızı and Kırarç, 2018; Oğuz, 2014). For example, according to Ekin and Balçıkanlı's (2019) study on the relationship between learner autonomy and gender, females have more positive attitudes towards learner autonomy and tend to be more responsible for their own learning. This

difference might be due to the early maturation of females. Likewise, in relation to Turkish cultural beliefs and traditions, females tend to be more responsible in society. Since taking responsibility is a key term for autonomy, it is possible to see that female participants show more autonomous behaviours. On the other hand, this study is not in line with similar studies investigating the effects of gender on learner autonomy (Fauzi, 2020; Mardjuki, 2018; Pan & Gauvain 2012, Üstünoğlu, 2009; Varol & Yilmaz 2010; Yiğit, 2017) since there is no any difference between females and males in terms of autonomous learning scores.

Correspondingly, in this study, the years of the participants were examined as a sub-dimension of learner autonomy attitudes. The results argued that there was no meaningful relation between their learner autonomy attitudes and the years of students. In this regard, the findings of the study are in harmony with similar studies that examine the relationship between years of the study and learner autonomy (Yiğit & Yıldırım 2018; Deregözü, & Hatipoğlu 2018; O'Reilly, 2014). This meant that participants' autonomous learning levels do not differ according to the years of education. One possible reason for this result could be participants' ages are very close. Namely, it might be difficult to reach a detailed conclusion with a limited age group of participants. Ng and Confessore (2015) stated that age do not influence the development of autonomy. In contrast, the results are not compatible with other studies conducted by Göçmez (2014), Yıldırım, 2005, Yurdakul (2016). A searched pre-service teachers' learner autonomy levels through age variable. The results suggested that there is no meaningful relationship between the years of education and autonomy level scores of the participants. In Yıldırım's study (2005) fourth-year students have more potential to evaluate the course and choose appropriate learning strategies and methods than first grades.

Another examination of the research is to determine whether there is a meaningful relation between the lifelong learning tendencies and the sub-dimensions of gender and the years of the study. According to the study results, there is no significant difference between lifelong learning and gender variable. This study is parallel with previous

studies reporting that learners' lifelong learning levels do not differ by gender (Nacaroğlu & Kızılkapan, 2020; Demirtaş, 2018; Şahin, Akbaşlı & Yelken, 2010; Yılmaz, 2016; Yurdakul, 2017). This finding implies that it might be difficult to generalise the effect of gender on lifelong learning tendencies since there are some factors influencing lifelong learning levels such as literacy competence, multilingual competence, mathematical competence, digital competence, learning to learn competence and civic competence (Bozdağ, 2020). In addition, both female and male prospective teachers use the teacher education programme at similar rates. However, some studies reported meaningful differences. Gencil (2013), Sarıtepeci and Orak (2019) asserted in their studies that there is a significant difference between males and females in terms of lifelong learning competencies. In other words, female prospective teachers' lifelong learning levels are higher than males. In contrast, according to Çetin (2017), males have higher scores on lifelong learning tendencies than females.

Regarding the relationship between the participants' lifelong learning tendencies and the years of education, it was found that there is no meaningful relationship between prospective teachers' lifelong learning tendencies and the years of study. The findings of the study are consistent with Akcaalan (2016), Aykac, Aslandağ and Köğçe (2020), Dindar and Bayrakçı (2015). Based on the findings, it can be concluded that lifelong learning tendencies might be more influenced by individuals' socio-economic situation, education and cultural background, and personal features than the years of education since developing lifelong learning skills could be related to the adequacy of education facilities, motivation, curiosity and socio-cultural environment (Aslım & Kocabatmaz, 2019). Nevertheless, there are some studies that revealed that lifelong learning tendencies of the participants differ significantly in terms of the years of the students (Coşkun & Diker 2012, Demirel & Akkoyunlu 2017, Oral & Yazar, 2015, Eksioğlu, Tarhan & Gündüz, 2017). As a result, it is impossible to agree on one consistent result from different studies, it can be explained by the diversity, experiences and educational background of the participants.

As for the limitations of the study, the present study was carried out in a state university; thus, it is difficult to encompass all the universities and the students in Turkey. In the future, it can be replicated to see whether the results would be the same with larger sample studies. For further studies, it may be more meaningful to include more students from different grades, different departments and different state and private universities to reach a more comprehensible conclusion. In conclusion, with the development of “student-centred learning” and “continuousness education”, it is crucial to be educated as autonomous learners and lifelong learners who determine their own learning goals and act according to their plans, learn how to learn, make use of self-learning opportunities and are willing to learn through their lives. Teachers are effective in supporting and facilitating learning. Since teachers and students are considered as a whole in the language learning process, it is inevitable that the more teachers have high learner autonomy attitudes and lifelong learning tendencies, the easier it may enable students to raise autonomous and lifelong learners. Although the studies in the literature do not investigate the relationship between learner autonomy and lifelong learning as a whole, this study sheds light on the future studies to be conducted to examine the relationship between prospective teachers’ learner autonomy attitudes and lifelong learning tendencies.

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GENİŞ ÖZET

Amaç

Hızla gelişen ve değişen günümüz bilgi çağında bireyselleştirilmiş öğrenme ve sürekli öğrenme kavramları eğitimde ve öğretimde önem kazanmıştır. Öğrenmenin öğrenci temelli bir süreç olduğunu vurgulayan Yapılandırmacı Yaklaşımına göre bireylerin kendi öğrenme etkinliklerini düzenleyen ve yaşam boyu öğrenen bireyler olmaları amaçlanmaktadır. Diğer bir deyişle, klasik okul ortamının aksine eğitim her yerde uygulanabilir hale gelmiştir. Çağın gereksinimlerine uyum sağlayabilmek için öğrenenlerin öğrenme sürecine aktif katılım sağlayarak kendi kendine öğrenmelerini gerçekleştirmeleri özerk öğrenme ve yaşam boyu öğrenme kavramlarının ön plana çıkmasına neden olmuştur. Bu yaklaşımların kabul edilmesinde ve dil eğitiminde uygulanabilmesinde öğretmenlerin rolü göz ardı edilemez. Çünkü öğretmenlerin hizmet öncesi aldıkları öğretmen yetiştirme eğitimi bu konudaki yaklaşımlarını, tutumlarını ve eğilimlerini belirlemede ve geliştirmektedir. Bu doğrultuda bu çalışmanın amacı İngilizce öğretmen adaylarının özerk öğrenme tutumları ile yaşam boyu öğrenme eğilimleri arasındaki ilişkiyi cinsiyet ve sınıftan dolayı incelemektir.

Yöntem

Bu çalışma betimsel ve ilişkisel tarama modelini içeren nicel bir çalışmadır. Çalışmanın nicel verileri Macaskill ve Taylor(2010) tarafından geliştirilen Özerk Öğrenme Ölçeği ve Kirby, Knapper, Lamon ve Egnatoff (2010) tarafından geliştirilen Yaşam Boyu Öğrenme Ölçeği ile toplanmıştır. Öğretmen adaylarının özerk öğrenmeye yönelik tutumlarını belirlemek amacıyla kullanılan Özerk Öğrenme ölçeği 5'li likert tipindedir (Macaskill & Taylor, 2010). Araştırmada kullanılan ikinci ölçek, "Yaşam Boyu Öğrenme Ölçeği" dir. Bu ölçek 14 maddeden oluşan 5'li likert tipindedir (Kirby, Knapper, Lamon & Egnatoff, 2010). Çalışmaya birinci, ikinci, üçüncü ve dördüncü sınıflardan 107 İngilizce öğretmen adayı katılmıştır. Çalışmanın verileri Google Dokümanlar aracılığıyla 2021-2022 akademik güz yarıyılında toplanmış ve SPSS 24.0 programıyla değerlendirilmiştir. Demografik dağılımın incelenmesi için frekans analizi yapılmıştır. Ayrıca, verilerin dağılımını test etmek için Komogorov-Smirnov ve Shapiro-Wilk Normality Testleri yapılmıştır. Testlerden elde edilen sonuçlara göre Kruskal-Wallis, Mann Whitney U ve Spearman Korelasyon analizleri yapılmıştır.

Bulgular

Araştırmanın alt problemlerine göre yapılan istatistiksel analizler sonucunda elde edilen bulgular sırasıyla verilmiştir. Araştırmanın birinci alt problemi olan İngilizce öğretmen adaylarının özerk öğrenme tutumları ile cinsiyet arasında bir ilişki olup olmadığına ilişkin bulgular Mann Whitney U Wallis Testi ile analiz edilmiştir. Testin sonuçları, öğretmen adaylarının özerk öğrenme tutumları cinsiyete göre anlamlı bir farklılık göstermemiştir ($U=904$, $p=.002$; $p<.05$). Kız öğrencilerin erkek öğrencilere göre daha fazla özerk öğrenme tutumlarına sahip olduğu belirtilmiştir. Araştırmanın ikinci alt problemine ilişkin yapılan Mann Whitney U testine göre öğretmen adaylarının yaşam boyu eğilimleri ile cinsiyet arasında anlamlı bir fark olmadığı tespit edilmiştir ($U=1.342$ $p=.780$ $p>.05$). Çalışmanın üçüncü alt problemine göre yapılan Kruskal

Wallis Testi öğretmen adaylarının özerk öğrenme tutumları ile sınıf düzeyi arasında anlamlı bir fark sergilemediğini ortaya koymuştur ($\chi^2(3) = 2.964; p=.397, p>.05$). Araştırmanın dördüncü alt problemine ilişkin uygulanan Kruskal Wallis Testi öğretmen adaylarının yaşam boyu öğrenme eğilimleri ile sınıf düzeyi arasında anlamlı bir fark olmadığını göstermiştir ($\chi^2(3) = 1.176; p=.759, p>.05$). Araştırmanın son alt problemine ilişkin uygulanan Spearman Korelasyon Analizine göre öğretmen adaylarının özerk öğrenme tutumları ile yaşam boyu öğrenme eğilimleri arasında anlamlı bir fark olduğu ortaya konulmuştur ($r=.305, p=.001<.05$). Analize göre özerk öğrenme ve cinsiyet arasında anlamlı bir ilişki olduğu belirtilmiştir ($r=.297, p=.002 <.05$).

Tartışma ve Sonuç

Mevcut çalışmanın sonuçları değerlendirildiğinde İngilizce öğretmen adaylarının özerk öğrenme tutumları ile yaşam boyu öğrenme eğilimleri arasında anlamlı bir ilişki olduğu ortaya konulmaktadır. Bu doğrultuda öğretmen adaylarının özerk öğrenme düzeyleri arttıkça yaşam boyu öğrenme eğilimlerinin de artış gösterdiği söylenebilir. Alan yazın incelendiğinde özerk öğrenme ve yaşam boyu öğrenme kavramlarının birbirleriyle ilişkili olduğu görülmektedir. Buna göre, çalışmanın sonuçları daha önce yapılan çalışmalarla paralellik göstermektedir. Literatürdeki bu benzerlikler birlikte değerlendirildiğinde, özerk öğrenme ve yaşam boyu öğrenmenin ilişkili olduğu ifade edilebilir. Çalışmadan elde edilen sonuçlar toplumun gelişmesine yön veren geleceğin öğretmenleri için özerk öğrenme ve yaşam boyu öğrenme becerilerini geliştirme ve bu kavramlara yönelik farkındalıklarını artırma konusunda önemli çıkarımlar sağlamaktadır. Bu bağlamda bireylerin bilgi ve teknoloji çağındaki gereksinimlere cevap verebilmesi için özerk öğrenme ve yaşam boyu öğrenmenin bir yaşam tarzı olarak benimsenmesi ve uygulanabilmesi için öğretmen adayları önemli bir rol oynamaktadır. Sonuç olarak, öğrenen özerkliği ve yaşam boyu öğrenmeyi bir bütün olarak inceleyen bu çalışma yabancı dil öğretimi bağlamında gelecekte yapılacak diğer çalışmalara ışık tutmaktadır.

APPENDIX 1: Ethics Committee Approval

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
25.06.2021	06	2021/534

KARAR NO: 2021-534

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Ece Firuze BADAĞ' ın Dr. Öğr. Üyesi Müfit ŞENEL danışmanlığında " İngilizce Öğretmen Adaylarının Özerk Öğrenme Tutumları ile Yaşam Boyu Öğrenme Eğilimleri Arasındaki İlişkinin Araştırılması" isimli yüksek lisans tezine ilişkin ölçek, mülakat, bilgisayar ortamında anket/test, veri kaynak taraması ve ses kaydı analizi çalışmalarını içeren 16691 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Ece Firuze BADAĞ' ın Dr. Öğr. Üyesi Müfit ŞENEL danışmanlığında " İngilizce Öğretmen Adaylarının Özerk Öğrenme Tutumları ile Yaşam Boyu Öğrenme Eğilimleri Arasındaki İlişkinin Araştırılması" isimli yüksek lisans tezine ilişkin ölçek, mülakat, bilgisayar ortamında anket/test, veri kaynak taraması ve ses kaydı analizi çalışmalarının kabulüne oy birliği ile karar verildi.