



GRADUATE SCHOOL
ISTANBUL MEDENIYET UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

**The Predictability of University Teachers' Autonomy
Based on the Use of Post-method Pedagogy in Turkish
EFL Context**

Master's Thesis

Tutku Beşbilek

September 2024



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Supervisor

Dr. Derya Oruç

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THESIS JURY APPROVAL

This Master thesis titled “The Predictability of University Teachers’ Autonomy Based on the Use of Post-Method Pedagogy in Turkish EFL Context” written by Tutku Beşbilek at the Department of Foreign Language Education was accepted by our jury.

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STATEMENTS

Style and Reference Manual Statement

Having reviewed this thesis written under my supervision, I confirm that it has been written in accordance with APA (7th Edition) Manual of Style and used its [footnote/in text] reference format consistently throughout the entire text.

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Declaration of Originality

I hereby declare that all information in this dissertation has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conducts, I have fully cited and referenced all material and results that are not original to this work.

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Tutku Beşbilek

GENİŞ ÖZET

(Türkiye Yabancı Dil Bağlamında Yöntem Sonrası Pedagoji Kullanımına Dayalı Olarak Üniversite Öğretmenlerinin Özerkliğinin Tahmin Edilebilirliği)

Beşbilek, Tutku

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı

Danışman: Öğretim Gör. Dr. Derya Oruç

Eylül, 2024

Dil öğrenimi, farklı öğrenme ve öğretme bağlamlarında çeşitli şekillerde algılanır ve deneyimlenir. Bağlama yönelik ihtiyaçların çeşitliliği nedeniyle dil öğrenmenin etkili yollarını bulmak süregelen bir arayış olmuştur. Dil öğrenmenin başlı başına karmaşık bir süreç olduğu göz önünde bulundurulduğunda, dilin uygun şekilde öğretilip öğrenilme biçiminin belirlenmesi zorlu bir görev olarak karşımıza çıkmaktadır. Bir dili öğrenmenin en uygun yolunu bulmanın zorluğunun yanı sıra, dilin doğası ve süregelen bir değişim içinde olması, öğrenme sürecinde hiç bitmeyen bir şekilde gözden geçirmeyi ve yenilemeyi de gerektirir. Başka bir deyişle, dil öğreniminin dinamik ve canlı olması, sosyal, bireysel, politik, pedagojik ve bağlamsal gibi dil öğretimine katkıda bulunan diğer faktörleri de bünyesinde barındırabilme anlamına gelmektedir. Bu bağlamda dil öğretimi ile ilgili birçok metot ve yöntem geliştirilmiştir. Ortaya çıkan metot ve yöntemlerin etkisi ve verimliliği tartışmaya açık bir konu olmanın yanı sıra uygulandığı kişiler, zaman ve bağlama göre değişiklik göstermektedir. Dil öğretimi 1880'li yıllardan 1980'li yıllara kadar uzanan dönemlerde bile en etkili yöntem arayışı içerisinde olmuştur. Bu arayış, genelleştirilebilecek ve çeşitli öğrenci gruplarına uygulanabilecek, başarılı sonuç alınabilecek tek ve ideal yöntemin araştırıldığı bir sorgulama olmuştur. Başka bir deyişle, en iyi yöntemin ortaya çıkarılması ihtiyacı dil eğitiminde önemli bir adım olmuştur. Bu bağlamda günümüzdeki en güncel metot olan 'Yöntem Sonrası' metodun tanıtılmasıyla birlikte ortaya çıkmış ve yabancı dil öğretiminde yalnızca bir metodun başarı getirmeyeceği fikrine öncülük etmiştir. Buna ek olarak, yöntem sonrası metot dil öğretiminde geleneksel yöntemlerin kullanılmasında ayrılarak öğretmenlere alanla ilgili gerekli beceri ve bilginin kazandırılıp öğretmenlerin özerkliğinin artırılmasında yöntem sonrası duruma geçmesini

ifade etmektedir. Bu fikir ışığında Yöntem Sonrası metot öğretmenlere eğitim uygulamalarını kuramsallaştırmayı ve bu doğrultuda eğitim uygulamalarını deneme imkânı sağlar. Bu bakımdan yöntem sonrası metot öğretmenlere uygulamaları sonucu ortaya çıkan bağlama yönelik gerekli bilgi, beceri ve tutumların edinimine katkı sağlayarak öğretmenlerin özerk (otonom) bireyler olmalarını hedefler. Yöntem sonrası metodun öne sürdüğü üzere öğretmenlerin özerk (otonom) birey olmaları ve bu konunun da metotlara ek olarak ele alınması gerektiğini göstermiştir. Buna ek olarak öğretmen özerkliği ise yabancı dil eğitiminde kısa bir geçmişe sahip olmasına rağmen oldukça kısıtlı araştırmaya tabi tutulmuştur. Öğretmen özerkliği, çok yönlü yapısı ve terim olarak ortaya koyduğu çeşitli tanımlardan dolayı uzun yıllardır tartışılan ortak bir kavramdır. Öğretmen özerkliği terimi ile ilgili önerilen tanımların çeşitliliği nedeniyle tanımlı üzerinde anlaşmaya varmak oldukça karmaşıktır. Özerklik, genel anlamında bireylerin kendi kimliklerine bağlı kalarak bağımsız hareket edebilmeyi ifade etmektedir. Bu açıdan dil eğitiminde öğretmenlerin özerkliği kavramı yöntem sonrası metot kullanım ve farkındalığıyla büyük ölçüde örtüşmektedir. Bu iki yapının alan yazında birbirinden ayrı şekilde incelendiği göz önünde bulundurulduğunda söz konusu araştırma öğretmenlerin özerklik düzeyini ve yöntem sonrası metot kullanımlarını entegre ederek araştırmayı ve varsa iki yapı arasındaki ilişkiyi ortaya koymayı amaçlamaktadır.

Bu tez çalışması dışarıdan herhangi bir müdahale gerçekleşmeden ortaya çıkan iki yapı hakkında bilgi edinmeyi ve iki değişken arasındaki ilişkinin derecesini araştırmayı amaçlamaktadır. Bu araştırmada nicel veri toplama tekniklerinden faydalanılmış olup ilişkisel tarama modelinde betimsel bir çalışma olması planlanmıştır. Çalışmaya katılım gösteren öğretmenlerin özerklik seviyelerinin ölçülmesi ve yöntem sonrası metot kullanımlarının ortaya çıkarılması amacıyla Pearson ve Hall (1993) tarafından geliştirilen 'Öğretmen Özerkliği Ölçeği' kullanılmıştır. İlgili tez çalışmasında kullanılmak üzere ve öğretmenlerin özerklik seviyesini ölçmek amacıyla bir arka plan anketi hazırlanmıştır. Hazırlanan anket dahilinde öğretmenlerin özerklik seviyelerini ve yöntem sonrası yönteminin kullanımı arasındaki olası ilişkiyi ortaya çıkarmak amacıyla kullanılmıştır. Araştırmada kullanılan ölçek İstanbul'da farklı bölgelerde görev yapan İngilizce öğretmenlerine erişimin zorluğu nedeniyle Google Formlar aracılığıyla internet üzerinden paylaşılmıştır. Sonuç olarak, araştırmaya İstanbul'da özel veya devlet üniversitelerinde görev yapan 195 İngilizce öğretmeni gönüllü olarak katılım sağlamıştır. Elde edilen veriler IBM SPSS programına aktarılarak analiz edilmiştir. Verilerin analizinde öncelikli olarak

ilgili deęişkenlere ait yüzdelere ve frekanslar hesaplanmıştır. Katsayıların güvenilirliğini belirlemek için Cronbach Alpha kullanılmıştır. Buna ek olarak Varimax rotasyonu, tek yönlü ANOVA ve bağımsız örnekler TAS kullanılmıştır. Tek yönlü ANOVA'nın uygulandığı gruplar arasındaki anlamlı farkı belirlemek için Tukey TAS Post Hoc kullanılmıştır.

Çalışmadan elde edilen sonuçlara göre üniversite düzeyinde eğitim veren İngilizce öğretmenleri özerklik seviyelerinin orta ila düşük arasında olduğu görülmüştür. Buna ek olarak ölçekte bulunan bazı ifadelerle öğretmen özerkliğini destekleyici şekilde cevap verildiği ortaya çıkmıştır. Öğretmen özerklik anketinin alt kategorilerinden yola çıkarak ifade etmek gerekirse İngilizce öğretmenlerinin genel öğretim konusundaki özerkliği müfredata bağlı olarak ortaya çıkan özerkliklerinden daha fazladır. Bir başka deyişle, öğretmenler öğretim süreçleri hakkında nispeten daha fazla özerklik hissederken ölçme değerlendirme, kural koyma ve uygulama gibi durumlarda daha düşük bir özerklik seviyesi gözlenmiştir. Bununla birlikte İngilizce öğretmenlerinin yöntem sonrası metod kullanım oranları özerklikleri ile doğru orantı göstermiştir. Kullanılan anket için yapılan analizde ortaya çıkan çıkarımsal bulgular öğretmenlerin, özerklik seviyelerinde görüldüğü üzere, yöntem sonrası metod kullanımlarında da müfredata bağlı durum ve uygulamaların ilgili method kullanımını azalttığı, öğretmenlerin ilgili metod kullanımlarının kendi eğitim süreçleri ile ilişkili karar ve uygulamalarda nispeten daha fazla olduğu belirlenmiştir. Ayrıca, yaş, cinsiyet, eğitim düzeyi, öğretmenlik deneyimi, çalışılan kurum türü, haftalık ders saati, öğretim şekli, işyerinde benimsenen sistem, işyerinin sağladığı olanaklar gibi faktörlerin de öğretmenlerin özerklik seviyelerini anlamlı bir şekilde etkilediği bulunmuştur. Son olarak, öğretmenlerin yöntem sonrası metod kullanımlarının öğretmen özerkliğine bağlı ön görebileceği; bir diğer taraftan öğretmenlerin yöntem sonrası metod kullanımlarının özerklik durum ve seviyesine yordanabileceği ortaya çıkmıştır.

Bu çalışmadan elde edilen sonuçlar alan yazındaki çalışmalar dahilinde değerlendirildiğinde çalışma sonucunda ortaya çıkan sonuçlarda görülen benzerliklerle birlikte farklılıklar da dikkat çekmiştir. Demografik deęişkenler bakımından incelendiğinde benzerliklerle birlikte farklılıklar da gözlenmiştir; örneğin yaş ve cinsiyet bakımından hem benzerlik hem farklılıklara rastlanmış olup öğretmenlik deneyimi, eğitim düzeyi ve öğretim şekli açısından deęişiklikler bulunmuştur. Bunlara ek olarak haftalık ders saati, iş yerinde benimsenen sistem ve iş yerinin sağladığı olanaklar bakımından kıyaslama

yapılabilecek herhangi bir çalışmaya rastlanmamıştır. Bu bakımdan güncel çalışma bir örnek teşkil etmektedir. Mevcut çalışmanın yöntem sonrası metod kullanımı ile ilgili alan yazındaki sonuçlar incelendiğinde öncelikle kısıtlı sayıda araştırma yapıldığı ortaya çıkmıştır. Bununla birlikte öğretmenlerin sınıf içi öğretim yöntemleri ve müfredata dayalı uygulama ve kararlarda yöntem sonrası metodu düşük seviyede takip ettikleri belirlenmiştir. Alan yazında güncel çalışmanın sonuçlarının aksine teorik olarak deliller bulunsa bile pratikte bulunan sonuçlar güncel çalışmanın sonuçları ile örtüşmektedir. Bu durumun en temel sebebi olarak öğretmenlere gereksinim duydukları özerkliğin sağlanamaması alan yazında açıkça ifade edilmiştir (Amiri & Sahragard, 2018). Benzer şekilde, üniversite seviyesinde çalışan öğretmenlerin kural koyma, uygulama ve müfredat hakkında özerk olmadıkları ortaya konmuştur. Mevcut çalışma ve alan yazında bulunan sonuçlardan benzerlik oranı en çok görülen alanlar öğretmenlerin ders içerik seçiminde kısıtlılık, ders saatlerini planlama konusunda kısmen özerklik ve öğretim çıktılarının belirlenmesidir. Buna ek olarak alan yazında konu ile ilgili herhangi bir çalışma bulunmamasına rağmen öğretmenlerin müfredat ve sınıf içi eğitim süreçleri hakkında aktif rol üstlenmeleri gerektiği belirtilmektedir (Richards, 2013).

Mevcut çalışmanın sonuçları ışığında öğretmenlere ve karar merciinde bulunanlara ve gelecek araştırmacılara bazı önerilerde bulunulmuştur. İngilizce öğretmenlerine öncelikli olarak bireysel bilgi ve profesyonel gelişimlerini öncelendirmeleri tavsiye edilmiştir. İkinci olarak gelecekte öğretmen olarak görev almak isteyen bireylerin kariyer seçimlerini alan bazında yapmalarının büyük bir önem taşıdığı vurgulanmıştır. Bununla birlikte öğretmenlerin müfredat tasarım ve uygulama konusunda yeteri kadar özerk olmadığı görülmesi nedeniyle öğretmenlerin müfredat temelli konularda daha aktif rol almaları önerilmiştir. Öğretmenlerin yöntem sonrası pedagoji kullanımlarına yönelik yapılabilecek önerilere ilişkin olarak daha fazla özerkliğe sahip olmak ve öğrencileri adına daha belirgin kararlar almak için ölçme ve değerlendirme süreçlerinde inisiyatif almaları tavsiye edilmektedir. Son olarak, İngilizce öğretmenlerinin alan dahilinde yeni yöntem ve trendleri takip etmeleri ve bunlar hakkında bilgi sahibi olmalarının yanı sıra kendi öğretim yöntem, uygulama ve stratejilerinin farkında olmaları önerilmektedir. Bunlarla birlikte araştırmanın yukarıda belirtilen sonuçlarına dayanarak politika yapıcılara ve karar merciinde bulunanlara yönelik bazı önerilerde de bulunulmuştur. Öncelikle öğretmen adaylarına yönelik uygulanan öğretim programlarının hem teorik hem de pratik açıdan zenginleştirilmesi, böylece öğretmen adaylarının bilgi ve teorilerini

kısıtlama olmadan gözlemleyebilmeleri ve uygulayabilmeleri önerilmektedir. İkinci olarak, İngilizce öğretmenlerine derslerin içeriği ve müfredatın uygulanması konusunda daha fazla bağımsızlık tanınması önerilmektedir. Daha sonra öğretmenlerin mesleki gelişimlerine yeteri kadar zaman ayırabilmeleri için daha az ders saati verilmesi gerekmektedir. Ayrıca politika yapıcılarının öğretmenlerin görev yaptıkları kurum türünün öğretmenlerin özerkliği üzerinde doğrudan etkisi olduğunu dikkate almaları gerekmektedir. Bu bağlamda vakıf üniversiteleri yerine devlet üniversitelerinin sayı ve kalitesinin artırılması yönünde harekete geçilmesi önerilmektedir. Bununla birlikte öğretmenlerin özerkliğini olumlu yönde doğrudan etkilediğinden, daha fazla çevrimiçi derse yer verilmesi amacıyla öğretmenlerin öğretim koşulları gözden geçirilebilir. Ayrıca kurumlar, öğretmenlerin özerkliğini artırmak için öğretmenleri kendi donanım ve materyallerinden yararlanmaya teşvik edebilir. Belirtilenlerin yanı sıra, kurumlarda benimsenen sistemlerin öğretmenlerin öğretim uygulamalarına ilişkin bağımsızlığını büyük ölçüde etkilemesi nedeniyle, kurumların, özellikle de modüler dil öğretim sistemlerine sahip üniversitelerin, takip edilen sistemin türünü değiştirmeyi düşünebileceğini belirtmek büyük önem taşımaktadır. Öğretmenlerin yöntem sonrası durumuna atıfta bulunarak, politika yapıcılara en son trendlerin ve yöntemlerin öğretilmesinin öğretmen yetiştirme programlarına entegre edilmesi önerilir. Buna ek olarak politika yapıcılarının ölçme ve değerlendirme süreçlerine ilişkin kararlara öğretmenleri de dahil etmeleri önerilmektedir. Son olarak, üniversitelerin İngilizce öğretmenlerinin ders içi etkinlikleri ve müfredatla ilgili düzenlemeleri uygulayabilmeleri ve takip edebilmeleri için yöntem sonrası pedagoji kavramını öğrenebilecekleri ve yararlanabilecekleri konferanslar ve çalıştaylar düzenlemeleri tavsiye edilmektedir.

Güncel çalışmanın gelecek çalışmalara ışık tutması amacıyla belli başlı önerilerde bulunulmuştur. İlk olarak, çalışmanın daha fazla yabancı dil öğretmeniyle gerçekleştirilmesiyle örneklem sayısı artırılabilir. Ayrıca kurum türlerinin öğretmen özerkliği üzerindeki etkisine odaklanan çalışmalar da araştırılabilir. Buna ilaveten İngilizce öğretmenlerinin özerkliğini öğretim koşullarına göre inceleyen yeni çalışmalar yapılabilir. Ayrıca bu çalışmanın nicel bir çalışma olarak yürütüldüğünü belirtmek büyük önem taşımaktadır, bu nedenle yabancı dil olarak İngilizce öğretmenlerinin özerkliğe ilişkin bakış açılarını ortaya çıkarabilecek karma yöntemli çalışmalar, araştırma alanına daha derin bir bakış açısı getirebilir. Buna ek olarak, yöntemin kendisi uygulamaya ilişkin herhangi bir ölçek veya yönerge sunmadığından İngilizce öğretmenlerinin yöntem sonrası

durumları doğrudan gözlemlenmemiştir. İleriki çalışmalarda, geliştirilecek bir ölçekle İngilizce öğretmenlerinin yöntem sonrası yönelimlerini araştırmak mümkün olabilir. Bunu takiben İngilizce öğretmenlerinin cinsiyet, yaş, öğretmenlik deneyimi ve eğitim derecesi gibi demografik değişkenlerinin yöntem sonrası kullanım ve özerklik açısından rolü hakkında kesin sonuçlara varmak amacıyla daha fazla bilgi sağlamak amacıyla bir başka çalışma yürütülebilir. Belirtilenlere ek olarak bu çalışma, İngilizceyi yabancı dille konuşan öğretmenlerle karşılaştırmalı olarak İngilizceyi yabancı dil olarak öğreten öğretmenlerin özerklik düzeyini ve yöntem sonrası durumunu incelememiştir. Ana dili yabancı olan öğretmenlerin özerklik anlayışlarının ve yöntem sonrası durumların farklı olabileceği ihtimali göz önünde bulundurularak bir başka çalışma yapılması önerilmiştir.

Anahtar Kelimeler: Öğretmen özerkliği, yabancı dil öğretimi, yöntem sonrası pedagoji, İngiliz dili eğitimi

ABSTRACT

The Predictability of University Teachers' Autonomy Based on the Use of Post-method Pedagogy in Turkish EFL Context

Beşbilek, Tutku

Master's Thesis, Department of Foreign Language Education

Supervisor: Dr. Derya Oruç

September 2024

Teacher autonomy plays a critical role in English as a Foreign Language (EFL) and previous studies display that lack of required autonomy on the part of teachers is one of the main problems experienced by EFL teachers regarding their educational processes and implementations. One of the essential ways to increase teacher autonomy is claimed to provide teachers with independence in choosing their teaching theories and practices as well as making them a part of evaluation and assessment. In this regard, implementing post-method pedagogy in language teaching, which principally suggests giving teachers the freedom and autonomy to select their own teaching strategies and enabling them to theorize what they practice and practice in accordance with their theories is seen as crucially important in language teaching. With reference to the use of post-method pedagogy and teacher autonomy, it was acknowledged that there was a limited number of studies on teacher autonomy and its relation to post-method pedagogy use, particularly in the Turkish EFL context. This study aims to examine the predictability of university teachers' autonomy based on their use of post-method pedagogy and unearth any possible link between teachers' autonomy level and their use of post-method pedagogy in the Turkish EFL context. To reveal the link between the two constructs, EFL instructors employed at both private and state universities in the Istanbul province participated in the current study. Since a quantitative data collection tool is employed for the study, it can be construed as a descriptive study with a correlational survey design. The data for the study was collected from 195 EFL instructors working at university level in Istanbul with the implementation of a background questionnaire and Teacher Autonomy Scale (TAS) developed by Pearson and Hall (1993). The SPSS IBM software was used for the analysis of the results. The findings of the study revealed that EFL teachers' autonomy level was low to moderate; however, they showed variance regarding the type of autonomy. In relation with the findings, it was discovered

that there was a link between the use of post-method pedagogy and the teachers' autonomy level although the level of use of post-method pedagogy was low among EFL teachers as well. In addition, factors such as age, gender, years of teaching experience, teaching hours per week, institution type, the degree of education, adopted system at the workplace, and facilities of the institution were found to affect the level of teacher autonomy as well as the use of post-method among the participating EFL teachers. Therefore, it is recommended for the EFL teachers to be cognizant of the positive and liberating impact of the use of post-method and acknowledge its use as it adds to their autonomy level.

Keywords: Teacher autonomy, foreign language teaching, post-method pedagogy, ELT

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Tutku BEŞBİLEK

Dedicated to my twin brother 'Engin.'

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	xii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xviii
LIST OF ABBREVIATIONS	xx
1. INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Purpose of the Study	6
1.4. Research Questions	6
1.5. Significance of the Study	7
1.6. Limitations of the Study.....	8
1.7. Definition of Key Terms	8
2. LITERATURE REVIEW.....	10
2.1. Theoretical Framework	10
2.1.1. A Short History of Methods.....	20
2.1.2. Grammar Translation Method.....	21
2.1.3. The Direct Method	23
2.1.4. Audio-Lingual Method.....	24
2.1.5. The Silent Way.....	26
2.1.6. The Total Physical Response	28

2.1.7.	The Communicative Language Teaching	30
2.1.8.	The Natural Approach.....	32
2.1.9.	The Task-based Approach.....	33
2.1.10.	The Content-Based Instruction (Method)	35
2.1.11.	The Lexical Approach.....	37
2.1.12.	The Post-method Pedagogy: Concepts and Principles.....	38
2.2.	Principles of Post-method Pedagogy	40
2.3.	Teacher Autonomy in EFL Context: Previous Research	42
2.3.1.	Eclecticism In English Language Teaching.....	47
2.3.2.	Necessity To Develop Teacher Autonomy	48
2.3.3.	Factors Affecting Teacher Autonomy.....	52
2.4.	Teacher Autonomy in Turkish EFL Context	53
2.5.	Autonomy and Post-method Pedagogy: Theoretical Connections.....	57
2.5.1.	Kumaravadivelu’s Macro Strategic Framework	58
3.	METHODOLOGY.....	62
3.1.	Research Design.....	62
3.2.	Participants.....	63
3.3.	Data Collection Tool	67
3.4.	Data Collection Procedure	68
3.5.	Data Analysis	69

4.	FINDINGS	71
4.1.	Findings for the First Research Question.....	71
4.2.	Findings for the Second Research Question	72
4.3.	Findings for the Third Research Question	77
4.4.	Findings for the Fourth Research Question	83
4.5.	Findings For the Fifth Research Question	86
5.	DISCUSSION, CONCLUSION, AND RECOMMENDATIONS	91
5.1.	Discussion	91
5.1.1.	TAS Among EFL Teachers.....	91
5.1.2.	TAS and Demographic Variables	92
5.1.3.	TAS and Post-method Relation.....	97
5.2.	Conclusion	100
5.3.	Practical Recommendations	101
5.3.1.	Recommendations for Teachers.....	101
5.3.2.	Recommendations for Policy Makers	102
5.3.3.	Recommendations for Further Research.....	103
	Appendix A	130
	Appendix B.....	131
	Appendix C.....	137
	Appendix D	138
	Appendix E.....	139

Özgeçmiş	140
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LIST OF TABLES

Table 1. Demographic Characteristics of Participants.....	63
Table 2. Working Conditions of Participants.....	64
Table 3. Facilities and System Adopted of Institution.....	66
Table 4. Reliability Coefficient and Total Variance of The Scale.....	68
Table 5. The Level of Teacher Autonomy	72
Table 6. Difference between Level of Autonomy and Age	73
Table 7. Difference Between Level of Autonomy and Gender	74
Table 8. Difference Between Level of Autonomy and Last Degree Completed.....	75
Table 9. Difference Between Level of Autonomy and Bachelors Degree.....	76
Table 10. Difference Between Level of Autonomy and Institution Type	78
Table 11. Difference Between Level of Autonomy and Teaching Experience	79
Table 12. Difference Between Level of Autonomy and Teaching Hours in a Week	80
Table 13. Difference Between Level of Autonomy and Teaching Conditions.....	81
Table 14. Difference Between Level of Autonomy and Level Taught Last Year.....	82
Table 15. Difference Between Level of Autonomy and System of Institution.....	84
Table 16. Difference Between Level of Autonomy and Facilities of	

Institution	85
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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

GTM: Grammar Translation Method

DM: Direct Method

ALM: Audio-lingual Method

TPR: Total Physical Response

CLT: Communicative Language Teaching

NA: Natural Approach

TBLT: Task-Based Language Teaching

CBI: Content-Based Instruction

PMP: Post-method Pedagogy

OECD: The Organization for Economic Cooperation and Development

MONE: Ministry of National Education

TAS: Teacher Autonomy Scale

GTA: General Teaching Autonomy

CA: Curriculum Autonomy

CA: Cronbach's Alpha

LLTI: Literature/Linguistics/Translating and Interpreting Studies

L2: Second Language

1. INTRODUCTION

In this chapter, you will find the overview of this research which covers the background of the study, statement of the problem, research questions along with the purpose of the study, significance of the study, the limitations faced during the study and the definitions of key terms related to the research.

1.1. Background of the Study

It is commonly acknowledged that autonomy in language teaching and learning is the subject of much research, despite the on-going debate as to what autonomy stands for. According to one of the influential definitions made by Little (1991), autonomy is regarded as a “capacity for detachment, critical reflection, decision-making and independent action.” Regarding the encouragement of being independent in taking actions in autonomy, it is essential for teachers of the 21st century to have the required skills and field knowledge to be autonomous in their teaching. With respect to the teacher autonomy, which in general may converge with learner autonomy at some point, it can be defined in other words as being conscious of what is done and why it is done in the classroom (Little, 1991).

With regards to the autonomy that teachers should possess, there are some skills and knowledge to be gained and embodied by teachers such as required field knowledge, experience, equal power and independence. With those aspects taken into consideration,

Teacher Autonomy Scale (TAS) is used to determine the areas in which teachers are more autonomous and independent in their own teaching (Pearson & Hall, 1993). The scale becomes prominent regarding the teacher autonomy since it lays emphasis on general and curriculum autonomy, decision-making, taking one's own responsibility in assessment and evaluation and in-class activities. According to the scale, each item gauges teachers' autonomy while paving the way for teachers to determine the best teaching method to apply and self-reflect on their own teaching methods.

In accordance with the decision-making when it comes to the methodology of implementation for in-class practices, there have been numerous methods proposed as to the teaching of a foreign language. Out of the previous methods proposed, the post-method pedagogy has emerged because of the repeated dissatisfaction regarding the concept of method and remains as the latest pedagogy suggested so far. From a broader perspective, pedagogy is used to refer not only to the in-class practices, materials used, curricular objectives but also to point out other influential factors impacting L2 education such as historical, sociocultural, and political aspects. Furthermore, the post-method pedagogy has three main principles that teachers are to follow through. As to the principles; they can be given respectively as “particularity, practicality and possibility” (Kumaravadivelu, 2001). The principles particularity suggest that language teaching pedagogy should be specific to a particular group of learners. That is to say, that a particular group of teachers should teach a particular group of learners within a particular context. The pedagogy of particularity starts with prompting teachers to practice, observing their teaching, evaluating the outcomes, and self-reflection, which are the prerequisites in the way of developing context-sensitive knowledge. The practice of

preparing for teaching particular groups and getting context-based knowledge leads to the other principle, practicality. Laying emphasis on the relationship between the theory and practice rather than everyday teaching, practicality advocates that teachers should be able to build their own personal theories by testing, interpreting and critically measuring the convenience of the theories put forth by professional theorists. Briefly put, practicality can be achieved through providing teachers with autonomy and pedagogic assistance in terms of constructing context-sensitive knowledge. This way, teachers become capable of identifying and solving problems, assessing information, and then selecting the best option for their current context. The last principle implies that teachers and learners should be empowered to develop their own theories, forms of knowledge and practices in accordance with their contribution to the pedagogical setting (Kumaravadivelu, 1994).

Although EFL teachers' responsibility and teaching is no less demanding without the consideration of teacher autonomy and post-method use, it is of great importance to take these factors into consideration since they largely impact the teaching process and learning outcomes. Regarding the significance of teachers' autonomy and the appropriate use of methods, these two constructs are considered worthy of a deeper understanding and examination. To this end, this study aims to understand any possible predictability between teachers' autonomy and the link between post-method use and its contribution to teacher autonomy.

1.2.Statement of the Problem

Language teaching and learning is a complex process which is associated with and related to numerous dimensions that affect the teaching and learning procedure.

Regarding the multi-layered nature of teaching, the autonomy of teachers and learners has taken the attention of researchers in the history. However, it has been seen that most of the attention is given to the autonomy that learners experience in the course of language learning. The interest displayed for teacher autonomy, on the other hand, has been minuscule. The term teacher autonomy is used to refer both to the ability and skill with which teachers can develop their own teaching without any limitations (Esfandiari & Kamali, 2016). According to Kumaravadivelu (2001), teacher autonomy consists of confidence and competence which help them develop their own theories that suit well in their educational context. The main focus of this definition underlies the idea that an autonomous person appears as independent with responsibility and awareness in educational environments. When the attributes of autonomy are considered, it is articulated that there is inadequacy in terms of research about teacher autonomy in Türkiye context (Dinçer, 2019; Genç, 2010).

Another valuable dimension concerning language teaching is the methods used in educational contexts. There have been copious methods proposed throughout the history of English language teaching. The search for better methods to apply in classrooms has come to an end with the proposition of the post-method pedagogy. The post-method argues that none of the methods can definitively tackle with foreign language teaching. That is to imply that there is no asset in applying a particular method in a specific context (Safari & Rashidi, 2015). According to Kumaravadivelu, there are three basic parameters of post-method: particularity, practicality and possibility. To better state what the parameters refer to, it is given that particularity stands for situational understanding. To elaborate, it is suggested that language teaching should be specific and sensitive to the

target group of learners, aiming at sets of goals along with the particular environment. As to the practicality of the post-method, Kumaravadivelu (2001) states that there should be equilibrium between theories and practices applied in the classroom. According to this supposition, a theory is not of use unless it can be put into practice. The last parameter, possibility, indicates a situation in which language learning should overlap with sociocultural and political circumstances outside of the classroom. It also means that language learning is about identity formation and social transformation.

Regarding the parameters of the post-method pedagogy, it is recognized that the role of participants in the learning and teaching process is of utmost importance since they impact all aspects of pedagogy ranging from the decision-making process to planning and conducting activities in the classroom. When post-method pedagogy and teacher autonomy are viewed as together, it is discernible that there are numerous aspects showing that they are codependent and linked to each other. To name one of the aspects, the implementation of practicality by the teacher in the classroom displays the level of teacher autonomy as to the selection of necessary practices and theories. To nominate another aspect of post-method pedagogy, for example, particularity can be taken into an account. Making each learning session sensitive to the learner group is a demanding skill which shows us how much teachers are allowed to be flexible to modify their teaching according to the target group. With regards to the interrelation between teacher autonomy and the parameters of the mentioned pedagogy, it seems like a necessity to take a step forward to discover the grounds on which these two elements can co-exist in the Türkiye EFL context. It is important to note that it is worthy of examination of teacher autonomy regarding its possible advantages in comprehending student learning especially in Türkiye

(Khalil, 2018). As it is claimed by Khalil (2018), there is not enough amount of research regarding teacher autonomy in Türkiye context. In addition, some researchers acclaim that the level of autonomy is on the decrease in Turkish context due to centralized examination sytem and educational changes made (Strong & Yoshida, 2014). Resulting from such changes, Turkish EFL teachers think that they have less autonomy when compared with other countries (Dinçer, 2019). Considering the current context in which this study is held, the possible link between teacher autonomy and the use of post-method pedagogy remains uncertain and is left without any further research. Thus, this study seeks to ascertain any predicative pertaining to the use of post-method based on teachers' autonomy levels and awareness.

1.3.Purpose of the Study

In this research, it is aimed to investigate the predictability of university teachers' autonomy based on the use of post-method pedagogy and unearth the link, if any, between the level of teachers' autonomy and teachers' use of post-method approach.

1.4.Research Questions

There are five research questions in this study:

1. What is the level of teacher autonomy among Turkish EFL teachers?
2. Does the level of autonomy vary regarding demographic characteristics of EFL teachers?
 - a) Age
 - b) Gender

- c) Last Degree Completed
 - d) Bachelor's Degree
3. Does the level of autonomy vary according to working conditions of EFL teachers?
- a) Teaching Hours in a Week
 - b) Teaching Conditions
 - c) Level Taught Last Year
4. Does the level of autonomy vary according to facilities/system of institution?
- a) System at Institution
 - b) Facilities of Institution
 - c) Facilities of Classroom
5. Does the level of autonomy predict use of post-method pedagogy among Turkish EFL teachers?

1.5. Significance of the Study

In this study, it is aimed to discover university teachers' level of autonomy depending on their use of post-method pedagogy and uncover the connection between these two variables. This study particularly aims to shed light on university EFL teachers' autonomy. Although autonomy has taken an appreciable attention of scholars in the related field, it has been observed that autonomy has been left uncovered and a deficit of adequate research in the related field (Dinçer, 2019). Supporting this point of view, Khalil (2018) claims that there is a limited amount of research pertaining to teacher autonomy in the context of teaching English in Türkiye. With regards to the current condition in

Türkiye context, the present study aims to incorporate the findings of the research that displays the level of university teachers' autonomy and to unearth the degree of predictability of teachers' autonomy contingent upon their post-method pedagogy use.

1.6.Limitations of the Study

This study may have several shortcomings. To name some of them, it should be noted that this study requires data collection from English language teachers, teaching English as a Foreign Language (EFL) who work at private or state universities. The items in the scale to be used might elicit diverse and inconsistent answers from the participants. Additionally, it is of high importance to notice that this study adopts a quantitative research approach with the participants taking part in the study. Hereinafter, the outcomes of the research might show variance on the condition that the results are compared to those of other individuals. Findings represent the participant EFL instructors' extent of autonomy and post-method use in their language teaching environment, and it is accepted that the participant teachers comprehended and replied to the questions on the scales correctly.

1.7.Definition of Key Terms

ELT: ELT, English Language Teaching, first appeared in 1946 (Howatt & Widdowson, 2004). ELT refers to the teaching of English to speakers of other languages. ELT is also associated with the field of education which focuses on the teaching and learning of the English language.

EFL: English as a Foreign Language (Nordquist, 2020) is referred to as the study of English by non-native speakers especially in countries where the dominant language is

not English. Since EFL is used in non-native countries, speakers of English can barely use English on social occasions (Si, 2019).

OECD: The Organisation for Economic Co-operation and Development, also known as OECD, is an international organization which aims to work for constructing better policies to create better lives (OECD, 2021). The main purpose of the OECD is to shape policies that encourage abundance, equality, opportunity and profit for all.

Method: In general sense, a method is referred to as the system of techniques and strategies designed with the aim of answering research problems (Daniel Castro Aniyar, 2022). In the context of language teaching, the method is defined by Richards and Rogers (2001;19) as the whole plan for the presentation of language material all of which is chosen according to the selected approach. In this study, a method is used to define the overall planning of how teaching is done in classrooms.

Approach: Approach is defined as the instructional construction with principles which directs the learning and teaching process (Methods and Approaches of English Language Teaching, 2020). However, it is of importance to note that the level of flexibility is different when compared to technique and method. An approach can be articulated as the various ways of teaching which are based on the principles.

Pedagogy: In broad sense, pedagogy is alleged as the study of teaching methods which involves the aims of education and the ways through which those goals are achieved (Peel, 2017). In other words, pedagogy can be described as learning targeted towards social goals (Hinchliffe, 2000). In this study, pedagogy is used to define its relationship with post-method pedagogy.

2. LITERATURE REVIEW

This section consists of two main parts. First, theoretical frameworks concerning methods proposed in English language teaching and teacher autonomy are provided. In addition, definitions, sources, and effects of the main concepts are presented. The second part presents the literature review with regards to teaching methods and teacher autonomy.

2.1.Theoretical Framework

Language learning is viewed and experienced in various ways in different learning and teaching contexts. Due to the variety of context-related needs, there has been a search in deciphering effective ways to learn languages. Bearing in mind that language learning is an intricate process, it comes as a challenging task to determine the adequate fashion by which the language is taught and learned. In addition to the difficulty in finding the most appropriate way of learning a language, the constant change of a language's nature also requires revising and renewing in a never-ending fashion during the learning process. In other words, language learning is dynamic and animate which suggests that it can hold other contributing factors to language learning such as social, individual, political, pedagogical and contextual. For example, an individual learning a language as a second language is more likely to attain the language more easily due to the amount of exposure in comparison with a learner not being able to find enough EFL content in an EFL setting.

As a result of the discrepancies faced in different contexts in language learning, researchers have been on a continuous lookout to embody the approaches that are well-

suited to the needs of learners. Since the way researchers theorize and follow a fashion that helps educators teach a language change through time, being able to comprehend the theories and methods regarding the learning of a language provides benefits in various ways. One of the ways is that it facilitates the process that methodology is traced and discovered throughout its development in history (Geneyikli, 2020). Adding to the significance of the methods placed in the language teaching process, it can be articulated that there have been efforts to improve the language teaching process through making changes in the methods applied (Richards & Rodgers, 2014). According to Richards and Rodgers (2014), these changes made in teaching methods have also reflected the necessary changes in language teaching aims. Changes in language teaching aims have also had an impact on the theories of language teaching and learning. Regarding this influence, it is given that the concept of method, which emphasizes the use of a set of teaching practices emerging from one theory, has been a controversial subject as to the pursuit of better methods to be applied in language teaching. This quest for finding finer methods have led to the emergence of various methods concerned with language teaching.

To begin with the earliest method used for English language teaching, the Grammar Translation Method (GTM) can be emphasized. Briefly stated, the Grammar Translation Method has a procedure which focuses on the translation of the user's mother tongue into the target language to be learned (Talluri & Rao, 2017). The order of learning in GTM is sequenced in a way that learners first learn the grammatical rules and they move onto translating words from their mother tongue by forming sentences. This way of teaching and learning is known to be the oldest method. Furthermore, the GTM is not without its advantages and limitations. To name some of the advantages over other methods, it can

be given that focusing on comprehension of grammatical norms and structures in the way of learning a language is an essential advantage. Other than this, the collaboration between the mother tongue and the second language paves the way for a high level of understanding for both word and sentence meaning. With regards to some of the limitations of the GTM, it is articulated that the lack of emphasis on speaking and listening activities along with the detachment from other communicative aspects such as pronunciation, stress, and so on. In addition to this aspect, the content that heavily lays emphasis on the use of texts rather than speech, limited spoken interaction between students and a large number of grammatical rules are to be taken into account (Talluri & Rao, 2017).

Followed by the Grammar Translation Method, the Direct Method (DM) has emerged since researchers have turned their attention to more naturalistic ways of language learning (Richards & Rodgers, 2014). The Direct Method, on the contrary to the GTM, has been developed as a response to the conventional ways of language teaching and learning (Çelik et al., 2020). As to the principles of the Direct Method, as Stern (1991) states, the primary focus is placed on the target language to be learned. The target language is regarded both as the language of instruction and the means of communication in the classroom. According to this point of view, the use of mother tongue is not allowed, moreover; translation is strictly avoided. Elaborating on some of the main principles of this method, it can be given that it is eminent for learners to be able to start thinking in the target language. Additionally, the importance of gaining an acceptable pronunciation is emphasized from the very beginning. Adding to one of the discrepancies between the Direct Method and the GTM, it should be underlined in the DM that grammar rules and

structures are to be taught inductively. To summarize the general concept and the principles of the Direct Method, according to Harmer (2007), it can be expressed that building a sentence accurately is the nucleus of instructional focus.

Historically moving forward, the Audio-lingual Method (ALM) has come into view after the appearance of the Direct Method. The prior aim of this method is to make use of the target language communicatively (Mart, 2013). The Audio-lingual method prioritizes the teaching of language with dialogues, placing the habit formation of learners at the heart of the learning process. Directly linked with the habit formation, the behaviouristic aspect of this method provides a framework of both animal and human learning behavior (Çelik et al., 2020). Basically, the behaviorist psychology holds an approach which scrutinizes how and why learning takes place and points out to the certain ways we behave. In this regard, the ALM heavily depends on the idea that human beings interact with their environment from which they learn how to use reinforcers to change a learning behavior. Taking the theories that ALM uses into account such as the Imitation theory, Reinforcement Theory and Analogy Theory, it is unquestionable that the ALM is closely tied to the behaviorism in terms of drilling, repetition, and forming habits. Therefore, Larsen-Freeman (2000) puts forth that the more something is repeated, the more it is to be learned and the stronger the habit (Dueñas Vinuesa, 2002). With respect to the main principles of the ALM, it can be expressed that the focal point can be found in the spoken forms of language which are used to improve learners' communicative skills. The goal is to extract accurate spoken language along with vocabulary and grammatical structures through dialogues and drills. It is thought that with the use of repetition and drills that they lead learners to produce language which later enables them to create immediate

accurate spoken language. To concisely touch on the advantages and disadvantages of the ALM, it can be articulated that the ALM is considered to be the best approach for beginning level learners. In addition to that, it has paved the way for the development of the Communicative Method, which is seen as emerging as a response to the ALM. As to the disadvantages of this method, the heavy reliance on teachers is said to create certain demands on the teachers. More importantly, the basic principles of the ALM such as imitation, drill and repetition turn learners into parrots who can repeat good utterances but are not able to create unique sentences of their own (Çelik et al., 2020).

Following the Audio-lingual Method, the Silent Way has come onto the stage as a response to the traditional teaching methods in which teachers take the lead for classroom activities and do most of the talking (Uluşan, 2022). Gattegno's Silent Way is known to put emphasis on the human cognition in learning as opposed to behaviorism suggested in the ALM. The method is exclusively based on the notion that teachers should keep silent as much as possible while giving the opportunity for learners to actively take part in the learning process. This suggestion has received much criticism as to the lack of naturally emerging communication between the learners and the teacher. Moreover, it is claimed by the implementation of the Silent Way that learners are left to work on their own in isolation due to the limited interaction pattern. On the other hand, according to Yüksel and Caner (2014) the most noticeable part about the Silent Way is teachers' silence. They express that this silence is used to target learners' attention, extract answers and encourage them to correct their own mistakes (Caner, 2014). In other words, it is put by Larsen-Freeman (2015) that silence in this method is seen as a tool to foster learner autonomy, removing the teacher from the center of the attention.

Henceforth, the Total Physical Response (TPR) has become visible which has been first introduced by Asher. Total Physical Response has its roots in the inspiration coming from the way children internalize and learn their first language by reacting physically to speech through commands (Sariyati, 2013). As reported by Richards and Rogers (1987), learners' main roles are regarded as listeners and performers. Teachers play an active role in deciding on what to teach and present the material to be used in the classroom. As to the feedback sessions, it is of importance that teachers follow the fashion in which parents give feedback to their children. With regards to the advantages and disadvantages of the TPR, it can be briefly mentioned that it can be used for both small and large groups of learners. Adding to that, the TPR works well with groups of learners who possess mixed abilities (Widodo, 2005). Regarding the disadvantages, it is given that this method only suits beginner level learners since the complexity of the language increases in line with the escalation in the proficiency level. The other disadvantage is related to the flexibility to use the TPR in the classroom. To elaborate, it can be said that this method cannot be used to teach everything since overusing it has the possibility of making the learning and teaching repetitive (Widodo, 2005).

Moving forward with the methods, the Communicative Language Teaching has become to be known in contrast to the focus placed on grammar structures, drilling and repetition. Replacing the excessive focus on the teaching of language rules and grammatical patterns, the CLT has shifted the attention to the meaning of the language, which has paved the way for the concern about the use of meaningful language (Savignon, 1987). Within the framework of the Communicative Language Teaching, communicative competence is placed at the core of its principles (Canale & Swain, 1980). While CLT is

known to accentuate the communication of meaning and the messages underlying, there is a disagreement on whether CLT should emphasize the language focus. According to Hymes (1971), the primary goal of the CLT is to develop communicative competence on the part of learners by exposing learners to real life-like situations which constrains communication (Hymes, 1971). In other words, tasks are prioritized to create context for learners to use the grammar in meaningful settings. The tasks to be used can include comprehension of the language along with interacting in the target language by producing meaningful utterances (Brandl, 2020; Hymes, 1971). Regarding the nature of tasks, it can be stated that tasks should involve working towards a goal while engaging learners in communicative activities.

Adding onto the CLT method, the Natural Approach (NA) has appeared in contrast with the previous form-focused teaching methods. Tracy Terrell is known to be the first to introduce this method to language teaching in 1977. The Natural Approach has commenced because of Terrell's experiences in teaching Spanish classes. Following this, it is articulated that Terrell has joined forces with Krashen, which has led to a great deal of attention paid for the NA. In different words, it can be expressed that the interest shown to the Natural Approach is mostly associated with its relation to Krashen's support (Terrell, 1977). With respect to the principles of the NA, it can be briefly stated that comprehension of the language is prioritized over the production of the language. Adding to this, learners are allowed to improve and produce speech at their own pace. This principle is also related to the teacher's role. Teachers are expected to present the language at a level that can be easily comprehended yet, challenging the learners to discover for more (Çelik et al., 2020).

Having mentioned the importance of tasks to boost meaningful conversation in language classrooms, The Task-Based Approach/Learning (TBL) has come to be known following the Natural Approach. As Willis suggests, using tasks as the main focus of the classroom language helps create a supportive framework in terms of methodology (Yuan & Willis, 1999). Prabhu, standing as the first person to contribute to the development of the Task-Based Approach, defines tasks as an activity that necessitates for learners to have an outcome based on the given information, allowing teachers to regulate the process (Prabhu, 1987). Principally, the TBL encourages language learning through meaning-based and content-based activities rather than stressing grammar structures and rules (Bunmak, 2017). Therefore, tasks are given priority since they support meaning-based interaction. In this regard, Task-Based learning is considered to be learner-centered. Adding to that, there are three essential phases that the TBL is composed of; purpose, process and product. The first phase refers to the introduction to the task, where the teacher needs to make sure the objectives of the task are understood. The second phase is called the task cycle. To complete the task cycle, learners have to use the target language in the task and report what they have done. The last phase includes the analysis of the language used during the task. Although the TBL is a popular method that is used around the globe, it is to be added that the method is not free from limitations. Most probable setbacks encountered regarding the implementation of the method can be given as learners' level of proficiency, classroom management, evaluation, teachers' understanding, class size, teaching materials and culture (Bunmak, 2017).

Coming into existence after the introduction of the TBL, the Content-based Instruction, also known as the CBI is an approach in which non-linguistic subjects taken from the

curriculum are taught through the target language that is being learned. Since the Content-based Instruction makes use of various subjects from the curriculum such as math, geography and so on, it can be stated that the use of this method is wide-ranged (Lyster & Ballinger, 2011). Brinton et. al (1989) puts forth that CBI helps learners to develop their language skills in meaningful contexts while considering the eventual needs and purposes of learners for which they need the language. This teaching method is regarded to be effective and rational as to the combination of both language and content (Arulselvi, 2016). With regards to the integration of the CBI principles into language teaching, it is advised by Stoller (2002) that integrated skills can be used in the classes. Adding to this, when teacher roles are considered, it is suggested that teachers should be knowledgeable in the subject matter they teach. What is more, teachers should contextualize their lessons by taking the content as the reference point.

Following the CBI, the quest for better methods has not come to a halt. Proposed by Lewis (1997), the Lexical Approach has been introduced. The Lexical Approach is basically based on the conception that language does not solely consist of grammar; rather, it is composed of prefabricated, multi-word chunks. And, with the help of these chunks, learners can create novel utterances (Maftoon & Ziafar, 2013). Considering the principles of the Lexical Approach, it is given by Lewis that grammar and vocabulary learning is subordinate to the learning of chunks (Lewis et al., 2001). In addition, successful language is not only characterized by accurate language. More importantly, it is claimed that language consists of grammaticalized lexis, not lexicalized grammar.

Regarding the whole period of the inquiry to find the most optimal method for language teaching, the latest method exerted is known as the post-method pedagogy, first

introduced by Kumaravadivelu in 1994. The emergence of the post-method is related with the need to free English teaching from any method-based limitations (Chen, 2014). According to Kumaravadivelu, the Post-method pedagogy has three pedagogic parameters which are particularity, practicality and possibility. Adding to the characteristics of the method, it is acclaimed that post-method pedagogy is for redefining the link between the framework and the center by using three features. The first feature suggests that the post-method pedagogy is not an alternative method to replace other methods, yet it is seen as an alternative to method. The second feature suggests teacher autonomy, which means that teachers should be empowered to theorize from their own practice and practice what they theorize. The third feature is called principled pragmatism. By principled pragmatism, Kumaravadivelu demonstrates the uncritical pedagogy in which teachers with very limited professional preparation make use of various methods in their classes and randomly call it eclectic without given any other option.

Pedagogy can be used to entail various elements that are not only related to the classroom, such as instructional materials, evaluation and sociocultural and political events that impact the ELT. According to some researchers, it is claimed that pedagogy is the structuring of classroom practices and strategies used by the teacher based on their previous experience and knowledge (Can Daşkın, 2009). As to the indicators of the post-method pedagogy, it can be stated that the learner, the teacher and the teacher educator can be counted as the major indicators (Chen, 2014). Within the framework of post-method pedagogy, the learners are active and autonomous. Kumaravadivelu (2001) emphasizes three aspects of the learner's autonomy, which are academic, social and liberatory (Kumaravadivelu, 2001). Likewise, the post-method pedagogy views the

teachers as autonomous as well. When all is viewed as a whole, it is seen that the post-method teachers' role is to pave the way for situations in which prospective teachers gain required autonomy that will enable them to design their own practices and transform these practices (Kumaravadivelu, 2006)

2.1.1. A Short History of Methods

Language learning has been a distinguished issue although various languages have had the leading role from one era to another throughout its history. Regardless of the language that is being used and acknowledged as lingua franca, learning and teaching a language has always had its significance (Geneyikli, 2020). Regarding the importance of language learning, teaching a language has been involved in what might be called a 'search' even in the times dating back to the 1880s towards the 1980s. This search has been a query in a sense that it has investigated the one and ideal method which can be generalized and applied to various groups of learners with a successful result (Brown, 1997). In other words, the need for unearthing the best method has been an essential step in language education (Dağkiran, 2015). Even before the advent of language teaching methods, people have had their own teaching principles that were designed according to their own experience and knowledge. Although it is stated that there is not only one best method for everyone since the term might change meaning based on different contexts, but there are also still some theorists that believe methods are beneficial as they guide teachers in the classroom (Prabhu, 1990).

The Methods used in the teaching profession-sounds better prove to have dynamic grounds when the historical accounts of teaching are examined. Due to its condition as

being in a constant flux of change, methods are referred to as ‘the changing winds and shifting sands’ (Brown, 1997). With the aim of understanding what a method is, it needs to be defined. According to Edward Anthony (1963) a method is the overall design and presentation of language depending on a specifically selected approach. For Richards and Rogers (1986), method is an umbrella term that is used to identify the approaches, designs and procedures. Likewise, another definition made by Prabhu (1990) articulates methods as both classroom activities and the theories that support them. However, when looked from a teacher’s perspective, a method can be defined as theoretically merged learning and teaching techniques that can be applied and generalized to various contexts and audiences. In that sense, there has been both periodic and overlapping patterns as to the developmental history of methods in English language teaching (Dağkiran, 2015).

2.1.2. Grammar Translation Method

Learning a language is thought to be a need and is more when the learning is designed and combined with accurate methods and strategies. It is argued that introduction of methods and strategies to learners make the learning process easier for both learners and teachers (Awan, 2015). With this regard, there have been numerous attempts to respond to the need of teaching methods in educational, social and political aspects all across the globe. Latin has been influential in the Western world and is studied as a first language for a long period of time until new languages have come into existence (Awan, 2015). As a result of this situation, various methods concerning language teaching appeared one after another, built on each other. Since Latin had a huge impact on the way classrooms and lessons are held, language teaching has not been associated with daily life communication and it has been far from the reality of language. This situation suggests

that language teaching has been more associated with the focus placed on translations made between languages. However, this motif of language teaching has been in the mainstream and preferred in the 18th century. Hereof, the first method in the 19th century has appeared as The Grammar Translation Method (GTM).

The Grammar Translation Method was first acknowledged in Germany, particularly in Prussia. For this reason, it is also called The Prussian Method (Rahman, 2012). It has been initially used to teach German and is also acknowledged as the Ciceronian Method (Geneyikli, 2020). The GTM mainly aimed to teach Latin and Greek which paved the way for making it known as, in addition to other names, the Classic Method. According to Rahman (2012), The basic principle of this method lies in the theory that languages can be learned through interpretations of texts by focusing on the grammar rules and vocabulary with the aid of a dictionary. On the other hand, others argue that the main purpose of the GTM is to make learners familiar with and knowledgeable about the target language's literature (Intarapanich, 2013). When viewed together, it is seen that the underlying motivation behind the implementation of the GTM is considered as reformist. Overall, the GTM method can be summarized as a method that requires active participation on the part of learners in the learning process, which also applies reading and communicative skills through repetition and guided exercises as given by Larson Freeman in 2000.

Concerning the principles of the GTM, there have been proponents along with the opponents. Since the GTM is heavily based on using grammar, reading and vocabulary, its popularity did not last very long. Due to its deficiency in meeting the communicative needs which is necessitated by the Europeans, it has become unfavorable. It is put forth

that language would be used for interaction and communication which created a new agenda in the field of language teaching. In time, this movement led to a shift from grammar-based teaching to communication-oriented teaching which is called the Reform Movement. As a consequence of the Reform Movement, skills other than grammar and reading, such as listening, speaking and an inductive way of grammar teaching started to be further emphasized. Although this movement has not suggested a whole different method, it has paved the way for the onset of the basis of another method, which would be named as The Direct Method (Richards and Rodgers, 1986).

2.1.3. The Direct Method

As to its history, The Direct Method dates back to the 15th century in which vernacularizing started to spread across Europe, giving a rise to the use of local languages in some of its parts (Hilgendorf, 2012). Before the late 19th century, the focus on local languages has expanded to Europe's modern languages such as German, French, Italian and English. Due to the volume of the speakers of those languages, the need for better communication skills has become of importance. Following this, the Direct Method was brought into teaching in Germany and France around the 1900s. As a result of the need for emphasis on communicative skills and interaction in language learning, the Direct Method has taken its place among the methods.

With regards to the characteristics of the Direct Method, also known as the Natural Method, it is of importance to say that it is distinct in its language teaching methodology (Wang, 2009). It is a radical shift from the GTM as it avoids L1 use in the learning process. With regards to the features of the Direct Method, it can be stated that the relevant method has modeled on the beliefs put forward as to the language acquisition process. It prioritizes

listening, speaking and pronunciation skills as they are the very first focal points that are paid attention to when acquiring a language. Concerned with those, it is acknowledged by the DM that it made the language use a part of the language learning process. On the contrary to GTM, DM focuses on the use of L2 to learn L2 (Qing-xue & Jin-fang, 2007).

In other words, the DM suggests a shift from the written and formal use of language to daily spoken language. In that aspect, the DM is a response to the dissatisfaction brought by the limited emphasis on spoken skills proposed by the GTM. Instead of making use of literary pieces through translation and focusing solely on grammar rules to decipher the language, the DM has experimented with setting up similar conditions as in the mother tongue acquisition process. Another important principle of DM is the implementation of grammar inductively. The essential point of language learning is not to be accurate; but rather to focus on fluency and communicative skills. That is to say, pronunciation is accentuated from the beginning of the language learning process. Although the DM puts great emphasis on inductive learning, fosters pronunciation and stresses the importance of fluency in daily spoken language, the method is not fault-free. Regarding the characteristics of DM, there inevitably occurs two questions about the accuracy gained without translation and its feasibility with students beyond levels of elementary. Additionally, the demand for native or native-like teachers to apply this method poses a challenge (Qing-xue & Jin-fang, 2007).

2.1.4. Audio-Lingual Method

The Audio-Lingual Method (ALM), which was proposed by the American linguists in the 1950s, had its roots in the idea that a language was composed of sound systems

which are required for social communication. Its secondary focus is on writing which has aimed to assist the recording of the spoken language (Mart, 2013). More accurately, the main purpose of the Audio-Lingual Method is to use the language communicatively. Additionally, the ALM was stated as the first method to be evolved around linguistics and psychology (Qing-xue & Jin-fang, 2007). It is referred to as psychological due to the principle that it reflects behaviorism which defines language in terms of stimuli and response. Moreover, the Audio-Lingual Method (ALM) presumes that language learning encompasses the learning of separate skills such as speaking, listening, reading and writing. According to this method, speech and spoken skills are given priority in language teaching (Mart, 2013). Since spoken skills are prerogative, the essential focal point of the ALM is to teach the language by dialogues that lay emphasis on habit formation. According to Larsen-Freeman suggestion (2000), language learning through habit formation assists learners in overcoming their old habits from their native language by forming new patterns in the target language. In other words, it can be articulated that the aim of the Audio-Lingual Method is to form new inclinations in the target language for the learner. With regards to the techniques used in the Audio-lingual method, it can be stated that drills are made use of to a great extent. Regarding the nature of the drills, it is of utmost importance to focus on listening and speaking with the assistance of the tape recordings. The underlying purpose of utilizing drills is to help learners form habits about the target language. As a part of habit formation, drills include repetition to a great amount. According to Richards and Rodgers the language learning process is mostly a course of a mechanical habit formation and good habits are only shaped as a result of accurate responses to the stimuli (Barnard et al., 2002). In addition, it is also stressed that

the formation of bad habits should be deterred from at all costs since they indicate inaccurate learning of the target language. Overall, it is implied within the framework of the ALM's techniques that the method has been formed as a response to older teaching methods which have emphasized a large volume of written forms of language, overlooking the prominence of speech and listening skills (Saville-Troike, 2008).

Regarding the nature of the ALM, it can be stated that it is not free from shortcomings. Within the framework of the ALM, it is emphasized that speaking and listening skills are prioritized before other skills. Due to this condition, it is claimed by some researchers that the speed and the accent of native speakers might pose a hindrance in the way of understanding on the part of learners (Rahmawati, 2010). According to another researcher, it is proclaimed that audio-lingual methods are not time-efficient, and it is not simple to decide on the material to be used (Suryani, 2012). Adding to these possible problems, it is argued that learners might adopt the incorrect pronunciation from their non-native teachers, which leads to mispronunciation of English words. When all the probable deficiencies are taken into account, it can be given that ALM has both advantages and disadvantages in the learning of English language.

2.1.5. The Silent Way

Moving towards the end of the 1900s, the Silent Way method emerges in the methodology of teaching English. The Silent Way approach or method has been proposed by Caleb Gattegno around the 1980s. There has been a prejudice about the idea that is put forth by Cattedgno regarding the language teaching system he established. The method offers, on the contrary to previous methods, that the teacher should keep silent as much as possible which is greatly contrasted with teacher-centered classes that are dominated

by a huge amount of teacher talk (Yüksel & Caner, 2014). In other words, it is said that the method aims to actively engage learners in the language production process by keeping teachers silent (Shirban Sasi et al., 2020). Due to its learner-centered approach, the learners are encouraged to realize their own errors and correct them. In that sense, it can be suggested that this method resembles a game-like approach towards language teaching which indicates that there is no clear-cut teaching frame of the method. It is also stated that language learning is regarded to be a problem-solving process. According to Stevick (1980), the nucleus of the Silent Method is to make learners self-reliant by encouraging them to unearth their internal sources to make their own decisions in order to reach out to the required outcome.

With regard to the techniques and materials used in the Silent Way method, it can be stated that there is a diversity of materials to be included for language teaching. Primarily, Field Charts, Cuisenaire rods, Sound-color charts, teacher's silence, word charts and structured feedback are core elements for this method. According to Gattegno's proposition, the knowledge of language is transferable which indicates that learners should be shown that knowledge is to be acquired rather than to be served directly (Shirban Sasi et al., 2020). In general, it could be stated that there are two main points needed to be acknowledged. To begin with, teaching is viewed as subordinate to learning. As learning is prioritized, it is clearly claimed that the mind expands itself with trial and error with the ability to make judgements and arrive at conclusions. Secondly, learning is not made up of imitations and drills proclaiming that the process of learning completely changes the way learners structure their values; Moreover, it is a natural development of the link between the mind and the personality (Cortés, 2013).

Adding to the main principles of the Silent Way, it should be noted that there are a few setbacks as pointed out by some researchers. For instance, it is pervasive for teachers to confuse ‘the subordination of teaching over learning’ with creating a learner-centered learning environment (Young, 2000). However, these two are used to refer to different realities. The learner-centered learning is mainly a way of teaching which includes a relation between cause and effect with respect to learning and teaching. On the contrary, the subordination of teaching to learning puts the act of learning at the very center of the classroom. Thus, the focus is not placed on the learners but the activities that lead them to learn are placed on the learners. Another factor to be considered is the silence of the teachers and how this is perceived and managed by teachers. Considering the role of silence as an instrument to be used by teachers, teachers are to be able to find ways of clarifying things in a non-ambiguous manner by balancing the amount of silence and the learners’ level of understanding. This effort to keep the balance in between poses a hardship on the side of teachers which leaves them with the responsibility to keep the lesson going with an accurate amount of silence.

2.1.6. The Total Physical Response

Having been applied for almost thirty years, the Total Physical Response (TPR) is one of the English teaching methods that was established by an American psychologist in the 1970s. The Total Physical Response (TPR) is a teaching method used in the learning and teaching of a foreign or second language by focusing on listening skills and comprehension through sets of commands to which learners are supposed to respond with physical movements (Savić, 2014). In other words, the TPR is a teaching method that is associated with utterances and actions (Mariyam & Musfiroh, 2019). Overall, it is claimed

that the purpose of the TPR method is to teach basic speaking and communication skills (Savić, 2014). This method of teaching aims to provoke learners in the same way they acquire their mother tongue. In this respect, the method regards language learning at its best when it entails learners' active involvement in the learning process (Widodo, 2005). Additionally, the TPR method prioritizes the maintenance of a relaxed learning environment for learners so that they can overcome the pressure of speaking English.

As for the teaching patterns and principles of the TPR method, it can be asserted that it is student oriented. It makes use of a variety of teaching materials and techniques such as imperative sentences, sentence drills and role plays. According to what Asher (1969) states, the type of materials is not of high prominence at the beginning of the learning. However, the materials are likely to become more important as learners progress in the target language (Shi, 2018). Particularly, it is emphasized that the intricacy of teaching materials become gradually intense with the aim of building new knowledge on the previous ones (Savić, 2014). In the TPR method, there are mainly two roles played concerning the learning process. The teacher plays a more active role whereas the learner is mostly engaged with listening to the teacher. Within the framework of the TPR learner roles, learners are not expected to verbally respond but are to only observe and respond non-verbally. Once the learners feel ready and confident enough to verbalize, they are encouraged to speak out. With respect to the evaluation of the learning in this method, it can be easily monitored and assessed by giving related commands and having learners create them. This indicates that the focus is on vocabulary and grammatical structures that are implied in the imperative sentences. Thus, learners are facilitated in an inductive learning of grammar, which also meets the need of a comprehensible input which is

regarded as the key asset to language learning. Bearing the principles of TPR in mind, it can be stated that the method is not without setbacks in the EFL context. To begin with, one of the disadvantages of it puts forth the embarrassment of performing physical movements for the learners who are not used to such things. (Husanović, 2022). Moreover, the movements are done with a group of learners. Although this paves the way for a group of learners to feel comfortable doing the movements, it hinders individual involvement on the part of learners. Another hindrance to be considered is the level of learners that are targeted with the TPR method. With the implementation of the TPR method, it is aimed mostly to teach beginner level learners. In addition to level-oriented limitations, it is suggested by Husanović (2022) that TPR can be repetitive at times since it cannot be flexibly used to teach everything. With respect to these limitations, the concluding remark is that TPR should be combined with other methods with the aim of changing the dynamics and pace of the lesson.

2.1.7. The Communicative Language Teaching

As being one of the most influential methods in ELT, the Communicative Language Teaching (CLT) approach has been developed to repair the gap between the traditional teaching methods and the contemporary needs of learners. The history of CLT can be tracked from the end of the 60s to the beginning of the 90s. Through this time, there have been three fundamental works of Hymes, Canale & Swain and Bachman respectively. The theoretical foundation of the CLT method comes from the idea put forth by Hymes which is named as ‘communicative competence.’ In addition, its history can be traced back to Europe and North America where the need to prepare a syllabus based on the function and meaning of the target language emerged. In that sense, it is acknowledged that the

CLT method has been introduced as a response to the Audio-lingual method (Ahmad & Rao, 2012). The CLT method proposed to make positive changes in the language learners' communicative skills by implementing learning into real-life contexts (Ansarey, 2012). It can be stated that the CLT method specifically gives priority to the communicative needs of the learners. As a result of this, learners' use of the target language has become the main concern for instructors. Due to the variety of contextual demands regarding the learning process, the selection of materials and methods to be used has become demanding for instructors. There has been a common confusion about what the CLT method essentially is and how it is implemented in real-life EFL classrooms. Since there is a substantial debate on defining the method, there is no single way of applying it which is accepted by and large. In other words, the theories and practices of the CLT method have experienced a variety of challenges in EFL contexts (Ansarey, 2012).

The primary focus of the CLT method is to allow learners to interact and communicate. Elaborating on the communicative aspects of the method, learners are facilitated in the process of meaning creation rather than constructing grammatical structures or gaining native-like pronunciation. This indicates that the success of language learning is dependent on the extent of learners' knowledge and their ability to use the knowledge in real-life situations.

Although the benefits of the Communicative Language Teaching are numerous, it is undeniable that CLT has received various criticism as to its principles (Tahamarana, 2015). Since the CLT method gives priority to meaning rather than grammar rules, it is perceived that there is not enough focus on the grammar and pronunciation errors. It is feared with this application that focus on writing and reading skills will be overlooked.

Furthermore, it is criticized that placing priority over fluency might lead to fluent but inaccurate learners. The other criticism is concerned by the level of learners that is targeted with CLT. It is suggested by Tahamarana (2015) that this approach is great for intermediate and advanced learners; however low-level learners might not benefit from it due to their need for more controlled practice. Lastly, it is claimed in the article written by Tahamarana (2015) that CLT can be difficult to implement at times due to lack of resources and equipment such as authentic materials along with native speaker teachers.

2.1.8. The Natural Approach

The Natural Approach has been first articulated by Tracy Terrel in 1997, a Spanish teacher in California. Attributed as a ‘new philosophy’ in language teaching, The Natural Approach, is a method formed by the efforts of Stephen Krashen and Tracy Terrel (Toprak, 2022). These joint efforts claim a naturalistic point of view in language teaching, which resembles the principles in the natural language acquisition process. In other words, the Natural Approach has placed great emphasis on making the second language learning experiences similar to the first language acquisition process. Drawing on Krashen’s prominent theory of second language acquisition, the theoretical background of the method is elaborated in terms of language teaching (Nunan, 2012).

The Natural Approach is associated with Communicative Approach in that it falls under the category of ‘traditional’ teaching methods. However, The Natural Approach bears great resemblance to communicative methods since it accommodates meaning over form, and natural language production over drills (Toprak, 2022). According to the theory of language, the Natural Approach is primarily based on the concept of communicative competence. This concept entails the idea that second language learners are supposed to

be able to respond to a native speaker in a manner which necessitates clear understanding and effective communication. The chief goal of the Natural Approach is to establish communicative competence among language learners. The morphology and syntax of the language is given comparatively less importance during the language learning process. However, this does not suggest that the grammar is completely overlooked. To put in other words, the Natural Approach is known more by the amount of emphasis it places on the meaning lexicon and by means of which the meaning is conveyed.

With regards to the weak aspect of the Natural Approach which Krashen and Terrel have pointed out, the theories put forth about the Natural Approach have not been built around the actual language acquisition theories. Rather, they have been built around topics such as the structure of the language along with teacher monologues and less focus have been put on the appropriateness of target language sentences (Khromchenko & Shutilo, 2021).

2.1.9. The Task-based Approach

The term Task-based Language Teaching (TBLT) has come into a common use with respect to the increasing emphasis on the advancement of learners' communicative abilities due to the advent of communicative language teaching methods in the 1980s (Izadpanah, 2010). The Task-based approach has its roots in the viewpoint embodied by John Dewey who asserts that experience plays a critical role for learning to take place (Rozati, 2014). To create an ideal learning experience, the notion puts forth 'communication' as the main goal for learners. This communication, on the contrary to traditional form-focused approaches, necessitates the use of interactive tasks and the target language rather than a specific sequence of language items. Prioritizing the

improvement of communicative skills, the TBLT is congruent with learner-centered teaching philosophy by advocating content-based and meaningful activities rather than solely focusing on linguistic forms. In different words, the Task-based approach primarily lays emphasis on performing the tasks without any explicit grammatical explanation given (Rahimpour, 2008). At its core, the TBLT basically aims to define, analyze and anticipate the use of communicative language patterns specifically when learners are engaged in the completion of a task.

With regards to the definition of a task, the number of defining it is infinite. It is defined by Long (1985) as a small piece of work that is undertaken for oneself and others, freely or for some reward in return (Rozati, 2014). In other words, tasks can be defined as small things people do in their day-to-day lives. However, there is a sharp distinction made by Nunan with respect to the discrepancy between target tasks and pedagogical tasks. Pedagogical tasks refer to language used in classroom settings. Moving with the primary focus of the TBLT in teaching, it is of utmost importance to incorporate meaning-based activities. The activities are evaluated based on the outcomes produced by using the target language. In addition to the assessment, there is real-world connection in tasks (Skehan, 1998). This real-life like relationship in tasks points out that an activity focusing on solely language itself cannot be regarded as a task. With all the elements taken into account, it can be stated that there is a common viewpoint. Although it is acknowledged that task-based approach prioritizes meaning, there has to be a concern about form to an extent especially about the manner by which the form is realized.

Adding on the concern about the form in the TBLT method, it is argued that TBLT lacks adequate emphasis on the focus on form (Harris, 2018). Being one of the main weak

aspects of TBLT, the inadequate focus on form is considered to lead to deficiencies with the uptake in grammar and vocabulary knowledge. Bearing this in mind, it is apprehended that a large amount of stress on communicative skills might have an adverse effect on the complete understanding of rules especially for beginner level learners. Another concern about the TBLT is associated with learners' previous educational experiences which might conflict with the active nature of TBLT (Burrows, 2008). It is argued that learners who are not accustomed to a communicative approach like TBLT might be puzzled by this aspect. For example, Carless (2004) puts forth that when learners who have a passive educational background are introduced with TBLT, there occurs a great possibility for discipline. Also, learners tend to feel that they are not learning since they are used to being taught explicit grammar rules and structures.

2.1.10. The Content-Based Instruction (Method)

The Content-based instruction (CBI) was first suggested and argued in the early 1970s. It emerges as a response to the growing demand for French immersion programs in Canada (Sato et al., 2017). By and large, it can be stated that the content-based instruction has appeared as an answer to the needs of the society. The CBI is mostly delineated with the integration of content teaching followed by the teaching aims in a language learning context. It is suggested by CBI that language teaching is heavily dependent on the principles of communicative language teaching since it places great emphasis on the active involvement of learners during the learning process (Villalobos, 2013). It is acclaimed that content-based instruction accentuates the co-existence of language form, meaning and the subject matter studied based on the content materials. In this regard, the CBI allows the content to determine the order and the nature of the teaching (Lynda &

Curtis, 2000). The CBI might vary in design and form depending on the target level, context and nature of instruction. According to Kabilan (2000), some researchers believe that learners should be able to think critically and creatively when using the target language to be proficient in learning. In the pursuit of an answer to this supposition, among other methods suggested so far, the content-based instruction is considered as an effective method to integrate both the teaching of language skills and creative thinking. When these two crucial elements are considered, it is seen that the content-based instruction has emerged to bridge the gap between teaching of language skills and promoting creative thinking in language learning. With the emphasis not only on English teaching, but the CBI also intends to integrate the teaching of other academic subjects through the medium of English such as teaching of mathematics, science or social studies. One of the reasons that CBI has been favored by educators relates to the meaningful and understandable input that it provides with learners (Liaw, 2007). Making the input understandable is crucial in that it gives learners multiple opportunities to understand and use the target language. In this regard, CBI is accepted by many researchers to be an efficient way of teaching. As stated by Crandall, the content-based instruction can be used in various ways depending on the skills to be taught including traditional teaching methods as well as contemporary approaches (Crandall, J. 1999).

Although the CBI is preferred due to its various benefits in language teaching, there has been some adverse comments regarding the implementation of it. First, it has been commented that the pedagogy in CBI is too teacher-driven and based on the framework of the curriculum, it impedes learners from becoming autonomous (Snow, 1998). Another challenge faced with the implementation of CBI is associated with the language skills of

the content-area teacher, suggesting the language-related limitations teachers experience during content teaching. The last concern pertains to the extent of the content in ‘content-based’ teaching. Since the content in CBI determines the content to be taught and the proficiency level of the learners shapes the content of the lesson, it makes the decision-making process hard with regards to the teaching content. As a result, it can be argued that language teaching takes place despite the backdrop of instructional settings and learner levels.

2.1.11. The Lexical Approach

Declared by Lewis (1993) and Willis (1990), the emergence of the Lexical Approach has come into existence at the beginning of the 1990s as a response to the traditionally structured syllabuses whose focal point has been placed on grammatical structures (Racine, 2018). The Lexical Approach distinguishes itself from other conventional approaches in which grammar plays an auxiliary role when compared with the role of lexis. According to Harmer (2001), the Lexical approach is based on the supposition that language does not consist of traditional grammar and lexis, but rather, of multi-word prefabricated word chunks (Ziafar & Namaziandost, 2019). In addition, Sethi & Agarwal (2013) argue that giving grammar priority over vocabulary as seen in previous language teaching approaches, such as the Direct Method, is unrealistic. In this regard, it is stated that the Lexical Approach recognizes lexis as the core of the language and focuses on the supposition that language is composed of grammaticalized lexis. When considered from a psycholinguistic point of view, it is acclaimed that the lexical approach has the potential to understand and generate lexical phrases as non-analyzed entities (Ramírez, 2012). The major purpose of the lexical approach is to equip learners with the asset of understanding

grammar patterns as well as having meaningful use of vocabulary since vocabulary knowledge is seen as an essential element on the way to paving communication (Sethi & Agarwal, 2013).

With regards to the principles of the lexical approach, it can be articulated that successful language production is preferred over accurate language. It is suggested by the current approach that language learning takes place by the increment in the ability to break down the whole structures into pieces. Additionally, the activities used in relation to the lexical approach are directed to the naturally occurring language with the aim of promoting learners' awareness about the natural lexis of the target language.

As to one of the arguments set against the adoption of the Lexical Approach, it is put that the main goal of language remains to be the mastery of communicative competence, for which learners need to be equipped with more than one component all at the same time as a way of mastering the language. As the lexical approach encourages the grammaticalization of lexis, by which learners are to master chunks of language, the approach does not specifically clarify how this can be achieved (Racine, 2018). Moreover, the critics of the Lexical approach claim that it is not an approach to learning by any means suggesting that it might not be grounded upon a coherent and complete language theory (Racine, 2018).

2.1.12. The Post-method Pedagogy: Concepts and Principles

The approaches in ELT have been on an increase in the recent century. Despite the upheaval in numbers of methods put forth, starting in the 1990s, teachers have come to realize that there is no single method that can lead to successful language teaching. Although there have been numerous methods that are thought to be effective, thus

implemented in language teaching contexts, there occurred insufficient learning outcomes and quality-related problems in the teaching methods. This field-related issue has pushed teachers and researchers to find more effective methods (Chen, 2014). As a result of the deficiency in proper methods to be applied in language teaching, the post-method pedagogy has emerged as a response to the demand for the most optimal way of teaching. In the pursuit of an effective teaching method, the post-method pedagogy was first developed by Kumaravadivelu in 1994. According to the way Kumaravadivelu theorizes the post-method pedagogy, it is seen as a switch from the conventional concept of a method to 'post-method condition' which lays emphasis on the disclosure of a potential link between teachers and theorizers by granting teachers with required skills, field-related knowledge and autonomy (Khany & Darabi, 2014). According to how Kumaravadivelu regards the method, the basis of Post-method pedagogy has the potential to reshape the content of L2 teaching as well as the nature of it. In addition, Can (2008), has viewed the post-method pedagogy as an adequate counterfeit for the inadequacies experienced by the implementation of conventional methods. Furthermore, he believes that teachers have the opportunity to build on their knowledge of methods which can construct their own methods that pave the way for them to be assessors, practitioners, observers and theorizers (Khany & Darabi, 2014). In other words, Kumaravadivelu states that post-method conditions allow practitioners to construct their own classroom-oriented theories of practice which are novel and specific (Kumaravadivelu, 1994).

2.2.Principles of Post-method Pedagogy

Proposed by Kumaravadivelu, it is acknowledged with the emergence of the post-method pedagogy that the paradigm created for methods has been dismantled. The post-method era has become known from the realization that teachers' own plausibility should be the basis for pedagogic decision-making (Hall, 2011). The previously mentioned decision-making process includes the integration of contextual factors that belong to both learners and the culture. Regarding pedagogy, there have been numerous frameworks developed, each of which represents different propositions based on second language acquisition.

Out of several post-method frameworks, one of the first proposals has come from Stern in 1983. According to Stern's conceptualization of the framework, language teaching is viewed as a set of three continua that might assist teachers with pedagogical contexts to be used in teaching. Following the continua, the concept of framework has been added by other scholars such as Widdowson (2003), who highlights three dimensions of language pedagogy that holds a wider view including the teaching of language, ideologies regarding policy, classroom roles and practices.

In addition, it is of utmost importance to emphasize that Stern's framework has been more influential in comparison with Widdowson's. What is commonly accepted as the PMP (Post-method Pedagogy) framework suggests parameters, principles and procedures. The framework is primarily set on the parameters namely 'particularity, practicality and possibility.'

Particularity: This parameter refers to the rejection of use of any particular method, rather implies teachers' awareness of environmental factors during the decision-making

process for language teaching pedagogy. The parameter of particularity necessitates that language pedagogy should be responsive to the needs of a particular group of learners pursuing particular learning objectives within a particular learning context.

Practicality: It is presented as a method through which teachers are provided with the opportunity to develop their theories from practices as well as practicing what they theorize rather than relying on an external source of knowledge. The parameter of particularity is associated with the link between the theory and practice of in-class teaching. That is to state that teachers, as conductors of teaching procedures and activities, are to be able to theorize from their own practices as well as having the opportunity to practice from what they have theorized. Kumaravadivelu (2003, p. 36) acclaims that teachers should realize their own potential in this regard.

Possibility: Possibility lays emphasis on the conception that the current situation of teaching can be questioned, and individuals have the possibility to redefine and modify their identities, thus paving the way for social transformation. In addition, having proposed the parameter of possibility, Brazilian critical pedagogist Paulo Freire suggests that pedagogy can be linked with power and dominance which creates social inequalities among teachers. Therefore, he intends to point out to learners' and teachers' positions in learning environment, their age, gender, class, race, ethnicity and their impact on education. Learners' awareness, that they bring to the classroom setting, are not only influenced by what is learned from the educational setting; but it is also cultured by a bigger social, economic and political environment in which they are raised. Such awareness is needed with the aim of altering pedagogical practices which are mostly shaped by curriculum designers, policy makers and textbook compilers (Chen, 2014).

2.3. Teacher Autonomy in EFL Context: Previous Research

Teacher autonomy is a common notion which has been argued for many years due to its multifaceted nature and various definitions it has held as a term (Buğra, 2006). The term ‘teacher autonomy’ is quite complex to reach an agreement on its definition due to the variety of definitions suggested about the related term. One of the definitions made by Buğra & Atay (2017) suggests that autonomy means having a sense of one’s own identity and the ability to make use of some control over one’s environment while acting independently. In another definition put forth, it is stated that autonomy is the ability to advance appropriate skills, knowledge and attitudes for a teacher in harmony with others (Xu, 2015). According to how Thavenius articulates, teacher autonomy is associated with helping learners in the way of becoming autonomous (Thavenius, 1999). In other words, teacher autonomy has been defined and probed into as a professional feature to focus on teachers who autonomously seek opportunities to develop in varied teaching contexts (Xu, 2015). It is also defined as the teachers’ tendency to take initiative in their own professional development which mostly coincides with their in-class practices (Dierking & Fox, 2012). Since the notion of teacher autonomy holds great abstraction, it might traverse with learner autonomy at some point. However, the essential viewpoint of teacher autonomy is considered by Shaw (2002) as the potential to take control of one’s own teaching. Similarly, it is worded as the teacher’s capacity to engage in self-directed teaching (Smith, 2003). The concept of ‘autonomy’ is also explained as the sense of task mastery which points to the ability to exert some control over one’s own environment having an internal bearing of self-efficacy (Buğra & Atay, 2017).

The concept of teacher autonomy has greatly changed in both theoretical and practical terms, evolving from the belief in freedom and isolation from others to an interdependent form of teaching, particularly in the decision-making process about teaching (Dinçer, 2019). Regarding various definitions, it is given that there are two dimensions of the teacher autonomy varying according to the researchers: Teacher autonomy is described as the freedom or isolation from any others while autonomy places more emphasis on interaction, negotiation, and collaboration (Iida, 2009). In other words, the first dimension is associated with being independent of others' control. On the contrary, the second dimension is delineated with the interdependence and social importance. It points to the assumption that teachers who are aware of the social implications of what they do are viewed under the scope of teacher autonomy. Adding to that, teacher autonomy is a process that has its roots in social constructs which allows teachers to exchange diverse knowledge, experience, and autonomy as well.

With regards to both dimensions of autonomy and what is defined as autonomy, teacher autonomy is analyzed in four areas depending on teachers' practices as discipline/pedagogy, professional development, assessment, and curriculum. The first one which is pedagogy or discipline is referred to as the individual teaching practices performed by teachers in the classroom. This area is the most common area that is perceived by teachers to have autonomy. The second concept which is referred to as professional development is closely related with teachers' development in relation to their autonomy level displayed in classroom contexts (Benson, 2010). It is given by scholars that teacher autonomy is critically important when teachers transfer what they have learned from professional development into their in-class teaching. Another element of

teacher autonomy is viewed as the teachers' decision-making ability. In another source, teacher autonomy is regarded as teachers' initiatives and ability to make decisions (Choi & Mao, 2021). The other indispensable element to be considered is the freedom that teachers with a certain level of autonomy have in their work and teaching processes. According to Brunetti (2001), autonomy is a kind of freedom that is clear from the demands of the administrators or the pressure of other teachers. With regards to the teacher autonomy in curriculum, it is stated that teachers are to be cognizant of the gap between the implications of the curriculum regarding both in-class activities and private learning activities (Huang, 2005). Concerned with the difference between these two concepts, teachers should narrow the gap by adjusting their instruction in accordance with in-class activities bearing the probable discrepancy between teacher-learner agendas. Finally, one of the most important elements of autonomy to mention is control (Rudolph, 2006). According to Sentovich (2004), it is associated with the breadth of teacher autonomy as it is viewed as the teacher being in control and aware of in-class duties.

With regards to the in-class duties and responsibilities of teachers, Pearson and Hall (1993) state that teachers' autonomy in classrooms reflects the control over their actions and the relation of it with their job environment (Pearson & Hall, 1993). In another sense, teacher autonomy coincides with teachers' influence, flexibility, power and dominance in areas such as assessment, teaching, and school management (Garvin, 2007). The power and authority mentioned earlier does not essentially denote freedom on the part of teachers; rather it suggests a basis on which autonomy is built in accordance with self-determined rules and implementations as to the necessities of the teaching profession. Moreover, it is claimed by other researchers that teacher autonomy also requires

transparency and accountability (Helgøy & Homme, 2007). In this sense, it is proposed that teachers are held accountable for their decisions and the behaviors they showcase to the school administrators within a reasonable groundwork. In parallel with the aspects of teacher autonomy, teacher duties and responsibilities raise questions regarding the role of teachers in autonomous learning and teaching environments. Teacher roles are to be addressed partly due to the new restructuring of foreign language education which also needs to be aligned with teachers' needs. Concerned with the new structure of language education, researchers point to the paradox of independent learning in which almost all learners need to be supported by teachers. Teachers who embark on creating an autonomous learning and teaching atmosphere are to bear in mind their role as facilitators (Benson, 2014). In accordance with the idea put forth as teachers being facilitators, it is also acclaimed that teachers need to be trained to stop teaching students. Teacher roles in autonomous teaching and learning are added with more terms relating to the autonomy of teachers such as 'counselor, adviser, helper, mentor' and so on. These terms are commented on by Benson & Voller (2014) saying that the lack of consensus on the term to be used for teachers also affects the uncertainty of teacher roles. It is concluded by Voller that teachers' role in autonomy can be associated as a concept of negotiation taking both learners and external authorities into account (Benson & Voller, 2014).

Aside from the role that teachers take on, autonomy receives great attention and is worthy of consideration due to two other critical aspects. First, it is acclaimed that learner autonomy is heavily linked with teacher autonomy and the idea of teacher autonomy has been first put on stage by researchers who were primarily interested in learner autonomy. Second, this situation helps us identify the practical issues lying behind the theory of

learner autonomy. Such issues might have their roots in conditions, for example, where learners have needed to direct their own learning although teachers are still present in the learning environment and how teachers are expected to employ their teaching skills in such situations. Having considered teacher autonomy, there is another significant element to be examined in relation to teacher roles. Teacher autonomy should also be acknowledged as a professional attribute on which they can build their knowledge and employ their skills to measure the extent to which their learners can select their own learning objectives and materials. For teachers to scrutinize various factors and act according to their learners' educational background, it is principally required of teachers to be autonomous with regards to their own practice. According to Little (1995), teachers who are genuinely successful have been autonomous with regards to having a solid sense of responsibility. In that sense, teacher autonomy is akin to learner autonomy which only differs in the object of responsibility and control. This is to say that learner autonomy encompasses responsibility for learning and taking control of it whereas teacher autonomy includes responsibility for teaching and teaching process (Little, 1995). Taking these two into consideration, it can be argued that teacher autonomy can be further developed by educational changes in parallel with improvements in learner autonomy. This suggests for the future that teacher education programs should not only impart knowledge about learner autonomy; rather they should lay emphasis on teacher autonomy as their primary goal. All in all, the common thread in the contributions to literature discussed in various perspectives imply that teacher autonomy can be conceptualized as a professional attribute that is interconnected with the processes involved in teaching along with the capacity for teachers to control their own development.

2.3.1. Eclecticism In English Language Teaching

Eclectic approach has emerged due to the need for providing EFL teachers with a safe route in language teaching (Weidemann, 2008). To elaborate on this, it is acclaimed that teachers who wish to avoid falling victim to the trap of following any particular method prefer to follow the eclecticism path. Adding to that, it is stated that eclecticism has come into view as a result of the realization that each of the teaching methods possess their own advantages and disadvantages, yet none of them are fully responsive to the needs of the learners and educational context (Mwanza, 2017). Regarding this complexity on deciding on the optimal method to be used, eclecticism has been proposed. It is suggested with eclecticism that teachers are to diagnose their teaching context thoroughly and provide related treatment accordingly (Gao, 2011). Eclecticism challenges teachers in that it necessitates teachers to take active role in decision-making which needs to be based on detailed and holistic understanding of teaching methods and related pedagogies.

In a similar vein, Kumaravadivelu (2001) proposes a set of uniting pedagogical parameter that are practicality, particularity and possibility to bring both teachers and learners together in a post-method pedagogy. With its parameters, post-method suggests teachers to modify and adapt their teaching into their teaching contexts and existing realities of it (Khairul Bashar, 2020). With regards to the discrepancies between eclecticism and post-method pedagogy, it can be put forth that eclecticism fosters the combination of several theories, teaching styles and ideas instead of sticking to one standard method. Post-method pedagogy, on the other hand, is considered to be an alternative to a method rather than being a method on its own. In addition, it is acknowledged with post-method that teachers are the decision-makers with respect to the

selection of teaching approaches taking the contextual needs of learners into an account. In short, it can be proposed that teachers are to shoulder the necessities and responsibilities of forming their theories and teaching practices.

2.3.2. Necessity To Develop Teacher Autonomy

The methods, approaches and practices in English language teaching (ELT) have been gradually changing through time in various contexts all around the globe. It has been witnessed that the main focal point of ELT has been deviated from the emphasis on grammar teaching to enhancing communicative skills (Iida, 2009). This shift is quite visible when the changes in approaches are taken into consideration. Although the essential point is to integrate and advance communicative language ability, it comes as a challenge to point at the significance of communicative skills for learners. This situation emerges from the fact that learners are inclined to view language learning as an exam-oriented process for which vocabulary memorization and grammar learning is crucial to survive in society as well as in their school life. This situation is referred to by Yasmin and Sohail (2018), focusing on education systems where the emphasis is placed on passing exams along with the application of traditional approaches in language teaching. According to their presumption, in teaching contexts where assessment plays a role as a determining force rather than formative evaluation, learners tend to rely more on their teachers, which in turn disempowers the autonomy concept both in learners and teachers.

From the teachers' point of view, this situation poses a dilemma on what teachers want to teach and what they are responsible for teaching. This situation can be better stated by articulating that teachers struggle trying to meet the needs of their learners and achieve the goals of ELT (Iida, 2009). Under these circumstances, it is demanding for teachers to

maintain their motivation in teaching as well as fostering the autonomy they have towards teaching. Regarding the fact that teachers are not provided with unlimited autonomy to perform their jobs, they work under bureaucratic controls related to their jobs as semi-professionals (Ulaş & Aksu, 2015). This implies that teachers' autonomy is closely linked with in-class activities which is hugely constrained when they step out of the classroom context (Anderson, 1987). Adding to this, it is seen that teachers have shown a higher level of autonomy when designing and performing in-class activities rather than planning their classroom activities annually although it is directly linked with teacher decision-making process (Öztürk, 2012).

Taking these aspects related to teacher autonomy into consideration, it is agreed upon that teacher autonomy is crucially important to be gained and maintained. The reason underlying the importance of teacher autonomy is that it is mostly associated with improvement on the part of teachers along with their level of professionalism (Ulas & Aksu, 2015). It is of utmost importance to develop teacher autonomy as there are benefits pointed out by Deal & Celotti (1977). To begin with, it is much easier for teachers to adapt themselves to changes in their classroom when they possess autonomy which indicates freedom of applying new approaches, techniques and in-class programs as their learners change within time (Anderson, 1987). Secondly, teacher autonomy adds to the 'logic of confidence', which has conventionally existed before in teachers' in-class practices. This is to say that proper instruction in the teaching environment is provided without exposing teachers to direct administrative advocacy thanks to autonomy. The third aspect is related to the direct implication of autonomy with practicality in procedural processes. For example, there is not a real necessity to come together for discussions on educational

issues. On the contrary, autonomy saves time for planning, eases interpersonal communication and assists individuals to adapt themselves to changes in their role requirements. The concluding element heavily relies on personal level of autonomy. Most people readily welcome independence and express less willingness to be controlled and coordinated, particularly if they regard themselves as self-dependent professionals.

On the contrary to the certain benefits of teacher autonomy, there are a few opposing ideas and suggestions made in this regard. To address some problems concerned with teacher autonomy, the first one can be stated as the measure and degree of teacher autonomy as the class door stimulates isolation limiting the feedback for teachers' performance. While the amount of teacher autonomy increases, it is feared by Mclaughlin et al. that this situation leads to staleness (1986). The probable issues that might occur in the case of expanded autonomy level can be given respectively as isolation, stress, disenchantment and alienation and resistance to meaningful change. To begin with the stress factors, it is given in a study conducted by Ginsberg and Bennet (1981) that stress is a manifold conception that is mostly associated with security, sociability and status. Out of these three categories, status is pointed out as the most common aspect that is closely related to stress. To further explain, it can be articulated that low-status commonly leads to stress, which in turn causes isolation from the administrative responsibilities along with overseeing in-class duties. It is claimed by Lortie (1986) that despite the luxury of working alone, teachers feel isolated and unappreciated since no one seems to witness what they do or accomplish. The second possible problem is teacher disenchantment and alienation which pertains to the roles and responsibilities of teachers in loosely coupled organizations. In addition to this, it is acclaimed that there is a lack of formal connection

between organizational levels as well as a disagreement in the roles and responsibilities of teachers and other organizational members. If agreement as to the roles and responsibilities between teachers and administrators are left out, it is highly likely possible for everyone working under the same organization to follow distinct procedures. In case of such an occurrence in an organization, unwanted rumors cause people to feel alienated from each other. Thus, teachers who experience alienation due to structural looseness in organizations might wonder about who possibly is in charge and where they belong to. Lastly, the final problem can be stated as teachers' tendency to follow the status quo. It is argued by Deal and Celotti (1977) that it is less likely for meaningful and lasting changes in instructional practices to take place owing to two main reasons. The forthcoming reason is linked with the contribution of teacher autonomy to constant turnover of educational innovations. With this situation, it is meant that teachers who are free to experiment according to their personal commitment might later appear with another personal interest or inspiration. The second reason is closely related to the first one. It suggests that the flexibility in experimenting in the classroom provides teachers with a great veto power in making decisions on educational innovations. For instance, as Parish and Arends (1983) exemplifies, the decision made by teachers on educational programs without administrative approval might play a critical role in determining the fate of an organization.

Regarding both assets and shortcomings of the aspects pertaining to teacher autonomy, it is seen that there are certain arguments which are in favor of or against the value of teacher autonomy. Although autonomy seems to provide teachers with the freedom to apply new approaches and methods in the classroom, such freedom might hinder the unity

between organizational levels along with teachers and administrators. It is feared in a case of high levels of autonomy that teachers might become isolated which would possibly create adverse effects on their in-class teaching and professional development. To be able to shy away from such a condition in any organization, there should be an equilibrium to be established between the autonomy level of teachers and control mechanisms in organizations.

2.3.3. Factors Affecting Teacher Autonomy

As mentioned in previous chapters, teacher autonomy refers to the ability for teachers to be in charge of their own teaching; however, the process of teaching holds various factors affecting teacher autonomy (Iida, 2009).

According to Shaw (2002), there are four essential factors exerting influence on teacher autonomy respectively given as “policy factors, institutional factors, conceptions of language and language teaching methodologies.” To start with, the policy factors expressed by Shaw consist of aspects that are not internal to the schools. For instance, the national curriculum and education system can be regarded as one of the main factors limiting teacher autonomy in many countries. As to the institutional factors, it is given that they refer to internal components of schools. Due to the fact that each school regulates rule sets based on the policy made by the government, teachers are to follow the rules in their teaching practices. Parallel to the implementation given, Powell and Colyvas (2007) states that schools are institutions implanted in both social and political environments that inevitably affect teachers’ work. Additionally, teachers are also viewed as policy enactors according to Lundström (2015) since ‘policy is done by and done to’ teachers and teachers act according to the policy and interpret it (Lundström, 2015). It is suggested by this

responsibility put on teachers that they have the key role as the ones applying the education policy, making their statements significant in understanding how they respond to the policy. With regards to the conceptions of language, it is referred to as the inclusion of domineering ideas concerned with what English is and the ideologies of standard language use. According to Shaw (2002) these concepts can be imposed by the education system, the institution or teachers' colleagues. With respect to the language teaching methodologies, it is stated that they are closely linked with and dominated by other three factors mentioned. Furthermore, it is claimed that standard language ideologies in particular refer to restraining factors on teachers' freedom to make appropriate decisions for their learners. As can be seen from the factors relating to teacher autonomy, it is apparent that perceptions of autonomy are interconnected with other various factors that can be experienced within the work environment. Although teacher autonomy is restricted within some specific contexts and by governmental policies, Benson (2011) puts forth the idea that the development of teacher autonomy is responsive to the ability of both teachers and learners to adapt to the contexts of teaching and learning that they find themselves involved in.

2.4. Teacher Autonomy in Turkish EFL Context

Over the past few years, the researchers have progressively shifted their focus from language-centered teaching methods to learner-centered methods which have put the learners, as individuals, into the heart of the learning process (Çakıcı, 2017). Furthermore, the focus of language teaching has started to put more emphasis on the CLT method (Communicative Language Teaching). Correspondingly, teaching practices applied have been reshaped and designed mainly according to the powers and authorities of both

learners and teachers. As a result of the new constructs in ELT, autonomy and being autonomous are added to an ever-increasing number of elements to be considered in teaching. In this regard, it is essential to closely examine the concept of autonomy as it has been suggested as a topic of interest which can provide a certain development in learning a foreign language (Benson, 2011).

Although autonomy and teacher autonomy has long been a subject of interest in the language teaching domain, it possesses a short history in L2 education and has not been given the attention it deserves (Dinçer, 2019). As being one of the oldest researchers who has dealt with autonomy, Little (1995) suggests that it is unexpected from teachers to boost their learners' autonomy unless teachers know well what is meant by being autonomous (Little, 1995). In addition to what Little puts forth, teacher autonomy is regarded as being linked with learner autonomy in a sense that only an autonomous teacher can help their learners become self-directed (Thavenius, 1999). Although more research is needed to conclude that teacher autonomy plays a critical role in learner autonomy as well, starting to examine teacher autonomy can be advantageous for comprehending student learning especially in the English language teaching environment in Türkiye (Khalil, 2018).

Although limited to an extent, studies conducted on teacher autonomy provide various results in different contexts. Gradually expanding research demonstrates that there are elements with which teacher autonomy is linked including teachers' decision to do the teaching profession along with numerous other factors such as motivation, professionalism, and job-related satisfaction. Adding to this, it is suggested in the related literature that it is of importance for teachers to feel supported in autonomy in their work

environment since this leads to more satisfactory results in their career (Dinçer, 2019). Although there is rising interest in the related domain of research in the Turkish language teaching context, there is a very limited amount of research in what is required of teachers to be autonomous and what they need to be autonomous about. In other words, it is claimed by Khalil (2018) that there is deficiency in teacher autonomy related research in the Turkish EFL context. Similarly, as Benson (2007) states, teacher autonomy remains as a field of research which has not been investigated. Moreover, there is also one study that suggests reflecting the enhancement of teacher autonomy by keeping journals (Benson, 2007; Genç, 2010). Regarding the limited number of research in the related field within Turkish context, some research reveals that teacher autonomy is on the decrease due to the educational changes made, such as in high-stakes exams and examination processes (Strong & Yoshida, 2014). Besides, it is acknowledged by OECD that Türkiye has a very centralized system as to the educational processes which indicates the governance of state schools by MoNE. Additionally, Turkish teachers believe that they have less autonomy when compared with other countries within the OECD (Dinçer, 2019). In a study conducted by Dinçer (2019), it has been found that teachers experience autonomy despite an extremely centralized education system in the Turkish EFL context. Adding to this result, it has been investigated that most of the teachers take risks by testing out their own practices and teaching strategies in their classroom practices although the curriculum should be strictly followed. In a different study focusing on the autonomy orientations of teachers which is administered by Bağcı and Aydın (2021), it has been found that most of the language teachers have had autonomy supportive orientations even though they do not have enough degree of autonomy. This situation is reflected by

teachers' comments on the deficiency in supporting autonomy in the Turkish education system (Bağcı & Aydın, 2021). Results given in the same study by potential teachers of the future yield that teachers are more willing to oversee some aspects of teaching, yet they still demand other teachers' support and counseling in areas of learning. On the contrary to these studies, in another study administered by Çakıcı (2017), it is unearthed that EFL teachers show little agreement on specific aspects related with autonomy. For example, teachers do not opt for the involvement of their learners in the selection of textbooks, or the type and quantity of homework to be completed. According to Camilleri (1999) this situation might be the result of a centralized system or the mental culture of teachers. In addition to these findings, Güvenç (2011) has found in his study that teachers autonomy support was at a medium level regardless of years of experience. Moreover, it is observed that there is one single difference between experienced and novice teachers. Novice teachers have a more controlling approach rather than being autonomy supportive. In another teacher autonomy related research, it has been investigated that teachers working at private schools practice more autonomy when compared with teachers working at state schools (Dilek & Altas, 2022). This comparison between autonomy levels is also associated with the level of teachers' capability, and their level of collaboration with other colleagues and time management. Regarding the number of studies reviewed in the related literature, there is a consensus agreed upon the finite number of studies made on teacher autonomy. With respect to the results of these studies, it can be concluded that the related topic remains as a field of study to be investigated with more research in the future since there seems to be a gap in this research area in the literature.

2.5. Autonomy and Post-method Pedagogy: Theoretical Connections

In the English language teaching context, there have been on-going attempts to discover solutions to problems encountered during teaching. This field of interest has undergone constant changes in this regard. The state of being in a continual change has caused an inquiry for new methods, which has led to the search for the best method to apply. The search for the best method has its roots in the idea that effective English teaching is done solely by using the right methods along with their prescribed techniques (Can Daşkın, 2009). However, it has been observed through time that there is not a need for new methods but a post-method pedagogy, which is not regarded as a method. Allwright (1991) expresses this situation as the loss of methods. Loss of methods does not imply end of methods, rather, it suggests the comprehension of the concept of method, its limitations and going beyond those limitations. In this regard, the post-method pedagogy presents new perceptions as to the teacher's growth. With respect to the sense of growth on the part of teachers, teachers are viewed as the ones who know their learners best. Adding to this, teachers are considered as the result of the learners experience and the know-how of knowledge of methods and other teachers' actions (Prabhu, 1990). For that reason, post-method teachers are heartened to create and develop their own methods as they collect experience in time depending on their knowledge of methods and approaches. In this regard, it is stated that post-method teachers are autonomous as well as being analysts and decision-makers. In addition to what makes teachers in control of their teaching, it is affirmed that there are three main parameters of post-method pedagogy that differentiate it from a usual concept of method: particularity, practicality and possibility

which have been defined previously. In addition to these parameters, it is articulated that the post-method also includes Kumaravadivelu's Macro Strategic Framework.

2.5.1. *Kumaravadivelu's Macro Strategic Framework*

The macro strategic framework proposed by Kumaravadivelu has both macrostrategies and microstrategies. To begin with the macrostrategies, it is stated that they are considered as the informative principles that are obtained from theoretical, historical and factual observations pertaining to L2 learning and teaching. According to Can Daşkın (2009), a macro strategy is a general plan with broad guidelines from which teachers can benefit in their teaching. Adding to that, it should be noted that macro strategies are operated through micro strategies. The framework illustrating the macro strategies are given below (See in Figure 1).

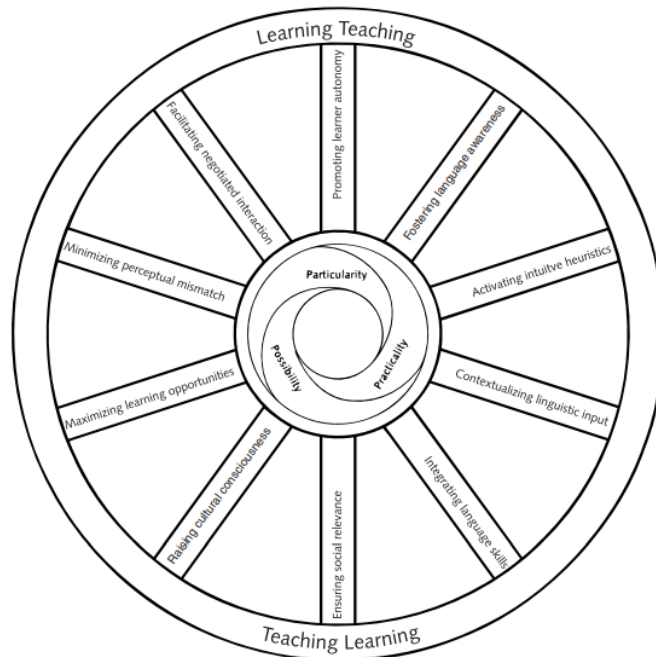


Figure 1. The Pedagogical Wheel Kumaravadivelu (2002)

Maximize Learning Opportunities:

According to this macro strategy, teaching is viewed as a fashion of creating new chances of learning. Within the framework of this strategy, teachers are to establish a balance between their roles as managers of the teaching process and their role as facilitators of learning. As to the development of learning opportunities, asking learners to read a newspaper in the target language, or asking them to collect information from the school's information center can be taken as the examples to apply for the enhancement of learning.

Minimize Perceptual Mismatches:

This macro strategy lays emphasis on the realization of probable mismatches concerning the perception of what the learner intends to mean and how the learner and teacher interprets meaning during the language learning and teaching. In other words, some activities conducted in the classroom might include elements that learners learn differently than what the teacher has planned to teach. For instance, the teacher might not be able to predict the target unknown vocabulary to be known by the learner already. Such mismatches might interfere with the course of learning.

Facilitate Negotiated Interaction:

This macro strategy involves the principle of encouraging learners for the chance to commence conversations as well as responding and reacting to others. The main principle is that learners should feel free to participate in the conversation and contribute to it. Additionally, it also means that there should be meaningful learner-learner and learner-teacher interaction in the learning environment.

Promote Learner Autonomy:

Promoting learner autonomy lays emphasis on the importance of helping learners become autonomous in their own learning. Simply put, this strategy indicates teaching learners how to learn. Adding to that, it is of utmost importance that learners are equipped with the means that are necessary to self-direct and self-monitor themselves.

Foster Language Awareness:

This strategy aims to promote language awareness by drawing learners' attention to formal and functional aspects of L2. By functional and formal aspects, it refers to the increased awareness in terms of the use of language. Fostering language awareness also implies an increase in the degree of explicitness that is necessitated to advance language learning.

Activate Intuitive Heuristic:

This strategy is associated with providing learners with rich textual data from which learners can infer the underlying rules and discover them on their own. It is aimed with this strategy to help learners internalize the use of grammatical rules and communicative use of them.

Contextualize Linguistic Input:

Contextualizing linguistic input highlights the language use and how the language is used in distinct contexts such as extralinguistic, situational, linguistic and extra situational. For instance, a poem or story can be used to contextualize the linguistic input.

This way, learners are given the chance to direct their attention not only to the form but also to the meaning and discourse.

Integrate Language Skills:

Integrating language skills encompasses the combinations of various skills and teaching them together. This strategy focuses on the holistic combination of skills rather than separating them as in traditional teachings done before.

Ensure Social Relevance:

This strategy focuses on the consideration of societal, political, economic and educational aspects when designing a lesson plan. It is of great importance that teachers should be sensitive. The reason underlying this is that teachers' lesson plan designs should be in line with their target group of learners and their needs. According to Kumaravadivelu (2003) the use of L1 along with the L2 also enables teachers to have a connection between the mother tongue and the target language. The aim of this principle is to provide learners with activities that they might encounter in their real life, paving the way for them to create social relevance.

Raise Cultural Consciousness:

It is stressed with this strategy that establishing a connection between learners' own culture and the target culture is critical in developing cultural awareness for the learning of the target language. According to this principle, it is possible for learners to make comparisons between two cultures allowing them to have cultural awareness.

3. METHODOLOGY

This chapter of the study presents detailed information regarding the methodology adopted in the current research. Overall, this chapter includes four sections, first of which shows the research design. The second section introduces the participants that took part in the present study. The third section showcases the research tool used for the study. Next, the last section illustrates the data analysis and related tables in which the analysis of the study is explained for the current study.

3.1. Research Design

This current study primarily aims to determine the level of teachers' autonomy who work at higher education institutions in Istanbul, Türkiye. In addition, the study also intends to reveal whether there is any link between the teachers' post-method use and predictability of their autonomy level. Since the current study aims to discover relations between the two existing constructs and gain in-depth understanding without any interruption or interference from outside, a descriptive study with a correlational survey design is adopted. Put in with different words, for a descriptive correlational study, it can be articulated that the association of two naturally occurring variables is measured via statistical procedures and the numeric value of this degree of association demonstrates the extent to which the variables are related and the degree to which they are able to predict one another (Clark & Creswell, 2015).

3.2.Participants

The data for the study were collected from 195 English language teachers working at higher education level, currently teaching at both private and state universities in Istanbul. The data collection process started on 23rd of March in 2024 and continued until 26th of April in 2024. Of the participants, 136 were females (69.7%), and 59 were males (30.3%). The mean age of these teachers was 31.95, between 23 and 65 years old. Of these participants, regarding their undergraduate background, it can be stated that 88 teachers (45.1%) had a bachelor's degree, 92 teachers (58.6 %) had a master's degree, and 15 teachers (7.7%) had a doctoral degree. In addition, out of these participants, 142 teachers (72.8%) graduated from English Language Teaching departments, 50 teachers (25.6%) graduated from literature / linguistics / translating and interpreting studies departments and 3 teachers (1.5%) graduated from other departments. More detailed information about the demographic characteristics of teachers can be seen in Table 1 below.

Table 1. Demographic Characteristics of Participants

		Frequency	Percent	$\bar{X}$
Gender	Female	136	69.7	
	Male	59	30.3	
Age	<30	102	52.3	31.95
	31-40	78	40.0	
	>41	15	7.7	
Last Degree Completed	Bachelor Degree	88	45.1	
	Master's Degree	92	47.2	
	Doctor of Philosophy	15	7.7	
Bachelor's Degree in	English Language Teaching	142	72.8	
	Literature/Linguistics/Translating and Interpreting Studies	50	25.6	

Other	3	1.5
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The participants showed variance in terms of their working conditions. According to the data collected, it is shown that 109 of teachers (55.9%) worked at private universities while 86 of teachers (44.1%) worked at state universities. As to the mean of their teaching experience, the mean value is 7.76 years, ranging between 1 and 40 years. With regards to the total teaching hours of teachers in a week, it is seen that the mean value was 20.26 hours, with minimum 4 and maximum 40 hours. Concerning the last proficiency level that the participant teachers taught, it is observed from the Table 2 that 12 of the teachers (6.2%) taught beginner level, 37 of the teachers (19.0%) taught elementary level, 62 of the teachers (31.8%) taught pre-intermediate level, 40 of the teachers (20.5%) taught intermediate level, 27 of the teachers (13.8%) taught upper-intermediate and 17 of the teachers (8.7%) of the teachers taught advanced level students. More detailed information about the working conditions of teachers can be seen in Table 2 given below.

Table 2. Working Conditions of Participants

		Frequency	Percent	$\bar{X}$
Currently	Private University	109	55.9	
Working at	State University	86	44.1	
Teaching	<5	102	52.3	7.76
Experience	6-10	78	40.0	
	>11	15	7.7	
Teaching Hours	<10	88	45.1	20.26
In a Week	11-20	92	47.2	
	>21	15	7.7	
Teaching	I'm teaching online	13	6.7	
Conditions	I'm teaching face-to-face	72	36.9	

	I'm teaching hybrid lessons	14	7.2
	I'm teaching both online and face-to-face	94	48.2
	I'm teaching online, face-to-face and hybrid lessons	2	1.0
Level Taught	Beginner	12	6.2
Last Year	Elementary	37	19.0
	Pre-Intermediate	62	31.8
	Intermediate	40	20.5
	Upper-Intermediate	27	13.8
	Advanced	17	8.7

With regards to the system of the institutions that participant teachers work for, it can be stated that 114 of the participant teachers (58.5%) stated that they adopt a modular system at their institution in which different levels and classes are taught throughout the educational year and students' classes change as a result of module exams system, 48 of the teachers (24.6%) stated that they taught same classes and students throughout the educational year according to a yearly syllabus, 31 of the participant teachers (15.9%) declared they taught according to a term-based syllabus and the lessons that they delivered changed each semester and only 2 of the participants (1.0%) expressed that they had “other system” adopted in their institution.

As to the facilities of the institutions that participant teachers work at; 90 of the teachers stated to have a personal computer and/or tablet provided by the institution, 77 of them (39.5%) expressed that the institution provided desktop computers/laptop computers/tablets for all teachers to use in common areas (e.g., teachers' room, computer lab, etc.)”, and 28 of them (14.4%) stated that the institution doesn't provide any

technological devices (e.g., laptop computer, desktop computer, tablet) which teachers can use to prepare for their lessons. With regards to the facilities and the physical equipments of the classroom they work in; 186 of the participant teachers (95.4%) expressed that they had internet connection, 114 teachers (58.5%) stated that they had smart board, 136 of the participants (69.7%) specified that they had desktop/laptop computers, 146 teachers (74.9%) teachers stated that they had projectors, 142 teachers (72.8%) articulated that they had loud speakers and 40 teachers (20.5%) affirmed having a fixed camera system. The information concerning the facilities and system of institutions can be seen in Table 3 illustrated below.

Table 3. Facilities and System Adopted of Institution

		Frequency	Percent
System Of Institution	We adopt a modular system (different levels and classes are taught throughout the educational year. Students' classes change as a result of module exams.)	114	58.5
	We teach the same classes and students throughout the educational year according to a yearly syllabus.	48	24.6
	I teach according to a term-based syllabus. The lessons I deliver change each semester.	31	15.9
	Other	2	1.0
Facilities Of Institution	I have a personal computer and/or tablet provided by the institution.	90	46.2
	The institution provides desktop computers/ laptop computers/ tablets for all teachers to use in common areas (e.g., teachers' room, computer lab, etc.)	77	39.5

	The institution doesn't provide any technological devices (e.g., laptop computer, desktop computer, tablet) which teachers can use to prepare for their lessons.	28	14.4
Facilities	Internet Connection	186	95.4
Of Classroom*	Smart Board	114	58.5
	Desktop/Laptop Computer	136	69.7
	Projector	146	74.9
	Loud Speaker	142	72.8
	A Fixed Camre System	40	20.5

*Multiple Answers

3.3.Data Collection Tool

To gather data a survey consisting of two sections was utilized. The demographic information regarding the background of the participants, a background questionnaire was used. Adding to that, information regarding participants' autonomy level and post method use Teacher Autonomy Scale (TAS) was utilized. Detailed information concerning data collection procedure and data collection tool is provided below.

The teaching autonomy scale was developed by Pearson and Hall (1993). The questionnaire consisted of 18 items. It has two sub-dimensions. One is general teaching autonomy (12 items), and the other is curriculum autonomy (6 items). A 4-point Likert scale was used for the answers of the participants (Definitely true =1, more or less true =2, more or less false =3, definitely false =4). Before the analysis procedure, 11 of the items (1, 2, 4, 6, 8, 9, 10, 12, 14, 16, 18 items) that include negative expressions were

reversed. The validity and reliability of the scale were provided by Pearson and Moomaw (2006), Pearson and Hall (1993) yielding a reliability coefficient of .80.

Table 4 shows the reliability coefficients of the teaching autonomy scale (TAS) and sub-dimensions which are general teaching autonomy (GTA) and curriculum autonomy (CA). Cronbach's Alpha values were given as follows: TAS ($\alpha=0.903$), GTA ($\alpha=0.849$), and CA ($\alpha=0.850$). When total variance of the items of the scale is examined, it is understood that the total variance of GTA is 50,01%.

Table 4. Reliability Coefficient and Total Variance of The Scale

	Reliability		% of the Variance
	Cronbach's Alpha	Number of Items	
Teaching Autonomy Scale (TAS)	0.90	18	52.01
General Teaching Autonomy (GTA)	0.85	12	38.92
Curriculum Autonomy (CA)	0.85	6	13.09

3.4.Data Collection Procedure

The ethics committee approval (See Appendix C) was obtained from Istanbul Medeniyet University Faculty of Educational Sciences Ethical Committee to start the data collection process. The background questionnaire, the TAS scale were transferred to online Google Forms upon getting the required permission. With the aim of informing the participants about the content of the study and to get their consent, a short introductory paragraph and a check box were added to the online survey. Additionally, it was also ensured that the participants' identities would never be disclosed or shared, and their answers would not be used for any other purposes other than the main aim of this study. Following the finalization of the online form, the link for the online survey was shared

with EFL teachers working at university level in Istanbul province via institutional emails and WhatsApp messages. Furthermore, the researcher applied to universities' schools of foreign languages departments with the ethics committee report and asked the management of the schools to share the survey with their teachers and provide permission to conduct the survey. The teachers participating in the study were also encouraged to share the survey link with their colleagues. The link was active between the dates 23rd of March in 2024 and 26th of April in 2024, thus the data for the study was collected approximately in one and half months.

3.5.Data Analysis

The data was conducted on IBM SPSS Statistics 28 software. First, frequencies and percentages were computed for related variables. The mean and standard deviations were measured for related variables. The reliability coefficients and the construct validity were analyzed. The Cronbach's Alpha was applied to measure the reliability of coefficients. The values given in Table 4 show a high level of reliability for both the scale and sub-dimensions. The factor analysis was applied to determine the total variance of study. Varimax rotation was used. The findings demonstrated in Table 4 show that the scale has construct validity. The distribution of data was checked, and data had a normal distribution. For this, parametric analysis was used.

Mean and standard deviation values for scale and sub-dimensions were measured. One-way ANOVA and Independent Samples T test were used. Tukey test of Post Hoc analyses was used to determine the significant difference between the groups for which One-way

ANOVA was performed. The results which were accepted to be statistically significant had a significance value smaller than .05 ($p < .05$).

4. FINDINGS

This chapter showcases the findings of the analysis conducted for the research questions and the questionnaire applied. Considering the research questions of this study, the findings of the TAS (Teacher Autonomy Scale) were analyzed and presented in this section. (The findings regarding the use of post-method pedagogy are taken from the descriptive statistics of TAS scale, Appendix D) Firstly, the autonomy level of university EFL teachers in Türkiye was explained. Second, the autonomy level of EFL teachers according to demographic characteristics was explained. Third, the autonomy level of EFL teachers according to working conditions was explained. Fourth, the autonomy level of EFL teachers according to facilities/systems of the institution was explained.

4.1. Findings for the First Research Question

The values in the table below show the level of teacher autonomy among EFL teachers working at university. The Table 5 shows that EFL teachers have a moderate level of autonomy ($\bar{x}=46.38$). Besides, it is seen from the table that EFL teachers have a low level of general teaching autonomy ($\bar{x}=32.15$) and a very low level of autonomy ($\bar{x}=14.23$) concerning curriculum autonomy. The descriptive analysis of the teachers' answers is given in Appendix D.

In addition, it is of utmost importance to state that the values obtained from the TAS scale were evaluated and interpreted specifically based on this study. That is to articulate that the owner of the TAS scale expressed that there are no “cut scores” to be defined as “low, medium or high” teaching autonomy; however, he also stated that any conductor of the TAS scale would be free to establish arbitrary cut scores based on a particular study and interpret them accordingly. Upon getting his permission, it is reasonable to express

that the results gathered from the current participant group are commented on with regards to the data at hand. The minimum that can be taken, regarding the current participant group, ranges between 18-36, which is referred to as “low” autonomy. The average score that is obtained is between 36-54, which is also defined as “medium/moderate” autonomy. Lastly, the score falling between “54-72” are addressed as “high” autonomy in this study. It should be noted that the results presented in the following sections and the inferences made are grounded on the categorization made. The related permission can be seen in Appendix E.

Table 5. The Level of Teacher Autonomy

	$\bar{X}$	σ	Min-Max. Score Can be Taken
Teaching Autonomy Scale (TAS)	46.38	10.69	18 - 72
General Teaching Autonomy (GTA)	32.15	6.98	12 – 48
Cirriculum Autonomy (CA)	14.23	4.55	6 - 24

4.2.Findings for the Second Research Question

The second research question aims to find out whether there is a significant difference between the level of autonomy of teachers and demographic characteristics belonging to participant teachers. The scrutinized demographic characteristics of the teachers are categorized as age, gender, the last degree completed. To this end, teachers’ autonomy levels in accordance with their demographic characteristics were calculated.

The values in Table 6 show that there is a difference between the level of autonomy and age of EFL teachers who participated in the study. According to the table below, the

participant EFL teachers' autonomy level varies regarding their age ($p>.05$). That is to state that teachers over the age of 41 ($\bar{x}=51.40$) were more autonomous than teachers under the age of 30 ($\bar{x}=45.32$) and between the ages of 31-40 ($\bar{x}=46.81$). This result indicates that teachers with more age believe that they have a higher level of autonomy. However, it should be added that this difference is not statistically significant since the value remains bigger than ($p>.05$). As to the general teaching autonomy (GTA) level among the teachers, it was observed that teachers over the age of 41 ($\bar{x}=34.53$) had a higher GTA score than teachers under the age of 30 ($\bar{x}=31.45$) and between the ages of 31-40 ($\bar{x}=32.62$). This result pinpoints that older teachers perceive themselves as having more autonomy in terms of general teaching autonomy. This difference is not considered as statistically significant ($p>.05$). Considering the level of curriculum autonomy among the participant teachers, it was seen that teachers over the age of 41 ($\bar{x}=16.86$) had a higher CA score than teachers under the age of 30 ($\bar{x}=13.87$) and between the ages of 31-40 ($\bar{x}=14.19$). It can be concluded that older teachers, when compared with younger teachers, feel that they have more independence regarding the curriculum. However, this difference is not regarded as statistically significant ($p>.05$).

Table 6. Difference Between Level of Autonomy and Age

	Age	$\bar{X}$	σ	F	p
TAS	<30	45.32	10.56	2.24	.109
	31-40	46.81	11.03		
	>41	51.40	8.63		
GTA	<30	31.45	7.05	1.56	.211
	31-40	32.62	7.10		
	>41	34.53	5.37		

CA	<30	13.87	4.43		
	31-40	14.19	4.69	2.88	.058
	>41	16.86	3.94		

*p<.05

The values in Table 7 indicate the participant EFL teachers' autonomy level vary according to their gender. Thst is to say that it is recognized that female teachers ($\bar{x}$ =46.39) were more autonomous than male teachers ($\bar{x}$ =46.36). This difference is not found to be statistically significant ($p>.05$). Additionally, it was seen that female teachers ($\bar{x}$ =32.22) were found to have higher GTA scores than male teachers ($\bar{x}$ =32.00). With regards to the general teaching autonomy (GTA) levels, the participant EFL male teachers ($\bar{x}$ =14.35) were more autonomous than female teachers ($\bar{x}$ =14.18). This difference is not regarded as statistically significant ($p>.05$).

Table 7. Difference Between Level of Autonomy and Gender

	Gender	$\bar{X}$	σ	t	p
TAS	Female	46.39	10.55	0.02	.98
	Male	46.36	11.11		
GTA	Female	32.22	6.91	0.20	.84
	Male	32.00	7.19		
CA	Female	14.18	4.49	-0.25	.80
	Male	14.35	4.72		

*p<.05

With regards to the difference between the level of teachers' autonomy and the last degree that EFL teachers completed, it is recognized that the participant EFL teachers'

autonomy level varies according to the last degree that they completed ($p < .05$). As seen in the Table 8; it was concluded from the data that EFL teachers with a Doctor of Philosophy degree ($\bar{x}=49.33$) were found to be more autonomous than teachers with a bachelor's degree ($\bar{x}=45.09$) and with a master's degree ($\bar{x}=47.14$). It is seen from this data that teachers having higher degrees of education believe themselves to be more autonomous. This difference is not statistically significant ($p > .05$). In terms of the GTA scores of teachers, it was seen that participant EFL teachers with Doctor of Philosophy ($\bar{x}=32.86$) were more autonomous than teachers with bachelor' degree ($\bar{x}=31.56$) and with master's degree ($\bar{x}=32.61$). This gap between the values is not found to be statistically significant ($p > .05$). Adding to this result, it was determined that the EFL teachers with the degree of Doctor of Philosophy ($\bar{x}=16.46$) were found to be more autonomous regarding CA score than teachers with a bachelor's degree ($\bar{x}=13.53$) and with a master's degree ($\bar{x}=14.53$). This difference is found to be statistically significant ($p < .05$), as is shown in the table given below.

Table 8. Difference Between Level of Autonomy and Last Degree Completed

	Last Degree Completed	$\bar{X}$	σ	F	p	Tukey Test
TAS	a-Bachelor Degree	45.09	10.59	1.45	.23	
	b-Master Degree	47.14	11.07			
	c-Doctor of Philosophy	49.33	8.18			
GTA	a-Bachelor Degree	31.56	6.96	0.59	.55	
	b-Master Degree	32.61	7.18			
	c-Doctor of Philosophy	32.86	5.90			
CA	a-Bachelor Degree	13.53	4.55	3.10	.04*	c>a,b
	b-Master Degree	14.53	4.63			

c-Doctor of Philosophy	16.46	3.04
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*p<.05

Regarding the level of autonomy and the bachelor's degree of EFL teachers, it is seen from the table below that the EFL teachers' autonomy level differ according to the degree that they have. It was seen that teachers choosing the "other" item ($\bar{x}$ =39.67) were less autonomous than teachers with an ELT degree ($\bar{x}$ =46.43) and with a degree of Literature / Linguistics / Translating and Interpreting Studies (LLTI) ($\bar{x}$ =46.64). This difference is not regarded as statistically significant ($p>.05$). It was found that participant EFL teachers who chose the "other" ($\bar{x}$ =29.66) were found to have less autonomy in GTA score than teachers with ELT ($\bar{x}$ =32.16) and LLTI ($\bar{x}$ =32.28). This result shows that teachers with a background of teaching, literature and translating and interpreting studies regard themselves as more autonomous. This difference, however, is not viewed as statistically significant ($p>.05$). Additionally, participant EFL teachers choosing "other" ($\bar{x}$ =10.01) were less autonomous with regards to CA score than teachers with an ELT background ($\bar{x}$ =14.27) and with LLTI ($\bar{x}$ =14.36). This difference is not statistically significant ($p>.05$).

Table 9. Difference Between Level of Autonomy and Bachelor's Degree

	Bachelors Degree	$\bar{X}$	σ	F	P
TAS	English Language Teaching (ELT)	46.43	10.44		
	Literature/Linguistics/Translating and Interpreting Studies (LLTI)	46.64	11.50	.60	.54
	Other	39.67	9.50		
GTA	English Language Teaching (ELT)	32.16	6.93		
	Literature/Linguistics/Translating and Interpreting Studies (LLTI)	32.28	7.29	.19	.82

	Other	29.66	5.50		
CA	English Language Teaching (ELT)	14.27	4.43		
	Literature/Linguistics/Translating and Interpreting Studies (LLTI)	14.36	4.87	1.32	.26
	Other	10.01	4.00		

*p<.05

4.3. Findings for the Third Research Question

The third research question seeks to discover any relation between the level of autonomy and the working conditions of the EFL teachers. The answers to the third research question were categorized as working conditions, teaching experience, teaching hours in a week, teaching conditions, last level taught and system and facilities of the institution.

With respect to the results given in the Table 10 below, it is observed that the participant EFL teachers' autonomy differs according to the institution type that they are currently working at. According to the table below, it was found that EFL teachers working at a state university ($\bar{x}=49.33$) were more autonomous than teachers working at a private university ($\bar{x}=44.06$). These results show that teachers feel more independent and have more autonomy if they are employed at state universities. Furthermore, this difference between the type of institution displays a statistically significant result ($p<.05$). As to the GTA level among teachers, it is found that participant EFL teachers working at state universities ($\bar{x}=33.61$) are more autonomous in terms of GTA than teachers working at private universities ($\bar{x}=31.00$). This difference is regarded to be statistically significant ($p<.05$). In addition, participant EFL teachers working at state universities ($\bar{x}=15.70$) were

found to be more autonomous in terms of CA scores than teachers working at private universities ($\bar{x}$ =13.06). This difference is statistically significant ($p<.05$).

Table 10. Difference Between Level of Autonomy and Institution Type

	Institution Type	$\bar{X}$	σ	t	p
TAS	Private University	44.06	10.51	-3.50	.00*
	State University	49.33	10.24		
GTA	Private University	31.00	7.09	-2.63	.00*
	State University	33.61	6.59		
CA	Private University	13.06	4.29	-4.19	.00*
	State University	15.70	4.45		

* $p<.05$

Regarding the level of teachers' autonomy and teaching experiences of EFL teachers, the analysis shows that there is a significantly important difference. Table 11 below demonstrates that participant EFL teachers who have less than 5 years of teaching experience ($\bar{x}$ =44.19) were found to be less autonomous than teachers who have teaching experience between 6-10 years ($\bar{x}$ =47.63) and teachers who have experience above 11 years ($\bar{x}$ =48.74). This difference shows a statistically significant result ($p<.05$). This indicates that the more years of teaching experience teachers have, the more independent and autonomous they are. It was seen that EFL teachers having less than 5 years of teaching experience ($\bar{x}$ =30.64) were less autonomous in terms of GTA than teachers between the teaching experience of 6-10 years ($\bar{x}$ =33.35) and teachers who have the teaching experience of above 11 years ($\bar{x}$ =33.34). This difference is statistically significant ($p<.05$). In terms of the CA level of EFL teachers, it was found that EFL

teachers having less than 5 years of teaching experience ($\bar{x}$ =13.56) had less autonomy in CA than teachers having between the teaching experience of 6-10 ($\bar{x}$ =14.27) and teachers who have teaching experience above 11 years ($\bar{x}$ =15.40). This difference regarding the teaching experience is not statistically significant ($p>.05$).

Table 11. Difference Between Level of Autonomy and Teaching Experience

	Teaching Experience	$\bar{X}$	σ	F	P	Tukey Test
TAS	a-<5	44.19	9.80	3.44	.03*	a<b,c
	b-6-10	47.63	11.39			
	c->11	48.74	10.76			
GTA	a-<5	30.64	6.60	3.71	.02*	a<b,c
	b-6-10	33.35	7.30			
	c->11	33.34	6.82			
CA	a-<5	13.56	4.21	2.54	.08	a<b,c
	b-6-10	14.27	4.79			
	c->11	15.40	4.67			

* $p<.05$

With reference to the level of autonomy differing according to teaching hours in a week, the values in Table 12 display significant differences. According to the table given, it was concluded that participant EFL teachers who work between 6-11 hours in a week ($\bar{x}$ =47.94) were more autonomous than teachers working under 10 hours in a week ($\bar{x}$ =45.22) and over 21 hours in a week ($\bar{x}$ =45.23). This difference is not statistically significant ($p>.05$). This result showcases that teachers with less teaching hours view themselves as more autonomous and independent when compared with teachers who work more hours in a week. Adding to the TAS scores, it was actuated that EFL teachers

working between 6-11 hours in a week ($\bar{x}=33.31$) had more autonomy in GTA than teachers working under 10 hours in a week ($\bar{x}=31.55$) and over 21 hours in a week ($\bar{x}=31.24$). This difference is not statistically significant ($p>.05$). In terms of CA scores, it was found that teachers' autonomy who work between 6-11 hours in a week ($\bar{x}=14.63$) were more in CA than teachers working less than 10 hours in a week ($\bar{x}=13.67$) and over 21 hours in a week ($\bar{x}=13.98$). This difference is not statistically significant ($p>.05$).

Table 12. Difference Between Level of Autonomy and Teaching Hours in a Week

	Teaching Hours in a Week	$\bar{X}$	σ	F	P
TAS	<10	45.22	11.38	1.53	.21
	11-20	47.94	10.79		
	>21	45.23	10.41		
GTA	<10	31.55	6.99	2.02	.13
	11-20	33.31	6.98		
	>21	31.24	6.90		
CA	<10	13.67	5.04	.58	.56
	11-20	14.63	4.62		
	>21	13.98	4.41		

Regarding the participant teachers' autonomy level which differs according to teaching conditions of EFL teachers, the values in Table 13 illustrates a significant difference. In accordance with the table given, it was determined that teachers who teach online ($\bar{x}=55.23$) were more autonomous than teachers who teach face-to-face ($\bar{x}=47.97$), teachers who teach hybrid ($\bar{x}=47.21$), teachers who teach both online and face to face ($\bar{x}=43.90$), and teachers with all the options ($\bar{x}=42.50$). This difference is found

statistically significant ($p < .05$). It was found that teachers who teach online ($\bar{x}=36.77$) were more autonomous in GTA than teachers who teach face-to-face ($\bar{x}=33.32$), teachers who teach hybrid classes ($\bar{x}=32.57$), teachers who teach both online and face to face ($\bar{x}=30.63$), and teachers with all the options given ($\bar{x}=30.01$). This difference is statistically significant ($p < .05$). The result indicates that teachers who teach online feel that they have more general autonomy in comparison with teachers with other teaching conditions. About the CA scores of participant EFL teachers, it was observed that teachers with online teaching conditions ($\bar{x}=18.46$) were more autonomous in CA than teachers who teach face to face ($\bar{x}=14.65$), teachers with hybrid teaching conditions ($\bar{x}=14.64$), teachers with online and face to face teaching conditions ($\bar{x}=13.27$), and teachers with all options given ($\bar{x}=13.50$). This difference is statistically significant ($p < .05$).

Table 13. Difference Between Level of Autonomy and Teaching Conditions

	Teaching Conditions	$\bar{X}$	σ	F	P	Tukey Test
TAS	a-Online	55.23	16.97	4.23	.00*	a>b,c,d,e
	b-Face to Face	47.97	9.15			
	c-Hybrid	47.21	7.96			
	d-Online and Face to Face	43.90	10.43			
	e-All	42.50	3.53			
GTA	a-Online	36.77	10.64	3.30	.01*	a>b,c,d,e
	b-Face to Face	33.32	6.54			
	c-Hybrid	32.57	4.53			
	d-Online and Face to Face	30.63	6.69			
	e-All	30.01	1.41			

CA	a-Online	18.46	6.46			
	b-Face to Face	14.65	3.61			
	c-Hybrid	14.64	4.71	4.31	.00*	a>b,c,d,e
	d-Online and Face to Face	13.27	4.59			
	e-All	13.50	2.12			

*p<.05

The participant EFL teachers' autonomy level does not differ according to the level that they taught last year. The values given in Table 14 indicate that there is not a significant difference. It was measured that there is not a statistically significant difference between TAS, GTA and CA scores and the level taught last year ($p>.05$).

Table 14. Difference Between Level of Autonomy and Level Taught Last Year

	Level Teached Last Year	$\bar{X}$	σ	F	P
TAS	Beginner	47.17	11.49		
	Elementary	47.67	11.61		
	Pre-Intermediate	46.34	10.96		
	Intermediate	44.30	10.66	.47	.79
	Upper-Intermediate	47.52	10.31		
	Anvanced	46.29	8.13		
GTA	Beginner	32.58	7.01		
	Elementary	33.35	7.39		
	Pre-Intermediate	32.05	7.26	.69	.62
	Intermediate	30.80	6.52		
	Upper-Intermediate	33.14	7.32		

	Anvanced	31.23	5.66		
CA	Beginner	14.58	4.83		
	Elementary	14.32	4.91		
	Pre-Intermediate	14.29	4.63		
	Intermediate	13.50	4.81	.33	.89
	Upper-Intermediate	14.37	4.08		
	Anvanced	15.05	3.57		

*p<.05

4.4.Findings for the Fourth Research Question

The fourth research question targets to discover whether there is any difference between level of autonomy and facilities/system of institutions EFL teachers are working for.

The values given in Table 15 demonstrates that participant EFL teachers' autonomy level vary according to the system of institutions they are working at. As seen in the table, it was determined that teachers who work with modular systems at their institution were less autonomous than teachers having other systems at their institutions; TAS ($\bar{x}$ =44.28), GTA ($\bar{x}$ =30.86) and CA ($\bar{x}$ =13.42). These differences are found to be statistically significant ($p<.05$). It is seen from the table given that participant teachers who teach according to a term-based syllabus were more autonomous in TAS ($\bar{x}$ =49.65), GTA ($\bar{x}$ =34.13), and CA ($\bar{x}$ =15.52).

Table 15. Difference Between Level of Autonomy and System of Institution

	System of Institution	$\bar{X}$	σ	F	P	Tukey Test
TAS	a-We adopt a modular system.	44.28	9.97	3.70	.01*	a<b,c,d
	b-We teach the same classes and students throughout the educational year according to a yearly syllabus.	49.17	10.63			
	c-I teach according to a term-based syllabus. The lessons I deliver change each semester.	49.65	11.94			
	d-Other	49.00	11.31			
GTA	a-We adopt a modular system.	30.86	6.51	3.26	.02*	a<b,c,d
	b-We teach the same classes and students throughout the educational year according to a yearly syllabus.	33.88	7.08			
	c-I teach according to a term-based syllabus. The lessons I deliver change each semester.	34.13	7.74			
	d-Other	34.00	7.07			
CA	a-We adopt a modular system.	13.42	4.33	3.00	.03*	a<b,c,d
	b-We teach the same classes and students throughout the educational year according to a yearly syllabus.	15.29	4.41			
	c-I teach according to a term-based syllabus. The lessons I deliver change each semester.	15.52	5.12			
	d-Other	15.00	4.24			

*p<.05

The participant EFL teachers' autonomy level varies regarding the facilities provided in their institutions. According to the table below, it was affirmed that teachers who were not provided with any equipments from their institutions were more autonomous in terms of TAS ($\bar{x}$ =53.68), GTA ($\bar{x}$ =36.82) and CA ($\bar{x}$ =16.86) than teachers

provided with teaching related equipments from their institution. These differences are found to be statistically significant ($p < .05$). The results indicate that teachers who are not provided with any facilities from the institution feel more autonomous and independent when compared with teachers who are provided with the facilities of institutions.

Table 16. Difference Between Level of Autonomy and Facilities of Institution

	Facilities of Institution	Mean	Standard Deviation	F	P
TAS	I have a personal computer and/or tablet provided by the institution.	44.37	9.52	8.79	.00*
	The institution provides desktop/laptop computers, tablets for all teachers to use in common areas.	46.09	40.42		
	The institution doesn't provide any technological devices.	53.68	12.16		
GTA	I have a personal computer and/or tablet provided by the institution.	31.10	6.37	7.98	.00*
	The institution provides desktop/laptop computers, tablets for all teachers to use in common areas.	31.69	6.89		
	The institution doesn't provide any technological devices.	36.82	7.47		
CA	I have a personal computer and/or tablet provided by the institution.	13.26	4.17	7.16	.00*
	The institution provides desktop/laptop computers, tablets for all teachers to use in common areas.	14.40	4.27		
	The institution doesn't provide any technological devices.	16.86	5.45		

* $p < .05$

4.5. Findings For the Fifth Research Question

The table given below show the descriptive statistics of each item belonging to the Teacher Autonomy Scale (TAS). The mean scores of each statement are provided below and used to interpret the findings relating to the last research question which aims to discover whether university teachers' autonomy level can be predicted based on their post-method use. The scale is rated from 1: True; 2: More or Less True; 3: More or Less False; 4: Definitely False.

Discriptive Statistics of Scale Items

	1	2	3	4	$\bar{X}$
	n / %	n / %	n / %	n / %	
1. I am free to be creative in my teaching approach.	13 %6,7	44 22,6	76 %39,0	62 %31,8	2,95
2. The selection of student-learning activities in my class is under my control.	19 %9,7	56 %28,7	66 %33,8	54 %27,7	2,79
3. I seldom use alternative procedures in my teaching.	22 %11,3	70 %35,9	73 %37,4	30 %15,4	2,56
4. Standards of behavior in my classroom are set primarily by myself.	9 %4,6	51 %26,2	71 %36,4	64 %32,8	2,97
5. My job does not allow for much discretion on my part.	16 %8,2	71 %36,4	74 %37,9	34 %17,4	2,64
6. In my teaching, I use my own guidelines and procedures.	26 %13,3	55 %28,2	75 %38,5	39 %20,0	2,65
7. In my situation, I have little say over the content and skills that are selected for teaching.	44 %22,6	54 %27,7	63 %32,3	34 %17,4	2,44
8. The scheduling of use of time in my classroom is under my control.	39 %20,0	51 %26,2	61 %31,8	43 %22,1	2,55
9. My teaching focuses on those goals and objectives I select myself.	50 %25,6	73 %37,4	52 %26,7	20 %10,3	2,21
10. I follow my own guidelines on instruction.	21 %10,8	52 %26,7	77 %39,5	45 %23,1	2,74
11. In my situation, I have only limited latitude in how major problems are resolved.	22 %11,3	68 %34,9	78 %40,0	27 %13,8	2,56

12.What I teach in my class is determined for the most part by myself.	58 %29,7	64 %32,8	47 %24,1	26 %13,3	2,21
13.In my class, I have little control over how classroom space is used.	17 %8,7	48 %24,6	65 %33,3	65 %33,3	2,91
14.The materials I use in my class are chosen for the most part by myself.	43 %22,1	72 %36,9	43 %22,1	37 %19,0	2,37
15.The evaluation and assessment activities used in my class are selected by people other than myself.	75 %38,5	47 %24,1	47 %24,1	26 %13,3	2,12
16.I select the teaching methods and strategies I use with my students.	23 %11,8	40 %20,5	73 %37,4	59 %30,3	2,86
17. I have little say over the scheduling of use of time in my classroom.	46 %23,6	48 %24,6	70 %35,9	31 %15,9	2,44
18. The content and skills taught in my class are those I select.	50 %25,6	67 %34,4	42 %21,5	36 %18,5	2,32

*1:Definitely True; 2:More or Less True; 3:More or Less False; 4:Definitely False

Regarding the extent of freedom to be creative in their teaching approach, as the answers to the first item implies, 76 of the participant EFL teachers (39.0 %) were found to have a low level of autonomy in being creative in their teaching. In addition, 62 of the participant EFL teachers (31.8%) indicated that they were not the decision-makers regarding the liberty of being creative in teaching approaches. This result suggests that teachers' post-method use was low, indicating low level autonomy as well. With respect to the selection of students' learning activities in the classroom, it is seen that majority of the participant teachers are not decision-makers as to the selection of learning activities in their classrooms. The participant teachers' low level of autonomy suggests limited use of post-method in their teaching. According to the results of the third item of the scale, most of the EFL participant teachers were found to be aware of the importance of using alternative procedures and tries to implement them accordingly. However, 70 of the participant teachers (35.9%) were found to have less autonomy level, indicating a low use of post-method pedagogy. Concerning the setting of behavioral rules in the classroom, it

was seen from the results that most of the participant EFL teachers were found to have limited autonomy as to rule setting procedures. As to the discretion allowed on teachers' part, it is concluded from the numbers that most of the EFL were found to be less autonomous and independent regarding their jobs. In response to the sixth item, most of the autonomy level of EFL participant teachers 75 (38.5%) found to be low since they were not given the autonomy to make their own decisions. In addition, as to the selection of content and skills to be taught, it was seen that most of the participant EFL teachers do not have the required autonomy to decide on the content to be taught indicating low level autonomy and limited post-method use. In terms of the scheduling of use of time, majority of participant EFL teachers (31.8%) does not view themselves as much independent when it comes to the scheduling of use of time. With respect to the goals and objectives of teaching, many of the participant EFL teachers were found to have moderate autonomy and agreed with the statement that they were the decision makers about the selection of goals and objectives. Regarding this result, it is seen that most of the participant teachers are allowed to select regarding the teaching objectives, thus pointing at the use of post-method and relatively higher level of autonomy in this regard. About following their own guidelines on instruction, EFL teachers were found to have low level of independence and autonomy. In summary, it is seen from the results relating to the general autonomy of teachers, the inference made from the answers of most of the items indicate a low level of autonomy and post-method use in many aspects of teaching such as the use of teaching and learning materials, skills and content to be taught, use of methods, use of space and time, assessment and evaluation procedures and guidelines to be followed.

Concerning the extent of latitude that teachers have in resolving major problems, it was seen that teachers' autonomy level was found to be relatively high in terms of resolving problems. With regards to whether what teachers teach in the classroom is determined for the most part by themselves or not, 58 (29.7%) of the participant EFL teachers indicated having relatively higher level of autonomy, affecting their use of post-method pedagogy as well. As to the use of space in the classroom, it is affirmed by most of the teachers (n=65) %33.3 that teachers feel as independent and autonomous to use the space as they would like to. As to the selection of materials, the majority of the participant EFL teachers were found to have higher in this regard. As to the assessment and evaluation procedures and activities, it is significantly seen that most of the participant EFL teachers' autonomy level were found to be low since evaluation activities are decided by people other than themselves. Moreover, when the participant teachers are asked to rate for the selection of teaching methods and strategies, the majority of them suggested a quite limited use of post-method pedagogy and lowered level of autonomy on the part of teachers. For the scheduling of use of time in the classroom, the majority of the participant EFL teachers indicated that they have control over the scheduling of use of time in their classroom. Lastly, as to the content and skills taught in the classroom, most of the participant EFL teacher' autonomy level was found to be moderate, proposing a relatively higher use of post-method pedagogy.

With reference to the results mentioned above, it is concluded that teachers' level of autonomy can be predicted based on post-method use to an extent regarding each item. Regarding the items mostly related with curriculum autonomy, it is observed from the answers that Turkish EFL teachers display a certain but low level of post-method use

along with teacher autonomy. The most significant areas in which the use of post-method use predicts autonomy are inferred as the selection of what is taught in the classroom, resolution of problems and the use of space and time.

5. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

In this chapter of the current research, the discussion regarding the findings of this research in comparison with available studies conducted is presented. Along with the discussion, there are conclusion remarks and recommendations are provided.

5.1. Discussion

This chapter showcases the findings of the present study in comparison to the findings of the available studies in the literature about the extent of teacher autonomy and the use of the post-method pedagogy among EFL teachers. First, the findings regarding the level of teacher autonomy are discussed. Second, the extent to which certain variables impact EFL teachers' autonomy is explained. Next, the inferential results gathered about the use of post-method pedagogy among EFL teachers is provided. Finally, the relationship between teacher autonomy and the use of post-method pedagogy and whether these two variables predict the implementation of one another is disclosed.

5.1.1. *TAS Among EFL Teachers*

The results of the analysis made to determine the level of autonomy of Turkish EFL teachers participating in the study showed that teachers have a low level of autonomy. Similar results were seen in some of the previous studies conducted by Dinçer (2019), Yorulmaz and Çolak (2023), and Teng (2019). On the other hand, there were a few studies showing that teachers had a medium to high level of autonomy in some contexts. In a study conducted by Cirocki and Anam (2021), it was revealed that teachers' sense of autonomy was relatively high. In addition, another study focusing on the level of teachers'

professional autonomy level, it was observed that most of the teachers possessed a high level of autonomy (Dilek & Altas, 2022). With regards to the analysis of TAS results, it was disclosed that teachers participating in the study had more general teaching autonomy in comparison to curriculum autonomy. The participant teachers stated that they mostly perceived themselves to have independence and autonomy about the selection of in-class activities, materials and goals and objectives of the lesson. On the contrary, most of the participating teachers expressed that they do not have as much autonomy with respect to the assessment and evaluation procedures, the scheduling of time and teaching methods and strategies in terms of curriculum autonomy. Likewise, similar results were obtained from the study carried out by Cirocki and Anam (2021). It is possible to comment that teachers participating in both studies might have felt that they were excluded from the decision-making process in terms of the school's curriculum and setting of standard rules. The underlying reason behind this might be that teachers are not given the authority to take more active roles in designing curriculum and setting of standards owing to the condition that Türkiye has a very centralized examination and education system where great emphasis is put on examination scores and university entrance procedures.

5.1.2. TAS and Demographic Variables

The present study also aimed to unearth any possible link between the participant teachers' autonomy level and their various demographic variables. According to the analysis of results, there was not a statistically significant difference between participants' autonomy level and age. The findings related to age were consistent with another study conducted by Khezerlou (2013). In terms of the relationship between the gender and level of teacher autonomy, it was observed in this study that female teachers had higher

autonomy levels when compared with male teachers. On the contrary to the findings of this study, another study conducted by Fadaee et al. (2021) found that female teachers' autonomy levels were significantly low when compared with male teachers. Similarly, it was uncovered by Khezerlou (2013) that male teachers had a higher level of overall autonomy. With respect to the contradicting results of the studies, it is acknowledged that present study is prominent in terms of yielding distinct results. Additionally, these varying results suggest that studies in the relevant literature were not able to reach a common ground, which requires further research in the field.

Considering the link between EFL teachers' autonomy and the last educational degree they completed, it was determined that there was not a statistically significant difference. However, it is inferred from the results that teachers having completed a Doctor of Philosophy had a higher level of teacher autonomy than teachers having completed bachelor's degree and master's degree. In line with the findings of the present study, it was seen in a study conducted by Yıldız et al. (2021) that teachers' autonomy level did not change according to their education status. Similar to the findings mentioned previously, it was uncovered in a study conducted by Behrooz and Osam (2016) and in his study Yazıcı (2016) that teacher autonomy did not differ according to educational status or degree. On the contrary, in another study conducted by Khezerlou (2013) that there was a significant difference between bachelor-holder teachers and master-holder teachers in terms of their autonomy level.

The working conditions of teachers also showed variance and significant difference in terms of teacher autonomy. With respect to the current study, it was discovered that teachers who worked at state universities had a higher level of teacher autonomy in

comparison to the teachers working at private universities. Additionally, it was noticed that teachers who worked at state universities had more general autonomy and curriculum autonomy when set side by side with teachers working at private universities. It is of utmost importance to note that this study is significant regarding the results yielded for university level teachers. In the related literature, it was found by Dilek and Altas (2022) on the contrary to the findings of this study that the autonomy level of teachers who worked at private universities was higher than teachers who worked for state universities. The possible reason that state university teachers had more autonomy in comparison with private university teachers might be related with the number of years that EFL teachers spend in each type of institution. It is generally seen that EFL teachers working at state universities continue working at the same institution for long years whereas teachers working at private universities tend to change their workplace more frequently. The increased autonomy level on the part of state university teachers might show the tendency to get used to the system of the university and start having more control over the system and teaching related aspects.

As to the relationship between EFL teachers' autonomy level and teaching experience, this current study presents a significant difference in this regard. It was discovered that teachers having teaching experience less than five years had a lower level of teacher autonomy when compared with teachers who had five to eleven years of experience. As a result of the findings regarding the years of experience, it is seen that the more the teaching experience, the more autonomous teachers become. In a study focusing on teacher autonomy and teaching styles, a similar result was obtained in terms of gender-based analysis. It was seen that female teachers had a higher level of autonomy than male

teachers regarding their teaching experience. Furthermore, the present study can be regarded as prominent in this regard; however, further research is needed for the related field. Concerning the relationship between the teaching hours of EFL teachers and their autonomy level, the present study revealed that there was not a significant difference regarding two variables. It is observed that teachers working around six to eleven hours had higher teacher autonomy than teachers working under ten hours and over twenty-one hours in a week. The results suggest that teachers working moderate amounts had more teacher autonomy regarding their teaching. Adding to these results, it was seen from the present study that there was no significant difference between the level of autonomy and the last proficiency level teachers taught. About the related literature concerning teaching experience, teaching hours and the last proficiency level taught, more research is needed in this field. With respect to the teaching hours of EFL teachers, the results might be the indicators of the need for optimization and balance in teaching hours of EFL teachers to foster to teachers to become more autonomous in their teaching environment.

Next, the teaching conditions of EFL teachers showed variance and suggested significant differences. The findings of the related study displayed that teacher who worked online had a higher level of teacher autonomy when compared with teachers working with hybrid, online and face to face systems. In addition, it was revealed that teachers working online had higher level of curriculum autonomy as well. In contrast with those findings, Reigle (2008) stated that teachers giving online lessons had more restrictions in some respects such as added classroom time, increased responsibility, thus they had less autonomy. Such factors might have played a critical role in lowering teachers' sense of autonomy.

The analysis of data regarding the EFL teachers' level of autonomy and the facilities/systems of the institutions they worked displayed significant differences. It was revealed that teachers following a modular system at their institution had the lowest autonomy level among all other systems. Teachers following a term-based syllabus had a higher level of autonomy than teachers following a yearly syllabus. Moreover, it was seen from the results that a considerable number of teachers, choosing "other" systems, also had a higher level of teacher autonomy than teachers working with modular systems. These results might stem from the preparatory units of universities which follow modular systems for the most part. It is possible to comment that a modular system is usually adopted at private universities and as approved by the findings of this study, teachers working at private universities were found to be less autonomous than the teachers working at state universities.

Lastly, the relationship between the EFL teachers' autonomy level and the facilities provided by the institution is analyzed and discussed. The data revealed that these two variables showed significant differences from each other. Accordingly, it was observed that teachers who were not provided with any technological devices such as laptops, computers and tablets had higher autonomy scores than teachers provided with those facilities. These results might stem from the assumption that teachers without technological devices regarded themselves to be more creative in their teaching methods and required equipment. As to the previous research done in this field, there was not enough investigation made regarding the impact of facilities of institutions on teacher autonomy. Considering this, it is possible to state that the present study is significant as it yields insight into the related field.

5.1.3. *TAS and Post-method Relation*

Bearing in mind that the aim of this current study is to reveal any possible link between the use of post-method and whether its use predict teacher autonomy in Turkish EFL context, the descriptive analysis results showed that teachers' post-method use both predicted and affected their level of autonomy in certain aspects of teaching.

The results concerning the relationship between teachers' use of post-method with regard to being creative in their teaching approaches showed that most of the teachers had low level and use of the related methodology, thus had low level of teacher autonomy. The results indicated that teachers were not decision-makers in this regard. Additionally, the results contradict with the particularity principle of post-method pedagogy, suggesting that teachers should be the ones contributing to pedagogic decision-making (Hall, 2011). Additionally, Kumaravadivelu (1994) stated that post-method teachers should be allowed to construct their own classroom-specific theories and practices. In a study conducted by Soto (2014), it was also investigated that teachers who were given a proper amount of autonomy presented a situated implementation of methodologies and post-method pedagogy. With regards to the selection of learning activities, the results of the analysis indicated that the participant teachers were not included in the decision-making as to the selection of activities for the most part. It is inferred from the results that teachers were far from following post-method pedagogy in the related aspect which aligns with the findings of a study carried out by Al-Kadi (2020). The results also contradict with the supposition of Kumaravadivelu (2005) in that post method use brings about teachers to be autonomous and act as decision-makers regarding teaching practices. Adding to this, it was observed from the answers of participant teachers that most of them were aware of

the importance of using alternative procedures in teaching although they did not directly state accordingly or were not given a chance to implement in this direction. As it is argued by Amiri and Sahragard (2018) in their study, the lack of required autonomy on the part of teachers prevents language teachers from applying post-method pedagogy.

The descriptive analysis of the study also yielded results about EFL teachers' rules setting procedures regarding in-class regulations such as behavioral rule settings and the extent of discretion that teachers are allowed to take regarding their job. As to the setting of behavioral rules in the classroom, it was observed that most of the teachers had limited autonomy. Although there is no previous study in the literature in this regard, it was articulated by Yinghua (2016) that teachers, in spite of being the executors of teaching, were not given the opportunity to display their right in terms of dominating the education. Also, the findings differ from the particularity principle, suggested by Kumaravadivelu (2006), which necessitates L2 policy makers and administrators to pay attention to what needs to be done to make teaching more effective. When it comes to discretion allowed on EFL teachers' part, it was found that most of the teachers did not feel independent regarding their job. In a different vein, it was discovered in a study conducted by Fat'hi et al. (2015) that teachers were able to make instantaneous changes based on the context and their learning group which indicates a sense of teacher autonomy in the related context. Concerning the results as to the relationship between teacher autonomy and post-method use, it was concluded that EFL teachers were not in charge of deciding on the content and skills for the most part. Aligning with the findings of this study, Chen (2014) found that teachers' selection of teaching contents was very restricted. These results might have stemmed from the violation of the particularity principle in post-method pedagogy.

However, participant teachers expressed as having a considerable amount of say over determining what is taught in the classroom, which aligns with the increased level of autonomy on teachers' side.

The analysis provided results about the autonomy level of teachers about their liberty in making selections for teaching objectives. It was observed in the study that most of the participant teachers had a high level of autonomy in this regard, which points to the presence of post-method use. As stated previously, the findings are in line with the findings of the study which belongs to Soto (2014). Moreover, it is possible to comment that the presence of post-method signifies teacher autonomy as stated by Kumaravadivelu (2014). Concerning the autonomy of teachers regarding following guidelines of their own, teachers had a low level of independence in this regard. There was no investigation made in previous research regarding this aspect. To elaborate on the aspects which were not investigated before, teachers' autonomy on scheduling of their time and its relation to post-method pedagogy was not examined before, thus there was no finding regarding this aspect. However, it was found in this study that teachers, for the most part, had a relatively high level of autonomy regarding the scheduling of time. The present study also provided a link between the selection of teaching materials and teachers' autonomy, which resulted in the prediction of presence of post-method use. Even though there is no previous research on this specific issue, Richards (2013) contends that decisions related with in-class activities and curriculum, teachers should necessarily become the agents of preparation of materials and lesson design (Richards, 2013). In a similar vein, the results of a study conducted by Chen (2014), it was seen that teachers were also in charge of making decisions in terms of teaching techniques and strategies.

To summarize, it was recognized with the current study that post-method pedagogy was a manifold construct which underlied quite a few components that were closely linked with teacher autonomy, impacting the degree of autonomy to an extent. It was acknowledged from the results that teacher autonomy was directly linked with post-method use in certain aspects such as in-class materials, teaching objectives and strategies, the content and skills to be taught, scheduling of time and space and decision-making on teaching approaches. With respect to the points associated with curriculum, it was inferred that teachers had low to medium autonomy, which in turn affects the extent of post-method use. On the contrary to the findings of the present study, researchers Naeini and Shakouri (2016) stated in their study that teachers should be actively involved in the decision-making and designing process of curriculum since they become the ones constrained by it in the end. That is to say that teachers are the authorities to transform and modify the curriculum instead of being enslaved by it. In other words, Nation and Macalister (2010) argues that teachers make decisions regarding the curriculum design and application almost every day, this is the reason why they are to be equipped with a transformative approach in this sense.

5.2. Conclusion

This study aimed to determine EFL teachers' autonomy level with regard to certain variables in terms of teachers' backgrounds as well as revealing any possible link between predictability of teachers' autonomy and their post-method use. The findings of the study make it possible to comment on the following inferences made from this study. First, EFL instructors had a low-medium level of autonomy in the Turkish EFL context. Second, it was seen that there were several factors affecting Turkish EFL instructors 'autonomy level

such as age, gender, teaching experience, institution type, teaching conditions, teaching hours a week, last proficiency level taught, system adopted at the institution, teachers' bachelor's degree, last degree completed and facilities of institution. Finally, it was observed that EFL teachers' post-method condition and use could predict the level of teachers' autonomy. Furthermore, it was also clarified that the findings suggested a two-way connection regarding autonomy level and post-method use since the findings related with teacher autonomy also indicated the presence of post-method among participant teachers.

5.3. Practical Recommendations

Regarding the current study's findings, related literature and previous studies, some practical recommendations can be given for teachers, policymakers, and further research to be done.

5.3.1. Recommendations for Teachers

To begin with, there are some practical recommendations to be made for teachers. First, it is acknowledged from the study that more than half of the participant teachers claimed having low teacher autonomy and curriculum autonomy. Aligning with this, teachers' post-method use has been found to be low. Additionally, it was seen that teachers' autonomy level increased with their age and education level. Therefore, it can be suggested for teachers to prioritize their knowledge and professional development. Second, it was concluded that EFL teachers having graduated from English Language Teaching departments had higher scores on autonomy. It can be recommended for prospective teachers to be field-oriented in their career decisions on condition that they

would like to become teachers. Next, it was inferred that teachers were not involved in the decision-making process as to the design of the curriculum. With reference to this situation, teachers are advised to take active roles in this regard, which in turn fosters their autonomy and post-method use. With respect to the recommendations that can be made for teachers' post-method condition, teachers are advised to take initiative regarding assessment and evaluation to be able to have more independence and make salient decisions for their learners, since post-method condition presumes that post-method teachers know their learners the best. Other than this, it can be recommended for EFL teachers to follow new methods and become knowledgeable about them as well as being cognizant of their own teaching strategies, theories and practices.

5.3.2. Recommendations for Policy Makers

Based on the aforementioned results of the study, there are some practical recommendations for policy makers. First, it is advised that teaching programmes used for pre-service teachers should be enhanced in both theoretical and practical terms so that prospective teachers can observe and implement their knowledge and theories without restrictions. Second, it is suggested that EFL teachers should be given more independence with regard to the content of their lessons as well as the implementation of the curriculum. Next, it is needed that teachers are to be provided with less teaching hours so that they can spare more time for their professional development. Furthermore, policy makers should take into consideration that the institution type that teachers work at has a direct impact on teachers' autonomy. In this regard, it is suggested to take action on increasing the number and quality of state universities instead of private universities. Additionally, teaching conditions of teachers can be reviewed with the aim of integrating more online

lessons since this directly affected teachers' autonomy in positive direction. Moreover, institutions can encourage teachers to make use of their own equipment and materials to enhance teachers' autonomy. Along with these stated, it is of great importance to state that system of institutions, particularly universities with modular language teaching systems could consider changing the type of the system being followed since systems adopted at institutions hugely impact teachers' independence regarding their teaching practices. With reference to teachers' post-method condition, it is advised for policy makers that teaching of the latest trends and methods should be integrated into teacher training programs. Additionally, it is recommended for policy makers to incorporate teachers into decisions as to the assessment and evaluation processes. Lastly, it is of utmost importance that universities arrange conferences and workshops from which EFL teachers can benefit and learn about the concept of post-method pedagogy to be able to implement and follow in their in-class activities as well as the regulations concerning curriculum.

5.3.3. Recommendations for Further Research

This study has laid emphasis on university EFL teachers' autonomy level regarding their demographic variables and their post-method use in İstanbul province. To provide suggestions for further research, the sampling number can be increased by conducting the study with more EFL teachers. Additionally, studies focusing on the impact of institution types in relation to teacher autonomy can be investigated. Furthermore, new studies examining EFL teachers' autonomy in comparison to teaching conditions can be conducted. In addition, it is of utmost importance to state that this study was conducted as a quantitative study, therefore mixed-method studies which can reveal EFL teachers'

point of view regarding autonomy can bring a deeper insight into the research area. Adding to this, EFL teachers' post-method condition was not directly observed since the method itself did not present any scale or prescription regarding its implementation. In further studies, it might be possible to investigate EFL teachers' post-method orientations with a scale to be developed. Next, with the aim of making certain conclusions about the role of EFL teachers' demographic variables, such as gender, age, teaching experience and educational degree in terms of post-method use and autonomy, other research can be conducted to provide further information. Moreover, this study did not scrutinize the level of autonomy and post-method condition of EFL native teachers in comparison with EFL non-native teachers. Considering the possibility that non-native teachers' understanding of autonomy along with post-method conditions might differ, a further study can be conducted.

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Appendix A

Permission for use of TAS



Bruce Hall <bwhall129@gmail.com>

Alici: ben ▼

20 Şub Sal 03:50 ★ 😊 ↩ ⋮

Tutku:

You have my permission to use the Teaching Autonomy Scale (TAS) for your Master's thesis study. All I ask is that you give attribution (i.e., reference the source of the TAS in your completed thesis). I have attached to this email 1) the 1993 validation study by Dr. Pearson and myself, 2) a copy of the modified TAS based on the 1993 study, and 3) a scoring key. Note that, based on the 1993 study, Dr. Pearson and I deleted two items from the initial 20-item scale (the 3rd and 5th items in Table 1 of our study) to strengthen the TAS reliability. Also, we modified two other items because of their complex factor loadings; these two modified items appear as items 4 and 10 on the 18-item TAS.

I wish you success with your thesis research.

Dr. Bruce Hall, Professor Emeritus
University of South Florida, Tampa Florida U.S.A.

Appendix B

Background Questionnaire

(Türkiye Yabancı Dil Bağlamında Yöntem Sonrası Pedagoji Kullanımına Dayalı Olarak
Üniversite Öğretmenlerinin Özerkliğinin Tahmin Edilebilirliği)

Dear participant,

I'm conducting a master thesis study under the consultancy of Dr. Derya Oruç in the English Language Education MA Program at the Institute of Graduate Studies of Istanbul Medeniyet University.

Within the framework of this study, the predictability of Turkish EFL teachers' autonomy based on the use of post-method pedagogy is to be examined and the connection between two of the variables, if any, is to be investigated.

You are kindly invited to complete this survey by participating in this research. You are not expected to share any information revealing your identity. The answers you provide will remain anonymous and will be used for the aims of this research and for publication only. Your participation in this study is voluntary, and you have the right to stop at any time while completing the survey.

This survey consists of a Background Questionnaire and Teacher Autonomy Scale (TAS). It is of high importance that you answer each question sincerely. It is estimated that completing the survey will approximately take 10-15 minutes.

Thank you in advance for your participation. Your answers are valuable for the present research. In case of any questions or concerns, you may contact the researcher at ‘tutkubesbilek1998@gmail.com/tutku.besbilek@igairport.aero’

☐ I accept that I’m participating in this research voluntarily.

Section 1: Background Questionnaire

Please answer the questions below by choosing the most suitable option or writing short answers.

1. Age: _____

2. Gender:

☐ Male

☐ Female

3. Currently working at a:

☐ State university

☐ Private university

4. How long have you been working as an English teacher? : _____ years.

5. Current teaching conditions:

☐ I’m teaching online.

- ☐ I'm teaching face-to-face.
- ☐ I'm teaching hybrid lessons.
- ☐ I'm teaching both online and face-to-face.
- ☐ I'm teaching online, face-to-face and also hybrid lessons.

6. Teaching hours per week: _____

7. Which proficiency level have you taught predominantly in the last academic year?

- ☐ Beginner
- ☐ Elementary
- ☐ Pre-intermediate
- ☐ Intermediate
- ☐ Upper-intermediate
- ☐ Advanced

8. Which system is adopted at your institution?

- ☐ We adopt a modular system (Different levels and classes are taught throughout the educational year. Students' classes change as a result of module exams.)
- ☐ We teach the same classes and students throughout the educational year according to a yearly syllabus.

☐ I teach according to a term-based syllabus. The lessons I deliver change each semester.

☐ Other: _____

9. I hold a bachelor's degree in _____.

☐ English Language Teaching

☐ Literature /Linguistics / Translating and Interpreting Studies

☐ Other: _____

10. Last degree completed:

☐ Bachelor's degree

☐ Master's degree

☐ Doctor of Philosophy

11. Facilities of your current institution:

☐ I have a personal computer and/or tablet provided by the institution.

☐ The institution provides desktop computers/ laptop computers/ tablets for all teachers to use in common areas (e.g., teachers' room, computer lab, etc.)

☐ The institution doesn't provide any technological device (e.g., laptop computer, desktop computer, tablet) which teachers can use to prepare for their lessons.

12. Facilities of the language classrooms at your current institution (You can check more than one box):

☐ internet connection

☐ smart board

☐ desktop computer / laptop computer

☐ projector

☐ loud speakers

☐ a fixed camera system

☐ Other: _____

General Teaching Autonomy

1, 2, 3, 4, 5, 8, 10, 11, 13, 15, 16, 17

Cirriculum Autonomy

4, 6, 7, 9, 10, 12, 14, 18

(1, 2, 4, 6, 8, 9, 10, 12, 14, 16, 18—are reversed scored)**TEACHING AUTONOMY SCALE**

[Definitely True (1), More or Less True (2), More or Less False (3), Definitely False (4)]

1. I am free to be creative in my teaching approach.	1	2	3	4
2. The selection of student-learning activities in my class is under my control.	1	2	3	4
3. I seldom use alternative procedures in my teaching.	1	2	3	4
4. Standards of behavior in my classroom are set primarily by myself.	1	2	3	4
5. My job does not allow for much discretion on my part.	1	2	3	4
6. In my teaching, I use my own guidelines and procedures.	1	2	3	4
7. In my situation, I have little say over the content and skills that are selected for teaching.	1	2	3	4
8. The scheduling of use of time in my classroom is under my control.	1	2	3	4
9. My teaching focuses on those goals and objectives I select myself.	1	2	3	4
10. I follow my own guidelines on instruction.	1	2	3	4
11. In my situation, I have only limited latitude in how major problems are resolved.	1	2	3	4
12. What I teach in my class is determined for the most part by myself.	1	2	3	4
13. In my class, I have little control over how classroom space is used.	1	2	3	4
14. The materials I use in my class are chosen for the most part by myself.	1	2	3	4
15. The evaluation and assessment activities used in my class are selected by people other than myself.	1	2	3	4
16. I select the teaching methods and strategies I use with my students.	1	2	3	4
17. I have little say over the scheduling of use of time in my classroom.	1	2	3	4
18. The content and skills taught in my class are those I select.	1	2	3	4

Appendix C

Ethics Committee Approval



T.C.
İSTANBUL MEDENİYET ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük



Sayı : E-38510686-050.04-2400017303
Konu : Tutku Beşbilek'in Başvurusu

08.03.2024

İlgili Makama,

İMÜ Sosyal ve Beşeri Bilimler Etik Kurulu'nun 2024/2 sayılı ve 27.02.2024 tarihli kararıyla, İMÜ Lisansüstü Eğitim Enstitüsü (İngiliz Dili Eğitimi) yüksek lisans öğrencisi **Tutku Beşbilek**'in "Türkiye Yabancı Dil Bağlamında Yöntem Sonrası Pedagoji Kullanımına Dayalı Olarak Üniversite Öğretmenlerinin Özerkliğinin Tahmin Edilebilirliği" başlıklı YL tezi kapsamında (dan. Dr. Derya Oruç) veri toplanmasına yönelik araştırma dosyası görüşülmüş, içerik bakımından etik bir sorun bulunmadığı sonucuna varılarak izin talebi uygun bulunmuştur.

Prof. Dr. Tuncay BAŞOĞLU
Kurul Başkanı

Belge Doğrulama Kodu: MITDCTAD

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Takip Adresi:
<https://ubys.medeniyet.edu.tr/ERMS/Record/ConfirmationPage/Index>

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İnternet Adresi: www.medeniyet.edu.tr

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Telefon No:

Diğer Har:

Tuncay Başoğlu
Öğretim Üyesi



Appendix D

Detailed Mean Values of TAS

Descriptive Statistics of Scale Items

	1	2	3	4	Mean
	n / %	n / %	n / %	n / %	
1.I am free to be creative in my teaching approach.	13 %6.7	44 22.6	76 %39.0	62 %31.8	2.95
2.The selection of student-learning activities in my class is under my control.	19 %9.7	56 %28.7	66 %33.8	54 %27.7	2.79
3.I seldom use alternative procedures in my teaching.	22 %11.3	70 %35.9	73 %37.4	30 %15.4	2.56
4. Standards of behavior in my classroom are set primarily by myself.	9 %4.6	51 %26.2	71 %36.4	64 %32.8	2.97
5. My job does not allow for much discretion on my part.	16 %8.2	71 %36.4	74 %37.9	34 %17.4	2.64
6.In my teaching, I use my own guidelines and procedures.	26 %13.3	55 %28.2	75 %38.5	39 %20.0	2.65
7.In my situation, I have little say over the content and skills that are selected for teaching.	44 %22.6	54 %27.7	63 %32.3	34 %17.4	2.44
8.The scheduling of use of time in my classroom is under my control.	39 %20.0	51 %26.2	61 %31.8	43 %22.1	2.55
9.My teaching focuses on those goals and objectives I select myself.	50 %25.6	73 %37.4	52 %26.7	20 %10.3	2.21
10.I follow my own guidelines on instruction.	21 %10.8	52 %26.7	77 %39.5	45 %23.1	2.74
11.In my situation, I have only limited latitude in how major problems are resolved.	22 %11.3	68 %34.9	78 %40.0	27 %13.8	2.56
12.What I teach in my class is determined for the most part by myself.	58 %29.7	64 %32.8	47 %24.1	26 %13.3	2.21
13.In my class, I have little control over how classroom space is used.	17 %8.7	48 %24.6	65 %33.3	65 %33.3	2.91
14.The materials I use in my class are chosen for the most part by myself.	43 %22.1	72 %36.9	43 %22.1	37 %19.0	2.37
15.The evaluation and assessment activities used in my class are selected by people other than myself.	75 %38.5	47 %24.1	47 %24.1	26 %13.3	2.12
16.I select the teaching methods and strategies I use with my students.	23 %11.8	40 %20.5	73 %37.4	59 %30.3	2.86
17. I have little say over the scheduling of use of time in my classroom.	46 %23.6	48 %24.6	70 %35.9	31 %15.9	2.44
18. The content and skills taught in my class are those I select.	50 %25.6	67 %34.4	42 %21.5	36 %18.5	2.32

*1:Definitely True; 2:More or Less True; 3:More or Less False; 4:Definitely False

Appendix E



Bruce Hall

Alic: ben

30 Eyl 2024 21:40 (23 saat önce)



Tutku:

The most useful application of the TAS scores comes from correlating them with the scores of your research respondents on other instruments; in other words, instruments that measure other important attributes of your respondents. Using this approach, finding statistically significant relationships of either a positive or a negative nature between your TAS scores and scores from measures of other attributes on your respondents could lead to useful insights about your respondents' inclinations and behavior.

There are no "cut scores" on the TAS that arbitrarily define "low", "medium" and "high" teaching autonomy. If you wish to establish arbitrary cut scores, you are free to do so. But you should have a clear logic for the cuts that you establish.

If you wish to pursue this approach, I would suggest establishing cuts based on an assumption of normality. The attribute, Teaching Autonomy, is assumed to be distributed in most teacher populations in a manner reflective of the Normal Curve. If your TAS raw score frequency distribution shows a pattern that approximates the Normal Curve, cut scores might logically be derived by first converting your TAS raw scores to Standard Deviation (SD) values based on where each TAS raw score lies in relation to the Mean of the TAS raw score distribution. For example, a raw score that lies 1 SD below the Mean of the TAS distribution would be assigned a value of -1.00, a raw score that lies 1/2 SD above the Mean of the TAS distribution would be assigned a value of +0.50, and so on.

Once all TAS raw scores are converted to SD values, then you can decide where your arbitrary cuts for "low", "medium", and "high" teaching autonomy should be. For example, you could arbitrarily label as "low" all SD values falling at -1.00 or more from the Mean (low end of the distribution), and label as "high" all SD values falling at +1.00 or more from the Mean (high end of the distribution). Those SD values between -1.00 and +1.00 would be considered "medium".

Warning: If your TAS raw score distribution is *noticeably non-normal*, showing either an *extreme* negative skew (raw scores piled up heavily on the high end), or an *extreme* positive skew (raw scores piled up heavily on the low end), then the SD conversion I've described above is ill-advised and should not be done.

I wish you well, whatever you decide.

Bruce Hall, Professor Emeritus
University of South Florida

Windows'u Etkinleştir

Windows'u etkinleştirmek için Avarlar'a gidin.

Özgeçmiş

KİŞİSEL BİLGİLER

Adı Soyadı: Tutku BEŞBİLEK

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Lisans	Marmara Üniversitesi, Atatürk Eğitim Fakültesi, İngilizce Öğretmenliği Bölümü	2020
Yüksek Lisans	İstanbul Medeniyet Üniversitesi, Lisansüstü Eğitim Enstitüsü, İngiliz Dili Eğitimi	Devam ediyor

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2020-2022 Görevlisi	Altınbaş üniversitesi	Öğretim
2022-2023 Görevlisi	Medipol Üniversitesi Yabancı Diller Yüksekokulu	Öğretim
2023-Halen	İstanbul Havalimanı Akademi Eğitim/Koordinatör Yabancı Diller Eğitim Koordinatörü	

YABANCI DİLLER

İleri düzeyde İngilizce; başlangıç düzeyinde Almanca, İtalyanca.