

The EFL instructors' perceptions about learner autonomy in language preparatory programs: A case study

Emine Bulur Civanoglu^{1,a}, Enisa Mede^{2,b,*}

¹Dogus University, Acibadem, Istanbul, Turkey

²Bahcesehir University, Besiktas, Istanbul, Turkey

^aebulur@dogus.edu.tr, ^{b*} enisa.mede@bahcesehir.edu.tr

*Corresponding author

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Abstract. The concept of autonomy is not new in the field of foreign language teaching but recently there has been an increasing interest in learner autonomy in particular, as new trends in foreign language teaching support a learning environment which enables learners to take control of their own learning. In other words, language classrooms have become more learner-centered than they used to be. The purpose of this study is to find out how language teachers perceive learner autonomy based on their classroom practice. The study was conducted at an English Preparatory Program of a foundation university located in Istanbul. Data were collected through questionnaires and semi-structured interviews. The findings of the study revealed significant implications in terms of learner autonomy in language classrooms.