

T.C.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

TEXTBOOK DEPENDENCY AND TEACHER AUTONOMY IN EFL CLASSES

MASTER OF ARTS THESIS

MERVE BIZMIYE

GAZİANTEP
December, 2020

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Supervisor: Assoc. Prof. Dr. Emrah CİNKARA

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December, 2020

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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DEDICATION

This thesis is dedicated to those who enlightened my life with love, hope and determination to reach whatever I seek first to our first teacher the prophet Mohammed (PBUH) then my giving family: Dad, Mom, Sisters (Nariman, Maryam, and Saja), My brothers (Saeed, Mohammed, Obaida, and Alla'a) My best friends



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ABSTRACT
TEXTBOOK DEPENDENCY AND TEACHER AUTONOMY IN EFL
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Teaching materials are one of the important elements of the EFL teaching process. In particular, textbooks are of particular importance as they are the most common and widely used teaching materials in EFL classes. The textbook dependency concept, which has been scarcely investigated in EFL, can be defined as the implementation of textbooks by teachers in in-class and extracurricular activities faithfully without making any modifications. Another important focus of the study is teacher autonomy, teachers' freedom to make decisions on matters related to their profession such as planning and management besides the implementation of education. The current study aimed to determine the dependency of EFL teachers to the textbooks and find out any possible relationship between textbook dependency and teacher autonomy. Participants were 250 EFL teachers (130 male and 120 females) who teach at different levels and at different types of institutions. Quantitative data were collected through two different data collection tools, namely the Coursebook Dependency Questionnaire and the Teacher Autonomy Scale. Qualitative data collection was done with a semi-structured interview protocol with 5 EFL teachers. The results of the independent samples t-test analysis showed that male and female participants did not differ in terms of their Coursebook Dependency Questionnaire and Teacher Autonomy Scale scores. On the other hand, one way Anova tests showed that teachers in 0-10 group had statistically higher means of the Coursebook Dependency Questionnaire than 20+ year experience group. Another Anova test was conducted for difference among teaching experience groups and results showed there was not a statistically significant difference among the

participants. A Pearson Correlation test was done to find out any possible relationships between the mean scores of the Coursebook Dependency Questionnaire and the Teacher Autonomy Scale. The results illustrated that there was a negative statistically significant correlation between these two concepts. Qualitative analysis of the semi-structured interview data showed that teachers perceived two main considerations for the relationship between textbook dependency and teacher autonomy, namely formal consideration and high stakes tests.

Key Words: textbook dependency, teacher autonomy, EFL teachers.



ÖZET
İNGİLİZCE SINIFLARINDA DERS KİTAPLARINA
BAĞIMLILIK VE ÖĞRETMEN ÖZERKLİĞİ

BIZMIYE, Merve

Yüksek Lisans Tezi,

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Öğretim materyalleri, İngilizce öğretim sürecinin önemli unsurlarından biridir. Özellikle ders kitapları, İngilizce sınıflarında en yaygın ve en yaygın kullanılan öğretim materyalleri oldukları için özel bir öneme sahiptir. İngilizce öğretiminde çok az araştırılan ders kitabı bağımlılığı kavramı, ders kitaplarının öğretmenler tarafından sınıf içi ve ders dışı etkinliklerde herhangi bir değişiklik yapılmadan sadakatle uygulanması olarak tanımlanabilir. Çalışmanın bir diğer önemli odak noktası ise öğretmenlerin eğitimin uygulanmasının yanı sıra planlama ve yönetim gibi meslekleriyle ilgili konularda karar verme özgürlüğü olarak tanımlanan öğretmen özerkliğidir. Mevcut çalışma, İngilizce öğretmenlerinin ders kitaplarına bağımlılığını belirlemeyi ve ders kitabı bağımlılığı ile öğretmen özerkliği arasındaki olası ilişkiyi bulmayı amaçlamaktadır. Farklı düzeylerde ve farklı türdeki kurumlarda öğretmenlik yapan 250 İngilizce öğretmeni (130 erkek ve 120 kadın) çalışmanın katılımcı grubunu oluşturmuştur. Nicel veriler, Ders Kitabı Bağımlılık Anketi ve Öğretmen Özerklik Ölçeği adlı iki farklı veri toplama aracı ile toplanmıştır. Nitel veri toplama, 5 İngilizce öğretmeni ile yarı yapılandırılmış bir görüşme protokolü ile yapılmıştır. Bağımsız örneklem t-testi analizi sonuçları, erkek ve kadın katılımcıların Ders Kitabı Bağımlılık Anketi ve Öğretmen Özerklik Ölçeği puanları açısından farklılık göstermediğini göstermiştir. Öte yandan Anova testleri, 0-10 grubundaki öğretmenlerin Eğitim Kitabı Bağımlılık Anketi ortalamasının 20+ yıllık deneyim grubuna göre istatistiksel olarak daha yüksek olduğunu göstermiştir. Öğretmenlik deneyimi grupları arasındaki öğretmen özerkliği puanları açısından fark olup olmadığını belirlemek için başka bir Anova testi daha yapılmış ve sonuçlar

katılımcılar arasında istatistiksel olarak anlamlı bir fark olmadığını göstermiştir. Ders Kitabı Bağımlılık Anketi ile Öğretmen Özerklik Ölçeği ortalamaları arasındaki olası ilişkileri bulmak için Pearson Korelasyon testi yapıldı ve sonuçlar, bu iki kavram arasında istatistiksel olarak anlamlı negatif bir korelasyon olduğunu gösterdi. Yarı yapılandırılmış görüşme verilerinin nitel analizi, öğretmenlerin ders kitabı bağımlılığı ve öğretmen özerkliği arasındaki ilişki için iki ana düşünceye sahip olduklarını ortaya koymuştur: resmi prosedürler ve yüksek öneme sahip testler.

Anahtar kelimeler: ders kitabı bağımlılığı, öğretmen özerkliği, İngilizce öğretmenleri



TABLE OF CONTENTS

RESEARCH ETHICS DECLARATION	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT	v
ÖZET.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1. PRESENTATION	1
1.2. BACKGROUND OF THE STUDY	1
1.3. STATEMENT OF THE PROBLEM.....	4
1.4. SIGNIFICANCE OF THE STUDY.....	6
1.5. PURPOSE OF THE STUDY	7
1.6. THE RESEARCH QUESTIONS.....	8
1.7. DEFINITIONS OF KEY TERMS	9
1.8. ASSUMPTIONS	9
1.8. LIMITATIONS	9
CHAPTER TWO	10
LITERATURE REVIEW.....	10
2.1. PRESENTATION	10
2.2. TEXTBOOK DEPENDENCY	10
2.2.1. Dogme Teaching.....	10
2.2.2. Textbooks in Teaching.....	14
2.2.3. Textbook Dependency	15

2.3.4. Textbook Dependency Research	18
2.3. TEACHER AUTONOMY	19
2.3.1. Principles of Teacher Autonomy	23
2.3.2. Functions of Teacher Autonomy	25
2.3.3. Factors Constraining Teacher Autonomy	27
2.3.4. The Relationship between Teacher Autonomy and Learner Autonomy ..	30
2.3.4. Teacher Autonomy and Textbooks	33
2.3.5. Teacher Autonomy in EFL context	34
2.8. SUMMARY	36
CHAPTER THREE	37
METHODOLOGY.....	37
3.1. PRESENTATION	37
3.2. RESEARCH DESIGN	37
3.3. RESEARCH CONTEXT, PARTICIPANTS AND SAMPLING.....	37
Figure 3. Gender Distributions of the Participants.....	38
3.4. INSTRUMENTS.....	39
3.4.1. Coursebook Dependency Questionnaire (CDQ).....	39
3.4.2. Teacher Autonomy Scale.....	39
3.4.2. Semi Structured Interviews.....	40
3.6. PROCEDURE.....	41
3.7. DATA ANALYSIS	41
CHAPTER FOUR.....	43
FINDINGS	43
4.1. PRESENTATION	43
4.2. FINDINGS OF RESEARCH QUESTIONS	43
CHAPTER FIVE.....	Error! Bookmark not defined.
DISCUSSIONS.....	52
5.1. PRESENTATION	52
5.2. DISCUSSION OF THE FINDINGS	52
CHAPTER SIX	56
CONCLUSIONS AND RECOMMENDATIONS.....	56
6.1. PRESENTATION	56
6.2. SUMMARY AND CONCLUSION OF THE STUDY	56

6.3. CONCLUSION	57
6.3.1. Implications	59
REFERENCES.....	60
Appendix I:	67



LIST OF TABLES

Table 1. Descriptive findings of CDQ.....

Table 2. Descriptive findings of TAS.....

Table 3. Independent samples t-test results for gender difference in CDQ and TAS.....

Table 4. One-way ANOVA results for CDQ.....

Table 5. One-way ANOVA results for TAS.....



LIST OF FIGURES

- Figure 1. Teachers' textbook dependency categories
- Figure 2. Number of participants in experience groups.....
- Figure 3. Gender Distributions of the Participants.....



LIST OF APPENDICES

Appendix I: Coursebooks Dependency Questionnaire

Appendix II: Sample of Semi-structured Interviews Transcription English

Appendix III: Sample of Semi-structured Interviews Transcription Turkish



LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

CDQ: Coursebook Dependency Questionnaire

TAS: Teacher Autonomy Scale



CHAPTER ONE

INTRODUCTION

1.1. PRESENTATION

This chapter aims to present detailed information about main constructs regarding textbook dependency and teacher autonomy in EFL classes. It first presents theoretical background on the given constructs, later delves into problem statement and purpose of the study. Significance of the study, research aims and questions are presented in this chapter. Linked with background information, the purpose and the significance of the study will be expressed as well as statement of problem, research questions and assumptions.

1.2. BACKGROUND OF THE STUDY

In our age where knowledge and technology are changing and developing at a dizzying speed, textbooks are the most common and widely used teaching material in education and training activities. Books, especially textbooks have a functional function in the development of generations and in shaping the future of societies. Although new teaching materials emerge with each passing day, textbooks remain the most important source used for an individual's education.

If textbooks are prepared, developed and taught in schools, it means that teachers are expected to stick to these teaching materials and use these materials in in-class and extracurricular activities. Adherence to textbooks can be defined as the implementation of the textbooks approved by the overarching institutions and made available to the schools in the course-extracurricular activities by the teachers in accordance with the original. Whether it is correct for teachers to stick to textbooks word by word, it will be possible to determine the functionality of the textbooks and whether the innovations made in the textbooks are successful or not by determining the teachers' loyalty to the textbooks.

Textbooks also have the function of contributing to the realization of innovations in education. The most concrete form of the innovations made in education is seen in the textbooks. In order for the innovations to be successful, teachers must follow the changes in the textbooks, master the functioning and assimilate what the textbooks want from the teacher and the student. It is extremely important to determine how much textbooks are used by teachers because textbooks that are not considered functional will have negative and ineffective results in terms of education. In addition, in order for innovations to be successful, the teaching programs and the textbooks must match with the aims, and objectives of the curriculum. Otherwise, innovations will not be successful.

The second important point is the autonomy of teachers that means the individual has the freedom to implement his / her choices, as well as making individual choices and accepting responsibility for their own teaching (Smith, 2003). The concept of autonomy means that people can make decisions on issues that concern them and have the virtue of implementing the decisions they make (Benson, 2012). Autonomous people have the ability to make intelligent decisions, stay away from negative factors, organize processes in order to meet their needs, create their own rules, and provide internal control in complying with these rules (Benson, 2001).

In educational context, the concept of teacher autonomy is used to explain the area of freedom that teachers have in the administrative field and while performing their professional work throughout education (Cardenas Ramos, 2006). Teacher autonomy teachers' freedom to make decisions on matters related to their profession is defined as their participation in planning and management formations besides the implementation of education. On the other hand, it means that teachers have a say in the fields of monitoring and evaluation of education and training (Trebbi, 2008).

Psychological sense of autonomy; it has been examined from three different perspectives: subjective self-confidence, functional autonomy and emotional autonomy. Subjective self-esteem; confidence in one's own decisions, self-belief; functional autonomy, the power to overcome the problems faced by the person; Emotional autonomy is defined as not needing permission to be taken from others in behaviors (Reis, 2015)

In studies conducted on teacher autonomy, researchers have defined the concept of teacher autonomy in parallel with their own research, without departing from the essence of autonomy. Little (1995) defines teacher autonomy in the first place associated with the concepts of responsibility, control, competence and freedom. It is the competence of teachers to be able to dominate the teaching work they are in the middle of with their own identities. Autonomous teachers are the programmers as well as the implementers of the program (Castle, 2004). Teachers' autonomy at all levels of their educational work is not only about giving authority, but it is possible for teachers to have professional knowledge and skills to use these powers (Bustingorry, 2008). It is necessary to give the teachers authority in the education-training process and during the evaluation phase to the extent of their responsibilities. Because, in many countries, one of the biggest problems faced by teachers, albeit with different levels, is that they take responsibility without being authorized. In this sense, Webb (2002) states that teachers can be held responsible even for situations in which they have no authority.

Teachers are the most effective and responsible factor of education and training. Again, despite this activity and responsibility of the debut, teachers' powers in the regulation and implementation of educational activities are quite limited. When teachers' powers are increased to the extent of their responsibilities and free working conditions are realized in their schools, the education and training process will become more qualified (Ingersoll, 2007). Teachers whose powers are increased and free working conditions are provided will have the freedom to make decisions, realize that he is an important person in his profession and will start to see himself as a professional in his profession (Benson, 2012). However, although it is foreseen that teachers should be given a very comprehensive area of authority with teacher autonomy, the authority mentioned here is not unlimited authority and freedom. There must be principles and rules that teachers must obey at the school level and at the national level, both in the planning and implementation of the program. Teachers should keep an unlimited number of their professional activities within this framework and should continue their activities in cooperation with other teachers. In this sense, two issues in the literature attract attention. The first is responsibility and the second is collaboration between teachers. Teacher autonomy should not be seen as an independence that would cause the teacher to remain alone in his / her

professional activities and to avoid cooperation with teacher friends and school administration (Pearson & Moomaw, 2005).

Determining the dependency and autonomy of English teachers to textbooks will provide important data in terms of making the textbooks more qualified. When the related literature is examined, no study has been found that examines English teachers' dependence on textbooks and teacher autonomy, except for an MA thesis by Özen Tosun (2017) which only deals with textbook dependency. Below are the research problem, sub-problems, purpose, rationale and importance, assumptions, limitations and definitions.

1.3. STATEMENT OF THE PROBLEM

It is obvious fact that the curriculum is one of the basic elements in the educational process that carries educational strategies, goals, activities, and contents that are planned in order to achieve learning and the development of the learner in all its aspects. The curriculum is the means by which knowledge is presented to learners, and the renaissance of societies and their progress is related to the quality of knowledge that presented to learners through the curriculum (Holt, 1980).

The knowledge provided by the curriculum differs according to the society's culture, its philosophy of education, and its goals. Advanced societies are based on providing curricula that help learner's self-development, developing higher skills, thinking skills, modifying behaviour, acquiring continuous learning skills, critical thinking, problem-solving, innovation, and creativity, supporting the learner with the skills of differentiation, analysis, and reflecting on the influences around it, while curricula in less developed countries are based on traditional goals set by the authorities responsible for education and curriculum building, usually approaches addressing surface thinking skills and minimal cognitive processes that do not create a learner capable of thinking, analysis and solving problems (Molinari, 1991).

The most important goals in the knowledge base when developing the curriculum (Molinari, 1991):

1. Knowledge acquisition (knowledge is the medium through which skills and experiences are transferred)
2. The development of thinking ability

3. Acquire the appropriate directions; by developing the necessary skills in the different educational fields (each subject has its skill).

Hence, as a master student of English Language Teaching (ELT) program in Education Faculty and being an English teacher for more than seven years it is crucial to highlight an important issue in the field of teaching English as a foreign language which is the textbooks dependency at (secondary and primary) and where the role of the teacher's independence in his/her teaching trip.

While reviewing the process of textbooks and if they are deserving of this dependency as research topic and, the journey of school textbooks for the English language has undergone a complicated process a lot of checking, analysis, and research procedures. This process requires a lot of work and effort not only to verify the correctness of the textbook content but also to verify the order of the book as a whole. It is a process like an architectural drawing of a great building and implementing that on the ground. But the perception of the textbooks has changed with the modern reality of teaching and learning.

It has been changed and modified from a traditional concept; that represents them as a way to systematically display the basic concepts to be taught, through texts that summarize the school subject, to a modern concept that offers a set of selected documents prepared for analysis in section.

Not to mention studying and evaluating school textbooks and their crucial functions are much sensitive for many main reasons:

- Providing us with information related to the educational process and programs.
- Facilitate decision-making and revision decisions.
- A list of ways in which to learn.
- Highlighting the strengths and weaknesses of the program, the textbook is a component of the program, and the evaluation of the book contributes to the evaluation of the program (Holt, 1980).
- The textbook is a cornerstone of the educational process. It must be a research and reflection field for many educators and academic teachers who have mastered the defining of the textbooks. The most famous and comprehensive definition was that it is an educational workshop with a solid structure that provides

in a useful form the concepts and the basics of science and technology, especially the knowledge required by the curriculum (Good & Brophy, 1987).

1.4. SIGNIFICANCE OF THE STUDY

This study investigates and emphasizes one of the most highlighted and popular areas in modern era of language teaching. As has been stated in the previous parts of this chapter, the effect of textbooks' dependency on whether enhancing or demotivating learners of EFL and how teachers are fully free or restricted by using their autonomy is the main objective of this study.

There are great deals of studies that preceded my presented research all zoomed in this goal reflecting many changes concerning communities, learners' desires, and global intellectual innovation.

This research on the dependency of textbooks and the independence of teachers in language learning will be conducted with English language teachers here in Turkey. It focuses on teachers opinions about their roles and responsibilities, their assessment of their students' decision-making capabilities, and the independent language learning activities that they encourage their students to take up. In general, teachers perceive themselves as being more responsible for the methodological aspects of language learning, and motivating their students to be responsible for assessing and assessing their learning. However, they consider themselves less responsible for their involvement in extracurricular activities and their progress outside of the classroom. The paper will conclude with the educational effects of such results on developing the independence of the learner at the tertiary level.

Textbooks are popular teaching and learning materials in almost all language learning environments and this claim seems to be based on the notion that textbooks are the end products of years of cumulative experience and expertise which help to provide beneficiaries with fool-proof lessons as a corollary of this experience (Harmer, 2018).

All along with upright reasons why these minutiae are as a result currently amid language teachers, it is evident to textbooks that they succeed as a helpful input to the practice. One of the chief compensation of textbooks is that if they are analytically adhered to, they assist as the base for courses and syllables. This

tutorial additionally includes ready-made books and assignments proper for students, as well as clear information for teachers to swell practicality Hutchinson and Torres (1994).

One of the most parts critical compensation of textbooks is that these endow with a framework for the stream as skilfully as a program of study what time followed systematically. Textbooks moreover grant ready-made texts and household tasks opposite to learners' levels, all along with a clear teacher's guidebook which increases the common sense in abuse (Cunningsworth, 1995; Grant, 1987; Hutchinson & Torres, 1994).

These returns go-ahead for language teachers, in which being attached to textbooks to around degree for advantage in pre-service or beforehand come into contact with settings. It is capable of being sold by groups of teachers effectively with a trainer, or as a self-study resource. It consists of modules on basic topics, prearranged into sections covering: The credo process, instruction of the language, pour content, lessons, and learner differences (Ur, 1996).

O'Neill (1982), inspired by Allwright's inquiry (1981), explained how language teachers intend to benefit unfettered textbooks by adapting the activities and exercises in a lane that will suit the learners' needs. This at last locks hair up with preparing or symbols their personal equipment as a substitute for the textbooks free for the course. However, one contraption that language teachers must be knowledgeable of is that the course in which they contact their confess equipment consequences in forming new textbooks somehow, even if these may not air awfully professional. For these entire reasons, O'Neill supported via textbooks in schooling practices disparate Allwright's (1981) suggestion. Depending on all these facts of this study comes to ensure the importance of textbooks in light of teachers' responsibilities towards their students at the tertiary level.

1.5. PURPOSE OF THE STUDY

Nowadays with the great changes worldwide where learning English as a foreign language becomes a massive need for all the academic seekers globally textbooks dependency becomes debatable and crucially arguable among professional researchers who exerted huge efforts to satisfy their real desire for knowledge (Meddings & Thornbury, 2002). When English mastery becomes the most academic

challenge for most learners of EFL, teachers start rethinking profoundly about their materials and teaching methods to reach the ultimate of their competence and performance. Textbooks dependency has been one of the most important topics that occupied their interests as they wanted to satisfy their students. Moreover, teachers are surprised to what degree they can be dependent or independent on the textbooks especially in tertiary classes, where learners differ genuinely from their partners in primary and elementary levels (Benson, 2001).

This study will show relationship between EFL teachers' textbook dependency and teacher autonomy. That's to say, the study tries to reveal to search deeply clarifying textbooks' dependency and teachers' autonomy in tertiary classes passing with its historical studies reaching its modern effects it also aims to show if there are any relationships between EFL teachers' textbook dependency and autonomy and if there are any differences of dependency in terms of their age, gender, proficiency, and academic background.

1.6. THE RESEARCH QUESTIONS

Based on the research framework and problem statement, four research questions were determined. The following questions were investigated in this experimental study:

Research Question 1: What are the textbook dependency and teacher autonomy levels of EFL teachers?

Research Question 2: Are there any differences in teachers' textbook dependency and autonomy levels in terms of gender and years of experience?

Research Question 3: Is there any relationship between teachers' Coursebooks dependency questionnaire and autonomy levels?

Research Question 4: How do EFL teachers perceive the relationship between Coursebooks dependency questionnaire and autonomy?

1.7. DEFINITIONS OF KEY TERMS

The definitions of a few key terms related to this study are given below:

1. Teacher's autonomy: The independence of the teacher is to the professional independence of teachers in schools, and specifically to what extent they can make independent decisions about what they teach students and how to teach them. (ED, Glossary 2014)

2. Dogme ELT: Dogme ELT is an approach to teaching – also a movement supports the view that teaching and learning should depend on learners' interests and emerging needs, rather than the curriculum defined by the course or textbook. In this post, we will talk about Dogme ELT background, describe the foundations of this movement, and discuss classroom implications (Meddings & Thornbury, 2009).

3. Dogme teaching: Dogme language teaching is considered a style. Dogme is a communication approach to language teaching that encourages teaching without published textbooks and instead focuses on conversational communication between learners and teachers (Meddings & Thornbury, 2009).

1.8. ASSUMPTIONS

It is assumed that the participant selection procedure, convenience sampling, will not affect the results of the study in a negative way. Also, the answers of the participants are assumed to be sincere and can reflect the true nature of their textbook dependency and autonomy.

1.8. LIMITATIONS

The main limitation of this study is what is going on during the period of data collecting. This year 2020 has undergone unprecedented events medically and socially where COVID19 blocked travels and moving among countries so the participants were sent invitations emails to participate the study through emails or online forms. Therefore, drawbacks regarding online data collection remain as the strongest limitation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. PRESENTATION

This chapter addresses related and necessary theoretical background knowledge associated with the main constructs handled in the current study. It firstly starts with the Dogme teaching movement which is the basic foundation of teachers' relationship with textbooks. Dogme teaching and its characteristics and origin are also introduced here and conceptual development of textbook dependency is presented. The chapter then displays teacher autonomy in EFL teaching along with a comprehensive literature review of the given constructs.

2.2. TEXTBOOK DEPENDENCY

2.2.1. Dogme Teaching

Dogme language teaching is considered to be both a methodology and a movement. Dogme is a communicative approach to language teaching that encourages teaching without published textbooks and focuses rather than conversational communication between students and teachers. This language training roots in an article by author Scott Thornbury, 2000. The Dogme approach is also referred to as "Dogme ELT", reflecting its origins in the ELT. Although Dogme has earned its name by analogy with language teaching Dogme 95 (launched by the film movement Lars von Trier), the link is not considered close.

At the turn of the last century, Thornbury, 2000 drew attention to the issue of heavy reliance on textbooks very significantly by making a commitment. Informed by a group of Danish filmmakers who have demonstrated Dogme 95's rules with the intent to purify films of the excessive use of artistic charm as well as the imagination, and return to the roots of filmmaking to save the prevailing and falsified filmmaking.

Dogme 95 instructions for teaching English as a foreign language and he believes in the need to purify the sources of teaching English as a foreign language since language learners have lost and forgotten their actual needs between the abundance of textbooks and many other supplementary materials. He claimed that the rapid use of these materials without linking them to learners and their needs

mainly leads to failed educational outcomes, so he suggested editing learning environments from textbooks. Soon he and a group of language practitioners suggested a discussion that would later become a movement known as Dogme Teaching. This movement proposes a seamless educational approach to materials to prevent the negative effects of heavy reliance on textbooks. They also focused on the need for language teachers to free themselves from dependence on materials and create more conversation-based learning opportunities that focus on the language that arises through interaction.

After the outrageous spread of material growth, Scott Thornbury and Meddings began introducing Dogme's principles based on that learning a language that relies heavily on textbooks, as well as computers, is a practical and never theoretical approach (Meddings & Thornbury, 2002).

It is recognized that teachers in a level of contexts may need more, not less, material. However, it should be produced in contexts that are alien to where it will be used, and may become the only goal of the lesson itself rather than helping to learn the language (for example, spending time admiring graphics, which in themselves do not contribute to developing language proficiency). Leaving a problem for many of those who have positive experience at Dogme: exploring what both learners and teachers have gathered from their internal and external resources will not be much to start engaging in building English communication. Questions have been asked about the importance of Dogme in low-resource contexts, or in contexts where the exam is proprietary and where some teachers may rely heavily on the textbook: If you are questioning the use or misuse of these resources, what would be offered in their place to teachers who are unsure of their language skills. Answers to such questions emphasized the lack of sincerity of the English language in books and exams, and the need to see language learning and language use as it is in a specific environment. This can only come from local knowledge and cannot be imposed from outside. Dogme's way of looking at teaching and learning may spark a common ground from that of the teacher and learner, which can be found in a dialogue of interested equals, and thus, it may lead to a more practical approach to approach by both parties. The teacher and learner do not interact from a textbook, but there is a common intention to improve on two different but related projects. So, communication has a purpose (Meddings & Thornbury, 2002).

Dogme's approach does not negate the use of a textbook. After all, if you follow Dogme's first rule (teaching should be done using only the resources that teachers and students bring to the class - i.e. themselves - and whatever happens in the classroom), you can say that in most teaching contexts the textbook is a naturally occurring element of furniture classroom - as usual, for example, such as a blackboard or cassette recorder. Love them or hate them, textbooks are the reality of (classroom) life. To be true to Dogme's spirit, textbooks must not be allowed to become the tail that shakes the dog. They are props, not a scenario, to visualize Dogme's approach. When the main text / lesson is used for the movie / lesson or dictated by the book, learning opportunities will likely advance (Meddings & Thornbury, 2002).

This is especially the case when textbooks are allowed to set the language agenda, especially if the linguistic agenda includes a graded list of structures such as will and go, or first, second, and third terms. There is no research evidence to suggest that these lists correspond to the method or order in which the language is learned. It is more likely that these linguistic elements "appear" naturally in the use of the real language, through repeated cycles of exposure, attention, output, and comments. (Some authors now speak of "the emergence of a second language," rather than "acquisition of a second language.") This exposes teachers who use textbooks as a dilemma. Are they moving away from the "uneducated" grammar approach? Do they leave the book in full? Or are they trying to reach a compromise?

Here is a compromise. The idea is to use the textbook, but sparingly, with a grammar approach with a little salt. But this does not mean supporting the book's weaknesses by bringing in more material in the form of pictorial exercises, for example. At the same time, the idea is to include activities that provide optimal exposure, interest, output, and comments, thereby maximizing the opportunity for the language to emerge. Whatever grammar work is done, it depends on what appears as a result of the following planning strategies. While the basic principle of the organization may be grammatical, textbooks also include the three points: topics, texts, and assignments.

To revive the communicative aspect to the communicative approach), Dogme has mentioned his compatibility with contemplative teaching and his intention to "humanize the classroom through the origins of the radical teaching of dialogue." It

also shares many characteristics with task-based language learning and only differs from mission-based learning in terms of methodology away from philosophy. Dogme's research evidence is limited but Thornbury argues that similarities with mission-based learning indicate that Dogme is likely to lead to similar results. An example of this is the results in which learners tend to interact and produce language and collaborates in building their learning when participating in communicative tasks. Dogme has ten main principles (Meddings & Thornbury, 2002).

- 1) Interactivity: The most direct way to learn is to find interactions between teachers and students and between students themselves.
- 2) Engagement: Students engage a lot with the content they created themselves.
- 3) Dialogue processes: social and conversational learning, where knowledge is built jointly.
- 4) Scaffold Talks: Learning takes place through conversations, where the learner and teacher participate in building knowledge and skills.
- 5) Appearance: language and grammar stemming from the learning process. This is distinct from "language acquisition."
- 6) Facilities: The teacher's role is to improve the ability to learn a language by drawing attention to the emerging language.
- 7) Voice: The learner's voice is recognized along with the learner's beliefs and knowledge.
- 8) Empowerment: Students and teachers are empowered by editing the classroom from published materials and books.
- 9) Relevance: The materials (such as texts, audios, and videos) should be relevant to learners
- 10) Critical Use: Teachers and students should use published materials and books in a critical way that is culturally and ideologically recognized (Meddings & Thornbury, 2002).

Communicative language teaching with Dogme roots (Dogme actually sees communicative approaches as an attempt to reverse the communicative aspect). Dogme has been noted for its compatibility with reflective teaching and its intention to "humane the classroom through dialogue radical pedagogy". It also shares many qualities with task-based language learning and differs with task-based learning in

terms of philosophy rather than just methodology. Dogme Research argues that evidence is limited, but Thornbury reveals that similarities with task-based learning likely lead to similar results in Dogme. An example is the findings that students tend to interact, produce language, and their learning when engaged in communicative tasks that build a collaborative partner.

2.2.2. Textbooks in Teaching

There is a direct relationship between the content and quality of the learning-teaching process and the content and quality of the textbooks. Curriculums gain applicability with textbooks. Therefore, the curriculum and textbooks should overlap. Textbooks contribute to the education and training process as much as they reflect the curriculum of the course. In other words, the more appropriate the textbook is prepared in accordance with the goals and objectives of the program, The more useful it will be for teachers and students. Textbooks should reflect the strategies, methods and techniques required by the program in the best way (Cunningsworth, 1995). Therefore, textbooks affect the success of educational activities indirectly. The most common and widely used teaching materials in classroom practices are textbooks. Especially in cases such as lack of equipment in educational institutions, inadequate economic conditions, and crowded classes, textbooks are the only source that will bear a significant burden of educational activities (Demirel & Kiroğlu, 2006). Textbooks, in terms of education such as providing ease of use, being easily accessible, being able to apply at any time, and filling the gaps of verbal teaching. With these features, textbooks are used functionally by teachers and students in schools.

Textbooks are a teaching material that largely determines what will be learned for students and what will be taught for teachers in the teaching-learning process, especially in planned education practices. Textbooks also have important effects on decisions regarding formal and informal education activities. These effects increase the place and importance of textbooks in education (Hutchinson, & Torres, 1994). Considering that learning does not only take place in the school environment and the student needs to learn outside of the school, textbooks out of school fulfil the guidance and guidance duty of the teacher (Demirel & Kiroğlu, 2006: 46). In other words, textbooks are the most basic source that students can refer to whenever they

need to learn outside of the classroom hours. While the basic information can be obtained from the textbook, information can also be obtained from other sources with the guidance of the textbook.

Textbooks give the student the opportunity to study before the lesson, to get an idea about the preparation and activities to be done. Since active participation of students in learning eliminates many problems that may occur in classroom management, textbooks contribute to the formation of the desired classroom environment (Hutchinson, & Torres, 1994). The feature of textbooks to reflect the curriculum, to be economical and useful, to determine the educational activities to a large extent, to enable in-school-out-of-school studies, to be easily accessible and to create the desired classroom environment make it possible for textbooks to maintain their place and importance in education. Besides, the preservation of the place and importance of textbooks in education will be possible by keeping up with the requirements and innovations of the age. Therefore, textbooks should be evaluated regularly; their positive and negative aspects should be determined and developed.

2.2.3. Textbook Dependency

Despite the advancing technology, textbooks are still the most common and widely used educational material in our education system. Besides using the textbooks as a material, it is also aimed to guide teachers. However, in cases where the tool-purpose relationship is mixed, this goal is exceeded. In some cases, teachers take the textbook as a goal rather than a tool for achieving goals and follow the subjects entirely from the book (Hutchinson, & Torres, 1994). As a matter of fact, the textbooks, especially the teacher's guide book, cease to be a guide and turn into a function that manages all educational activities alone. At this point, the tool-purpose relationship should be balanced and textbooks should be used by teachers as a guide and a teaching material.

The dependency of textbooks is argumentative infidelity that was initially established by the researcher (Allwright, 1981) when he examined the importance of educational resources in his writing of his research where he stressed the need for textbooks to be complementary in the learning and teaching process to enable interaction between its parties producing greater improvement opportunities for learners. (O'Neill, 1982) was inspired by a previous study and explained the desire of language teachers to be independent of books by adopting additional activities and

training appropriate to the educational environment and the desire of learners and their needs. They end up as teachers to prepare and organize their own materials instead of school books available in a particular school and thus converge. There is greater reception and response from learners as they meet their desire. In this matter, the teachers have produced textbooks emanating from the original books, even if they are less professional, and thus O'Neill (1982) has supported the dependency of the textbooks as being the primary source of the teaching process, unlike Allwright, Grant (1987) notes that language teachers show the opposite of their beliefs as they believe that they rely heavily on textbooks in ways and means of teaching while they deviate a great distance from that, but that does not reflect their true habits using textbooks, as he argued the idea that the curriculum goals and students' needs and learning of the language English differ greatly depending on their dependence on textbooks and the mechanism for explaining and presenting them to learners. Swan (1992) came up with a metaphor to show the importance of textbooks, saying that their presence resembles building bridges and walls in a learning environment in three main axes

- Teacher and learner
- Learner and learner
- Learner and language

In light of his research, he saw that textbooks take priority in communicating the idea and focusing it if the teachers were not interested in that and did not forget, stressing that the mistaken belief of some that textbooks are an end in itself. Cunningsworth (1995) states that some situations must be used strongly in the textbook and without any relaxation of this and without any other measures being taken as additional training or practical activities where the mere presence of an approved curriculum by teachers all parties feel safe, especially need Beginning teachers because of a curriculum that they rely on and take a pillar for their teaching, as it is like a fully integrated course that is carefully planned and scrutinized for all school levels, but the weaknesses in a situation like this must appear clearly as (Cunningsworth, 1995) indicated:

- Lack of enrichment and enrichment in teaching methods and information presentation
- Potential conflicts with students' desires and needs

- Limited creativity
- blocking certain limits that prevent improvisation

Cunningsworth,(1995) did not refrain from proposing ideas through which we can avoid the weaknesses previously mentioned by activating the balanced cooperation between the teachers themselves and stresses that we can avoid the negative results in the reliability of textbooks by finding a balance in the educational environment (Cunningsworth,1995) supporting this idea that accreditation The absolute on textbooks would limit the individual creativity that teachers can provide that is in the interest of the learner and adversely affect the flexibility that must be available in the educational environment and prevent innovation. Tomlinson (2013) asserts that book-free training courses are more beneficial and creative as long as language teachers enjoy the confidence and respect of their students and can provide a successful training course that is more engraving, exciting, and attractive. Others go to believe that we need to design new educational materials that meet the needs of the teacher and learner alike taking into account the differences of cultural and social aspects among them (Holguin & Morales, 2014). The case study research conducted by Moncada (2006) was not far from the focus of the idea in pointing to the encounter with the use of technical and non-technical subjects and reinforced the need to use the materials for training to help make teaching decisions in classroom practices because most teachers fundamentally link teaching and effective results with commitment with materials.

Teachers should make the most appropriate use of the textbooks, taking into account the objectives of the lesson. In order to make the most of the textbooks, teachers should know the textbooks well, examine the book well at the beginning of the semester and determine how to use the books. As textbooks, reading materials. It should be used by supporting materials such as newspapers, magazines, encyclopaedias, dictionaries, telephone directories, atlases. In addition, various audio-visual materials such as videos, sound recordings, photographs, pictures, cartoons should be used together with the textbooks. Teachers should make use of the textbooks in the most appropriate way, taking into account the objectives of the course. In order to make the most of the textbooks, teachers should know the textbooks well, examine the book well at the beginning of the semester and determine how to use the books. As textbooks, reading materials; it should be used

by supporting materials such as newspapers, magazines, encyclopaedias, dictionaries, telephone directories, atlases. In addition, various audio-visual materials such as videos, sound recordings, photographs, pictures, cartoons should be used together with the textbooks (Holguin & Morales, 2014).

Facing this Benson (2007) confirmed that training teachers to become more improvised and independent in the methods of their teaching and presenting their ideas to their learners is one of the most important educational issues that occupied many researchers and educational facilities. The independence of the teacher is defined in this regard as his ability to take responsibility and make decisions in the educational environment and to present his ideas, and Hoyle and John (1995) agree that it is a freedom that teachers enjoy in their educational environment. Several studies have been conducted and researched and discussed the independence of the teacher, most notably Pearson and Hall studies where they studied the relationship between teacher independence and some demographic factors such as gender, teaching experience, and academic backgrounds. Meddings and Thornbury(2002) support the idea of challenging exaggeration of textbooks and other educational assistance in order to enable students' knowledge through a process of dialogue by defining relevance to local learning needs (2009).

2.3.4. Textbook Dependency Research

It is truly surprising that teachers who are accredited to the curriculum are the least able to explain it and rate its content and presentation (Tellez, Pinada & Nunez, 2004). The question that poses itself here is: what is the importance of textbooks? Immediately the answer comes from language teachers and their teaching methodologies and the materials they have in hand in wherever educational construction they are in. The reliability of textbooks is one of the most important educational issues that occupied a large area among researchers and academic educators, as it is the first block for language teachers and one of the most widespread and common resources (Harmer, 2018). The curriculum is the final result of years of cumulative experience that contributes to supporting beneficiaries with lessons previously tested as a successful result. Moreover, textbooks are basic educational materials of great importance; the fact that cannot be ignored is that these books are positive contributions made to the educational process as viewed by (Hutchinson & Torres, 1994). The most crucial characteristic of these textbooks is

that they were prepared academically, with lesson plans and a guide for the teacher, which results in the enrichment of teachers, especially those who are newly practicing (Grant, 1987; Hutchinson & Torres, 1994). In addition, it can be used by teachers or self-taught by the learner where books consist of a set of units of study taking into account the arrangement of lessons and practical experiences that must be sequenced in a way that serves the learners and takes into account individual differences for them as each unit of the curriculum is provided with practical and theoretical methods that serve Beneficiaries of the curriculum as it is also provided with suggestions, notes, class activities, student research projects and additional reading models with an adequate explanation for the teacher and the learner (Cunningsworth, 1995; Grant, 1987; Hutchinson & Torres, 1994). There is no doubt that these features closely link teachers to study books, especially those who are newly-served or in their experimental stages as emphasized (Ur, 1996). It can also be used by a group of teachers who train under the guidance of a mentor as a reference for self-study. In front of the essentiality of textbooks, it must be emphasized that this need for dependency is cantered upon and transformed when merging the curriculum with teaching methods without critical analytical procedures.

2.3. TEACHER AUTONOMY

The concept of teacher autonomy is used to explain the area of freedom that teachers have in the administrative field and while performing their professional work throughout education. It has many different definitions in the literature. Oshana (2003) defines autonomy as having a say over the actions and choices that direct one's own life. According to Sheerin (2013), who made a similar definition, autonomy is a certain independence of the individual in guiding his own behaviour. Littlewood (1996), on the other hand, defines autonomy as being able to make choices in a way that manages one's own behaviour and having an independent capacity to perform these behaviours. Piaget (1932) draws attention to the conscientious importance of autonomy, and it is clear that autonomy is the direction of the individual's behaviour by his own self and not being affected by any external or internal pressure (Moomaw, 2005). Pitt (2010), on the other hand, defines autonomy as a person's ability to be unaffected by external influences and to want freely. As can be understood from these definitions, autonomy is the ability to make

decisions about one's own behaviour and to be independent from external influences while making these decisions. Accordingly, it can be said that autonomy has two important dimensions: being aware of one's own wishes and feeling that you have the right to choose (Deci & Ryan, 2000). According to Freidman (1999), an individual with a high level of autonomy works independently, initiates new activities and changes existing situations to adapt them to changing conditions. However, the individual with low autonomy cannot make an independent decision and only makes decisions on technical matters that do not affect the basic principles and procedures of the business.

The definitions of teacher's autonomy have modified a lot from the past to the present, according to time and environment. Some have argued that it is the perception that teachers have regarding whether they are able to control themselves and the work environment as stated (Pearson & Hall, 1993). It is also seen as teachers' freedom to make decisions on matters related to their profession is defined as their participation in planning and management formations besides the implementation of education.

In studies conducted on teacher autonomy, researchers have defined the concept of teacher autonomy in parallel with their own research, without departing from the essence of autonomy. Little (1995) defines teacher autonomy in the first place; associated with the concepts of responsibility, control, competence and freedom. Teacher autonomy according to him; It is the competence of teachers to be able to dominate the teaching work, which they are in the middle of with their own identities. Autonomous teachers are the programmers as well as the implementers of the program (Castle, 2004). Teachers' autonomy at all levels of their educational work is not only about giving authority, but also if teachers have professional knowledge and skills to use these powers (Bustingorry, 2008). The most general conclusion that can be drawn from these definitions; It is necessary to give authority to teachers in the education-training process and during the evaluation phase within their responsibilities. Because, in many countries, one of the biggest problems faced by teachers, albeit with different levels, is that they are assumed without authorization. In this sense, Webb (2002) states that teachers can be held responsible even for situations in which they have no authority.

Where this vision differed from one teacher to another, some teachers believe that the teacher's autonomy is nothing but absolute freedom by supervisors and administrators. While others think it is a development of the freedom of collective relations and the flexibility of teachers to accomplish the tasks assigned to them during the semester, some others tend to say that teacher's autonomy is a mean by the administration avoids its management responsibilities and duties as emphasized by (Benson, 2010). Keeping up with the development of social and cultural life, the concept of teacher autonomy has evolved to a great extent and is still in continuous development.

The most remarkable controversial difference between the oldest and most recent definition of teacher autonomy is, that the oldest one is it is only the teacher's isolation in his/her decision making as defined by (Webb, 2002) while the contemporary view emphasizes the importance of participatory decision-making and freedom in making professional and educational decisions closer to the services that concern students, taking into account their desires and needs

Most of the teachers sought to agree on the importance of forming a new awareness regarding the autonomy of the teacher away from the administrative governments and their authority because the teacher is entitled to embody the educational process and display it in a way that is appropriate to the students' educational environment (Ingersoll, 2007).

The concept of autonomy is examined under different headings in the field of education, such as organizational autonomy, autonomy in teaching, learner autonomy and school autonomy. Organizational autonomy and school autonomy are more related to the field of managerial autonomy and other autonomy areas contain supporting features. When the literature is examined, it is seen that autonomy studies mostly focus on learner autonomy (Little, 1995; Smith, 2003).

With the spread of student-centered education practices, the concept of learner autonomy has become important. Research on learner autonomy focuses on foreign language education both at home and abroad. In order to better understand the concept of teacher autonomy, it is important to explain learner autonomy. Learner autonomy is the student's taking responsibility in determining the goals, organizing the content, choosing the learning method, detecting learning deficiencies and

evaluating their learning (Benson, 2001). In short, learner autonomy is the responsibility of the learner for his own learning (Little, 1995). Opinions that students have the right to choose in organizing their own learning, students' being active in planning the learning process, making teaching effective, and feeling themselves safer when they make decisions about their own learning caused the concept of learner autonomy to gain importance (Cotteral, 1995).

Learner autonomy is not limited to student learning on his own, nor does it mean that the teacher relinquishes his responsibilities in the classroom (Little, 1995). Providing teacher support is essential for students to learn to learn and become autonomous learners (Trebbi, 2008). Research on teacher autonomy has an important place in improving educational environments (Freidman, 1999). When the literature is examined, it is seen that the studies on teacher autonomy focus on foreign language teaching as in learner autonomy. There are many different definitions of teacher autonomy in the literature. Pearson and Moomaw (2005) explain teacher autonomy as teachers' ability to control themselves and the learning environment.

According to Little (1995), the capacities of teachers to act independently, to think reflectively and to be objective can be expressed as autonomy. Ingersoll (1997) defined teacher autonomy as teachers' ability to plan the learning process and make joint decisions on educational issues. Benson (2010) accepts that teachers can make free decisions by getting rid of external control and pressure as autonomy. Edgar and Warren (1969), on the other hand, state that the teacher's control of a certain area of duty and the ability to make decisions on his own is active autonomy.

When these definitions and explanations about teacher autonomy are examined, it is seen that teacher autonomy basically consists of two sub-dimensions. The first is that the teacher can take independent actions while organizing the educational environment, and the second is that he can be independent from external controls. According to Friedman (1999), teachers should be active in the planning, development and management of all educational processes as well as being active in teaching activities. The natural leadership and autonomy of the teacher over the teaching processes will become meaningful by increasing autonomy in other fields. Smith (2003) stated that teachers' seeing themselves as an authoritative authority, managing the learning process by their own decisions and creating personalized

classroom rules is an indicator of their autonomy. Accordingly, teachers should not expect to be given authority in order to demonstrate their autonomy.

Despite the contemporary trend in granting the teacher greater autonomy year after year, his/her autonomy should not be far from the autonomy of learners, their desires and needs, thus generating a historical difference about defining a more comprehensive definition of the teacher's autonomy, as recent years have witnessed significant support to enhance individual behaviours in the field of the educational process. Research has gone further for some to describe this autonomy as self-learning, culminating in the learning of languages in informal fields since the second half of the seventies as emphasized by, and today highlights the greatest attention and interest sees the greatest support these behaviours are based on the importance of making learners (lifelong learners) to enhance learning and communication beyond formal government learning, where he saw that autonomy is only a changing condition linked to the balance between self and its development and social inclusion, rejecting that autonomy is an individual concept (Benson, 2007).

2.3.1. Principles of Teacher Autonomy

Teachers are the most effective and responsible factor in the formation of education and training. Again, despite this activity and responsibility of the debut, teachers' powers in the regulation and implementation of educational activities are quite limited. When teachers' powers are increased to the extent of their responsibilities and free working conditions are realized in their schools, the education and training process will become more qualified (Ingersoll, 2007). The teacher, whose powers are increased and free working conditions are provided, will have the freedom to make decisions, realize that he is an important person in his profession and will start to see himself as a professional in his profession.

The high professional competence of teachers is closely related to their level of autonomy (Bustingorry, 2008). It is observed that teachers who develop analytical and reflective strategies in the learning process, who are not limited to the framework drawn by the program, and who have a share in the decisions taken regarding education, exhibit autonomous behaviours.

According to Smith (2000), teacher autonomy has six dimensions:

- Self-directed professional action
- Competence for professional action
- Independence from external control in using professional action
- Self-directed professional development
- Competence to pursue professional development independently
- Pursuing professional development independent from external control

These six dimensions are most fundamentally six, with teachers' autonomy controls over their actions and professional development as a professional. Autonomy here is not only the freedom of actions, but the relation with the exclusion of these actions and the independence of external control is also a crime. The teacher's feeling that he is directing his own actions and improving himself shows that he is autonomous (Lamb & Reinder, 2007). It is possible to see teacher autonomy as a part of professionalism. The traditional understanding of professionalism is transforming the skills teachers gain through formal education into professional practices. Accordingly, it is possible to say that professional competence in the new professionalism approach is more personal, implicit and linked to the actual performance of the teacher (Helgoy & Homme, 2007). With the new understanding of professionalism, the ability of the teacher to have a wide autonomy in the classroom comes out.

Teachers need to develop themselves personally and professionally in order to gain students the features such as meaningful learning, learning to learn, and using high-level thinking skills, which are heavily involved in contemporary education. According to Smith (2000), autonomy is closely related to teachers' responsibility to improve themselves.

According to Friedman (1999), teacher autonomy has 3 dimensions:

i. Participation in Management Processes: It is a requirement of their autonomy for teachers to deal with important issues concerning the school and to become partners in the decisions taken. Participation in school management, organization of the work environment, and teachers' relations with each other are related to this dimension of autonomy.

ii. **Planning and Implementation of Instruction:** The most fundamental role of the teaching profession is the planning, implementation and evaluation of instructional activities. Teachers should have the freedom to make decisions in the selection and organization of teaching activities in accordance with the interests and needs of the students, the selection and use of materials, and the implementation and evaluation of the activities.

iii. **Professional Development:** Teachers must have a high level of professional competence to be able to exhibit autonomous behaviour. The rapid change and development of learning and teaching theories in the light of scientific studies makes it necessary for teachers to continuously improve themselves professionally. In order to ensure professional development, the quality of pre-service training is as important as the quality of in-service training provided for teacher autonomy.

2.3.2. Functions of Teacher Autonomy

It is important for teachers to fulfil their responsibilities completely for a quality education. Working conditions are very important for teachers, who have an important role in the development of education, to fulfil their roles and responsibilities. Studies in the literature reveal various functions of teacher autonomy: The development of education and training, the use of new teaching methods by teachers, and the recognition of the teaching profession as a profession are important for teachers' professional and social attitudes.

Although curricula draw a certain framework for teachers, teachers are the only authority in the classroom and they can plan and implement the program as they wish. Method: selection of techniques, use of materials, determination of activity duration and location, selection of evaluation techniques, etc. In many fields, teachers can freely implement their decisions. It is seen that there are different opinions in the literature regarding the selection of content. According to Anderson (1987), the determination of the content by the teacher may cause the integrity of the education system to be broken. It is unlikely that every teacher can determine content autonomously, especially in countries that follow a strict central education policy. Pearson and Hall (1993) argue that teachers should be given sufficient autonomy in choosing the contents. School-based curriculum development is one of the

applications that make it possible for teachers to determine the contents. It is possible to examine teacher autonomy at five different levels (Friedman, 1999):

Lack of autonomy: Teachers are not consulted in planning, implementing, evaluating and participating in school processes, and teachers are not allowed to act autonomously.

Weak autonomy: Teachers are partially empowered within the limits set by the curriculum and school administration, a weak area of freedom is recognized.

Partial autonomy: Teachers are allowed to make different plans, generate new ideas and develop programs. However, an intense procedure is applied for their implementation, and necessary permissions must be obtained.

High autonomy: Within the limits of general rules and principles, teachers have quite extensive powers to develop and implement new curricula, plans and methods.

Full autonomy: Within the framework of generally accepted moral and legal principles, teachers are completely free to develop and implement new teaching programs, plans and methods.

It is possible to examine the main functions of teacher autonomy under three headings:

Improving Education and Training: It is very important to make different and efficient applications for a quality education and an effective teaching process. An environment that enables teachers to make their own decisions and to implement these decisions freely will increase the quality of educational services. In such an environment that encourages autonomy, students will also be able to direct their own learning. In particular, the diversity in student-centered practices is the driving force for teachers and students to exhibit autonomous behaviours. Giving teachers more power and freedom will lead to teacher empowerment (Friedman, 1999).

Teaching as a Profession: In Article 43 of the National Education Basic Law, it is said that teaching is a special specialization profession. Although it is clearly emphasized in the law, it has been stated by many researchers that one of the basic elements of teaching being a profession with a high status that requires high level of knowledge and skills is to increase professional autonomy (Öztürk, 2011). With the

strengthening of teacher autonomy, the aspect of the teaching profession that requires expertise will become more evident.

Professional and social attitudes of teachers: It is seen that teachers who reflect their personal decisions and approaches to their lessons, use their educational authorities easily and can take responsibility generally have high motivation and job satisfaction (Öztürk, 2011). It is seen that these teachers are respected by their peers and school administrators and have high reliability among students (Ingersoll, 2007). Teacher autonomy can be considered to provide four main benefits (Anderson, 1987):

1. Facilitating adaptation to changing student characteristics and teaching approaches
2. Providing the trust of all stakeholders for the teacher's expertise
3. Providing planning time, interpersonal problems and coordination reducing costs
4. Serving each teacher to go his way

2.3.3. Factors Constraining Teacher Autonomy

On the other hand, there are some factors that constrain teacher autonomy. According to Crookes (1997), there are four structural factors that affect teacher autonomy: (1) Lack of teachers in the process of curriculum development, (2) Conflict of educational goals with the socialization function of the school, (3) Teacher interaction is weak due to reasons such as school structure and working hours. (4) Failing to provide the necessary financing for the implementation of the program. 46 Teaching taking place in a bureaucratic environment with rules and a routine control system limits teacher autonomy (Edgar & Warren, 1969). According to Benson (2010), the control over teachers, parent complaints and authoritarian management approach have negative effects on autonomy. In addition, teachers' having to devote too much time to procedural paperwork is another factor limiting autonomy. Focusing on statistical data and standardization movements in education also weaken autonomy (Sahlberg, 2007). Anderson (1987) identified three factors that lead to a decrease in teacher autonomy; state-supported uniform teacher professional development programs, evaluation of teachers with compulsory classroom observations, and the role of school administrators as “teaching leaders”.

It is thought that there are 4 factors that limit teachers' autonomy in foreign language education (Benson, 2010).

- 1) Policies and procedures
- 2) Institutional factors
- 3) Conceptual framework that includes the ideology for which language to be learned and its full use
- 4) Foreign language teaching methods named in terms of academic or professional expertise

These factors mentioned see the teacher as a representative of policies and ideologies. If the teacher cannot carry out their studies autonomously, it is not possible for the students to learn autonomously using their personal management. This point puts personal freedom in the background as it sees the teacher only as a practitioner. Nevertheless, it is thought that the restrictions caused by the practices specified in the first two elements limit teachers' autonomy behaviours to a great extent (Benson, 2010).

Accordingly, teachers' decisions are influenced by students, department, institution and system they are affiliated with. It is seen as a very natural formation that the activities of the teacher are shaped based on the students, as they are the main blocks of education as an activity. Some activities that concern teachers in the education system can be implemented in a way that limits autonomy. For example, in a central education system that does not allow teachers to be included in the curriculum development process and where assessment and evaluation are made through common exams, the teacher cannot act on their own decisions within the framework of the evaluation and program. Even if he creates the methods of the course within the framework of his own opinions, he cannot follow a free path regarding the content. It is thought that there are four structural factors that affect teachers in public schools to be more competent and autonomous in subjects (Crookes, 1997).

It is thought that one of the factors limiting teacher autonomy is paperwork. Teachers devote a significant portion of their time to these jobs during education and training activities. The document preparation process takes the teacher's rest periods

and out-of-school time, not only in the classroom. Paperwork, which is seen as one of the limitations of the legislation, prevents teachers from sparing time for teaching activities and personal development processes. In addition, it is thought that supervision processes, complaints from parents of students and authoritarian attitudes of school principals negatively affect teacher autonomy. It is thought that teachers who have the feeling of being in control are restricted in their free range of movement. Accordingly, supervision causes the teacher to feel that he is not trusted; for this reason, teachers' self-efficacy drops to lower levels (Benson, 2010).

Practices that prohibit the use of resources other than the books shown in the lectures, the attitudes of school administrations that carry out a single educational strategy and expect certain roles from their teachers (Hanson, 1991), the contradiction between the teacher, who is under strict control within the hierarchical order, and having a wide area of autonomy in the classroom, the contradictions experienced by not reflecting his personal common sense to the decisions taken in the relevant collaborative issues (Corwin & Borman, 1988), paying attention to the result rather than the process in education, emphasizing the responsibilities towards the result (Sahlberg, 2007), focusing on the accountability policies of countries in education (Webb, 2002) Because teachers do not devote time, money and effort to their personal development, they become dependent on the products of the authority, doing familiar things is safer and easier than going on an unknown path (Ramos, 2006), schools have obstructive bureaucratic structure, teacher behaviours. close control of teachers, teachers are expected to obey the rules through pressure, teachers are seen as the only practitioners of educational activities with pre-defined limits, they do not play an active role in the process, and classroom activities are expected to be carried out in line with the decisions taken from the centre (Webb, 2002), as well as the absence of autonomy. Too much autonomy also has negative consequences. Therefore, a balance must be established between these two points. As a result, while entrusting students, who are the future of the society, we need to rely on teachers we trust in processes such as authority and decision making (Ingersoll, 2007).

Positive consequences of restricting teacher autonomy may also be possible. According to Anderson (1987), the development of a common language to talk about

teaching and the progress of teaching towards professionalization are among the positive results of this situation.

What is expected of teachers today is creating creative learning environments in line with their own knowledge and ideas where students can make independent decisions. Teachers should know the expectations of all students from teaching and diversify the learning environment accordingly (Castle, 2004). For this reason, rather than reducing the authority of teachers, they need areas and authorities where they can move freely (Lamb, 2000). In order to be an expert in a field, it is necessary to have a say in the decision-making and implementation process in the activities required by that field (Ingersoll, 2007). Although teaching is a profession that requires expertise, it does not have autonomy as it is in the professions of doctor, lawyer or academician. For example; If the doctor can decide what the patient should do, teachers should be able to decide what their students should do (Pearson & Moomaw, 2005). There are two perspectives approaching the teaching profession as technician teacher and specialist teacher. According to the approach where teachers are seen as technicians; teachers are on the task of implementing teaching activities determined by the general authority. Therefore, teachers do not need autonomy. According to the approach that sees teachers as experts, the teacher's role is beyond being a practitioner. Teachers have a real say in all stages of their profession. For this, teachers need a wide range of autonomy (Webb, 2002).

2.3.4. The Relationship between Teacher Autonomy and Learner Autonomy

Nowadays, as a result of increasing information, access to information is much easier than before. For this reason, the "learning to learn" strategy advocated by the constructivist theory should be applied in schools by abandoning the traditional approach in which the teacher is at the centre on paper as well as in practice (Lamb & Reinders, 2007). In the constructivist learning process, the teacher should be in the role of facilitator of learning and create original processes that will enable students to solve their problems themselves (Little, 1995). According to the constructivist approach, the learner can control the process as well as take the responsibility of this process while performing the learning. In this process where the learner was active, the teacher was not ignored; on the contrary, the teacher was given the role of the guarantor of the learning process. In order for the constructivist approach to take place, the subject that the learner is autonomous should be accepted and learning

environments should be arranged accordingly by teachers. In addition, teachers should also be autonomous in learning environments (Castle, 2004).

In the learning-teaching process, direct information transfer has lost its importance and learning processes have placed learners at the centre (Smith, 2000). Thus, the concept of "Learning Autonomy" has emerged. Learner autonomy, also known as self-directed learning, started to be spoken by North American adult education experts in the 60's. Learner autonomy has been defined by these experts as the learner taking responsibility for the basic processes of planning, implementation and regulation in the teaching process (Brockett & Hiemstra, 1991). Holec (1981) learner autonomy; He defined it as "the ability to take responsibility for one's own learning" and said that this ability was acquired by the individual not from the time he was born, but by natural means afterwards. Learner autonomy, learner; 20 means the ability to determine the content of learning, to decide its goals, to choose the appropriate method to be used in the process, to evaluate the learning process of the learner and to take responsibility for all these processes (Benson, 1995).

Individuals also have to take responsibility for the decisions they make while shaping their own lives. For this reason, people tend to be very conscious when making decisions, especially at the most important moments of their lives. In today's world, which consists of individuals who make decisions in real life and take responsibility for these decisions, education systems must also support these behaviours. In today's education system, individual differences have been taken into account and it is important that every learner should be trained to decide what and how to learn (Cotterall, 1995). According to Little (1991) learner autonomy is beyond a simple concept. Also, irresponsible learning is not a power that is once gained and not lost. On the contrary, it is a process that must be constantly dynamic and take responsibility for the results of the decisions made by the learner. Perception of autonomy as a class culture depends on teachers' having autonomous identity and autonomy skills. Learners acquire more or less autonomy skills, depending on the role the teacher plays (Holec, 1981). In this sense, students who are supported for autonomy have the necessary knowledge to achieve their own goals and autonomous learning environments have been created where they can use this information. On the other hand, students who are not supported for autonomy feel

under control and experience pressure and stress as a result (Williams, Saizow, Ross & Deci, 1997).

In order to motivate students to learn, program development should be made by considering family, teacher and student characteristics. The formation of positive academic behaviours at school and the development of learning style depend on teachers' support of autonomy behaviors (Benson, 1995). In order for the teacher to provide autonomy support to his students; He / she needs to be able to control the education and training process and to decide where and how he / she will use his teaching skills (Lamb & Reinders, 2007). Teachers who consider themselves autonomous and competent provide students with a high level of autonomy support (Benson, 2010). The teacher providing autonomy support; allows students to express themselves, does not criticize their point of view, respects learners in every sense and tries to minimize the pressure on them. In this way, learners feel more comfortable psychologically. It is easier for the learner to follow up the process of such a structure.

The autonomy skills of the students who do not feel pressure on them and get rid of the note-oriented achievement stress improve. As a result, they can carry their school life into their daily life and into the future. In order to support autonomy, teachers give their students the information they need and encourage them to solve the problems they encounter in their own unique way. In this process, learners both create their own lives and comprehend the role of the teacher in the process (Assor, Kaplan & Roth, 2002). Learners who are supported for autonomy see what they do as valuable and internalize the learning process. Students who internalize the process also exhibit the behaviour of taking responsibility for the process more easily. This is precisely the purpose of providing support for autonomy. In line with this purpose, resources that will ensure the internal motivation of learners are determined, supported and tried to be developed (Reeve & Halusic, 2009). In learning environments, teachers should be autonomous teachers who can manage the process with their own decisions during teaching activities; Besides, it is an important issue to ensure the development of students as autonomous students who can direct their learning processes in line with their own ideas (Castle, 2004).

2.3.4. Teacher Autonomy and Textbooks

There is no doubt that everyone who works in the educational field knows that the teachers must not have absolute autonomy in their dependence on textbooks away from supervision or management control not because the teacher is the leader of the educated generation but because the educational process is the outcome of cooperation and the participation of many specific groups in the success of the educational process and, the meaning of an autonomous teacher does not mean that to be everything or not be anything as it can be supported and developed in aspects of life while absent in other aspects. Teachers differ in the extent of their autonomy as it affects the level of autonomy. Many factors such as awareness, responsibility, maturity and our awareness of the needs of the learners and their desires identify their intellectual and critical levels and our self-evaluation of themselves as teachers of the English language and their understanding of the meaning of autonomy as stated (Cotterall, 1995)

Not to mention that the teachers of the English language have the greatest pivotal role in developing autonomy as the major responsible for class activities and their methodologies of presentation and time control commensurate with the learners and their speed of assimilation (Benson, 2012).

In addition, learners view the teacher who supervises their activities and attitudes as the first leader and the real reference for them as learners (Cotterall, 1995). As is well known in the fields of language, creativity and proficiency vary from one teacher to another, leaving different degrees of autonomy taking into account the individual differences of each student. There must be Intertwining and cooperating to achieve a certain level of autonomy among all teachers of the English language. Like the straight line, the autonomy of the learner runs parallel with the autonomy of the teacher, but years of experience, creativity, and mastery play a distinctive role in showing the difference of autonomy between one teacher to another (Benson, 2010).

Benson (2001) sees in his discussion of the issue of teacher or autonomy that it is one of the most popular issues and one of the most important challenges that the teachers face in their career they aspire to autonomy far from the control of administrators but the reality, especially in government schools is totally different, as

the restriction to the curriculum is one of the most important reasons add to this the management counts teachers' success as being dependent on their textbooks, that might contradict the learner's desires and ambition. Many are the debatable areas pose themselves as a platform where teacher autonomy must be remarkable and implemented Reeve (1999):

Tests: tests and the mechanism for displaying and submitting them, as the teachers are the most concerned to realize what kind of learners they have.

Learning Standards: Who is more capable than teachers to define the necessary standards for each educational category and what the necessary conditions that must have are meet in the learner to be in the appropriate category for him.

Curriculum Identification: In connection with setting learning standards, the curriculum definition is not far from the job and role of the teachers who will the implementer.

Promotion criteria and the learner's transition from one level to another: The teachers must have a pivotal and independent role in this issue, as they are the ones who evaluate the learners' level and understand the risks or importance of promoting them.

Evaluation criteria: There are many countries that link the teachers' salaries and promotion to the results of their students' tests, and this must affect the autonomy of the teacher and the methodology of their reliance on the curriculum.

2.3.5. Teacher Autonomy in EFL context

The last ten years of language learning have witnessed the shifting of the attention focus from the teacher to the learner and a greater concentration on ways and communicative methods that satisfy the modern trend of learners of the new generation who seek to achieve societal communication goals faster. What can never be ignored is the diversity of cultural and social wealth of learners. Each has special goals, even if common goals are shared among them all as learners. Nor can a specific curriculum or an intensive course satisfy the learners' desires well and provide them with the necessary skills and experiences as the curriculum has its methods and goals agreed upon by its preparers and that might be undesirable by

some learners who enjoy different degrees of comprehension and awareness, and in front of this the teacher had to highlight a kind of autonomy that contributes to nurturing the motivations and goals that the learners have come to. How many are those aspects that distinguish them from each other, self-motivation, awareness, responsibility, risk-taking, and learning appetite, as well as seizing opportunities, as it was emphasized by (Gardner, 1985; Crookes & Schmidt, 1989).

(Little, 1995) stresses that the autonomy of language learning is not only curricula and references that we rely on and control, but rather is a specific direction and belief towards language learning, whereby the independent learner sees that every occasion to use the language is appropriate to learn it.

To support the autonomy of language learning, teachers must provide the appropriate opportunities that highlight individual and group academic skills for learners, support learning and self-monitoring, and include educational methods that stimulate awareness of the importance of the group-working and contribute to creativity and development, the teacher may resort to other activities that show individual creativity and stimulate it, and this was evident and clear for (Dam & Legenhausen, 1999; Cohen, 1999)

Intensive efforts are still underway to provide an experimental approach that contributes to improving language learning by launching greater support for the autonomy of language learners; as such autonomy serves to support learning.

On the other hand, our belief of the essence of language learner autonomy should not lead us to neglect the first mentor, the teacher. As the cultural and political dimension of adopting and enhancing the autonomy of learning puts us before neglecting many values such as the value teachers' importance and the richness of learning in the communicative environment among the parties involved in the language learning process that would respect cultural and social diversity among the parties (Illich, 1971).

Benson (2001) reaffirms that communication between learners and educators must not be separated and cut to meet individual needs and no support for capital owners and their decisions at the expense of those who do not own it.

2.8. SUMMARY

It has been clearly reflected in the literature that teachers and teaching materials are of great significance in language teaching to attain a better proficiency. Moreover, teachers' dependency to textbooks, beliefs and autonomy are among the determining factors of success of teaching process.

This chapter introduced related literature into textbook dependency along with Dogme teaching as the theoretical background of teacher-textbook relationship. Later on, the chapter continued with teacher autonomy concept and related literature. It was evident from the review studies that there was a lack in the field. No studies were found in the literature investigating the relationship between teachers' textbook dependency and their autonomy. Therefore, the findings of this study will fill a gap in the literature and help teachers and researchers understand the relationship between the two constructs.

CHAPTER THREE

METHODOLOGY

3.1. PRESENTATION

This chapter introduces detailed information on methodology used in this thesis study. Firstly, it gives a brief overview of the research methods used. It sheds lights on which methods and how these methods are applied. Then the research population and sampling are introduced and finally, instruments and data analysis will be defined.

3.2. RESEARCH DESIGN

This study, which was conducted in order to reveal the relationship between the textbook dependency of EFL teachers and teacher autonomy, employed a mixed method conducted in the relational survey model. Screening models are research approaches that aim to describe a past or present situation as it exists. The event or object subject to research is tried to be defined in its own conditions and as it is. Relational survey models are research models that aim to determine the presence and / or degree of change between two or more variables.

3.3. RESEARCH CONTEXT, PARTICIPANTS AND SAMPLING

This thesis study was conducted at Gaziantep University, Gaziantep, Turkey. The universe of the research consists of EFL teachers in Turkey, and a convenience sampling method was used in the research. The participating teachers were voluntary and willing. The suitability of the participants, the ease of finding potential participants, the value of the people placed, and the recording of the participants are encountered in the eligibility sample. When researchers decide who will be involved in research studies, they impose practical limitations. The researcher should find a sample that will understand the purpose of the research study and answer the

research questions. Accordingly, English teachers were invited to the study by using the convenience sampling method.

While the participant group was determined in the qualitative dimension of the research, in the quantitative dimension of the study, the teachers who were selected by criterion sampling among the non-random sampling methods were determined from the teachers working in the sampled schools. In the criterion sampling method, situations that meet a predetermined set of criteria are studied. The determined criteria or criteria can be created by the researcher or a previously prepared criteria list can be used (Dörnyei, 2007). The criterion of inclusion in the interview procedure was participants' level of CDQ scores.

This study included a total of 250 respondents, 120 females (48%), and 130 males (52%) in the questionnaire verification process. These study participants took part in filling up the questionnaire which was emailed to them. All participants are teachers of English from different cultural backgrounds and mainly graduate from departments of English Language Teaching and English Literature while a small percentage of participants are devoted to Translation and other departments related to language such as language and culture departments. Participants also have a wide range of experience from one month to 20 years, which may provide some valuable data to analyse the relationship between the dependency level of language teachers and their experience.

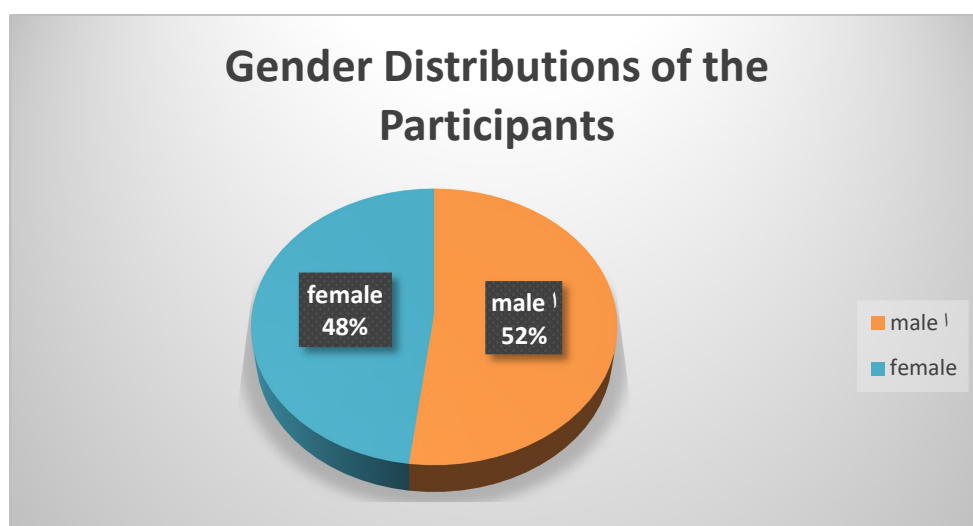


Figure 1. Gender Distributions of the Participants

3.4. INSTRUMENTS

In this study, quantitative and qualitative data collection tools were used to analyze data related to research questions. Therefore, different data collection tools were used in the study. Data to verify the measure were collected through three main tools, which consisted of Coursebook Dependency Questionnaire (CDQ), Teacher Autonomy Scale (TAS) and semi-structured interviews.

3.4.1. Coursebook Dependency Questionnaire (CDQ)

The Coursebook Dependency Questionnaire (CDQ) was first designed, validated and used by Ozen Tosun (2017) in her MA thesis and in a later article (Ozen Tosun & Cinkara, 2019). The CDQ has 26 items and a demographic profile section. The items were designed as seven- point Likert scale items ranging from “Rarely” to “Always”.

For the construct validity of the measurement tool, exploratory and confirmatory factor analysis was performed on the data. The factor analysis confirmed the CDQ has five sub-scales to measure Practicality-based dependence, Skill-based dependence, Practicality-based independence, Skill-based independence, and Structure-based dependence. The sub-scales were not considered as part of investigation in this thesis. In the original study, the CDQ was proven to be a reliable tool with a Cronbach’s Alpha value of .90. (Please see Appendix I for the CDQ). The reliability of the scale in the current study was $r=.84$.

Therefore, the CDQ was used to measure textbook dependency among EFL teachers in this study consisting of twenty-six items with seven-point Likert type scale. The items focused on the views of teachers regarding necessity of textbooks for their teaching as well as the quality of instruction they provide.

3.4.2. Teacher Autonomy Scale

Within the scope of the research, the Teacher Autonomy Scale (TAS) developed by Çolak and Altinkurt (2017) was used to measure teacher autonomy. For the construct validity of the measurement tool, exploratory and confirmatory factor analysis was performed on the data. The factor analysis revealed that the scale consists of 4 dimensions and 17 items. There are no reverse items. Each statement is

evaluated on a five point Likert type scale. It is scored as "strongly disagree", "disagree", "moderately agree", "agree", "absolutely agree", from 1 to 5, respectively. Teacher Autonomy Scale has 4 sub-scales. These sub-scales are teaching process autonomy, curriculum autonomy, professional development autonomy, and professional communication autonomy. Cronbach Alpha internal consistency coefficient of the scale was found as .91 for the whole scale. The reliability of the scale in the current study was $r=.87$.

3.4.2. Semi Structured Interviews

Semi-structured interviews give researchers an opportunity to compare different opinions and situations. In semi-structured interviews, a set of guiding questions are prepared by researchers, and they are free to ask follow-up questions for more information (Mackey & Gass, 2005). In this type of interview, the researcher leads as an interviewer and directs the teacher to be interviewed; however, the interviewer is allowed to clarify the issue (Dörnyei, 2007).

In the qualitative data collection process, semi-structured interviews were conducted including 7 open ended questions with 5 volunteer teachers. All interviews were recorded using an audio recorder, transcribed, translated, and subjected to content analysis. These questions were asked to determine participants' perceptions of textbook dependency and their autonomy (Appendix II).

1. What do you think of textbooks as the only materials for learners?
2. Can you as English language teachers in higher education classes meet all of the learners' needs without textbooks?
3. Can you teach English without textbooks?
4. Do you think you have required training to teach free from textbooks?

In the process of qualitative data collection, semi-structured interviews were carried out with 5 volunteer teachers. All of the interviews were recorded with a voice recorder, transcribed, translated and they were subjected to content analysis. These questions were asked to identify the participants' perceptions of textbooks dependency and their autonomy (Appendix II).

3.6. PROCEDURE

Participants were emailed and asked to respond to the questionnaires which were provided online. All of them were English teachers in higher education classes who participated in the study with a wide range of educational experience and academic background in the study, which contributed to the representation of the entire population. English teachers at both secondary and tertiary levels work in different educational environments throughout Turkey and Syria and were submitted online questionnaires.

The quantitative data collected through online form were entered into SPSS statistical analysis software version 23. The data were checked for reliability and After the analysis of CDQ results, interview participants were detected based on the criteria, which is high textbook dependence, a score above 80 from CDQ.

Interviews with the five selected participants, who volunteered to participate in the interview part of the study, were conducted through online teleconference tools, and recorded. The recordings were transcribed and content analysed for related instances of textbook dependency and teacher autonomy.

3.7. DATA ANALYSIS

First of all, after we collected the data in the questionnaire process, semi-structured interviews were conducted with 5 participants in the process of grouping the elements. Two of the language teachers interviewed have a Ph.D. Two of them got a master's degree. Focus group discussions were then held with eight participants, all of whom had a master's degree as well as experts who were asked to analyze the questionnaire to analyze the elements. Later, CDQ was applied. Finally, it was used to obtain data to analyze research questions in the current study.

Data were collected through CDQ. First of all, three tools were used including semi-structured interviews, focus group discussions, and expert opinion interviews to collect data to develop the questionnaire. After the questionnaire was formed, it was applied in various public and private schools at the secondary and tertiary levels. Before administering the questionnaire, all necessary permissions and approvals were taken and participants were informed of the importance of honesty during the response.

The data collected by CDQ was analyzed on an SPSS program for descriptive analysis. The next step was to conduct major component analysis to determine the factors underlying teacher dependency levels for teachers. After performing factor analysis, further analyses were conducted to answer research questions. First of all, descriptive values were obtained through frequency statistics to answer the research question that asked how teachers who relied on textbooks to classify their accreditation levels. Subsequently, the t-test was performed for independent samples in order to see if there were any gender relationships between teachers and levels of book reliance. Next, correlation statistics were performed to investigate whether there was a relationship between the teachers' experience and the level of dependency of their textbook.



CHAPTER FOUR

FINDINGS

4.1. PRESENTATION

Chapter four presents the results and findings of the data obtained through the questionnaires and semi-structured interviews. First, the descriptive results of the Coursebook Dependency Questionnaire (CDQ) and Teacher Autonomy Scale (TAS) are given, and then the results of inferential statistics regarding the relationship between CDQ and TAS are presented. In this section, the findings obtained from the analysis are organized according to the research questions of study. Finally, the chapter ends with findings of qualitative findings of semi-structured interviews.

4.2. FINDINGS OF RESEARCH QUESTIONS

Research Question 1: What are the textbook dependency and teacher autonomy levels of EFL teachers?

In order to answer this question the Coursebook Dependency Questionnaire (CDQ) and Teacher Autonomy Scale (TAS) were used to collect quantitative data to measure EFL teachers' textbook dependency and teacher autonomy levels. The descriptive findings of the study regarding these two data collection tools are given in Table 1:

Table 1.

Descriptive findings of CDQ

CDQ		Mean	Frequency	Percentage	
Practicality-based dependence		35.14	82	32.67	High
			146	58.33	Medium
			23	9	Low
Skill-based dependence		33.05	73	29.33	High
			155	62	Medium

			22	8.67	Low
Structure-based dependence		39.19	87	34.67	High
			150	60	Medium
			13	5.33	Low
Practicality-based independence		24.14	41	16.33	High
			145	58	Medium
			64	25.67	Low
Skill-based independence		18.88	45	18	High
			146	58.33	Medium
			59	23.67	Low
Total		105.40	75	30	High
			158	63.33	Medium
			17	6.67	Low

The collected data showed that the mean was 105.40 out of 182 with a standard deviation of 14.24 indicating a tiny deviation from the mean. Minimum values were 37 and the maximum ones were 180 the range of these values was 143. Prepared in a seven points Likert scale the CDQ has been prepared with a maximum value 182 for 26- item questionnaire while the minimum value could be 26.

The mean range was determined by researchers so that teachers could be categorized into three groups classified as high, medium, and low. The figure below shows the categories in which teachers fell and the number of participants in each group.

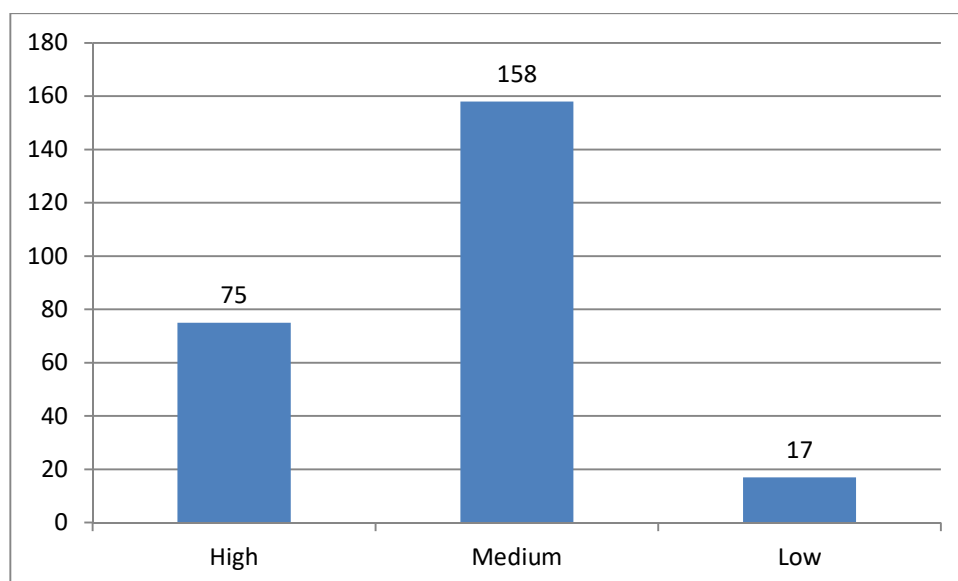


Figure 2. Teachers' textbook dependency categories

Teachers with scores greater than 130 were considered medium dependent on the textbook. Teachers with scores greater than 75 were considered highly dependent on the average textbook. Teachers with a score of 17 and under were considered not to be highly dependent on textbooks. The number of teachers identified as highly dependent on textbooks is 90 and makes up 28 % of all participants. The number of teachers in the intermediate affiliate category is 158, representing 69 % of all. The last group of textbook-less teachers only consists of 17 participants representing 3 % of all teachers in the study.

The second quantitative data collection tool used in the current study was TAS. The descriptive findings regarding the results of EFL teachers' autonomy are given in Table 2.

Table 2.

Descriptive findings of TAS

TAS	Number of items	Mean	SD
Teaching process autonomy	6	21.86	2.55
Curriculum autonomy	5	12.02	1.23
Professional development autonomy	3	10.25	1.87

Professional communication autonomy	3	12.88	1.34
Total	17	57.01	6.99

Table 2 shows the 4 sub-scales of TAS and total score of TAS. According to the table, mean value of EFL teachers' autonomy level for the whole scale was 57.01 (SD=6.99). For the sub-scales, EFL teachers in the current study had highest level of autonomy in teaching process autonomy (M=21.86, SD=2.55) sub-scale, and lowest in curriculum autonomy (M=12.02, SD=1.23).

Research Question 2: Are there any differences in teachers' textbook dependency and autonomy levels in terms of gender and years of experience?

In order to answer this question, firstly normal distribution of the data was checked. For this purpose, Skewness and Kurtosis values were calculated for both of the tools and the Skewness and Kurtosis values were between -1.5 and +1.5, which revealed that the distributions were normal.

In order to reveal whether male and female participants different in terms of their CDQ and TAS scores, two independent samples t-tests were conducted and the results are provided in Table 3.

Table 3.

Independent samples t-test results for gender difference in CDQ and TAS

		N	M	SD	df	t	P
CDQ	Male	130	110.84	7.68	250	.328	.421
	Female	120	104.96	8.22			
TAS	Male	130	56.12	4.23	250	.261	.688
	Female	120	57.9	4.58			

In order to answer research question 3, the means of male and female participants' scores on the CDQ and TAS were compared by using an independent-samples t-test, as shown in Table 3. The Levene's test for equality in variations was

detected as F value .092 and significance value. 762, which means that the two groups have almost the same variance on the dependent variable and this indicates that the data set satisfies the assumption that the two groups are independent of each of the other values with respect to equality of means includes a value t which is 1.750 and degrees of freedom at 250.

To begin with, the mean scores of males ($M = 148.84$, $SD = 7.68$) and females ($M = 151.96$, $SD = 8.22$) on CDQ did not significantly differ ($t(250) = .328$, $p = .421$). Similarly, when the mean scores of males ($M = 56.12$, $SD = 4.23$) and females ($M = 57.9$, $SD = 4.58$) on TAS, it was found that they did not significantly differ as well ($t(250) = .261$, $p = .688$).

To answer the second part of this research question, a One Way Anova test was conducted to see any possible differences among teaching experience groups in terms their textbook dependency and autonomy. Descriptive findings of the test are given in Figure 3.

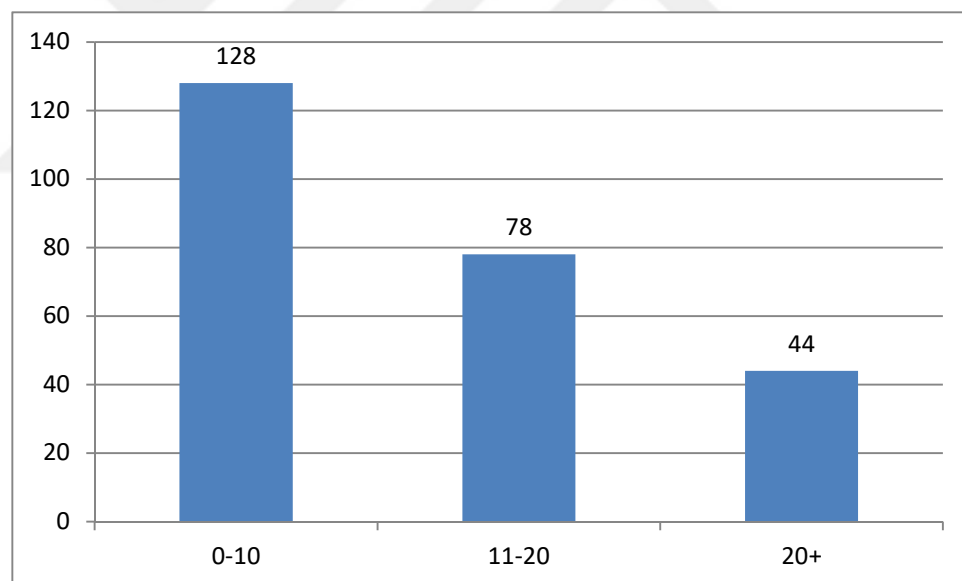


Figure 3. Number of participants in experience groups.

The participants in the current study were divided into three experience groups, namely 0-10, 11-20, and 20+. As Figure 2 shows, there are 128 participants in the 0-10 years of experience group, 78 in the 11-20 years of experience group and finally 44 participants in the 20+ years of experience group. In order to find out whether there is a difference among these groups in terms of their CDQ, a one-way ANOVA test was conducted and the results of the test are given in Table 4.

Table 4.

One-way ANOVA results for CDQ

Source	SS	df	MS	F	Sig.	Post Hoc Tukey
Between	91.476	3	35.38	5.174	.048	0-10 > 20+
<i>Within</i>	276.400	247	11.23			
Total	367.867	249				

According to the table, there was a statistically significant differences between group means as determined by one-way ANOVA ($F(3,247) = 5.174$, $p = .048$). A Turkey's post-hoc test showed there was a statistically significant difference between 0-10 ($M = 122.3$, $SD = 7.32$) and 20+ groups ($M = 104.18$, $SD = 9.21$), and no difference between the others. When the mean scores were compared, 0-10 year group had more textbook dependency scores than 20+ group.

Another one-way ANOVA test was conducted to see whether experience groups differ in terms of their autonomy or not. The results of this test are given in Table 5.

Table 5.

One-way ANOVA results for TAS

Source	SS	df	MS	F	Sig.
Between	54.157	3	19.28	8.167	.428
Within	189.1	247	10.071		
Total	255.170	249			

As the table illustrates, there was no statistically significant differences between group means as determined by one-way ANOVA ($F(3,247) = 8.167$, $p = .428$).

Research Question 3: Is there any relationship between teachers' CDQ and autonomy levels?

In order to find out any possible relationships between CDQ and TAS scores of participants, Pearson product-moment correlation coefficient was calculated between these two variables. The results of the analysis showed that there was a statistically significant negative correlation between participants' CDQ and TAS scores ($r = -.608, p = .005$).

Research Question 4: How do EFL teachers perceive the relationship between CDQ and autonomy?

In order to answer this research question, a semi-structured interview protocol was used. Seven open ended questions were asked to five voluntary participants. The data obtained was analysed and results showed that teachers consider their textbook dependency and teacher autonomy related in two main aspects.

a. Formal considerations

The rules and limitations imposed at institutional level for teachers negatively affect their autonomy. Both in public and private schools, there are some rules imposed by the schools and the ministry, and these rules create a textbook dependency for teachers. In particular, the Ministry of National Education has strict rules regarding the use of books, and these rules increase teachers' dependency to the book. Ayşe explained this as given in Extract 1.

Extract 1. (Ayşe)

The Ministry of National Education is forcing all (EFL) teachers to use their book. They don't let us use whichever book we chose or even not use a book at all. Therefore, I feel limited to the book that I didn't choose and that I don't like. Can you imagine I don't have a say in the book I use?

Interviewer: But, can you at least prepare your own lesson plan? I mean do you have to do everything strictly on the book?

Ayşe: No, I have to finish the book. I cannot change it.

In this extract, Ayşe clearly illustrated that teachers in general and EFL teachers specifically are not allowed to select the textbook they will use in the classroom. She felt very limited in this matter and this is a very strong negative influence on the autonomy of the teacher. The rhetorical question she posed showed

how frustrated she was in terms of exercising her autonomy in terms of textbook selection. And later in the conversation, this limitation imposed by the Ministry of National Education also negatively affected her idea of textbook being the only source in the classroom, which is an inviolable fact for her. Similarly, Hatice stated a parallel concept in her interview.

Extract 2: (Hatice)

It's not something we don't know, but books seem to have been part of our classroom as teachers. We do all activities in the book, we do listening and speaking etc. So do I like the book very much? No, but we have to.

All five participants uttered similar statements regarding their lack of autonomy in terms of textbook selection. It was also evident that this problem with their autonomy in textbook selection also influenced how they perceived their relationship with the book. They felt they cannot change the contents, activities, exercises, etc. in the book.

To summarize, the lack of autonomy on textbook selection imposed by the governmental and administrative bodies results in a lack of autonomy in replacing and modifying lesson plans presented in the book, and therefore, creating a strong dependency on textbooks.

b. High stakes tests

Analysis of qualitative data yielded that another important source of textbook dependency and lack of teacher autonomy in EFL teachers was the high stakes tests, which students have to take to determine their future. These high stakes are very powerful because based on the results of these tests students are placed at good high schools and universities depending on the test.

Extract 3: (Mahmoud)

Interviewer: But, can you at least prepare your own lesson plan? I mean do you have to do everything strictly on the book?

Mahmoud: No, I have to finish the book. Because the students have to take a test (LGS) and it is a very important test for them. So this test includes everything from this book. I have to do the book.

It is evident that this test has a very strong influence on teaching practice in the classroom. The teacher felt that he had to do everything presented to him in the book as is, because the test content is the book itself. He felt that he could not change the course content, activities, texts and learning objectives that are presented in the book that he is using. And this is all because of the test (LGS).

This effect of the test on teaching and learning process is called the washback effect. This effect could be native or positive but in this example it is clearly seen that the test (LGS) definitely increases teachers' dependency on the textbook and leaves no room for teacher autonomy. Therefore, it could be stated that the test has negative washback effect on textbook dependency and teacher autonomy.



CHAPTER FIVE

DISCUSSIONS

5.1. PRESENTATION

Chapter five presents discussions on the findings of this thesis research. In this chapter, the quantitative and qualitative findings are discussed in detail. This chapter also represents the discussions of each research question investigated in the present study by comparing the findings to the earlier research.

5.2. DISCUSSION OF THE FINDINGS

The survey results in this study showed that the majority of participants who considered the largest group in the study relied on textbooks. The average of the total score obtained from the scale was found to be 105.40. There are 26 items in the scale and the scale is 7-point Likert type. Therefore, the highest score a teacher can get from the scale is 182. As a result of the calculations, it can be said that 63 % of EFL teachers are medium-dependent and 30 % are highly dependent on EFL textbooks. It can be said that it is not desirable and expected for teachers to strictly adhere to the textbooks ignoring the unique nature of their classroom profile. The desired and expected situation is that teachers adhere to a certain degree of textbooks. In order to discuss whether the commitment rate obtained from the scale is sufficient or not, in-depth studies should be done in the literature on the textbook dependency. However, in the circular sent by the Ministry of National Education to schools affiliated to the Ministry of National Education in 2018, the relevant authorities were informed that no publications other than textbooks that were prepared by the ministry were allowed to use in EFL classes.

It is also important to discuss the current findings with international research. In the current study, teachers who are dependent on textbooks make up more than three third of the participants and this corresponds to the results of the 2008 British Council survey as suggested by Tomlinson (2012). This survey indicated that 65 % of teachers often use textbooks to help 93 of their teaching practices while 3-5 % have never used a textbook, which is twice the percentage that represents the number

of teachers who rarely rely on their textbooks for this current study. The study also confirmed that teachers who rely heavily on textbooks are just over a quarter of the participants. This is supported by the results of the same survey by the British Council, which revealed that 26% of respondents use textbooks daily (Arikan, 2008). Arikan (2008) provides some additional details about the survey such as the number of participants ($N = 310$) and survey items; they are all very similar in terms of the characteristics of this study, which yielded very similar results. Tomlinson (2010) reported the results of another survey conducted at conferences held in some countries of the Far East and the United Kingdom, and results indicated that 92 % of respondents used a book regularly. This is much greater than the percentage of teachers who rely heavily on textbooks in the current study, which may correspond to the frequency with which textbooks are implemented.

In the current study, there was not statistically significant difference between genders in terms of their textbook dependency and autonomy. Moreover, it was revealed that the average degree of female dependence on the textbook was slightly lower than the average score for males. Research in the literature also indicates that there is no statistically significant difference between the sexes. Pearson & Hall (1993) conducted a study on teacher independence and examined whether there were any gender differences in control, they had about their teaching practices. The relationship between English language teachers' dependency on textbooks and gender and years of service was examined. There was no significant difference between teachers' dependency to English textbooks and their gender. With this result, it is seen that the sexist understanding is overcome in today's modern education system. For this reason, it can be considered as a positive result that there is no significant difference between teachers' dependency to textbooks and their gender. This finding is consistent with the results of the current study because it failed to reject the original hypothesis and did not refer to meaningful statistics.

The findings of the current study revealed that there was no statistically significant relationship between the two variables, levels of dependence on teacher books, and years of teaching experience. In this regard, Tomlinson (2012) put forward the idea that the more experienced teachers are, the less dependent they will be on textbooks. He stressed the need to support this incident regarding the relationship between teachers' dependence on teachers and their experience with

some evidence, which is usually expressed unexpectedly. Regarding the relationship between these variables, Tsui (2003) reviewed some basic studies and provided some valuable evidence regarding the relationship between teachers' experience and levels of independence in their teaching practices. Studies have indicated that experienced teachers are more independent of textbooks than junior teachers. They differ greatly in that experienced teachers rely more on their reference to previous plans that have been tried multiple times in real classroom settings and therefore only need to make changes to meet the needs of existing learners, unlike inexperienced teachers, who are not sure of the potential consequences of their plans and abilities to interact with unexpected situations. For these reasons, they feel compelled to plan everything in a very detailed way in advance (Tsui, 2003). What these studies have in common is that they emphasize the differences in decisions made by experienced and novice teachers indicating better and more efficient effects on the part of experienced teachers rather than junior teachers. These results are inconsistent with the results of the current study, as this study indicates that there is no significant correlation between the experience of teachers and their levels of dependence on the textbook. A possible cause for this discrepancy in results may result from a clash between perceived teacher independence and actual applications in real classroom settings.

Sampson (2009) discussed that junior teachers' expectations, especially about their level of independence, do not show their actual effects in the classroom. That is, the discrepancy between the levels of teacher subjectivity and actual teaching practices may have led to the result of the current study, which has not demonstrated any correlation between the variables involved. The results of this study, which revealed the absence of meaningful relationships between experience and teacher dependence on textbooks, were supported by Pearson and Hall (1993) who found no relationship between age, experience, and teacher independence. For this reason, we can know that this study did not show results consistent with the majority of results in the literature recently and there is no statistically significant relationship between teachers' academic qualifications and levels of dependence on their textbooks. Sampson (2009) and Pearson and Hull (1993) have not shown any correlation between the degree held by teachers such as Bachelor's or Master's degrees or even higher degrees and the independence of the teacher, which is consistent with the

results of the current study because it did not reveal the link between the academic background and the dependency of teachers on textbooks.



CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. PRESENTATION

This chapter presents a summary of this research study. In this chapter, quantitative and qualitative results are discussed in detail. This chapter also reviews findings from analyses conducted during the research. Besides, some potential recommendations for further studies are also included.

6.2. SUMMARY AND CONCLUSION OF THE STUDY

The purpose of the present master's thesis aims to investigate the coursebook dependency of EFL teachers and their teacher autonomy. The study also aims to show if there are any relationships between teachers' textbooks dependency and their age, gender, and teaching experience in years. Based on the research framework and problem statement, four research questions were determined to investigate in this study.

The research aims to study the Coursebook dependency and teacher autonomy. This study was carried out at the Foreign Language School in Turkey, The necessary permissions and approvals were obtained in each setting. Participants were asked to respond to the questionnaire. All of them were English teachers in higher education classes who participated in the study with a wide range of educational experience and academic background in the study, which contributed to the representation of the entire population. English teachers at both secondary and tertiary levels work in different educational environments throughout Turkey. This study included a total of 250 respondents, 120 females (48%), and 130 males (52%) in the questionnaire verification process. These study participants took part in filling up the questionnaire which was emailed to them. All participants are teachers of English from different cultural backgrounds and mainly graduate from departments of English language teaching and English literature while a small percentage of participants are devoted

to translation and other departments related to language teaching such as ELT institutions.

In this study, quantitative and qualitative data collection tools were used to analyze data related to research questions. Therefore, different data collection tools were used in the study. Data to verify the measure were collected through three main tools, which consisted of CDQ, semi-structured interviews, focus group discussions, and expert opinions.

First of all, after we collected the data in the questionnaire process, semi-structured interviews were conducted with 5 participants in the process of grouping the elements. Two of the language teachers interviewed have a Ph.D. While two of them got a master's degree. Focus group discussions were then held with eight participants, all of whom had a master's degree as well as experts who were asked to analyze the questionnaire to analyze the elements. Later, CDQ was applied. Finally, it was used to obtain data to analyze research questions in the current study.

Data were collected through CDQ. First of all, three tools were used including semi-structured interviews, focus group discussions, and expert opinion interviews to collect data to develop the questionnaire. After the questionnaire was formed, it was applied in various public and private schools at the secondary and tertiary levels. Before administering the questionnaire, all necessary permissions and approvals were taken and participants were informed of the importance of honesty during the response.

6.3. CONCLUSION

Far from our individual view and our own opinions, the textbooks constitute an important essence in the educational process and constitute a basic stone for all teachers of the English language, as most English language teachers agreed on their dependence on the curriculum in most countries of the world as the results showed that according to (Tomlinson, 2010) however, they are not satisfied, as most teachers who report relying on teaching materials feel negative about the textbooks at their disposal (Tomlinson, 2012). There are many reasons for this extreme dissatisfaction with textbooks, But the main point to focus on is the interaction between teachers and textbooks are the main components of language teaching (Tomlinson, 2010). Most teachers generally prefer to create a free and autonomous rule for themselves in

their educational practices, disregarding their age and experience, or on the few, they feel independent even if they rely on their textbooks at various levels of dependency. In some cases, they may use textbooks more often than they think they do.

This belief in their education is mainly caused by a negative connotation of the word "accreditation". Independence from global textbooks is one way to provide students with the more local language, personal and individual learning. Sometimes language teachers are so enthusiastic about their profession that they may want to get rid of textbooks completely while they seek the best possible materials that they themselves and their students have created side by side to meet the specific needs of students. Although this may sound fantastic for most teachers, there are examples of this. Cases in which teachers prefer to prepare their own course materials (Meddings & Thornbury, 2009). Teachers are so accustomed to relying on textbooks that they feel the textbooks are masters in classroom. They cannot prevent this dependency even if they wish to. Teachers are also used to follow textbooks from the early years of their career, they end dependent on textbooks, which often results in the teachers' lack of autonomy.

As Littlejohn (1992) also suggested this also explains the results you suggest there is no relationship between experience and subordination to teachers levels. Looking at the unsatisfactory results as a teacher of the English language and in the face of great dependence on school curricula, strengthening the independence of the teacher because they are the first and effective agent in the learner to reach the needs and desires of learners calling for organized programs join experienced teachers with newly-started teachers to collaborate with each other.

The eloquence of the saying and the foregoing mentioned, we find that textbooks are an important corner in the educational process that cannot be dispensed with. Between a supporter and an opponent, we stand in our study to find that the right balance between using textbooks and providing freedom for the teacher is the one that creates a sound educational process and the existence of a rich curriculum to adopt it to the detriment of it as long as the teacher is the one who proposes ideas and the study plan and presents it to students. As a result of the the findings of the current study, it can be said that majority of EFL teachers are dependent on English textbooks. It can be said that it is not desirable and expected for teachers to be strictly dependent on the books. The desired and expected situation is that teachers adhere to

the textbooks to a certain extent and have freedom and autonomy to modify and change some activities and even lesson plans (Tosun & Cinkara, 2019). In order to discuss whether the dependency rate from the scale is sufficient or not, in-depth studies should be done in the literature on the subject of textbook dependency.

With the development of life and the introduction of modernity in it, the methods of presenting the curriculum became more interesting and interesting. It is true that modern calls today to move away from the fixed curricula that may not satisfy the learners and their desires, but the existence of the studied and rich curriculum was and still is an urgent need for all.

6.3.1. Implications

When interpreting the results, it is seen that there is a significant difference between teachers' dependence on EFL textbooks and their teaching experience in years. Teachers who are new in the service are more dependent on textbooks and they have greater CDQ scores than those of more experienced group. Considering the difference in dependency levels in terms of teaching experience, it could be suggested that new teachers should be supported with required trainings and guidance in developing teacher autonomy and sense of independence from textbooks. They should be given enough autonomy to use other resources besides textbooks and supporting teaching materials such as audio-visual materials. Therefore, teachers should be given in-service training on topics such as Material Design and use.

Another implication of the current study is about researching the notion of textbook dependency. A review of the literature in the field has shown that the topic of textbook dependency has not been studied much. In different areas, research can also be conducted on the different aspects of textbook dependency and ways to improve teachers' independency of books. This research is a mixed research with a major focus on quantitative aspect of study and does not contain in-depth information about teachers' dependency on textbooks. Further qualitative studies could be conducted by researchers to determine the reasons for teachers' dependency on textbooks, their purposes, where and how they use the textbooks, what they do when they do not use the textbooks, and what resources / materials they use other than textbooks and reach in-depth information.

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APPENDICES

Appendix I: Coursebooks Dependency Questionnaire

	In my class	never	rarely	Occasionally	sometimes	often	usually
1	I strictly follow the instruction in Coursebook for reading						
2	I follow the coursebooks to prepare students for exams						
3	Instead of using the course book, I prepare my own teaching tasks for reading.						
4	I use the course book to use class time effectively.						
5	I strictly follow the instruction of the course book for writing.						
6	I use the course book as it has a clear teacher's guide						
7	I use the course book as it gives learners a sense of order, cohesion and progress.						
8	Instead of using the course book, I prepare my own teaching tasks for writing.						
9	Following the course book results in an unnecessarily heavy load of exercises.						
10	I strictly follow the instruction of the course book for listening.						
11	The course book is never the main source.						
12	I cannot meet all the needs of my students by following only the course book						
13	Instead of using the course book, I prepare my own teaching tasks for listening.						
14	I strictly follow the instruction of the course book for grammar.						
15	I strictly follow the instruction of the course book for speaking the course book can be a distraction from real learning.						

- 16 The course book can be a distraction from real learning.
- 17 Instead of using the course book, I prepare my own teaching tasks for grammar.
- 18 The course book serves as a syllabus.
- 19 I strictly follow the instruction of the course book for vocabulary teaching.
- 20 The course book provides suitable texts and tasks for students.
- 21 Strictly following the course book promotes learner participation.
- 22 Instead of using the course book, I prepare my own teaching tasks for speaking
- 23 I use the course book to present appropriate and realistic language models
- 24 I use the course book to introduce the content in a systematic order.
- 25 I follow the course book to provide authentic materials and tasks.
- 26 The course book provides a clear framework for the course.

Appendix II: Sample of Semi-structured Interviews Transcription

1. Do you think relying on coursebooks as the main subject is sufficient for learners of English as a foreign language lesson?

Answer: *it depends on the teacher and the way he/she presenting the knowledge added to the years of experiences. If he/ she is novice the story will be different*

2. Do you think that relying strictly on coursebooks to prepare students for exams is a great step towards improving their English language skills?

Well, in fact depending on the coursebooks for exams show how understandable the data is and how to implement it so depending on the coursebooks for exams is really good but not strictly.

3. What do you think of coursebooks as the only materials for learners?

Coursebooks are not the only materials we still have the teacher way of presenting and his/her needs to show himself/herself as the implementer of the coursebooks.

4. Can English language teachers in higher education classes meet all of learners' needs by depending on the coursebooks?

Absolutely no, coursebooks alone are not enough especially for high school students. When we live in a high- tech community learners' knowledge is so important to be investigated especially when today IP system is presented obviously among high school learners.

5. Grammar can only be taught effectively if there is reliance on coursebooks (your opinions).

No unfortunately it is bad belief for some teachers even though we have great and rich grammar books but concerning this belief grammar or any information is measured by teachers' presentation and how do they test the knowledge.

6. What do you think of coursebooks that can be destroyed from real learning?

No. I do not agree coursebooks play a magnificent role in self-study so it comes as supporter of self -motivation

7. Coursebooks provide knowledge in a systematic way. What do you think?

Yes, in fact coursebooks were created by specialists who know exactly how the knowledge must be arranged.



Appendix III: Sample of Semi-structured Interviews Transcription Turkish

Ek II: Yarı yapılandırılmış görüşme transkripti örneği İngilizce

1. Ana ders olarak ders kitaplarına güvenmenin yabancı dil dersi olarak İngilizce öğrenenler için yeterli olduğunu düşünüyor musunuz?

Cevap: *öğretmene ve yılların deneyimine eklenen bilgiyi sunma şekline bağlıdır. Eğer acemi ise hikaye farklı olacaktır*

2. Öğrencileri sınavlara hazırlamak için kesinlikle ders kitaplarına güvenmenin İngilizce dil becerilerini geliştirmek için harika bir adım olduğunu düşünüyor musunuz? ?

Aslında, sınavlar için ders kitaplarına bağlı olarak verilerin ne kadar anlaşılır olduğunu ve nasıl uygulanacağını gösterir, bu yüzden sınavlar için ders kitaplarına bağlı olarak gerçekten iyi ama kesinlikle değil.

3. Ders kitapları öğrenenler için tek materyal olarak ne düşünüyorsunuz? ?

Ders kitapları hala öğretmenin sunma şekline sahip olduğumuz tek materyal değildir ve kendini ders kitaplarının uygulayıcısı olarak göstermesi gerekir.

4. Yükseköğretim sınıflarındaki İngilizce öğretmenleri olarak ders kitaplarına bağlı olarak tüm öğrencilerimizin ihtiyaçlarını karşılayabilir miyiz?

Kesinlikle hayır, sadece ders kitapları özellikle lise öğrencileri için yeterli değildir. Bir ileri teknoloji topluluğunda yaşadığımız zaman, özellikle bugün IP sistemi lise öğrencileri arasında açıkça sunulduğu zaman öğrencilerin bilgilerinin araştırılması çok önemlidir.

5. Dilbilgisi ancak ders kitaplarına (görüşlerinize) güvenirse etkili bir şekilde öğretilir.

ne yazık ki, büyük ve zengin dilbilgisi kitaplarımız olmasına rağmen bazı öğretmenler için kötü bir inançtır, ancak bu inanç dilbilgisi veya herhangi bir bilgi ile ilgili olarak öğretmenlerin sunumu ve bilgiyi nasıl test ettikleri ölçülür.

6. Gerçek öğrenmeden yok edilebilen ders kitapları hakkında ne düşünüyorsunuz ?

Nu. Ders kitaplarının kendi kendine çalışmada muhteşem bir rol oynamasına katılmıyorum, bu yüzden kendini motive etmenin destekçisi olarak geliyor

7. Ders kitapları bilgiyi sistematik bir şekilde sağlar. Ne düşünüyorsunuz?

Evet, aslında ders kitapları bilginin tam olarak nasıl düzenlenmesi gerektiğini bilen uzmanlar tarafından oluşturuldu.



VITAE

Merve Bizmiye was born in Aleppo, Syria in 1991. She got her BA from English Language literature, Faculty of Arts and human sciences, Aleppo University in 2011. After than my journey has not finished yet I joined the university again to get master of translation from Arabic to English and vice vera in 2012-2013.

After what happened in Syria, I travelled to Turkey to join the university again in ELT program in Gaziantep University, Faculty of education.

ÖZGEÇMİŞİ

Merve Bizmiye, 1991 yılında Suriye'nin Halep şehrinde doğdu. Lisans derecesini 2011 yılında Halep Üniversitesi, Sanat ve Beşeri Bilimler Fakültesi, İngiliz Dili ve Edebiyatı bölümünden aldı. 2012-2013 yılları arasında Arapçadan İngilizceye ve tam tersi çeviri.

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