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THE EFFECTS OF VIDEO SHOOTING PROJECT ON LEARNER AUTONOMY[1]

Video Çekim Projesinin Öğrenci Özerkliği (Otonomisi) Üzerine Etkileri

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Abstract

Development of learner autonomy has been recognized as an important subject in education for a long time as autonomous learners are found to take responsibility for their own learning and make independent decisions. There have been an increasing number of studies conducted to find out the ways of fostering learners' autonomy, but there are only a few in the field of English Language Education; thus this study aims to promote Turkish EFL learners' autonomy through a collaborative video-shooting project assigned by the instructor. Data was collected by means of Autonomous Learning Scale (Macaskill &Taylor, 2010) given to the 20 students at the beginning and end of the project and semi-structured interviews conducted with eight randomly chosen students. The results of the study showed that video- shooting project had positive impacts on learners' autonomy. This project developed students' language skills and technological skills, promoted their independence of learning eg. intrinsic motivation, taking responsibility for their own learning, self-confidence and ability to deal with new activities and challenges and improved their study habits like managing time and meeting deadlines.

Keywords: learner autonomy, video-shooting project, scaffolding, collaborative working, use of technology

Özet

Öğrenci özerkliği ve gelişimi, eğitimde uzun bir süredir kabul edilmektedir ve özerk (otonom) öğrencilerin kendi öğrenimleri için sorumluluk ve bağımsız kararlar aldığı bilinmektedir. Öğrenicilerin özerkliğini (otonomisini) geliştirmenin yollarını bulmak amacıyla yapılan çalışmalar giderek artmaktadır, ancak İngilizce öğrenme alanında yapılmış az sayıda çalışma vardır. Bu yüzden bu çalışma, öğretmen tarafından verilen işbirliği temelli bir video çekim projesi aracılığıyla, yabanci dil olarak İngilizce öğrenen öğrencilerinin özerkliğini (otonomisini) geliştirmeyi amaçlamaktadır. Veriler, öğrencilere, proje başlangıcında ve sonunda, 20 öğrenciye verilen Özerk Öğrenme Ölçeği (Macaskill & Taylor, 2010) ve rastgele seçilmiş sekiz öğrenciyle yapılan yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Araştırmanın sonuçları, işbirliği temelli video çekim projesinin, öğrencilerin özerkliği (otonomisi) üzerinde olumlu etkileri olduğunu gösterdi. Bu proje öğrencilerin dil ve teknoloji becelerini geliştirmiş; içsel motivasyon, kendi öğrenmeleri için sorumluluk alma, kendine güven ve yeni faaliyetlerle ve zorluklarla baş edebilme becerisi gibi bağımsız öğrenme yetilerini desteklemiş ve zamanı yönetme ve bir işi zamanında bitirebilme gibi çalışma alışkanlıklarını geliştirmiştir.

Anahtar Kelimeler: Öğrenci özerkliği (otonomisi), video-çekim projesi, yapı iskelesi öğrenim desteği, işbirlikçi çalışma, teknolojinin kullanımı

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Introduction

Autonomy plays a significant role in education as autonomous students are known to be more willing to take responsibility for their own learning and have better study habits, especially the ability of managing time and meeting deadlines (Macaskill & Taylor, 2010). Autonomous students are more likely to achieve their learning targets and more likely to maintain a positive attitude to learning in their future careers and lives (Little, 1995). Thus, it is essential that teachers provide students with learning environments, opportunities and tasks that enable students to develop autonomous learning. In this regard, the aim of this study is to help EFL students to improve their learner autonomy through a collaborative video-shooting project in which learners are encouraged to use their language and technological skills autonomously.

Literature Review

'Autonomy' comes from the Ancient Greek word autonomous which means 'self-law', and has been an important concept in several fields such as philosophy, psychology, and the social sciences. It refers to an individual's ability to make a rational and informed decision that is not subject to coercion (Kte'pi, 2016). The concept of autonomy has gained a central place in education in recent years as well; Holec (1981) defines learner autonomy as:

> "the ability to take charge of one's own learning... (and)... to have, and to hold the responsibility for all the decisions concerning all aspects of this learning like; determining the objectives, defining the contents and progressions, selecting methods and techniques to be used, monitoring the procedure of acquisition properly speaking (rhythm, time, place...) and evaluating what has been acquired (p. 3).

Little (1991) has expanded this definition to encompass the capacity for "detachment, critical reflection, decision making and independent action" (p.4). Both Holec (1981) and Little (1991) have indicated that autonomous learners have the ability to set their own goals, choose their own methods, techniques and materials to use, monitor themselves and evaluate their own learning and progress. According to Nunan (1997), learners progress through five stages as they develop autonomy: awareness, involvement, intervention, creation and transcendence (p.195). These levels are all based on 'content' and 'process'. For instance, at the awareness level, learners are 'made aware of the pedagogical goals and content of the materials' and 'identify strategy implications of pedagogical tasks'; at the transcendence level, learners 'make links between the content of the classroom learning and the world beyond' and 'become teachers and researchers' (Benson, 2007, p.23). In the progress of these stages, it is important to raise learners' awareness and encourage them to take responsibility for their own learning, as autonomy is not innate. Learners "do not come into our classrooms with a natural endowment to choose both wisely and well. They need to be systematically educated in the skills and knowledge they will need in order to make informed choices about what they want to learn and how they want to learn" (Nunan, Lai & Keobke, 1999). The development of autonomy requires time and support as it is "a process not a product" (Thanasoulas, 2000, p.3).

Teachers play a significant role in promoting learner autonomy; they should take the role of a facilitator and a supporter in helping learners to become autonomous (Lennon, 2012). According to Leaver et al. (2005), the teacher needs to be "a provider of scaffolding, a role model, a guide, a motivator and a cheerleader" (p.210-214). The aim is to help the learners to develop the capacity for independent learning. However, "independence" does not mean students' making progress by studying on their own, but rather that, they learn through "interaction, negotiation, collaboration, etc. which are important factors in promoting learner autonomy" (Bhattacharya & Chauhan, 2010,

p.376). Through interdependence, learners can develop their independence. As Little (1999) suggested, "individuals' gradual expanding capacity for independent behaviour arises from but also feeds back into the interdependence that underpins social interaction" (p. 82).

Learner autonomy has been explored and studied in the field of language teaching. Little (2007) links learner autonomy with language use and states that "the development of autonomy in language learning is governed by three basic pedagogical principles: learner involvement, learner reflection and appropriate language target language use" (p.2). Within the emerging literature, there are some descriptive studies focusing on autonomous learning. For instance, Koçak (2003) conducted a descriptive case study to investigate the readiness of Turkish students for autonomous learning at English Preparatory Programme of a private university in Ankara, Turkey. This study included 186 students and quantitative research methods were used to collect the data. The findings of the study showed that most of the students possessed a high degree of motivation, and a tendency to use metacognitive strategies like self-monitoring and self-motivation. However, Koçak found that the students had a perception of the teacher as more responsible for most of the tasks, and most of them were reluctant to take responsibility for their own learning outside of the classroom. Similarly, Demirtaş & Sert (2010) conducted a study with 173 students enrolled at the English Language Preparatory Programme of a private university in Ankara, Turkey to investigate the level of autonomy of Turkish learners. They also aimed to explore the extent of learner-centred activities used to develop learner autonomy. Data was collected by means of the Learning Needs Scale developed by the researchers and semi-structured interviews and observations. The results of the study revealed that student-centred activities were ineffective and that Turkish students' level of autonomy was not sufficient for them to 'take responsibility for their own learning' as stated in the earlier study by Koçak (2003). Hozayen (2011) conducted a similar study of autonomy among Egyptian students. The participants were 265 freshman students studying English for Specific Purposes (ESP) in the college of Engineering at the Arab Academy for Science, Technology and Maritime Transport in Egypt. The data was collected by means of a questionnaire and analysed using quantitative methods. As in Demirtas' (2010) study, the result of the study indicated that Egyptian students were not ready to be fully autonomous, the underlying reason being that most of the students were teacher dependent. In a more recent similar study, Abdel Razeq (2014) investigated the readiness of Palestinian university students for autonomous learning of English as a foreign language in Birzeit, Palestine. This study used both quantitative (questionnaire) and qualitative (interviews) research methods, and the results of both the quantitative and qualitative data analysis displayed that students had a perception of teachers as being primarily responsible for most of the tasks related to their learning; students perceived themselves as capable of being autonomous if they were provided enough opportunity outside of the classroom. Interestingly, the findings also suggested that gender and level of achievement did not have a significant effect on students' perceptions of their abilities to engage in autonomous learning activities. Overall, these studies have shown that most of the EFL learners have low autonomy to take responsibility for their own learning, and have tendency to see the teacher as the person primarily responsible for most things related to their own learning.

There are also some studies that aimed to promote learner autonomy of EFL learners via out of class activities. For example, Bayat (2011) aimed to find out the effects of out-of-class use of English on the perception of autonomy among Turkish university students studying in English Preparatory classes of a state university in Turkey. Her study included 34 students and lasted for ten weeks, during which learners were anonymously paired and exchanged letters with each other. An Autonomy Perception

Scale was used as a pre and post activity questionnaire, and 6 randomly chosen students were interviewed to get data. As a result of the study, it was found out that the letter writing activity increased students' level of autonomy and helped their language learning. Another study to promote the learner autonomy was conducted by Mede, Incecay & Incecay (2013) in the language preparatory program of a private university in Istanbul, Turkey. Unlike in Bayat's (2011) study, in this study, extensive reading was used to foster autonomy and the researchers investigated the relationship between these two variables. Data was collected by means of learner narratives and semi-structured interviews held with 5 randomly chosen learners and two teachers. The results of the study indicated that oral book reports had positive effects on learners' autonomy. They enabled the learners to take responsibility for their own learning, developed their reading and speaking skills and fostered their motivation in learning English language. There are also a small number of studies on the use of technology and promoting learner autonomy. For instance, Bhattacharya and Chauhan (2010) designed a study to investigate the interrelationship between learner autonomy and Blog Assisted Language Learning (BALL), reporting on a month-long social networking project conducted with the MA (ELT) students of H M Patel Institute of English Training and Research, Gujarat, India. The data was collected through reflective reports and interviews with students. Qualitative analysis of the reports and interviews showed that BALL fostered learner autonomy by developing students' cognitive skills and independent- decision making skills and there was a relationship between intrinsic motivational factors and independent decision making skills. Similarly, Arıkan and Bakla (2011) aimed to find out the effects of blogging on learners' autonomy, and reported 17 Turkish university preparatory class learners' experiences of blogging over an eight-week period. The data was collected through observations of the class teacher, a questionnaire and a post-task structured interview. The results also showed that blogging had a positive effect on learners' independent acting and decision making skills and motivation, and that students liked the experience of blogging despite encountering some problems related to technology. Then, different from Bhattacharya and Chauhan (2010) and Arıkan and Bakla (2011), who investigated the effects of blogging on learner autonomy, Wach (2012) conducted a research study to investigate the effects of out of class involvement in different forms of computer mediated communication (CMC) on learner autonomy in English language learning. The study included 201 Advance Learners of English at a university in Poznań, Poland, and the data was collected through a mixture of quantitative and qualitative research techniques. Questionnaire 1 included 6 closed questions eliciting the participants' internet use habits and 16 Likert type items on autonomy related issues. Questionnaire 2 consisted of 2 open-ended questions sent to the learners via e-mail two weeks after Questionnaire 1 for the purpose of in-depth analysis of quantitative data. The results indicated that most of the participants were eager to use CMC opportunities to practise English, and that CMC had potential to enhance autonomy in language learning. However, to the best knowledge of the researcher, there is only one study on promoting learner autonomy in language learning through a collaborative video-shooting project (Hafner & Miller, 2011). This study was conducted on the English for Science Technology (EST) course at an English-medium university in Hong Kong with a mixture of science students in different studies. Qualitative research methods were used and the data was collected through questionnaires (59 students), focus group interviews (21 students), and Weblog comments (62 students). The result of the study indicated that this project fostered learners' autonomy, increased their motivation, developed their authenticity and independent learning, taught team work and managing the learning process, created opportunities for peer teaching and allowed them to reflect on their learning. Based on these empirical studies, it can be concluded that although there have been some studies to promote autonomous learning of university students in the context of English language teaching,

there are few studies on improving learner autonomy by using technology-based tasks and there is only one study to foster the learner autonomy through a collaborative video shooting project. On the other hand, the descriptive studies have showed that EFL learners have a low level of learner autonomy and they are reluctant to take responsibility for their own learning. In this respect, one way of promoting learner autonomy of students is to create opportunities and assign projects and tasks that can provide opportunities to integrate students' technological skills and language skills in a meaningful context with their peer group members. Accordingly, this experimental study aims to fill the gap in the literature via a collaborative video shooting project to help EFL students to improve their learner autonomy, by enabling them to use technology and language skills to create videos in collaboration with other group members. The impact of this collaborative video-shooting project on their language learning autonomy is investigated via the following research question:

To what extent does collaborative video shooting project affect EFL students' autonomy?

Methodology

Participants and Setting

This present study was conducted at an English Preparatory Programme of a private university in Istanbul, Turkey in the fall term of 2016-2017 academic year. The study lasted for four weeks and the participants included 20 students: 5 Arab, 1 Kazak and 13 Turkish students (6 females/ 14 males). Their ages were between the ages of 17 and 26. The participants were pre-intermediate level students who were placed in their classes according to the results of English Proficiency Exam conducted by the university at the beginning of the academic term.

Data Collection and Analysis

In this single subject experimental study, a mixed methods-approach was used as it provides a broader analysis of the research problem and "employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research questions" (Creswell, 2003, p.18). Thus, the data was collected through a mixture of quantitative and qualitative research techniques, and was integrated for overall results. Quantitative data was collected by means of Autonomous Learning Scale (ALS) (see Appendix A) which was developed by Macaskill & Taylor in 2010 to measure the autonomous learning of the university students, and it was analysed by means of SPSS 23. ALS is a 12-item measure with two subscales, Independence of Learning, 'I take responsibility for my learning experiences' [item 11], and Study Habits, 'I plan my time for study effectively' [item 9]. Independence of learning includes seven items reflecting "the elements of responsibility for learning, openness to experience, intrinsic motivation, with an element of self-confidence in tackling new activities" and study habits consists of five items which "relates more to learning and study practises reflecting issues of time management, procrastination and attitude to lone working" (Macaskill & Taylor, 2010, p. 6). The scale is a five-point scale ranging from 1 (*very unlike me*) to 5 (*very like me*) and higher scores indicate "greater levels of autonomy, more independence and more positive attitudes to learning" (p. 8). There are two negatively worded items to prevent responses bias in students. The Cronbach Alpha coefficient reliability was reported as .81 and the face validity of the scale was measured by experienced academics and concurrent validity of the scale was found to be satisfactory.

Demographic information (age, gender, English experience years) was included on the scale to get background information about students. Students were asked to use pseudonyms for the scale so that they could feel confident while choosing the options

which define them best. The scale was given to the students once at the beginning of the study and once at the end of it and Wilcoxon Signed Rank Test (Non-Parametric Test) was applied to the data to find out whether there was a significant difference in the autonomy level of the students after the study. Quantitative Data was measured by means of this test as the number of the students was less than 32 and not enough to be measured by a T-test. Quantitative data was supported by follow up semi-structured interviews. Semi-structured interviews were conducted with 8 randomly chosen students (4 males and 4 females). The interviews, in 5 to 10 minutes in length, were audio-recorded and transcribed. All the students provided consent for recording and transcription of interviews. The interview questions (6 questions) were open-ended and included questions adapted from ALS (see Appendix B)**.** Therefore, the interview questions refer to the themes included in ALS: Independence of learning eg. "the elements of responsibility for learning, openness to experience, intrinsic motivation, with an element of self-confidence in tackling new activities" and study habits eg. "learning and study practises reflecting issues of time management, procrastination and attitude to lone working". The data obtained through semi-structured interviews was analysed by means of pattern coding as suggested by Miles and Huberman (1994).

Procedure

The video–shooting project was conducted in a Listening and Speaking skill lesson, and was assigned and explained to the students by the teacher in the 5th week of the semester. The project lasted 4 weeks and was part of the syllabus. Students were graded on their progress, videos and their presentation (5% progress checks, 5% presentation of final product) in the assessment. The project was on students' creating their own videos as weekly programmes of a TV channel and presenting them as a final product (see Appendix C for a detailed guideline of the project handed out the students before the project started). Students were free to choose their own group members (5 groups/4 members in each group), materials, content of their videos, place to work, and time to study and to set their own goals. They founded a TV channel with their group and every week, they worked on one section of the project. They were asked to create at least 3 programmes and to work together with their group to shoot their own videos for these programmes. The topic of the programme for each week was parallel with the unit theme of Skillful Books Level 2 (Reading& Writing and Listening& Speaking), which were used as course books at the university. Before the students shot their videos, they wrote the script of their programmes as a first draft and submitted it to their teacher on the progress check every week for getting feedback. They named their channels and in the last week, the 4th week of the project, students introduced their channels and the programmes (their final product) to their class mates through a presentation. They displayed their videos, talked about them and shared their reflection during the video-shooting project. To illustrate, for the first week's programme on nourishment, one group made a cooking television programme, which was a 8 minute video, to introduce a traditional dish in Turkey. The other two groups preferred to make a talk show on health and healthy life styles and interviewed with doctors who gave helpful tips and healthy recipes to the audience for a healthy life. That was a role play and each groups' videos were about 10 minutes. While the groups were showing their programmes to their friends, they also talked about their feelings, thoughts and the challenges that they faced during the video-shooting project and received feedback from their classmates. After presentation, they were encouraged to share their videos on social media like on YouTube and Facebook and they were asked to make comments on each group's videos.

Findings and Results

The data was collected through quantitative and qualitative research techniques.

Results of the Quantitative Data

In this study, ALS was given as pre and post-test and Wilcoxon Signed Ranks Test (Non-Parametric) was used to measure whether there was a significant difference between autonomy level of the students before and after the project. The result is shown on *Table 1*.

The result of the Wilcoxon Signed Rank Test displays that there is a significant difference in the autonomous learning level of the students before and after the video shooting project ($z= 3.273$ and $p < .001$). By analysing the mean rank and sum of ranks, it is apparent that the difference scores are in favour of positive ranks, namely the post test result (see *Table 1*). As a result of the test, it can be said that there has been a significant effect of the video shooting project on the autonomous learning of the students.

Table 1. The result of the Wilcoxon Signed Rank Test for Autonomous Learning of the students

Autonomous Learning Post – Pre Test	N	Mean Rank	Sum of Ranks	Z	P
Negative Rank	1	17.50	17.50	3.273	0.001
Positive Rank	19	10.13	192.50		
Ties	0	-	-		

Note : N= number of the ss
p< 0.05

Results of the Qualitative Data

To get a deeper insight into the students' development of autonomy through the video shooting project, eight randomly chosen students (from each video group) were interviewed.

Interviews

The first interview question aimed to direct the students to think their expectations from the video-shooting project and to explain how the video-shooting project met the expectations' of them. The main reason of asking such a question was to enable the learner to evaluate the project as autonomous learners can evaluate their learning. The analysis of this question revealed that the project met the expectations of almost all the students (8/8) as illustrated below under the themes of improving language skills and technological skills.

Improving Language Skills: This project met the expectations of majority of the students (7/8) and it had a positive effect on their language skills especially their writing and speaking skills as it can be seen in the following example:

> I wrote a lot in this project. We wrote script for our videos every week. It helped my writing. I also spoke a lot. I was also expecting to improve my speaking, especially in front of the class. We spoke in the videos, in front of the camera and in the presentation, I spoke in front of the classroom. It was good for my speaking (Shaed, December 2, 2016).

Improving technological skill: Some students (4/8) also stated that they expected the project to improve their technological skills, and that the project helped them to improve their technological skills as illustrated below:

> I was also expecting this project to improve my editing video skill; adding sound and text into videos...recording them. I wanted to learn how to use video editing and I improved my video-editing skills....I learnt how to edit video, how to record ... I learnt video shooting process (Can, December 5, 2016).

The second question was related to the effect of the video shooting project on the motivation of the students to learn English. 6 students indicated that the project positively affected their motivation. Some students (3/8) believed their motivation increased as a result of sharing ideas and drafts and working together with their group members. For instance, a student said: "*The project increased my motivation because I shared my ideas and my drafts with my group members; we helped each other to finish the project*" (Sundos, December 2, 2016). Moreover, some students (5/8) stated that their motivation increased as they became aware of their mistakes and realized the improvement in their language skills. For example, a student said: "*In this project…We wrote a lot of things...information...drafts..., reflective journal and scripts for our programmes. There were so many mistakes in my writing, but that was good for me because I was learning from my mistakes and tried to avoid them. The project motivated me because I realized that my writing was improving and I started to speak better*" (Shaed, December 2, 2016). On the other hand, two students said that the project did not have any change on their motivation.

The third question investigated how the video shooting project helped students to take responsibility for their own learning in detail. The following themes emerged as a result of students' interview analysis.

Developing independence of learning as a result of shared responsibility: Some students mentioned the shared work among their group members led them to take responsibility for their learning and independent actions (5/8). Some striking examples are below:

> Every member in the group had individual work and I knew 'I should do my work'. I searched information and helped my friends to write scripts. If I had not done my work, that would have created a problem for my group. (Abdulrahman, December 2, 2016).

> I needed to take my responsibility in my group. My responsibility was group management as I was the oldest person in the group and I provided communication in my group. That was one of my responsibilities, so we got better in planning and organization. (Hakan, December 5, 2016).

Searching and learning new information: On the other hand, some students (3/8) also stated that searching new information encouraged them to take responsibility for their own learning as illustrated below:

> I did some research on news, talk shows and I learnt some phrases. I used social media to find materials and ideas for our programmes. I also learnt how to make and edit videos. After recording our voice, I added voice over the videos (Aleyna, December 5, 2016).

The fourth question was related to the study habits of the students and aimed to find out whether there were any effects of the video-shooting project on the study habits of the students, which was the subscale of the ALS. Most of the students indicated that this project helped them in their study skills. The analysis of students' interviews revealed the theme as indicated below:

Managing time and Meeting deadlines: Majority of the students (6/8) indicated that this project helped them in learning time management and meeting deadlines as illustrated with some striking examples below:

> The best thing was to work everything on time. In this project, at first, we left everything to the end, but after that I learned to do everything on time. It taught me that there was a deadline so I could not say; for example, "Can we do the presentation on Monday, because we do not have time?" There is nothing like that, we had to do everything on time. (Shaed, December 2, 2016)

> I created my time for this project. I got more organized. My time management got better and I was more organized because I took notes and I set alarm for the project to remember the things. Doing everything before deadlines was important. (Hakan, December 5, 2016).

However, two students stated that the project did not have any effects on their study habits.

The fifth question investigated the effect of the project on students' self-confidence and ability to deal with new activities and challenges. All students emphasized that the project taught them to cope with difficulties and challenges, and built their self-confidence, yet there were differences in the difficulties they faced, and these were categorized under different themes. Illustrated sentences show the difficulties that students faced and how they dealt with the challenges by developing their own strategies and ways.

Tackling time problems: While some of the students claimed that the biggest challenge was time (3/8), they stated that they coped with this challenge by working hard, as can be seen in the following example:

> The biggest challenge was time. It was enough in fact but we left everything to the end at first. It was running. We faced this problem, so we worked hard to solve it and we did our best to finish the project (Shaed, December 2, 2016).

Tackling speaking problems: 6 out of the 8 students stated that the most difficult thing was speaking in front of the class and camera. These students all emphasized that they solved this problem by practising speaking a lot, as illustrated below:

> I had to speak in front of the camera and in front of the class. It was a big problem for me because I am a shy person. Our first video was a doctor programme. No paper, no note...just talking things in my mind without paper, but I overcame my problem... I did it. I practice pronunciation and speaking before the presentation and video shooting. I was like a real speaker (Sundos, December 2, 2016).

Dealing with technological problems: Some students (2/8) stated that they struggled with editing videos. It was difficult for them but they learnt to handle this problem by searching some information about editing videos. For example, one of the students said:

> It was our first project and we met with some challenges like editing videos because we did not know how to edit videos, so I searched how to edit videos to learn on YouTube (Aleyna, December 5, 2016)

The last question aimed to find out the effect of the group work on students' individual work/ study. Students' answers for this question were divided into two themes as indicated below:

Taking more individual responsibility for learning: The majority of the students (7/8) considered that group work enabled them to take more individual responsibility as it can be seen in the following example:

> Everybody had responsibility and if someone did not do his work, that would affect the whole group, so everybody had their own work and worked hard to do their part (Can, December 5, 2016).

Developing independence through peer scaffolding: Some students' answers revealed that through peer scaffolding in groups, they developed independence (4/8). Some striking examples are below:

> Firstly, I learnt how to edit videos. We worked in groups. For example, Abdullah knew how to edit videos and he taught me. If I had worked alone, I would not have learnt how to this. That's the best thing... (Shaed, December 2, 2016).

> We did the writing together. I learnt how to work together as a group and everyone depends on the other person. Group work helped my individual work especially to manage my time and write better... We pushed each other to do writing and check out all errors or grammar mistakes... Abdullah was a professional film maker and he did a lot of job. He also taught us how to make a video (Faduma, December 2, 2016).

To summarize, the results of the qualitative data analysis indicated there was a significant difference in the autonomy levels of the students before the project and after the project and the analysis of the interviews supported the quantitative data. It showed that the video-shooting project improved students' language and technological skills and it had positive effects on their independence of learning. For example, it enhanced their motivation as a result of working together with their group members, being aware of their mistakes and the improvement in their language skills. It encouraged them to take responsibility for their own learning as a consequence of shared responsibility with peers and searching new information, and developed their self-confidence and ability to deal with new activities and challenges. In addition to the positive impact of the project on the students' independence of learning, it also developed their study habits such as managing time and meeting deadlines and independence as a result of peer scaffolding.

Discussion and Conclusion

This study aimed to find out whether video-shooting project would make a significant difference on students' learner autonomy. The results of both the quantitative data and the qualitative data have indicated that video shooting project fostered the students' learner autonomy significantly and had positive effects on students' learner autonomy; their independence of learning and study habits.

In this study, students were asked to participate in a project in which they set their groups, goals and chose their own materials. According to Holec (1981), autonomous learners take charge of their own learning and set their own goals, determine the content and progress, choose their own materials and techniques to use, monitor their own language and evaluate their learning and progress. In this project, these aspects were also taken into consideration and students were encouraged to take responsibility for their own learning and take independent actions. To enable them to monitor their own language and evaluate their learning, essential in promoting learner autonomy, they were guided by the teacher. They were directed to improve their strategies of learning and dealing with challenges. The results of interviews showed that the students improved their own ways to deal with the problems and they were mostly aware of their improvement.

As a 'scaffolder', the teacher provided the project and set the guideline of the project, raised the awareness of the students, gave supportive suggestions in the process of the project when the students needed, asked leading questions to stimulate their reflection on their learning and gave feedback on the language use of students on written drafts so that students would not feel lost during the project process and their learning could be enhanced. Students edited their first drafts and helped each other to correct their mistakes, which encouraged the students to learn from their mistakes by discovering their mistakes individually and through their peer collaboration. However, the

teacher did not make any comment on the content of the programmes that the students created, the materials that they chose and the methods or strategies that they used. All of these aspects were determined by the learners and their peers together, but the teacher monitored their progress and assisted them as counsellor. The aim was to facilitate learning and develop learner autonomy through the teacher guidance and facilitation as teacher plays a significant role in promoting learners' autonomy as emphasized by researchers (Nunan, Lai& Keobke, 1999; Leaver et al, 2005; Little, 2007; Lennon, 2012).

In addition to teacher scaffolding, this project was based on the scaffolding communication of peers with each other. Interviews with the students revealed that helping their group members and working with them collaboratively not only increased their motivation but also encouraged them to take responsibility for their learning. They shared their responsibility and their knowledge with their peers. As a result of interaction with their peers and participating in activities to share their knowledge in a learning environment that they created, the project promoted their capabilities and independence of learning. In other words, students shared knowledge and responsibilities for their own learning and developed their independency as a consequence of collaboratively working with their group members. Some of the students stated that they learnt how to make and edit video from their peers and developed their writing and speaking skills thanks to interaction with their group members. In this way, they provided assistance to each other on different aspects of learning over the course of multiple steps of the project. When students were together, strengths and weaknesses were pooled to promote learning and independency. As a result, interaction, negotiation of meanings and collaboration with their peers in a meaningful context not only promoted the learners' autonomy but also their motivation.

It is implicit from the results of both qualitative and quantitative data analysis that providing students with a project which focused on the idea of 'learning by doing' enabled the students' to improve their autonomy. Students in this project planned their tasks, organized their work, created their oral and visual narratives, practised the language and made their own decisions, negotiated their ideas in speech and writing together with their group members and determined their roles and responsibilities for their videos to achieve the goals of the project. All students emphasized that they improved their language skills as they wrote to speak, read to learn, learned to write and listened to write and their technological skills like video-making, adding sound into videos. They also developed their interpersonal skills like team working and organization with the highly interactive and integrated activities the project provided. The project helped the students to integrate their technological skills, language skills and interpersonal skills to create their own products. They set their own goals and made decisions to achieve their goals. All groups successfully completed the project work; founded their own TV channel, designed their weekly programmes for their channel and presented it at the end of the project. They also reflected on their learning during the project. The results have showed that the video-shooting project was an effective way of fostering students' autonomy. Students clearly stated that they took their responsibilities out of shared responsibility with their group members, did some research to find information to complete the tasks and practised their language (especially speaking and writing during the project). In this regard, this project encouraged students' independent learning. Similarly, Little (2007) also pointed out the importance of principles of the learners' involvement in their own learning, sharing responsibility, reflection, helping others to plan, monitor and evaluate and using target language appropriately for the development of learner autonomy. The results of this project seemed to confirm what Little (2007) suggested for improving autonomous learning.

All students stated that completing the requirements of the project was not easy for them. They all faced some challenges; however, all students said that they learnt how to deal with the challenges during the process of the project. The problems that they faced included time management, speaking in public and in front of the camera, technological problems like video making; yet all students indicated that they found ways of coping with these challenges and difficulties by implementing strategies such as working harder and practising speaking. The way they dealt with the problems showed that this project helped them to improve their autonomy, as autonomous learners do not give up and instead develop strategies to tackle problems, as is inherent I, one of the items of the ALS applied to measure the autonomy of the students in this project that 'Even when tasks are difficult I try to stick with them". Most of the students also stated in the interviews that this project helped them in learning time management and meeting deadlines, which are also items of ALS as the part of Study Habits' subscale. Moreover, tackling the challenges improved the students' self-confidence and motivation.

This project also improved the motivation of the students. Deci (1995), Dickinson (1995), Ushioda (1996), Dörnyei (2001), Little (2007) and Lennon (2012) linked intrinsic motivation and autonomy, stating that autonomy plays a significant role in promoting intrinsic motivation. In this regard, in addition to the quantitative data results, students were asked a question related to their motivation in the interview to find out whether the video shooting project had any effect on the intrinsic motivation of the students. Their answers showed that the project increased their motivation as it enabled them to take their own responsibility to help their group friends and work with them collaboratively and also improved their language skills. Their answers showed that this project supported the students' intrinsic motivation to improve their learner autonomy, which is a common result of some empirical studies conducted for the purpose of promoting learner autonomy (Bhattacharya and Chauhan, 2010; Arıkan & Bakla, 2011; Hafner & Miller, 2011; Mede, Incecay & V. Incecay, 2013). These existing studies and this study indicated that there is a strong link between the learner autonomy and support of the students' intrinsic motivation.

When all the results of the project are taken into consideration, it can be concluded that the video-shooting project had a positive effect on students' learner autonomy; their independence of learning and study habits, as they got involved in their own learning, took the responsibility of their learning and shared knowledge and responsibility with their peers. It also promoted their intrinsic motivation and self-confidence and enhanced their knowledge and skills through the opportunities it provided. The project was learner-centred in all steps; students choose their own group members, selected their own materials, planned their project, decided on the content of their videos (programmes), determined when and where to study and created their own videos. The unit themes of the course book were incorporated into the project tasks, as the language cannot be taught in isolation. The idea was to help students contextualize the whole learning process with their language skills, interpersonal skills and technological skills by connecting the world inside of the class and outside of the class. At the end of the project, students created their products and presented them to their classmates. In the presentation, they not only presented their products but also reflected on their video shooting process by sharing their feelings, thoughts and the experiences they had during this project process. Interaction with their peers and interaction between student and teacher increased the enthusiasm and motivation of the students. It has been an enjoyable learning experience for the students.

There are limitations of this study that need to be acknowledged. The first limitation is because of the size of the study which was not large enough to draw a generalizable conclusion. It is a fact that it is a single subject experimental study, which

means it only includes a group of students in a class without a control group as the same project was going on in other same level classes of the university. Further research with higher number of students and with a control group should be done in various contexts, with students of different levels, to research the effect of video shooting project on students' learner autonomy. The themes and the results in this study should be taken into consideration as hypothesis to be tested. The second limitation resulted from the data collection process. This study may get more reliable with multiple data collection processes. The quantitative data and qualitative data can be supported through a triangulation design, involving the analysis of reflective journals of the students to get deeper understanding of improvement of learners' autonomy by analysing their reflection on their experience of the project. Triangulation of the study by using data from multiple sources would be more beneficial for the overall results of the project. Finally, as the study was the part of the syllabus, it needed to be completed within a 4-week period. Although there is a significant difference between the autonomy level of the students before the project and after the project and there are many positive effects of the project on students' autonomous learning, a longer time period for the project would be more beneficial; as Thanasoulas (2000) stated autonomy is not a product but a process and it takes time to improve.

In spite of some limitations, this study has proved to be significantly effective in fostering learner autonomy of the EFL students by integrating their technological skills and language skills in a video shooting project in which they worked collaboratively and cooperatively with their peers based on mutual scaffolding in a meaningful context to create their videos. It has showed that there is a correlation between use of technological skills and promoting learner autonomy and it fills the gap in the literature as there are a few studies on the use of technology based tasks to foster the learner autonomy and there is only one collaborative video shooting project. In this regard, this study can be utilized as a project in EFL classes to promote the students' learner autonomy by using technology in a collaborative task. As it would appear, EFL learners are reluctant to take responsibility for their learning and have low autonomy (Koçak, 2003; Demirtas & Sert, 2010; Hozayen, 2011; Abdel Razeq, 2014), they can be provided this kind of project which may direct them to take responsibilities for their own learning, make wise choices and independent actions, increase their intrinsic motivation, develop their study habits, improve their ability to deal with challenges and develop independency as a result of interdependency by integrating their technological skills and language skills.

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Appendix A

Autonomous Learning Scale

Nickname: Age: 17-18 Gender:
19-20
21-22
23-24
25-26
27+

English experience (years) :

Please tick the one which describes you the most.

5= very like me
4= like me
3= not sure
2= unlike me
1= very unlike me

		1	2	3	4	5
1	I enjoy finding information about new topics on my own					
2	I frequently find excuses for not getting down to work					
3	I am good at meeting deadlines					
4	My time management is good					
5	I am happy working on my own					
6	Even when tasks are difficult I try to stick with them					
7	I am open to new ways of doing familiar things					
8	I enjoy being set a challenge					
9	I plan my time for study effectively					
10	I tend to be motivated to work by assessment deadlines					
11	I take responsibility for my learning experiences					
12	I enjoy new learning experiences					

Appendix B

Interview Questions

1. What were your expectations from video- shooting project? and How do you think that video-shooting project have met your expectations?

2. How do you evaluate video-shooting project in terms of its effect on your motivation to learn English?

3. How do you think video-shooting project helped you take responsibility for your own learning?

4. How do you think video-shooting project affected your study habits?

5. How do you think video-shooting project affected your self-confidence and ability to deal with challenges?

6. What are the effects of group work on you and your individual study/ work?

Appendix C

PROJECT GUIDELINE FOR B LEVEL

Task: Video-Shooting Project.

Objectives: Students will create their own videos. Students will found a TV channel with their group members. Every week, they will work on one section of the project. There will be at least 3 programmes and students will work together with their own group members to shoot their own videos for these programmes. The topic of the programme for each week is parallel with the unit theme of Skillful books. The aim is to enable the students use the language that they have learnt in the class outside of the class. It is highly suggested to insert subtitles into videos. On the presentation day, students will introduce their channel and show some parts of their videos and talk about their works. They will be graded on their progress, videos and their presentation.

Duration: 4 weeks

Deadlines: Progress check 1: 9 November

Progress check 2: 16 November

Progress check 3: 23 November

Evaluation: 5% progress checks

5% presentation of final product

Procedure: The project will be assigned and explained to the students on Tuesday, 1st November by the teachers who will follow the progress. Groups will be formed by the students themselves (4 students in each group). Every week groups will shoot one video in relation to the topic of their course book's unit themes. Before students shoot their project, they will write the script of their video as a first draft and submit it to their teacher on the progress check. Teachers give the drafts back to students after checking. Each group will record their studies weekly. They will name their channels. On the presentation day, one of the students in the groups will introduce the group's channel and the programmes. The other students will talk on one programme and the process of shooting their programmes.

Week	Date	Unit Theme	Activity
5th	02.11.2016-09.11.2016	Nourishment	Prepare a TV programme on health and lifestyle or Prepare a cooking programme on describing a special dish in your country
6th	09.11.2016-16.11.2016	Community	a TV programme/news on community service activities like reading to blinds or visiting patients at the hospital (it could be an interview with an imaginery/real person working in a community service or students may shoot a short movie giving a social message like visiting nursing house)
7th	16.11.2016-23.11.2016	Space	Choose a city and prepare a Tv programme to introduce the city. (location, history, climate, economy, population, tourist attractions, food)
8th	30.11.2016-02.12.2016	PRESENTATION	

Students will submit their final product to their teacher on the presentation day.