Examining Power-Sharing in English Preparatory School Environment

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ABSTRACT

The aim of this research was to examine the level of power sharing in the language classes of English Preparatory School at Eastern Mediterranean University from the perspective of different variables.Survey method was adopted as the major design of the research. The research was also supported with concurrent triangulation mix research method that includes semi-structured interview questions based on teachers and students. 136 students at EPS whose native language was Turkish were chosen randomly from different levels and they were asked to fill in the power sharing scale for quantitative data analysis. 20 of them were chosen randomly from different levels to answer semi-structured interview questions. 20 instructors were chosen randomly from different levels to answer semi-structured interview questions.When power sharing is analyzed overally, the result appears to be in between 2 and 3 according to the likert which is closer to "it is mostly applicable to me". On the other hand, course content decisions score is the lowest and in-class activities and duties decisions scores are the highest. It can be said that from students' perspectives while instructors consider power sharing in terms of other dimensions, they do not consider power sharing in terms of course content. This might be due to the strict policy implemented by the School Administration which gives the authority to the Syllabus Unit for the decisions to be taken regarding the content. It is utmost important for the instructors to stick on the decisions that the Syllabus Unit takes regarding the content. The reason for the in-class duties and in-class activities scores to be higher can be because of the flexibility that the instructors have regarding those dimensions. These are the areas that School Administration can not interfere.

Keywords: Learner-Centered Teaching, Power-Sharing, English Preparatory Classroom.

ÖZ

Bu araştırmanın temel amacı Doğu Akdeniz Üniversitesi Yabancı Diller ve İngilizce Hazırlık Okulu'nda, İngilizce hazırlık eğitimi sınıf ortamlarında güç paylaşımı düzeyinin belirlenmesini ve bu düzeyin çeşitli değişkenler açısından incelenmesidir.

Araştırmada Doğu Akdeniz Universitesi İngilizce Hazırlık Okulu'nda öğrenci merkezli yaklaşımın detayları incelenecektir. Bu bağlamda, sınıf içerisindeki öğretmen-öğrenci rolleri ne durumdadır; sınıf içi kuralların ve sınıf içinde yer alan aktivite çeşitlerinin belirlenmesinde karar verme mekanizması nasıl çalışır; öğrencilerin hangi konularda söz hakkı vardır gibi konuların incelenmesi hedeflenmektedir.

Özetle bu araştırma, İngilizce hazırlık eğitimi sınıf ortamlarında güç paylaşımı düzeyinin belirlenmesi ve bu düzeyin ceşitli değişkenler açısından incelenmesinin yapılmasıdır. Araştırmada Oruç (2014) tarafından geliştirilen "Güç paylaşımı düzey belirleme ölçeği" kullanılmış ve bunun yanında öğretmenlere ve öğrencilere yarı yapılandırılmış mülakat uygulanmıştır. Veriler, Doğu Akdeniz Üniversitesi Yabancı Diller ve İngilizce Hazırlık Okulu öğrencilerinden güç paylaşımı düzey belirleme ölçeği ve aynı zamanda öğretmen ve öğrencilere yarı yapılandırılmış mülakat uygulanarak toplanmıştır. Bu araştırmanın örneklemini ana dili Türkçe olan 136 hazırlık öğrencisi oluşturmaktadır. Bunların arasından gönüllü olan 20 kişi ile görüşme gerçekleştirilip nitel veriler elde edilmiştir. Aynı zamanda, Hazırlık Okulunda görev yapan 20 öğretmen ile görüşme yapılıp güç paylaşımı hakkındaki görüşleri alınmıştır. Güç paylaşımı genel olarak değerlendirdiğinde sonuçlar 2-3 arasında çıkmıştır. Bu da

gösteriyor ki genel anlamda sonuçlar güç paylaşım ölçeğinde "bana oldukça uyuyor" bölümündedir. Öte yandan sınıf içi konu içeriği karar değerleri en düşük çıkarken, sınıf içi görev ve aktivite karar değerleri en yüksek çıkmıştır. Öğrencilerin bakış açısına göre öğretmenlerin ders içeriği konusunda güç paylaşımını uygulamazken, diğerlerinde güç paylaşımını göz önünde bulundurdukları söylenebilir. Bunun nedeni Hazırlık Okulu Müdüriyetinin ders içeriği belirleme konusundaki tüm yetkiyi müfredat takımına vermiş olmasından ve öğretmenlerin müfredat takımının belirlediği ders içeriğine sıkı sıkıya bağımlı olma mecburiyetinden kaynaklanabileceği sonucuna varılabilir. Sınıf içi görev ve aktivite kararlarının yüksek çıkmasının sebebi de öğretmenlerin bu alanlarda daha insiyatif kullanma haklarının olmasından dolayı olabileceği sonucuna varılabilir. Bu konular okul yönetiminin çok fazla müdahale edemeyeceği alanlardır.

Anahtar Kelimeler: İngilizce Hazırlık Eğitimi, Öğrenci Merkezli Eğitim, Güç Paylaşımı

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INTRODUCTION

21st century is undergoing through constant changes with the effects of globalisation and implementation in technology on education sciences. This necessitates efforts into curriculum, requiring a shift from teacher centered curricula to learner centered curricula (Weimer 2004, Zeki-Sonyel 2014). This process involves developing the new ways on existing knowledge and new forms of transferable skills and knowledge that brings success in education and work.

English language teaching is also evolving all the time, particularly alongside advances in technology. Adaptation to change is a critical development issue in Universities in high education since meeting broader range of needs requires continuous change and development.

Power sharing in classroom in learner-centered curriculum is a challenge for both teachers and students. The learner-centered framework provides a conceptual structure to guide research and inquiry about curriculum. Knowledge acqusition and development of effective reasoning through traditional ways are not considered as appropriate ways for students (Immordino-Yang & Damasio 2007). Despite this, existing curricula at higher education programs do not feed the students' needs in an environment where technology is changing continously (Candella, Dalley & Benzel-Lindley 2006).

In accordance with changing needs of human society, learning systems and higher education programs across the world in relation to knowledge, skills and values are also changing. With these changes in teaching and learning process, education systems are also becoming complicated and the roles of students and teachers are producing a shift in society from industrialisation towards an information-based society (Dale 1999, Tikly 2001, Chinnamma 2001, Orazbayeva 2016).

All of these changing needs require higher education institutions to develop and foster new forms of knowledge, skills and responsibilities. This can be achieved through moving from content oriented curricula which is teacher centered, to process oriented and performance based curricula which is learner centered (Candella, 2006; Hains & Smith 2012, Zeki-Sonyel 2014). Since education plays an important role in human society, it is expected that it takes so many shapes and progresses along with developments in educational sciences. If the future of society depends upon democratic participation and the continuous developing global knowledge base, then the quality of teaching must equip the world with active responsible citizens who are ready to take on tomorrow's challenges. Power sharing in learner-centered education is important in ensuring this.

Studies regarding learner centred teaching indicate that learners need to take active roles during their learning processes. In order for learners to take active roles during their learning processes; there need to be a shift in the power of roles. Learners are expected to be more active than the instructors to develop autonomy. This could be possible by providing more opportunities for learners in decision making mechanisms. Learner centred teaching requires instructors to give learners more control over their learning processes. This control is not only embedded through learners' active

involvement into the class activities but necessitates involvement into decision making processes about their learning both inside and outside the classroom (Weimer, 2002). Learner centred teaching requires power to be shared among administration, instructors and learners. Administrators and instructors are expected to give learners more control over their learning by involving them into decision making processes (Weimer, 2002). However, research indicates that teachers resist against shifting power to learners. Oral (2013 cited in Holliday, 2005) indicated that instructors are not sharing power with learners even in learner centred teaching classrooms today. Doyle (2011) indicated that teachers perceived power sharing as a threat to their authority in class and to their formal teaching role; hence, they are scared of sharing power with learners. Teachers believe that they provide benefits to learners by taking all the decisions and by being responsible for everything in class. However, they are not aware of how much control they practice over learners' learning and how much dependent they make them to themselves (Depaepe, De Corte and Verschaffel, 2012).

1.1 Statement of Problem

Formal traditional teaching style or specifically "*teacher-centered instruction*" has been dominant form in the English Preparatory classrooms in the Eastern Mediterranean University (EMU). Development is challenging for the high education universities and the role of teachers in making that change happen is also critical.

Power sharing classroom in learner-centered framework provides a conceptual structure to guide research and inquiry about curriculum or (ESL) classes. Needs for change in educational practices has been resulted in a significant amount of literature that devoted to the student centered learning and to power sharing. According to Weimer (2002), in learner-centered education sharing more power with our students

means allowing them to make more decisions about assignments, course policies, and course content, and even evaluation processes.

When considering the significance of learner autonomy in foreign language learning, power sharing becomes a highly important issue. Language learners are expected to develop autonomy in order to enhance their language learning outside the class as well. Therefore, power sharing and student involvement into decision-making mechanisms become an important teaching/learning approach in language schools.

English Preparatory School at Eastern Mediterranean University has presumably been applying learner centred teaching approach and has given significance over active student involvement in learning activities. However, power sharing in decision making is another important dynamic that needs to be examined and integrated into the curriculum and teaching-learning processes at the school.

1.2 Significance of Research

There is a tendency to apply learner-centered approaches in language learning, since learners are expected to take active roles and more power while learning a foreign language. When considering the English Perpetratory School at EMU, the issue of learner-centeredness and power-sharing seems worth to be investigated. The approaches implemented at the English Prepatratory School are analyzed. The philosophy of the program is written to be learner centered. However, the approach implemented seems to be teacher-centered. This dilemma is forming a problem which is to be researched. Experienced educators claim to value student-centered learning, yet the values, as evidenced in practice, are often teacher-centered. The purpose of this paper is to increase awareness of the inconsistencies between espoused values, and

values in practice, effecting teacher and student power relationships during the facilitation of experiential programs.

Without sufficient knowledge in power-sharing classroom strategies, teachers may begin their careers striving to manage, as they were managed (Clement 2010: p.42). Providing research study with guiding focus on power sharing in the language classes of English Preparatory School at Eastern Mediterranean University (EMU) from the perspective of different variables can make educational changes in classrooms less stressful, more predictable and manageable, and more successful for all parties involved.

1.3 Aim of the Research

This study aims to examine the level of power sharing in the language classes of English Preparatory School (EPS) at Eastern Mediterranean University (EMU) from the perspective of different variables. Therefore power sharing is analyzed in terms of course content, in-class duty decisions, in-class rule decisions, learning process decisions, in-class activity decisions, measurement and evaluation process decisions. The theoretical foundation of this study drives from "*student-centered learning*" theory. This requires a constuctivist approach to learning which considers learning as a process based on constructivist instructional approaches, methods and teacher-learner roles. In the design of curricula for English learners and teachers, these are the main factors to be concerned.

1.4 Limitations of Research

This research is limited with 2016-2017 Academic Semester of English Preparatory School of EMU and factors that have been measured with the power sharing scale developed for this study. Methods of investigation is based on teacher and student in

the language classes of English Preparatory School. Therefore, the methods of investigation does not involve other programs, departments and other faculties of the EMU. Unfortunately, there have been very few studies of the management practices used by teachers implementing constructivist or student-centered instruction. This lack of empirical data, argues Martin (2004), "has left educators without clear direction and understandings of what knowledge and practices teachers utilize in creating and managing socially complex learning environments" (p. 406).

1.5 Questions to Address

The balance of power in classroom is celebrated throughout Learner-Centered instructions by Weimer (2002). In order to chanllange instructors (Weimer, 2002:p.23-24). She poses the following questions for disscussions on the power dynamics in the classroom, shown in table 1.

Table 1: Control check list in the classroom

1.	Who decides what (content) students learn in the course?
2.	Who controls the pace (calendar) at which content is covered?
3.	Who determines the structures (assignments, tests) through which the material will be mastered?
4.	Who evaluates (grades) the quantity and quality of the learning that has occurred?
5.	In the classroom itself, who controls and regulates the flow of communication, deciding who gets the opportunity to speak, when, and for how long?
6.	Who evaluates (grades) the quantity and quality of the learning that has occurred?
7.	In the classroom itself, who controls and regulates the flow of communication, deciding who gets the opportunity to speak, when, and for how long?

8.	Overall, who makes all (or even most) of the important decisions about learning for students?

Source: Weimer (2002), *"Learner-Centered Instruction*, the balance of power in the classroom, p. 23-24).

The word responsibility has great importance in terms of student-centered education. In order to talk about power-sharing, teachers should leave their traditional roles and act as facilitators to ensure this by giving students responsibilities. If teachers desire to increase the interest and attention to the course, they should involve students in the design or implementation process. Once students feel that they are respected by their teachers and that they can communicate, interact and constract knowledge; they will have more ownership and confidence over their own learning. When students have a say on the course, they will be honored. Here, power-sharing does not mean giving all the control regarding these decisions to the students but letting them have a say on them.

1.6 Definitions of Terms

Student centered learning has long been in the center of attention by educators, researchers and practitioners. Although the term "student centered education" has created confusion among the educators and researchers and led to many disagreements (Farrington, 1991); there are certain definitions which emphasize different aspects of student centered education.

1.6.1 Student-Centered Learning

There has been a considerable shift in higher education regarding the mission and purpose. This shift has been from "instruction paradigm" to "learning paradigm" where rather than the instructors transferring knowledge; students are meant to discover and contruct knowledge (Barr and Tagg, 1995). "A form of active learning"

was underlined by Brown (2008) where the emphasis is on student involvement and participation. Garrett (2008) defined learner centeredness from the perspective of "management style". This style offers a learning environment wherein responsibility and leadership are shared by the teachers and students for the purpose of creating a common community. Singh (2011) approached the issue defining student-centered learning (SCL) as a model. In this model, students are placed in the center of learning process whereas teachers are seen as a guide responsible for facilitating. Cooperation and collaboration are major items teachers focus on to enhance democracy and frienship among students.

Chapter 2

REVIEW OF LITERATURE

2.1 Historical and theoretical foundations of the student-centered education

The learner-centered approach reflects and is rooted in constructivist philosophy of teaching (Brown, 2008; McCombs & Whistler, 1997; Weimer, 2002, and Schuh,2003). The theoretical standing of student centered learning is often related primarily to the constructivist view of learning since it puts an emphasis on activity, discovery and independent learning (Carlile & Jordan, 2005). Theorists like John Dewey, Jean Piaget, and Lev Vygotsky whose collective work focused on how students learn is primarily responsible for the move to student-centered learning. Carl Rogers' ideas about the formation of the individual also contributed to student-centered learning.

Learner centered education, basis of which goes to the studies of Hayward in 1905 and Dewey in 1956 (O'Sullivan, 2003), is substantially based on constructivist approach by giving importance to activity, exploration and independent learning (Carlileand Jordan, 2005). Hence, teacher-centered teaching style has been replaced by learner-centered teaching style in higher education (McCombs & Whistler, 1997; Weimer, 2002).

2.2 Student-centered education program design

The theoretical foundation of this study drives from "*student-centered learning*" theory. This requires a constuctivist approach to learning which considers learning as a process based on constructivist instructional approaches, methods and teacher-learner roles. In the design of curricula for English learners and teachers, these are the main factors to be concerned.

2.3 Dimensions in student-centered education

Weimer (2002) suggested five basic variants so that learner centered education could happen. These variants are balance of power, the function of the content, the role of the teacher, responsibility of learning and evaluation (see Table 2). The taxonomic classification helps to examine evolutionary relationship and processes in a systematic way.

Table 2: Variants in research supporting five key changes

Taxonomy-1	Changes in the balance of power
Taxonomy-2	Changes in the function of course content
Taxonomy-3	Changes in the role of the teacher
Taxonomy-4	Changes in who is responsible for learning
Taxonomy-5	Changes in the purpose and process of evaluation

Source: Weimer (2002) Learner-Centered Teaching: Five Key Changes to Practice

The balance of power in the classroom is celebrated throughout *Learner-Centered Instruction* by Weimer (2002). In order to challenge instructors (Weimer, 2002: p. 23-24) poses questions for discussions on the power dynamic in the classroom. Weimer (2002) argues that by empowering students, teachers actually empower themselves and become coaches and counselors. There are some elements of the course design or

the syllabus over which the instructor will retain control. However, not all of the control. Similarly this study examines power sharing and its components and presents recommendations for power sharing practices in classroom environment.

Unlike the commonly accepted view, power is not a possession to be gained if another loses. Since the creative process involves new ways of using existing knowledge. Weimer (2002) reports that in learner-centered teaching and its developmental process, becoming self-directed occurs in stages, rather than in one single moment of transformation. Similarly, development and maturity of intellectual and interpersonal skills also take place in stages. Experiential learning that is the basis of constructivist approach requires taking responsibility. If students are given a chance to take the responsibility of their own learning and be involved in the decision making process regarding their own learning and also the teaching process, experiential learning may occur. It is the way to increase learners' responsibility. (Weimer, 2002).

2.3.1 Student (Learning) responsibility in student-centered education

According to Weimer (2002), "*The policy of educator is to create "intellectually mature, responsible, motivated learners*". If the teacher gives all the decisions for students, the students will not be able to be autonomous enough to become decision makers. The motivation factor will decrease if it is the teacher who takes all the responsibility for students own learning. The feeling of respect towards learning and the ability to function freely will become at a very low level when the teacher is in control. Weimer does nor suggest the idea that teachers should put away all their rules and structures. She rather underlines the importance of an environment which helps teachers to form autonomous learners (Weimer, 2002).

2.3.2 Role of the teacher in student-centered education

Weimer (2002) does not suggest to give all the responsibility to the students regarding the determination of course content and assignments. Weimer (2002) rather focuses on the idea of creating options for students. When students are involved in decision making process in terms of assignments and activities, the involvement to the course and its content will be higher.

Among Weimer's suggestions, the other researchers are also providing a variety of assignments to demonstrate learning the course outcomes (students choose a combination), negotiating policies about class participation, and letting students choose which material the teacher will review in class the period before a major test. According to Menges (1997), teacher's authority is not something that is to be questioned. Learners are dependent to the teacher. Hence, it is unlikely to talk about learning without the power of the teacher over the student.

The role of the teacher in a learner-centered environment is to be a guide who does not dominate but facilitates learning. In classes where teacher dominates learning, shallow approaches are taken by the students. However, for deep learning, implementation of active, cooperative, and inquiry learning strategies shoud be used by the teachers (Weimer, 2002). Weimer (2002) also suggests seven principles to guide the teachers in trying to develop a learner-centered classroom. The necessary framework is summarized in table below.

Table 3: Principles on guiding instructors in developing learner-centered classroom

Taxonomy-1:	Teachers do learning tasks less	Assign students some of the tasks of organizing the content, giving examples, summarizing discussions, solving problems, and drawing diagrams, charts, and graphs.
Taxonomy-2:	Teachers do less telling; students do more discovering	Give a quiz on your syllabus and policies without going over it first. Let students discover information in assigned readings without presenting it first or summarizing it later.
Taxonomy-3:	Teachers do more design work.	Design activities and assignments that move students to new skill levels, motivate engagement in the course content by doing the work of practitioners in the discipline, and that develop self-awareness of their learning of the content.
Taxonomy-4:	Faculty do more modeling	Demonstrate how a skilled learner (the teacher) continues to learn. Show them drafts of your articles, notes on your own reading in professional journals; talk aloud as you solve a problem, thereby revealing and modeling your thinking process
Taxonomy-5:	Faculty do more to get students learning from and with each other	Create work for small groups to do in class.

Taxonomy-6:	Faculty work to create climates for learning	Create a climate that promotes interaction, autonomy, and responsibility
Taxonomy-7:	Faculty do more with feedback	In addition to assigning grades, use other means of providing frequent feedback.

Source: Weimer (2002) Learner-Centered Teaching: Five Key Changes to Practice

Learner centered classroom is a place where teachers share their roles with the students while guiding them in terms of achieving their aims. (Black, 1993). According to Weimer (2002) teachers should not act as an information source but learn with their learners. Also using the techniques that will help students acquire the desired behavior is something that the teachers should do to make learners gain critical thinking abilities (Black, 1993).

2.3.3 The function of content in student-centered education

Weimer (2002) tried to challange thesis on "strong allagience to content blocks" that the way to more learner-centered teaching (p.46).

Learner-centered teaching puts a different role on the function of content shifting the function from covering to using the content. Content in learner-centered teaching adopts a significant role which is to help students develop their metacognitive abilities. Within this metacognitive ability there is self assessment and transfer of learning from one field to another. Students can take decisions regarding their needs and interests in student-centered education. (Brown, 2008).

2.3.4 Stages and evaluation process of student-centered education

According to Weimer (2002), the evaluation process is expected to highlight practices that put emphasis on learning not on grading. According to Weimer (2002), the following messages should be given to underline the content rather than the grade:

1. Evaluation related learning process should be the focus.

2. Stress and anxiety which caused by evaluation experiences should be reduced.

3. The difficulty level of the exams should not be to an excessive degree to scare students from the course or the career.

4. Do not design and apply exams which function as a trap for students. Instead,

5. Use more constructive feedback models which guide students to learn better and improve performance.

6. Rather than evaluative language, use constructive language and provide immediate feedback while commenting on the performance (Weimer , 2002, p11).

In summary, what and how students learn depends on how they are going to be evaluated. Evaluation is the most effective tool that a teacher can use in order to increase learning (Weimer, 2002). That is why evaluation methods give students the right signals. In this respect students should be involved in the evaluation activities. One of the student centered evaluation methods is self-evaluation that gives students responsibilities and power to control (Lea, Stephenson ve Troy, 2003). Peer evaluation is a student centered evaluation method that allows students to make critical judgements about their friends (Fry, 1990).

2.3.5 Balance of power in student-centered education

The literature portrays student-centered learning either as an opportunity where students are given choice for their education or as a learing process where students are much more active than instructors. Some have a wider look at the term which combines

choice and active learning including the balance of power between the student and the teacher.

The critical pedagogy offers a new way where teachers and students share the authority (Smith, 1977, Rogers, 1983). Power sharing concept is born from the criticisms that the teacher is the only authority and the information is reflected only from the teacher to the students (Shor, 1996). Too much authority owned by the teacher affects the motivation of the students negatively. Dependence on the teacher and unwillingness towards the course increase. In such an environment, it is impossible to talk about responsible learners. To in crease motivation, power should be balanced among students and teachers (Weimer, 2002).

Rogers (1983) underlines the need that required a change in the traditional classroom by exchanging power from teacher to student. This power exchange enables students to be responsible for their own learning sharing some of the power with the teacher where the teacher is in a guide position (Simon, 1999).

In summary, balance of power emphasizes the teacher authority that makes the learners depend on the teachers and that it decreases the motivation of students (Weimer, 2002). That is why it is suggested that the power should be equally balanced among teachers and students.

2.4 Classroom management in student centered education

Student-centered classrooms are now the norm where active learning is strongly encouraged. According to Weimer (2002), power sharing in the classroom drives learner centered education involving methods of teaching that shift the focus of instruction from the teacher to the student in order to make them active and critical

thinkers and importantly, decisions made by the instructor should be guided by student input. In a traditional classroom students become passive learners, or rather just recipients of teachers' knowledge and wisdom. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment. This is in contrast to student-centered teaching, also known as learner-centered education, broadly covering methods of teaching that shift the focus of instruction from the teacher to the student. Freiberg (2007) describes a learner centered classroom where students and teachers work cooperatively in a way that both sides have balanced needs and responsibilities. However, in a teacher directed classroom, it is the teacher who keeps all the authority himself by making students passive listeners and implementers of instructions.

The term "learner-centered" is somewhat akin to the "user-centered" focus of modern interface design. Here, the focus is on the needs, skills, and interests of the learner. Learner-centered is often accompanied by a problem-based approach, where the problems are picked so as to fit the interests and needs of the learners. In learner-centered teaching style the focus is on how students learn instead of how teachers teach (Weimer, 2002, and Wohlfarth 2008).

The student-teacher relationship is particularly elaborated upon by Brandes and Ginnis (1986). They present the main principles of student-centred learning as:

1. Learner has full responsibility for her/his learning,

2. Involvement and participation are necessary for learning,

3. Relationship between learners is more equal, promoting growth, development,

4. Teacher becomes a facilitator and resource person,

5. Learner experiences confluence in his education (affective and cognitive domains flow together) and

6. Learner sees himself differently as a result of the learning experience.

   In learner centered education, the focus is on students' needs, interests and capacities. This perspective provides motivation and success for learners (McCombs & Whisler, 1997, p. 9). Students should possess the feeling of responsibility towards their learning and be involved in the decision making process regarding curriculum.

There are differences among educators in terms of the way students learn to behave. While some educators possess the philosophy of teacher-centered education, some others do the same with student-centered education. (Willower, 1975). Rogers and Freiberg (1994) focus on the difference in terms of classroom management among teacher centered and student centered classrooms. Weimer (2002) talks about a learner centered classroom where students are given some power which makes them involved in the authority but while doing this it is underlined that the teacher does not lose his authority. In other words there is a balanced power sharing among teachers and students in which both the teacher and the students possess some power without losing their positions as teachers and students in terms of responsibilities.

Students have little choice in the big decisions that affect their learning experiences in higher education like assignment choices, classroom policies and assessments. Weimer (2002) underlines that teacher authority in educational contexts has become the expectation, creating both dependent, unmotivated learners as well as teachers who are unaware of the extent of control they exert in the classroom.

McCombs and Whistler (1997) state that learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration. To complement this shift in instructional approach, some school reformers and researchers propose a shift in classroom management approach.

For example, Rogers and Freiberg (1999) suggest that such a shift requires teachers to adopt a person-centered, rather than a teacher-centered, orientation toward classroom management, which features shared leadership, community building, and a balance between the needs of teachers and students.

Garrett (2008) found that the teachers think about the relationship between instruction and classroom management, but not in terms of using student-centered management to support their student-centered instruction. Rather, they thought about what management strategies were necessary to successfully implement a particular lesson. In power sharing development process, Weimer (2002) adopts a hypothesis, a theory or a tenet, assuming that changes come about gradually or that variation is gradual process in the teaching and learning environment. Whereas Kohn (1996) shows that a student-centered classroom placing emphasis on classroom community that students become responsible for their own learning and behavior.

Oruç (2014), Acat ve Oruç (2016) and Karafil (2015) examine power sharing and its components and presents recommendations for power sharing practices in classroom environment. In learner-centered approaches, they recommend that sharing power with the students make them active and critical thinkers. Power sharing enables a learning process in which classroom procedures, course content, classroom roles and assessment are negotiated. In a learner centered classroom, sharing power positively

affects students' learning and enhances their involvement and participation in their own learning.

2.4.1 Student-Centeredness in language learning and teaching methodologies

Communicative approaches to language teaching place emphasis on what learners know and can do with language, as well as what they want and need to do (Savignon, 1983). Student-centeredness is a foundational principle of communicative language teaching, which is "based on the premise that successful language learning involves not only knowledge of the structures and forms of a language, but also the functions and purposes that the language serves in different communicative settings" (Lightbown and Spada, 2006, p. 196). Student-centered instruction emphasizes the following principles:

1. Building on learners' experiences and strengths while also teaching them how to use specific learning strategies to accomplish their goals (Ellis, 2008; Nunan, 1988).

2. Focusing on the needs, skills, and interests of students while providing learning experiences that promote autonomy, choice, cooperation, collaboration, meaningful communication, and metacognitive awareness (Teachers of English to Speakers of Other Languages, 2009)

3. Providing opportunities for students to use the target language to negotiate meaning with teachers and other students in group work, project work, and task-based interactions while also providing guidance, modeling, and feedback about progress (Adams, 2008; Anton, 1999; Beckett, 2005; Crookes & Chaudron, 2001; Gutierrez, 2008; Lin & Chien, 2009; Morris & Tarone, 2003; Reder, 2005; Reder, Harris, & Setzler, 2003; Zeng & Takatsuka, 2009; Zhao & Bitchener, 2007).

4. Facilitating student work in pairs, in groups, or alone depending on the purpose of the activity, creating learning opportunities that mirror actual tasks in students' lives (Bell, 2004; Ellis, 2009).

5. Using "techniques that enhance students' sense of competence and self-worth" (Brown, 2001, p. 47).

Teacher-centered approaches have been described as emphasizing a passive transfer of knowledge from teacher to student, while student-centered approaches seek to engage students actively in learning in ways that are appropriate for and relevant to them in their lives outside the classroom.

2.4.3 Implications for curriculum design

The conceptualization of curriculum enactment, the learner-centered curriculum in ELT incorporates both learners and teachers (Numan, 1988) with different yet complimentary roles (Tudor, 1993). We should all develop strategies *"to bridge the gap between learning and instruction"* as suggested in Numan (1995, p. 133) in order to promote memorable and meaningful experiences that transcend the classroom. Although there have been efforts to include teachers' voices, the curriculum is still a top-down process, decontextualized and teachers are seen as implementers. Yet teachers and learners are not systematically consulted and teachers feel that, when consulted, their opinions are disregarded if they do not coincide with those of the curriculum developers.

According to Numan (1988), traditionally the curriculum has been regarded as a statement of what should be done in a course of study. The Learner-Centered Curriculum takes as its starting point from what is done by language teachers in their classes. Numan (1988) also develops a concept of the negotiated model in which the curriculum is a collaboration between teachers and students. Numan explore the

mismatch between the pedagogical intentions and plans of the educational institution, curriculum, teacher, and textbook, and the outcomes as realized through the skills and knowledge that learners take away from instructional encounters. Although there will never be a one-to-one relationship between teaching and learning, there are ways in which teachers and learners and teaching and learning can be brought closer. There has been a change from teaching to learning and this change affected power to be moved from the teacher to the student (Barr and Tagg 1995). Transmission of knowledge which considers the teacher as the focus of teaching has been the focus of criticism and this has created student centered learning as an alternative approach. However, despite widespread use of the term, Lea (2003) maintains that one of the issues with student-centred learning is the fact that 'many institutions or educators claim to be putting student-centred learning into practice, but in reality they are not' (p. 322).

Table 4 :Teacher and Student-Centered Learning Processes

| Teacher Centered (TC) | • Low level of student choice • Student passive • Power is primarily with teacher |
| Student Centered (SC) | • High level of student choice • Student active • Power primarily with the student |
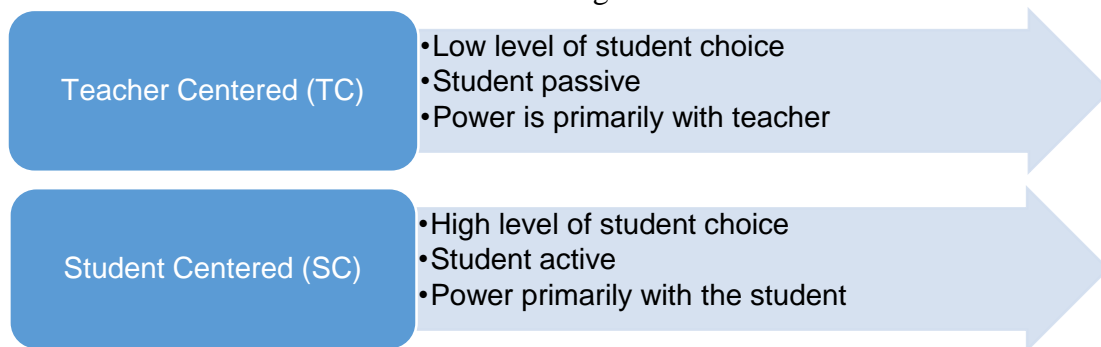
Source: O'Neill, G. & McMahon, T. (2005) Student–centered learning: What does it mean for students and lecturers?. O'Neill, G., Moore, S., McMullin, B. (Eds.) In *Emerging Issues in the Practice of University Learning and Teaching*. Dublin: AISHE.

According to O'Neill and McMohan (2005), learning is often presented in this dualism of either student-centred learning or teacher-centred learning. In the reality of practice the situation is less black and white. A more useful presentation of student-centered

learning is to see these terms as either end of a continuum, using the three concepts regularly used to describe student-centred learning (See Table 9).

In relation to curriculum design, student-centredness includes the idea that students have choice in what to study, how to study. Donnelly and Fitzmaurice (2005) design modules for learning highlight the importance of attempting to focus on the needs of the students at the early stage of curriculum design.

2.5 Balance of power in student-centred education management

Giving the authority to the teacher affects the balance of power negatively which also demotivates students while making them unwilling and dependent. An utmost importance should be given to equal balance of power sharing among teachers and students to enhance responsibility of their own learning. Another important point to be considered by the teachers is to provide opportunity to the learners to communicate. Unless there is an effective communication among teachers and students in a classroom environment, there is no platform for power sharing. (Croskey & Richmond, 1983).

2.5.1 Power-sharing in classroom management

Learner centered education requires active learners who takes part in power sharing. Students have much more control over power distribution and decision making. That is why it is highly important to focus on the role power dynamics in classroom. (Weimer, 2002). The paradigm shift from teacher to learning has brought about the shift of the power from teacher to student (O'Neill, 2005). According to Rogers (1983), shifting the power from teacher to students happened to be from the need to move away from traditional classroom where the students are passive to learner centered classroom where teachers are faciltators and guides (Simon, 1999). Rogers & Frieberg

(1994) discuss applications of the experiential learning framework to the classroom.

Creating this balance of needs facilitates a person-centered classroom (see Table

below).

Table 5: Experiential learning framework to the classroom

Teacher centered classrooms	Student centered classrooms
Teacher is the sole leader	Leadership is shared
Management is a form of oversight	Management is a form of guidance.
Teacher takes responsibility for all the paperwork and organization	Students are facilitators for the operations of the classroom
Discipline comes from the teacher	Discipline comes from the self
A few students are the teacher's helpers	All students have the opportunity to become an integral part of the management of the classroom
Teacher makes the rules and posts them for the students	Rules are developed by the teacher and students in the form of a classroom constitution or compact.
Consequences are fixed for all students	Consequences reflect individual differences
Rewards are mostly extrinsic	Rewards are mostly intrinsic
Students are allowed limited responsibilities	Students share in classroom responsibilities
Few members of the community enter the classroom.	Partnerships are formed with business and community groups to enrich and broaden the learning opportunities for students

Source. From Carl Rogers and H. Jerome Freiberg (1994). Freedom to Learn, 3rd Edition, p. 240. Columbus: Merrill Publishing.

Rogers and Freiberg (1994) show the four pro-social dimensions of person-centered classroom management. According to researchers student-centered classrooms foster student motivation through the four dimensions:

Table 6: Student motivation in student-centered classrooms

1	Social-emotional emphasis	they were trusted and respected—people cared about them
2	School connectedness	they were a part of a family
3	Positive climate	they felt their teachers were helpers, encouraging them to succeed and listening to their opinions and ideas
4	Self-discipline	they had opportunities to be responsible, with freedom and choices, but not license to do whatever they wished.

Source. From Carl Rogers and H. Jerome Freiberg (1994). Freedom to Learn, 3rd Edition, p. 240. Columbus: Merrill Publishing.

In summary, these four dimensions are inherent to a person-centered instructional and management framework, where teachers and students share classroom responsibilities and build meaningful relationships. Student-centered classrooms foster student motivation through the four dimensions These four dimensions are inherent to a student-centered instructional and management framework, where teachers and students share classroom responsibilities and build meaningful relationships.

According to Rogers and Freiberg (1994), freedom and choice are building self-discipline, a necessary foundation for more complex instruction, including cooperative learning, learning centers, and independent projects.

2.5.2 The purpose of power sharing in student-centered classroom

Education is a complicated, human endeavor. The term 'balance of power' is essential to foster learning responsibility in education. In order to have balance in the classroom, power should be shared between the teacher and the student. It is not the teacher who possesses all the authority as in the traditional classroom, instead it is shared with the students. Power sharing is made possible through responsibilities given to the students. Responsibility, coopration, conflict resolution, self time management and goal setting are learnt by students to enhance learning.

The term relationship is essential regarding teaching. This relationship is among students and teachers. Students work cooperatively while making decisions and all the other students are affected by their decisions. After decades of use, the behaviorist model has not caused significant changes in student behavior. Rather, it has limited the ability of the learner to become self-directed and selfdisciplined, a necessary condition for the use of more complex instruction in teaching and learning (Cohen, 1994; Eiseman, 2005; Freiberg, 1999a; Freiberg, Huzinec, & Lamb, 2008; Freiberg & Lapointe, 2006). Clearly an alternative is needed—one that creates an equilibrium between the learners' and the teacher's needs.

2.6 The concept of power in student-centered classroom management

Power, as a term commonly employed in a wide variety of academic disciplines, has a lot of different definitions from one discipline to another, or even within a given discipline (McCroskey and Richmond, 1983).

Considering the educational context, especially Colleg/University level, instructors and students frequently engage in a negotiation of power in the college classroom. In this way two conclusions can be evident in the learner-centered classroom atmosphere:

1. There is a balance between the teacher's wants and students' efforts and needs. The needs of both sides are in a balance in a way that trust and responsibility is shared and possessed both by students and teachers. (Freiberg & Lamb, 2009).

2. Students will feel themselves safe and this feeling of safety will help them increase their levels of creativity, intellectual curiosity and level of thinking, Cornelius-White (2007).

2.6.1 Arrangements on learning activities

According to Myers (1990), more advanced language learners can reflect upon their own learning objectives in a course by drawing up a learning plan. Such a plan focusses learners on articulating their personal learning goals for the course, and identifying the strategies, resources, and activities they might use to achieve them. For a helpful and interesting discussion of learning arrangements on learning activities, refer to Knowles (1986) and Myers (1990).

Learners input into decisions regarding the process and content of language learning can be encouraged through support for activities both suggested by learners, and actively designed and directed by them. Learning style inventories such as the one designed by Nunan (1988) are useful vehicles for soliciting information about the ways in which learners prefer to learn and learn best.

Knowledge of preferred learning styles can then be used by the facilitator in planning for a range of learning options or activity types. The main principle which underlies

the notion of learner autonomy is that learners who take charge of their own learning are not only more efficient, but ultimately more successful in the learning task (Knowles, 1975).

As teachers of adults most of us are committed in principle to the notion of learner independence and responsibility. However on a practical level, in the day to day activities of our ESL classroom, we are often confronted with dependent, passive, sometimes even resistant learners who are only too willing to let us assume total responsibility for managing their learning. Given this reality, we may find ourselves functioning as a non-authoritarian but otherwise traditional teacher.

2.7 Summary of literature review

The review of literature has provided background and valuable information covering the five main areas of this research. These variants are balance of power, the function of the content, the role of the teacher, responsibility of learning and evaluation. The historical perspective has sought to inform readers of the various, alternate theories of the power sharing on classroom management that have been researched and developed over the years.

Two basic trends in classroom management were evident: teacher-centered and student-centered. The interpretation of the term 'student–centred learning' appears to vary between authors as some equate it with 'active learning', while others take a more comprehensive definition including: active learning, choice in learning, and the shift of power in the teacher–student relationship. It is used very commonly in the literature and in University policy statements, but this may not be necessarily transferred into practice.The importance of having a student-centered focus in order to build

responsible, caring students who can be part of a classroom community was discussed. Maintaining the right balance is not an easy task it's up to us to figure out what works in our class.

From the review of literature, its appears that empowerment model for education is ultimately a win-win for both instructors and learners. The case for power-sharing in the classroom drives learner-centered instruction and hence students have to take responsibility for their learning and the role of the instructor shifts from one of leader to one of facilitator of learning. The research methodology of this study will be discussed below.

Chapter 3

METHODOLOGY

This chapter focuses on the research design, context, research questions and participants. It continues giving information about data collection insturments, procedures and analysis.

3.1 Research Design

Survey method was adapted as the major design of the research. In addition to this the research was supported with concurrent triangulation mix method. This research design was used "to confirm, cross-validate, and corroborate findings within a single study" (Creswell, 2003). As it is suggested by the concurrent triangulation strategy, the quantitative and qualitative data collection took place concurrently, in one phase of the study. The results of the quantitative and qualitative data collection was integrated during the interpretation phase to emphasize the convergence of the findings in strengthening the results (Creswell, 2003; Zeki, 2012).

3.2 Context

The Eastern Mediterranean University English Preparatory School provides quality language service to the University students. It is the EPS mission to offer students internationally recognised language qualifications. Registered students who are going to follow an English medium program sit for a Proficiency Exam and those who fail are streamed at Beginner, Elementary, Pre-Intermediate or Intermediate levels according to their scores. EMU is an Edexcel Assured accredited school which offers intensive and integrated skills based on basic English language courses to

undergraduate students to improve their English in order to cope with their courses at the department. 76 full time and 13 part time instructors were employed and approximately 460 students from Turkey and 62 students from North Cyprus were registered as the Turkish speaking students during Spring 2017.

3.3 Research Questions

This study aimed to focus on the following research questions:

Research Question 1: What is the level of power sharing at EMU, English Preparatory School in terms of:

a) course content decisions?

b) In-class duty decisions?

c) In-class rule decisions?

d) learning process decisions?

e) In-class activity decisions?

f) Measurement and evaluation process decisions?

Research Question 2: Are there any significant differences among the dimensions of power-sharing scores of EPS students at EMU English Preparatory School?

a) course content decisions?

b) In-class duty decisions?

c) In-class rule decisions?

d) learning process decisions?

e) In-class activity decisions?

f) Measurement and evaluation process decisions?

Research Question 3: What do the English Preparatory School instructors think about power sharing in terms of:

a) course content decisions?

b)   In-class duty decisions?

c)   In-class rule decisions?

d)   learning process decisions?

e)   In-class activity decisions?

f)   Measurement and evaluation process decisions?

Research Question 4: What do the English Preparatory School learners think about power sharing in terms of:

a)   course content decisions?

b)   In-class duty decisions?

c)   In-class rule decisions?

d)   learning process decisions?

e)   In-class activity decisions?

f)   Measurement and evaluation process decisions?

3.4 Participants

3.4.1 EPS Students

136 students at EPS whose native language was Turkish were chosen randomly from different levels (Beginner, Elementary, Pre-Intermediate, Intermediate) and they were asked to fill in the power sharing scale for quantitative data analysis. Among those 150 students 20 of them were chosen randomly from different levels to answer semi-structured interview questions to be used for qualitative data analysis on voluntary basis. The age of the participants ranged from 18 to 23. The nationality of the participants consisted of Turkish Cypriot and Turkish students from Turkey whose mother tongue was Turkish. The reason for this was to ensure that the participants were clear about the items in the scale and the questions asked during the interview.

3.4.2 EPS Instructors

20 instructors (12 female, 8 male) whose work experiences ranged from 12 to 25 years at EPS were chosen randomly from different levels (Beginner, Elementary, Pre-Intermediate, Intermediate) to answer semi-structured interview questions to be used for qualitative data analysis on voluntary basis.

3.5 Data Colection Instruments

3.5.1 Power-sharing Scale

Quantitative data (Research questions 1 and 2) was collected from the students through 'Power-sharing scale' (see Appendix 2) developed by Eylem Oruç (2014). The power sharing scale consisted of 26 items and 5-point Likert scale. The reliability of the scale have been studied and the scale was found to be reliable since the overall Cronbach Alpha value of the scale was found to be .89. For internal consistency The Alpha value is expected to be above .70. Approximately 150 Turkish-speaking students were chosen from Beginner, Elementary, Pre-Intermediate and Intermediate levels to implement the scale. The researcher personally administered the scale at every level to answer any questions raised by the participants and provided participants with sufficient amount of time to answer the questions.

3.5.2 Semi-structured interviews with EPS Instructors

Qualitative data (Research questions 3 and 4) was collected through semi-structured interviews conducted with 20 instructors (see Appendix 5). The instructors were chosen randomly from all levels. The researcher personally conducted the semi-structured interviews either in Turkish or in English according to the preferences of the EPS insturctors. The interview questions were formed on the basis of 6 dimensions (course content, in-class duty, in-class rule, learning process, in-class activity and measurement and evaluation process decisions) which were the dimensions of the

power-sharing scale. A natural conversation was held regarding participants' views on power-sharing in the language classes of English Preparatory School at EMU. See Appendix 5 for the sample guiding questions that were used during the interviews.

3.5.3 Semi-structured interviews with EPS Students

Qualitative data (Research questions 3 and 4) was collected through semi-structured interviews conducted with 20 volunteer students. The students were chosen randomly from all levels. The researcher personally conducted the semi-structured interviews in Turkish since the mother tongue of the participants chosen were Turkish. Participants other than Turkish speaking ones were excluded due the reson that their English level was not good enough to follow the instructions and answer the questions correctly. The interview questions were formed on the basis of 6 dimensions (course content, in-class duty, in-class rule, learning process, in-class activity and measurement and evaluation process decisions) which were the dimensions of the power-sharing scale.A natural conversation was held regarding participants' views on power-sharing in the language classes of English Preparatory School at EMU. See Appendix 4 for the sample guiding questions that were used during the interviews.

3.6 Data Collection Procedures

Data collection for this study was conducted during the Spring Semester of Academic Year 2016-17 at English Preparatory School of Eastern Mediterranean University. First, a thesis proposal was written and sent to the Graduate Institute. Secondly, ethical approval application form was filled in and sent to the Ethics Committee with participant consent forms attached for the approval. Once the application was approved by the Ethics Committee, a proposal (see Appendix 1) was given to English Preparatory School to get permission for the research to be carried out. It was indicated in the proposal that the power sharing scale was to be filled in by students from 17 to

34

19 April 2017 and the interviews with teachers and students were to be held from 20 to 28 April 2017. As indicated in the proposal, both the qualitative and quantitative data was collected during the stated dates. Appointments from instructors were taken for the scale to be implemented in their classes. The researcher visited all the classes and stayed there during the administration of the scale to answer all the possible questions from students. Right after that appointments from students and instructors were taken and all the interviews were held according to the schedule in an environment where they felt themselves relaxed and comfortable. The interviews lasted approximately 15-25 minutes.

3.7 Data Analysis

Quantitative data was analyzed through means and pairwise 't' techniques with SPSS 22 package program. The qualitative data was analyzed through content analysis which involves identifying, coding, categorizing, classifying and labelling the primary patterns or occuring themes in the data (Miles & Huberman, 1994; Patton, 2002). First, the researcher read all the transcribed interviews without taking any notes but highlighted the important elements regarding power-sharing. Next, the researcher read the transcriptions by taking marginal notes on the 6 dimensions (course content, in-class duty, in-class rule, learning process, in-class activity and measurement and evaluation process decisions) on which the power sharing scale and the interview questions were based. Therefore the categories of the transcribed data from both instructors and students were naturally based on these 6 dimensions. Within each category, the researcher paid special attention to the key words and themes that naturally emerged based on the literature of student centered education and power sharing. While working on the qualitative data, the frequency of the key words and

important remarks were also taken into consideration to be able to identify the important themes and sub-themes.

Chapter 4

FINDINGS

This chapter aims to present the quantitative findings analyzed through stastistical methods (t-test) and the qualitative findings analyzed through content analysis method. The first two research questions deal with the analysis of quantitative findings collected through power-sharing scale and the last two research questions deal with the analysis of qualitative findings collected through semi-structured interviews. Both the quantitative and the qualitative findings will be presented under the headings of research questions from 1 to 4 respectively.

4.1 Analysis of Quantitative Data

4.1.1 Findings Regarding Research Question 1

Research Question 1: What is the level of power sharing at EMU, English Preparatory School in terms of:

a)   course content decisions?

b)   In-class duty decisions?

c)   In-class rule decisions?

d)   learning process decisions?

e)   In-class activity decisions?

f)   Measurement and evaluation process decisions?

Table 7: Mean and standard deviations of power sharing in terms of 6   dimensions

	N	Mean	S
Course content	136	2,2880	.70928
In-class duties	136	3,0165	1.02974
In-class rules	136	2,8662	.95127
Learning process	136	2,8787	.96561
In-class activities	136	3,1930	.95353
Measurement and evaluation	136	2,7230	1.01556
Toplam	136	2,7916	.76568

The level of power-sharing at EMU English Preparatory School was analyzed in terms of 6 dimensions (course content decisions, in-class duty decisions, in-class rule decisions, learning process decisions, in-class activity decisions and measurement and evaluation process decisions) with a 5 likert scale. According to the analysis, power-sharing in terms of in-class activity (mean=3.1930) and in-class duty (mean=3.0165) is said to be at a good/higher level since the mean score is just above 3 (it is quite appropriate to me). In addition to these, power-sharing in terms of in-class rule decisions (mean=2.8662), learning process decisions (mean=2.8787) and measurement and evaluation decisions (mean=2.7230) can be said to be taking place at a lower level. On the other hand, the lowest level of power-sharing is said to be occuring in course content decisions. When power sharing is analyzed in terms of overall score; the mean for power sharing is 2.7916 which is between 2 and 3 (less appropriate to me and quite appropriate to me).

4.1.2 Findings Regarding Research Question 2

Research Question 2: Are there any significant differences among the dimensions of power-sharing scores of EPS students at EMU English Preparatory School?

a)   course content decisions?

b)	In-class duty decisions?

c)	In-class rule decisions?

d)	learning process decisions?

e)	In-class activity decisions?

f)	Measurement and evaluation process decisions?

Table 8: Pair wise t test analysis among the dimensions of power sharing scale

		Mean	SD	Mean Difference	SD	t	sd	p
Pair 1	Course content	2,2880	,70928	-,72855	,89970	-9,443	135	,000
	In-class duties	3,0165	1,02974					
Pair 2	Course content	2,2880	,70928	-,57819	,69600	-9,688	135	,000
	In-class rules	2,8662	,95127					
Pair 3	Course content	2,2880	,70928	-,59069	,78348	-8,792	135	,000
	Learning process	2,8787	,96561					
Pair 4	Course content	2,2880	,70928	-,90502	,74963	-14,079	135	,000
	In-class activities	3,1930	,95353					
Pair 5	Course content	2,2880	,70928	-,43505	,79664	-6,369	135	,000
	Measurement and evaluation	2,7230	1,01556					
Pair 6	In-class duties	3,0165	1,02974	,15037	,85554	2,050	135	,042
	In-class rules	2,8662	,95127					
Pair 7	In-class duties	3,0165	1,02974	,13787	,89018	1,806	135	,073
	Learning process	2,8787	,96561					
Pair 8	In-class duties	3,0165	1,02974	-,17647	,90170	-2,282	135	,024
	In-class activities	3,1930	,95353					
Pair 9	In-class duties	3,0165	1,02974	,29350	,98747	3,466	135	,001
	Measurement and evaluation	2,7230	1,01556					
Pair 10	In-class rules	2,8662	,95127	-,01250	,76184	-,191	135	,849
	Learning process	2,8787	,96561					
Pair 11	In-class rules	2,8662	,95127	-,32684	,72971	-5,223	135	,000
	In-class activities	3,1930	,95353					
Pair 12	In-class rules	2,8662	,95127	,14314	,78637	2,123	135	,036
	Measurement and evaluation	2,7230	1,01556					
Pair 13	Learning process	2,8787	,96561	-,31434	,70907	-5,170	135	,000

	In-class activities	3,1930	,95353					
Pair 14	Learning process	2,8787	,96561	,15564	,85453	2,124	135	,035
	Measurement and evaluation	2,7230	1,01556					
Pair 15	In-class activities	3,1930	,95353	,46998	,82075	6,678	135	,000
	Measurement and evaluation	2,7230	1,01556					

There is a significant difference between course content decisions scores and in-class duty decisions scores of students in favour of in class duty decisions scores (t= -9.443, p= .000). There is a significant difference between course content decisions scores of students and in-class rule decision in favour of in-class rule decisions scores (t= -9.688, p= .000). There is a significant difference between course content decisions and learning process decisions in favour of learning process decisions (t= -8.792, p= .000). There is a significant difference between course content decisions and in-class activity decisions in favour of in-class activity decisions (t= -14.079, p= .000). There is a significant difference between course content decisions and measurement and evaluation process decisions in favour of measurement and evaluation decisions (t= -6.369, p= .000). There is a significant difference between in-class duty decisions and in-class rule decisions in favour of in-class duty decisions (t= 2.050, p= .042). There is not any significant difference between in-class duty decisions and learning process decisions scores of students (t= -1.806, p= .073). There is a significant difference between in-class duty decisions and in-class activity decisions in favour of in-class activity decisions (t= -2.282, p= .024). There is a significant difference between in-class duty decisions and measurement and evaluation decisions in favour of in-class duty decisions (t= 3.466, p= .001). There is not any significant difference between in-class rule decisions and learning process decisions (t= - 191, p= .849). There is a

significant difference between in-class rule decisions and in-class activity decisions in favour of in class activity decisions (t= -5.223, p= .000). There is a significant difference between in-class rule decisions and measurement and evaluation process decisions in favour of in-class rule decisions (t= 2.123, p= .036). There is a significant difference between learning process decisions and in-class activity decisions in favour of in-class activity decisions (t= -5.170, p= .000). There is a significant difference between learning process decisions and measurement and evaluation decisions in favour of learning process decisions (t= 2.124, p= .035). There is a significant difference between in-class activity decisions and measurement and evaluation process decisions in favour of in-class activity decisions

(t= 6.678, p= .000).

4.2 Analysis of Qualitative Data

In this section, the findings collected through semi-structured interviews are presented both in table as categories and themes and the related explanations are done accordingly with the excerptions/citations from the participants.

4.2.1 Findings Regarding Research Question 3

Research Question 3: What do the English Preparatory School instructors think about power sharing in terms of:

- a) course content decisions?
- b) In-class duty decisions?
- c) In-class rule decisions?
- d) learning process decisions?
- e) In-class activity decisions?
- f) Measurement and evaluation process decisions?

English Preparatory School instructors' thoughts regarding power-sharing in terms of course **content decisions** were analyzed and the following themes were obtained as given in the table below:

Table 9: EPS instructors' thoughts regarding course content decisions

Theme 1:	Neither instructor nor student involvement (20 instructors)
Theme 2:	Instructors' concerns regarding students' eligibility for content decisions (13 instructors)
Theme 3:	Instructors have willingness to be involved (8 instructors)
Theme 4:	Instructors desire to partially involve students (7 instructors)
Theme 5:	Instructors feel safe (20 instructors)

According to Theme 1 shown in the table above (Table 9), neither instructors nor students are involved in the content decisions process. Syllabus Unit prepares weekly objectives and outlines that the instructors need to follow and cover. At the beginning of each Academic Semester, instructors are given an informative booklet which outlines what to be done and covered every single week. The name of the book, page numbers, grammar topics, vocabulary, writing topics are given in the booklet. The instructors have no option to add or remove anything from the syllabus. The following excerpt can be given as an example for the reasons of no instructor or student involvement into content decisions:

> "*It is the Syllabus Unit that gives us the content we have to cover during the Semester. Therefore neither teachers nor students can contribute the process.*" (EPSI1)

According to Theme 2 shown in the table above (Table 9), 13 out of 20 instructors have concerns regarding students' eligibility for content decisions. Due to the reason that students are not proficient enough in English language, they will not be able to decide the content they have to learn. Most of the instructors believe that it is the

school's duty to decide about the content. Students should receive the information given to them by their teachers without any contribution. If students are given the chance to contribute content decisions process, they might want to learn inappropriate things or things below or higher than their levels. The following quotations can be given as examples for the reasons why instructors are concerned with students'eligibility regarding course content decisions:

> *"If I had the chance to involve my students in course content decisions, I wouldn't let them get involved in the process because they are not capable or eligible enough to decide what to learn. They may also require to run before they learn how to walk." (EPSI18)*
> *"Students are not experienced enough to decide on such serious issues. It is the teachers' and school administration's duty to make decisions about course content." (EPSI17)*

According to Theme 3 shown in the table above (Table 9) 8 out of 20 instructors have willingness to contribute course content decisions. Almost all of these 8 teachers indicated that they know their students' needs and interests better because they are the ones who see them every day. However, due to the reason that the school administration is sensitive on this isuue, they can not omit any single topic from the syllabus. They think that administration and sylabbus unit should consider instructors' feedback and opinions more seriously and instructors should have the right to contribute. The following words can be given as examples for the reasons of why instructors have willingness to be involved in course content decisions:

> *"We have students from different cultures and most of them are from traditional backgrounds. How can I motivate 15 male Arabic students to write an essay about trends and fashion. This is just an example. At the end of each year the Syllabus Unit gets feedback from teachers. However, it is the school administration who takes course content decisions. Most of the teachers at EPS are not happy with portfolios and portfolio topics but the system refuses to omit portfolio tasks from the syllabus. This shows that teachers at EPS do not have the right to contribute the content decisions." (EPSI2)*

According to Theme 4 shown in the table above (Table 9) 7 instructors out of 20 would like to partially involve their students in course content decisions. They believe that the target is students so the system should reflect their needs and expectations. Here the word involvement is not full involvement, it is partial. When students are directly given what writes in the syllabus it will be similar to spoonfeeding. However, if they feel free to express their expectations from the course, that would prepare them for the real world better. All these 7 teachers believe that students should have the right to be partially involved in the process. Due to the reason that most of the students are coming from traditional backgrounds, it might be ordinary for them to be in a teacher or system directed classroom. However, these teachers claimed that it is the utmost duty of the University to prepare all these students for the global and modern world. While teaching them something, it is important to teach them become responsible from their own learning and taking responsibility means giving decisions or contributions to decisions. The following citations can be given as examples for the reasons of why instructors have willingness to be involved in course content decisions:

> *"Education should not be spoonfeeding. We are the ones who should teach students to take responsibilities and let them take some decisions. In other words, I am not saying that we should let students decide what to learn or not learn. Of course not! Here the important and I think the most crucial point is that, it is very very important to create autonomous learners. But in such a system directed environment, it is nearly impossible to do that. Students should be given a chance to reflect their own ideas and expectations abour the course content." (EPSI14)*
> *"What a funny question! Even I as a teacher do not have the chance to contribute the course content decisions. How can I involve my students under these circumstances. To tell you the truth it is very necessary to make students feel valuabe and adults. To maintain this, we have to give them some options or lets say chance to contribute every single issue regarding their education. I believe that course content is one of the most important decisions and students should have a limited contribution." (EPSI1)*

According to Theme 5 shown in the table above (Table 9), 5 out of 20 teachers feel safe when they are given a syllabus to follow by the Syllabus Unit. Due to the reason

that there is a multicultural environment in EPS, it would be very difficult for the teachers to have that responsibility regarding course content. These instructors indicated that it is really difficult to make everyone happy. So, once the teachers have a certain syllabus that they need to follow, they feel more secure and safe. This syllabus enhances safety. They reported that if they had the freedom to involve students in the decision making process, they would not be able to deal with students' different expectations and keep things in balance. So, having a written and certain syllabus makes them feel safe and comfortable in front of their students. The following words can be given as examples for the reasons of why these instructors feel safe when they do not involve their students in course content decisions:

> "*I can not imagine myself getting my students ideas about the course content because there are a lot of students in classes and it would be unbearable to hear different and sometimes or may be often unnecessary or meaningless expectations from students. When I tell them that we have to cover a certain topic because it is the administration's decisions, I feel really safe and comfortable. Thanks God we have a syllabus that we have to follow.*" (EPSI16)

English Preparatory School instructors' thoughts regarding power-sharing in terms of **in-class duty decisions** were analyzed and the following themes and were obtained as presented in the table below:

Table 10: EPS instructors' thoughts regarding in-class duty decisions

Theme 1:	**Partial student involvement (12 instructors)**
Theme 2:	**Full student involvement (5 instructors)**
Theme 3:	**No student involvement (3 instructors)**

According to Theme 1 shown in the table above (Table 10), 12 instructors out of 20 reported that there is partial student involvement in class duty decisions in their classes. They outlined that when the general rules are set by the instructor, it is important to ask for students contributions. The aim of these teachers is to give their students a kind of freedom in choosing their classroom representatives, their partners to work with, their duties and roles in a pair or group work. They believe that it is important to let students take such decisions themselves but of course this freedom is limited with the teacher's instructions. Once students can choose their partners to work with or decide who the speaker or note-taker will be, they feel more confident and motivated. So, the results will be more satisfying and fruitful. The following quotations can be given as examples for the reasons of why these instructors partially involve their students in class duty decisions:

> *"Of course I am the one who decides on the duties in general. However, this does not mean that I do not let my students involve in the process. When I decide to make a speaking activity, I tell them to choose their partners and their roles in the activity. Are they going to be a speaker or a note taker? I generally let them decide on these issues. Do you know what I noticed? They become more enthusiastic and enjoy what they are doing more than the times when I decide on the duties only by myself. My aim is to enhance learning and if letting them become more active participants to the process increase the outcomes, why shouldn't I do it. I do everything for the sake of my students. But of course there are some conditions where I put the rules myself and they respect that." (EPSI15)*
> *"I am sometimes the decision maker but I sometimes let my students help me in the decision making process regarding in class rules decisions. This helps me increase the enthusiasm and willingness of my students. They feel themselves as one of the authorities in classroom and this feeling makes them happy." (EPSI2)*

According to Theme 2 shown in the table above (Table 10), 5 out of 20 instructors indicated that there is full student involvement in class duty decisions in their classes. These teachers reported that due to the reason that teachers' main target is to create confident and decision maker people for their future lives, it is utmost important to fully involve students in duty decisions process. According to these instructors when

students are passive and just apply what the instructor says, they will not be able to have confidence while taking decisions about their future careers. When students take some responsibility in duty decisions, they feel more valueable and respected individuals. While choosing their duties, they prefer such things that they are good at and they can reflect themselves better. These teachers also indicated that it is the instructor's duty to know their students strengths and weaknesses, so these instructors sometimes guide their students indirectly to take part in such duties that they are not very confident with in order to decrease these weaknesses by practice. The following words can be given as examples for the reasons of why these instructors fully involve their students in class duty decisions:

> *"When you force your students to do things that they do not want to, the outcome is always not satisfying. Once you give them a chance to be fully involved in the duty decisions process such as working as an individual or working with a partner, being a speaker or the secretary in a group or pair work activity, representing the whole class in school meetings, preparing food (what kind of food) on special occasions like charity day and food day; they feel much more comfortable and the results are always much more satisfying. It is very very important to enhance learning by giving students some responsibilities and freedom in choosing their duties."* (EPSI2)

According to theme 3 shown in the table above (Table 10) 3 out of 20 instructors reported that they do never involve their students in the in class rule decisions process. These instructors outlined that involving students in duty decisions process has nothing to do with learning better or learning more. They think that it should be the instructor's duty to decide whose duty will be what because it is the instructor who knows his or her students' weaknesses or strengths. Once students are involved in the decision making process they will choose such duties that they are very comfortable with so they will not be able to improve their weak points. These instructors also indicated that they prefer to teach in a teacher-directed classroom where most of the decisions are made by instructors to save time and energy as exemplified below:

"If I am going to involve my students on every single issue, what is my position then? I am the teacher and I am the boss, I should be the one who decide who is going to do what. Students usually misuse all such opportunities and freedom that their teachers give them. So I believe that it is essential to decide the duties myself. I have enough problems like trying to motivate them all the time so I don't want any other problems. When I give duty decisions I believe that everything works better and they understand that they should obey my decisions." (EPSI11)

"I don't think that students should be involved in the duty decisions process because our classes are very crowded and it will be time consuming. When I give these decisions I save time and energy. I am the teacher so I should decide the duties myself." (EPSI5)

English Preparatory School instructors' thoughts regarding power-sharing in terms **of in-class rule decisions** were analyzed and the following themes and sub-themes were obtained as given in the table below:

Table 11: EPS instructors' thoughts regarding in-class rule decisions

Theme 1:	No student involvement (11 instructors)
Sub-theme1:	Students are not mature enough (aware enough) to make in-class rules
Sub-theme 2:	Instructors feel the necessity to be the authority in class (bossy, controller)
Sub-theme 3	In cases of disobedience or dissatisfaction, discussion may be held for adaptation
Theme 2:	Full student Involvement (4 instructors)
Sub-theme 1:	To create a cooperative environment in classroom, rules are established together
Sub-theme 2:	To make learner autonomy stronger by giving authority to students
Sub-theme 3:	To ensure that students feel respected
Theme 3:	Partial student involvement (3 instructors)
Sub-theme 1:	The main rules are set by the instructors.

Sub-theme 2:	Students are asked to reflect their ideas for contribution.
Theme 4:	**No rules are set (1 instructor)**
Sub-theme 1:	Borders are assumed to be known by the members of the class just like in natural society.
Sub-theme 2:	Students are mature enough to understand the teacher's expectations.
Theme 5:	**Depending on students' profile (1 instructor)**
	Students are engaged in the rule setting process depending on their profile.(willingness or unwillingness to contibute to the rule setting process)

According to Theme 1 shown in the table above (Table 11) 11 instructors out of 20 who have been interviewed indicated that students are not involved in the rule-setting process at all. It is the instructors setting the rules and students are expected to obey these rules. Some of the instructors also indicated their justifications regarding why students are not involved in the rule-setting process and these are given as the sub-themes. Some of them believe that students are not mature enough to decide what kind of rules should be established, whereas some others feel the necessity to be the authority or the controller of the classroom. Only three of the instructors indicated that in cases of disobedience or dissatisfaction, students might be asked to reflect their ideas and opinions about the rules that have been set for adaptation. The following three excerpts can be given as examples for the reasons why the students are not involved in class rule decisions:

> "*I like being the only authority in class and to be honest, I like the idea of being bossy*"(EPSI11)
> "*Students are not mature enough to contribute the rule setting process*" (EPSI19)
> "*There is no any specific reason. I have never thought about this issue before. This is the first time that I am considering this due to the reason that you asked me this question*" (EPSI17)

According to Theme 2 shown in the table above (Table 11) 4 instructors out of 20 who have been interviewed reported that students are fully involved in the rule-setting process. Rules are established together to create a cooperative learning environment in classroom. When students are actively engaged in the rule setting process, all 4 instructors stated that they attempt to enhance learner autonomy through full student involvement. One instructor emphasized that students feel respected when they are asked to make the rules together with the instructor. The following two quotations can be given as examples for the reasons why the students are fully involved in class rule decisions:

> *"We set the rules together. This is a good way because you show that you respect them" (EPSI20)*
> *"I give them the authority to set the rules together. Learner autonomy will become stronger in such a classroom" (EPSI6)*

According to Theme 3 shown in the table above (Table 11) 3 instructors out of 20 who have been interviewed underlined that students are partially involved in the rule setting process. The main rules are set by the instructors and students are asked about their ideas and feelings about those rules. They are also asked if they would like to contribute. Instructors give them the chance to reflect their ideas and add or remove some rules by giving reasons. All these three instructors stated that when students contribute to the rule setting process, they obey these rules more. The following two citations can be given as examples for the reasons why the students are partially involved in class rule decisions:

> *"I put the main rules myself but there are some rules that we discuss together"(EPSI5)*
> *"I tell them my rules and then I ask them what they expect me to set as a rule" (EPSI13)*

According to Theme 4 shown in the table above (Table 11) 1 instructor out of 20 who have been interviewed indicated that she does not set any rules at all. Borders are

assumed to be known by the members of the class just like in natural society. She stated that students are mature enough to understand the teacher's expectations. Therefore there is no need to establish any rules. Students should be aware of their responsibilities. The following citation can be given as an example for the reason why no rules are set at all:

> *"I do not put any rules because they are mature enough to understand what I expect from them and they should be aware of their own responsibilities" (EPSI1)*

According to Theme 5 shown in the table above (Table 11) 1 instructor out of 20 who have been interviewed indicated that students are engaged in the rule setting process depending on their profile. If the instructor observes that students are enthusiastic in becoming part of the rule setting process, the instructor let them participate in the process. However, if it is observed by the instructor that students are not willing to contribute to the process, the instructor just sets the general rules and let students know about those rules. The following explanation can be given as an example for the reason why students are engaged in the rule setting process according to their profile:

> *"If I notice that they are enthusiastic about setting the rules with me, I let them help me. But sometimes I don't let them help me because they seem like they don't care and they don't have that enthusiasm" (EPSI16)*

English Preparatory School instructors' thoughts regarding power-sharing in terms of in-class learning process decisions were analyzed and the following themes were obtained as presented in the table below:

Table 12: EPS instructors' thoughts regarding learning process decisions

Theme 1:	No student involvement (17 instructors)
Theme 2:	Partial student involvement (3 instructors)

According to Theme 1 shown in the table above (Table 12), 17 out of 20 instructors reported that they can not involve their students in learning process decisions because of the syllabus. They have to stick on the objectives prepared by syllabus and make students ready for every kind of detailed items written in the syllabus. Almost all these 17 instructors indicated that there will be a chaos if students are asked to contribute the decision making process regarding learning process because everybody has different way of learning. Some students learn better while listening, some students learn better while reading. So it is almost impossible to integrate every expectation into the plan. Another reason for no student involvement is that, students need to be able to speak, listen and understand what they hear and write in English. So, it is really important to integrate every skill into the program. It is the duty of people who are educated in this field to decide on the learning process, not the students. The following quotation can be given as an example regarding why there is no student involvement in learning process decisions.

> *"Students are expected to read, write, listen and speak in English. So, it is impossoble to involve them in the decision making process because there should be an integrated program and once students are involved in the process there will be chaos and may be lack of variety and integration. So, we have to follow the objectives written in the syllabus. We have to stick on the objectives." (EPSI10)*

According to Theme 2 shown in the table above (Table 12), only 3 instructors indicated that they partially involve students in the learning process decisions process. They reported that they prepare the weekly plan with their teaching partners and if there is some time left, they do involve their students by asking about their needs and expectations. They also underlined that this partial involvement usually takes place during the revision week because during the standard teaching hours there is not much time left for the involvement. However, these 3 instructors are very sensitive about the needs of their students and as far as time and syllabus allow, they try to involve their

students in the decision making process. They mentioned that it is not because they do not prefer to fully involve their students into the process, it is because of the time limit and heavy syllabus. The following words can be given as an example regarding why there is partial student involvement in learning process decisions.

> *"Personally I love involving my students in most of the issues regarding their own learning because our target is our students. However, it is not always possible to do that with this heavy and strict syllabus. We need to cover a lot of skills and I rarely have time to involve my students in the decision making process regarding learning process. I ask them how they would like to practice Past Simple for example. But as I said before this is not always possible. Specially during the Semester. At the end of the Semester which is revision week I always ask them how they would like to practice a certain topic. I wish I had more chance to involve my students."* (EPSI1)

English Preparatory School instructors' thoughts regarding power-sharing in terms of in-class activity decisions were analyzed and the following themes were obtained as presented in the table below:

Table 13: EPS instructors' thoughts regarding in-class activity decisions

Theme 1:	Partial student involvement (20 instructors)
Sub-theme1:	Activities are usually set by the instructors (20 instructors)
Sub-theme 2:	In cases of unwillingness and boredom, activities may be adapted or completely changed (20 instructors)

According to Theme 1 shown in the table above (Table 13), students are partially invoved in the in class activity decisions. 20 out of 20 instructors indicated that due to the reason that they have to follow a syllabus given by the Syllabus Unit, they have to cover the activities indicated in the syllabus. Moreover, all the instructors have teaching partners who share the same class. If one of the partners do not cover the objectives, than her or his partner will have difficulty with the following tasks.

However, despite all these those instrictors stressed that once they notice their students get bored during an activity or doing it unwillingly, they may adapt or change it. For instance if the instructor is doing a writing activity and notices that the students are tired and bored, he or she may ask students to choose another activity parallel the similar objective in order to increase the students' motivation. Some of those instructors reported that while doing a grammar activity students might feel tired and bored and due to this reason they ask students what they want to do for 10-15 minutes and if the majority of the class says that they want to do some speaking activity including the grammar topics they are dealing with, the instructors take their students' opinions into consideration as exemplified below:

> *"Due to the heavy syllabus we as teachers have to follow our plans and do the activities that are written in the syllabus. Our classes are very crowded and it is almost impossible to make everybody happy and motivated. But sometimes while doing a reading or a grammar activity, students feel very bored and sometimes exhausted. So, we have to switch to another activity that students. If my class is only interested in vocabulary activities, I do not have that luxury to focus on vocabulary only. We have an integrated program and it is not possible to do similar activities that students are happier with all the time. However, I try to involve my students to the decisions process when necessary." (EPSI1)*
> *"We have teaching partners and we have to follow a certain program in order to be able to cover the topics in the syllabus. For example, while doing a speaking activity on past simple, if I notice that nobody is speaking because they are bored or tired with the activity, I ask about their ideas and partially involve them in the decision making process regarding activities. If the majority of the class desires to do a grammar activity on past simple, I respect their decision as long as it is related with our objective which is practicing past simple. We do some grammar acivities to increase the motivation and willingness, and then turn back to the speaking activity. This time the students speak more because they see that I respect their feelings and moods. But of course it is not something that we can do all the time." (EPSI13)*

English Preparatory School instructors' thoughts regarding power-sharing in terms of measurement of evaluation process decisions were analyzed and the following themes were obtained as presented in the table below:

Table 14: EPS instructors' thoughts regarding measurement and evaluation process decisions

Theme 1:	**Neither instructor nor student involvement (20 instructors)**
Theme 2:	**Instructors desire to be involved into the process (16 instructors)**
Theme 3:	**Instructors' appreciation regarding the work done by Testing and Syllabus Units (3 instructors)**
Theme 4:	**Instructors' dissatisfaction regarding the evaluation system (20 instructors)**
Theme 5:	**Instructors' concerns regarding the eligibility of students for measurement (20 instructors)**

According to Theme 1 shown in the table above (Table 14), neither students nor the teachers are involved in the measurement process. It is the testing and syllabus units who decides on the measurement instruments. The following quotation can be given as an example regarding why there is no instructor or student involvement in measurement and evaluation process.

> "*Neither teachers nor students are involved in the process because it is the t-testing and sylabbus units who decides everything regarding measurement a and evaluation*" (EPSI1)

According to Theme 2 shown in the table above (Table 14), 16 out of 20 instructors indicated that they would like to have a say about the exam questions and that they would like to contribute. All the measurement instruments such as : Portfolio topics, English lab, Mid-term exam, Final Exam, Speaking exam, Proficiency exam are selected/prepared/written and decided by the syllabus and testing units. The following

two citations can be given as examples for the reasons why the instructors desire to be involved in measurement and evaluation decisions decisions:

> *"To tell you the truth I would like to have a say about the measurement and evaluation process. I am the one who goes into the classroom and teaches 4 hours a day. So, it should be me who knows my students best" (EPSI2)*
> *"Actually I would love to contribute to the decisions process because I teach during the semester and I should have the right to express my ideas about the issue" (EPSI13)*

According to Theme 3 shown in the table above (Table 14), all the interviewed instructors underlined that testing and syllabus units do their best to create something in common, fair, standardized, reliable and valid for all students at English Preparatory School. Moreover 4 out of 20 instructors indicated that they are also happy with the current system because they lack of responsibility. They stressed that it is not the instructor to be blamed about the type of questions in the exam or the portfolio topics they have to write about during the semester. The following two explanations can be given as examples for the reasons why the instructors appreciate the work done by Testing and Syllabus Units:

> *"Due to the reason that we are a big institution, we need a centralized system for the exams and also evaluation and all kind of measurement instruments. Therefore Testing and Syllabus Units do their bests to create something valid, reliable, common and fair for all students at EPS" (EPSI16)*
> *"I am happy that I lack of responsibility regarding measurement and evaluation process decisions because students can not blame me for getting low grades or beg me for more grades. I directly send them to the administration if they want to complain anything regarding measurement and evaluation" (EPSI12)*

According to theme 4 shown in the table above (Table 14), all the interviewed teachers indicated that only portfolio topics are read by the instructors themselves which means that each teacher reads his/her class portfolio papers. Therefore they have the chance to evaluate the papers according to a standardized criteria. However, all those

instructors indicated that they sometimes do not have the chance to see their own students' exam papers and evaluate them. This happens because of the evaluation system at EPS. Due to the reason that every student's exam paper is read by 2 instructor for fairness, it is the testing unit who decides which teachers will read which class' papers. All the interviewed teachers are not happy with the current evaluation system. The following two excerpts can be given as examples for the reasons why the instructors are dissatisied with the evaluation system:

> *"We read our students portfolios and assess them according to a criteria given by Testing Unit. However, we sometimes do not have the chance to read our own students exam papers because all the partnerships for grading are arranged by the Testing Unit. I think it is not fair. As the class teacher, I need to see and know what my students produced in the exam and I have to be one of the teachers who assess my students' papers." (EPSI2)*
> *"I feel myself just like a robot who is programmed to teach only. I do not have the right to contribute the evaluation decisions process." (EPSI13)*

According to theme 5 shown in the table above (Table 14), almost all the instructors indicated that students are not eligible enough to be involved in the decisions regarding measurement and evaluation. Moreover, they underlined that in such a big institution where huge number of students are dealt with, the measurement is expected to be centralized with no student involvement due to validity and security reasons. Another reason why they find the system reasonable is that it makes their academic lives easier. The following two explanations can be given as examples for the reasons why the instructors are concerned with students' eligililiy regarding measurement and evaluation decisions process:

> *"How can a student be involved in the measurement and evaluation decisions process? Are they eligible enough for that? I don't think so. It is the school's duty to decide on such issues." (EPSI19)*
> *"No way! We are a big institution and we have so many students. If they contribute the process, there will be chaos because the exam and evaluation need to be centralized and also they are not capable of deciding such important things. They are just students." (EPSI11)*

4.2.2 Findings Regarding Research Question 4

Research Question 4: What do the English Preparatory School learners think about power sharing in terms of:

a)   course content decisions?

b)   In-class duty decisions?

c)   In-class rule decisions?

d)   learning process decisions?

e)   In-class activity decisions?

f)   Measurement and evaluation process decisions?

English Preparatory School students' thoughts regarding power-sharing in terms of course content decisions were analyzed and the following themes were obtained as given in the table below:

Table 15: EPS students' thoughts regarding course content decisions

Theme 1:	No student involvement (16 students)
Sub-theme1:	Students happiness and satisfaction with the current system
Sub-theme 2:	Students' willingness to be involved
Theme 2:	Partial student Involvement (4 students)

According to theme 1 shown in the table above (Table 15), 16 out of 20 students reported that their teachers follow a certain plan and act accordingly. Whenever teachers are asked to focus on something different than the objectives in their plans, they apologise from students and reject teaching or focusing on the topic areas required by students. All these 16 students indicated that their teachers do not have any

flexibility to satisfy their students' further or extra needs. Some of these students are happy and satisfied with the current system. They reported that their teachers know the best and it is the teachers' duty to decide on these serious issues. They also mentioned that students are not capable enough to know what topic areas they need to learn. That is why their teachers should be the only authority regarding course content decisions. However, some of these 16 students mentioned that they would like to be part of the decision making process because they are the ones who pay money for the school and their needs should be satisfied. They indicated that students should not be like robots who are programmed, they should have a say on these issues but neither the system nor the teachers give them a chance to express their opinions. If they were given a chance they would contribute to the process and express their further needs and expectations. The following two quotations can be given as examples for the reasons why the students are not involved in the course content decisions process:

> *"Of course it is the teacher who should decide about the course content. I am a student, how can I know what I should learn. If I knew all these things, I would not be here. I want my teacher to be the authority because I have no idea about this kind of decisions. I am happy." (EPSS13)*
> *"I pay money for this University. When you pay money you should have a say on some issues. In the future I am going to be an engineer. I sometimes ask my teacher some terms regarding engineering but she refuses to answer my questions. She says that we have to follow a certain syllabus so we do not have time to focus on extra things. If I want to learn something extra, I can't. I think this is not fair. Students should be involved in the decision making process because we are the ones who are receiving service." (EPSS4)*

According to theme 2 shown in the table above (Table 15), 4 out of 20 students reported that there is partial student involvement regarding course content decisions in their classrooms. They mentioned that their teachers are very sensitive on their students' needs and they always find extra time to satisfy their expectations. When they would like to learn something different than written in the syllabus their teachers do not reject them, they try to cover those topics may be not fully but at least partially.

This sensitivity makes students happy and more satisfied. They indicated that they are happy because they are aware of the fact that their teachers respect and value them despite of the strict school system. The following explanation can be given as an example for the reasons why students feel happier when they are partially involved in the course content decisions process.

> *"I feel lucky because my teacher is very positive and flexible. Whenever we ask something different than the course content he always tries to answer our questions. He loves and cares for us. We are not just students for him, we are human beings who have feelings and expectations. I am very happy." (EPSS17)*

English Preparatory School students' thoughts regarding power-sharing in terms of in-class duty decisions were analyzed and the following themes and were obtained as presented in the table below:

Table 16: EPS students' thoughts regarding in-class duty decisions

Theme 1:	Partial student involvement (16 students)
Theme 2:	Full student involvement (2 students)
Theme 3:	No student involvement (2 students)

According to Theme 1 shown in the table above (Table 16), 16 out of 20 students indicated that their teachers partially involve them in class duty decisions process. Sometimes it is the teacher who decides who is doing what and sometimes the teachers let their students choose what kind of duties they would like to do. All of these 16 students mentioned that they are very happy with the current conditions because they are sometimes given that freedom to choose their duties. During the times that their

teachers give them duties, these students reported that they do not complain or feel unhappy because they know that their teachers respect them and value them. The following quotation can be given as an example for the reasons why students are comfortable and happy with the partial involvement in the course content decisions process.

> *"My teacher sometimes gives us the duties herself. I am not unhappy with that because she sometimes lets us choose our own duties. If she always assigned the duties herself, I would be very unhappy because I don't prefer doing things that I am not happy with. We are sometimes given that option to choose our duties and that makes all my friends happy and motivated."* *(EPSS9)*

According to Theme 2 shown in the table above (Table 16), 2 out of 20 students reported that there is full student involvement in their classes. They said that they are happy because it is themselves who assign their own duties and their teachers let them free in chosing their duties. This freedom makes them feel relaxed and much more motivated. They reported that their teachers are the best teachers at school because they do not have so many rules and that they are not strict. When the teacher is flexible and let students free in some cases, students feel much more responsible for the course and the teacher. The following words can be given as an example for the reasons why students are very happy with the full student involvement in the course content decisions process.

> *"My teacher is the best teacher at school because she gives us freedom in choosing our duties. I feel valueable because I am not a machine. My teacher says that there are some things that we have to obey like the syllabus or exams so she prefers letting us free in duties decisions. I think that every teacher should be like my teacher. I have friends from other classes and they have very strict teachers who give all the decisions themselves and my friends are not happy with this."* *(EPSS17)*

According to Theme 3 shown in the table above (Table 16), 2 out of 20 students indicated that there is no student involvement at all regarding in class duty decisions

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in their classes. These 2 students mentioned that they are happy because they do not know how to give such serious decisions. When their teachers give these kind of decisions, they feel more relaxed because they do not like taking responsibilities. One of these 2 students reported that she will be happier if her teacher sometimes asked their ideas but she also mentioned that she does not have any compaints regarding the current conditions in her class. These 2 students reported that they are used to be in teacher directed classes where teachers are the only authorities. The following words can be given as an example for no student involvement in the course content decisions process.

> *"My teacher is the boss. She gives these decisions herself and we are not involved in the decision making process regarding in class duties decisions. I am not complaining because it is very normal. Of course teachers know the best for their students and it has been like this since elementary school. So, I am ok with that." (EPSS13)*

English Preparatory School students' thoughts regarding power-sharing in terms of in-class rule decisions were analyzed and the following themes and sub-themes were obtained as given in the table below:

Table 17: EPS students' thoughts regarding in-class rule decisions

Theme 1:	**Partial student involvement (15 students)**
Theme 2:	**No rules are set (3 students)**
Theme 3:	**No student involvement (2 students)**

According to Theme 1 shown in the table above (Table 17) 15 out of 20 students indicated that they are partially involved in the in class rule decisions process. At the very first they of the school some of the rules are put by their teachers and some of them are decided together. Most of these 15 students reported that it is very good to take part in the rule setting process because those rules will be obeyed during a whole Semester. So, when they have a say on that issue, there will be more democratic environment in classroom. Most of them agreed that once they have contribution to the rule setting process they obey those rules more. Neither of these students indicated any wish to be fully involved in the process. They are happy with being partially involved in the decision making process. The following quotation can be given as an example for partial student involvement in the in-class rule decisions process.

> *"It was the first day of school. My teacher entered the classroom and introduced himself. He talked about the rules of the University and then he told us some rules that we have to obey in classroom during the Semester. Then he asked if we would like to add or remove some rules by giving reasons. I personally felt very happy and I expressed my idea about some new rules and after that day I felt more sensitive for the rules. I obeyed every single rule that we discussed in class. I also obeyed the other rules that the teacher put himself." (EPSS20)*

According to Theme 2 shown in the table above (Table 17) 3 out of 20 students reported that neither their teachers nor the students put any rules at all. All these 3 students mentioned that no word regarding rules were pronunced by their teachers. When these students were asked this question they were surprised because they have never experienced this with their teachers. They reported that there is no need to put rules and that students are aware of their responsibilities and they know what they should or should not do from their past experiences. Moreover, these students underlined the importance of being natural. Putting so many rules makes people tense and minimizes the respect to their teachers. They believe that they are mature enough to know how to behave, what to do or not to do in their classes. The following quotation

can be given as an example to the reason why no rules are set regarding in class rule decisions.

> *"We are adults, not children. We have elementary and secondary school experiences. So, there is no need to put any rules. We, as students are not involved in the rule setting process because no rules are set by the teacher nor the students. We naturally know what we can and can't do in a classroom. Everything happens naturally." (EPSS7)*

According to Theme 3 shown in the table above (Table 17) 2 out of 20 students mentioned that students are not involved in the in class rule decisions process. These 2 students indicated that they have strict and bossy teachers and every kind of decision is taken by their teachers. Both of them mentioned that it is normal because it is the teacher who is the authority in class. They also reported that if they were involved in the decision making process they would be happier but they said that they are not unhappy with the current system. The following words can be given as an example why there is no student involvement in the in class rule decisions process.

> *"My teacher is very strict and authoritarian. She likes acting as a boss in class and she is the one who puts all the rules by herself. If I were given a chance to be involved in the rule setting process I would be happier but I am not unhappy with the current system. This is my teacher's choice and I respect her." (EPSS15)*

English Preparatory School students' thoughts regarding power-sharing in terms of in-class **learning process** decisions were analyzed and the following themes were obtained as presented in the table below:

Table 18: EPS students' thoughts regarding learning process decisions

Theme 1:	No student involvement (14 students)
Theme 2:	Partial student involvement (6 students)

According to Theme 1 shown in the table above (Table 18), 14 out of 20 students indicated that there is no student involvement in the learning process decisions. These students underlined that they have been informed about the heavy and strict syllabus that their teachers need to follow. Therefore they are aware of the fact that it is not their teachers' choice not involving them in the process. They reported that it is because of the school system and they accepted this fact as it is. Most of them mentioned some skills that they do not find useful. However, they do not have anything to say due to the syllabus prepared by school administration. These students know that it is the school administration who decides on these issues and that even their teachers can not change those things in the syllabus. That is why when their teachers ask them to write an essay, they do not complain. They know that the same or similar thing is done in next classroom as well. The following excerpt can be given as an example for the reason why there is no student involvement in learning process decisions.

> *"My teacher informed us about the syllabus and she said that we have to follow what is written in the syllabus. She told us that we are responsible from all skills like listening, speaking, writing and reading. So, she has to do all of them in class. What can the teacher do? She is right. It is the school Administration who decides." (EPSS13)*

According to Theme 2 shown in the table above (Table 18), 6 out of 20 students indicated that they are sometimes involved in the learning process decisions. They reported that when their teachers do revision in class, they ask their students which topic and which skill they would like to practice. So, students are partially involved in the decision making process, specially during the revision week. The following quotation can exemplify how students are partially involved in the learning process decisions process.

> *"During normal days, my teacher focuses on the skills and topics written in the syllabus. When she has extra time and specially during the revision week she always asks us how we would like to practice past simple for example. This is good." (EPSS7)*

English Preparatory School students' thoughts regarding power-sharing in terms of in-class activity decisions were analyzed and the following themes were obtained as presented in the table below:

Table 19: EPS students' thoughts regarding in-class activity decisions

Theme 1:	Partial student involvement (20 students)

According to Theme 1 shown in the table above (Table 19), all 20 students indicated that they are partially involved in the in-class activity decisions process. All these students mentioned that their teachers sometimes ask them what kind of activity they would like to do in terms of pair work, group work, individual work, speaking, reading, writing, vocabulary. These students reported that it is usually the teacher who decides on the activities. However, they sometimes notice that their students are not happy with the current activity or they feel bored. So, they feel that necessity to ask for their students' ideas and decide on the activity together. Most of the students are happy with their teachers attitutes towards them regarding the activity selection because they are not mature and eligible enough to decide all kind of activities with their teachers. Being invoved in the process in cases of boredom or need is sufficient enough for these students. The following two quotations can be given as examples why students are partially involved in the in-class activity decisions process.

> *"My teacher usually chooses the activities herself, she decides on the process. But when she notices that we are bored or tired, she asks about our ideas. So this means that she sometimes involves us in the activity selection process. It is normal." (EPSS15)*
> *"My teacher sometimes asks what kind of activity we would like to do. I do not have any problems with that. Am I clever enough or mature enough to decide every kind of activity? Of course not. If I were, I wouldn't need any teachers." (EPSS20)*

English Preparatory School students' thoughts regarding power-sharing in terms of in-class **measurement and evaluation process** decisions were analyzed and the following themes were obtained as presented in the table below:

Table 20: EPS students' thoughts regarding measurement and evaluation process decisions

Theme 1:	No student involvement (15 students)
Theme 2:	Partial student involvement regarding measurement decisions process (5 students)

According to Theme 1 shown in the table above (Table 20), 15 out of 20 students reported that there is no student involvement in measurement and evaluation decisions process. All these 15 students indicated that it is the school Administration who takes all these decisions regarding measurement and evaluation. These students were aware of the fact that their teachers can not involve students because the teachers are not involved as well. So, it is impossible to be involved neither as students nor teachers. These students indicated that they would like to have a say speacially on measurement decisions process. The following quotation can exemplify no student involvement in measeurement and evaluation decisions process.

> *"Neither us nor our teacher has an idea about what will come in the exam. We are just informed about the format of the test but we have no right to reject. We are the ones who have to learn all those things, so we sould have the right to say something about question types, topic areas... It is not fair." (EPSS4)*

According to Theme 2 shown in the table above (Table 20), 5 out of 20 students reported that they are partially involved in the measurement decisions process in terms of portfolios. All these 5 students indicated that they have portfolio tasks and they can

choose their partners themselves for the recording task in their portfolios. As the

portfolios are part of the assessment and a measurement instrument, they are happy

that they choose their partners they work with. They also mentioned that they have the

right to correct their mistakes and it makes them feel good. The following words can

be given as an example for partial involvement in measurement decisions process.

> *"We don't have any chance to say anything about the format of the test or the evaluation process. The only thing we can do is that we choose our partners during the recording activity in our portfolio tasks. This is nice. We also have the chance to correct our mistakes." (EPSS9)*

Chapter 5

DISCUSSION AND CONCLUSION OF FINDINGS

5.1 Disucssion and Conclusion of Findings

When power sharing is analyzed overally, the result appears to be in between 2 and 3 according to the likert which is closer to "it is mostly applicable to me". The studies conducted by Oruç (2014) and Karafil (2015) support the findings of this study in terms of overall analysis of power sharing. They also found out that the level of power sharing among instructors and students in English Preparatory Schools is at an average level. On the other hand, course content decisions score is the lowest and in-class activities and duties decisions scores are the highest. Very similar findings were obtained by Oruç (2014) in terms of content and in class activities. It can be said that from students' perspectives while instructors consider power sharing in terms of other dimensions, they do not consider power sharing in terms of course content. This might be due to the strict policy implemented by the School Administration which gives the authority to the Syllabus Unit for the decisions to be taken regarding the content. It is utmost important for the instructors to stick on the decisions that the Syllabus Unit takes regarding the content. The reason for the in-class duties and in-class activities scores to be higher can be because of the flexibility that the instructors have regarding those dimensions. These are the areas that School Administration can not interfere.

In parallel to the quantitative data, qualitative data obtained from both the instructors and the students support the findings regarding power sharing in terms of content decisions. 20 out of 20 instructors interviewed indicated that there is neither instructor

nor student involvement in terms of course content decisions. Similar to the views of the instructors, 16 out of 20 students interviewed reported that students are not involved while decisions are taken regarding course content. 13 out of 20 instructors stated that they have concerns with the eligibility and capability of students in involving them into course content decisons. However, 7 of the instructors said that they have desire to partially involve students in decision making process. 8 out of 20 instructors indicated their willingness as teachers to be involved in the decision making process regarding content. Alhough some teachers have willingness to be involved as themselves and involve their students in the decision making process, 5 teachers stated that they feel safe when they are not involved in the process because of the multicultural environment where students have different expectations. Quantitative analysis obtained from students show that the power sharing in terms of in-class activities and in class duty decisions is said to be at a good level. Qualitative data obtained both from the instructors and the students support this result since 12 instructors indicated that they partially and 5 of them fully involve their students in in-class duty decisions. In parallel to this, 16 students reported that they are partially and 2 students are fully involved in the decision making process regarding in-class duty. Pair wise t test analysis results also show that course content scores of students are significantly lower than other power sharing dimensions. This shows that course content scores are the lowest. In parallel to this, Weimer (2002) also indicates that giving options to students in terms of course content is more helpful than giving all the responsibility to the students. Numan (2008) reported that due to the reason that neither instructors nor students are systematically consulted in the curriculum decisions process, teachers feel that when they are consulted, their opinions are disregraded if they do not coincide with those of the curriculum developers. Numan (2008) concludes

that although there have been efforts to include teachers' voices, the curriculum is still a top-down process and teachers are seen as implementers. Similarly, 8 of the interviewed teachers in this study also indicated their willingness to be involved into the process but despite this, they only implement what is written in the content. Bell (2004) and Ellis (2009) indicate that facilitating student work in pairs, in groups or alone depending on the purpose of the activity create learning opportunities that mirror actual tasks in students' lives. In parallel to this view, students in this study also indicated their higher involvement of in-class duty and activity decisions both quantitatively and qualitatively.

In-class duties scores are significantly higher than in-class rules and also measurement and evaluation scores. So, it can be said that instructors have more flexibility with in-class duties decisions. In-class rules decisions and measurement and evaluation decisions are much more strict than in class duties decisions. However, in-class duty decisions scores are lower than in class-activity decisions scores. By considering this difference, it can be said that instructors have more freedom with in-class activity decisions. Therefore instructors said to be having more opportunity to involve their students in activity decisions process.

In-class rule decisions scores are lower than in-class activity scores whereas in-class rule decisions scores are higher than measurement and evaluation decisions scores. Instructors seem to be more strict and limited in establishing in-class rule decisions compared to in-class activity decisions. However, in-class rule decision scores are higher than measurement and evaluation decision scores. This can be due to the fact that there is a Testing Unit that centralizes measurement and evaluation processes by taking decisions for the whole school. This fact causes instructors to be limited with

the power sharing in terms of measurement and evaluation processes. The reason for in-class rule decision scores to be lower than in-class activity decision scores might be because of the instructors' teaching and learning approach. 11 out of 20 interviewed instructors similarly indicated that they do not prefer to involve their students into the rule setting process because they believe that students are not mature enough to set rules and they feel the necessity to be the authority in class. According to the qualitative data, 15 students reported that they are only partially involved into in-class rule decisions process whereas 3 of them stated that no rules are set and 2 of them said that they are not involved at all. It is noticeable that there is no full student involvement according to the interviewed students' views. In contrast to the findings in this current study, Weimer (2002) underlined the fact that if it is the teacher making all the rules on behalf of students, it becomes very difficult to create autonomous learners who can make their own decisions. Weimer (2002) further indicates that the teacher authority in educational contexts has become the expectation to create dependent and unmotivated learners as well as teachers who are unaware of the extent of control they exert into the classroom. Shor (1996) supports this by emphasizing that too much authority owned by the teacher affects the motivation of students negatively.

While learning process decision scores are lower than in-class activity decision scores, they are higher than measurement and evaluation decision scores. It might be because of the fact that instructors do not have that authority to determine or adapt learning outcomes. However, Brandes & Ginnis (1998) and Weimer (2002) strongly underline the importance of involving students into their own learning processes by giving them responsibilities and opportunities for involvement. Measurement and evaluation decision scores are lower than learning process decision and in-class activity decision scores due to the reason that all the rules and regulations regarding measurement and

evaluation decisions are given by the centralized Testing Unit of English Preparatory School. This centralized approach prevents both the instructors and students to do power-sharing about measurement and evaluation. According to the qualitative data, 20 out of 20 instructors interviewed also indicated that neither instructors nor students are involved in the measurement and evaluation decisions process. All the interviewed instructors expressed their dissatisfaction regarding the evaluation system and 16 of them emphasized their desire to be involved into the decision process. Interestingly, 20 out of 20 instructors seemed not to believe in the necessity of power sharing in terms of measurement and evaluation since they indicated their concerns regarding the eligibility of students for measurement processes. 15 out of 20 interviewed students indicated that there is no student involvement in measurement and evaluation process decisions whereas 5 of them reported that they are partially involved in the measurement and evaluation decision processes. The reason that measurement and evaluation decision scores are not the lowest in the quantitative data analysis and also the reason that 5 students mentioned the partial involvement in qualitative analysis is that, when they are given the portfolio tasks, some of the students are set free to choose their partners to work with or correct their own mistakes. In contrast to the findings obtained from English Preparatory School, the literature on assessment and evaluation emphasizes the importance of power that should be given to students in terms of self-evaluation (Brown, 1994; Weimer, 2002; Lea, Stephenson and Troy, 2003; O'Neill and McMohan, 2005).

5.1.1 Recommendations for implementations

This study has shown that power-sharing concept is being underestimated by the EPS Administration. It is mostly the school administration that decides on the main dimensions (course content, learning process, measurement and evaluation decisions).

Since there is a trend towards student centered education approaches in education and one of the effective ways of acheiving this is through giving students some autonomy, responsibility and opportunities for self regulation and decision making, power sharing is expected to be given utmost consideration by the EPS Administration. It is significant that students and instructors are expected to be given more flexibility and power in taking decisions regarding content and measurement and evaluation processes. Both parties should be able to make adaptations to a certain extent to the content and evaluation elements in order to feel more motivated, valued and belonged. Moreover, learning becomes more meaningful when these dimensions take the needs and the interests of the parties involved.

5.1.2. Recommendations for further research

. Students whose mother tongue is not Turkish can be involved in the study by getting help from translators (Arabic language translator) to increase the number of participants (sample).

. With a wider population, it can also be examined whether there are significant differences of power sharing in terms of 6 dimensions at different language levels (Beginner, Elementary, Pre-Intermediate, Intermediate).

. Some instructors and students can be involved in the study from Foreign Languages Division to help us see things from wider perspective. By involving them we can be able to see if there are some differences regarding power-sharing between Preparatory School Administration and administration at departments.

. This study can focus on the differences between the perceptions on the students regarding their cultural backgrounds on power-sharing.

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APPENDICES

Appendix 1: Letter of Request for Research

Date: 29.03.2017

To: Asst. Prof. Dr. Ramadan Eyyam, FLEPS Director

From: Damla Simsaroğlu Ürem (Instructor)

Subject: Research Proposal on power-sharing at EMU EPS

I would like to request permission to carry out my research study on examining the level of power sharing in the language classes of English Preparatory School at Eastern Mediterranean University from the perspective of different variables. 524 native speakers of Turkish speaking students at the Beginner, Elementary, Pre-Intermediate and Intermediate levels (462 Turkish students and 62 Turkish Cypriots) and 40 instructors at English Preparatory School, Eastern Mediterranean University will be used as the participants of the study.

Survey method will be adopted as the major design of the research. In addition to this, the research will be supported with concurrent triangulation mix method research. The study will include a power-sharing scale to be administered to 524 Turkish speaking students and semi-structured interviews will be conducted both with 40 volunteering students from all levels and 40 volunteering instructors to be equally chosen from all levels of English. The following data collection instruments will be used within the procedures explained below.

Power-sharing scale: Quantitative data (Research questions 1 and 2) will be collected from the students through 'Power-sharing scale' (see Appendix 1) developed by Eylem Oruç (2014). The power sharing scale is consisted of 26 items and 5-point Likert scale. The reliability and validity of the scale have been studied and the scale was found to be reliable and valid. Approximately all Turkish-speaking students will be chosen from Beginner, Elementary, Pre-Intermediate and Intermediate levels for the scale to be

implemented. Implementation of power sharing scale will ideally be completed within a proposed time frame to be specified in the data collection schedule (see Appendix 2) by checking within the EPS Academic Calendar so as to make sure that these dates do not clash with the exams or any other assessment periods. The researcher will personally administer the scale at every level to answer any questions raised and use time efficiently.

Semi-Structured Interviews: Qualitative data (Research questions 3 and 4) will be collected through semi-structured interviews to be conducted both with 40 instructors (see Appendix 3) and 40 volunteering Turkish-speaking learners (see Appendix 4) from all the levels to ensure the equality in their voices. Both the instructors and learners will randomly be chosen from all levels. The researcher will personally conduct the semi-structured interviews. I will go into the interviews with a set of questions. However, some more might be added or already answered questions will be deleted to ensure a natural conversation regarding participants' views on power-sharing in the language classes of English Preparatory School at EMU. See data collection schedule and other appendices below for the sample guiding questions to be used during the interviews. Data Collection Schedule has the following information:

- The power sharing scale will be filled in by students from 17 to 19 April.
- The interviews with teachers and students will be held from 20 to 28 April.

Appendix 2: Power-sharing scale (In Turkish)

Açıklama: Aşağıda sınıf ortamlarında güç paylaşımı yapan öğretmenlerin davranışları sıralanmıştır. Bu davranışları öğretmeninizin ne ölçüde gösterdiğini beş seçenekten birini 'X' ile işaretleyerek belirtiniz.	Bana hiç uymuyor	Bana çok az uyuyor	Bana oldukça uyuyor	Bana çok uyuyor	Bana tamamen uyuyor
1. Bize içlerinden seçim yapabileceğimiz farklı ödev seçenekleri sunar. (sunum,	( )	( )	( )	( )	( )
2. Ödev konusunun belirlenmesinde bize karar hakkı verir.	( )	( )	( )	( )	( )
3. Verilen ödevin nasıl yapılacağı noktasında bize karar hakkı verir.	( )	( )	( )	( )	( )
4. Ödevin teslim tarihiyle ilgili bize karar hakkı verir.	( )	( )	( )	( )	( )
5. Sınıf içi etkinliklerde, içlerinden seçim yapabileceğimiz farklı seçenekler	( )	( )	( )	( )	( )
6. Derste yapılmasını istediğimiz diğer etkinliklere zaman ayırır.	( )	( )	( )	( )	( )
7. Yazma etkinliğinde, istediğimiz konuda yazmamıza izin verir.	( )	( )	( )	( )	( )
8. Konuşma etkinliğinde istediğimiz konuda konuşmamıza izin verir.	( )	( )	( )	( )	( )
9. Okuma etkinliğinde bize karar hakkı tanır.	( )	( )	( )	( )	( )
10. Grup etkinlikleriyle ilgili kararları grup üyelerinin almasını ister.	( )	( )	( )	( )	( )
11. Dersin ilk haftasında, geçmiş öğrenme yaşantılarımızdan yararlanarak dersi	( )	( )	( )	( )	( )
12. Ders süresiyle ilgili fikrimizi alır.	( )	( )	( )	( )	( )
13. Sınıfta "biz" zamirini kullanarak bize hitap eder.	( )	( )	( )	( )	( )
14. Bizden gelen itirazları değerlendirir.	( )	( )	( )	( )	( )
15. Derse ilişkin beklentilerimizi sorar.	( )	( )	( )	( )	( )
16. Öğrenci olarak rollerimizin ne olabileceğine ilişkin fikrimiz alır.	( )	( )	( )	( )	( )
17. Sınıf kurallarını birlikte belirlememizi ister.	( )	( )	( )	( )	( )
18. Dersle alakalı hedefleri belirlerken bizi karar sürecine dahil eder.	( )	( )	( )	( )	( )
19. Ders kitabını seçerken fikirlerimizden yararlanır.	( )	( )	( )	( )	( )
20. İşlenmesi istenen konulara zaman ayırır.	( )	( )	( )	( )	( )
21. Ders içeriğini hazırlarken fikirlerimizi alır.	( )	( )	( )	( )	( )
22. Ders planını hazırlarken fikirlerimizden yararlanır.	( )	( )	( )	( )	( )
23. Sınavda yer alacak konulara ilişkin fikirlerimizi alır.	( )	( )	( )	( )	( )
24. Bizim derste oluşturduğumuz soruları sınavda sorar.	( )	( )	( )	( )	( )
25. Kendi ödevlerimizi değerlendirmemizi ister.	( )	( )	( )	( )	( )
26. Arkadaşlarımızın ödevlerini değerlendirmemizi ister.	( )	( )	( )	( )	( )

Appendix 3: Semi-Structured Interview Questions with students (In English)

1.   Are you involved in in-class rule decisions? In other words are you involved in decision making process? If your answer is yes, how did it happen? Can you give examples? If your answer is no, how were these rules set and by whom? Can you explain? What do you think about this?

2.   Are you involved in course content decisions? In other words are you involved in decision making process? If your answer is yes, how did it happen? Can you give examples? If your answer is no, how were these rules set and by whom? Can you explain? What do you think about this?

3.   Are you involved in in-class duty decisions? In other words are you involved in decision making process? If your answer is yes, how did it happen? Can you give examples? If your answer is no, how were these rules set and by whom? Can you explain? What do you think about this?

4.   Are you involved in learning process decisions? In other words are you involved in decision making process? If your answer is yes, how did it happen? Can you give examples? If your answer is no, how were these rules set and by whom? Can you explain? What do you think about this?

5.   Are you involved in in-class activity decisions? In other words are you involved in decision making process? If your answer is yes, how did it happen? Can you give examples? If your answer is no, how were these rules set and by whom? Can you explain? What do you think about this?

6.   Are you involved in measurement and evaluation process decisions? In other words are you involved in decision making process? If your answer is yes, how did it

happen? Can you give examples? If your answer is no, how were these rules set and by whom? Can you explain? What do you think about this?

Appendix 4: Semi-Structured Interview Questions with students (In Turkish)

1. Sınıf içerisinde uygulanacak kurallar oluşturulurken siz öğrenci olarak sürece dahil ediliyor musunuz? Bu kurallara öğrenciler ve öğretmenler birlikte mi karar veriyorsunuz? Cevabınız evetse, bu süreç nasıl gerçekleşti? Örnek verebilir misiniz? Cevabınız hayırsa kurallar nasıl kararlaştırıldı? Anlatır mısınız? Bu konuyla ilgili düsünçleriniz nelerdir?

2. Sınıf içerisinde uygulanacak konu içeriğiyle ilgili kararlar alınırken siz öğrenci olarak sürece dahil ediliyor musunuz? Bu kurallara öğrenciler ve öğretmenler birlikte mi karar veriyorsunuz? Cevabınız evetse, bu süreç nasıl gerçekleşti? Örnek verebilir misiniz? Cevabınız hayırsa kurallar nasıl kararlaştırıldı? Anlatır mısınız? Bu konuyla ilgili düsünçleriniz nelerdir?

3. Sınıf içerisinde yapılacak sınıf içi görevlerle ilgili kararlar alınırken siz öğrenci olarak sürece dahil ediliyor musunuz? Bu kurallara öğrenciler ve öğretmenler birlikte mi karar veriyorsunuz? Cevabınız evetse, bu süreç nasıl gerçekleşti? Örnek verebilir misiniz? Cevabınız hayırsa kurallar nasıl kararlaştırıldı? Anlatır mısınız? Bu konuyla ilgili düsünçleriniz nelerdir?

4. Sınıf içerisinde gerçekleştirilen öğrenme süreçleriyle ilgili kararlar alınırken siz öğrenci olarak sürece dahil ediliyor musunuz? Bu kurallara öğrenciler ve öğretmenler birlikte mi karar veriyorsunuz? Cevabınız evetse, bu süreç nasıl gerçekleşti? Örnek verebilir misiniz? Cevabınız hayırsa kurallar nasıl kararlaştırıldı? Anlatır mısınız? Bu konuyla ilgili düsünçleriniz nelerdir?

5. Sınıf içerisinde gerçekleştirilecek etkinliklerle ilgili kararlar alınırken siz öğrenci olarak sürece dahil ediliyor musunuz? Bu kurallara öğrenciler ve öğretmenler birlikte mi karar veriyorsunuz? Cevabınız evetse, bu süreç nasıl gerçekleşti? Örnek

verebilir misiniz? Cevabınız hayırsa kurallar nasıl kararlaştırıldı? Anlatır mısınız? Bu konuyla ilgili düsüncleriniz nelerdir?

6. Dönem boyunca gerçekleştirilen ölçme ve değerlendirme ile ilgili kararlar alınırken siz öğrenci olarak sürece dahil ediliyor musunuz? Bu kurallara öğrenciler ve öğretmenler birlikte mi karar veriyorsunuz? Cevabınız evetse, bu süreç nasıl gerçekleşti? Örnek verebilir misiniz? Cevabınız hayırsa kurallar nasıl kararlaştırıldı? Anlatır mısınız? Bu konuyla ilgili düsüncleriniz nelerdir?

Appendix 5: Semi-Structured Interview Questions with instructors (In English)

1.   As a teacher, do you involve your students in the in-class rule decisions process? Do you decide on these rules with your students? If your answer is yes, how did it happen? Can you give an example? If your answer is no, how were these rules set? Can you explain? What do you think about this?

2.   As a teacher, do you involve your students in course content decisions process? Do you decide on these rules with your students? If your answer is yes, how did it happen? Can you give an example? If your answer is no, how were these rules set? Can you explain? What do you think about this?

3.   As a teacher, do you involve your students in the in-class duty decisions process? Do you decide on these rules with your students? If your answer is yes, how did it happen? Can you give an example? If your answer is no, how were these rules set? Can you explain? What do you think about this?

4.   As a teacher, do you involve your students in learning process decisions process? Do you decide on these rules with your students? If your answer is yes, how did it happen? Can you give an example? If your answer is no, how were these rules set? Can you explain? What do you think about this?

5.   As a teacher, do you involve your students in the in-class activity decisions process? Do you decide on these rules with your students? If your answer is yes, how did it happen? Can you give an example? If your answer is no, how were these rules set? Can you explain? What do you think about this?

6.   As a teacher, do you involve your students in measurement and evaluation decisions process? Do you decide on these rules with your students? If your answer is

yes, how did it happen? Can you give an example? If your answer is no, how were these rules set? Can you explain? What do you think about this?