

The Autonomy Use of Preparatory School Students to Learn English Language

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Abstract : The present study aims to investigate the learner autonomy usage of prep school students. This research focuses on the prep school students' autonomy habits according to their self-regulated studies, age and duration of learning English. The research also analyzes whether prep school students have strong autonomy to learn the English language or depend on teachers and English classes only. The participants of the study consisted of 32 prep school students. The "Likert- type of questionnaire " was adopted by the researcher from the survey of Dede (2017). The scale was a one-dimensional 4-Likert type, which has the options of 1=never, 2= sometimes, 3=often, and 4=always. There are 19 questions in the questionnaire to understand the autonomy of students when they try to learn English. Descriptive statistics and OneANOVA were used to analyze the data. The results of the study showed that there is no significant correlation between their ages and their duration of learning English according to their autonomy studies for English.

Keywords : learner autonomy, self-regulated learning, independent learning, English language learning, prep school students

Conference Title : ICLLL 2023 : International Conference on Languages, Literature and Linguistics

Conference Location : Istanbul, Türkiye

Conference Dates : June 22-23, 2023