



Autonomous Learner Behavior in Learning English as a Second Language

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ABSTRACT

As a result of conventional English language pedagogy practised over the years in Sri Lanka, students express less autonomous learning behaviours and are primarily teacher-dependent. Moreover, the learners are novel to autonomous learning practices; they express an unfamiliar attitude towards taking responsibility for their learning. Identifying the poor language performances by the learners, this study aims to find the learners' understanding of learning English and their familiarity with autonomous behaviours in language learning and identify whether there is an impact on poor language performance due to unfamiliarity with autonomous learning practices. The data was gathered via an online structured questionnaire distributed among 138 second-year undergraduates of an Allied Health Science Faculty of a State University in Sri Lanka. The collected data were quantitatively analysed using descriptive statistics. The survey data was also thematically analysed under three main themes: the perspective of learning English language, perception of responsibilities towards learning English, and understanding learner autonomy. Thus, learner autonomy is a two-way process where learners cannot manage everything independently; the teachers must prepare the students to take charge of their learning. The results show minimal awareness of autonomous teaching and learning strategies among teachers and learners. The teachers' primary concern was preparing students for term end-examinations and completing the prescribed textbook. From the students' perspective, even though the learners need and understand the importance of gaining competency in English, they lack the confidence and experience to become autonomous learners. Finally, it is understood that the existing English language pedagogy needs further improvements to enhance autonomous behaviour among learners. Heavy dependency on textbooks and lesson notes given by the teachers and the learner's expectation of constant guidance must be minimized. Thus, autonomy-biased activities on textbooks and novel teaching methods with teacher training programs must be encouraged.

KEYWORDS: *Autonomous Behaviours, English Language Pedagogy, Learner Autonomy, Teachers and Learners*

1 INTRODUCTION

English medium degree programs. Recognising English language learning as another content subject and dependency on teachers lacking self-studies have been reasoned to arouse frustration among most learners, especially at the undergraduate level. Further, it was identified that most of the learners at the undergraduate level need to possess autonomous learning behaviours and be prepared and confident to take responsibility for improving their language proficiency (Batuwatta and Premarathna, 2022). Even if they want to improve their language knowledge, they still seek guidance to become autonomous learners (Premawardhena, 2008; Kariyawasam and Nadarajan, 2015). Observing the learners' poor language performances and difficulties encountered in employing the English language, the present study aims to find undergraduate learners' attitudes toward learning English, their familiarity with autonomous learning behaviours and their qualities as English language learners. Further, this study attempts to see whether there is an impact on poor language performance due to unfamiliarity with independent learning practices. Accordingly, the following research questions were answered via the study:

1. What is the attitude of language learners of the selected group toward learning English?
2. To what extent are the learners familiar with autonomous learning practices and behaviours?

Even in this 21st century, with the advancement of modern technology, most students, especially from the country's rural areas, find English language proficiency a barrier. The students' unawareness of the strategies that can be used to improve and enhance their English language skills through self-learning methods has primarily been reasoned for this situation (Karunaratne, 2003; Pichugova et al., 2015). Recognizing that almost all the students understand the importance of gaining English language proficiency and their need, this study explores the reasons that barricade acquiring English language proficiency through the perspective of Learner Autonomy (LA). Therefore, the study focuses on how autonomous learner behaviour is a reason for developing English language skills among English as a Second Language (ESL) learners. The inspiration to learn English in Sri Lanka dates back to the British invasion of 1796. Since Colebrook Cameron replaced the local languages with English, the official administration of the country in 1833, Sri Lankans have learned English in business communication until

today (Prasangani and Nadarajan, 2015). English language proficiency has become a significant emblem of privileges influencing all societal levels. English teaching practices were very successful during the British colonial period, with English schools, textbooks, and timetables in English. The vernaculars were strictly forbidden (Samarakkody & Braine, 2005, Coperahewa, 2009). However, the English teaching standards in schools were uneven and tended to commit several changes due to political influences, especially the Sinhala only Act or '*Swabhashaa panatha*' in 1956 (Prasangani and Nadarajan, 2015). Over time, English has been taught as a second language in schools, spoken mainly by the educated and upper middle class (Coperahewa, 2009).

Nevertheless, this very reason has also negatively impacted, broadening the social gap. Further, the local learners are divided into urban and rural English language learners. This deviation has also influenced the uniformity of English education, including the methodology, resources, etc., island-wide. However, this inequality still exists at different levels, making students frustrated when they all get mixed in contexts like university education, where language proficiency is expected and treated at the same level.

However, encouraging language learners, especially ESL learners, to become autonomous learners has several positive outcomes in the language process. It enhances the effectiveness and quality of learning, where the results are more fruitful. As mentioned (Yagcioglu 2015), Scharle and Szabó (2000) indicate autonomy as the freedom and ability to manage one's affairs, which entails the right to make decisions. Responsibility may also be understood as being in charge of something, but with the implication that one has to deal with the consequences of one's actions. Therefore, autonomy and responsibility require active involvement, which is very interrelated. On the other hand, the results of the study by Yurdakul (2017) state that autonomous learning, which can be defined as the capacity to take charge of one's knowledge, also has a positive interaction with lifelong learning, which can be found in one's ongoing, voluntary, and self-motivated learning process.

Nevertheless, LA practice is not widely used or popular in Sri Lankan ESL pedagogy. Thus, autonomous practices in teaching and learning can be suggested as a solution for this difficulty among students. Especially as the local education system is still teacher-centred, autonomous learning practices still need to be familiar among the students

(Premawardhena, 2008). However, it is significant to identify that learner autonomy can overcome specific conflicts such as geographical distance, timetable disagreement, limited classroom accommodation, and the lack of teaching personnel (Fonseka, 1996, 2003). Which, in return, can make a significant impact on enhancing the effectiveness of ESL pedagogy in Sri Lanka. According to the findings of (Rahuman and Seefa, 2017), most Sri Lankan ESL learners undergo several hardships in mastering the English language. Among the common challenges, the lack of exposure to English and less opportunity to practice English outside the classroom, poverty and low education level of parents, unavailability of private English classes, limited time allocated for the teaching of English, non-conducive classroom learning environment caused by lack of learner autonomy, mother tongue influence or dependence as a challenge, lack of facilities, fear and anxiety, internalization of the fact that English is a complex language, English grammar is the most challenging area in learning, and speaking needs to be addressed in the classroom (Batuwatta and Premarathna, 2022).

However, with the influence of autonomous learner behavior, most of these difficulties can be minimized, and the learners become

motivated and responsible for driving their language skills to a better level.

Moreover, the learner autonomy concept needs to be more widely practised among teachers and learners in the local ESL context. As a result, there needs to be more local empirical studies and literature compared to the other countries. Thus, European countries and countries like Japan, South Korea, Taiwan (Sakai et al., 2008), Indonesia - Yuzulia (2019), India – Susanthi (2023), and Vietnam Nguyen (2014) are also successfully practising autonomous teaching and learning strategies in their educational contexts. Especially in recent times, the Arabian countries have given much concern towards autonomous teaching and learning strategies to uplift the standards of ESL learning from the existing conventional practices (Haque et al., 2023). Considering the theoretical background, the theories of constructivism studied by Vygotsky and Piaget, personal construct theory, and Autonomy and Self-Determination Theory (SDT) are the theoretical lenses through which learner autonomy issues were examined. According to the Personal Construct Theory (PCT), which was introduced by Kelly (1955) in (Cote, 1995), "the need for personal control drives humans and that this personal control comes as a result of being able to construct

and predict the events of daily life continuously." Further, "Kelly believed that humans are in an ongoing process of predicting and controlling events. Individuals endlessly attempt to evaluate, define, and interpret events to arrive at their theory about the world around them, Cote (1995)".

Thus, according to Audrey Gray (1997) in (Wang 2011), "constructivism is a view of learning, based on the belief that knowledge is not a thing that the teacher can transform standing in front of the classroom to students in their desks. Instead, knowledge is constructed by learners through an active mental process of development. Learners are the builders and creators of meaning and knowledge". Furthermore, the constructivism learning theory expresses that the learners are active constructors of knowledge, meaning, and learning subjects. It also highlights that "learning" is the center. Learner autonomy should be given full emphasis.

Since motivation also plays a significant role in autonomous learning, the Self-Determination Theory (SDT) is substantial for a study on autonomy. It focuses on three aspects of motivation: autonomous, controlled, and encouragement, which can affect

performance. Thus, an autonomy-supportive teacher will also seek to identify students' inner or intrinsic.

Motivation capacity by creating a classroom environment that meets students' needs and is autonomous-friendly.

2 RESEARCH METHODOLOGY

The present study explores the learners' views, autonomous behaviours, learning experiences, and attitudes in learning English as a Second Language (ESL). The study employed an online structured researcher-composed questionnaire distributed among 138 second-year undergraduate students at the Faculty of Allied Health Sciences of a state university in Sri Lanka. Among them, 96 members were males, and 42 were females. However, the gender of the participants was not taken into consideration for the analysis of the study. These students represent various types of schools island-wide and have different social backgrounds and religious and ethnic groups.

In the study, the purposive sampling method was followed, and several reasons exist for selecting the second year students from an Allied Health Science faculty as the sample. Firstly, when the students reach second year in their degree program, they are in a position in which they can reflect on

their own strengthes and weaknesses in language proficiency. Secondly, these students have an understanding to what extent they have to improve their learning effeorts and strategies in order to be successful in achieving their language learning goals before they get graduated. Thirdly, during the first year of their academic program, they are supposed to complete an intensive English course for 3 weeks and have started their primary degree program in English medium. Therefore, at this level, the students should be at least able to employ the English language to fulfil their academic requirements.

Once they graduate, these degree holders will be in great demand locally and internationally, mainly due to foreign employment opportunities with high salaries, they can easily reach their life and professional goals. Therefore, English

language proficiency is an added value and a mandatory requirement for these students.

3 Data Analysis

The survey data were collected via an online structured questionnaire. The collected data, then thematically analyzed under three main themes: the perspective of learning the English language, perception of responsibilities towards learning English, and understanding of learner autonomy. The first section of the questionnaire included nine subsections. Finally, the collected data were quantitatively analyzed using descriptive statistics.

3.1 The Perspective of Learning English

It is generally accepted that the English language plays a significant role in society, especially in a country like Sri Lanka. Therefore, learners of all societal levels have the understanding and the need to become proficient in English language competency.

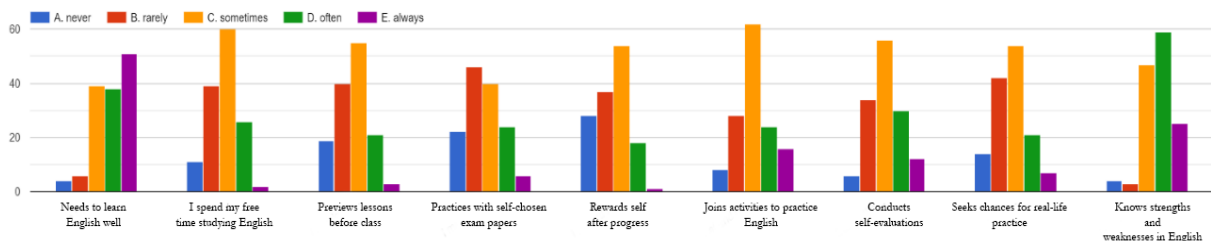


Figure 1. Learner perspective of English language learning

Figure 1 represents the percentages gained for each subsection. The questions focused on gathering information on the learners'

need to learn the English language well, whether the learners use their free time studying English, whether they preview the

lessons before the class, do self-examinations with the exam papers chosen themselves, reward themselves after getting progress, that they attend activities outside the classroom to practice and learn the language. It is also essential to determine whether they try to catch chances to participate in activities such as pair/group discussions, during classroom activities, etc., and whether they know their strengths and weaknesses in learning English.

Figure 1 and corresponding analysis focus on learners' attitudes and behaviors toward English language learning across nine different subsections. Each subsection evaluates distinct aspects of learners' engagement and practices. Firstly, 50% of learners consistently feel the need to learn English well, while 39% and 38% feel this need "sometimes" and "often," respectively, indicating a strong intrinsic motivation, although 9% do not find it necessary. Regarding the use of free time for studying English, 60% do so "sometimes," 39% "rarely," and 11% "never," with only 26% "often" and 1% "always," suggesting an inconsistent application of their free time towards English study. In previewing lessons before class, 55% engage in this practice "sometimes," 40% "rarely," and 29% "never," whereas only 23% (20% "often" and 3% "always") preview regularly, highlighting a lack of preparatory habits. For

self-examinations, 46% "rarely" use exam papers chosen by themselves, 40% "sometimes," and 22% "never," with only 23% "often" and 6% "always" engaging in self-assessment, indicating infrequent self-monitoring. When it comes to rewarding themselves after progress, 52% do so "sometimes," 38% "rarely," and 29% "never," while 20% "often" and "always" reward themselves, which suggests limited reinforcement of positive behavior. In terms of attending out-class activities to practice English, 61% do so "sometimes," 29% "rarely," and 8% "never," while 23% "often" and 13% "always" participate, showing sporadic engagement in additional practice opportunities. Participation in classroom activities reveals that 55% engage "sometimes," 32% "rarely," and 8% "never," while 23% "often" and 13% "always" participate, indicating varied levels of active involvement. Lastly, in recognizing their strengths and weaknesses in learning English, 59% do so "often," 57% "sometimes," and 25% "always," with only 5% "never," suggesting a reasonable level of self-awareness among learners. Collectively, the data reveals that while learners have a desire to improve their English skills, their behaviors and efforts are inconsistent and reflect a need for more structured guidance, motivation, and reinforcement to develop effective and

regular study habits. This analysis underscores the necessity for support systems and strategies to help learners translate their motivation into consistent, effective practices to enhance their language learning outcomes.

3.2 Perception of responsibilities towards learning English

Section two of the study discusses the perception of responsibility toward ESL learning. Considering the overall picture of the local ESL pedagogy, it is known that there is no island-wide uniformity in this regard, and this situation has caused the learners to find learning English language is a challenge and an unachievable language goal (mainly for the students of the lower middle class and rural areas), even though some students have a strong need and an understanding about the importance of learning English. Several drawbacks during the primary levels of learning English, such as neglecting the basic grammar-related lessons, lack of practical activities, and unawareness in engaging in self-studies, have mainly made barriers to acquiring this language skill later in their lives when the students start to engage in English medium higher studies.

Figure 2 titled "Perception of Responsibilities towards Learning English" summarizes the responses of 138

participants, highlighting various factors influencing their motivation to learn English. The most significant factor is personality development, with 65.9% (91 participants) perceiving it as a key responsibility. The pursuit of a good job follows closely, with 59.4% (82 participants) considering it a major motivator. Interest in learning English is another crucial factor, motivating 44.2% (61 participants). Social demand and the English medium engineering degree program are also significant, influencing 41.3% (57 participants) and 47.1% (65 participants), respectively. On the other hand, only 28.3% (39 participants) feel pressured by parents and teachers to learn English. This data suggests that personal growth and career prospects are the primary drivers for learning English among the participants, while external pressures from parents and teachers play a lesser role. These insights indicate a predominantly intrinsic motivation among learners, with personality development and job opportunities being the most compelling reasons for their engagement in learning English.

Figure 3 titled "I think my success or failure in English study is mainly due to..." presents the responses of 138 participants, identifying the factors they believe influence their performance in learning English. A substantial majority, 76.8% (106

participants), attribute their success or failure to themselves, highlighting a strong sense of personal responsibility and self-awareness. The quality of English language education received during schooling is also a significant factor, with 53.6% (74 participants) recognizing its impact. Teachers play a crucial role for 38.4% (53 participants), underscoring the importance of instructional quality. Studying facilities and aids are considered important by 23.9% (33 participants), indicating that access to resources also contributes to learning outcomes. Interestingly, only 10.9% (15 participants) believe that luck or fate affects their success or failure, showing that most learners attribute their performance to more tangible factors. Overall, the data suggests that learners predominantly view their efforts and educational experiences as the primary determinants of their success or failure in English study.

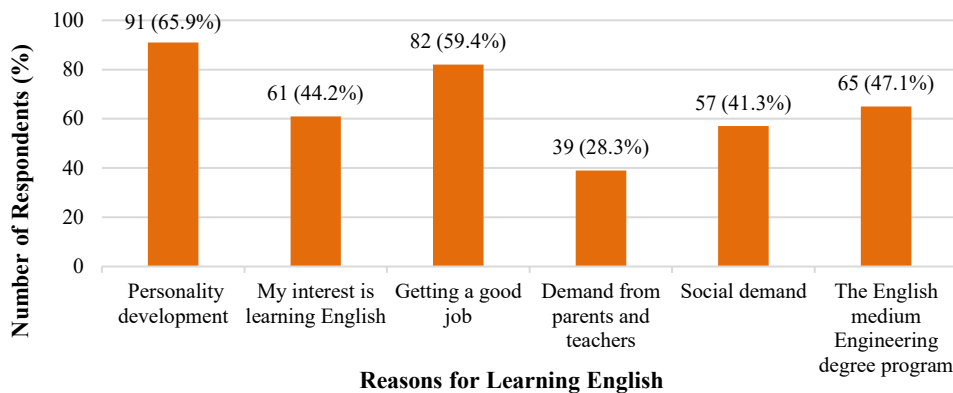
Figure 4 displays the preferences of 138 respondents regarding their actions when a teacher poses questions in class. The majority (47.8%) prefer joining a pair/group discussion, indicating a strong inclination towards collaborative learning. A significant portion (46.4%) tend to wait for others' answers, suggesting a tendency to rely on peers before contributing. About 27.5% are willing to put forward their answer despite uncertainty, reflecting a notable confidence

level. Meanwhile, 22.5% look up books or dictionaries, showing a preference for independent verification. Only 9.4% aim to be the first to answer, indicating that few students are inclined towards immediate response without hesitation. Overall, the data highlights a diverse range of learning behaviors, with a notable preference for group interaction and a cautious approach to answering questions independently.

Figure 5 illustrates the strategies employed by 138 respondents when encountering unfamiliar words. The most common approach, favored by 63.8% of respondents, is to look up the word in a dictionary, indicating a strong preference for accurate understanding. Approximately 45.7% opt to guess the meaning, demonstrating a reliance on context clues. Asking others is a strategy used by 42%, highlighting the value placed on social learning. A small percentage (6.5%) choose to let it go, showing a minority who prefer to move on without seeking clarification. Additionally, 5.8% combine letting it go and asking others. This data suggests that while a majority of individuals seek precise meanings through dictionaries, many also rely on contextual guessing and peer assistance to comprehend new vocabulary.

Figure 6 reveals the preferred methods for English study among 138 respondents. A significant majority (71.7%) find practical sessions like speaking activities most useful, highlighting a strong preference for interactive learning. This is followed by doing activities of grammar, translation, and reading, chosen by 55.8%, which

valuing it for English learning. Group discussions are preferred by 35.5%, indicating the benefit of collaborative learning. Memorizing is seen as useful by 28.3%, while taking notes is the least favored method, selected by only 20.3%. Overall, the data suggests a preference for practical and interactive methods,



underscores the importance of structured language exercises. Self-study is also a popular method, with 52.9% of respondents

supplemented by structured exercises and self-directed learning.

Figure 2. Perception of responsibilities towards Learning English

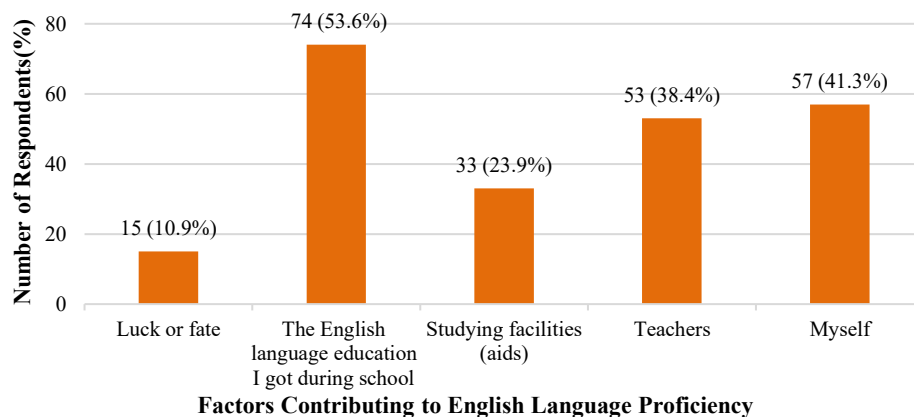


Figure 3. Success or failure in English study

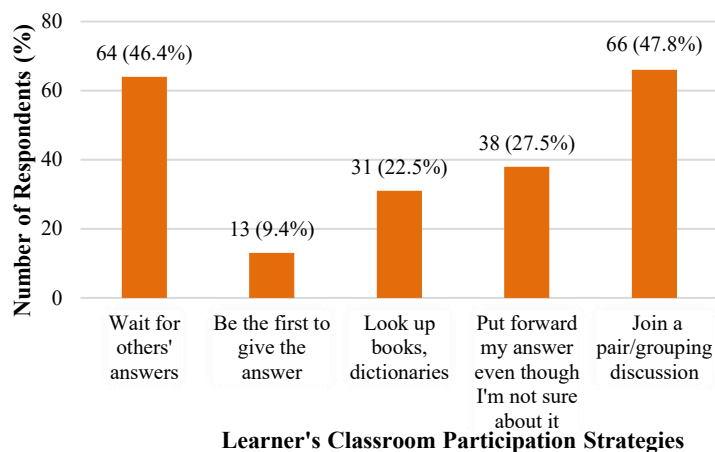


Figure 4. The way of answering the teacher's question in the classroom

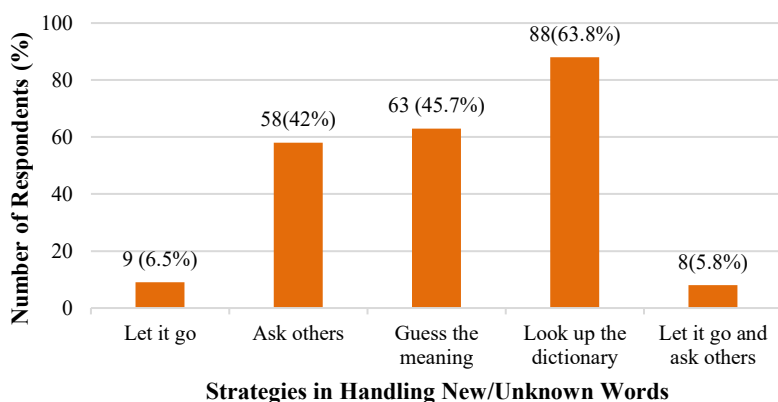


Figure 5. The way of handling new/unknown words

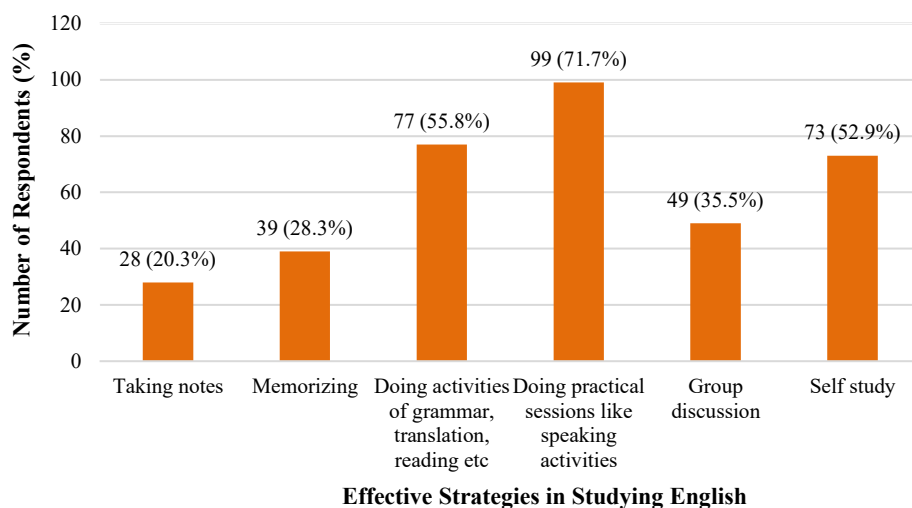


Figure 6. The preferred methods to study English

In selecting learning materials, as shown in Figure 7, the highest percentage (59.4%) of respondents prefer to share the responsibility with teachers. The second highest preference (28.3%) is for the learning materials to be selected solely by teachers. The least preferred option, chosen by only 1.4% of respondents, is for the learning materials to be selected by the students themselves.

Figure 8 represents the student's understanding of who is responsible for enhancing the learners' language proficiency. Accordingly, the chart gives five options: the teacher, parents, the government or the school. Accordingly, in sharing the responsibility, it shows that

92.8% believe they are fully responsible for developing their language skills. 16.7% say it is the teachers. Answering why they think the teachers are accountable for improving their language skills Figure 9, a majority of 69.9% say because they know the subject. In contrast, 34.8% think they can't do without the support of the teachers, and 13.8% say they are not ready to do self-studies.

Finally, the data based on Figure 10, regarding the prominence given to language learning during school time, 46.4% say it prepares for the term end-examinations, 39.9% complete the textbook, and 23.3% mention meeting the book and getting ready for the term end-examinations.

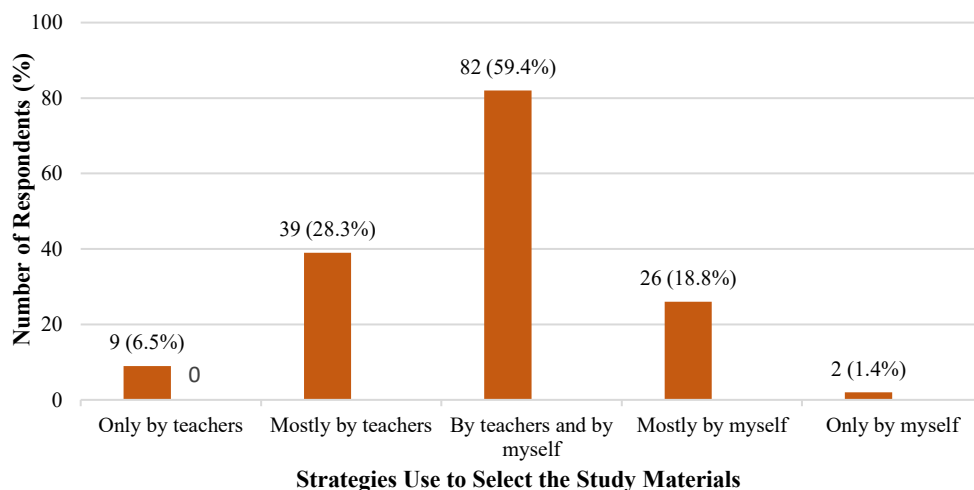


Figure 7. Selecting the study materials

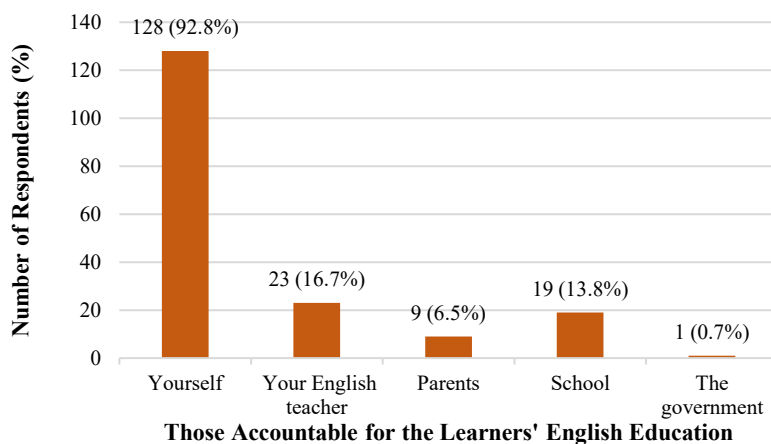


Figure 8. Who do you think is more responsible for developing your English language skills?

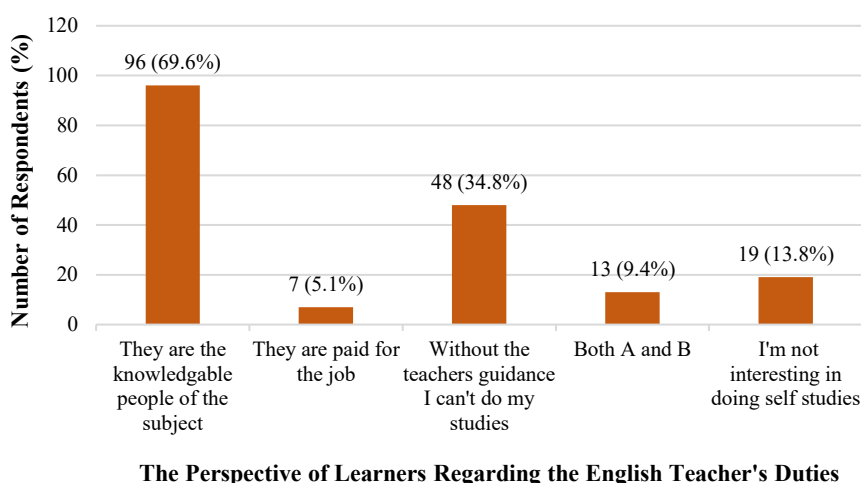


Figure 9. Learner perspective towards the English teacher's duties

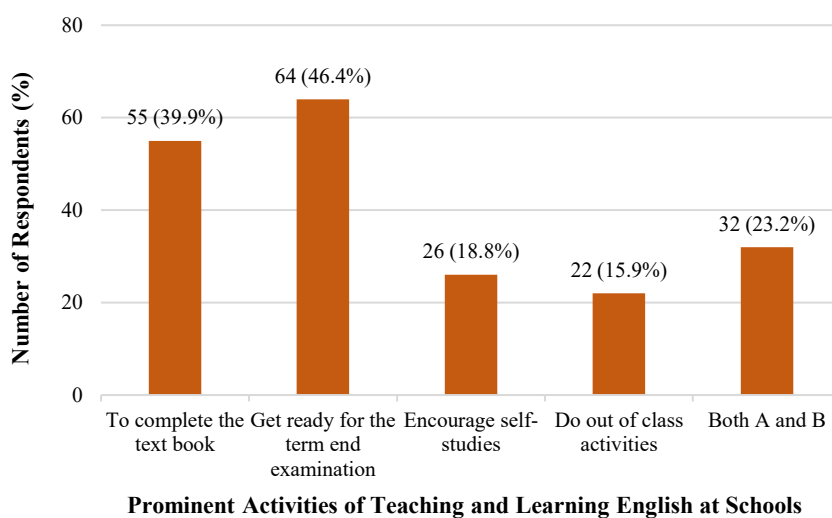


Figure 10. Prominence given during school time

3.3 Understanding of learner autonomy

Part three of the present study addresses questions related to autonomy in language learning. Autonomy is an essential quality, particularly for ESL learners, as previous studies have identified that autonomous behavior can help minimize various constraints in English language learning, especially in poor learning environments. Since autonomous teaching and learning strategies are not widely practiced in Sri Lanka and have yet to be encouraged in most learning situations, the following data are based on students' understanding of the concept of autonomous learning.

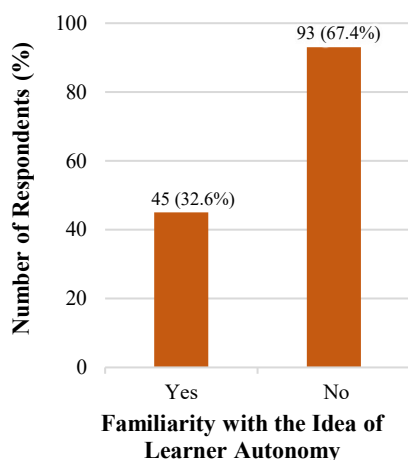


Figure 11. Have you heard about the idea of 'learner autonomy'?

Accordingly, 67.4% of participants said they had not heard of LA, while 32.6% said 'yes'.

Due to the novelty of the LA concept among local learners, it is crucial to identify their understanding towards the definition of the term. Therefore, Figure 12 brings five definitions, including the percentages received. Firstly, A capacity that teachers can help learners develop in the learning process with a rate of 18%. Secondly, there is a situation in which learners are responsible for their learning with 31%; thirdly, learners have the right to take control of their own learning with 44%. Fourthly, the same is valid for self-study (self-instruction), at 38%, and finally, in learning situations, teachers are fully withdrawn from the teaching and learning process at 10%.

According to Table 1, the results reveal key insights into students' perspectives on autonomy in language learning. 50% of the respondents consider themselves autonomous learners, while the other half do not. A slight majority (52.9%) received guidance from their English teachers on becoming autonomous learners, but 47.1% did not. A significant 87.7% still struggle with achieving English language proficiency, indicating ongoing challenges in language acquisition. Despite this, an overwhelming majority (95.7%) believe that becoming an autonomous learner is

essential, and the same percentage (95.7%) think that autonomy positively impacts the development of English language skills. These findings underscore the perceived

importance of autonomous learning among students and highlight the need for increased support and encouragement from educators to foster autonomy in language learning.

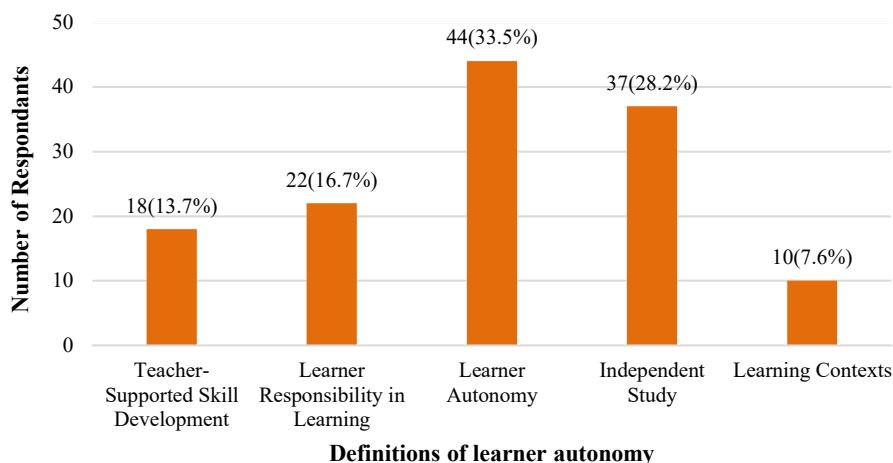


Figure 12. What is learner autonomy?

Table 1. General Understanding of learner autonomy

	Question	Yes	No
01	Are you an autonomous learner?	50%	50%
02	Did you get guidance from your English teacher on how to become an autonomous learner?	52.9%	47.1%
03	Do you still struggle to get English language proficiency?	87.7%	13%
04	Do you think becoming an autonomous learner is essential?	95.7%	5.1%
05	Do you think becoming an autonomous learner impacts the development of English language skills?	95.7%	5.1%

4 RESULTS & DISCUSSION

The study highlights several critical insights into the attitudes and behaviors of learners toward English language learning. According to the nine subscales given in

Figure 1, 50% selected the option ‘need to learn English well’. On the other hand, the highest percentage, 60%, selected the option ‘sometimes’ for spending free time studying English. Additionally, 55% chose the

‘sometimes’ option for previewing lessons before class, 46% selected the ‘rarely’ option for doing self-examinations, 52% chose the ‘sometimes’ option for self-rewarding, 61% selected the ‘sometimes’ option for attending out-of-class activities to practice English, and 55% chose the ‘sometimes’ option for participation in classroom activities. Based on the above gathered data it was identified that, despite a strong intrinsic motivation to learn English, as evidenced by the significant percentage of learners who feel the need to learn the language well, there is a noticeable inconsistency in their study habits and engagement in activities that could enhance their language skills. This discrepancy suggests that while the desire to learn is present, learners may lack the structured guidance and reinforcement needed to develop effective study habits.

According to the data of the Figure 2, which is the perception of responsibility towards learning English, a highest percentage of 65.9% indicates that, it is due to the personal development; while the second highest rate of 59.4% on career prospects. This finding aligns with the intrinsic motivation observed in their attitudes. However, the external pressures from parents and teachers play a lesser role of 28.3%, indicating that learners

are more driven by their aspirations than by external expectations.

Upon a relatively low importance placed on luck or fate further emphasizes (10.9%), the learners' focus on tangible factors affecting their performance. Accordingly, the highest percentage of 76.8% on the factors influencing the students' success go towards the learners' beliefs that their success or failure in English study falls on personal responsibility and self-awareness. The significant role attributed to the quality of English language education and teachers highlights the importance of instructional quality and resource availability in shaping learning outcomes.

The preferred actions and strategies employed by learners when faced with challenges, such as unfamiliar words or classroom questions, reveal a diverse range of learning behaviors. The strong inclination towards collaborative learning (47.8%) and the reliance on peers and dictionaries for understanding new vocabulary (22.5%) indicate a mix of social and independent learning preferences. These behaviors suggest that learners value both peer support and accurate comprehension in their language learning process.

The study methods and materials preferred by learners highlight a preference for

practical and interactive learning experiences. This preference of 71.7% suggests that learners benefit more from engaging, hands-on activities rather than passive learning methods. The inclination towards shared responsibility in selecting learning materials (59.4%) indicates a desire for collaborative decision-making in their educational journey.

The understanding and practice of learner autonomy present a mixed picture. While there is a recognition of the importance of autonomous learning, a significant percentage of learners are unfamiliar with the concept. Accordingly, 92.8% understand the significance of self-engadgement in learning English language while a significant contrast indicates in the Figure 10 that 69.6% depend on teachers believing in their expertise and knowledge to improve the language skills. However, it is significant to note that, the most priority among the teachers and learners of learning English language is to pass the examinations. Moreover, the oveall results of the Figure 12 and Figure 13 indicate a great contrast with the results of Figure 11. As per the indications, 67.4% of highest highest number indicates that they have heard the idea of Autonomous learning. But the resuts of each item of the Figure 12 and 13 vividly indicate that the participants do not have a

clear understanding towards the concept of LA and on how to employ the strategies in order to enhance their language learning skills.

This lack of familiarity highlights the need for increased awareness and encouragement of autonomous learning strategies in the educational system. The perceived importance of autonomy in language learning and the acknowledgment of its positive impact on language skills development suggest that fostering autonomous learning behaviors could be a crucial step in enhancing ESL education.

5 CONCLUSION

The study reveals insightful findings regarding the attitudes and practices of the selected group of language learners towards English learning. The analysis indicates a strong and positive attitude among learners toward improving their English language skills. This enthusiasm is largely driven by personal aspirations and career-related motivations, highlighting a genuine desire to achieve proficiency in English. However, despite their positive outlook, learners face significant challenges. These include inconsistencies in study habits and a lack of structured guidance, which hinder their progress and ability to meet their language learning goals. The findings show a varied

degree of familiarity with autonomous learning practices among the learners. While some demonstrate an understanding of and engagement with these practices, many learners struggle with maintaining consistent and effective study routines. This inconsistency suggests a need for more robust support systems and educational strategies that foster learner autonomy. The study underscores the necessity for more supportive and engaging educational strategies that not only promote consistent study habits but also enhance the quality of instruction. Such strategies should aim to encourage and develop learner autonomy, particularly in resource-limited contexts. Addressing these areas could significantly improve the language learning outcomes for ESL learners, providing them with the skills and confidence needed to succeed in their personal and professional endeavors.

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