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ABSTRACTS

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A Self-regulated Learning Based English Course for University Students

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In an information age, students are in the need of following the increasing knowledge in every field. For that reason, they should all the time be ready for learning. However, it is not possible to acquire all the knowledge in schools by the help of teachers. They are responsible for their own acquisition of knowledge and skill. This also means organizing their own learning such as deciding on what to learn and how to learn. This concept brings the issue of self-regulated learning. This study aims to design an English course based on self-regulated learning for the students in their first year at a university whose medium of instruction is English to make them responsible for their own learning. In this design, Posner & Rudnitsky's model was utilized and self-regulated learning was chosen as an approach guiding the process. First, a literature review was completed to explain self-regulated learning in detail and present the studies in that area. Also, some information was given about web-based learning environments as it was used as a support to self-regulated learning strategies. Then, a needs assessment was conducted and the results were analyzed. Accordingly, the intended learning outcomes were decided and general teaching strategies were chosen. After deciding on the evaluation of both the students and the model, one of the units was chosen to be implemented. In that way, the strengths and weaknesses of the design could be observed. For piloting, the unit that was an introduction to the self-regulated learning strategies was chosen. In this unit, the strategies were introduced explicitly with some activities. In that way, the students' reactions to the strategies and their level of using these strategies were observed. Finally, it was concluded that by the help of presenting the self-regulated learning strategies explicitly to the students, they became responsible for their own learning.

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