

# Autonomy and Language Learning Strategies of Learners in a Rural Community

Mike L. Nochefranca<sup>a</sup>

<sup>a</sup> *nochefrancamike@gmail.com*

<sup>a</sup> *The Rizal Memorial Colleges, Inc. Davao City 8000, Philippines*

---

## Abstract

The study sought to determine the significant relationship between the learning autonomy and language learning strategies of the learners in a rural community. The study made use of a quantitative non-experimental design utilizing the descriptive-correlational method. Using the enumeration technique, the researcher was able to gather data from 264 respondents who were Grade 10 learners from Cluster 12, Division of Davao City. The results of the study revealed that the extent of the learning autonomy of the respondents is moderately extensive; while their level of language learning strategies is high. Further, the results revealed that there is a significant relationship between the learning autonomy and the language learning strategies of the learners in a rural community. Also, based on the results of the study, the learning autonomy of the learners in a rural community significantly influences their language learning strategies.

Keywords: Learning Autonomy; Language Learning Strategies; Rural Community; Region XI

---

## 1. Introduction

Even though English language instruction is now a worldwide phenomenon, teachers and students in rural communities face several obstacles that significantly impact the quality of teaching and learning, learners' learning opportunities, the student's attitudes, utilization of language learning strategies, and their resilience. The difficult socioeconomic circumstances and little funding for these communities significantly limit parents, teachers, and students (Butler, 2014).

Moreover, because of the limitations on infrastructure, financial support, and teaching and learning resources, language education in rural areas is generally seen as being at a disadvantage (Erling et al., 2014). Regarding Vietnam's rural areas, particularly the isolated and mountainous ones, the local government

continues to face significant obstacles due to a dearth of classrooms, language learning resources, and road access to schools. It is possible that both teachers and pupils must make lengthy commutes to school. Contextual constraints have a negative impact on how well language programs function overall, how well language is taught and learned, how people feel about language education, and eventually how well students learn (Coady, 2019).

Meanwhile, improving language literacy is one of the K–12 curriculum's top priorities in the Philippines. The current Language Arts and Multiliteracies Curriculum (LAMC) is based on a number of language acquisition, learning, teaching, and assessment principles that are continuously improved to support the most efficient and effective instructional efforts in boosting students' communicative competence and multiliteracies. However, educators face sociolinguistic limitations originating from the varied backgrounds of the native students. In addition, inadequate functional literacy among students and their parents, as well as a lack of teaching and learning assistance, impede the successful application of LAMC. Educational inequality among Indigenous students is also a result of the digital divide problem (Saysi & Batuctoc, 2023).

Further, the researcher has not encountered studies on autonomy and language learning strategies, particularly in Cluster 12, Davao City. This study addresses the gap by exploring the relationship between the autonomy and language learning strategies of learners in a rural community. The study is, therefore, significant to teachers as curriculum implementers, particularly in designing language programs and instructional materials in language teaching. There is an urgency to conduct the study so that learners will learn to assume responsibility for their learning and use appropriate strategies in language learning.

### *1.1. Review of Related Literature*

**AUTONOMY.** Autonomy involves the freedom to choose and the capacity to evaluate options critically, make informed decisions, and take autonomous action to pursue one's values, aspirations, and well-being. It is a dynamic and ongoing process of self-discovery, self-definition, and self-realization essential for personal growth, fulfillment, and flourishing. Autonomy has seven indicators: learners' awareness, self-efforts, broad autonomous activity, self-esteem, use of reference materials, motivation, and use of technology in learning (Misir et al., 2018).

**Learner Awareness.** It refers to the conscious recognition and understanding learners have about their learning processes, strategies, strengths, weaknesses, and preferences. It encompasses various aspects of self-awareness and metacognition related to learning. Learner awareness involves knowing how one learns best, what strategies are effective, and how to monitor and regulate one's learning activities. Sinclair (2009) reiterated that developing autonomy requires learners' deliberate contemplation and decision-making related to the learning process.

**Self-Efforts.** Autonomous learning is primarily the responsibility of the learner. According to Murray (2020), responsible students acknowledge that their own efforts are essential to learning effectively, and they collaborate with teachers to track their development by taking advantage of the possibilities provided. Students' voluntary conduct or personal involvement in their education is referred to as quality of effort, and it has been measured by how frequently they complete learning tasks like taking thorough notes in class.

**Broader Autonomous Activity.** The method and practice known as autonomous learning activities places the onus of learning on the individual. To enhance their knowledge, they can use the various ways and modes. Benson (2016) pointed out that self-access fosters autonomy. Various self-access centers have been established around the world. These centers provide necessary materials where the learners work

independently to learn. Self-access is an approach to learning, not an approach to teaching.

**Self-Esteem.** It is an individual's assessment of their own value or worth based on their sense of efficacy and ability to engage with their surroundings in an efficient manner. According to Brown (2000), the most pervasive component of human conduct is self-esteem. He goes on to say that only a certain level of self-worth, self-assurance, self-awareness, and self-belief can be applied to successful cognitive or affective activity.

**Use of Reference Materials.** Reference materials are resources that students can use when completing academic or social and emotional tasks. These materials provide pertinent and valuable facts and information that can make work accurate and easy to understand. Consequently, a good learner makes decisions regarding the choice of objectives, selection of content and materials, methods and techniques to be used, and how to assess progress and outcomes (Little, 2015). Biden and Beheshti (2022) studied students' perceptions of using infographics as instructional design. They revealed that infographics resulted in an engaging learning process, which helped learners understand concepts by simplifying complex information and building their confidence in their autonomous learning.

**Motivation.** It has a big impact on the language acquisition process. Only those who comprehend the connection between motivation and language acquisition can instruct students in a language successfully. Passion is at the heart of motivation; it has to do with an individual's inner aspirations and objectives. Effective learners are aware of their preferences, abilities, and shortcomings and are able to make the most of their advantages and mitigate their disadvantages. Teachers should look for methods to connect with their students' passions, as this is a key factor in successful language learning (Woodrow, 2017).

**Use of Technology in Learning.** Computers and the internet technology have played a vital role in learning. Computer-assisted language learning facilitates autonomous learning. It is a program where the learners can learn independently using computers. Moreover, the internet provides a wealth of resources for language learning, including online courses, language learning apps, e-books, and videos. Many online platforms offer interactive lessons that make learning a new language fun and engaging. They include quizzes, games, and exercises that can help reinforce what students have learned (Chapelle, 2009).

**LANGUAGE LEARNING STRATEGIES.** Khosravi (2012) cited Oxford (1990), who stated that strategies are essential for language learning because they are tools for active, self-directed involvement, vital in developing communicative competence. When it comes to language learning, effective language learners employ a variety of learning strategies to help them master the content on their own, with others, or autonomously. Language learners can therefore enhance their language proficiency since they are better prepared when they can employ a wide range of language learning strategies effectively (Amir, 2018).

**Memory Strategies.** Chang (2015) stated that school learning necessitates memorization of a wide range of data. Memory strategies or techniques such as elaboration, mental visualization, mnemonics, organizing, and practice are helpful in recalling details, whether used by teachers or students. Memory learning techniques are divided into four categories: establishing mental links, suggesting images, thoroughly analyzing, and employing behavior. Each memory strategy is accompanied by one to four detail strategies, such as suggesting images contain details strategies such as imagery, semantic mapping, keyword use, and representing sounds in memory (Nordin et al., 2020).

**Cognitive Strategies.** In order to maximize the assimilation, internalization, construction, consolidation, and transference of knowledge and language abilities, learners engage in these deliberate,

relatively controlled, and aware behaviors. Encoding, storage, and extraction are the three cognitive pillars that support information processing, and they define them (Di Carlo, 2017).

**Metacognitive Strategies.** These strategies include higher-order executive abilities, learning-controlling procedures, conscious monitoring, and decisions made by students prior to, during, and following instruction. Higher-order cognitive abilities, attentional and memory management, self-confidence, and autonomous and successful learning have all been demonstrated to be enhanced by metacognitive therapies (Mitsea & Drigas, 2019).

**Compensation Strategies.** Addressing learners' knowledge gaps in speaking and writing helps them get past language barriers. According to Oxford, when students experience a brief breakdown in their ability to speak or write, they turn to compensating measures. These strategies fall into two categories: making educated guesses and overcoming writing and speaking constraints (Arellano, 2017).

**Affective Strategies.** The goal of practical techniques is to support learners' emotional needs in order to manage their motivation, emotions, and attitudes toward learning. These techniques include lowering anxiety, motivating oneself, and assessing one's emotional state (Arellano, 2017). When effective strategies are used in English class, the language learning process will be successful. It can help the learners reduce their anxiety, and they can enjoy learning English without being scared of it.

**Social Strategies.** Using social tactics increases communication in the target language. These encourage interacting with others to learn a language. Since social conduct is conveyed by all languages, acquiring a foreign or second language necessitates appropriate contact (Arellano, 2017). Social strategies have a particular purpose to help learners learn the target language by communicating with others. Therefore, when communicating with other individuals, students must use effective social techniques (Amirrudin & Maneba, 2020).

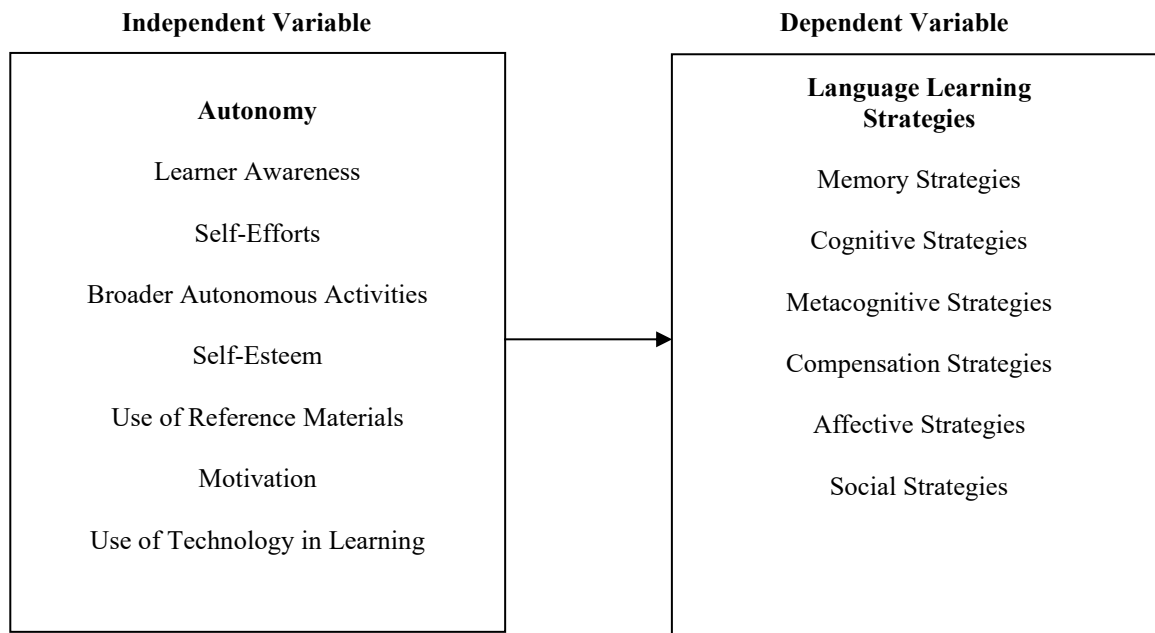
## 1.2. Theoretical and Conceptual Framework

This study was anchored on self-regulation in the psychology field. Self-regulation is the heart of the social constructivist theory of Russian psychologist Lev Vygotsky (1968). In Vygotsky's theory, learning aims to develop an independent, self-regulated, problem-solving individual. This can occur only with the help of "more capable others" (teachers, more competent peers, parents, or others) who assist the learner. This support is sometimes referred to as scaffolding, the external framework used to support and maintain a building while it is being constructed. There comes a time when the edifice needs less and less external support or scaffolding. When no longer essential, it is gradually removed.

The above-mentioned theory is supported by the proposition of Littlewood (1996) that learners have the ability to choose the knowledge and have the necessary skills to carry out whatever alternatives seem most appropriate for them in learning. Furthermore, when learners need to learn the language, they will have the attitude to learn. Then, when they have a favorable attitude toward language learning, they will have a need or desire to know it. Thus, it can promote responsibility among learners and their capacity to be more confident in their learning ability.

Figure 1 displays the study's conceptual framework. According to Misir, Koban Koc, and Engin Koc (2018), the autonomous variable is made up of the following indicators: learner awareness, self-efforts, broader autonomous activity, self-esteem, use of reference resources, motivation, and technology used in the classroom. Language learning strategies as the dependent variable, and the following strategies are used as

indicators: emotive, social, metacognitive, memory, cognitive, and compensatory strategies (Yang, 2015).



**Figure 1.** Conceptual Paradigm of the Study

### 1.3. Statement of the Problem

This study aims to determine a significant relationship between the autonomy and language learning strategies of learners in a rural community. Specifically, it seeks to determine the answers to the following problems:

1. What is the extent of autonomy of learners in a rural community in terms of:
  - 1.1. learner awareness;
  - 1.2. self-efforts;
  - 1.3. broader autonomous activities
  - 1.4. self-esteem;
  - 1.5. use of reference materials;
  - 1.6. motivation; and
  - 1.7. use of technology in learning?
2. What is the level of language learning strategies of learners in a rural community in terms of:
  - 2.1. memory strategies;
  - 2.2. cognitive strategies;
  - 2.3. metacognitive strategies;
  - 2.4. compensation strategies;
  - 2.5. effective strategies; and

### 2.6. social strategies?

3. Is there a significant relationship between learners' autonomy and language learning strategies in a rural community?

4. What indicator of learners' autonomy in rural communities significantly influences their language learning strategies?

## 2. Methodology

### 2.1. Research Design

This study used a non-experimental quantitative research design utilizing a descriptive-correlational technique. It is non-experimental research because the study's independent variable was not manipulated, and there was no random assignment to groups (Johnson & Christensen, 2008). The data of this study described the autonomy and language learning strategies of learners in a rural community.

### 2.2. Research Participants

The respondents of the study were the selected learners in a rural community in Cluster 12 who are in grade 10. The study employed the enumeration technique. It is a method to select a sample by compiling a list or enumerating all the elements in the population of interest.

### 2.3. Data Gathering Procedure

Asking Permission. The researcher asked permission from the Dean of the Graduate School, Dr. Pablo F. Busquit, for this study to be conducted. Along with the dean's approval, Deanhis endorsement to the Schools Division Superintendent of Davao City.

Data Collection. The researcher personally arranged with the Public Schools District Supervisor and the school principals. This was done to conduct the study without disrupting the school's classes and other official functions. After the completed questionnaires were retrieved, the data were tallied, tabulated, analyzed, and interpreted confidentially and accordingly.

### 2.4. Data Analysis

Mean. The mean for a given collection of numbers can be computed in several ways, including the arithmetic mean approach, which employs the sum of the values in the series (Hayes, 2021).

Pearson Product Moment Correlation or Pearson r. The statistical tool determined the significant relationship between the two variables. Pearson's correlation (also called Pearson's R) is a correlation coefficient commonly used in linear regression (Hayes, 2021).

Multiple Linear Regression. This study was used to determine what indicator of autonomy significantly influences the language learning strategies of learners in a rural community.

### 3. Results and Discussion

Table 2. Level of Autonomy in Terms of Learners' Awareness

No.	Items	Mean	Descriptive Equivalent
1.	I think I have the ability to learn English well.	3.85	Highly Extensive
2.	I make decisions and set goals of my learning.	3.92	Highly Extensive
3.	I make good use of my free time in studying English	3.52	Highly Extensive
4.	I read journals and books in English.	3.47	Highly Extensive
5.	I communicate with my friends in English.	3.08	Moderately Extensive
Overall		3.57	Highly Extensive

The overall mean rating of learning autonomy in terms of learners' awareness is (3.57) or highly extensive. The respondents often manifest learning autonomy regarding learners' awareness. The study's findings confirmed the statement of Zimmerman and Labuhn (2012) that learners with a high level of awareness frequently demonstrate their understanding or comprehension of a subject through observable behaviors, actions, or expressions. Furthermore, they are more aware of their learning processes, preferences, and needs.

Table 3. Level of Autonomy in Terms of Self-Efforts

No.	Items	Mean	Descriptive Equivalent
1.	I preview before the class (i.e. see summary, lessons etc.).	3.67	Highly Extensive
2.	In the class, I try to use every opportunity to take part in the activities where and when I can speak in English.	3.58	Highly Extensive
3.	I speak confidently in front of the people.	3.33	Moderately Extensive
4.	I make notes and summaries of my lessons.	4.05	Highly Extensive
5.	I talk to the teachers and friends outside the class in English.	3.08	Moderately Extensive
Overall		3.54	Highly Extensive

The overall mean rating of learning autonomy regarding self-effort is (3.54) or highly extensive. This means that the respondents often manifest learning autonomy in terms of self-efforts. The students actively engage in their learning process and exert significant effort to achieve their academic goals. This can manifest in various ways, such as dedicating ample time to studying, seeking additional resources or assistance when

needed, actively participating in class discussions, and persisting in facing challenges or setbacks. The study's findings substantiated the assertion of Pass and Neu (2014) that it is crucial to employ strategies to increase student perceptions of relatedness, competence, and autonomy to improve student effort quality.

**Table 4. Level of Autonomy in Terms of Broader Autonomous Activities**

No.	Items	Mean	Descriptive Equivalent
1.	I use audio-visual materials to develop my speech such as: listen to news, watch English movies, read English newspapers etc.	3.72	Highly Extensive
2.	I practice English outside the class also such as: record my own voice; speak to other people in English.	3.13	Moderately Extensive
3.	I use library to improve my English.	3.30	Moderately Extensive
4.	I take risk in learning the English language.	3.57	Highly Extensive
5.	I attend different seminars, training courses, conferences to improve my English.	2.77	Moderately Extensive
<b>Overall</b>		<b>3.30</b>	<b>Moderate Extensive</b>

The overall mean rating of learning autonomy regarding broader autonomous activities is (3.30) or moderately extensive. This means that the respondents sometimes manifest learning autonomy in terms of broader autonomous activities. Based on the findings of the study, Abdel Razeq (2014) suggested that while students demonstrate some ability to engage in broader autonomous activities, there may still be room for growth in terms of setting goal and pursuing learning opportunities outside of the structured curriculum.

**Table 5. Level of Autonomy in Terms of Self-Esteem**

No.	Items	Mean	Descriptive Equivalent
1.	I note my strengths and weaknesses in learning English and improve them.	3.37	Moderate Extensive
2.	I am confident in speaking English.	3.07	Moderately Extensive
3.	I study English for my future career.	3.68	Highly Extensive
4.	I learn English easily.	3.30	Moderately Extensive
5.	I read critically English articles.	3.22	Moderately Extensive
<b>Overall</b>		<b>3.33</b>	<b>Moderately Extensive</b>

The overall mean rating of learning autonomy regarding self-esteem is (3.33) or moderately extensive. This means that the respondents sometimes manifest learning autonomy in terms of self-esteem. The study's findings were supported by the statement of Peng et al. (2019) that individuals with moderate self-esteem possess a healthy sense of self-worth without displaying extreme confidence or self-doubt. They may



have a realistic view of their strengths and weaknesses.

Table 6. Level of Autonomy in Terms of Use of Reference Materials

No.	Items	Mean	Descriptive Equivalent
1.	I revise lessons and seek the reference books.	3.32	Moderately Extensive
2.	Besides the contents prescribed in the course, I read extra materials in advance.	3.25	Moderately Extensive
3.	I browse the internet to read.	3.53	Highly Extensive
4.	I read materials other than text book.	3.47	Highly Extensive
5.	I refer my lessons in English in various journals.	3.18	Moderately Extensive
Overall		3.35	Moderately Extensive

The overall mean rating of learning autonomy in terms of use of reference materials is (3.35) or moderately extensive. This means that the respondents sometimes manifest learning autonomy in terms of using reference materials. This suggests that students have an average ability to learn independently by using reference materials. Biden and Beheshti (2019) studied students' perceptions of using infographics as an instructional design. They revealed that infographics resulted in engaging learning processes, which helped learners understand concepts through their functions in simplifying complex information.

Table 7. Level of Autonomy in Terms of Motivation

No.	Items	Mean	Descriptive Equivalent
1.	When I make progress in learning, I reward myself such as: buy new things, celebrate parties etc.	2.90	Moderately Extensive
2.	I study my lessons to get high grades.	3.88	Highly Extensive
3.	I study my lessons to get scholarships and school subsidy.	3.75	Highly Extensive
4.	I study in order to become famous in school.	2.62	Moderately Extensive
5.	I learn English to be considered intelligent.	2.98	Moderately Extensive
Overall		3.23	Moderately Extensive

The overall mean rating of learning autonomy in terms of motivation is (3.23) or moderately extensive. This means that the respondents sometimes manifest learning autonomy in terms of motivation. This implies that students may demonstrate initiative in setting goals, selecting learning activities, and monitoring their progress. According to Csizér, Albert, and Piniel (2021) that while students can take some responsibility for their learning, they may not yet have fully internalized their motivation or developed a strong sense of intrinsic motivation.

Table 8. Level of Autonomy in Terms of Use of Technology in Learning

No.	Items	Mean	Descriptive Equivalent
1.	I use internet and computers to study and improve English.	3.67	Highly Extensive
2.	I submit or post my assignment online.	2.65	Moderately Extensive
3.	I browse my grades in the portal.	2.67	Moderately Extensive
4.	I check instructions of our teachers in the group chat.	3.87	Highly Extensive
5.	I participate in the discussion through virtual portal.	3.35	Moderately Extensive
Overall		3.24	Moderately Extensive

The overall mean rating of learning autonomy in terms of the use of technology in learning is (3.37) or moderately extensive. This means that the respondents sometimes manifest learning autonomy in terms of the use of technology in learning. The study's findings verified the assertions of Warni, Aziz, and Febriawan (2018) that students are moderately autonomous in using technology for learning purposes. They likely demonstrate some self-direction in utilizing technological tools and resources.

Table 10. Level of Utilization of Language Learning Strategies in Terms of Memory Strategies

No.	Items	Mean	Descriptive Equivalent
1.	I think of relationships between what I already know and new things I learn in the second language.	3.37	Moderate
2.	I use new second language words in a sentence to remember them.	3.28	Moderate
3.	I connect the sound of a new second language word and an image or picture of the word to help me remember the word.	3.43	High
4.	I remember a new second language word by making a mental picture of a situation in which the word might be used.	3.47	High
5.	I use rhymes to remember new second language words.	3.08	Moderate
Overall		3.33	Moderate

The overall mean rating of language learning strategies regarding memory strategies is (3.33) or moderate. This indicates that the respondents sometimes practice these strategies. The findings of the study proved the statement of Arellano (2017) that students may be employing a mix of memory strategies but not

consistently or effectively across all language learning tasks. Occasionally, they create associations, use new vocabulary in the new context to remember, use imaginary voice, combine voice and image, use an action to place new expressions and structured repetition, and review previous lessons.

Table 11. Level of Utilization of Language Learning Strategies in Terms of Cognitive Strategies

No.	Items	Mean	Descriptive Equivalent
1.	I say or write new second language words several times.	4.10	High
2.	I try to talk like native second language speakers.	3.20	Moderate
3.	I practice the sounds of second language.	3.43	High
4.	I use the second language words in different ways.	3.20	Moderate
5.	I start conversations in the second language.	3.00	Moderate
Overall		3.39	Moderate

The overall mean rating of language learning strategies in terms of cognitive strategies is (3.39) or moderate. This means that the respondents sometimes practice these language-learning strategies. The study's findings confirmed the proposition of Bilge and Taylor (2017) that students are likely to employ various cognitive strategies that have been shown to enhance language learning. They are not relying solely on rote memorization but are actively engaging their cognitive abilities to understand and internalize the language.

Table 12. Level of Utilization of Language Learning Strategies in Terms of Metacognitive Strategies

No.	Items	Mean	Descriptive Equivalent
1.	I try to find as many ways as I can to use my second language.	4.00	High
2.	I notice my second language mistakes and use that information to help me do better.	3.20	Moderate
3.	I pay attention when someone is speaking second language.	3.40	High
4.	I try to find out how to be a better learner of second language.	3.20	Moderate
5.	I plan my schedule so I will have enough time to study second language.	3.00	Moderate
Overall		3.36	Moderate

The overall mean rating of language learning strategies in terms of metacognitive strategy is (3.36) or moderate. This means that the respondents sometimes practice these strategies. The findings were

consistent with the findings of Hernberg (2020), which state that students occasionally employ techniques to monitor and regulate their learning. They sometimes pay attention to one's comprehension and production of language during learning activities and recognize when understanding is lacking or errors are made.

Table 13. Level of Utilization of Language Learning Strategies in Terms of Compensation Strategies

No.	Items	Mean	Descriptive Equivalent
1.	I make guesses when understanding unfamiliar words from second language.	4.10	High
2.	I use gestures when I cannot think of a word during a conversation in the second language.	3.50	High
3.	I make up new words if I do not know the right ones in the second language.	3.48	High
4.	I read second language without looking up every new word.	3.50	High
5.	I try to guess what the other person will say next in the second language.	3.80	High
Overall		3.68	High

The overall mean rating of language learning strategies regarding compensation strategies is (3.68) or higher. This implies that the respondents often use these strategies. The study's findings on language learning strategies in terms of compensation strategies confirmed the statement of Shakarami, Hajhashemi, and Caltabiano (2017) that a high level of compensation strategies means that students have developed effective coping mechanisms to overcome language learning challenges.

Table 14. Level of Utilization of Language Learning Strategies in Terms of Affective Strategies

No.	Items	Mean	Descriptive Equivalent
1.	I try to relax whenever I feel afraid of using second language.	4.10	High
2.	I encourage myself to speak second language even when I am afraid of making a mistake.	3.50	High
3.	I give myself a reward or treat when I do well in second language.	3.48	High
4.	I notice if I am tense or nervous when I am studying or using second language.	3.50	High
5.	I write down my feelings in a language learning diary.	3.80	High
Overall		3.68	High

The overall mean rating of the level of language learning strategies in terms of affective strategies is (3.68) or higher. This means that the respondents often practice these strategies. The study's findings confirmed the proposition of Yayla, Kozikoglu, and Celik (2016) that students with high proficiency in affective strategies demonstrate the ability to regulate their emotions effectively during language learning tasks. They can manage anxiety, frustration, or self-doubt when encountering challenging situations, thus maintaining a positive and resilient attitude toward learning.

Table 15. Level of Utilization of Language Learning Strategies in Terms of Social Strategies

No.	Items	Mean	Descriptive Equivalent
1.	I ask the other person to slow down or say it again if I do not understand something in second.	4.00	High
2.	I ask second language speakers to correct me when I talk.	4.10	High
3.	I practice second language with other students.	3.70	High
4.	I ask for help from second language speakers.	4.00	High
5.	I ask questions in second language.	4.00	High
Overall		3.96	High

The overall mean rating of language learning strategies regarding social strategy is (3.96) or higher. This means that the respondents often practice these strategies. The findings of the study were aligned with the proposition of Sie (2021) that students with a high level of social strategies possess strong interpersonal communication skills, engage actively in peer interaction and collaboration, demonstrate cultural awareness and sensitivity.

Table 17. Significant Relationship Between Autonomy and Utilization of Language Learning Strategies

Variables	r-value	Degree of Correlation	p-value	Decision
(X) Autonomy	0.731S	High Degree of Correlation	0.01	Rejected
(Y) Utilization of Language Learning Strategies				

S- Significant at 0.05 Level of Significance

The study's findings are in concordance with the study of Samaie et al. (2015) conducted among 150 Iranian EFL male and female undergraduate and M.A. students. It revealed that the learning autonomy of

learners significantly correlated with their language learning strategies used in a positive way, which means that the higher the student's level of independence, the more learning strategies they employ. This result is in line with the study of Chen and Pan (2015) in a different context, which found a correlation between students' use of language learning strategies and their autonomy. According to Rubin (1987), students who use effective learning strategies can work beyond the classroom on their own when the teacher is not available to give directions and input for their learning.

Table 18. Indicators of Autonomy that Has Significant Influence on Utilization of Language Learning Strategies

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-ratio	Sig
	B	Std. Error	Beta		
Constant	$\beta_0$	3.37	0.44	21.00	0.03
Learners' Awareness	$\beta_1$	0.56	0.94	29.09	0.02
Self-Efforts	$\beta_2$	0.58	0.47	6.20	0.01
Broad Autonomous Activity	$\beta_3$	0.23	0.77	7.77	0.02
Self-Esteem	$\beta_4$	0.34	0.70	10.01	0.01
Use of Reference Materials	$\beta_5$	0.33	0.69	10.23	0.00
Motivation	$\beta_6$	0.30	0.77	11.21	0.00
Use of Technology in Learning	$\beta_7$	0.26	0.78	9.90	0.00

The study's conclusion suggests that students who are conscious of their learning autonomy have a better comprehension of how they learn. This awareness prompts individuals to consider their language learning methods, assess their efficacy, and decide which methods to use in various learning environments. They are able to modify their approaches in response to evolving settings, preferences, and learning requirements, which enhances their ability to adapt to a variety of learning scenarios (Cohen, 2019).

#### 4. Conclusions and Recommendations

##### 4.1. Conclusion

Based on the findings obtained in this study, the following conclusions are drawn:

1. The level of learning autonomy is moderately extensive, meaning the respondents sometimes manifest this. Meanwhile, the level of language learning strategies is high, implying that the respondents often practice these strategies.
2. There is a significant relationship between the respondents' learning autonomy and language

learning strategies. This suggests a strong connection between the variables. Further, it implies that students with higher learning autonomy are more likely to employ effective language learning strategies.

3. The seven indicators of language learning strategies, namely learners' awareness, self-efforts, broad autonomous activity, self-esteem, use of reference materials, motivation, and use of technology in learning, significantly influence the language learning strategies of the respondents. This signifies that learning autonomy contributes to students' adaptability and flexibility in using language learning strategies. More autonomous students may be better able to adjust their approach based on their individual learning preferences, needs, and the resources available in their rural community.

#### *4.2. Recommendations*

The researcher came up with the following suggestions for thought in light of the study's findings and conclusions:

1. The Department of Education, through the school administrators, may provide professional development opportunities for teachers to enhance their understanding of autonomy development and how it relates to language learning strategies. They may also provide teachers with training and resources on effective language strategies that can be incorporated into their lessons.

2. School Heads may encourage teachers to have access to resources, materials, and technology tools that support autonomy development and language learning strategy instruction. Moreover, they may allot funding for acquiring language learning resources, software, and digital platforms that facilitate self-directed learning and strategy use.

3. Teachers may initiate students' awareness of the importance of learning autonomy and provide a training program to develop their autonomy skills. Workshops, symposia, and educational campaigns may be organized to educate students about the benefits of taking ownership of their learning process and how to effectively manage their learning independently.

4. Parents may encourage their children to take ownership of their language process and make decisions about how they study and learn the target language. They may support their children's efforts to set goals, plan their learning activities, and monitor their progress independently.

5. Learners may take the initiative to set clear and achievable language learning goals. To efficiently oversee their language acquisition, they could focus on strengthening their self-regulation abilities, reflect on their experiences and determine which methods have worked best for them, collaborate and exchange ideas with peers in order to gain knowledge from one another and encourage one another's language learning endeavors, and actively look for opportunities to practice and use language in authentic settings.

6. Future Researchers may explore how contextual factors such as cultural background, educational environment, socioeconomic status, and language proficiency levels influence the relationship between learning autonomy and language learning strategies. They may consider conducting comparative studies across different contexts to understand how these factors interact with autonomy and strategy use.

## References

- Abdel Razeq, A. A. (2014). University EFL learners' perceptions of their autonomous learning responsibilities and abilities. *RELC Journal*, 45(3), 321-336.
- Amir, M. (2018). Language learning strategies used by junior high school EFL learners. *Language and Language Teaching Journal*, 21(1), 94-103.
- Amiruddin, E. P., & Maneba, S. (2020). The Use of Language Learning Strategies towards Students' English Academic Achievement at SMA Negeri 1 Baubau. *English Education Journal*, 1-7.
- Arellano, M. D. C. (2017). Memory learning strategies in English as a foreign language in vocational studies. *Tendencias pedagógicas*, 29, 229-248.
- Benson, P. (2016). Learner autonomy. In *The Routledge handbook of English language teaching* (pp. 339-352). Routledge.
- Brown, J. D. (2000). University entrance examinations: Strategies for creating positive washback on English language teaching in Japan. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 3(2).
- Butler, Y. G. (2014). Parental factors and early English education as a foreign language: A case study in Mainland China. *Research papers in education*, 29(4), 410-437.
- Chang H. I., & Pan, H. H. (2015). Learner autonomy and the use of language learning strategies in a Taiwanese junior high school. *Journal of Studies in Education*, 5(1), 52-64.
- Coady, M. R. (2019). Rural English learner education: A review of research and call for a national agenda. *Educational Researcher*, 49(7), 524-532.
- Csizér, K., Albert, Á., & Piniel, K. (2021). The interrelationship of language learning autonomy, self-efficacy, motivation and emotions: The investigation of Hungarian secondary school students. In *Investigating individual learner differences in second language learning* (pp. 1-21). Cham: Springer International Publishing.
- Chapelle, C. A. (2009). The relationship between second language acquisition theory and computer-assisted language learning. *The modern language journal*, 93, 741-753.
- Chen, M. L. (2015). Age differences in the use of language learning strategies. *English Language Teaching*, 7(2), 144-151.
- Cohen, A. D. (2019). Quality in Language Learning: Strategy Instruction and Options for Autonomous Language Learning. In *Quality in TESOL and Teacher Education* (pp. 75-83). Routledge.
- Daflizar, Sulistiyo, U., & Kamil, D. (2022). Language Learning Strategies and Learner Autonomy: The Case of Indonesian Tertiary EFL Students. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 257-281.
- Di Carlo, S. (2017). Understanding cognitive language learning strategies. *International Journal of Applied Linguistics and English Literature*, 6(2), 114-126.



- Erling, E. J., Seargeant, P., Solly, M. English in Rural Bangladesh, *English Today*, Vol. 30, No. 4, 2014, pp. 15-21.
- Hernberg, S. (2020). Metacognition and language learning: creating effective K–12 learners. *BC TEAL Journal*, 5(1), 109-122.
- Hayes, A. (2021). Stratified Random Sampling. [https://www.investopedia.com/terms/stratified\\_random\\_sampling.asp](https://www.investopedia.com/terms/stratified_random_sampling.asp)
- Johnson, R.B. and Christensen, L.B. (2008) *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. 3rd Edition, Sage Publications, Inc., Lose Angeles.
- Khosravi, M. (2012). A Study of Language Learning Strategies Used by EFL Learners in Iran: Exploring Proficiency Effect on English Language Learning Strategies. *Theory & Practice in Language Studies*, 2(10).
- Little, D. (2015). University language centres, self-access learning and learner autonomy. *Recherche et pratiques pédagogiques en langues de spécialité. Cahiers de l'Aplut*, 34(1), 13-26.
- Littlewood, W. (1996). "Autonomy": An anatomy and a framework. *System*, 24(4), 427-435.
- Mısır, H., Koban Koç, D., & Engin Koç, S. (2018). An analysis of learner autonomy and autonomous learning practices in massive open online language courses. *Arab World English Journal (AWEJ) Special Issue on CALL*, (4).
- Mitsea, E., & Drigas, A. (2019). A Journey into the metacognitive learning strategies. *International Journal of Online & Biomedical Engineering*, 15(14).
- Murray, G. (2020). Learner autonomy and Holec's model: A complexity perspective. In *Autonomy in Language Education* (pp. 89-102). Routledge.
- Nordin, L., Razak, N. Z. A., & Kassim, R. (2020). Direct learning strategies employed in learning english among students of engineering technology. *Journal of Critical Reviews*, 7(8), 162-167.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. (No Title).
- Pass, M. W., & Neu, W. A. (2014). Student effort: the influence of relatedness, competence and autonomy. *Academy of Educational Leadership Journal*, 18(2), 1.
- Peng, M., Wu, S., Shi, Z., Jiang, K., Shen, Y., Dedovic, K., & Yang, J. (2019). Brain regions in response to character feedback associated with the state self-esteem. *Biological psychology*, 148, 107734.
- Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. *Learner strategies in language learning*, 15, 29.
- Samaie, M., Khany, R., & Habibi, N. (2015). On the relationship between learner autonomy and language

- learning strategies among Iranian EFL students. *International Journal of Educational Investigations*, 2(6), 96-109.
- Saysi, J., & Batuctoc, L. V. (2023). Pedagogical struggles and gaps in language literacy enhancement: the case of indigenous peoples' education teachers in the Philippines: Teachers of indigenous people in the Philippines. *International Journal of Curriculum and Instruction*, 15(1), 142-165.
- Shakarami, A., Hajhashemi, K., & Caltabiano, N. (2017). Compensation still matters: language learning strategies in the third millennium ESL learners. Available at SSRN 3032963.
- Sie, S. (2021). Teachers' understandings of learning strategies and their perspectives of teaching language learning strategies: A comparative study between ESL and EFL teachers (Order No. 28867300). Available from ProQuest Central. (2617268525). Retrieved from <https://www.proquest.com/dissertations-theses/teachers-understandings-learning-strategies-their/docview/2617268525/se-2>
- Sinclair, B. (2009). The teacher as learner: Developing autonomy in an interactive learning environment. *Maintaining control: Autonomy and language learning*, 175-198.
- Warni, S., Aziz, T. A., & Febriawan, D. (2018). The use of technology in English as a foreign language learning outside the classroom: An insight into learner autonomy. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 148-156.
- Woodrow, L. (2017). Motivation in language learning. *Essential competencies for English-medium university teaching*, 235-248.