

# **The Prediction of Metacognitive Writing Strategies Awareness in terms of Self-directed Learning Readiness Levels and Academic Self-Efficacy Perception**

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## **Abstract**

In this study, it was aimed to determine the relationship between pre-service teachers' readiness for self-directed learning and their academic self-efficacy perceptions and awareness of metacognitive writing strategies. The study group of the research will consist of pre-service teachers who study in the first year of various departments of the education faculty in the second semester of the 2020-2021 academic year. The Self-Directed Learning Readiness Scale (SDLRS), which was developed by Fisher, King and Tague (2001) and adapted to Turkish by Sahin and Erden (2009), The Academic Self-Efficacy Scale was developed by Jerusalem and Schwarzer (1981) and adapted to Turkish by Yılmaz, Gürcay, and Ekici (2007), and the Metacognitive Writing Strategies Awareness Scale developed by Aydın, Innalı, and Uyumaz (2017) will be used. In the study, the relational screening model will be used to examine the relationship and predictive power of pre-service teachers' readiness for self-directed learning, their academic self-efficacy, and their awareness of metacognitive writing strategies. It is thought that the findings and results obtained from the study will contribute to both the related literature and teacher training programs.

**Keywords :** Readiness for Self-Directed Learning Level, Academic Self-Efficacy, Awareness of Metacognitive Writing Strategies