**SELF-DIRECTEDNESS IN NON-FORMAL ONLINE BUSINESS ENGLISH COURSES: ADULT LEARNERS’ PERSPECTIVES**

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ABSTRACT

 Self-directedness is vital to adult learners as it allows them to stay motivated and achieve effective results while balancing between family and work. This research aims to determine Lithuanian adult learners’ perceived self-directedness while learning Business English in non-formal online courses. To this end, their perspectives towards the indicators of self-directed learning were investigated. Goal Setting, Time Management, Procrastination Management, Assignment Preparation, Final Test Preparation, Note-taking Capability, Research Capability, Technical Readiness, Online Class Readiness and Stress Management were analysed in detail to determine which variables had the most meaningful impact on the ten indicators of self-directed learning. The study revealed that adult learners are highly self-directed while learning Business English in non-formal online courses at a language school. The findings confirmed that the application of self-directed learning as a potent learning strategy for adult learners leads to higher levels of motivation and successful learning outcomes. Based on the findings, these adult learners’ perspectives could contribute to larger-scale surveys in formal and informal forms of education in order to enhance learners’ self-directedness and achieve successful learning results.

 **Key words**: self-directedness, adult learners, online learning, Business English