An- Najah National University
Faculty of Graduate Studies

The Impact of Self -Learning Strategy on the Learners' Achievement in Public Secondary Schools from the English Teachers' Perspective in Tulkarm Governorate

by
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III

Acknowledgement

Dedication

This work is dedicated to my parents for their encouragement- to my father who gave me so much support and would have been so proud of me for completing this research and to my mother for her continuing support.

To my husband for his patience, encouragement and endless support during my work. Without his love and help, I would not have completed this study.

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To my school headmaster and all my colleagues in Kufur Sour Basic Girls' School for their help, patience, encouragement and support.

To all my friends for their endless encouragement and advice.

<u>**إقـــــرار**</u>

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Impact of Self -Learning Strategy on the Learners' Achievement in Public Secondary School from the English Teachers' Perspective in Tulkarm Governorate

اقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمـــت الإشـــارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

<u>Declaration</u>

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's name: **اسم الطالب:**

Signature: **التوقيع:**

Date: **التاريخ:**

Table of contents

VIII
List of tables

List of figures

The Impact of Self- Learning Strategy on the Learners' Achievement in Public Secondary Schools from the English Teachers' Perspective in Tulkarm Governorate

By
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Abstract

The purpose of this study is to determine the impact of self-learning strategy on the learners' achievement from the public secondary school English teachers' perspectives in Tulkarm Governorate. The study examines the role of teachers' variables (gender, qualification, and years of experience.) in the degree of self-learning strategy impact on the learner's achievement.

To achieve the purpose of the study, the researcher chose a sample, which is the whole population of the study, using the descriptive statistical method. It consists of 76 male and female teachers in governmental schools in Tulkarm Governorate.

The researcher developed and administered a 40- item, four- domain questionnaire to the sample of the study. The four domains are reading skills, listening skills, writing skills and speaking skills.

The results of the study shows that self-learning strategy has a significant degree of impact on the learner's achievement. Furthermore, the results reveal that the first rank is for the reading skill, the second rank is for the listening skill, the third rank is for the speaking skill and the fourth rank is for the writing skill.

The results also show that there are significant differences in male teachers' perspectives towards the impact of the self learning strategy on the learners' achievement in listening, speaking, and writing skills and total score for all domains, while female teachers' perspective is better than males in the reading skill. For the qualification variable, the total score shows that the highest mean was for the M.A. and the B.A. and the lowest mean is for the diploma holders.

Lastly, for experience variable, the total score showed that the highest mean is for those who have five years of experience and less, then for those who have 6-10 years of experience, then those who have more than 15 years and the lowest mean is for those who had 11-15 years of experience.

In the light of the findings of the study, the researcher recommends designing training programs for teachers and learners to effectively enhance self-learning. The researcher also suggests conducting further studies in the same field in different regions.

Chapter One

Introduction and Theoretical Background

Introduction

The philosophy of self-learning has developed since the 1970s and early 1980s and has become one of the main features in education in the late 20th and early 21st centuries. Self-learning goes by many other labels including self-directed learning and self-access learning (Ranabahu and Tamala, 2006).

Language learning and self-learning has a fundamental philosophy which is based on the idea that students need to learn how to learn. At the same time, they need to learn how to be critical thinkers and learners, thus making them active and productive global citizens.

This philosophy of learning came as a reaction to the mechanized individual programmed learning of the 1950s and 1960s, where learning a language was considered as a mechanical process where practice and learning of drills were considered as the new way of learning languages (Ranabahu and Tamala, 2006).

Peters (2000) pointed out that the term self-learning was used in 1970s when Moore (1973) defined it as the ability that learners have in order to decide on their learning.

Research of modern linguistics has established that learning of a foreign language is very complicated. It is a process of cognitive development. The teacher should guide and train his/ her learners to learn with plans, aims, and choices to evoke learners to have their own learning

strategies. According to modern linguists, the cultivation of learning strategies should be done in the classroom and divided into five parts: presentation, in which the teacher tells the learners the strategies they are to learn; modeling of strategies, in which the teacher shows how the strategies work; training, where the teacher provides relevant materials to test the strategies; evaluation, where the teacher examines how well learners have mastered the new strategies and lastly; expansion, where the teacher provides more opportunities for learners to test the strategies they have learned. (Fuming, 2007)

Margel (1998) stated that constructivism was founded by Bartlett in 1931. Constructivists believe that learners can construct their own reality or interpret it according to their experiences.

Bruner (1966) developed a framework for learning in which he regarded learning as an active process in which learners construct new ideas or concepts based upon their current and past knowledge. The learner chooses and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the learner to get the information given. Bruner (1966) argued that the teacher should try to encourage his/ her students to discover rules by themselves. The teacher and student should participate in an active dialog. The task of the teacher is to translate information in order to help his/ her learners to understand easily. Bruner (1966) suggested that curriculum should be organized in a spiral manner so that the student continually builds upon what he/she has already learned.

Tennant (1997) clarified Brookfield's claim (1985) that the main idea of self-directed learning can be influenced by those philosophers who advocate the development of students' capacity of critical thinking, autonomous thought and reflective analysis. He added that some educators such as Knowles (1970), who embraced the tradition humanistic psychology, are associated with this opinion. They identified philosophical kinship with the idea of an educational interpretation of the notion of self-actualization.

Tennant (1997) explained the nature of these schools of thought. The first of these schools of thought (the cultivation of intellect approach) stresses the development of rational minds through a teacher-centered and subject-focused curriculum. In this approach, the self-directed learner is considered the ideal product of a very traditional educational experience. As such, it is an approach which is inimical to mainstream adult education theory and practice. The remaining two schools of thought (the humanistic and the critical awareness) have had a profound impact on the struggle to define the goals, purposes and practices of adult education. In particular, they have competing views concerning the nature, rationale and purposes of self-directed learning.

Tennant (1997) believed that self-directed learning as a practical and theoretical term is still strongly connected to the work of Knowles and his model of the lifelong learner, who works through the following skills: the ability to develop curiosity skill, the ability to form questions that can be answered through inquiry, the ability to identify the information required to answer the questions the learner forms, the ability to specify the most relevant and reliable sources of information, the ability to select and use the

most efficient means for collecting the required information from the sources and the ability to generalize, apply and communicate the answers to the questions.

Knowles' theory of andragogy (1960) was discussed by Knowles et al (2005) when they regarded it as an attempt to develop a theory specifically for adult learning. Knowles believed that adults are self-directed and are expected to take responsibility for their actions. He added that adult learning programs had to accommodate that fundamental aspect. His theory of andragogy makes assumptions about the design of learning in which adults need to know why they need to learn something, why need to learn by experience, why they should learn by problem-solving approach, and why they learn best when the topic is of immediate value. In practical terms, andragogy can mean that instruction for adults needs to focus more on the process and less on the content being taught. Strategies, such as case studies, role playing, simulations, and self-evaluation, are most useful when used in learning, and teachers should adopt a role of facilitator or resource rather than lecturer or grader.

Sparrow and Swan (2000) considered self-learning one of the several teaching strategies that have much in common, These strategies are collaborative learning, experiential learning, authentic learning, problem-based learning, constructivist learning, and student- centered learning.

However, some writers point to a very slight difference between these terms, but the researcher considers independent learning as one of these different strategies that are used to achieve the same and the main goal: making our students more responsible for their learning.

Hiemstra and Brockett (1991) considered the idea of self-learning in learning as comprising both instructional method processes (self-directed learning) and personality characteristics of the individual (learner self-direction). This shows how much it is important to consider these two dimensions are interrelated. To illustrate this relationship, the authors proposed a model that differentiated between these two dimensions. The authors presented a model which they referred to as the "Personal Responsibility Orientation" (PRO) model of self-direction in adult learning. It was designed to understand both the differences and similarities between self-directed learning as an educational method and learner self-direction as a personality characteristic. They claimed that the model was not only intended to serve as a way of better understanding self-direction, but could also serve as a framework for building future theory, research and practice.

Figure (1): Personal Responsibility Orientation.

As can be seen in figure 1, the point of departure for understanding self-direction in adult learning, according to the PRO model, is the notion of personal responsibility. By personal responsibility, the authors mean that individuals get ownership for their own thoughts and actions.

"Personal responsibility does not necessarily mean control over personal life circumstances or environment. However, it does mean that a person has control over how to respond to a situation." (Hiemstra and Brockett 1991, p.26)

Hiemstra and Brockett (1991) based their assumption on assumptions of humanistic philosophy. Their assumption was based on two ideas. First, they embraced the idea that human nature is basically good and that individuals possess virtually unlimited potential for growth. Second, they believed that only by accepting responsibility for one's own learning, it is possible to take a proactive method to the learning process.

These assumptions provide a great deal of faith and trust in the learner and, thus, offer a foundation for the notion of personal responsibility relative to learning.

Hiemstra (1994) mentioned several things about self- learning. Learners can take more responsibility for different decisions about their learning ; self- learning is regarded as a characteristic that can exist in every person and every learning situation; self- learning does not mean all learning takes place in isolation from others; autonomous learners should be able to transfer learning through knowledge and study skills; self-directed learning includes various activities and resources such as self-guided reading, participation in study groups, reflective writing activities

and others; teachers should have active and effective roles in self- directed learning such as dialogue with learners, evaluating outcomes and promoting critical thinking.

Hiemstra (1994) claimed that self-directed learning has existed since classical ages. Self- study played an important role in the lives of many Greek philosophers as Socrates, Plato and Aristotle. Other historical examples of self-directed learners included Alexander the Great, Caesar, Erasmus, and Descartes. He added that efforts to understand self-directed learning took place some 150 years ago in the United States.

Hedge (2000) claimed that ideas about self- learning have come to the ELT profession through two basic sources of influence: insights from research studies into second language acquisition, and educational thinking of the last few decades. Research about learner strategies has made an important contribution to the ELT profession by clarifying the possibility of learners becoming more independent in their learning, and by generating discussion of how learners can be ready to take on more responsibility for their learning. Hedge (2000) pointed out that much of the research has established whether it can be possible to facilitate learning by using certain strategies, or whether learners can modify and create their own strategies. The author added that the second main source of ideas about autonomous learner in ELT has been educational thinking, " where the concept of self-determination has been the focus of debate for many years." Self-determination suggests that the learner can reflect, make choices, and make personal decisions. This shows that learners become more independent through self- learning, they will be ready to take up more responsibility

towards learning. In addition, learners modify and create new learning strategies.

Morrall (2003)as quoted from Holec (1981:3), cited a description for a change in education since the 1960s from a view of a man as a "product of his society" to a man as a "producer of his society", and the role of adult education as having the objectives of equal opportunities, responsible autonomy, personal fulfillment and the democratization of education. He briefly defined autonomy as the learner's capacity to be responsible for his or her own learning.

Morrall (2003) spelled out the three types of information which Holec (1981) set for the teachers to provide to students in self-learning : firstly, information on different language aspects used in English communication to help learners set their aims and evaluate their progress. Secondly, information on how they can learn languages to help them with their learning strategies. Thirdly, information on resources that learners can use in their learning.

Candy (1991) differentiated between autonomy as a learner that is to be self-directed in learning, and autonomy as a general personal characteristic. He clarifies that self-direction refers to four different phenomena: personal autonomy, the ability to manage one's own learning, a teaching and learning environment which encourages learner control, and the independent pursuit of learning outside institutions.

Candy (1991) listed some characteristics of self-learners as follows: set their own learning goals; make choices in their learning process; plan

and organize their work; know when to work alone, work collaboratively, and when to seek advice; learn through experience; can identify and solve problems; think creatively; know how to communicate orally and in writing; evaluate their own progress to their aims.

Mo Ching (2001) claimed that self-learning can be conceptualized

as a cyclic process in a net worked human and information technology environment, as shown in figure 2.

The Learning Cycle

Networked Human
& IT Environment

1. Mind-set

6. Feedback

2. Plan

7. Feedback

5. Outcome
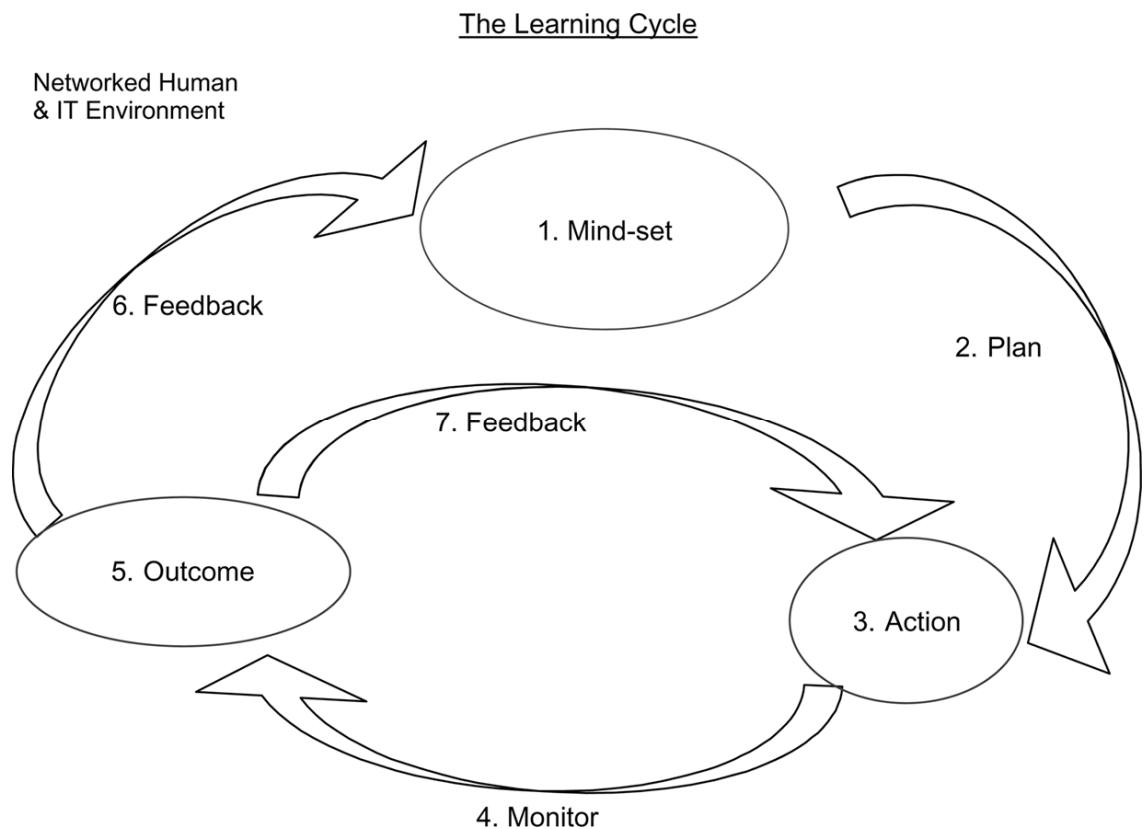
3. Action

4. Monitor

Figure(2): Learning Cycle.

The previous figure subdivides a learning episode into a sequence of three components: mental condition, action and outcome. These components are linked by four processes: planning, monitoring, feedback to mental condition, and feedback to action. So the learner use the mental condition in order to plan for the action stage, then by monitoring process, the learner can produce certain outcomes. In this stage feedback is needed to evaluate the action and the mental condition. As it is mentioned, in all learning stages, learners should depend on their knowledge and abilities in order to complete the episode successfully.

Cognition refers to the learner's understanding of his/her own self, the learning task, and the contextual factors. A skilful self-learner has a clear awareness and understanding of his/her own knowledge, goal orientation, efficacy, learning style, level of commitment and skill level in self-management of the learning.

Mo Ching (2001) added that control refers to the self-learner's regulation of the learning engagement, including the effort needed to the learning task, the learning strategies used, proactively seeking feedback, strategic modifications of goal, and action based on feedback, commitment, or motivation, refers to the learner's sustained motivation and perseverance in the engagement in learning in spite of difficulties and setbacks.

The communicative approach supports the idea of self-learning. The communicative learner takes the central role in learning. They added that the communicative syllabus is student- centered because it aims to fulfill learners' needs after graduation. Also it is designed to give the learners the chance to do the learning themselves. (Rossner and Bolith, 1990)

On the other hand, Rossner and Bolith (1990) compared the communicative approach with the traditional and structuralist approaches. They showed that the role of the learners in both the traditional and the structuralist is passive; they don't take any initiative or responsibility about their learning. On the other hand, the communicative approach demands a high degree of initiative from learners; they are treated as active agents in learning process. In addition, learners are actively involved in communicative activities including speaking, listening, reading and thinking.

Costa and Kallick (2004) agree with most of the needs for self-learners when they listed the following goals: have the capacity for progressive learning; know how to behave when answers for problems are not found immediately; work cooperatively, can build teams; can communicate with others in different modes; have the appreciation of disparate value systems; solve problems creatively; enjoy resolving ambiguous situations; generate and organize produced information; product during craftsmanship; know and respect themselves; have personal commitment to larger global and organizational values.

Little (2003) claimed that attempts to theorize the process of autonomisation have been influenced by neo-vygotaskian psychology, which was founded by Vygotsky, regards learning as a matter of supported performance and focuses on the interdependence of the cognitive and social- interactive dimensions of the learning process. Therefore the teacher's role in this model is to create and develop a learning environment in which learners can be self- learners.

Little (2003) goes with Gerald's (1996) claim and agrees that self-learning is very much influenced by what the great cognitive psychologist Vygotsky called a higher mental function or tool of thought which is a mental organ developed by practicing a particular social interaction, which can operate in any situation. However, other parts of self- learning develop best in nurturing environments; others are nearly impossible to be stopped. Some develop as the peak of Maslow's pyramid of need.

Maslow (1970) "Hierarchy of Needs". Maslow is best known for his concept of human motivation occurs according to a In this hierarchy, needs are arranged in the following order:

1. physiological 2. safety 3. belongingness 4. love 5. esteem

6. self-actualization.

The point that Maslow (1970) stresses is that since these needs are arranged hierarchically, one must be able to fulfill the needs at a given level in order to work effectively toward the fulfillment of needs at the next highest level. What is important about Maslow's work is the concept of "self-actualization." This, according to Maslow (1970), is described as the full use and exploitation of talents, capacities, potentialities, etc. In other words, self-actualization refers to the highest level of human growth, where one reaches the final level of psychological development that can be achieved when all basic and mental needs are fulfilled and the "actualization" of the full personal potential takes place. The hierarchy of needs is clarified in Figure 3.
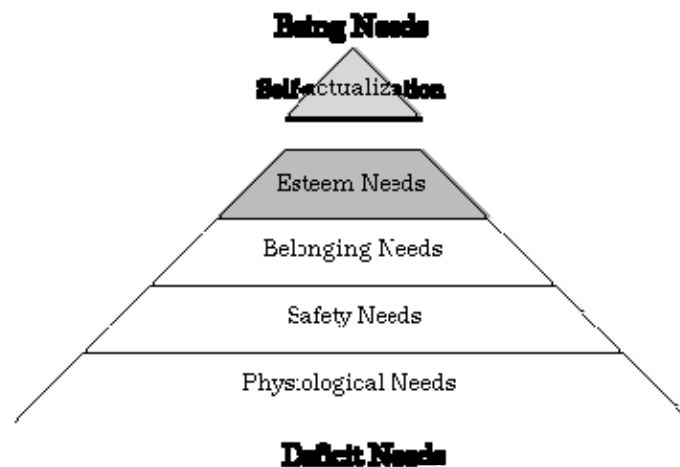
(Boeree, 2006)

Figure (3): Maslow's Hierarchy of Needs

Self-actualization basically means that the learner should learn and be able to create at high levels, this needs learners creative thinkers and self-learners.

Maslow (1970) mentioned some characteristics of self-actualizers; first, he/she should accept (self, others, nature) ;second, he/she should have the quality of detachment and the need for privacy; more importantly, should have the quality of autonomy and independence of culture and environment; and should create self- actualization.

Through the previous method and approaches that support the idea of self-learning, it can be found that many works and approaches help to create the idea of self- learning and develop it; such as constructivism, Bruner's work, Maslow's hierarchy of needs. On the other hand, some theories support adopting self-learning strategy, such as the communicative approach.

Statement of the problem

Approaches to learning are an effective source to evaluate self-learning. Second language research explains how learners' beliefs about language learning dictate learning behavior. Some learners have understood

their learning. As a result, most students get prior learning patterns and ideas as the basis of learning English. The job for practitioners and classroom teachers is to show learners' different ways of learning and to create the suitable environments where risks can be safely taken. (Ranabahu and Tamala, 2006)

The researcher shed light on the importance of adopting this technique in learning, and its effects on learner's achievement. The researcher believes that this strategy can enrich teaching and learning process and improve learners' achievement in learning a foreign language hence it meets students' individuality and their ability to learn by themselves. Moreover, the researcher believes that this study can affect teaching and learning process since it provides teachers and professionals with an effective way to help learners be creative thinkers.

The purpose of the study

This study aimed to achieve the following aims:

1. Find out if there are any significant differences in the teacher's perspective towards the impacts of using self-learning on the learner's achievement due to gender, experience, and qualification variables.

2. Find the relationship between self-learning and the four language skills (reading, writing, listening and speaking skills.)

Questions of the study

1. What is the degree of the impact of self-learning strategy on the learners' achievement from the public secondary school English teachers' perspective in Tulkarm Governorate?

2. Are there any significant differences in the impact of self-learning strategy on the learner's achievement from the public secondary school English teachers' perspectives, in Tulkarm Governorate, due to gender variable?

3. Are there any significant differences in the impact of self-learning strategy on the learner's achievement from the public secondary school English teachers perspectives, in Tulkarm Governorate, due to qualification variable?

4. Are there any significant differences in the impact of self-learning strategy on the learner's achievement from the public secondary school English teachers' perspectives, in Tulkarm Governorate, due to years of experience variable?

Research hypothesis

1. There are no significant differences at $\alpha=0.05$ in the teachers' perspectives towards the impact of using self- learning on the learners' achievements.

2. There are no significant differences at $\alpha=0.05$ in the teachers' perspective towards the impact of using self-learning on the learners' achievement due to gender.

3. There are no significant differences at α=0.05 in the teachers' perspective towards the impact of using self-learning on the learners' achievement due to qualification.

4. There are no significant differences at α=0.05 in the teachers' perspective towards the impact of using self-learning on the learners' achievement due to experience.

Significance of the study

The importance of the study arising from the importance of self-learning and it's impact on learners' achievement and the whole learning process. The researcher believes that this study provide teachers as well as curriculum designers with a fundamental background about the benefit of enhancing self-learning to encourage creativity in learners' thinking.

On the other hand, the insufficient number of studies in the Arab world in the field of self-learning is a very strong motivation for the researcher to conduct this study.

Definitions of terms

Self- learning

The researcher adopted Candy's definition in (1991) when he clarified that self-learning is a method of education in which the learner acquires knowledge by his/her efforts and works to develop the ability for critical evaluation and thinking.

Self-learning can also be considered as personal autonomy, the ability to manage one's own learning, a teaching and learning environment which encourages learning outside formal institutions.

According to McNamara (1997), self-learning includes the learner's responsibility for learning, making decisions and developing experiences that he/ she will get and how. The learner selects and carries out his/ her own learning goals, objectives, methods and means to achieve his/ her goals.

Self-learner

Hedge (2000) supports Candy's (1991) description of the characteristics of self- learners: set their learning aims; make choices over learning modes; plan and organize work; decide when best to work alone, work collaboratively and when to seek advice; learn through experience; identify and solve problems; think creatively; communicate an effective way orally and in writing; assess their own progress in respect of their own.

In addition, the self-learner is a learner who has an awareness of how to use materials effectively; cares about timing for learning; and can activate learning strategies.

Strategy

Brychkov (2007) defines strategy as a pattern of activities followed by an organization in pursuit of its long-term purposes. He also listed three important components of the strategy: strategy is concerned with the broad pattern of organizational activities, not day-to-day detail; long term here is a period of time of 3 years and more; purposes may change over time as a

response to changes in internal and external environment. He suggests that strategic would mean something in general, looking forward and at the same time achievable. He adds that one may argue that these strategies are unnecessary because the world is changing so fast that one is simply unable to plan his/ her time and actions long-term forward.

Reinders (2004) pointed out that learner's strategies include anything a learner to make his/ her learning more efficiently. He added that there are three general categories of learner's strategies: First, there are strategies that help the learner achieve a certain learning goal, like memorizing a list of new words. These strategies are called cognitive strategies and they help the learner to use the language more or learn more efficiently. The second type of those strategies, that help the learner to plan and monitor their learning, are called metacognitive strategies. These help the learner become more independent and personalize his/ her learning by allowing his/ her to take control over the learning process.   The third type are called social/affective strategies and these help learner to keep motivated, come in contact with the target language, and deal with the frustrations of learning a new language. Also, they help learner to find opportunities to use the language and learn the new culture.

Academic Achievement

Johnson (2005) defines achievement as accomplishment of whatever goals one has set for himself/ herself, not necessarily earning a lot of money. Achievement is doing what one wants to do within the bounds of the law. It is the pursuit of dreams. It is liberty from the chains of fear and unbelief. It is recognition of what makes one unique and what one has to

offer others. It is the realization, the substance, and the tangibility of a dream fulfilled. However, it is important to know that accomplishing one's goals is done through the fire of one's will.

Operational definition of achievement

In this study, academic achievement is reading, writing, listening, and speaking skills which are the main components of learning a foreign langauge.

A Secondary School Teacher

A secondary school teacher is defined by higher educational career professionals (2007) as the teacher who teaches one or more national curriculum subjects to classes of pupils aged 11-16 or 11-18.

The subjects are determined by the national curriculum but how they are taught is left to the professional judgment of the teacher whose priority is to ensure pupils' learn.

Limitations of the study

The researcher clarifies the limitation of the study into four: locative, temporal, human and topical limitations.

1. Locative limitation: The study covers all the governmental secondary schools in Tulkarm Governorate.

2. Temporal limitation: The researcher carried out this study in the scholastic year 2007/2008.

3. Human limitation: The sample consisted of all the male and female teachers of the governmental secondary schools in Tulkarm Governorate.

4. Topical limitation: The study was conducted to examine the impact of self-learning strategy on the learners' achievement in public secondary school from the English teachers' perspective in Tulkarm governorate.

Summary

Chapter one dealt with the theoretical background of the study, the role of the teacher and learner in the self-learning strategy. It also presented the statement of the problem, the purpose of the study, the significance of the study, the hypotheses of the study, the limitations of the study and definition of the terms.

Chapter two

Review of related literature

Chapter Two

Review of Related Literature

This chapter reviews different studies for different researchers and linguists in various issues related to self-learning. Then the researcher divided the chapter into four sections, according to the importance of the sections, to simplify the information that is discussed. In addition, the researcher organized the literature according to the importance of the studies and their relation with self-learning; not according to the periodical organization.

Many educationalists and researchers tried to explain the idea of self-learning by linking this concept with some learning theories. For example, Huitt (2001) clarified that the teacher's role, according to the humanistic theory, is to be a role model, behaves appropriately and make an effort not to replicate inappropriate behavior, increases his learners' motivation, teach generate learning skills, encourage learning by group work, and give the learner the chance to choose learning tasks. In this way, the learner can use self- evaluation techniques to monitor and observe their own behaviors and make necessary changes. The learner also needs to take more responsibility for his/ her own learning and make his/ her aims realistic.

Barrett (2006) explained that the humanistic theory of learning involves the concept of self-learning. In this theory, the learner watches the behavior of others and what results from that behavior. However, learning does not involve a behavior change in that learner, but learning comes about as a result of observation. Therefore, Barrett considers the humanistic theory as a basic source of self- learning concept.

Benson (1997) linked different approaches to language learning to different versions of learner autonomy. He links positivist approaches to language learning to technical versions of learner autonomy.

The positivist approach suggests that learning may happen in two occasions:

1. Transmission of knowledge from one learner to another.

2. Discovery of new knowledge by testing the hypotheses.

Benson (1997) adds that technical versions of autonomy aim to prepare the learner for learning after the formal education has finished. He also links constructivist approaches to language learning with psychological versions of autonomy. The constructivist approach suggests that each learner should construct his or her own version of the target language. Moreover, Benson (1997) describes psychological versions of autonomy as focusing on the learner's personality, attitude and behavior, which give the learner the control of his or her learning. Finally, Benson links political versions of learner's autonomy with critical philosophies of learning. He assumes that political versions of learner autonomy suggest that the learner should have control over his/ her own learning and the institutional context of that learning. He claims that the learner becomes more aware of the social context of learning the target language when the degree of his or her autonomy grows.

Self- learning is considered as a new concept in learning; however, the researcher found that many scientists, psychologists and linguists have tried to establish the relationship between self-learning and other variables by investigating early studies in this field.

There are different works by some early researchers who tried to understand the self- directed learning concept. For example Torrance and Mourad (1978) conducted a study on forty-one graduate students who had enrolled in a course on creative thinking . The results of this study showed a significant positive correlation between self-directed readiness and right hemisphere style of learning. One of the functions about the right hemisphere of the brain is that it is the responsible part for dealing simultaneously with several problems at a time, grasping at new and uncertain truths, intuitive problem solving, playfulness in solving problems and using metaphors.

Leeb (1985) examined the relationship between self-directed readiness and the tendency to practice a health-conducive lifestyle. In a study involving 35 adults between the ages of 21 and 55, Leeb found that people who had positive health behaviors were highly self-directed.

One of the first authors to address the confusion over the meaning of self-directed learning was Kasworm (1982, 1983). In one study involving graduate students in adult education courses, the aim of the study was to examine the development of self-directed knowledge and behavior resulting from participation in a graduate course. In the course evaluation, most learners expressed positive reactions to the self-directed learning approach and showed a desire for further self-directed study.

At about the same time, Chene (1983) addressed the concept of autonomy, which she largely equated with self-learning. Chene distinguished between two meanings of autonomy, where one view is

psychological and the other is methodological in which the learner aims to be a self- learner.

Cunningham (1988) studied the self-learning readiness among three populations affiliated with the Southern Baptist Seminary including new students, students near graduation, and graduates with two years experience in the ministry. He reported a significant increase in readiness between the new and graduating students. However, he noted that two years of experience in the ministry did not significantly increase readiness for self-learning.

Fellenz (1985) made a distinction between self-direction as a learning process and as an aspect of personal development. According to him, self-learning can be considered in one of two ways: either as a psychological state which is linked with personal development or as a learning methodology adopted during learning process.

Palinscar and Brown (1984) conducted a study in which the seventh grade English speakers were involved. These learners were recognized as having poor comprehension skills. Palinscar and Brown selected four skill areas to activate and monitor reading comprehension. These were summarizing, questioning, clarifying, and predicting. The results of their study indicated that learners were enthusiastic because they were regarded as self-learners and that reinforces skills which were basic to reading successfully in English.

As has been noted earlier, most efforts to understand self-direction in learning have centered on the notion of an instructional process in which

the learner assumes a primary role in planning, implementing, and evaluating the experience.

Klassen et al (1998) conducted an evaluation programme of self-learning for part-time university students taking a remedial English language programme at Hong Kong University. The programme focused on achievement in listening, writing and reading. The results showed significant improvement in reading and writing. Also the results showed that the learners found self- learning useful, motivating and it increased their confidence in learning English.

Dunsmore (1997) conducted a case study to improve science achievement by raising self-esteem. The results showed positive effects of focusing students on improving their level of effort.

Schimmel et al (2000) completed a study in which sixty- two sixth-grade children were included. The results showed that a training in inductive learning, which focused on the process of evaluation of evidence and the control of variables strategy, can improve inductive learning out-come in sixth grade children.

Another study was conducted in 2001 in Clackmannanshire in central Scotland. This study was aimed at helping learners to become more independent thinkers and more effective problem solvers. The results of the study showed that one hour of classroom philosophical enquiry each week in primary schools can promote developments in critical reasoning skills and dialogue in classroom, It can also promote sustainable gains in cognitive ability and emotional and social development (Trickey, 2002).

Magraw and Dimmock (2006) investigated a study which illustrated how adults could help young children to show concentration and persistence on different tasks by creating emotionally supportive environment. It showed that children who were involved in the project increased their self- confidence.

Candy (1991) offered further support to differentiate between concepts. In a critical analysis of the term "self-direction", Candy concluded that self-learning has been used as a personal character or attribute (personal autonomy); as an independent pursuit of learning outside formal educational situations; and as a way of organizing learning.

Scott (2006) authored an article which focused on using a teaching method developed by Maria Montessori. Her approach starts with activities in the primary classroom, which are continued through the elementary years. The author discussed some child-centered techniques which aimed to prepare children for their life and work in their larger community, the whole human community. In the Montessori approach, the sensorial activities start with the classification of very many impressions the child has been collecting since birth. This information is sorted, labeled, and refined through classroom activities. In the same way, the needs of the human curriculum start by classifying the practices all humans are engaged in. Moreover, every day activities are organized under the title " The Five Physical Needs of Humans": food, clothing, transportation, shelter, and defense. Then older children study the Four Spiritual Needs of Humans: art, religion, self-adornment, and communication. The author pointed out that Maria Montessori has presented a framework for preparing children for life in so many other areas.

Giles et al (2006) pointed out that research in education in the last few decades has concentrated on the debate over which classroom methods best improve learning: teacher-centered or student-centered. The authors stated that research support the idea of student-centered for better learning. They conducted a study in an introductory university statistics course using a Latin Square Design to experimentally collect both quantitative and qualitative data basically about student's performance. The study aimed to examine the impact of teaching style on learning, evaluate these approaches in quantitative courses and establish protocols for such studies using a statistically controlled design.

Glaser- Zikuda et al (2005) stated that the learning process has many parts: emotions, interests, anxiety, cognition and motivation. In view of this, the authors presented the ECOLE "Emotional and Cognitive Aspects of Learning" approach as an educational one based on a combination of both student-centered and direct instructions. This approach aimed to improve the quality of instructions by improving positive emotions and achievement by avoiding negative emotions. The authors conducted a study in 2005 on thirty-seven 8th and 9th grade classrooms in southwestern Germany. The results of the study showed that emotions and achievement were enhanced by the ECOLE instructions.

Ellis and Chia (2003) conducted a study in Singapore, on students from the People's Republic of China. They considered the effectiveness of self-access language learning for students of the self-access centre. Their study examined how useful the centre was for improving language skills. The survey showed that most learners believed that engaging them in self-access learning made them more responsible in learning English. The

majority of learners liked the freedom of the centre. On the other hand, the author provided some important recommendations to be considered in such studies; learners should, first, understand the benefits of autonomous learning and they should be prepared before engaging in the activities of self- access learning. Second, teachers should initially suggest activities for the learners so that students can gradually become more responsible for their own learning.

Usuki (2002) conducted a study in Japan on forty-six first year learners of English as a foreign language. She found that her learners believed that the role of the learner should be activated and the teacher's role must be a facilitator or adviser. She also found that her learners' behavior was affected by the environment that might be influenced by the relationship between the teacher and the learners and between learners. (Ellis and Chia, 2004)

James (2006) completed a study in order to get an interpretation of self-learning by 16− to 19−year− old students at a further education tertiary college. James used a case study methodology employing a mixture of questionnaires and interviews.

Gardener and Miller (1997) surveyed 541 self-access centre users in Hong Kong. They found that Chinese learners had no difficulty with self-access learning and that this method was an effective one for Chinese learners. (Morrall, 2003)

Whitehouse (2002/2003) initiated an action research to develop teaching methods which aimed to support chemistry students improving

their responsibility for managing their learning. He found that students have increased their confidence in less- teacher directed method.

Two case studies were conducted to identify the problems and benefits in supporting student-centered, teacher-independent learning using the Internet. The first study was performed on undergraduate geospatial science students by Ribokas (2002). The other study was made by the Association of American Geographers in (2004) for interested academic staff to participate in an international collaborative project for the teaching and learning of geography. One finding of these case studies was that students were able to work independently as individuals and in groups. (♀♀Arrowsmith, 2005)

Kantamara et al (2006) conducted a study in Thailand to test the innovative curriculum. They found that that the curriculum was successful self-learning encourages a learner-centered approach rather than a teacher-centered one.

Golightly et al (2006) conducted a study to test a concept model for optimizing contact time between the geography educator and the student teacher within a learner-centered teaching method. The model was modified and developed by the concerned lecturers and feedback by student teachers. The results of the study showed that the geography student teachers reflected a positive attitude towards the developed model. Moreover, the results indicated that a positive learning environment was created where the students felt more responsible for their own learning.

Tisana (2006) conducted a study in which four selected strategies were drawn from 135 schools that were engaged in a research and

development project to reform their teaching/ learning from teacher-centered to learner-centered. The four strategies were provision for continuous internal supervision, exchanges of ideas and experiences, encouragement of community participation and dissemination of innovations. All these strategies proved their effectiveness in teaching.

Morrall (2003) referred to a study by Thomson (1996) in Australia. In that study, thirty-five out of ninety-eight learners were Chinese, and the majority of these were from Hong Kong. The results of the study showed that the overall rating of attitude to the self-assessment project was very high.

Fox and Lentini (2006) in their article about child-centered classroom environment emphasized the importance of collaborating with the family, addressing the child's physical and mental health needs, and offering the support of specialists that children need.

Relich (2004) conducted a study in order to explore differences in self-concept among male and female primary and secondary teachers and the possible influence of such differences on how the teachers perceive the nature of mathematics and their attitudes to the teaching and learning of mathematics. The results showed that the greatest differences in attitudes to mathematics, to the teaching of mathematics and perceptions of themselves as salient role models were found between teachers with very high and very low self-concept profiles.

As it is mentioned earlier, the researcher divided the related literature into four sections as the following:

2.1 The teachers' role in self-learning

Fuming (2007) maintained that learners should be encouraged to have the sense of being self-learners by transformation of teaching philosophy in which the teacher is the principal part, source of knowledge and learners are passive receivers in teaching activity. According to Fuming, this lack of self-learning sense was caused by the absence of the Teacher-student interaction. However, in the model of self-learning, the teacher must change his/her teaching philosophies, realize that learners should be the centre of the teaching process. Therefore, the teacher must cultivate learner's conscious acquisition of knowledge and ability; so the teacher is a guide, encourager, organizer and evaluator during teaching, and helps the learner in his/ her learning.

There are some practical procedures that the teacher should follow in order to enhance self-learning; first, the teacher must give the learner enough respect especially to those whose English is not good, to help them build up self-confidence in learning a foreign language like English . Next, the teacher should vary and use extra-curriculum activities that can meet the needs of learners at different levels and increase their sense of participation. (Fuming, 2007)

In Rendon's opinion (1995), the role of the teacher in the classroom should shift from the classical teacher/textbook model to the more self-directed model. In this situation, teachers should vary the use of extra-curriculum activities that meet the learners' interests and thus increase

sense of participation, they should conduct continuous evaluation of learners and develop an acceptable criteria of performance for the collective whole.

Sensenig and Rothwell (1999) highlighted some important roles for teachers. The first is in the facilitator role in which the teacher has to make things easy and he must guide learners through a discovery process in which learner knowledge is unlimited; learners are given strategies by which they can formulate their own learning aims; and learners are guided to use their knowledge, skills and creativity to learn collectively. The second is the enabling agent role in which the teacher should help to make things happen. In other words, he must provide the means for learners to carry out their learning activities individually or in groups. Finally, there is the resource agent role in which the teacher brokers information, knowledge, skills or experience. He or she works as a conduit to connect learners who have a problem and people or sources that can help learners solve the problem.

Ward, Kelley and Stenning (1971) explained that the role of the teacher should be in four steps:

1.the teacher helps the learner to develop the concept of working independently,

2. then he/ she has to help the learner to learn how to solve problems that may occur while he/ she is working independently.

3. the teacher should promote the learner to develop his/ her responsibility for delayed teacher response to learner's work.

4. the teacher combines independent work, problem solving and delayed response into learning environment using self-learning activities and small groups.

Field and Pachler (1997) maintained that self- learning is important to be adopted in teaching. They argued that teachers could help their learners to reflect on how they learn, practice and exploit new language by preparing activities and providing some input for learners from time to time.

Gerald (1996) claimed that self-learning can be acquired and it can be taught. He defined self-learning as an immensely useful concept for orienting oneself to education at all levels and he claimed that any school can point in its direction. In order to clarify his idea, he presented a model with four stages of self-learning with a full description of the role of the teacher in each stage. In stage one, learners are with low self-direction so they are dependent on an authority-figure to give them explicit directions on what to do, how to do it, and when. For these learners, learning is teacher-centered. So teachers in this stage are experts who know what the student needs to do, and more importantly, they prepare learners for higher levels of achievement and self-direction. In stage two, learners are moderately self-directed. Learners are "available." They are interested or interestable. They respond to motivational techniques; they are willing to do assignments, they are confident; so these are what most school teachers know as good students. With these learners, teachers should bring enthusiasm and motivation to the class, explain and show the excitement of learning for learners. In stage three, learners are intermediate self-directed; they have skill and knowledge, and they see themselves as participants in their own education. Moreover, they are ready to explore a subject with a good guide. They will even explore some of it on their own.

But they still need to develop a deeper self-concept and confidence. Here the teacher is very much like a participant in the learning experience. The teacher has to give his learners the opportunity to share in decision-making, with learners taking an increasing role. The teacher also concentrates on facilitation and communication and supports learners in using the skills they have. Finally, in stage four, learners are high self-directed. So they set their own goals and standards with or without help from their teachers. They use different resources to specify these goals. As a result, teachers in this stage are not to teach the subject matter but to cultivate the learner's ability to learn. Teachers' ultimate goal of stage four is the learner's own personal empowerment as a mature creator and evaluator of knowledge, or as a high-level practitioner of a skill.

On the other hand, Gerald (1996) gave the following strategies to help teachers adopt their effective role with stage four learners. He divided these strategies into four categories starting with Attention Strategies in which teachers should start discussions and self-directed activity by posing important questions which do not have simple answers, introduce facts or principles for discussion, provide new sources of information for learners, give learners the chance to work in networks, review learner's project management plan and finally, monitor and celebrate learner's progress. The second type of strategies are the expectation strategies in which teachers have to expect learners to review on their own what they already have learned, let students set their own short-and long-term goals, allow students to set their own action plan for how they will complete their tasks, provide learners with reprints of important articles, have advanced learners as beginners.

The third type of strategies are confidence and responsibility strategies: Here, the teacher offers collegial suggestions on improving

learner's work; expects learners to monitor their own progress and work through difficulties themselves while the teacher monitors them to ensure progress and to discuss the process they go through as self-directed learners, asks for learners' help in some way that requires high-level performance, and discusses with learner the major unsolved problems of the field they work in.

Finally, the teacher has to follow the satisfaction strategies in which he/she should know that learner will desire to do well, will think about success, and will feel bad if he/she fails; give infrequent feedback; continue to monitor learner's progress when needed; require self-evaluation at intervals and at the end of the task shares ideas-in-progress with learner and suggests topics learner can write about for publication.

Hiemstra and Brockett (1991) suggested three strategies that the teacher could use to enhance self-learning. The first strategy is Facilitating Critical Reflection. This strategy involves helping learners develop an ability to critically reflect on their experiences to help them use the knowledge that has been gained in future actions.

The second strategy is Promoting Rational Thinking. The notion of personal responsibility means that one assumes the primary decision-making role for one's life. It also means accepting responsibility for those decisions. In addition, personal responsibility is a choice in any given situation. During the process of learning, individuals can choose how they wish to respond.

The third strategy is Using Helping Skills to Enhance Learner Self-Direction. This strategy involves the application of basic helping skills to

the learner-facilitator relationship. The assumption here is that the facilitator of self-directed learning is in fact engaged in a helping process in which the teacher should be a helper for learners in their self- learning process.

After finishing the first section in this chapter, the second section concerns with the role of self-learners in self-learning.

2.2: The role of the self-learners

This section focuses on the idea that self-management leads to responsibility. Little (2003) maintained that self-learners should understand the aim of their learning, accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning learning activities and can review their learning and evaluate its effectiveness. He added that the self- learner needs a positive attitude, a capacity for reflection and a readiness to be active in self- management and interaction with others.

Self-learning demands much effort and responsibility of learner. Klassen et al (1998) believed that self- learners should set their own curriculum by following certain steps: First, they have to analyze their strengths and weaknesses and clarify their objectives. Then they should select materials that are relevant to their objectives and suit their abilities. They must manage their time in learning. After that, they have to decide when and where to study. Also they have to specify a system of record keeping to indicate their progress. Finally, they should evaluate their learning and they may need to change their plan of work after receiving feedback from their teacher.

Field and Pachler (1997) pointed out that self-learners should have the responsibility for their learning. They have to develop new study skills such as time management, learning strategies, personal organization, research skills and others. Despite the importance of learner's autonomy, teachers have to oversee learner's choices and decisions.

Section three of this chapter deals with the purpose of making self-learners.

2.3: Why self-learners?

There are three arguments about the purpose of making self-learners. First, being self-learner makes the learner more efficient and effective because that needs more focus on learner's personality than what is learned. Second, when the learner is proactively committed to his/her learning, his/her motivation will increase. Third, the learners who feels and enjoys autonomy in his/her learning will develop his/her communication which depends on a complex of skills that are developed only through use (Little, 2003).

Costa and Kallick (2004) highlighted some important reasons for having self-learners. They said that self-learners know how to behave when they face problems, can work cooperatively with their partners or work in teams, use communication skills during their work, and more importantly, they can understand and accept themselves. The authors provided some efficient and practical expectations for self-learners. First, the self-learner should be a knowledgeable person. This means that he/she needs to acquire the information that is necessary for success in academic and non-academic life. Then the self-learner should be a complex thinker who can translate issues and experiences into tasks with a clear purpose and use

different but complex reasoning strategies. Moreover, the self- learner should be a skilled information processor and consumer which means the ability to interpret information, use different techniques to gather information. Next, the self-learner should be an effective communicator who expresses ideas freely and communicates with others. Lastly, the self-learner should be a collaborative worker who works toward the achievement of group aims.

Klassen et al (1998) pointed out that research in language learning indicates the effectiveness of adopting student-centered learning rather than teacher-centered learning. They added that students in self-learning can make their own decisions regarding their level, speed and content of their work. In addition, self-learning helps learners to take the responsibility for their learning regarding their individual differences which help learners to move toward autonomy and learn best.

The last section in this chapter deals with suggested activities that can be used to help learners reflect on their learning.

2.4: Activities that help learners to reflect on their learning

Marshall and Rowland (1998) presented different strategies for learners to help them learn language skills independently. The authors started with the reading skill in which the learner has to follow ordered and related steps.

First, the learner should prepare himself/herself to read by specifying his/ her aim of reading, preparing the material that he/she wants to read.

The next stage is the reading process, in which the learner follows one of six approaches that arise from the learner's reading purpose and the material.

These approaches are entertainment reading, overview reading, reading for specific information, reading for the argument or controlling focus, reading for an in-depth understanding and reading to question and critique material. Learners can take notes or underline important information during these approaches of reading.

The last stage is after reading in which the learner has to make sure that he/ she has achieved his/ her aims of reading.

The second skill that Marshall and Rowland (1998) have highlighted was the listening skill. In this skill the learner has to follow the previous stages in order to be a skillful listener; so, first, the learner prepares for a listening exercise by thinking of the topic. While listening, the learner has to make notes; and lastly, after listening he/she has to summarize the text or give the main ideas in the exercise he/she is supposed to answer.

In addition, Marshall and Rowland (1998) dwelt on the speaking skill. According to them, the learners has to speak and participate in group discussions to integrate what he/she learns from his/her reading, writing and listening; to clarify his/her ideas and feelings on a subject; to stimulate his/her to study and think; to specify problems and misunderstandings in his/her work; to practice communicating with others; to work collaboratively with others to solve problems and to develop critical thinking skills and attitudes in group work.

Lastly, the authors explained the best way to improve learner's writing, that is by writing often. They claimed that the learner has to follow different writing methods: free writing in which the learner writes without attending to a plan; structured writing in which he/she has to write according to a plan; writing letters, articles, poems and writing dairies or personal journals.

Hedge (2000) encourages the learner to use different activities that help him/her reflect on his/her learning. One of these activities is to give the learner an inventory entitled "What do you think about your writing?" The author claimed that this inventory can be specified for any other skill that students are embarking on. He added that this makes the learner engaged and involved in learning; it also raises his/her awareness of what he/she comes with the course, his/her preconceptions and expectations of the teacher and of himself/herself.

Another activity that Hedge (2000) suggests is "Record one's strengths and weaknesses". This can help the teacher to know the learner's private practice. The learner can reflect on how well he/she is by using journals and diaries.

Kavaliauskiene (2003) described two activities that can encourage learners' development towards autonomy, The first activity is checking and correcting homework. This activity transfers the traditional teacher's role to the learner in order to encourage his/her cooperation, interaction, assessment and recycling earlier covered material. It can be used as a warm-up activity at the beginning or as a revision task at the end of the class. In addition, this activity can be done individually, in pairs or in

groups. The teacher's role is to monitor learners' work and give advice if necessary.

The second activity is student-produced tests which have different activities including vocabulary, grammar, word-building, matching words and definitions. This activity can be done in pairs, small groups and the whole class discussion. The learner can choose materials according to his/her level. Higher level students are apt to create a variety of exercises (word-building, gap-filling, language in use, matching words and definitions) and use authentic materials. Lower level students prefer to produce grammar exercises similar to ones in their textbooks. Moreover, the teacher's role in this task is to monitor learner's activities in pairs or small groups. Intervention is unnecessary unless the learner needs assistance.

According to Kavaliauskiene (2003), this kind of activities is motivating and this has an element of self-study and self-assessment. The learners can reflect on the items they have chosen for testing

Hiemstra (1988) cited some variables which he claimed are important to the overall encouragement of self-learning.

These variables are:

1. Identification of learning needs. This enables the learner to identify individual needs associated with the course topic, and to begin taking personal ownership which is so important for the process of self-directed learning.

2. Learning goals. After giving the learner the chance to identify his/her needs, the learner then has to choose specific topics, purposes, and goals. The teacher and learner can share in the refinement of this contract.

3. Expected outcomes. The learner should determine the nature of the outcomes desired or expected which must be tied back to needs, topics, and purposes. The teacher provides advice or offers concrete suggestions as needed.

4. Evaluation methods .The teacher should encourage the learner to select evaluation or validation methods and techniques that best suit his/her own learning styles or preferences. These can range from traditional tests to the use of experts or advisors.

5. Documentation methods . Here the teacher has also to encourage the learner to choose methods for documenting and demonstrating accomplishments to keep a record of learning and to refer to after the learning experiences have ended. Subsequently the learner can choose diaries, logs, journals, and scholarly papers.

6. Appropriate learning experiences .The learner is encouraged to choose learning experiences that suit his/her specific situations and goals. Learning through reading or listening to audio tapes might suit one learner, but might not suit another learner. The teacher should also elicit feedback from the learner in different ways to ensure the appropriateness of various learning experiences.

7. Variety of learning resources . To foster acceptance of personal responsibility for learning, the teacher has to provide various resources from which a learner can choose materials that suit his/her personal needs and interests.

8. Optimal learning environment. The promotion of self-learning includes providing an environment that stimulates learning in different ways. The teacher may provide a mixture of instructor input, supplemental learning materials, discussion opportunities, evaluation options, and mechanisms for critical reflection from which a learner selects those aspects of personal value.

9. Learning pace .The self-learning process allows for much of the learning pace to be determined by the learner. The teacher encourages the learner to select a pace best suited to his/her individual needs. The learner also can control many aspects of self- learning activities outside the course or school. So the teacher encourages the learner to seek ways of joining learning activities to practical realities of job, home, and community. In addition, the learner has the freedom to select a wide variety of written or media resources to enhance his/her intellectual growth related to the subject matter.

As has been noted earlier, it can be found that almost all of these studies agreed on the importance of using the self-learning strategy and giving the learner more autonomy in learning.

Through reviewing of related literature, the researcher found that the results of this study goes with results of some studies that mentioned earlier. Hence they showed the positive relation between self- learning and improving learners' language skills and achievement, such as Palinscar and Brown (1984); Klassen et al (1992); Dunsmore (1997); and Ellis and Chia (2003).

Chapter Three

Methodology

Method

Research questions and hypotheses

Population

Sample

Instrumentation

Validation

Reliability

Procedure

Study design

Variables of the study

Data analysis

Chapter Three

Methodology

This chapter includes a description of procedures and methods, used by the researcher, to determine the population of the study and the sample, as well as the practical procedures used to build and describe the study tools. This chapter also illustrates designed charts, and the types of statistical tests used in this research .

Method

The descriptive statistical method was used to achieve the main purposes of the study and to answer the research questions.

Research questions

1. What is the degree of the impact of self-learning strategy on the learners' achievement on public secondary school from English teachers' perspectives in Tulkarm Governorate?

This question includes the following hypothesis:

There is no significance difference at $\alpha = 0.05$ in the teacher's perspective towards the impact of using self-learning on learner's achievements .

2. Are there any significant differences in the impact of self-learning strategy on the learners' achievement, on public secondary school from English teachers' perspective in Tulkarm Governorate, due to Gender variable?

This question includes the following hypothesis:

a. There is no significant difference at $\alpha = 0.05$ towards the impact of using self-learning on the learners' achievements due to Gender.

3. Are there any significant differences in the impact of self-learning strategy on the learners' achievement on public secondary school from English teachers' perspective in Tulkarm Governorate due to Qualification variable?

The following hypothesis can be proposed out of this question:

a. There is no significant difference at $\alpha = 0.05$ towards the impact of using self-learning on learners' achievements due to Qualification.

4. Are there any significant differences in the impact of self-learning strategy on the learners' achievement on public secondary school from English teachers' perspective in Tulkarm Governorate due to Experience variable?

This question includes the following hypothesis:

a. There is no significant difference at $\alpha = 0.05$ towards the impact of using self-learning on learner's achievements due to Experience variable.

Population

The population of the study consisted of all the English teachers in the government secondary schools in Tulkarm governorate. The total number was 76 male and female teachers.

Sample

The sample of this study was the population of the study using the descriptive method. It included all the 76 male and female teachers in the governmental schools in Tulkarm Governorate. The questionnaire was distributed to and collected from all English language government secondary school teachers. The data in all the questionnaire was analyzed using the SPSS.

The sample was distributed according to independent variables of Gender, Qualification and Experience

A Gender variable

Table (1): Sample distribution according to the gender variable

Gender	N	%
Male	37	48.7
Female	39	51.3
Total	76	100

B- Qualification variable

Table (2): Sample distribution according to the qualification variable

Qualification Variable	N	%
Diploma	8	10.5
B.A.	64	84.2
M.A.	4	5.3
Total	76	100

C: Experience variable

Table (3): Sample distribution according to the years of experience variable

Experience variable	N	%
5 years and less	14	18.4
6-10 years	19	25
11-15 years	18	23.7
More than 15 years	25	32.9
Total	76	100

Instrumentation

The researcher distributed a questionnaire of forty items to all the subjects of this study.

The researcher modified the questionnaire according to Likert's five-level items:

- Very high degree

- High degree

- Moderate

- Low degree

- Very low degree

This questionnaire had four domains with the following items:

- A cover page containing the researcher's letter to the teachers.

- Domain one containing items about reading skills.

- Domain two containing items about listening skills.

- Domain three containing items about writing skills.

- Domain four that contained items about speaking skills.

The researcher adopted and modified the items of the questionnaire from different resources: Marshall and Rowland (1998); Petty (2000) and Springs (1999).

Validity of the questionnaire

To ensure that the content of the questionnaire is valid, the questionnaire was handed to a jury of five professional doctors in the field

of TEFL   at An-Najah National University and at Al-Quds Open University, Tulkarm. The specialists were asked to evaluate the appropriateness of the questionnaire to the whole purpose of the study. They accepted the terms of the questionnaire in general but suggested some modifications in the vocabulary .

For example, they suggested using "public" instead of "government", "governorate" instead of "district"; they also proofread the manuscript for mistakes in the mechanics of writing.

The questionnaire was developed by the researcher after reading the relevant literature.

Reliability

Reliability is defined as the accuracy of estimating the actual mark for a person on the properties that the exam measures . To determine the reliability of three sub-questionnaires, Alpha formula was used.

Table 4: Alpha formula of instrument reliability.

English Skills	*Reliability*
Reading skills	0.77
Listening skills	0.78
Speaking skills	0.82
Writing skills	0.72
Total score	0.77

The results of Table 4 show that the ranges of reliability of sub-English skills were between 0.72 – 0.82 and the total score was 0.77. All of these values were suitable for conducting such a study.

Procedure

To achieve the aim of this study, the researcher used the following procedures during the application of this study:

1. After establishing the validity and reliability of the questionnaire by the experts in education. The researcher incorporated the changes which were suggested by the experts.

2. The researcher specified the population of the study, as it appears on page 49 of this thesis, Table (1).

3. Using the descriptive statistical method, the researcher selected all the target population as a sample of the study.

4. The researcher herself administered the instrument to teachers. In order to obtain more valid and credible results, the teachers were given the freedom to complete the questionnaire immediately or at their earliest convenience. In addition, the completion was voluntary.

5. The researcher managed to collect almost all the copies. Then, the questionnaire data were statistically processed.

Study design

The researcher used the descriptive statistical method to study the relationship between the variables. After collecting the data, she used the analytical statistical method to test the hypotheses to explain and interpret the results.

Variables of the study

1. Independent variables:

Gender (male/ female)

Experience (less than 5 years , 5-10 years, more than 10 years)

Qualification (diploma, B.A., M.A)

Reading skills

listening skills

Writing skills

Speaking skills

2. Dependent variables:

Teachers' perspectives.

Data analysis

In order to analyze the data, the researcher used statistical techniques the Statistical Packages for Social Science (SPSS), descriptive statistics, means, standard deviations and percentages.

For data analysis, the researcher used the following percentages:

80 % and more is very high degree of self-learning effect.

70-79.9% is high degree of self-learning effect.

60 - 69.9 % is moderate degree of self-learning effect.

50 - 59.9 % is low degree of self-learning effect.

Less than 50 % is very low degree of self-learning effect.

Summary

This chapter dealt with the methodology and design of the study. Moreover, the researcher presented the population distribution, and the sample in accordance with the study variables (gender, qualification , and years of experience). Additionally, the researcher tested the validity and reliability of the instrument used. Finally, the chapter displayed the procedures followed in conducting the study.

Chapter Four

Results of the Study

Chapter Four

Results of the Study

4.1. Introduction

The purpose of this study was to determine the impact of self-learning strategy on the learner's achievement on the public secondary school from English teachers' perspective in Tulkarm Governorate . The study examined the role of the teachers' demographic variables (gender, qualification, and years of experience) in the degree of the impact of self-learning strategy on the learner's achievement.

After statistical analysis, the researcher categorized results into four parts. These parts deal with the degree of the impact of self-learning strategy on the learner's achievement from English teachers' perspective, and with the differences in the impact of self- learning strategy on the learners' achievement from English teachers' perspective according to gender, qualification, and years of experience.

4.2. Results related to the first question:

To answer the first question of the study, the means and percentages of each item, and total score of each English skill were used. Tables 5-9 show the summary and total score of perspective.

4.1-Reading Skill

Table (5): Means and percentages of the impact of self-learning strategy on the learner's achievement for the reading skill(N=76)

No	Items	Means*	Percent (%)	Degree
1	To encourage learners to talk about what they read.	3.93	78.6	High
2	To promote learners to make their own list of terms.	3.90	78	High
3	To ask learners about how they can read while still understanding what they read.	4.27	85.4	Very High
4	To encourage learners to read as fast as they can.	4.28	85.6	Very High
5	To advise learners to read materials which are as complex as their study.	3.35	67	Moderate
6	To ask learners to make notes while they are reading.	4.13	82.6	Very High
7	To help learners to use different reading strategies.	4.30	86	Very High
8	Promote learners to find information from a wide variety of sources.	3.77	75.4	High
9	To make learners select information relevant to the topic.	3.93	78.6	High
10	To ask learners to think of a title while reading any material.	4.19	83.8	Very High
	Total score of reading skill	**4.01**	**80.2**	Very High

- *Maximum point of response was 5 points.*

As it is showed, the degree of the impact of self- learning strategy on the learner's achievement from public secondary school English teachers' perspective in Tulkarm Governorate for the reading skill were very high

on items 2 , 4 , 6, 7, and 10 where the percentages of response on these items were more than 80%.

The degree was high on items 1, 2, 8 , and 9 where the percentages of response on these items were between 75.4%-78.6%. The degree was moderate on item 5 where the percentage of response on this item was 67%.

For the total score of the impact of self-learning strategy on the learners' achievement for reading skill, the degree was very high where the percentage of response was 80.2%.

4.2-Listening skill

Table (6): Means and percentages of the impact of self-learning strategy on the learner's achievement for listening skill (N=76)

No	Items	Means*	Percent (%)	Degree
11	To promote learners to make as many notes as they think they will need.	4.36	87.2	Very High
12	To encourage learners to make their own tapes during the lesson.	3.81	76.2	High
13	To advise learners to make a list of questions about points they don't understand.	4.21	84.2	Very High
14	To ask learners to leave space for their notes when they can't follow the lesson easily.	4.22	84.4	Very High
15	To encourage learners to compare their notes with someone else's.	3.71	74.2	High
16	To use lecturing that helps learners to achieve self-learning.	2.50	50	Low
17	To ask learners to listen to others in group discussion.	4.05	81	Very High
18	To promote learners to listen to different topics from different sources.	3.60	72	High
19	To provide learners with a written copy if they have a problem in listening.	3.97	79.4	High
20	To ask learners to write a summary of what they listen to.	4.13	82.6	Very High
Total score of listening skill		**3.85**	**77**	High

- *Maximum point of response was 5 points.*

As it is showed, the degree of the impact of self- learning strategy on the learner's achievement from public secondary school English teachers

perspective in Tulkarm Governorate for the listening skill were very high on items 11, 13 ,14 ,17 and 19, where the percentages of response on these items were more than 80%.

The degree was high on items 12, 15, 18 and 19 where the percentages of response on these items were between 72-79.4%.The degree was low on item 16 where the percentage of response on this item was 50%.

For the total score of the impact of self-learning strategy on the learner's achievement for the listening skill, the degree was high where the percentage of response was 77%.

4.3-Speaking Skill

Table (7): Means and percentages of the impact of self-learning strategy on the learner's achievement for the speaking skill (N=76**)**

No	Items	Means*	Percent (%)	Degree
21	To ask learners to talk about current issues.	3.32	66.4	Moderate
22	To ask open-ended questions which help learners to overcome the difficulty in their work.	3.39	67.8	Moderate
23	To encourage learners to participate in decision-making process reinforces self-learning.	3.84	76.8	High
24	To help learners work in collaborative projects which help them to be self-learners.	3.98	79.6	High
25	To give learners enough support that makes them express themselves freely.	4.61	92.2	Very High
26	To promote learners to prepare group-discussion that leads to increase learner's confidence.	4.31	86.2	Very High
27	To encourage learners to generate study questions to test their understanding.	4.30	86	Very High
28	To make learners get involved in adopting the lesson content.	3.00	60	Moderate
29	To encourage learners to assess themselves, thus leading to better learning.	3.22	64.4	Moderate
30	To promote learners to specify their own learning goals.	2.68	53.6	Low
Total score of speaking skill		**3.66**	**73.2**	High

- *Maximum point of response was 5 points.*

As is mentioned, the degree of the impact of self- learning strategy on the learner's achievement for the speaking skill were very high on items

25, 26 and 27, where the percentages of response on these items were more than 80%.

The degree was high on items 23 and 24, where the percentages of response on these two items were respectively 76.8% and 79.6%.The degree was moderate on items 21, 22, 28 and 29, where the percentage of response on these items were between 60%-67.8%. The degree was low on item 30 where the percentage of response on this item was 53.6%.

For the total score of the impact of self-learning strategy on the learner's achievement for the speaking skill, the degree was high, where the percentage of response was 73.2%.

4.4-Writing Skill

Table (8): Means and percentages of the impact of self- learning strategy on the learner's achievement for the writing skill (N=76**)**

No	Items	Means*	Percent (%)	Degree
31	To make learners depend on the teacher to correct all their mistakes to help them to be self-learners.	1.86	37.2	Very Low
32	To focus on tests to evaluate learner's classroom practices	2.21	44.2	Very Low
33	To provide learners with target-based activities .	2.88	57.6	Low
34	To give complex tasks which could lead to better thinking.	3.27	65.4	Moder-ate
35	To provide learners with feedback encourages them to improve their learning.	4.59	91.8	Very High
36	To encourage learners to write letters, essays, e-mails about different issues.	3.69	73.8	High
37	To promote learners to work in writing groups improves their writing skills.	4.09	81.8	Very High
38	To ask learners to keep their own experiences in personal diaries.	3.38	67.6	Moder ate
39	To help learners to correctly document source information.	3.93	78.6	High
40	To ask learners to check their work for errors before submitting it.	4.53	90.6	Very High
Total score of writing skill		**3.44**	**68.8**	**Moder ate**

- *Maximum point of response was 5 points.*

As it is showed, the degree of the impact of self- learning strategy on the learner's achievement for the writing skill were very high on items 35, 37 and 40, where the percentages of response on these items were more

than 80%.The degree was high on items 36 and 39, where the percentages of response on these two items were respectively %73.8 and %78.6.The degree was moderate on items 34 and 38, where the percentage of response on these two items were respectively 65.4% and 67.6%. The degree was low on item 33, where the percentage of response on this item was 57.6%. The degree was very low on items 31 and 32, where the percentage of the response on these two items were less than 50%.

For the total score of the impact of self-learning strategy on the learner's achievement for the writing skill, the degree was moderate where the percentage of response was 68.8%.

5: Ranks of English skills and total score

Table (9): Means, percentages and ranks of English skills and total (N=76)

English Skills	Means *	%	Degree	Rank order
Reading skills	4.01	80.22	Very High	1
Listening skills	3.85	77	High	2
Speaking skills	3.66	73.2	High	3
Writing skills	3.44	68.8	Moderate	4
Total score	**3.74**	**74.8**	High	

* Maximum point of response was 3 points.

The results show the high degree of the impact of self-learning strategy on the learner's achievement on total score, where the percentage of response was 74.8%.

Furthermore, the results indicated the rank order of domains.

First domain: Reading skill (80.22%)

Second domain: Listening skill (77%)

Third domain: Speaking skill (73.2%)
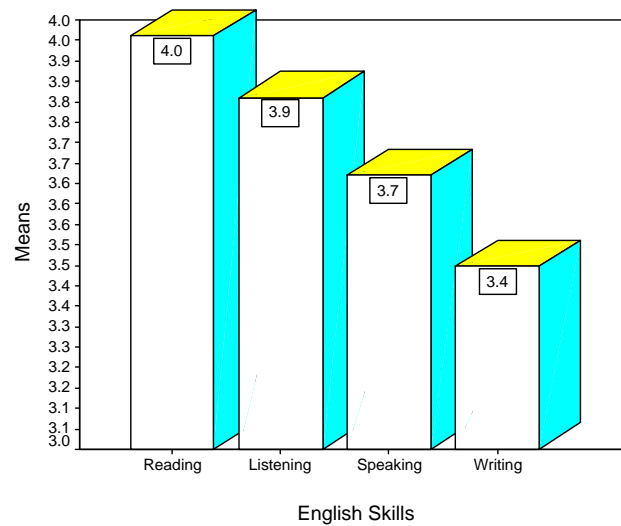
 Fourth domain: Writing skill (68.8%)

Figure (3): Means of English skills.

1= Reading skill 2= Listening skill 3= Speaking skill
4= Writing skill

4.3. Results related to the second question:

To answer the second question, means and standard deviation were calculated. This is showed in table 10.

Table (10): Means and standard deviation for the difference in the impact of self-learning strategy on the learner's achievement from English teachers' perspective according to gender.

English Skills	Male		Female	
	M	**SD**	**M**	**SD**
Reading skills	3.94	0.43	4.07	0.38
Listening skills	3.87	0.46	3.84	0.43
Speaking skills	3.72	0.52	3.62	0.53
Writing skills	3.48	0.40	3.41	0.40
Total score	3.75	0.26	3.73	0.25

As it is showed, male teachers' perspective toward the impact of self-learning strategy on the learner's achievement was better than their female counterparts in listening, speaking, writing skills and total score, while female teachers' perspective was better than their male counterparts in reading skill.

4.4. Results related to the third question:

To answer the third question, means and standard deviation were calculated. This is showed in table 11.

Table (11): Means and standard deviation for the differences in the impact of self-learning strategy on the learner's achievement from English teachers' perspective according to the qualification variable.

English skills	Diploma		B.A.		M.A.	
	M	SD	M	SD	M	SD
Reading skills	3.80	0.35	4.04	0.41	3.85	0.43
Listening skills	3.66	0.38	3.90	0.44	3.47	0.41
Speaking skills	3.87	0.40	3.61	0.54	4.07	0.17
Writing skills	3.28	0.25	3.45	0.41	3.65	0.53
Total score	3.65	0.25	3.75	0.26	3.76	0.11

The results of show the following:

- Reading skills: the highest mean was for B.A. followed by M.A. and the lowest mean was for diploma holders.

- Listening skills: The highest mean was for B.A. holders, followed by diploma holders and the lowest mean was for M.A. holders.

- Speaking skills: The highest mean was for M.A. followed by diploma holders and the lowest mean was for B.A. holders.

- Writing skills: The highest mean was for M.A. holders, followed by B.A. holders and the lowest mean was for diploma holders.

- Total score: The highest mean was for M.A. holders, followed by B.A. holders and the lowest mean was for diploma holders.

4.5. Results related to the fourth question:

To answer the fourth question, means and standard deviation were calculated. This is mentioned in table 12.

Table (12): Means and standard deviation for the differences in the impact of self-learning strategy on the learner's achievement from English teachers' perspective according to the years of experience

English skills	5 years and less		6-10years		11-15 years		More than 15 years	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Reading skills	4.03	0.34	4.04	0.34	3.87	0.47	4.06	0.44
Listening skills	3.88	0.41	3.85	0.45	3.77	0.39	3.90	0.50
Speaking skills	3.80	0.47	3.76	0.58	3.62	0.56	3.55	0.49
Writing skills	3.60	0.37	3.45	0.51	3.38	0.37	3.40	0.35
Total score	3.83	0.20	3.78	0.23	3.66	0.27	3.73	0.29

The results of Table 12 show the following:
- Reading skills: The highest mean was for those who had more than 15 years of experience, then 6-10 years, 5 years and less, and the lowest mean was for those who had 11-15 years.
- Listening Skills: the highest mean was for more than 15 years of experience, then 5 years and less, 6-10 years, and the lowest mean was for those who had 11-15 years.
- Speaking skills: The highest mean was for those who had 5 years and less, then 6-10 years , 11-15 years, and the lowest mean was for those who had more than 15 years of experience.

- Writing skills: The highest mean was for those who had 5 years and less, then 6-10 years , then more than 15 years and the lowest mean was for those who had those who had 11-15 years.

- Total score: The highest mean was for those who had 5 years and less, then 6-10 years , then more than 15 years and the lowest mean was for those who had 11-15 years.

Chapter Five

Discussion of Results, Conclusion and Recommendations

Chapter Five

Discussion of Result, Conclusion and Recommendations

This chapter discusses the results of questions of the study and hypotheses respectively.

First: Discussion of the results for the first question.

What is the degree of the impact of self-learning strategy on the learners' achievement in the public secondary school from the English teachers' perspective in Tulkarm Governorate?

After data analysis, the means and percentages of each item, and total score of each English skill were used. Tables 5, 6, 7, 8 and 9 show a summary and total score of perspective.

For the total score of the impact of self-learning strategy on the learner's achievement, from the public secondary school English teachers' perspective in Tulkarm Governorate for reading skill, the degree was very high, whereas the percentage of response was 80.2%.

The researcher thinks that this result is attributed to the fact that the reading skill is easier than other skills and the learner can make his/her own effort to achieve his/her aims. This is in harmony with Apps (1985) suggestion, reading is an obvious way in which one can get new perspectives and reflect critically, yet reading is often overlooked because time pressures frequently keep many people from reading beyond what seems essential just to stay on top of the activities of daily living.

Palinscar and Brown's study in (1984), which was conducted to improve learners' reading skill ensures the previous result. Their study showed that learners were enthusiastic because they were regarded as self-learners.

For the total score of the impact of self-learning strategy on the learner's achievement for listening skill, the degree was high where the percentage of response was 77%.

This result supports Ellis and Chia's study in (2003), which was conducted to examine the effectiveness of self-access center for improving all language skills. The results showed that learners believed that engaging them in self-learning made them more responsible in learning English.

The researcher thinks that the previous result is connected to the different sources that learners can use in order to listen to the second language from native speakers. In addition, the learner can improve his/ her own capacity of listening by using tapes that improve his/her ability to listen at any time.

For the total score of the impact of self-learning strategy on the learner's achievement from the public secondary school English teachers' perspective in Tulkarm Governorate for speaking skill, the degree was high where the percentage of response was 73.2%.

The researcher thinks this result is due to the big change introduced to the Palestinian English curriculum which focuses on the communicative abilities and learner's potential requirements he/she needs in order to use the foreign language effectively.

Marshall and Rowland (1998) clarified that learners have to speak and participate in group discussions to integrate what they learn from their reading, writing, and listening abilities.

For the total score of the impact of self-learning strategy on the learner's achievement from the public secondary school English teachers' perspective in Tulkarm Governorate for writing skill, the degree was moderate where the percentage of response was 68.8%.

This result is attributed to the idea that writing is the reflective screen of one's mind, and this needs a capacity, a skill and practice. A useful and effective way to improve learner's ability to write correctly is to ask him/ her to write journals by which he/she can reflect his/her thinking. (Marshall and Rowland, 1998)

Hiemstra and Brockett (1991) clarified that writing is a critical reflection strategy for enhancing learner's self-direction because it can lead to greater self-awareness and it can also help a person recognize alternative ways of thinking and acting that may not have been apparent. The final result is a person who is better able to take personal responsibility in life and in learning.

This goes in the line with Klassen, et al's (1998) observations after conducting their study about learner's attitude toward self-learning. They found that those learners believed that self-learning improved their proficiency in English.

Second: Discussion of the results of the second question.

Are there any significant differences in the impact of self- learning strategy on the learners' achievement due to the gender variable?

After data analysis, it was found that male teachers' perspective toward the impact of self-learning strategy on the learners' achievement was better than their female counterparts in listening, speaking, writing skills and total score, while female teachers' perspective was better than their male counterparts in the reading skill.

A related study is Relich's (2004) which showed that the greatest differences in attitudes to mathematics, to the teaching of mathematics and perceptions of teachers as salient role models, were found between male and female teachers with very high and very low self-concept profiles.

Third: Discussion of the results of the third question.

Are there any differences in the impact of self-learning strategy on the learner's achievement due to the qualification variable?

After data analysis, it was found that the highest mean was for M.A. holders followed by B.A. holders then B.A. and the lowest mean was for diploma holders.

Fourth: Discussion of the results of the fourth question.

Are there any significant differences in the impact of self- learning strategy on the learner's achievement due to the years of experience variable?

After data analysis, it was found that the highest mean was for those who had 5 years and less, then 6-10 years , then more than 15 years and the lowest mean was for those who had 11-15 years.

This is in agreement with Mcdonald et al's (2005) study which they conducted to explore the effects of different variables including years of

experience. Results revealed that students whose teachers had more years of education interacted with students more responsively but, their students had weaker early reading skills.

The researcher attributes this result to the logical sequence of teachers' enthusiasm and activity in their work. From the researcher's experience as a teacher, it can be noticed that novice teachers are much aware of keeping abreast of up-to-date information they may need in their teaching.

Implementations of the study:

based on the findings of the study, the researcher suggests the following implementations for better enhancing of self-learning strategy:

1. It is very important for teachers to supply the learners with all the information that maybe needed by them. The information could be on language needs in the outside situations, or on the processes of acquiring second languages, or information on verbal communication. (Holec, 1979)

2. Marshall and Roland (1998) mentioned certain steps for teachers to follow in order to help their learners become self-learners. First teachers should encourage their learners to be critical thinkers, then they have to develop skills and attitudes during their studies. In addition, learners should be given the opportunity to make their choices and decisions, then teachers should copy personal changes for their learners. Learners should be trained to deal with difficult

situations, they also should combine study to other work so that they transfer skills and knowledge from one context to another.

3. Based on the researcher experience as a teacher, enhancing self-learning strategy can be in its basic stage by adopting several activities in the classroom; such as, pair work, group work, work sheet with different activities, role play, asking questions about different topics, self- evaluation, open-book exams and many other activities that can be created by the teacher according to his/her learners' level .

Conclusion:

Findings of the study clarified that teachers do believe in the positive impact of self-learning on learners' English language skills. However, the results show differences in percentages and means for the different variables.

The researcher mentioned different ways that can be effective to enhance self-learning strategy in classrooms. Most of these ways can be created by the teacher himself/herself in the learning process.

Recommendations:

Based on the findings of this study, the following recommendations are proposed:

1. The researcher suggests that educationalists and officials should have deeper knowledge of this strategy of learning to improve learner's achievement in learning a foreign language.

2. Training programs should be designed to train learners to improve their writing abilities, using writing tools such as writing journals, diaries, essays and free writing .

3. A series of training workshops should be conducted for teachers to help them improve their learners' language skills.

4. The Ministry of Education should support teachers with all materials, aids, sources they may need to enhance self-learning.

5. Further research should be conducted to better understand the importance of self-learning and its benefits for the learners and the learning process as a whole.

6. Research should be conducted to determine the most appropriate approaches to promote learner's self-direction.

7. Experimental researches can be conducted to specify the degree of self-learning impact on learners' achievement before and after enhancing self-learning strategies.

8. The Ministry of Education should modify and improve school curriculum to meet learners' individuality and to encourage creative thinking.

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Appendix A

The letter sent to a panel of committee of PhD holders in the field of English language teaching.

The researcher asked for their views on the suitability of the questionnaire distributed among all English teachers in the public secondary schools in Tulkarm Governorate.

Dear Doctor,

The researcher is conducting this study in order to get the Master's Degree from the Faculty of Graduate Studies, An- Najah National University. The thesis is entitled "The Impact of Self-Learning Strategy on the Learner's Achievement from Public   Secondary School English Teachers' Perspective in Tulkarm Governorate"

To ensure that the items of the questionnaire are valid, please evaluate the appropriateness of each item of the questionnaire to the whole purpose of the study, and the researcher will take your recommendations and suggestions into consideration.

 Thanks for your help.

Researcher

Laila Saleem

Appendix B

The letter which to all English teachers in the public secondary schools in Tulkarm Governorate.

The researcher asked the teachers to give their opinions about each item of the questionnaire distributed to them.

An- Najah National University

Teaching Methods Department
Faculty of Graduate Studies

Dear Teacher,

The following questionnaire has been developed to collect information for M.A. thesis en titled " The Impact of Self- Learning Strategy on the Learner's Achievement from Public Secondary School English Teachers' Perspective in Tulkarm Governorate." This thesis is completed in partial fulfillment of the requirements of Master's Degree from the Faculty of Graduate Studies , An- Najah National University.

Please fill in the following spaces in the appropriate place where you feel it fits you.
The researcher assures you that the information will be strictly confident and will only be used for to the purpose of the study only.

Thanks for your cooperation.
Researcher

Appendix c

The questionnaire was distributed among all English teachers in the public secondary schools in Tulkarm Governorate.

The questionnaire consisted of forty items. Teachers were asked to fill these items where they feel it fits them.

Personal information:

Gender : ☐ **Male** ☐ **Female**

Qualification : ☐ **Diploma** ☐ **B. A.** ☐ **M.A.**

Years of experience : ☐ **5 years and less** ☐ **6-10 years**

☐ **11-15 years**
☐ **More than 15 years**

Item	Very high degree	High degree	Moderate	Low degree	Very low degree
Reading skill:					
1.To encourage learners to talk about what they read.					
2. To promote learners to make their own list of terms.					
3. To ask learners about how they can read while still understanding what they read.					
4.To encourage learners to read as fast as they can.					
5.To advise learners to read materials which are as complex as their study.					
6 To ask learners to make notes while they read.					
7. To help learners to use different reading strategies.					
8. To promote learners to find information from wide variety of sources.					
9. To make learners select information relevant to the topic.					
10. To ask learners to think of a title while reading any material.					
Listening skill:					

11.To promote learners to make as many notes as they think they will need.					
12. To encourage learners to make their own tapes during the lesson.					
13. To advise learners to make a list of questions about points they don't understand.					
14. To ask learners to leave space for their notes when they can't follow the lesson easily.					
15. To encourage learners to compare their notes with someone else's.					
16. To use lecturing that helps learners to achieve self- learning.					
17. To ask learners to listen to others in group discussion.					
18. To promote learners to listen to different topics from different sources.					
19. To provide learners with a written copy if they have a problem in listening.					

20. To ask learners to write a summary of what they listen to.					
Speaking skill :					
21. To ask learners to talk about current issues.					
22. To ask open- ended questions that helps learners to overcome the difficulty in their work.					
23. To encourage learners to participate in decision- making process that reinforces self- learning.					
24. To help learners work in collaborative projects that helps them to be self-learners.					
25. To give learners enough support that makes them express themselves freely.					
26. To promote learners to prepare a group- discussion leads to increase learner's confidence.					
27. To encourage learners to generate study questions to test their understanding.					
28. To make learners involved in adopting the lesson content.					

29. To encourage learners to assess themselves leads to better learning.					
30. To promote learners to specify their own learning goals.					
Writing skill :					
31. To make learners depend on the teacher to correct all their mistakes helps them to be self- learners.					
32. To focus on tests to evaluate learner's classroom practices					
33. To. provide learners with target-based activities .					
34. To give complex tasks could lead to better thinking.					
35. To provide learners with feedback encourages them to improve their learning.					
36. To encourage learners to write letters, essays, e-mails about different issues.					
38. To ask learners to keep their own experiences in personal diaries.					

39. To help learners to correctly document source information.					
40. To ask learners to check their work for errors before submitting it.					

<u>Appendix d:</u>

The Arabic abstract

جامعة النجاح الوطنية

كلية الدراسات العليا

تأثير إستراتيجية التعلم المستقل على تحصيل الطلبة من وجهة نظر معلمي
اللغة الإنجليزية في المدارس الثانوية الحكومية في محافظة طولكرم

إعداد

ليلى محمد أحمد سليم

إشراف

د. أحمد عوض

د.فواز عقل

2009

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إشراف

د. أحمد عوض   **د.فواز عقل**

الملخص

هدفت الدراسة إلى التعرف على تأثير التعلم المستقل على تحصيل الطلبة من وجهة نظر معلمي اللغة الإنجليزية في المدارس الحكومية الثانوية في محافظة طولكرم.

هدفت الدراسة أيضا إلى تحديد دور متغيرات كل من الجنس و المؤهل العلمي و سنوات الخبرة في وجهة نظر المعلمين.

لتحقيق ذلك أجريت الدراسة على العينة الممثلة لكل مجتمع الدراسة و التي قوامها 76 معلم و معلمة لغة إنجليزية في مدارس محافظة طولكرم.

قامت الباحثة بتوزيع استبانة مكونة من 40 فقرة مقسمة إلى أربعة مجالات بواقع 10 فقرات لكل مجال. و هذه المجالات هي: (مهارة القراءة، مهارة الكتابة، مهارة الاستماع و مهارة المحادثة).

و قد أظهرت النتائج أن تأثير التعلم المستقل على تحصيل الطلبة من وجهة نظر معلمي اللغة الإنجليزية كان عاليا بشكل إجمالي. حيث وصلت النسبة إلى 74.8%.

فقد أظهرت النتائج أن أعلى نسبة كانت لمهارة القراءة ثم مهارة الاستماع ثم مهارة المحادثة و أخيرا مهارة الكتابة.

كما أظهرت النتائج انه توجد فروق في وجهة نظر معلمي اللغة الإنجليزية لصالح الذكور في كل من مهارة الاستماع و المحدثة و الكتابة أما مهارة القراءة فقد و جدت فروق لصالح الإناث.

ت

أما متغير المؤهل العلمي فقد أظهرت النتائج أن أعلـــى متوسـط كــان للماجسـتير ثـم البكالوريوس ثم الدبلوم.

و بالنسبة لمتغير سنوات الخبرة فقد أوضحت النتائج أن أعلى متوسط كان لخمس سنوات و أقل ثم من 10-6 سنوات ثم15 سنة و أكثر و أخيرا من 15-11 سنة.

و قد قدمت الباحثة عددا من التوصيات من أهمها القيام بأعداد برامج تدريبية لكـــل مــن المعلم و المتعلم من أجل تفعيل إستراتيجية التعلم المستقل في عملية التعليم.