



**An-Najah National University  
Faculty of Graduate Studies**

**THE ROLE OF USING SELF-ORGANIZED  
LEARNING STRATEGY IN IMPROVING  
ENGLISH LANGUAGE PERFORMANCE OF  
SEVENTH GRADERS AS PERCEIVED BY  
ENGLISH LANGUAGE TEACHERS IN  
TUBAS PUBLIC SCHOOLS**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements of the Master Degree in Methods of Teaching English Language, Faculty of Graduate Studies, An-Najah National University, Nablus/ Palestine.**

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This Thesis was defended successfully on 19/01/2023 and approved by:

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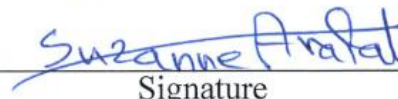
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## **Dedication**

To my parents, especially to my father and my lovely mother who have spent nights awake to support me...

To the one who has never hesitated to give his unlimited support and celebrate all my steps in life ... my husband.

To my brothers, sisters ...

To my perseverant supervisors Dr. Fawaz Aqel and Dr. Suzan Arafat whose feedback and continuous assistance helped me a lot.

To all who helped me throughout this scientific journey,

I thankfully dedicate this work.

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My thanks are also to be extended to all those who helped me. I would not have been able to complete my research without their help.

## **Declaration**

I, the undersigned, declare that I submitted the thesis entitled:

### **THE ROLE OF USING SELF-ORGANIZED LEARNING STRATEGY IN IMPROVING ENGLISH LANGUAGE PERFORMANCE OF SEVENTH GRADERS AS PERCEIVED BY ENGLISH LANGUAGE TEACHERS IN TUBAS PUBLIC SCHOOLS**

**By**  
**Marah Daraghma**

I declare that 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:**

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**Signature:**



**Date:**

19/01/2023

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# **THE ROLE OF USING SELF-ORGANIZED LEARNING STRATEGY IN IMPROVING ENGLISH LANGUAGE PERFORMANCE OF SEVENTH GRADERS AS PERCEIVED BY ENGLISH LANGUAGE TEACHERS IN TUBAS PUBLIC SCHOOLS**

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## **Abstract**

This study sought to identify the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools. Furthermore, the study aimed to find out the role of gender, academic degree, years of experience, and the number of training courses taken by the teacher on the teacher's perspectives towards this strategy. To achieve these objectives, the descriptive analytical approach was employed through utilizing a 38-questionnaire. The participants of the study comprised 60 EFL teachers who teach the seventh graders in Tubas public schools in the scholastic year 2021/2022. Results of the study showed that the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools was very high. In addition, the results indicated that there were no statistically significant differences in teachers' responses of the role of using self-organized learning strategy in improving English language performance, due to the variables of gender, academic degree, years of experience, and the number of training courses taken by the teacher. Based on these results, the researcher offered several recommendations to the teachers', students, curriculum designers, The Ministry of Education, and to other researchers. These recommendations aim to employ the strategy of self-regulated learning by teachers, students and curriculum designers to help the students improve their English language skills.

**Keywords:** English language; self-organized learning; seventh graders.

# **Chapter One**

## **Introduction and Theoretical Background**

### **1.1 Introduction**

The twenty-first century is characterized by rapid changes in all fields which have created several challenges in the fields of education, knowledge, and sciences. These changes and challenges require new types of learners and new methods of teaching and learning to achieve the desired results.

In this context, different methods (offline, online, and mixed) and tools are used in modern education to impart both theoretical information and practical skills to pupils. (distance, electronic, digital and mobile learning) (Khutorskoy, 2019).

Furthermore, the new circumstances in this era impose specific challenges on the educational institutions to prepare the new generations for the future developments. However, since the traditional role of teachers as knowledge transmitters is no longer adequate to prepare the next generation of students to deal with the new changes in this era, teachers are now expected to take on new roles (Howard, 2018). The current situations all over the world also highlight the need to equip teachers with the required knowledge and skills to face the challenges and make the best decisions to fulfill their roles and responsibilities in the field of educating members of their society.

For example, since students need to be able to communicate effectively with people from other countries, the Malaysian Ministry of Education places great emphasis on preparing the new generations of students to be proficient in the English language (Ministry of Education, 2011).

Students' needs and their interests are very essential nowadays especially when learning that is tailored to each student's unique requirements and learning preferences is adaptable and simple to incorporate. It aids educators in developing and enhancing

the relationship between the teacher, the pupil, and the educational process. (Steffens and Underwood 2008)

The teacher's ability to perform multiple functions and play a variety of roles are determined by the competences of those in charge of teaching and learning. Hence, the efficiency and quality of education can only be attained by a qualified teacher who is capable of carrying out his/her role successfully and effectively. This requirement is needed regardless of the recent scientific and technological progress which can be seen in the new tools, devices, and programs, and regardless of philosophies, theories, and trends that emerge in the field of education. Meanwhile, as a result of technological advancement, instructors are now more often facilitators who guide students to learn new information rather than being in charge of primarily imparting knowledge. Therefore, the emphasis in education today is on helping students build their learning autonomy skills. Therefore, it is crucial to carry out a radical reorientation process to prepare the new teachers to ensure that they are provided with the necessary knowledge and skills to face the new loads and responsibilities placed on them (Reis et al, 2000). With regard to students' autonomy, according to Kemala (2016), there are five factors influencing learning autonomy: motivation, social environment, task, teacher, and material.

Nowadays, the latest forms of scientific progress, knowledge explosion, and the great developments in information and communication technology (ICT) have impacted the roles of educational institutions. Some educational institutions, especially in the developing countries might be unable to provide students with information and skills they need for their unknown future. Thus, to embark on lifelong- learning experiences, self-regulated learning strategies and skills are badly needed (Alzobai & A-Qaisi, 2021). By the same token, the so - called self-regulated learning is considered one of the modern and important modes of improving students' English language performance, which requires preparing teachers and training them to master the required skills (Bailey et.al., 2020). This importance is due to the fact that self-

regulated learning is essential for taking charge of one's education and assisting students in being independent and fully involved in their learning. (Bol & Garner, 2011). Besides, self-regulated learning is a high-intensity exercise that uses the entire brain. It includes paying close attention and focusing, reflecting on oneself, being honest with oneself, being open to change, exercising real self-control, and accepting accountability for one's learning (Nilson, 2013).

As stated by Rix (2017), Professor Sugata Mitra of Newcastle University was the pioneer who created self-organized learning based on the idea that when kids are urged to be curious and given the freedom to self-organize their tasks, learning will happen on its own. Over the past few years, Self-Organized Learning Environments (SOLEs) have also been established by enthusiastic facilitators all over the globe, sometimes as a way to expand access to education for kids who are being left behind by current structures and systems, sometimes as a part of existing schools. In such contexts, the facilitators set up Internet-connected computers (always fewer than there are kids in the group to encourage collaboration), ask a thought-provoking Big Question, and then let the kids work together to discover the answers. When kids share what they have learned, it is almost always chaotic and noisy, but the adults get amazed and encourage the kids active participation.

## **1.2 Statement of the Problem**

Teaching and learning English in the Palestinian context is different from learning Arabic, the native language of the Palestinian students. To the researcher's best knowledge, most teachers tend to use teacher-centered approaches where the students have limited roles in the classroom with few opportunities to practice the English language skills. Such situation is accompanied by a low level of intrinsic motivation to learn English. The majority of students tend to rely on external factors for organizing their study time, for setting attainable goals, and planning to solve problems. To help the EFL students use the best available methods and techniques and invest in their linguistic potentials, the current study aimed to examine the role of using self-

organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools.

### **1.3 Questions of the study**

The current study sought to answer the following questions:

1. What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools?
2. What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools on the content domain?
3. What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools on the learners' needs domain?
4. What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools on the strategies and pedagogies domain?
5. What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools on the design domain?

### **1.4 Hypotheses of the study**

The present study aimed to test the following hypotheses:

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the teachers' responses of the role of using self-organized learning strategy in improving English language performance due to the gender variable.

2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in teachers' responses of the role of using self-organized learning strategy in improving English language performance due to the academic degree variable.
3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in teachers' responses of the role of using self-organized learning strategy in improving English language performance due to the years of experience variable.
4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in teachers' responses of the role of using self-organized learning strategy in improving English language performance due to the training courses taken by the teacher.

### **1.5 Objectives of the Study**

The study aims to achieve the following objectives:

1. To investigate the role of using self-organized learning strategy in improving English language performance of the seventh graders as preserved by English language teachers in Tubas public schools.
2. To find out role of the variable of gender, years of experience, academic degree, and the training courses taken by the teacher on teachers' responses of the role of using self-organized learning strategy in improving the English language performance of seventh graders.

### **1.6 Significance of the study**

English language teaching is basically concerned with improving students' skills and the methods they use to achieve this objective. English language teachers play significant roles in this field. Additionally, since, the major objective of the current study lies in exploring the teachers' perspectives of the role of using self-organized learning strategy in improving English language performance of the seventh graders, the expected results help the teachers work towards enhancing students' self-organized strategies. English language curriculum designers, English language supervisors, the decision makers at the Ministry of Education are hoped to benefit



from the results of the study. By the same token, EFL students in Palestine and other similar contexts might find the results helpful to improve their language skills and find better ways and means to learn on their own especially with the spread of internet applications and social media. Other researchers might be attracted by the results to carry out similar studies that tackle different populations and different skills. Finally, the whole study is expected to add something to the bulk of literature review in the field of self-regulated learning and the so-called autonomous learning, as well.

### **1.7 Limitations of the study**

The current study involves some limitations as follows:

#### **Topical limitation:**

The study was limited to explore the role of using of self-organized learning strategy on improving English language performance of the seventh graders learners as perceived by English language teachers in Tubas public-schools.

#### **Human limitation:**

The study participants consisted of the EFL teachers who teach the seventh graders in Tubas public schools.

#### **Locative limitation:**

The study was conducted in Tubas public schools which officially and administratively run by Tubas Directorate of Education.

#### **Temporal limitation:**

The study was conducted in the academic year 2021-2022.

## **1.8 Operational Definitions of Terms**

### **Self-organized strategy:**

It is a learning strategy where learners try their best efforts to use their mental abilities and skills to learn either inside or outside the classroom. Thus, they tend to be more self-confident and highly-motivated to look for new resources and materials to succeed.

### **English language performance:**

The ability to act, behave or practice any language skill in a successful manner.

**Seventh graders:** are the students who are between 12-13 years old and have studied English through the Palestinian curriculum English for Palestine for seven years.

### **Tubas public schools:**

The schools which are funded and operated by the Palestinian Ministry of Education. These schools are administratively directed by Tubas Directorate of Education located to the north of West -Bank.

### **Learning style:**

The ways used by learners and teachers to deal with knowledge and information. In other words, it is a conscious process for facilitating language acquisition, storage, retention, recall and the use of information.

## **1.9 Summary**

This chapter introduced the context of the current study that basically sought to identify the role of using self-organized learning strategy in improving English language performance of the seventh graders as preserved by English language teachers in Tubas public schools. Besides, the chapter presented the major components of the study including, statement of the problem, the study questions and its hypotheses, objectives of the study and its significance, limitations, and finally the operational definitions of key terms.

## **Chapter Two**

### **Literate Review**

#### **2.1 Introduction**

In the field of teaching English as a foreign/ second language, a variety of teaching methods have been adopted for many decades. These, generally speaking can be divided into either teacher- centered approaches or student-centered approaches. In many countries, educators might use the two types depending on several factors. For instance, Salleh & Mohd Yusof (2016) found that the teachers in Perlis /Malaysia employ both student- centered and teacher-centered learning strategies in teaching English language for the primary school In Palestine, teacher-centered approaches are usually the dominant teaching method where the teacher still plays a central role in the classroom. Likewise, a study which was carried out in Malaysia by Mustaffa, Aman, Saupi & Noor (2014) indicated that there was a clear dominance of the teacher in the classroom and fewer chances for students to speak than the teacher.

Teachers who are still stuck into traditional pedagogies especially when teaching English, might claim that English is a foreign language for the Palestinian students which means that they still need continuous assistance and guidance. Nevertheless, traditional teaching methods have positive effects on teaching, but they also have undesirable results on both teachers and students (Alhaysony, 2017).

One of the negative effects of teacher - centered approaches is that students might lose their motivation to learn and easily get bored. Furthermore, they will be subject to some kind of irresponsibility. On the other hand, it requires teachers to make all the tasks and make much efforts for their teaching. A teacher-centered classroom, on the other hand, is characterized by an educator doing almost all the talking while students remain silent. Therefore, new attitudes have increased towards encouraging self-organized learning strategies including student- centered approaches, autonomous learning, self-learning strategies and the like.

For teachers who are accustomed using traditional teaching methods, it might be difficult for them and for their students to move completely to self-organized learning strategies, though it would be more effective, especially with teachers' suitable assistance and instructions. Therefore, EFL learners have to be motivated by teachers and by themselves, as well (Akram & Ghani, 2019). EFL learners have to be self-regulated, and intrinsically motivated to accomplish the assigned tasks whenever they have to. Students' self-motivation; however, depends on their awareness of self-regulation strategies and requirements which create students' efficacy, and their internal motivation (Lavasani, Mirhosseini, Hejazi, & Davoodi, 2011).

Similar to this point of view, self-regulation has the potential to affect students' engagement in the learning process and help them better interact with advisors and trainers where planning, monitoring, and assessment as well as the emotional, personal, and social elements of learning are considered crucial in asynchronous and virtual settings (Steffens and Underwood, 2008).

Furthermore, as defined by Barnard et al. (2009), self-regulatory online learning skills include setting learning goals, structuring learning environments, performing task strategies, managing learning time, seeking assistance in learning, and evaluating aspects of self-learning that contribute to improved self-regulation.

## **2.2 Definition and components of self-organized learning strategies**

Several definitions have been provided by educators around the world to clarify the nature and components of self-organized learning strategies and self-regulation strategies. For instance, Lavasani, Mirhosseini, Hejazi, and Davoodi (2011) maintained that in self-regulation strategies learners are expected to set their own educational goals and then regulating, controlling, and supervising their cognition, motivation, and behavior to achieve those goals. On the other hand, Al Zakwani & Walker- Gleaves (2019) used the acronym (SOLE) for self -organized learning environment, which is known as "the hole in the wall". The researchers compared this

to an experiment conducted by Mitra (1999) in India, where there is a teacher shortage and there are more ESL students than instructors. Thus, teachers assert that students can learn without them because they are taught how to use computers and Google for learning and doing assignments. As a result, the Indian pupils were able to learn English more creatively and proficiently as a result.

In a recent study, Makhnoa, Kireevab & Shuryginc (2022) targeted the self-regulation strategies used by 252 male and female students who learn science through the massive open online course (MOOC). The sample was divided into two groups: the first group studied through MicrosoftTeams with the help of the instructor. The second group, on the other hand, studied the same course (Digital singular nano optics) using the MOOC. The aim of this research design was to analyze the effect of self-regulation strategies on student' learning and their academic success. The overall results of this quasi-experimental study showed that the group which utilized self-regulation scored a level of performance which was 40 % higher (mean= 4.43) than those who studied via MicrosoftTeams (mean= 3.83). Results also revealed that the students who studied the course through MOOC did better in the domains of flexibility, planning, assessment, modeling and programming.

In a different context, it was discovered that providing students with a self-organized learning environment helped them develop their computer skills, as well as their reading, speaking, listening, and writing abilities. The outcome was seen in the improvement of the students' independence and communication skills (Akram & Ghani, 2019). EFL learners must also possess a strong foundation and be adept at using a variety of self-regulated strategies, including cognitive and motivational techniques, in order to attain good literacy skills.

The rules of dealing with SOLE is based on providing a computer with internet connection, to accomplish a task given to groups of students. Then the groups start searching to complete the task via Google independently. Students can ask their fellows to solve any problems that might hinder the tasks. The role of the teacher, accordingly is somewhat passive (Akram & Ghani, 2019).

By the same token, the Internet, global communication, and MOOCs of today have created a new learning environment in which metacognition is encouraged, self-directed learning is encouraged, self-organized learning is encouraged, personalized learning is encouraged, and self-regulation of learning is encouraged (Makhnoa, Kireevab & Shuryginc, 2022).

Implementing language learning techniques is crucial while studying English as a second or foreign language because it speeds up the learning process. According to Oxford (1990, p. 9) (cited in Alhaysony , 2017), the focus on learning objectives, communication guidelines, encouraging students to be independent learners, promoting the teacher's role, and providing a variety of supports for the learning process are some particular characteristics of language learning strategies.

### **2.3 Importance of using ICT in learning domains**

According to Elkot & Ali (2020), Information and Communication Technology (ICT) has become a significant part of self-organized strategy in recent years, particularly in light of the widespread adoption of technology. Teachers nowadays incorporate technology into their lessons because they have seen how well it has impacted our lives. The primary objective of educationalists is to enhance students' capacities to identify and understand their own learning preferences.

Self-regulated strategy is the most effective strategy for learning a foreign language, according to numerous studies. Through reviewing a bulk of literature review of self-regulated learning, (Nilson, 2013) concluded that self-regulated learning promotes

students' achievement as well as their learning), deepens students' thinking, strengthen their conscious focus on learning and the advance their reflective and responsible professionalism. Thus, teachers must impart to their pupils the fundamental principles, procedures, and approaches for implementing self-organized strategy in order to accomplish the given tasks.

Additionally, using handheld devices as the primary goal of self-organized strategies has made significant contributions to learning English. Since there are numerous applications of self-regulations for teaching English language via portable devices, known as mobile learning, this approach has been extended to curricula design.

## **2.4 Mobile learning**

M-learning is the use of mobile applications both inside and outside of the classroom. Most people are intrigued by the facilitations that these tools provide for EFL learners because they make it easy and affordable to set up learning settings anywhere, at any time. To this end, Miangah and Nezarat (2012) list six characteristics that make up a successful mobile program for education: the device's portability; the social interaction of the program so that students can share knowledge with one another; contextualization, which means the knowledge in the application is categorized for different purposes and in different situations; connection, the application can connect to other devices to support learning; individualization, the application is personalized according to learners' needs and ability; and the use of the software and gadgets.

Consequently, utilizing m-learning as a primary self-regulation approach, can be helpful particularly in light of the high prevalence of mobile phone use among students (Ischinger, 2009). The effectiveness of learning the second language via mobile applications has been proved worldwide. Due to students' familiarity with these mobile devices and the potential limitations of having computer equipment in some families' homes at this time, M-Learning has become an important tool in many instances (Romero-Ramos, Fernández-Rodríguez, López-Fernández, Merino-Marbán &

Benítez-Porres, 2022). Moreover, m-learning applications are efficient in learning the four language skills in addition to learning grammar and vocabulary (Ali & Elkot, 2020).

To this end, Lai ; Saab ; & Admiraal (2022) aimed to compile a summary of empirical studies on language learning strategies used by independent students with the help of mobile technology. The cognitive, metacognitive, social, and affective strategies that self-directed language learners employed in their language learning processes were revealed by the systematic analysis of 20 studies. It seemed that low-cognitive strategies were reported more frequently than high-cognitive ones. Only a few papers covered all three metacognitive phases, despite the fact that the use of these strategies was more closely linked to the forethought phase and performance phase than the self-reflection phase.

Romero-Ramos, Fernández-Rodríguez, López-Fernández, Merino-Marbán & Benítez-Porres, (2022) conducted their research study to explore the effect of using m-learning on students' motivation and content comprehension. The participants comprised 283 university students. The findings revealed that about (74.6%) of the sample perceived m-learning methodology as a motivating tool to offer an enjoyable class atmosphere. Besides, (71%) indicated that their satisfaction of attending classes increased and that (80.5%) confirmed that this mode aided them to learn the content.

At Nguyen Tat Thanh University, Linh and Van (2021) sought to assure the possible opportunities to amplify elements of M-learning and offer a suitable M-learning model. To fulfil this aim, the researchers attempted to explore students' needs, requirements, ability to adjust to the new trend of M-learning, as well as the external factors influencing their learning autonomy. Surveys from students in the Faculty of Foreign Languages were gathered and analyzed using a qualitative technique. Findings revealed that the relationships between learners, in the eyes of the students, are the most important element promoting learning autonomy. In light of the results,



the researchers proposed a mobile application with four options to enhance students' autonomous learning which involves competitive games, library, leaderboard, practice games, and learning guide.

The use of ICT to facilitate English language learning is one of the self-organized strategy's most apparent tactics. The effective use of ICT helps to improve communication abilities, English performance, oral skill development, and chances to learn about linguistic terminology. On the other hand, ICT has a significant impact on language instruction in classrooms by enhancing the four language skills and students' knowledge of morphology, semantics, syntax, and fluency (Beadle & Scott, 2014).

## **2.5 Vocabulary learning strategy**

Whether teaching English as a second language (ESL) or as a foreign language (EFL), vocabulary is one of the most crucial aspects of the language and plays a crucial part in the language acquisition process. Since EFL learners rely on themselves and their capacity for the memorization of new vocabulary, Abdul Rahim, Abdul Rahim, and Abdelwahab (2018) considered the vocabulary learning strategy to be one of the self-organized strategies in the field of foreign language learning. Vocabulary is another essential building block that promotes speaking, listening, reading, and writing. Actually, without grammar and without words, one can only say a very limited amount of things. This approach needs to be incorporated into curricula and educational initiatives due to its worth.

The advantages of vocabulary acquisition techniques can be seen in many contexts. The first benefit of vocabulary acquisition strategies is that they accelerate language learning. Second, they become conscious of a useful technique for putting their self-regulated learning style to use by understanding vocabulary acquisition strategies for EFL learners. Third, being conscious of vocabulary-learning strategies inspires independent thought and self-direction in EFL students. As a result, there is a pressing need to spread knowledge about creative approaches and strategies for teaching

vocabulary in Palestine, which are basically nonexistent given the significance of such approaches (Al-Muzaini, 2015).

Task-Based Language Teaching (TBLT) is considered a self-organized approach to teaching a second or foreign language that seeks to involve EFL learners in performing in a globally authentic language by giving them specific tasks, according to Murad (2009). The most intriguing aspect of this strategy is how it helps EFL students learn new linguistic concepts and expand on their current knowledge. Through its self-regulated tasks that direct EFL learners to engage in specific types of mental information-processing that are crucial for enhancing foreign language acquisition, TBLT is a technique for lowering the cognitive or linguistic demands placed on the learner (Hardan, 2013).

Information gap activity is a different self-organized approach that Jondeya (2011) introduced. This entails that a group of students collaborates and offers some responses to some queries. It gives the students the opportunity to address their own learning issues. Additionally, it encourages students to think effectively and collaborate with their peers to complete assignments.

Self-organizational learning capabilities have five aspects, according to Hamad & Yozgat (2017). The first is experimentation, where new ideas and suggestions are developed and presented to encourage students to attempt novel experiences. The second is taking risks, which is founded on allocating resources to a project without knowing how it will turn out. In order to start over and have greater opportunities, this dimension leads to learning from failure, mistakes, and successes. Interaction with the outside world is the third aspect. Instead of remaining in their own familiar comfort zones, students can interact and experience the outside world in this situation thanks to self-regulated, organized strategies. This is a method of acquiring new facts and information while studying the language. Dialog is the fourth dimension where learners interact and discuss their own learning outcomes, which lead to break the

barriers towards foreign language learning. The last dimension is when learners take decisions of their own learning through the participative Decision Making.

Artelt, Baumert, McElyany & Peschar (2003) who aimed to identify the impact of using self-organized learning strategy on improving English language performance found that students who organized their own learning when acquiring English have better performance and competence. They also revealed that self-organized strategies steer learners' behavior and tendency to be more motivated for their learning.

According to Ali (2000), learners who use self-regulation strategies are good planners and can choose suitable cognitive and metacognitive strategies. Additionally, self-directed learning strategies can be practiced through notetaking which involves writing down important information when reading books, listening to lectures on video or audio, or studying online (Zhu, Bonk & Berri, 2022). This insight seems to coincide with Viriya (2022) who maintained that taking an online course requires a lot of responsibility from the students, who must manage their time, prepare their studies, and take charge of their learning process.

Al Zakwani & Gleaves (2019) assured the effectiveness of SOLEs in enhancing EFL learning environments. They maintained that EFL learners can learn more about things than just being told about them. This tendency helps them to become active learners, more intelligent and fully functioning humans and therefore enables them to become good decision -makers.

In addition, An Z, et.al. (2021) agreed on the great effects of self-regulated strategies in creating self-efficacy. They argued that individuals can evaluate their personal abilities for achieving tasks so SRL promotes English language performance. Musleh (2010) discussed the advantages of self-efficacy which includes EFL learners perform well and successful performance because they have better self-confidence. For instance, Self-efficacious students did better than low-efficacious students

academically and they are more powerful in investing longer time in extracurricular activities and homework tasks.

In Thailand, Viriya (2022) aimed at exploring the impact of synchronous and asynchronous learning on students' self-regulated learning the English language online. To achieve this objective, 142 students at a Thai University were divided into three to study a Foundation English course. To gather the required data, several scales were utilized including the Online Self- Regulated English Language Learning Questionnaire, the Cognitive, Affective, and Psychomotor learning scale, in addition to students' diaries. Results demonstrated that self-regulated and perceived English language learning assisted the target students to self-control their learning with an expectation of the participants-modes compatibility.

Dunlosky, Rawson, Marsh, Nathan, and Willingham (2013) provided some self-regulated strategy methods, such as providing thorough responses to questions, connecting newly learned information to earlier knowledge, and summarizing problem-solving steps. Thus, self-organized learners can set their own learning goals and plans, monitor their learning, then evaluate their achievements, besides being motivated learners (Tekkol and Demirel, 2018).

## **2.6 Related studies**

### **2.7 Local and Arab studies**

In their research study about the effectiveness of vocabulary - learning strategies on developing EFL Palestinian students, Abdul Rahim and AbdelWahab (2018) sought to determine how self-regulated learning modalities affected learners' vocabulary growth. In this study, (60) 11th-grade male students from the Middle Area of Gaza were selected at random from a group of (616) male students. The overall findings

showed that using self-organized learning strategies helped in increasing EFL students' vocabulary.

Jondeya (2011) aimed to find out how using information gaps as self-organized methods affected eighth graders' speaking abilities. The sample comprised 70 students. Findings indicated that employing information gaps as self-organized strategies helped 8<sup>th</sup> graders in improving their speaking abilities with a favorable impact.

Murad (2009) conducted a study to find out whether using task-based language teaching helps Palestinian EFL students improve their speaking abilities. The participants involved (37) male and (54) female students in the eleventh grade from Tamra and Bueina-Nujidat high schools. The results showed that the task-based strategy improved the speaking skill competence and performance of EFL Palestinian students.

To examine the impact of self-organized strategies on improving students' writing skills, Ali & Elkot (2020) chose a sample of (40) students to carry out an experimental study. Upon the implementation of the study, statistically significant differences appeared due to the use of self-organized learning strategy for enhancing the students' writing skills. Besides, a positive perspective towards the use of self-organized strategy was also revealed.

Al Zakwani & Walker-Gleaves (2019) sought to determine how SOLE's pedagogy affects the learning of Omani EFL college students. Semi-structured interviews were used to achieve the objective. The findings indicated that SOLE is a successful instructional strategy.

## **2.8 Foreign studies**

The effects of self-directed learning (SDL) instruction during distant English learning on students' readiness, achievement, and attitudes toward English courses and distance education were examined by Doru and Zen (2023). In order to achieve this aim, 146 first-year students at the Faculty of Education at Bolu Abant İzzet Baysal University in Turkey took part in a 12-week quasi-experimental research. Data were gathered using the Achievement Test, Self-Directed Learning Readiness Scale, Attitudes toward English Courses Scale, and Attitudes toward Distance Education Scale. The results showed that there was no discernible difference in the groups' SDL readiness ratings. Other variables, however, showed notable variations favoring the experimental group.

Zhu, Bonk & Berri (2022) investigated students' reasons for enrolling in massive open online courses (MOOCs), their self-directed learning (SDL) approaches, and the instructional components that support SDL. Results indicated that both intrinsic motivation (such as curiosity, enhancing one's knowledge and personal interest) and extrinsic motivation were factors in why students chose to participate in MOOCs. Furthermore, task strategies, self-monitoring strategies, and self-management strategies were the learning techniques employed by MOOC participants. Taking notes, reading texts or subtitles, watching videos, and doing more study were some of the assignment strategies.

In order to develop self-regulation strategies among the fourth graders of an English-medium international school, Azatova (2021) sought to investigate the impact of self-assessment and explicit strategy teaching. The results showed that because of their overconfidence in their present language proficiency, intermediate 4<sup>th</sup> graders were the least able to improve their English language proficiency. Using the self-assessment tool they had been taught and the strategies they had practiced, the students

were consistently able to establish goals after four months, track their development, and then consider how they had improved as English language learners.

To investigate the impact of self-regulated learning (SRL) strategies, Hong (2020) conducted a study where technology-based SRL strategies blended with English language instruction. The study used the results of three self-report questionnaires and an English language competence test on a sample of 525 undergraduate Chinese students. Results demonstrated that, in addition to creating an engaging learning environment, using self-regulated learning (SRL) strategies and technology-based SRL strategies produced positive results for learning English.

Chamorro & Paz (2016) in their study entitled “Improving Language Learning Strategies and Performance of Pre-Service Language Teachers through a CALLA-TBLT Model” aimed to investigate how to improve English language performance by combining task-based language instruction and the cognitive academic language learning approach. Thirty-three first-year pre-service language teachers responded to a questionnaire. Findings showed that this combination helped the participants become more proficient in speaking, writing, grammar, vocabulary, and language learning.

By the same token, the attitudes of 147 primary school English language instructors in Perlis toward the effects of student-centered learning practices on their students' performance were examined by Salleh & Mohd. Yusof (2016) utilizing a questionnaire. Findings showed that English language teachers had a favorable attitude toward student-centered learning. However, when teaching English to elementary school students, the teachers use both student- and teacher-centered learning strategies. Additionally, it was found that there was a weak but favorable correlation between student-centered learning practices and students' success in the English language course.

In order to better understand how self-regulation learning strategies training affects the motivation and self-efficacy of two classes of twenty-three female elementary students, Lavasani, Mirhosseini, Hejazi, and Davoodi (2011) conducted an investigation where the participants were split into two groups: the experimental group got self-regulation learning strategies instruction over the course of ten sessions lasting sixty minutes, while the control group received nothing. The results showed that the participants' academic motivation and self-efficacy were significantly impacted by self-regulation learning methods.

To find out if self-organized learning is limited, Mitra and Dangwal (2010) examined how Tamil-speaking children in a remote Indian village could learn basic molecular biology on their own with a public computer facility, and later with the assistance of a mediator who knew nothing about this subject. In the next step, the learning outcomes of children who had been taught this subject by native English speakers at a high-performing private school in New Delhi were compared with those of children who had not been fluent in English but had been taught the subject at a state government school that performed average to below average. It was found that village kids who had access only to computers and Internet-based resources in the learning stations called Hole-in-the-Wall had test scores comparable to those at the neighborhood public school and, with the mediator's help, to those in privileged private urban schools. The findings also supported the idea that, despite some limitations, children can learn on their own and through media use in circumstances where they would not otherwise have access to high-quality or even any schooling.

## **2.9 Comments on the previous studies**

This chapter presented several studies and research papers in the field of self-organized learning, self-directed learning and self-regulated learning in the Palestinian context, the Arab contexts and also in the West. These studies in addition to the theoretical background helped the researcher in constructing the questions and the hypotheses of the current study. Some previous studies dealt with the relationship



between using the self-organized learning strategy and improving the performance of school students and university students. Different research methodologies were used including, questionnaires, observations, pre and post tests and interviews. The current study used the questionnaire as a instrument to elicit the teacher's responses and perceptions of using self-organized learning strategies in a specific area in Palestine. The overall studies were helpful to design the study and construct the instrument.

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1 Introduction**

This chapter presents the objectives of the study, its design, the population and the sample, instrument of the study with its validity and reliability, the statistical analysis used to analyze the collected data, in addition to the procedures used to accomplish the study.

#### **3.2 Study design**

The current study was conducted by using the quantitative descriptive approach utilizing a questionnaire constructed on a five-point scale.

#### **3.3 Population of the Study**

The population of the study involved all EFL teachers who teach the seventh graders in Tubas public schools during the second semester in the academic year 2021/2022 (n=60).

#### **3.4 Sample of the study**

Because the number of EFL teachers who teach the seventh graders in Tubas public schools, the questionnaire was administered to the whole population. Therefore, the participants included all the population (n = 60). The participating teachers included 38 females and 22 males. Tables 1,2,3,4 below show the distribution of the sample in relation to four variables.

**Table (1)***Distribution of the sample in relation to gender variable*

<b>Gender variable</b>	<b>Frequency</b>	<b>Percentage</b>
Male	22	36.7
Female	38	63.3
<b>Total</b>	60	100%

**Table (2)***Distribution of the sample in relation to the academic degree variable*

<b>Academic degree variable</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	10	16.7
Bachelor	35	58.3
Master	15	25
PhD	0	0
<b>Total</b>	60	100%

**Table (3)***Distribution of the sample in relation to years of experience variable*

<b>Years of experience variable</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 5 years	6	10
5-10 years	34	56.7
More than 10 years	20	33.3
<b>Total</b>	60	100%

**Table (4)***Distribution of the sample in relation to the training courses variable*

<b>Training courses variable</b>	<b>Frequency</b>	<b>Percentage</b>
No courses	5	8.3
1-3 courses	20	33.3
More than 3 courses	35	58.3
<b>Total</b>	60	100%

### **3.5 Instrument of the study**

To collect data from the participants of the study, the researcher constructed a questionnaire after reviewing some related literature and previous studies in the field of self-organized learning, autonomous learning, self-regulated learning and other relevant topics.

The questionnaire was constructed with two main sections and an introduction. The introduction was in a form of one short paragraph that introduces the questionnaire to the participants and encouraged them to provide their answers confidentially. The first section includes four items that elicit personal information about the participants. These items represent variables of the current study as follows: gender of the teacher, the academic degree, years of experience, and the number of courses taken by the teacher.

The second section comprised 38 items constructed by using the Likert five-point scale where (Strongly Agree= 5, Agree =4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1). The items of the questionnaire were distributed over four domains; namely , content, learners' needs, strategies and pedagogies, and design.

### **3.6 Validity of the instrument**

It is essential in scientific research to ensure the validity of the instrument of a given study so as to confirm that an instrument is measuring what it is intended to measure. Hence, to ensure the validity of the questionnaire of this study, it was presented to a jury of English language teaching specialists at An-Najah National University (n=3), three English language teachers from Tubas schools and two English language supervisors. Their suggestions were taken into account for producing the final version of the questionnaire. For example, one supervisor suggested deleting the item number 5. Another teacher recommended that the whole questionnaire should be linguistically proofread and edited. One university instructor suggested dividing the questionnaire into suitable domains to help in analyzing and organizing the collected data.

### 3.7 Reliability of the instrument

To calculate the reliability of the questionnaire, Cronbach Alpha coefficient was used and result is shown in Table 5 below.

**Table (5)**

*Reliability coefficient of each domain and the total score of the questionnaire*

<b>Domains</b>	<b>Number of items</b>	<b>Reliability coefficient</b>
Content	10	0.733
Learner's needs	6	0.654
Strategies and pedagogies	18	0.795
Design	13	0.691
<b>Total score</b>	47	0.849

Table 5 shows that the total score of the questionnaire reliability is 0.849 which is considered appropriate acceptable for conducting the study.

### 3.8 Procedures of the study

To accomplish the study's objectives of identifying the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools, the following procedures were followed:

1. Before the study began, consultation sessions were conducted with the supervisor to develop some instructions and guidelines for applying the study.
2. Getting the official approval from the Faculty of Graduate Studies at An-Najah National University.
3. Communicating with the Directorate of Education in Tubas Governate to get the number of EFL teachers who teach the seventh graders and their schools.
4. Taking the permission from the Directorate of Education to distribute the questionnaire. The copies of the questionnaire were sent to the teachers via the school post at the Directorate.

5. The distribution of the questionnaire took about two weeks to be accomplished with some reminders and notifications to encourage all teachers to fill out the questionnaire.
6. After getting back the questionnaires, they were processed and analyzed using the Statistical Package for Social Science ( SPSS ).

### **3.9 Variables of the Study**

The study has the following variables:

1. **Dependent Variable:** Using Self-Organized Learning Strategy
2. **Independent variable:** Improving English Language Performance of Seventh Graders.
3. **Demographic (subject) variables:** gender, academic level, years of experience, and the number of training courses taken by the teacher.

### **3.10 Statistical Analysis**

To analyze the collected data, the following statistical measures were used:

1. Percentages, means, levels, and standard deviations.
2. T-Test for independent samples.
3. One-way ANOVA test.
4. Cronbach Alpha formula.

### **3.11 Summary**

This chapter presented the selected approach which was utilized to analyze the data of the study. It also presented dependent and independent variables, research methodology, the population and the sample of the study, the questionnaire with its validity and reliability, and the statistical measures.

## **Chapter Four**

### **Results of the study**

#### **4.1 Introduction**

This chapter demonstrates the results of the study in relation to its questions and hypotheses. As mentioned previously, the study aimed at investigating the role of using self-organized learning strategy in improving the seventh graders' English language performance as perceived by English language teachers in Tubas public schools. A 38-item questionnaire was used to collect the required data from 60 teachers. The SPSS was then used to analyze the collected data. In order to analyze and interpret the results, the following scale was used:

- Very High = (more than 4.21).
- Very High = (more than 4.21).
- High = (3.41- 4.21).
- Mid = ( 2.61- 3.4).
- Low = mean ( 1.81- 2.6).
- Very low = (less than 1.81).

Accordingly, the final results are shown below in relation to the questions and the hypotheses.

#### **4.2. Results related to the study questions**

**Results Related to the First Question: *What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools?***

Based on teachers' responses to the four domains and their total scores, means, standard deviations, and percentages were calculated and displayed in Table (6) below.

**Table (6)**

*Means, standard deviations, percentages of students' responses on the effectiveness of using self-organized learning strategy in improving the English language performance*

<b>No.</b>	<b>Domain</b>	<b>M</b>	<b>SD</b>	<b>%</b>	<b>Level</b>
1	Content	4.17	.253	83.4	Very High
2	Learners needs	3.67	.556	73.4	High
3	Strategies and pedagogies	4.31	.231	86.2	Very High
4	Design	3.99	.372	79.8	High
<b>Total Scores of Students' responses</b>		<b>4.04</b>	<b>0.29</b>	<b>80.8</b>	<b>Very High</b>

Table (6) shows that the total score of teachers' responses towards the role of using self-organized learning strategy in improving English language performance of seventh graders was 80.8 % which (mean= 4.04). This percentage indicates a very high level. This means that the self-organized learning strategy play an important role in improving the English language performance of seventh graders in Tubas public schools.

**Results Related to the Second Question: *What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools on the content domain?***

As for the results, Means, standard deviations, and the percentage of teachers who responded on the basis of the content domain were computed to provide an explanation. Table (7) below displays the results.



**Table (7)**

*Means, standard deviations, percentages of students' responses on the role of using self-organized learning strategy in improving English language performance on the content domain*

<b>No.</b>	<b>Item</b>	<b>M</b>	<b>SD</b>	<b>%</b>	<b>Level</b>
1	Teaching English language is difficult for foreign learners.	4.05	.502	81	V. High
2	Teaching English in Palestine faces many obstacles.	4.33	.510	86.6	V. High
3	Teaching English for school pupils in Palestine is a challenging task.	3.70	.830	74	High
4	Seventh grade is a transformative stage for school pupils in all learning subjects.	4.67	.510	93.4	V. High
5	School pupils' lack English language performance in Palestine.	4.12	.372	82.4	V. High
6	There is a huge gap in English language competency for school pupils.	4.22	.454	84.4	V. High
7	Self-organized learning strategy is an effective learning pedagogy for EFL learners.	4.28	.454	85.6	V. High
8	Self-organized learning strategy is a modern learning pedagogy.	4.53	.623	90.6	V. High
9	Self-organized learning strategies are cognitive, metacognitive, and motivational processes.	4.67	.510	93.4	V. High
10	Self-organized strategies are not easy self-learning strategies in English language.	3.12	1.25 0	62.4	High
<b>Total Score of content domain</b>		<b>4.17</b>	<b>0.253</b>	<b>83.4</b>	<b>V. High</b>

Table (7) shows that the total score of teachers' responses to the items of the content domain scored 83.4 % (mean = 4.17) which indicates a very high level. This means that the role of using self-organized learning strategy in improving English language performance of seventh graders is very high as perceived by English language teachers in Tubas public schools.

**Results Related to the Third Question: *What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools on the learners' needs domain?***

To answer this question, means, standard deviations and percentages of teachers' responses to the items of learners' needs domains were calculated. Table (8) below displays the results.

**Table (8)**

*Means, standard deviations, percentages of teachers' responses on the role of using self-organized learning strategy in improving English language performance on the learners' needs domain*

No.	Item	M	SD	%	Level
1	Seventh graders tend to be independent learners.	3.38	.502	67.6	High
2	Seventh graders prefer students centered learning style.	3.92	.510	78.4	High
3	Seventh graders use self-organized learning strategies.	3.95	.830	79	High
4	Seventh graders avoid teacher -centered learning style.	3.33	.510	66.6	High
5	Seventh graders in the Palestinian schools avoid conventional learning strategies.	3.37	.372	67.4	High
6	Traditional learning strategies are the main cause of English language performance shortage of seventh graders in the Palestinian schools.	4.08	.454	81.6	V. High
<b>Total Score of learners needs</b>		<b>3.67</b>	<b>0.556</b>	<b>73.4</b>	<b>High</b>

Table (8) demonstrates that the total of teachers' responses to the items of the learners' needs domain scored 73.4 % (mean = 3.67) which indicates a high level of responses. This means that the role of using self-organized learning strategy in improving English language performance of seventh graders is high as perceived by English language teachers in Tubas public schools.

**Results Related to the Fourth Question: *What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools on the strategies and pedagogies domain?***

To answer this question, means, standard deviations and percentages of teachers' responses to the items of the strategies and pedagogies domain were calculated. Table (9), (see appendix B) below displays the results.

Table (9) (see appendix B) shows that the total of teachers' responses to the items of the strategies and pedagogies domain scored 86.2% (mean = 4.31) which indicates a very high level of responses. This means that the role of using self-organized learning strategy in improving English language performance of seventh graders is very high as perceived by English language teachers in Tubas public schools.

**Results Related to the Fifth Question: *What is the role of using self-organized learning strategy in improving English language performance of seventh graders as perceived by English language teachers in Tubas public schools on the design domain?***

To answer the fifth question, means, standard deviations and percentages of teachers' responses to the items of design domain were calculated. Table (10) below displays the results.

**Table (10)**

*Means, standard deviations, percentages of teachers' responses on the role of using self-organized learning strategy in improving English language performance on the design domain*

<b>No.</b>	<b>Item</b>	<b>M</b>	<b>SD</b>	<b>%</b>	<b>Level</b>
1	Self-organized learning strategies require EFL teachers' instructions and efforts.	4.03	.802	80.6	V. High
2	Implementing self-organized strategies requires EFL learners' efforts.	4.17	.615	83.4	V. High
3	Applying self-organized strategies requires information and communication technologies (ICT).	3.88	.783	77.6	High
4	Self-organized strategies require relevant curriculum.	3.95	.723	79	High
5	Self-organized strategies require special pedagogies.	4.43	.745	88.6	V. High
6	Utilizing self-organized learning strategies needs computer devices and internet connection.	4.03	.802	80.6	V. High
7	Joining both traditional and modern ways of a foreign language learning is a good tool for implementing self-organized strategies.	4.22	.490	84.4	V. High
8	Using self-organized strategies improves English language performance of seventh graders.	4.17	.418	83.4	V. High
9	Self-organized strategies increase the level of productivity for FEL learners.	4.55	.594	91	V. High
10	Implementing self-organized strategies encourages seventh graders 'creativity.	4.57	.621	91.4	V. High
11	Self-organized strategies cannot be utilized by seventh graders without the teacher's help.	3.23	1.25	64.6	High
12	Applying self-organized strategies needs strong internet connection.	3.33	1.08	66.6	High
13	Internet connection weakness is the main obstacle in using self-organized strategies for seventh graders.	3.33	1.09	66	High
<b>Total Score of design domain</b>		<b>3.99</b>	<b>0.372</b>	<b>79.8</b>	<b>High</b>

Table (10) demonstrates that the total score of teachers' responses to the items of the design domain achieved 79.8 % (mean = 3.99) which indicates a high level of responses. This means that the role of using self-organized learning strategy in improving English language performance of seventh graders is high as perceived by English language teachers in Tubas public schools.

### 4.3 Results related to the study hypotheses

**Results related to the first hypothesis:** *There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the teachers' responses of the role of using self-organized learning strategy in improving English language performance due to the gender variable.*

To test the first hypothesis, the researcher used t-test for independent samples and Table (11) shows the results.

**Table (11)**

*T-Test for independent samples of teachers' responses of the role of using self-organized learning strategy in improving English language performance, due to gender variable*

Domain	Gender variable	Frequency	Mean	S.D	T-value	Sig.*
Content	Male	22	4.09	.231	1.888	.175
	Female	38	4.21	.257		
Learner's needs	Male	22	3.65	.398	4.550	.037*
	Female	38	3.68	.634		
Strategies and pedagogies	Male	22	4.26	.230	.484	.489
	Female	38	4.35	.228		
Design	Male	22	3.86	.260	9.354	.003*
	Female	38	4.06	.408		
Total score	Male	22	3.96	.233	3.948	.052
	Female	38	4.08	.314		

\* Significant at ( $\alpha \leq 0.05$ ).

Table (11) shows that the total score which is 0.052 exceeds the level of statistical significance ( $\alpha \leq 0.05$ ) which makes us accept the first hypothesis. This means that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance as perceived by teachers due to gender variable. However, the results also show that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance on learner's needs and

design domains as perceived by teachers due to gender variable in favor of females, but there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in content and strategies and pedagogies domains.

**Results related to the second hypothesis:** *There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the teachers' responses of the role of using self-organized learning strategy in improving English language performance due to academic degree variable.*

To test the second hypothesis, the researcher used One Way ANOVA. Tables 12 and 13 (see appendix B) show the frequencies, means, and standard deviations of the teacher's responses based on academic degree variable, as well as the results of One-Way ANOVA.

Table (13) (see appendix B) shows that the total score which is 0.467 exceeds the level of statistical significance ( $\alpha \leq 0.05$ ) which makes us accept the second hypothesis. This means that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance as perceived by teachers due to the variable of academic degree. At the same time, the results show that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance in all domains as perceived by teachers due to academic degree variable.

**Results related to the third hypothesis:** *There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the teachers' responses of the role of using self-organized learning strategy in improving English language performance due to years of experience variable.*

To test the third hypothesis, One -Way ANOVA was used. Tables 14 and 15 (see appendix B) show the frequencies, means, and standard deviations of the teacher's responses based on their years of experience variable, as well as the results of One-Way ANOVA.

Table (15) (see appendix B) shows that the total score which is 0.276 exceeds the level of statistical significance ( $\alpha \leq 0.05$ ) which makes us accepts the third hypothesis. This means that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance as perceived by teachers due to the variable of years of experience. The results, on the other hand, show that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance in the learner's needs domain as perceived by teachers due to years of experience variable since the significant value 0.027 is less than  $\alpha \leq 0.05$ .

**Results related to the fourth hypothesis: *There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the teachers' responses of the role of using self-organized learning strategy in improving English language performance due to the training courses.***

To test this hypothesis, the researcher used One Way ANOVA. Tables 16 and 17 (see appendix B) show the frequencies, means, and standard deviations of the teachers' responses as well as the results of One-Way ANOVA.

Table (17) (see appendix B) shows that the total score which is 0.525 exceeds the level of statistical significance ( $\alpha \leq 0.05$ ) which makes us accepts the fourth hypothesis. This means that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance as perceived by teachers due to the variable of the training course taken by the teacher. Likewise, the results show that there are no statistically significant

differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance in all domains as perceived by teachers as a result of training courses variable.

#### **4.4 Summary**

This chapter presented the results of the study in relation to the five questions and the four hypotheses. In particular, the chapter involved several tables to present the results of five questions and four hypotheses. The last chapter will be dedicated to discuss these results in order to provide some recommendations.



## **Chapter Five**

### **Discussion, conclusion and recommendations**

#### **5.1 Introduction**

This chapter presents a brief summary of the study results accordance to the study questions and hypotheses followed by some discussions. Moreover, it presents several recommendations for some parties to benefit from the results in addition to some recommendations for other researchers to carry out future studies.

#### **5.2 Discussion of the results of the questions**

##### **Discussion of the Results related to the first question**

Results of the first question showed that the total score of teachers' responses towards the role of using self-organized learning strategy in improving English language performance of seventh graders achieved a very high level. This means that according to the majority of teachers, self-organized learning strategy plays an important role in improving the English language performance of seventh graders in Tubas public schools. This result might be interpreted by saying that when students are given the opportunity to read on their own inside the classroom and outside it, they will be more capable to construct knowledge and use this knowledge to scaffold their learning. With the help of ICT and internet applications, they can also share this knowledge with their peers and their instructors as well.

Such result seems to go in line with Ischinger (2009) who stated that using mobile learning as a primary self-regulation approach can be helpful particularly in light of the high prevalence of mobile phone use among students. The result also agrees with Hamad & Yozgat (2017) who maintained that self-organizational learning (SOL) enables the students to Interact with the outside world instead of remaining in their own familiar comfort zones, where they experience new situations and even acquiring new facts and information while studying the language.

### **Discussion of the Results related to the second question**

Results of the second question revealed that the total score of teachers' responses to the items of the content domain was in a very high level. This means that the role of using self-organized learning strategy in improving English language performance of seventh graders is very high as perceived by English language teachers in Tubas public schools. Regarding this result, it was found that 83.4% of EFL teachers in Tubas public schools agreed on the importance of the content as a major factor for improving the English language performance of the students who use self-learning strategies. This result might be due to the fact that if the content is appealing, interesting and fits students age and cognitive level, the students will be able to apply any possible self-learning strategy to comprehend the content and use it to promote their English language skills.

This result seems to agree with Akram & Ghani (2019) who providing students with self-organized learning strategies to deal with different types of content has the potential to help them in enhancing their reading, speaking, listening, and writing skills as well as improving their independence and communication skills. In this regard, students who are in favor of using self-organized learning strategies can make use of their smartphones and other internet applications to access the content on their own. This idea is supported by Ali & Elkot (2020) who argues that mobile applications have been proved to be efficient in learning the four language skills in addition to learning grammar and vocabulary.

### **Discussion of the Results related to the third question**

Results of the third question showed that the total score of teachers' responses to the items of the learners' needs domain scored a high level of responses. This means that the role of using self-organized learning strategy in improving English language performance of seventh graders is high as perceived by English language teachers in Tubas public schools. This result shows that students' needs and interests play a

significant role in self-organized learning strategies since students are expected to search for knowledge, information and skills that go in line with their interests and needs. Nowadays, it is already common that the new generations of the 21<sup>st</sup> century need to acquire completely different skills, thankful to ICT, which urges them to look for what help them to meet these needs and interests. This result seems to be in consistent with Jondeya (2011) and Murad (2009) who stressed that one of the most urgent skills of today's students is to improve their speaking competence and abilities.

### **Discussion of the Results related to the fourth question**

Results of the fourth question indicated that the total of teachers' responses to the items of the strategies and pedagogies domain scored a very high level of responses. This means that the role of using self-organized learning strategy in improving English language performance of seventh graders is very high as perceived by English language teachers in Tubas public schools. This result can be justified by referring to the importance of methods and pedagogies used by the teachers. These pedagogies should help students and encourage them to employ self-organized and self-directed learning strategies. In this case, EFL teachers need to adapt their methods and pedagogies to be more student centered and less teacher centered. The result agrees with Salleh & Mohd.Yusof (2016) whose study revealed positive attitudes of the English language teachers towards student-centered learning. in addition to a positive relationship between student-centered learning practices and students' achievement in the English language. Accordingly, teachers need to play new roles that help students in moving steadily towards more self-organized learning strategies which are strongly related with student-centered learning since SOLS urge students to be more active and more motivated to learn even without teachers as mentioned by Mitra (1999) who maintained that the in teachers in his study confirmed that students can learn creatively and proficiently without them because they are taught how to use computers and Google for learning and doing assignments. This result seems to be partially in consistent with Alhaysony (2017) who argued that although traditional teaching

methods have positive effects on teaching, they still have undesirable results on both teachers and students.

### **Discussion of the Results related to the fifth question**

Results of the fifth question showed that the total score of teachers' responses to the items of the design domain achieved a high level of responses. This means that the role of using self-organized learning strategy in improving English language performance of seventh graders is high as perceived by English language teachers in Tubas public schools. This result can be interpreted by referring to the importance of designing motivating and inspiring learning activities, appropriate content to meet student's needs and interests, in addition to set attainable and measurable objectives.

This particular result agrees with Musleh (2010) who found that students with high self-efficacy outperform students with low self-efficacy academically and invest more time in extracurricular activities and homework. This might hint to the importance of designing extracurricular activities that can be added to the curriculum in order to help students in enhancing their self-organized learning strategies.

## **5.3 Discussion of the results related to the hypotheses**

### **Discussion of the results of the first hypothesis**

Results of the first hypothesis indicated that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance as perceived by teachers due to gender variable in the content domain as well as strategies and pedagogies domains. These results indicated that the participating teachers in the study, regardless of their gender believe in the role of self-organized strategies in improving the seventh graders' linguistic competence and performance when studying English as foreign language. This common belief was apparent in the items of the content domain.

On the domains of learner's needs and design, on the other hand, the results showed statistically significant differences in the role of using self-organized learning strategy in improving English language performance. These differences were in favor of females whose responses were more positive towards the role of self-organized learning strategies. This result might be explained by the idea that female teachers tend to be more committed to the teaching process which is seen their efforts to add more action, more fun to the teaching -learning process. The result here agrees with Lavasani, Mirhosseini, Hejazi, and Davoodi (2011) who found that the female participants' academic motivation and self-efficacy were significantly impacted by self-regulation learning methods. The findings concur with those of Alhaysony (2017), who discovered that female students employed more language learning strategies than male students, possibly as a natural byproduct of their instructors' efforts and dedication.

### **Discussion of the results of the second hypothesis**

Results of the second hypothesis revealed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance as perceived by teachers due to the variable of academic degree in all domains. This result demonstrates that the 60 teachers who responded to the items of the questionnaire nearly have the same responses regardless of their academic and educational level. This result might be due to the idea that it is common for all teachers to attend training courses organized by the Ministry of Education throughout all teaching profession and more specifically at the beginning of their job employment even those who have MA in methods of teaching English. The result seems to be in line with Chamorro & Paz (2016) found that a combination of CALLA-TBLT Model helped the pre-service language teachers to become more proficient in speaking, writing, grammar, vocabulary, and language learning as well.

### **Discussion of the results of the third hypothesis**

Results of the third hypothesis indicated that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance as perceived by teachers due to the variable of years of experience. The results, on the other hand, showed statistically significant differences in the role of using self-organized learning strategy in improving English language performance in the learner's needs domain due to years of experience variable. The differences were in favor teachers who had more than ten years of experience. This result could be interpreted by stating that teachers who have more teaching experience tend to be more familiar and much closer to the students' needs with regard to English language skills. Upon their familiarity and knowledge, teachers will be more capable of finding out a variety of interesting and useful activities that create an interesting learning environment for self- organized learning strategies.

### **Discussion of the results of the fourth hypothesis**

Results of the fourth hypothesis revealed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of using self-organized learning strategy in improving English language performance as perceived by teachers due to the variable of the training courses taken by the teacher. in all domains. This result seems to be surprising since the training courses are meant to provide the teachers with the necessary knowledge and skills in the fields of English language teaching methodology as well as integrating ICT inside and outside the classroom. It is possible that teachers were not trained on how to invest in self-organized learning strategies as a means to enhance students' active participation and their contribution to their learning goals. On the other hand, the result may point to some problems or weaknesses in the components of these training courses or the trainers who were responsible for compiling the training materials and carrying out the training.

## **5.4 Recommendations**

Based on the aforementioned results and their discussions, the following recommendations can be useful to those who are involved in the teaching of English as a foreign language.

### **Recommendations to EFL teachers**

Teachers who teach English as a foreign/ second language are recommended to:

1. Add more enrichments and supplementary materials that encourage students to be more active and more capable of utilizing self-organized learning strategies. These might include hand-on tasks, presentations, projects, simulation and role-play activities.
2. To use both explicit and inexplicit teaching strategies so as to meet the students' individual differences depending on the structure of the classroom.
3. To take into consideration students' needs and their learning styles to enhance positive attitudes towards the learning of the foreign language.

### **Recommendations to students**

Students who study English as a foreign/ second language are recommended to:

1. Be more independent and responsible for their learning to achieve autonomy.
2. Develop their own self-organized learning strategies as a means to improve their language competence and performance in English Language.
3. To invest in the available technology and intent applications especially with the use of their smartphones.
4. To make use of cooperation and collaboration with their peers as a means to get and share knowledge.

## **Recommendations to the Palestinian Ministry of Education**

The Ministry of Education is recommended to:

1. Incorporate modern learning strategies that help students to be more autonomous and more active.
2. Train teachers on how to utilize extracellular activities and tasks that enhance self-organized learning strategies.
3. Provide the required technological infrastructure that facilitates the application of self-organized learning strategies inside the classroom and outside it.
4. Design training programs for teachers to prepare them for using the latest technological devices that can be used with self-organized learning strategies.

## **Recommendations to curriculum designers**

Curriculum designers are recommended to:

1. Update the English language curriculum and supplement it with more tasks, activities, projects and other possible enrichments to emphasize the use of self-organized learning strategies.
2. To focus on new methods and pedagogies which allow for using self-organized learning strategies.

## **Recommendations to future research**

Researchers are recommended to:

1. Conduct comparative studies between private schools UNRWA and public schools.
2. Conduct quasi-experimental studies to examine the effect of using self-organized learning strategies on different variables such as achievement, skills, engagement, interact and so forth.



- 3- Study the impact of using ICT (smartphones, internet applications, social media on students' self-organized and self-directed learning strategies.

## **5.5 Conclusion**

The major objective of this study was to explore the role of using self-organized learning strategy in improving English language performance of the seventh graders as preserved by English language teachers in Tubas public schools. Besides, the study also sought to identify the role of gender, years of experience, academic degree, and the training courses taken by the teacher on the teachers' responses of this role. The results were in favor of using this important strategy in teaching English as a foreign language since this language, like other languages, is based on major skills that need to be practiced all the time either inside the classroom or outside it. The variables of gender, years of experience, academic degree, and the training courses taken by the teacher almost revealed no apparent differences between the teachers regarding their responses to the items of the questionnaire. All in all, the results cannot be generalized since the number of participants is limited to 60 teachers and only one instrument was used in the form of a questionnaire. Results also confirmed that this strategy provides some significance learning outcomes such as focusing on content, learners' need, strategies and pedagogies, and design to improve English Language performance.

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**Appendices**  
**Appendix (A)**  
**Questionnaire**



**An-Najah National University**  
**Faculty of Graduate Studies**  
**Methods of Teaching Department**

Dear participant,

This questionnaire was designed to collect data for Master thesis entitled “ The Role of Using Self-Organized Learning Strategy in Improving English Language Performance of Seventh Graders as Perceived by English Language Teachers in Tubas Public Schools”. The questionnaire consists of two main sections. The first includes personal information while the second section includes 38 items. The data gathered through this study tool will be used for the research purposes only. I appreciate your time and effort in answering all items in the questionnaire which only takes just 10 minutes to fill.

Thank you for your kind cooperation.

**The researcher: Marah Darghmeh**

**Section one: Personal Information**

Please insert (x) next to the option that suits your case:

1. **Gender variable:** a. Male ( ) b. Female ( )
2. **Academic degree variable:** a. Diploma ( ) b. Bachelor ( ) c. Master ( ) d. PhD ( )
3. **Years of experience variable:** a. Less than 5 years ( ) b. 5-10 years ( ) c. more than 10 years ( )
4. **Training courses variable:** a. No courses ( ) b. 1-3 courses ( ) c. more than 3 courses ( )

## Section two:

This section consists of 38 items. Please answer them all.

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree [5]
<b>Domain One: Content</b>						
1	Teaching English language is difficult for foreign learners.					
2	Teaching English in Palestine faces many obstacles.					
3	Teaching English for school pupils in Palestine is a challenging task					
4	Seventh grade is a transformative stage for school pupils in all learning subjects.					
5	School pupils lack English language performance in Palestine.					
6	There is a huge gap in English language competency for school pupils.					
7	Self-organized learning strategies are effective learning pedagogies for EFL learners.					
8	Self-organized learning strategies are modern learning pedagogies.					
9	Self-organized learning strategies are cognitive, metacognitive, motivational processes.					
<b>Domain Two: Learners needs</b>						
8	Seventh graders tend to be independent learners.					
9	Seventh graders prefer students centered -learning styles.					
10	Seventh graders use self-organized learning strategies.					
11	Seventh graders avoid teacher- centered learning styles.					
12	Seventh graders in the Palestinian schools avoid conventional learning strategies.					
13	Traditional learning strategies are the main cause for English language performance shortage of seventh graders in the Palestinian schools.					
<b>Domain Three: Strategies and pedagogies</b>						
14	Implementing self-organized learning strategies for seventh graders helps in enhancing English language learning.					
15	Implementing self-organized learning strategies in English language teaching improves seventh graders' ability in using the foreign language.					
16	Implementing self-organized learning strategies in the Palestinian schools improves seventh graders performance in English.					
17	Implementing self-organized learning expands 7 <sup>th</sup> graders' vocabulary.					
18	Implementing self-organized learning contributes communicative competence skills of seventh graders.					
19	Implementing self-organized learning facilitates English language learning for seventh graders.					
20	Implementing Self-organized learning strategies enables seventh graders to utilize practical skills.					



21	Implementing Self-organized learning strategies creates an interesting learning environment.					
22	Self-organized learning strategies motivate seventh graders for their learning process in the foreign language.					
23	Self-organized learning strategies increase self-responsibility in learning English as a foreign language.					
24	Implementing Self-organized learning strategies integrates the four skills of English language learning.					
25	Implementing Self-organized learning strategies is not emphasized in the Palestinian schools for seventh graders.					
26	Implementing Self-organized learning strategies enables seventh graders to use the language freely.					
27	Implementing Self-organized learning strategies improves seventh graders' exam results.					
28	Implementing Self-organized learning strategies enhances problem solving.					
<b>Domain Four: Design</b>						
29	Self-organized learning strategies require EFL teachers' instructional efforts.					
30	Implementing self-organized strategies requires EFL learners' efforts.					
31	Implementing self-organized strategies requires Information and Communication Technologies (ICT).					
32	Implementing self-organized strategies requires relevant curriculum.					
33	Implementing self-organized strategies requires special pedagogies.					
34	Implementing self-organized strategies needs computer devices and internet connection.					
35	Implementing self-organized strategies joins both traditional and modern ways of foreign language learning.					
36	Implementing self-organized strategies improves English language performance of seventh graders'					
37	Implementing self-organized strategies increases the level of productivity for FEL learners.					
38	Implementing self-organized strategies encourages seventh graders' creativity.					

**Thanks for your participation**

## Appendix (B)

### Tables

**Table (9)**

*Means, standard deviations, percentages of teachers' responses on the role of using self-organized learning strategy in improving English language performance on the strategies and pedagogies domain*

No.	Item	M	SD	%	Level
1	Implementing self-organized learning strategies for seventh graders helps in enhancing English language learning.	4.82	.567	96.4	V. High
2	Utilizing self-organized learning strategies in English language teaching improves seventh graders' ability in using the foreign language.	4.22	.613	84.4	V. High
3	Self-organized learning strategies enhance collaborative learning.	4.18	.567	83.6	High
4	Using self-organized learning strategies evokes critical thinking skills of seventh graders in learning English language.	4.35	.547	87	V. High
5	Applying self-organized learning strategies strengthens social skill in English language learning for seventh graders.	4.17	.457	83.4	V. High
6	Implementing self-organized learning strategies in the Palestinian schools improves seventh graders' performance in English.	4.47	.503	89.4	V. High
7	Self-organized learning expands 7 <sup>th</sup> grade learners' vocabulary.	4.72	.490	94.4	V. High
8	Utilizing self-organized learning contributes to communicative competence skills of seventh graders	4.23	.593	84.6	V. High
9	Applying self-organized learning strategies facilitates English language learning for seventh graders.	4.25	.437	85	V. High
10	The implementation of self-organized learning strategies enables seventh graders to utilize practical skills.	4.60	.588	92	V. High
11	Implementing Self-organized learning strategies creates an interesting learning environment.	4.08	.619	81.6	V. High
12	Self-organized learning strategies motivate seventh graders to learn the foreign language.	4.35	.515	87	V. High

13	Self-organized learning strategies increase self-responsibility in learning English as a foreign language.	4.23	.500	84.6	V. High
14	Using self-organized learning strategies integrates the four skills of English language learning.	4.52	.701	90.4	V. High
15	Implementing Self-organized learning strategies is not emphasized in the Palestinian schools for seventh graders.	4.10	1.25	82	V. High
16	Self-organized learning strategies enable seventh graders to use the language freely.	4.20	.576	84	V. High
17	Implementing Self-organized learning strategies improves seventh graders' exam results.	4.27	.607	85.4	V. High
18	The use of self-organized learning strategies enhances problem solving.	3.87	.982	77.4	High
<b>Total Score of strategies and pedagogies domain</b>		<b>4.31</b>	<b>0.231</b>	<b>86.2</b>	<b>V. High</b>

**Table (12)**

*Frequencies, means, and standard deviations of teachers' responses of the role of using self-organized learning strategy in improving English language performance, due to academic degree variable*

Domain	Academic degree variable	N	Mean	SD
Content	Diploma	10	4.16	.250
	Bachelor	35	4.21	.282
	Master	15	4.07	.140
Learner's needs	Diploma	10	3.47	.383
	Bachelor	35	3.70	.626
	Master	15	3.73	.466
Strategies and pedagogies	Diploma	10	4.21	.206
	Bachelor	35	4.36	.242
	Master	15	4.27	.196
Design	Diploma	10	3.95	.246
	Bachelor	35	4.00	.401
	Master	15	3.99	.387
Total score	Diploma	10	3.94	.148
	Bachelor	35	4.07	.327
	Master	15	4.02	.268

**Table (13)**

*One-Way ANOVA to test the differences in of teachers' responses of the role of using self-organized learning strategy in improving English language performance due to academic degree variable*

<b>Domain</b>	<b>Source of Variance</b>	<b>Sum of Squares</b>	<b>D.F</b>	<b>Mean Squares</b>	<b>F</b>	<b>Sig.*</b>
Content	Between groups	.230	2	.115	1.849	.167
	Within groups	3.540	57	.062		
	Total	3.770	59			
Learner's needs	Between groups	.516	2	.258	.830	.441
	Within groups	17.705	57	.311		
	Total	18.220	59			
Strategies and pedagogies	Between groups	.231	2	.116	2.260	.114
	Within groups	2.917	57	.051		
	Total	3.149	59			
Design	Between groups	.023	2	.012	.081	.922
	Within groups	8.124	57	.143		
	Total	8.148	59			
Total score	Between groups	.131	2	.065	.773	.467
	Within groups	4.830	57	.085		
	Total	4.961	59			

\*Significant at ( $\alpha \leq 0.05$ )

**Table (14)**

*Frequencies, means, and standard deviations of teachers' responses of the role of using self-organized learning strategy in improving English language performance due to years of experience variable*

<b>Domain</b>	<b>Year of experience variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Content	Less than 5 years	6	4.35	.105
	5-10 years	34	4.13	.248
	more than 10 years	20	4.18	.275
Learner's needs	Less than 5 years	6	3.17	.931
	5-10 years	34	3.66	.374
	more than 10 years	20	3.85	.612
Strategies and pedagogies	Less than 5 years	6	4.32	.223
	5-10 years	34	4.27	.198
	more than 10 years	20	4.39	.274
Design	Less than 5 years	6	4.13	.210
	5-10 years	34	3.92	.335
	more than 10 years	20	4.07	.446
Total score	Less than 5 years	6	3.99	.287
	5-10 years	34	3.99	.233
	more than 10 years	20	4.12	.366

**Table (15)**

*One-Way ANOVA to test the differences in of teachers' responses of the role of using self-organized learning strategy in improving English language performance, due to years of experience variable*

<b>Domain</b>	<b>Source of Variance</b>	<b>Sum of Squares</b>	<b>D.F</b>	<b>Mean Squares</b>	<b>F</b>	<b>Sig.*</b>
Content	Between groups	.243	2	.121	1.963	.150
	Within groups	3.527	57	.062		
	Total	3.770	59			
Learner's needs	Between groups	2.174	2	1.087	3.861	.027*
	Within groups	16.047	57	.282		
	Total	18.220	59			
Strategies and pedagogies	Between groups	.182	2	.091	1.744	.184
	Within groups	2.967	57	.052		
	Total	3.149	59			
Design	Between groups	.437	2	.219	1.617	.208
	Within groups	7.710	57	.135		
	Total	8.148	59			
Total score	Between groups	.219	2	.110	1.317	.276
	Within groups	4.742	57	.083		
	Total	4.961	59			

\*Significant at ( $\alpha \leq 0.05$ )

**Table (16)**

*Frequencies, means, and standard deviations of teachers' responses of the role of using self-organized learning strategy in improving English language performance due to training courses variable*

<b>Domain</b>	<b>Training courses variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Content	No courses	5	4.12	.130
	1-3 courses	20	4.10	.282
	more than 3 courses	35	4.21	.245
Learner's needs	No courses	5	3.60	.325
	1-3 courses	20	3.63	.562
	more than 3 courses	35	3.71	.586
Strategies and pedagogies	No courses	5	4.23	.253
	1-3 courses	20	4.27	.183
	more than 3 courses	35	4.35	.251
Design	No courses	5	4.15	.317
	1-3 courses	20	3.91	.254
	more than 3 courses	35	4.01	.429
Total score	No courses	5	4.03	.225
	1-3 courses	20	3.98	.261
	more than 3 courses	35	4.07	.314

**Table (17)**

*One-Way ANOVA to test the differences in of teachers' responses of the role of using self-organized learning strategy in improving English language performance due to training courses variable*

<b>Domain</b>	<b>Source of Variance</b>	<b>Sum of Squares</b>	<b>D.F</b>	<b>Mean Squares</b>	<b>F</b>	<b>Sig.*</b>
Content	Between groups	.157	2	.078	1.238	.298
	Within groups	3.613	57	.063		
	Total	3.770	59			
Learner's needs	Between groups	.119	2	.060	.188	.829
	Within groups	18.101	57	.318		
	Total	18.220	59			
Strategies and pedagogies	Between groups	.120	2	.060	1.134	.329
	Within groups	3.028	57	.053		
	Total	3.149	59			
Design	Between groups	.273	2	.136	.987	.379
	Within groups	7.875	57	.138		
	Total	8.148	59			
Total score	Between groups	.111	2	.056	.653	.525
	Within groups	4.850	57	.085		
	Total	4.961	59			

\*Significant at ( $\alpha \leq 0.05$ )



جامعة النجاح الوطنية  
كلية الدراسات العليا

دور استخدام استراتيجية التعلم المنظم ذاتيًا في  
تحسين اداء اللغة الإنجليزية لدى طلاب الصف السابع  
من وجهة نظر المعلمين بمدارس طوباس الحكومية

إعداد  
مرح دراغمه

إشراف  
د. فواز عقل  
د. سوزان عرفات

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس، فلسطين.

2023

## دور استخدام استراتيجية التعلم المنظم ذاتياً في تحسين أداء اللغة الإنجليزية لدى طلاب الصف السابع من وجهة نظر المعلمين بمدارس طوباس الحكومية

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### الملخص

سعت هذه الدراسة إلى التعرف إلى دور استخدام استراتيجية التعلم المنظم ذاتياً في تحسين أداء اللغة الإنجليزية لطلاب الصف السابع كما يراها معلمو اللغة الإنجليزية في مدارس طوباس الحكومية. كما هدفت الدراسة إلى معرفة دور الجنس، والدرجة الأكاديمية، وسنوات الخبرة، وعدد الدورات التدريبية التي شارك بها المعلم على تصورات المعلمين نحو دور هذه الاستراتيجية. ولتحقيق هذه الأهداف تم استخدام المنهج الوصفي التحليلي من خلال استخدام استبيان تضمن 38 فقرة. بلغ عدد المشاركين في الدراسة 60 معلماً من معلمي اللغة الإنجليزية الذين درسوا طلاب الصف السابع في مدارس طوباس الحكومية في العام الدراسي 2021/2022. أظهرت نتائج الدراسة أن دور استخدام استراتيجية التعلم المنظم ذاتياً في تحسين أداء اللغة الإنجليزية لطلاب الصف السابع كما يراها معلمي اللغة الإنجليزية في مدارس طوباس الحكومية كان عالياً للغاية. كما أشارت النتائج إلى عدم وجود فروق ذات دلالة إحصائية في استجابات المعلمين لدور استخدام استراتيجية التعلم المنظم ذاتياً في تحسين أداء اللغة الإنجليزية تعزى لمتغيرات الجنس والدرجة الأكاديمية وسنوات الخبرة وعدد الدورات التدريبية التي شارك بها المعلم. اعتماداً على هذه النتائج، قدم الباحث عدة توصيات للمعلمين والطلاب ومصممي المناهج ووزارة التربية والتعليم والباحثين الآخرين تهدف إلى توظيف استراتيجية التعلم المنظم ذاتياً من قبل المعلمين والطلاب ومصممي المناهج الدراسية بهدف مساعدة الطلاب على تحسين مهارات اللغة الإنجليزية.

**الكلمات المفتاحية:** التعلم المنظم ذاتياً؛ اللغة الإنجليزية؛ طلاب الصف السابع.