

Investigating Iraqi EFL College Students' Self-Directed Learning in English''

Keywords: investigating EFL learning self-directed learning

BY:Asst.Inst.Eman Ahmed Hassoon

Department of English/ College of Education for Humanities – University of Diyala

Email:emanalsaadi55@yahoo.com

Abstract

Self-directed learning (SDL), is an essential concept in learning, and, in a more extensive sense, student-centered learning. Considering the sophisticated nature of SDL, it has been underestimated and given a superficial meaning, i.e. self-study. With specific end goal to build up a deeper understanding and make utilization of the potential in SDL, this study discusses and puts forward a more significant meaning.

The current study is an attempt to investigate Iraqi EFL college student's self-directed learning in English, thus the study aims at:

- 1-Investigating Iraqi EFL college students' self-directed learning in English,
- 2-Finding out the differences among the aspects of self-directed learning.

Two hypotheses have been tested as follows:

- 1-Iraqi EFL college students are not able to use self-directed learning abilities in learning English.
- 2-There are no statistically significant differences among the aspects of self-directed learning.

The random sample of the current study consists of 132 students from the four academic stages of the English Department at College of Education for Humanities / University of Diyala, for the academic year (2015-2016).

Four aspects of self-directed learning, namely ; General beliefs / Attitudes , planning , practice and social communication aspects are concerned.

In order to achieve the aims of this study and to assess its hypotheses , a questionnaire has been constructed for data gathering .The questionnaire covers eight scales that contain (39) items .The following four domains are : General beliefs / Attitudes (4) items , planning (18) items , practice (11) items and social communication (6) items.

The questionnaire is exposed to a jury of experts for the purpose of ascertaining its validity. Two methods are applied to calculate the questionnaire reliability coefficient.

The results of the study have revealed that :

- 1- EFL college students are able to use self-directed learning abilities in learning English .
- 2-Based on four aspects in the questionnaire , students share the same opinions which is the aspect "General beliefs / attitudes aspect " is received the first interest according to others, while " social communication aspect " is received the lowest one ."General beliefs/attitude aspect" is received (W.M. = 3.76 ,

W.P.=75.35%). While " social communication aspect ", is received (W.M.= 2.87 ,W.P.= 57.46%)

3- In the light of the students' responses, the results of the study showed that the majority of students have deficiency in social communication with the learning environment either in the formal learning like the educational institution or informal learning as self-directed learning.

Finally, In the light of the outcomes obtained, various suggestions are put forward which are concerned with textbooks designers, educators, and learners.

Section one

1.1-The Problem and its Significance

Actually considering learning as something that occurs in an educational foundation under the direction of teacher ,within the structure of a course ,based upon textbooks and assessed by a written examination. To become expert one is generally anticipated to attend such an institution until some affirmation of expertise is allowed. In any case this is a tight point of view of learning and training, even for advancement and of experience. One learns informally as well as formally , and skills at informal, self-directed learning may in the long run of a life time be the more serious of the two.

At the point when individuals spent remarkably more energy out of school than in it even on a school day. Moreover, when school days end, even the best educated have forty or fifty years of life and learning still in front of them.

So people learn informally to master new jobs, meet life, Crises, find concerns, exhaust changes in society, master new missions, open new dimensions in themselves and their personal relationships. The self-educator must be autonomous , active, originative, and firmly self-directed. But schools as well as such ever-present entertainments as TV ,and a growing number of institutions urge us to be reliant, negative, and generally eager to be directed.

(Gidding, 2015: 3)

Besides, the teachers should assist learners to become qualified in the field but also instruct them to become self-directed learners. To do so the interaction between the student, the teacher and the setting is of significance.

Difficulties arise when self-directed learning does not function ideally. Teachers have the obligation to adjust their teaching and acting rather autonomously, but the absence of deeper insights into environment simulation learning may lead to educational solutions that do not fit the new configurations, as these solutions are established in convictions, experiences and in a teaching skills collection developed in traditional environments. This problem, for instance, seems very permanent in the context of EFL curricula contents in which the emphasis and style of the plans may not correspond those expected by the current development in curricula regeneration ,therefore , it does not have been identified by success in enhancing learners' accomplishments. (Timpau,2015:38-41)

1.2 The Aims

The study aims at:

- 1- Investigating Iraqi EFL college student's self-directed learning in English,
- 2- Finding out the differences among the aspects of self-directed learning.

1.3 The Hypothesis

It is hypothesis that :

- 1- Iraqi EFL college students are not able to use self-directed learning abilities in learning English.
- 2- There are no statistically significant differences among the aspects of self-directed learning.

1.4 Limits of the Research

The present study is limited to:

The sample study is limited to the EFL college students' of the fourth stage at the College of Education for Human Science, University of Diyala for the academic year (2014-2015).

Four aspects of self-directed learning, namely ; General beliefs / Attitudes , planning , practice and social communication aspects are concerned .

1.5 Definition of Basic Terms

1.5.1 Self-directed learning

Self-directed learning is a method or process used by students to take the responsibility of their own learning, to decide their objectives and learning resources, to deal with appropriate activities and to evaluate their results with or without the help of instructors. (Spencer, J.C. and Jordan, K.R.,1999:1281)

Operational definition :

It means investigating the four aspects general beliefs / attitudes, planning , practice and social communication with different degrees for EFL college student.

Section Two

Literature Review

2.1 Competing Concepts

The concept of self-directed learning first came to salience within the domain of adult education in the 1970s and is closely associated with learner autonomy, an area of research which has received rising attention in the most recent two decades.

Similarly as with the advancement of numerous new thoughts, self-directed learning has created some confusion in that many related concepts are frequently utilized reciprocally or in similar ways. Yet, these terms regularly show various, though sometimes skillfully different affirmation. To outline some of these distinctions, diverse contending terms will be analyzed below;

Self-directed learning can be known something else from country to country for instance in Russia it is called self-education. The role of self-education normally increments in grown-ups for the potential conceivable outcomes of the identity are highly great, and moreover the shaped world view

...will make it conceivable to build up one's capabilities more effectively, systematically and comprehensively. This is particularly valid since life does not stand still and society is growing deductively and in fact any individual who does not take a part in self-education, intentionally or not falls behind the request of time.(Ruvinsky,1986:31)

Self-planned Learning Tough's research on individuals occupied with learning process require gaining information on " a series of related episode, adding to at least seven hours where more than half of the person's total motivation is to gain and retain certain fairly clear knowledge and skill , or to produce some other lasting change". Tough utilized the seven –hour parameter since he felt it resembled a regular working day isolated brief learning activities from more significant attempts.(Tough,1979:7)

Autonomous learning is now generally recognized that learners who are willing to assume more control over the learning process, will be more engaged, and that the decisions the learners make about learning will lead to more focused and effective study. (Timpau,2015:41)

According to Holec (1981:3) ,an autonomous learner has the “the ability to take charge of one’s learning” , however it is hazy as to absolutely what "assume responsibility ought to mean particularly in numerous class setting in which a significant part of the control over learning substance and exercises are in the hand of instructor.

Autodidaxy Candy(1991:459-66) argues that self-direction be separated as an objective for learner observation of decision-making power from an instructive strategy in which instructors use forms for advancing self-direction .He proposes that autodidaxy as a term for alluding to self-direction which happens outside of formal institutional regulation .

Open learning individualized project linked with outside-degree open learning, or non-traditional plans where most learning happens outside formal classrooms. One of the farthest quite known is "England open university", began in 1969, and imitated now in numerous nations. Actually, advancement of many distance training effort utilizing computer-assisted helped learning is improve self-directed learning.(Hiemstra cited in Rowthwell,W.& Sensenig ,Kevin J. ,1999:12)

2.2 Defining the concept of Self-Directed Learning

It does not inexorably imply this is a sort of learning that happens in isolation , since the more self-directed individuals have demonstrated desire to gain from other individuals through ,for example in learning communities . Similarly, one can say that self-directed-learning (henceforth SDL) exercises are not constrained to reading and writing, so abundant methods and techniques are, actually, utilized (interviews, observations, demonstrations, discussions, materials production, viewing of films, just to name a few).

Brockett & Hiemstra (1991:10-12) state that self - direction in learning refers to both the external characteristics of an instructional process and the internal characteristics of the learner, where the individual assumes

primary responsibility for a learning experience .This definition stresses that self-direction in learning alludes to both outer qualities of an instructional procedure and the inside attributes of the learner, where the individual accepts essential accountability for a learning background.

Dikinson(1987:12) defines self-directed learning as "a state in which the teacher is fully in control of decision-making process regarding the learner's own learning and accepts full responsibility for it but will probably seek expert help and advice.

This may imply that the learner ponders in an educator led-environment or embraces and deal with all learning assignments freely, in which case the learner would be viewed as completely self-directed , or any variety of these two amazing positions.(Ibid)

2.3 The Goals, the Process, the Learner

Relying on the philosophical tendency of the writer, the goals of self-directed learning change. Those grounded in a humanistic philosophy posit that self-directed learning ought to have as its objective the improvement of the learner's ability to be self-directed. Brocket & Hiemstra (1991:26) In their Personal Responsibility Orientation (PRO) model of self-directed learning, human nature that is "basically good. . . accepting responsibility for one's own learning" furthermore, being proactive drive their model.

A second goal is the fostering of transformational learning , Mezirow, (1985:27) sets basic reflection by the learner as integral to the procedure . This basic reflection is a comprehension of the authentic, social and personal explanations behind one's needs, and interests...Such self-knowledge is essential for autonomy in self-directed learning. Furthermore ,it is our work as instructors to help learners to learn in a way that upgrade their ability to work as self-directed learners.(Ibid:137)

The third goal for self-directed learning is the advancement of emancipatory learning and social activity. Generally as andragogy has been investigated for disregarding the condition of learning, so a few writers might want to see self-directed learning situated more for social and political action than people learning.

Notwithstanding goals and procedures, the writing can be classified by the learner and the extent to which self-directedness is a preceding personal characteristic and associated with other variables such as educational level, creativity, learning style, and so on (Brookfield, 1986:45).

Briefly, the part of the learners can be outlined in the following points;

1- Learners have measure of control over:

- What to learn (Content).
- When to learn (Time).
- Where to learn (Creation of environment conducive for learning).
- How to learn (Methods employed in learning).

- How long to learn (Time management).

2- Learners are responsible for:

- Identifying learning objectives.
- Determining personal learning needs.
- Deciding the context for learning
- Identifying the resources.
- Developing personal learning plans. (Guglielmino, 1977:73)

2.4 The Role of the Teacher

The teacher has the key part in this procedure, and that extensive steps towards greater learner autonomy in self-directed learning can be made through basic adjustments to classroom exercises reflections. Writing on planning students for more free learning accentuates that to end up noticeably really self-directed, a number of various types of preparation are required: methodological, psychological, and social/political. (Karlsson et al. ,2007:64-65)

Holec (1981:3) pinpoints that the definition of autonomy refers fundamentally to methodological decisions that learners must be able to make, such as deciding goals, selecting resources, checking the learning process, and evaluating what has been learned. Benson (2001:83) adds to these parts the prerequisite for learners to have control over learning content, including what to learn, and how they learn, consequently presenting a social and political component that instructors planning to energize autonomy should likewise address.

Substantially, the role of the teacher will be as the followings;

- From transmitter of information to director of learning process
- Specific needs of understudies must be distinguished and reacted to properly and timely.
- Provision of important and satisfactory resources.(Ibid)

2.5 The Importance of Self-Directed Learning (SDL)

The importance of SDL are best portrayed a far as the sort of learners it creates. The writing on SDL declares that self-directed learners show a more noteworthy familiarity with their obligation in making learning significant and observing themselves (Garrison, 1977) .Learners are interested and willing to attempt new things, (Lyman,1997) views issues as difficulties, desires, change, and appreciate learning.

(<http://www.ericdigests.org/2002-3/self.htm>)

Some specialized staff in associations who should continually redesign their insight can get to new data through an individualized resource center .

Numerous grown-ups can be succeed as self-directed learners when they could not if moral duty regarding learning decisions were unrealistic. Some will even succeed in ways never thought conceivable when they figure out how to assume individual responsibility. In numerous regards, future learners should turn out to be extremely for the duration of their lives just to adapt to the immensity of data accessible to them. (Hiemstra, 1994:6)

In sum up, the part of the educator will be as the following:

- From transmitter of data to director of learning procedure.
- Specific necessities of understudies must be perceived and reacted to suitably and timely.
- provision of pertinent and satisfactory resources.

Shortly, the role of educator shifts from being the " sage on the stage "to the "guide on the side" in a self-directed learning environment.(Ibid)

2.5 Aspects of Self-Directed Learning

As the review of the literature has indicated, there are a various key aptitudes which learners can utilized to employ if they effectively expect full control of the learning process. The following pages convey these aspects of self-directed learning, offering solid thought for teachers willing to help their students build up these thoughts or perspectives. Four aspects of a self-directed learning cycle are distinguished and utilized as a fundamental structure for present questionnaire .

2.5.1 General Beliefs /Attitudes

A study by Corno and Rohrkemper (1985:45) provide conformation of understudies , who after undergoing self-directed learning , experience foster feeling of effectiveness , expand inspiration to learn as well as effort increased on the tasks.

Despite the fact that credence change in students instructors constitutes a more essential point in projects of educator training than information transmission fundamentally, it is in no way, shape or form clear what prompts an important progress from existing and regularly certain beliefs to professionally situated structures for teaching. Reflection-arranged learning by students educators has been advanced as the real course towards helping them to develop in their work on instructing, and to effectively include them in evolving and (re)constructing their own particular information base for teaching. (<http://www.sciencedirect.com/science/article/pii/S0742051X00000160>)

2.5.2 Planning

At the point when learners can investigate their own particular circumstances and current ability level , they are then ready to set priorities and decide on basic objectives for self-directed learning . Goal setting has been well-archived in present writing(Karlsson et al. , 2007:154).

As a necessary process in planning self-directed learning goal setting helps learners focus their study and break it down into manageable segments. Learners may have one or two goals , however may likewise choose to set themselves more flexible week after week goals which will

help them accomplished their more general goals . This can have benefits for inspiration , by making noticeable progress towards a specific goal, learners will perhaps need to keep focusing on study. (Dam,1995:76).

2.5.3 Practice

Self-directed learner could work out his\her capacity in language by attempting to pursue English language daily papers and magazines , read simplified language , listen to English language radio programmers , watch English language TV programmers , listen to English music and attempt to comprehend the meaning (to test their comprehension) .There are many ways that help students to rehearse their abilities ,skills , and enhance their levels ; they could make notes about their reading , listening , and these notes might help them to assign their mistakes to correct them, these ways could help them to analyze their weakness to deal with. (Chee,2011:14)

To practice their written work they could write sentences in English to help them to recall new words , or explain new words , and they could use pictures to help them to remember them .Internet is an important factor for student to use it in pursuit their skills, for example watching English videos , use web chat in English ,speak with other individuals from different nations , study with them and draw in with online courses....etc. (Thornton,2010:163).

2.5.4 Social Communication

Brookfield (1988:88) states that in spite of the great significance given to the formulating and living personal relationships, teachers have neglected this reality in learning .The learning is not the function oriented, critical thinking nature which presents SDL yet, is centered on how connections amongst family members and relatives produce enormous change inside a person through basic reflectiveness. Merriam, and Caffarella, (1991:17) note the lack of research concerning SDL and the communication among learners and "work at situation." Both these states found in the way life of directed learning.

2.6 The Theory of Self-Directed Learning

Regarding learning , it is the capacity of people to take control that determine any possibility for self-direction . This implies that learners have options about the directions they seek after. Along with this goes responsibility for accepting the outcomes of one's beliefs and actions as a learner .

Brockett and Hiemstra (1991:50) describe the term self-directed learning as an instructional procedure focusing on such activities as assessing needs ,securing learning resources, implementing learning activities, and evaluating learning .Fundamentally , this aspect of self-direction focuses on those components external to the individual .(Hiemstra& Sisco 1990:68)

Therefore, self-direction in learning is a term perceiving both external factors components that facilitate a learner taking initial responsibility , and internal factors that predispose an adult accepting responsibility for learning-related beliefs and actions. In the meantime there is a solid connection between

self-directed learning and learner self-direction. Both internal and external aspects of self-direction can be seen on a continuum and ideal learning conditions exists when a learner's level of self-direction is adjusted to the degree with which self-directed learning chances are possible. (Hiemstra, 1994:5-6)

Taylor (1981:90-93) argues that adult learners in a self-directed learning course undergo four stages in their learning: "detachment, divergence, engagement, and convergence".

Section Three

Procedures and Methodology

3.1 The Population of the Study

The population of the study consists of Iraqi EFL college students at English Departments ,via College of Education–Ibn Rushd / University of Baghdad , College of Education / University of Al-Mustansirya and College of Education–for Humanities / University of Diyala.

3.2 The Sample of the Study

The selected sample of this study is stratified randomly chosen from English Department at College of Education for Humanities / University of Diyala, in which the total number at the fourth stages 610 of both sexes for the academic year (2015-2016). According to the purpose of the research, the fourth stage is selected to represent the sample of this study. The sample is selected according to the percentage of each stage to the total number of the students. Therefore, the sample of the fourth stage includes 23 students. Nine students have been selected randomly as a pilot study for the sake of participation in the pilot administration of the questionnaire .see Table(1)

Table 1
The Sample of the Study

Total number of students	610
Number of students at fourth stage	132
Sample	23
Pilot Study	9

3.4 Description of the Questionnaire

In order to achieve the aims of this study and to assess its hypotheses , a questionnaire has been constructed for data gathering . The initial form of the questionnaire is divided into two parts ,the first part involves a letter submitted to the group of English methodologists and Linguistics specialists asking them to give their notes and opinions about the items that are offered in the

questionnaire by choosing one of two subscales that are (Agree or Disagree) . While the second part of the questionnaire covers eight scales that contains (39) items which are measured using a five _points Likert - type scale anchored by 1=Never to 5= Always measure .The following four domains are : General beliefs / Attitudes (4) items , planning (18) items , practice (11) items and social communication (6) items.

3.5 The Validity of the Questionnaire

Al-Juboury (2000:61) defines validity that is "a truth or the degree to which a test measures what it claims to measure. when we give a test two questions must always be considered , what precisely does the test measure? And How well does the test measure ?" The meaning of validity may be made clear by describing an invalid test .

Face validity is proved by exposing, i.e. the questionnaire to a jury of specialists . the jury of this research consists of number of instructors in the field language teaching methodology and linguistics at the University of Diyala / College of Education for Humanities and College of Basic Education , College of Education –Ibn Rushed , University of Baghdad , who are:

- 1- Professor Al- Rifa'i, Fatin Khairi Ph. D. in ELT/College of Education/ Ibn Rushd/ University of Baghdad.
- 2- Professor Rijia , Khalil I. Ph. D. in Linguistic / College of Education for Humanities /University of Diyala.
- 3- Assistant Professor Al-Ma'mory, Sami Ph. D. in ELT /College of Basic Education /University of Diyala.
- 4- Assistant Professor Abbas , Amthel Muhammad Ph. D. in Translation / College of Education for Humanities /University of Diyala.

-
- 5- Assistant Professor Abbas, Zainab Ph. D. in ELT / College of Education for Humanities /University of Diyala.
 - 6- Instructor Habeb, Liqaa, Ph. D. in ELT / College of Education for Humanities /University of Diyala .
 - 7- Instructor Hussian , Nizar , M.A. in ELT / College of Basic Education/ University of Diyala.

In the light of the jury members' views and recommendations, some printing mistakes are avoided in the final form of the questionnaire .

To ensure the face validity of the items of the questionnaire the percentage of agreement is used. Thus, the jurors agreed on the items of the questionnaire as being appropriate for the aims of the study with a percentage of 91.80%.

3.6 The Pilot Administration of the Questionnaire

This pilot administration has been conducted in order to:

- 1- check the clarity of the instrument instructions,
- 2- estimate the time allotted for answering the instruments, and ,
- 3- compute the reliability coefficient of the instruments

The same procedures have been followed for the instrument, they are as follows:

- 1- A group of 9 students has been selected for the pilot administration of the questionnaire. (See table 2) .This was on Monday , 13th , April, 2015.
- 2- The students are asked to read the directions of the questionnaire by themselves.
- 3- The time required for the participants to work out the questionnaire by computing the average length of the time is needed by participants for

responding to the questionnaire , is found out to range between 25 to 35 minutes. So the average length of the time needed for answering the items of the questionnaire is 30 minutes.

- 4- The same procedure has been followed to the same group of students after week in order to respond to the questionnaire, so that every participant has two score on the instrument.
- 5- The application of the pilot study shows no serious ambiguity concerning the instruction of the instrument.

3.7 The Reliability of the Questionnaire

Reliability refers to the stability or consistency of test scores. Meaning how far the test would give the same results if the same subjects under the same condition could do it again . (Al-Juboury , 2000:49)

Heaton (1975:155) believes that this kind of reliability method indicates the extent to which the same marks or scores are obtained if the same test sheets are marked or corrected by two or more different examiners or by the same examiner on different occasions.

Two methods are applied to compute the reliability of the questionnaire:

- 1- inter-rater reliability,
- 2- test-retest reliability.

Inter-rater reliability coefficient has been assessed by using the Pearson Correlation Coefficient formula where it was found to be 0.81; which indicates acceptable reliability in educational research (Hedges,1966:22). In addition, test-retest reliability coefficient of the first and second administration of the questionnaire indicates (0.82)which is considered acceptable as well. (ibid)

3.8 The Final Administration of the Questionnaire

After achieving the validity and reliability of the questionnaire, it has been administered at different days to the selected sample, starting from Monday 13th, April. The researcher has explained the aim behind the instrument for the participants. The allocated time for the questionnaire is only 30 minutes. Then, the participants answering sheets are collected by the researcher and then scored and tabulated in order to find out the final results.

3.9 The Questionnaire

At the beginning of the final form of the questionnaire, students are asked to respond to all questions concerning. The first part contains the demographic questions which is focused on University , College, Department, Stage , gender , signature , and date .

While the second part of the questionnaire covers four domains that contains (39)items which are measured using a five –point Likert - type scale anchored by 1= Never , Rarely= 2, Sometimes = 3, Usually=4 and 5=Always (See Appendix 1).

Section Four

Results, Conclusions, Recommendations, and Suggestions

4.1 Results Related to the First Aim and the Verification of the first Null Hypothesis

In order to check **Investigating Iraqi EFL College Student's Self-Directed Learning in English**, descriptive statistic are used to present data gathering above the current aim and its hypothesis , a questionnaire has been constructed and administered to the sample of the study as mentioned in Section Three.

These results will be presented according to a aforementioned aim of the present study by applying two statistical means that are weighted mean and

weighted percentile to find out the awareness of Iraqi EFL college students' self-directed learning in English..

So , The theoretical mean (3) in weighted mean , while the percentage in weighted percentile is (60%) i.e. the item is achieved at level (3) and percentage (60%) and above . So, it is found that weighted mean and weighted percentile for all the items of the questionnaire are received (W.M= 3.42) and (W.P= 68.57%).

Whereas, the result of the most frequently self-directed learning item which is familiar known by the students at college level and has gain the highest rating item is number (8), which says " I think about what I know before I wrote a text." (W. M.= 4.21, W.P. =84.2%), and its rank is (1). While, the lowest rating item is number (23), which says " I try to read English language newspapers and magazines." (W. M.= 2.21, W.P. =2.26%), which is ranked (39) in questionnaire. See Table (2).

Table (2)
Weighted Mean and Weighted Percentile
for Student's Self-Directed Learning

No .	Items	Ran k	Weighte d Mean	Weighted Percentile
8	I think about what I know before I wrote a text	1.5	4.21	84.2%
31	I translate new words	1.5	4.21	84.2%
17	I use a good bilingual dictionary	3	4.14	82.6%
22	I try to guess the meaning of a word before I looked it up	4	4.08	81.6%
1	I think studying outside of lessons is important	5	4.3	86%
5	I prepare for class by reading ahead when possible	6	4	80%
10	I apply my understanding of what I am studying	7	3.91	78.2%
2	I feel I am successful studying alone	8.5	3.86	77.2%
12	I find a comfortable place to study	8.5	3.86	77.2%

3	I feel confident in deciding what to study	10.5	3.78	75.6%
9	I know my weak areas and try to improve them	10.5	3.78	75.6%
7	I think about what I know before I read or listen to a text	12.5	3.73	74.6%
32	I use images to help me remember	12.5	3.73	74.6%
26	I make notes about my reading/listening	14	3.69	73.8%
16	I plan how much time I will study English in a week	15	3.60	72%
11	I think about questions to ask in class	16	3.52	70.4%
6	I plan my grammar study	18.5	3.47	69.4%
24	I read simplified readers	18.5	3.47	69.4%
25	I practise writing in English	18.5	3.47	69.4%
30	I write sentences in English to help me remember new words	18.5	3.47	69.4%
20	I make a record of new words I want to learn	21	3.43	68.6%
29	I watch English language TV programmes	22	3.39	67.8%
14	I time my reading speed	23	3.34	66.8%
13	I plan time to revise .	24.5	3.26	65.2%
21	I revise vocabulary by making groups of words	24.5	3.26	65.2%
18	I use a good English - English dictionary	26.5	3.21	64.2%
27	I listen to English language radio programmes	26.5	3.21	64.2%
28	I use the CALLAB	28	3.17	63.4%
4	I feel able to ask my teachers for help if I need it.	29.5	3.13	62.2
39	I have a pen friend that I write to in English	29.5	3.13	62.2
37	I study with other people.	31	3.04	60.8
33	I listen to English music and try to understand the meaning	32	3	60%
34	I practise speaking English outside of class with my friends	33.5	2.95	59%
36	I check my understanding with my class teacher during their office hour	33.5	2.95	59%
15	I test my knowledge regularly	35	2.86	57.2%
19	I use a grammar practice book other than the course book	36	2.69	53.8%
38	I use internet chat in English	37	2.65	53%
35	I speak English outside of class with English speaking people	38	2.52	50.4%

23	I try to read English language newspapers and magazines	39	2.26	45.2
Total			3.42	68.57%

4.2 Results Related to the Second Aim and the Verification of

the Second Null Hypothesis :

In order to find out the differences among the four aspects, which aspects are mentioned in earlier, also weighted mean and weighted percentile are used . Based on four aspects in the questionnaire, in terms of the first aspect , " General Beliefs / Attitudes " is received (W. M. = 3.76, W.P.= 75.35%). While the lowest aspect " Social communication " is received (W. M.= 2.87, W.P. 57.46%). See table (3)below.

Table (3)
Weighted Mean , Weighted Percentile and Rank Order for the Aspects of Self-Directed Learning Questionnaire

No.	Aspects	Rank	Weighted Mean	Weighted Percentile
1	General Beliefs / Attitudes	1	3.76	75.35
2	Planning	2	3.57	71.5%
3	Practice	3	3.37	67.4%
4	Social communication	4	2.87	57.46%

The below presents detailed discussions of results toward each aspect of the questionnaire according to the obtained results.

1- General Beliefs / Attitudes

This aspect measures the general beliefs or attitudes and abilities that comprise readiness to engage in self-directed learning. The results show that majority of students points of view agree that this aspect of a questionnaire have been achieved by the students in terms that their own attitudes, beliefs , desires and sensations are ready to learn autonomously , yet , learner who have a

strong desire to learn or change and is self-confident ,since the learners are ready and willing to take the responsibility for their own learning, the participants' learning style is a factor that may affect learner readiness for learning process. See table (4).

Table (4)

Weighted Mean, Weighted Percentile, and Rank Order of General Beliefs / Attitudes Aspect

No .	Items	Ran k	Weighte d Mean	Weighted Percentile
1	I think studying outside of lessons is important	5	4.3	86%
2	I feel I am successful studying alone	8.5	3.86	77.2%
3	I feel confident in deciding what to study	10.5	3.78	75.6%
4	I feel able to ask my teachers for help if I need it.	29.5	3.13	62.2
Total			3.76	75.35

2- Planning

This aspect measures student's planning to engage in self-directed learning projects within a school or home school environment. The results show that majority of students points of view agree that this aspect of a questionnaire have been achieved by the students in terms that the students have quite proper planning in self-directed learning

which can encourage students to develop their own rules and leadership patterns .See table(5).

Table (5)

Weighted Mean, Weighted Percentile, and Rank Order of Planning Aspect

No .	Items	Ran k	Weighte d Mean	Weighted Percentile
8	I think about what I know before I wrote a text	1.5	4.21	64.2%
17	I use a good bilingual dictionary	3	4.14	82.6%

22	I try to guess the meaning of a word before I looked it up	4	4.08	81.6%
5	I prepare for class by reading ahead when possible	6	4	80%
10	I apply my understanding of what I am studying	7	3.91	78.2%
12	I find a comfortable place to study	8.5	3.86	77.2%
9	I know my weak areas and try to improve them	10.5	3.78	75.6%
7	I think about what I know before I read or listen to a text	12.5	3.73	74.6%
16	I plan how much time I will study English in a week	15	3.60	72%
11	I think about questions to ask in class	16	3.52	70.4%
6	I plan my grammar study	18.5	3.47	69.4%
20	I make a record of new words I want to learn	21	3.43	68.6%
14	I time my reading speed	23	3.34	66.8%
13	I plan time to revise .	24.5	3.26	65.2%
21	I revise vocabulary by making groups of words	24.5	3.26	65.2%
18	I use a good English - English dictionary	26.5	3.21	64.2%
15	I test my knowledge regularly	35	2.86	57.2%
19	I use a grammar practice book other than the course book	36	2.69	53.8%
Total			3.57	71.5%

3- Practice

This aspect measures student's practicing their knowledge abilities and skills to enhance their levels in learning English. The results show that majority of students points of view agree that this aspect of a questionnaire have been achieved by the students in terms that the students develop domain-specific practice knowledge as well as the ability to transfer conceptual knowledge to new situations. It seeks to bridge the gap between college knowledge and real-world problems by considering how learners learn in real life. See table(6).

Table (6)
Weighted Mean, Weighted Percentile, and Rank Order of Practice Aspect

No .	Items	Rank	Weighted Mean	Weighted Percentile
31	I translate new words	1.5	4.21	64.2%
32	I use images to help me remember	12.5	3.73	74.6%
26	I make notes about my reading/listening	14	3.69	73.8%
24	I read simplified readers	18.5	3.47	69.4%
25	I practise writing in English	18.5	3.47	69.4%
30	I write sentences in English to help me remember new words	18.5	3.47	69.4%
29	I watch English language TV programmes	22	3.39	67.8%
27	I listen to English language radio programmes	26.5	3.21	64.2%
28	I use the CALLAB	28	3.17	63.4%
33	I listen to English music and try to understand the meaning	32	3	60%
23	I try to read English language newspapers and magazines	39	2.26	45.2
Total			3.37	67.4%

4- Social communication

This aspect measures the effect of social environment in self-directed learning. The results show that majority of students points of view agree that this aspect of a questionnaire have been achieved by the students in terms that the students recognize that social learning environment develop new and effective - learning processes in the direction of SDL. The majority of students lack to speak with their friends outside the class , listen to English videos programs ,films ,music or making online chat with native speakers nor to be more related to the native speaker. All these activities may help them to reinforce their pronunciation and correct grammar mistake . Furthermore, 59% of students have not attend teachers office hours, although It's an important part of college and a free tool most students miss out on .See table (7).

Table (7)

**Weighted Mean, Weighted Percentile, and Rank Order of
Social communication**

No .	Items	Ran k	Weighte d Mean	Weighted Percentile
39	I have a pen friend that I write to in English	29.5	3.13	62.2
37	I study with other people.	31	3.04	60.8
34	I practise speaking English outside of class with my friends	33.5	2.95	59%
36	I check my understanding with my class teacher during their office hour	33.5	2.95	59%
38	I use internet chat in English	37	2.65	53%
35	I speak English outside of class with English speaking people	38	2.52	50.4%
Total			2.87	57.46%

استقصاء التعلم الذاتي الموجه لطلبة الجامعة العراقيين الدارسين اللغة الإنجليزية لغة أجنبية
الكلمات المفتاحية: التعلم الذاتي، اللغة الإنجليزية، لغة أجنبية

م.م. ايمان احمد حسون
جامعة ديالى /كلية التربية للعلوم الانسانية

الملخص

يعتبر التعلم الذاتي الموجه، المفهوم اساسي في التعلم، وبمعنى اشمل هو التعلم المتمركز حول الطالب.

بالنظر الى طبيعة "التعلم الذاتي الموجه" المعقدة نجد انها اهملت واعطيت معنى سطحي. على سبيل المثال "الدراسة الذاتية" التي تتحدد بأهداف معينة لبناء مستوى ادراكي عميق واستغلال كافة الامكانيات المحتملة في عملية التعلم الذاتي الموجه، يناقش هذا البحث ويتضمن معنى ذو اهمية كبيرة. اهمية ان يكون الطالب موجه ذاتيا خلال عملية التعلم ، بالإضافة الى الدور الضروري للمعلم للمساهمة في التعلم. الدراسة الحالية عبارة عن محاولة لاستقصاء التعلم الذاتي الموجه لطلبة الجامعة العراقيين الدارسين اللغة الإنجليزية لغة أجنبية ، وبالتالي تهدف الدراسة إلى:

استقصاء التعلم الذاتي الموجه لطلبة الجامعة العراقيين الدارسين اللغة الإنجليزية لغة أجنبية .

٢- معرفة الفروق بين جوانب التعلم الذاتي الموجه.

تم اختبار فرضيتين على النحو التالي:

١- طلبة الجامعة العراقيين الدارسين اللغة الإنجليزية لغة أجنبية ليس لديهم القابلية على استعمال قدرات التعلم الذاتي الموجه في تعلم اللغة الانجليزية.

٢- لا توجد فروق ذات دلالة إحصائية بين مجالات التعلم الذاتي الموجه.

شملت العينة العشوائية للدراسة الحالية ١٣٢ طالبًا من المراحل الأكاديمية الأربعة لقسم اللغة الإنجليزية في كلية التربية للعلوم الإنسانية / جامعة ديالى ، للعام الدراسي (٢٠١٥-٢٠١٦).

أربعة جوانب للتعلم الذاتي ، أي ؛ المعتقدات العامة / التوجهات ، والتخطيط ، والممارسة وجوانب التواصل الاجتماعي هي المعنية.

و لتحقيق أهداف هذه الدراسة واختبار فرضياتها ، تم بناء استبيان لجمع المعلومات. يغطي الاستبيان ثمانية موازين تحتوي على (٣٩) عنصراً تم قياسها باستخدام مقياس ليكرت الخماسي والذي يبدأ ب ١ = ابدأ وينتهي ب ٥ = دائما لقياس المجالات الأربعة التالية. المجالات الأربعة التالية هي: المعتقدات العامة/الاتجاهات (٤) عناصر ، والتخطيط (١٨) عنصر ، الممارسة (١١) عنصر ، والتواصل الاجتماعي (٦) عناصر .

وقد تم عرض الاستبيان الى لجنة تحكيم من الخبراء لغرض التأكد من صلاحيته من خلال الصدق الظاهري . وقد استخدمت طريقتين لحساب معامل ثبات الاستبيان .

وقد كشفت النتائج ان :

١- طلبة الجامعة العراقيين الدارسين اللغة الإنجليزية لغة أجنبية لديهم القابلية على استعمال قدرات التعلم الذاتي في تعلم اللغة الانجليزية.

٢- وبناءا على ثمانية مجالات الاستبيان، وطبقا لتبادل الآراء لطلبة الجامعة ، حيث حصل مجال المعتقدات العامة/الاتجاهات على المرتبة الاولى ، في حين حصل مجال التواصل الاجتماعي على المرتبة الادنى وعلى النحو التالي، حصل مجال المعتقدات العامة / المواقف على وسط حسابي مرجح وقدره (٣,٧٦) وعلى وزن مئوي قدره (٧٥,٣٥%)، في حين حصل مجال التواصل الاجتماعي على وسط حسابي مرجح قدره (٢,٧٨) وعلى وزن مئوي قدره (٥٧,٤٦) % .

٣- من خلال استجابات الطلبة اظهرت النتائج ، أن غالبية الطلاب يعانون من ضعف في التواصل الاجتماعي مع بيئة التعلم ، في التعلم الرسمي مثل المؤسسة التعليمية أو التعلم غير الرسمي كالتعلم الذاتي الموجه.

اخيرا، في ضوء النتائج المستخلصة من الدراسة . عدد من الاقتراحات قُدمت لمؤلفي الكتب المنهجية ،المدرسين ،والمتعلمين .

Conclusions

1- EFL college students are able to use self-directed learning abilities in learning English .

2-Based on four aspects in the questionnaire , students share the same opinions which is the aspect "General beliefs / attitudes aspect " is received the first interest according to others, while " social aspect " is received the lowest one.

3-The study results in the light of students' responses showed that the majority of students have deficiency in social communication with the learning environment either in the formal learning like the educational institution or informal learning as self-directed learning.

1.4 Recommendations

In the light of findings and conclusions of the study , the following recommendations are made:

- 1- Enrolling college students with vocational education to know better what they want to learn as well as to increase desire for autonomy and allow students to take initiative in asking for assistance with learning
- 2- Giving greater tolerance of uncertainty and encourage risk-taking, and capitalizing on learners' strong points instead of focusing on weaknesses in the learning.
- 3- Keeping effective learning social environments as one way of maintaining a record of the learning process.
- 4- Recommending learning resources, such as books, journals, people, agencies, library materials as available resources for information.
- 5- Meeting regularly by instructors with their students to review progress, share ideas, and encourage learning.
- 6- Allowing students to chart their progress and to set goals for improvement and assessment . Goal setting help students develop self-directed learning .

Bibliography

AL-Juboury, Najat Ahmed. (2000). **Language Teachers Guide to Assessment**. Baghdad: University of Baghdad.

Benson,P.(2001) .**Teaching and Researching Autonomy in Language Learning** . Harlow Longman / Person Education.

Brockett, R.G., & Hiemstra, R. (1991) **Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice** , London and New York: Routledge.

Brookfield, S. D. (1988) **Understanding and facilitating adult Learning**. San Francisco: Jossey -Bass publishers ,San Francisco

California.

- Candy, P. 1991. **Self-direction for lifelong learning**. San-Francisco, CA: Jossey-Bass.
- Chee, T.S., Divaharan, S., Tan, L., & Mun, C.H. (2011). **Self-Directed Learning with ICT Theory, Practice and Assessment**. (1st ed). North Bunoa Vista Drive: Ministry of Education.
- Corno, L. & Rohkemper, M. (1985) **The intrinsic motivation to learn in class-Rooms**. In C. Ames & R. Ames (Eds), *Research on motivation: Vol.2. The classroom milieu*. New York: Academic press.
- Dam, L. **Learner autonomy: From theory to classroom practice**. Dublin, Ireland: Authentik. (1995).
- Dikinson, L. (1987) **Self-instruction in language learning**. Cambridge : Cambridge University Press.
- Gidding, Sharron (2015) **Self-Directed Learning (SDL) in Higher Education: A Necessity for 21st Century Teaching and Learning** Faculty of Education, Brock University St. Catharines, Ontario.
- Guglielmino, L. M. (1977). Development of the self-directed learning readiness scale. (Doctoral dissertation, University of Georgia, 1977). **Dissertation Abstracts International**, 38, 6467A.
- Heaton, J.B. (1975). **Writing English Language Test**. London: Longman.
- Hedges, W.D. (1966). **Testing and Evaluation for Sciences**. California: Wordsworth.
- Hiemstra, R, Sisco, B (1990). **Individualizing Instruction: Making Learning Personal, Empowering, and Successful**. Jossey-Bass Publishers, San Francisco, California .
- Hiemstra, R. (1994). **Self-directed Learning**. (2nd ed.). Oxford: Pergamon Press.
- Holec, H. (1981) **Autonomy and Foreign Language Learning**. Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe).
- Karlsson, L., Kjisik, F., & Nordlurd, J. (2007). **Language counseling : A Critical and integral component in promoting an autonomous community of learning**. Helsinki University Language Centre. P.O. Box 53, Fabianinkatu 28, 00014 Helsinki, Finland.
- Merriam, S. & Caffarella, R. S. (1991). **Learning in Adulthood: A Comprehensive Guide**. Jossey-Bass publishers, San Francisco, California.
- Mizrow, J. (1985) **A Critical Theory of Self-directed Learning**. In S.

Brookfield (Ed.), Self-directed learning: From theory to practice (New Directions for Continuing Education,25. San Francisco: Jossey-Bass.

Rothwell,W.J. & Sensenig , Kevin J.(1999) **The Source Book for Self-Directed Learning**. The Pennsylvania State University. University park pA16802 .

Ruvinsky,L.I.(1986) **Activeness and Self- education**. (J. Sayer, Trans.) Progress publishers, Moscow.

Spencer, J.C. and Jordan, K.R. (1999). Learner centered approach in medical education. **British Medical Journal**, 318, 1280-1283.

Taylor, B.(1995) **Self-Directed Learning: Revisiting an Idea Most Appropriate for Middle School Students**. Paper presented at the Combined Meeting of Great Lakes and Southeast International Reading Association, Nashville, TN, Nov 11_15.[ED 395 287].

Timpau, C. (2015). **Importance of Self-Directed Learning**. Logos Universality Mentality Education Novelty.

Thornton, K. **Supporting self-directed learning: A Framework for teachers**. Language Education in Asia: Canada University of International Studies.(2010).

Tough, A.(1979) **The Adult's Learning Projects: A Fresh Approach To Theory and practice in Adult Learning**. Second edition. Ontario Canada University of International Studies. Published by The Ontario Institute for Studies in Education, Canada,(1979).

Internet Sites

[-http://www.sciencedirect.com/science/article/pii/S0742051X00000160](http://www.sciencedirect.com/science/article/pii/S0742051X00000160)

[-http://www.ericdigests.org/2002-3/self.htm](http://www.ericdigests.org/2002-3/self.htm)

Appendix 1 (Final Version)

Students Self-Directed Learning Questionnaire Investigating Iraqi EFL College Student's Self-Directed Learning in English

No.	Items	Always	usually	sometimes	rarely	never
1	I think studying outside of lessons is important					
2	I feel I am successful studying alone					
3	I feel confident in deciding what to study					

4	I feel able to ask my teachers for help if I need it.					
5	I prepare for class by reading ahead when possible					
6	I plan my grammar study					
7	I think about what I know before I read or listen to a text					
8	I think about what I know before I wrote a text					
9	I know my weak areas and try to improve them					
10	I apply my understanding of what I am studying					
11	I think about questions to ask in class					
12	I find a comfortable place to study					
13	I plan time to revise .					
14	I time my reading speed					
15	I test my knowledge regularly					
16	I plan how much time I will study English in a week					
17	I use a good bilingual dictionary					
18	I use a good English - English dictionary					
19	I use a grammar practice book other than the course book					
20	I make a record of new words I want to learn					
21	I revise vocabulary by making groups of words					
22	I try to guess the meaning of a word before I looked it up					
23	I try to read English language newspapers and magazines					
24	I read simplified readers					
25	I practise writing in English					
26	I make notes about my reading/listening					
27	I listen to English language radio programmes					
28	I use the CALLAB					
29	I watch English language TV programmes					
30	I write sentences in English to					

	help me remember new words					
31	I translate new words					
32	I use images to help me remember					
33	I listen to English music and try to understand the meaning					
34	I practise speaking English outside of class with my friends					
35	I speak English outside of class with English speaking people					
36	I check my understanding with my class teacher during their office hour					
37	I study with other people.					
38	I use internet chat in English					
39	I have a pen friend that I write to in English					