Investigating the Role of self-Learning in Acquiring English as Foreign language at Sudanese Tertiary Level

1-   Dr. Haroun Khatir Abdalla Shashd, Assistance professor , Emirates College of Science and Technology

2-   Amar Abd El Rsoul Bushra Adam , PhD candidate , University of El-ZAEIM Alazhari

3-   Amna Eltayeb Ali Gassmalla ,PhD candidate , Sudan University of Science and Technology , English language teacher , Khartoum state

Abstract

This study aims at investigating the role of using self learning strategies in the performance of Sudanese EFL students. The descriptive analytical method was applied to conduct the study. The tool used for data collection was questionnaire for Sudanese EFL university students . The sample of the study was from El imam Elmahdi University, Ahfad University of Women and University of Medical Science and Technology. It consists of 120 students, 60 male and 60 female The samples that chosen to conduct this study are 2nd years university students.. The EFL instructors were chosen randomly from different universities . Data was analyzed by using (SPSS) program to analyze the students' questionnaire. the findings of the research are as follow : The students implements a lot of strategies that help them to learn English language, and The curricula are not prepared well to achieve learning autonomy , the students have strong desire to adopt self-learning in learning English. In the light of the finding, the researcher put forward the following recommendations New strategies of teaching students to adopt self learning should be adopted by the universities in the Sudan. Teachers of English language at Sudanese universities should be trained to teach English to help students to adopt factors help them in self learning . EFL curriculum designers should consider the issues of self-learning.

المستخلص

هدفت هذة الدراسة الى تقصي دور التعلم الذاتى و استخدام استراتجياته فى تعلم اللغة الانجليزية لدى طلاب الجامعات السودانية. استخدم المنهج الوصفى التحليلى لاجراء الدراسة. استخدمت

استبانة لدارسى اللغة الانجليزية لجمع البيانات. تكون مجتمع الدراسة من جميع دارسى اللغة الانجليزية باعتبارها لغة اجنبية بالجامعات السودانية. و تكونت عينة الدراسة من120 طالبا 30 من الزكور و 30 من الاناث من ثلاثة جامعات سودانية(جامعة الامام المهدى و جامعة الاحفاد للبنات و جامعة العلوم الطبية و التكنولوجيا) و هم يدرسون بالصف الثانى جامعى للاجابة على اسئة الاستبانة نسبة لتعرضهم للغة الانجليزية. حيث تم اختيارهم اختيارا عشوائيا. بعد جمع البيانات تم تحليلها عبر برنامج الحزم الاحصائية للعلوم الاجتماعية تم التوصل الى مجموعة من النتائج بعد تحليل البيانات من اهمها: توجد العديد من النشاطات الذاتية التي تساعد دارسى اللغة الانجليزية على التعلم الذاتى . يستخدم الطلاب الكثير من استراتيجيات التعلم الذاتى اللغة الانجليزية, لم يتم اعداد المنهج بطريقة تساعد على التعلم الذاتى للغة الانجليزية ولكن الطلاب يستخدمون استراتيجياتهم الخاصة فى التعلم الذاتى . وفقا للنتائج التى توصل لها الدارسين اوصت الدراسة بعدد من التوصيات من اهمها : تبنى طرائق تدريس جديدة تساعد على التعلم الذاتى للغة الانجليزية و يجب مراعاة اهمية التعلم الذاتى عند وضع المناهج الدراسية وكذلك تدريب معلمى اللغة الانجليزية على ان يساعدوا الطلاب على تعلم اللغة الانجليزية ذاتيا.

Introduction

During recent decades, self learning has espoused as a promising pedagogical orientation and has gained fairly lots of researches whose findings seem to support the view that this mode of learning is more effective for EFL learners to support the others methods of learning. In fact, attempts to investigate how learners respond to self learning are few and far between, in particular, whether EFL learners in the ordinary classroom situation also benefit from this learning mode. The researchers explain how the concept of autonomous learning guides the production of the English Self study . A lot of strategies are designed for self-access purpose, which allow the EFL learners to improve their English in a self-study mode that they set up for themselves. It also reports on a follow-up study that attempts to evaluate whether EFL learners can be instilled with the sense of responsibility for organizing their own language learning process , which is responded by many researchers.

During years ago , autonomous learning has influenced the development of a number of pedagogical and methodological innovations which may be summarized as "self-directed learning," "self-access learning," "self instruction," "individualized learning," "independent1 learning" or "autonomous learning" (Little, 1991; Nunan, 1996). Surely each of these modes of learning reflects a different aspect

of autonomous learning in its own development, hence having its own characteristics.

It is obvious that we cannot expect such self-directed learning from students who are "constantly left emotionally and intellectually dependent on teachers and course materials" (Ellis and Sinclair 1989). Indeed, much of English language learning practice in the EFL classroom seems to be basically teacher-centered and leaves little room for the learner to exercise and develop some degree of responsibility .

Following the above arguments, one can see that learning of English should be organized in ways that enable students to adopt a more independent approach to learning. Side by side to the aim of helping students to gain improved language skills, classroom practices as well as course materials should strive for the promotion of autonomous learning. This can be fostered through incorporating learner training elements in the EFL classroom. In other words, efforts must be made to help students to start to 'learn how to learn' English so that they will become "more autonomous as learners" (Wenden, 1991:2).

But apart from the vast literature about the importance of learner training and the viability of learner autonomy, however learner training about how to learn, is not implemented in our country.

In the light of this, an attempt will be made in this study to explore the existence of learning practice in the EFL classroom at Freshman Program that may lead to the promotion of learner autonomy.

Statement of the Problem

This study investigates the role of Learners' autonomy in learning English – This is also known as self-directed learning, which refers to the learner's ability to take responsibility for his/her learning. This is one of the expected outcomes when students apply language learning strategies. It sets out that not enough learner training to help learners become autonomous in their English language learning is being provided at Freshman level. Learner training about how to learn, is not implemented in our country. It is realized that much of the English language teaching practice in the EFL classroom seems to be basically teacher-centred and leaves little room whereby the learner would exercise and develop some degree of responsibility for his/her own learning.

As a consequence of such educational system from that concentrates on a teacher-centered that will result in a poor academic outcomes.   It has been observed by a lot of experts that English language ESP curriculum is student-centred approach , there should be a move towards the development of learner autonomy. In response to this institutionally-directed reform, this 'conceptual framework study' intends to both inform researchers about the development of learner autonomy in learning

English as a foreign language, and teacher autonomy considering the pivotal role that teachers have in the development of learner self learning.

Mustafa Erdem (2015:46) point's mother tongue is learned around parents without any special effort when children reach an age of having the ability to speak. Children can also learn other languages spoken in their surrounding without taking particular lessons until the age 4-5. After this age, however language education is needed for learning foreign languages with additional efforts. A number of researches have been conducted to find the best methods and techniques to teach foreign languages in the most effective way. Therefore, teaching methods have been changing with the new findings over time and alternative and sophisticated methods are being used. However the role of the self study has been ignored for a long time.

Thus, this study aimed at promoting student training level, so that they will be able to study autonomously and effectively manage the high academic demands required of them.

Objectives of the Study

This research is intended to achieve the following objectives:

1. To explore whether the learners of Freshman program at Ahfad University of women , University of medical science and technology are incorporating learner training components in the regular English language classroom.

2. To find out how learners implement strategy instruction (if at all) in the EFL classroom.

3. To describe the preparedness of the learners in question to implement learner training for learner autonomy.

Research Questions

1. To what extent, do the EFL learners of Freshman programme at Ahfad University of women and University of medical science and technology incorporate learner training components in the regular English language classroom ?

2. How do learners of Freshman program me at Ahfad University of women and University of medical science and technology implement strategy instruction (if at all) in the EFL classroom ?

3. To what extent, do the learners in question are prepared to implement learner training for learner autonomy? (What are the appropriate instructional techniques, as well as learners willingness, to promote learner autonomy?)

Research Hypotheses

To answer the research questions the researcher hypothesize the following:

1. EFL learners of Freshman program at Ahfad University of women and University of medical science and technology and Elimam Elmahadi University are not trained to learn English depending on themselves.
2. Learners at tertiary level don't implement a method that helps autonomy.
3. The curriculum d not implements a method that helps learners autonomy.

Significance of the Study

It is hoped that the findings from this study will contribute towards getting a better insight into the EFL classroom practices in view of their promotion of self-learning . When we talk of learner autonomy we do not just mean helping learners to acquire appropriate techniques and strategies for language learning. It also means making sure that they (the learners) experience "a change of psychological attitude towards what learning is" (Holec, 1981).

Limitations of the Study

 The major focus of the study was on exploring the inclusion of learner training contents by EFL learners in the regular English language programme at Ahfad University of women and University of medical science and technology in order to promote learner autonomy, the study will be conducted during the academic year 2016/2018 .

Methodology

This study follows descriptive analytic methods of data collection and analysis. The instruments which will be used for data gathering is questionnaire .The sampling will be taken from students of freshman program me at Ahfad University of women and University of medical science and technology.

Literature review

The Definitions and Concepts of Autonomy

Different terms have been used to refer to the concept of 'Self - learning' or autonomy in language learning. Brookes and Grundy , (1988) and Wenden (1987a) prefer to use 'autonomous learning' and 'self-directed learning' interchangeably. Holec, (1987) takes learner autonomy to be the 'counterpart' of self-directed learning.

In the work of Knowles, (1975) the same concept has been referred to as self-direction, self-instruction, self-planned learning, self-education, self-study and autonomous learning. Dickinson (1987) views self-direction as an "attitude", and self-instruction and autonomy as "modes" of learning. According to Holec, (1981), on the other hand, autonomy describes an "attitude", and self-direction a "mode" of learning. Holec

also sees self-direction as a means - end relationship with autonomy ibid(1987a: 13).

Dickinson (1987:11) defines autonomy (in learning) as: " ... the situation in which the learner is totally responsible for all the decisions concerned with his/her learning." He makes a distinction between "full autonomy" and "semi-autonomy". For Dickinson, (1987), "semi-autonomy" is the stage at which learners are preparing for autonomy. To Boud (1981p: 23) autonomy is an "approach" to learning. He writes: "The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instructions" (p.23).

Self -learning

Following the development of learner-centered learning methods since the early seventies, there has been a growing focus on the "enhancement of the role of the learner in the language learning process" (Wenden, 1991: xi). Such shift of , interest to the learner rests on humanistic approaches to language learning ,one direction of which emphasizes "the centrality of the learner rather than the supremacy of the subject matter or the teacher". (Stevick, 1982: 27).

This calls for the need to introduce greater flexibility into institutions and language classrooms (Dickinson, 1987). The concern of research in second/foreign language learning and teaching is, thus ,shifting from the method of teaching to ways of changing the learner as a learner.

As Boud, (l981a :7) observes; "One important educational aim should be to produce students who will eventually be capable of functioning independently of their teachers and their set texts." Moreover, even from practical point of view, the language input we (teachers) provide and the time allotted for language teaching/learning program in the teacher- centered classroom is far less than adequate. On this point Dickinson (1987) argues as follows:

"A language course can only deal with a small fraction of the foreign language; therefore, one objective of language courses should be taught to learners how to carry on learning independently" (p.l36).

Proponents of such an approach to learning, therefore, advocate the need for helping learners learn how to learn, so that they will become capable in self-directing their own learning. In other words, teachers and institutions are expected to make efforts to help their students become more autonomous "by including learner autonomy as an objective in language programs" (Wenden 1991:2). But, the notion of learner autonomy is not without oppositions. There are arguments leveled against independent learning. Some of the views aired against learner autonomy have been summarized by Cornwall, (1981):

a- Left to themselves students could work at a low level and standard would drop.

b- It is more efficient and much quicker to use teacher-directed learning than to

c- allow students to find out for themselves.

d- Students are capable of working independently.

e- Students do not know what they ought to study.

f- Most students prefer to be taught.

g- You can't properly assess flexibility, adaptability and other such questions.

h- Most teachers would not be able to work in this way (pp.252-257).

Bernhard, (1997) defines the concept of "self-efficacy" as learners" beliefs about their abilities to accomplish a task. For Pajares (2000), it is the students judgments of their academic competence. The concept is also defined by Ehrman (1996) as the degree to which the student thinks he or she has the capacity to cope with the learning challenge. (Cited in Arnold & Brown, 1999, p. 16). If people have high positive self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal. On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start (Bernhardt, 1997).

Nearly two decades of research revealed that self beliefs are strong predictors of academic achievements so that a new wave of educational psychologists are calling for attention to self-beliefs related to their academic pursuits (Pajasres, 2000). Of all beliefs, self-efficacy is the most influential arbiter in human agency and plays powerful role in determining the choices people make, the effort they will persevere in the face of challenge, and the degree of anxiety or confidence they will bring to the task at hand (Bandura, 1986, p. 397). It is this perceived self-efficacy that helps explain why people's behaviors differ widely even when they have similar knowledge and skills.

The concept of self-efficacy is recognized by Oxford and Shearin (1994) as "a broadened view of expectancy which is drawn from social cognition theory" (p.21). They define the term as "one's judgment of how well one can execute courses of action required to deal with prospective situations" (ibid). According to Bandura (1977), self-efficacy refers to "an individual"s judgment about his or her ability to accomplish a given task or activity." (Cited in Choi et al. 2001, p. 1). For him, self-efficacy is a much more consistent predictor of behavior than any of the other closely related variables. This view is supported by Graham and Weiner (1995)

(Cited in Pajares, 2000) who observed that the acquisition of new skills and the performance of previously learned skills have been related to efficacy beliefs at a level not found in any of the other expectancy constructs.

According to Pajares (2000), beliefs that individuals create and develop and hold to be true are vital forces in their success or failure in school. This would lead one to infer that research on achievement, on why students achieve or fail to achieve, and on why they do things they do in school should naturally focus, at least in great part, on students" self-efficacy beliefs.

According to Bandura (1986), self-beliefs affect behavior in four ways. First, they influence choice of behavior. He proposed that "our assessment of our own capabilities is basically responsible for the outcomes we expect and for the knowledge and skills we seek and require. Hence, self-efficacy is a more powerful determiner of the choices that individuals make" (p. 394). Second, self-beliefs help determine how much effort people will expend on an activity and how long they will persevere. Low self-efficacy in a student, for example, creates a self-doubt that may keep him away from trying. So, higher sense of efficacy results in a greater effort, expenditure, and persistence. The third way that self-beliefs influence human agency is by affecting an individual's thought patterns and emotional reactions. People with low efficacy, for example, may think that things are tougher than they really are. This belief may foster stress and may make them attribute failure in difficult tasks to deficient ability rather than to insufficient efforts. The last way self-beliefs influence behavior is by recognizing humans as producers rather than simply foretellers of behavior.

Implementing learner autonomy

Autonomy takes many different forms since different learners enact autonomy in different ways, which allows for a variety of the kinds of autonomy that should be aimed at in particular contexts (Benson, 2011). One of the contexts is learner autonomy beyond the classroom. As Benson (2007) stated, modes of practicing autonomy beyond the classroom include self-access, CALL (Computer Assisted Language Learning), distance learning, tandem learning, study abroad, out-of-class learning, and self-instruction. Benson (2007) claimed that the relationship between learning beyond the classroom and autonomy is complex. On the one hand, all of the above-listed modes of learning involve autonomous learning; while, on the other hand, these modes also demand a capacity for autonomy (Benson, 2007). That is to say, when some learners are less capable of autonomous learning, they may have difficulties during their

learning process. In this case, teachers may provide assistance for them to solve problems. For example, teachers could provide instructions to direct the students in their autonomous learning. In this case the teacher's roles are as coach, facilitator, or advisor rather than just an information deliverer (Guo, 2011). Moreover, teachers should provide adequate support and concern for students both socially and psychologically (Tavares, 2012). When teachers transform their traditional in-class roles and provide adequate assistance, a truly collaborative and supportive out-of-class learning environment will be established for students (Yan, 2007). In this case, students could better implement their autonomy during out-of-class language learning activities and achieve more success under the guidance of teachers. For example, when I am searching for useful English written phrases from English websites during my autonomous learning, I may ask a teacher for recommendations of websites that have valuable English phrases I could copy and learn.

Therefore, teacher support is of great necessity when learners have problems during their autonomous learning processes.

Out-of-class learning is one of the modes of learning beyond the classroom. Benson (2013) defined out-of-class learning as any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning, and self-directed naturalistic learning. Self-instruction implies that the learner studies alone, with little or no contact with teachers or speakers of the target language. It can also be understood as any deliberate effort by the learners to acquire or master the language content or skills. Naturalistic learning refers to direct communication with users of the target language. Self-directed naturalistic learning means that the language learners create naturalistic learning situations for themselves with the intention of learning the target language, and the focus of attention is on communication or on learning something other than the language itself. In his work, Benson also provides more detailed examples of these three classifications. Listening and writing about academic and professional knowledge, such as phonetics and vocabulary are self-instruction language learning activities. Learners acquire professional knowledge of a language by conducting these activities deliberately without the intervention of teachers or peers. Writing emails, practicing spoken language, or having face-to-face contact with foreigners are examples of naturalistic language learning activities. Communicating by e-mail is a natural, authentic form of interaction as opposed to the artificial classroom exercise of writing to an imaginary person. Surfing the Internet, listening to English songs and radio, reading English newspapers and books, watching English television, movies, and videos, and playing computer games in English

are self-directed naturalistic language learning activities. Learners create naturalistic learning situations, for example, viewing communication between actors and actresses on television and in the movies, to begin their self-directed oral English learning.

Both self-instruction activities and self-directed naturalistic learning activities may involve independent or interdependent learning due to communications that occur during the learning process. Naturalistic learning activities are processed as interdependent learning. As a result, all three activities may involve communication and cooperation among peers as well as support from teachers.

The research on learner autonomy in out-of-class learning is significant. Bayat (2011) stated that out-of-class learning is significant in the practice of autonomy. That is to say, out-of-class learning provides learners with ample opportunity to participate in learning and to develop learner autonomy, and learner autonomy also facilitates learners to engage more in out-of-class language learning activities. On top of this, while learners engage in out-of-class learning activities, they may adopt effective metacognitive strategies to improve their learning efficiency and adjust affective factors as well as pursue independence or collaboration when conducting autonomous learning. In this way, their autonomous learning capacity may gradually progress.

To be specific, there are many types of resources learners could easily access for out-of-class learning activities, such as the school or public library, bookstores, online learning resources, or foreign language teachers and native speakers. Learner autonomy refers to learners taking charge of their own learning, therefore learners are responsible for their learning behaviors when they are engaged in out-of-class learning. That is to say, learners choose and make use of learning materials from these resources and adopt different metacognitive strategies, including making learning plans, selecting learning strategies, and evaluating learning outcomes, with different attitudes and perceptions, different levels of motivation and confidence. In this way, learners set out to learn. They participate in out-of-class language learning activities independently or in collaboration with peers, and begin autonomous learning. In this case, when learners are engaged in out-of-class learning activities actively, learner autonomy may be developed at the same time.

Benefits of Learner Autonomy in Out-of-Class Language Learning Activities

The benefits of learner autonomy in out-of-class language learning activities are discussed from four aspects. First, an out-of-class language-learning environment offers more language-practicing opportunities and facilitates students in becoming successful learners. Second, the adoption

of effective metacognitive strategies allows students to become successful learners. Third, some affective factors help to strengthen students' confidence in learning. Fourth: students' interdependence in learning help to build a supportive learning community.

The first benefit is that the language-learning environment provides learners with more language-practicing opportunities, which may facilitate students to become more involved in learning and thus become successful learners. According to Pearson ,(2004), students rate language practice above teachers' instruction in terms of importance for successful language learning. This suggests that learners value language-practise opportunities and out-of-class language-learning activities more than classroom instruction. Moreover, out-of-class environments are linked with real-life applications. Richards (2015) similarly claims that out-of-class language learning environments "offer a wider range of affordances for language

use and second language acquisition than are generally available in the classroom" (p. 15).

Language learning becomes more relevant when learners use dozens of opportunities to practise in a realistic context (Ferdous, 2013). These studies indicate that language practices in a realistic setting serve as a gateway for the cultivation of successful learners. Since English practicing opportunities and conditions are limited in class, out-of-class English learning offers more opportunities for the knowledge learned in class to be practised further. Students could obtain access to whatever resources are available for them; for example, they could perform self-instruction through exercises books bought from bookstores, or self-directed naturalistic activities by listening to conversations between native speakers downloaded from the Internet, or naturalistic activities by speaking with native speakers they come across at coffee shops or other places native speakers get together in cities. When learners actively seek out-of-class learning opportunities and are able to make full use of out-of-class learning resources, they may achieve success in learning and become more interested in learning because learning becomes more relevant in this way.

The second benefit is that language resources and practice opportunities exist in the language-learning environment and this helps learners to become more successful in learning when they adopt metacognitive strategies to organize and plan their learning process.

According to Bayat (2011), good learners are always aware of their learning strategies and adapt these strategies in various learning situations. That is to say, learners are successful when they are able to use different metacognitive learning strategies according to different and

effective learning conditions flexibly therefore making learning more efficient. Effective metacognitive strategies include setting a personal goals and criteria for evaluating learning outcomes (Wenden, 1998). Constantly reflecting on their learning process also enables learners to identify the reasons for their successes and failures and learn from both their own and others' mistakes (Rodriguez Manzanaresis & Murphy, 2010; Marefat & Barbari, 2009).

Learner Training and Self - Learning

According to its proponents, self learning is best promoted in the form of helping learners "learn how to learn" (Dickinson, 1987). He goes on to describe learning how to learn as follows: "It is a matter, first, of developing knowledge about oneself fast a learner, secondly of planning and thirdly of discovering and then using appropriate and preferred strategies" (Dickinson, 1987: 34).

This again calls for the inclusion of learner training elements in language learning plans in order to equip learners with the skills of self-directing their learning. Wenden (1991) defines learner training as:

> ...the learning activities organized to help language learners improve their skills as learners; includes learning to use strategies, knowledge about the language learning process and attitude development to support the autonomous use of the strategies and knowledge (p. 163).

According to Dickinson, (1988) leaner training means; " ... training in all the (potentially conscious) self-instructional processes, strategies and activities which may be used in autonomous learning or in a conventional classroom" (pA9).

in the final analysis, should be in a position to select the strategies that suit them best, once they are aware of the alternative strategies with which they had practiced and experimented. As Ellis and Sinclair (1989:10) note; "It is the learner who decides which alternatives to adopt or reject." This is the "learner-centered" side of learner training

Learning Strategies

Learning strategies are one type of learner training content that should be included in plans to promote learner autonomy (Wenden 1991: 18). Recent researches on cognition have indicated the importance of language learning strategies in gaining command over second languages skills (O'Malley et al1985,.b: 557). Oxford (1990: 10) also contends that language learning strategies encourage greater overall self-direction".

As one of the most important learner training content, some of the steps in conducting strategy training are summarized by Dorneyei (1995), as follows:

- a- awareness training,
- b- identification of strategies students already use (through student think -aloud procedures, as well as questionnaires and interviews), iii. encouragement of strategy use in general,
- c- direct explanation ofthe use and importance of new strategies.,
- d- initial demonstration, naming and modeling of the new strategy by the teacher,
- e- guided in-class practice of the new strategies,
- f- explanation of the significance of the strategy, and the evaluation of the degree of success with it,
- g- students' identification of additional strategies and their

potential application (Dorneyei, 1995: 65).

An overview of previous studies and researches

The last few years have seen an increase in research studies on the impact and effectiveness of self study in learning of English as a foreign language. The huge amount of researches, studies and on- line articles and papers conducted locally and internationally indicates that instructors, teachers and scholars have come to realize the importance of autonomy in learning and teaching process as a new medium to enhance instructions and designing materials. The studies identified in this review that are concerned with changes in learning outcomes as a result of autonomy use tend to focus on a particular aspect of the learning process, with researchers having adopted different conceptions of student achievements .

This study is conducted by Bouchareb Naouel(2015) under the title , The Role of Foreign Language Learners' Self- Esteem in Enhancing Their Oral Performance, the main concern of study is to treat the impact of the Foreign Language Learners' Self- Esteem in Enhancing
Their Oral Performance Nowadays, the affective side of learners receives a noticeable attention in the learning process, mainly affective factors. The present study aims to explore the relationship between Algerian second year LMD students of English as a foreign language' selfesteem and their oral production at the University of Constantine 01, Algeria. The hypothesis is that the more Algerian second year students of English, at the University of Constantine 1, trust their abilities, and the more they believe in their capacities, the more they will be able to enhance their speaking performance in the foreign language.

This study is achieved by Ali RAHIMI* and Atiyeh ABEDINI* Under the title The Interface Between Efl Learners' Self-Efficacy Concerning Listening Comprehension And Listening Proficiency (2009) . the main concerns of the study refers that Since the focus of education has shifted from teacher-directed to learner-oriented instruction in recent decades, a growing body of research in the field of EFL/ESL learning involves issues relevant to learners and their individual differences. It should be pointed out that one of the important factors affecting test scores is test takers" characteristics. Therefore, the present study concentrated on one of these individual differences; namely self-efficacy. To narrow down the focus of investigation, this study aimed at exploring the role of EFL learner's self-efficacy regarding listening comprehension in their listening test performance. Hence, the main research question addressed by the present study was „Are there any relationships between EFL learners" self-efficacy regarding listening comprehension and listening proficiency?" A group of 61 freshmen undergraduate learners of English consented to participate in the present study. Data on the learners" self-efficacy were collected through an author-designed questionnaire. The listening proficiency was quantified and extracted based on the students" answers to a listening test performance titled as 'Listening Diagnostic Pre-test' adopted from paper-based Longman TOEFL(2001, pp.3-6). The results of statistical analyses indicated that listening comprehension self- efficacy was significantly related to listening proficiency. This study is related to the recent one in term of both of them tackles the contribution of self-learning on learning English. This study attempts to investigate The Interface Between Efl Learners' Self-Efficacy Concerning Listening Comprehension And Listening Proficiency and Gender in EFL Learning but the recent one investigates the impact of self- learning on learning English language as general.

The main recommendations are: The view of considering learners" affect can also offer significant implications for curriculum designers. Through designing a learner-centered language curriculum, which takes affect into account in many ways, they may help language learners develop positive beliefs of their ability. Regarding the role that this kind of curriculum may play in fostering positive self-beliefs, Arnold and Brown (1999) declare: "Participation in the decision-making process opens greater possibilities for learners to develop their whole potential. In addition to the language content, they also learn responsibility, negotiating skills, and self-evaluation, all of which lead to greater self-efficacy and self-awareness.

This study is conducted by Jorge Cevallos Bravo1, Eder A entitled , Motivation and Autonomy in Learning English as Foreign Language: A Case Study of Ecuadorian College Students(2017). It is   a quantitative study that aims to examine how different levels of motivation relate to frequency of occurrence of autonomous language learning activities undertaken by undergraduate students. Eight hundred and sixty-two college students from 10 vocational training programs of a public university located in Ecuador, South America, participated in this study. Spratt's questionnaire that regards 'autonomy and motivation' as a cyclical interaction in the language learning process, was updated by the researchers, adding digital education elements. The data were analyzed using the program SPSS v24.0.0 The results showed that there was a significant relationship between: the language learning stimulation generated by professors and the participants' learning attitudes. In addition, it was determined that the most frequent language practices in which the participants showed greatest autonomy were: listening to songs in English language, worrying about the correct pronunciation, and noting down interesting words or expressions in English.

This study is related to the recent one in term of both of them tackles the contribution of self-learning on learning English. This study attempts to investigate Motivation and Autonomy in Learning English as Foreign Language but the recent one investigates the impact of self- learning on learning English language as general.

Method of Research

The study adopts the descriptive analytical method. A questionnaire was used to obtain data about students' opinions about autonomy on learning English language so as to find out the influence of the strategies of self learning on learning English language .   The questionnaire was conducted by the researcher themselves and consist of 20 statements that reflect the prospective of the independents and the dependent variables. It will be directed to the Sudanese EFL university students.

   1-   population

The population of this study are Sudanese university EFL students in Khartoum state and white Nile State (Ahfad University for women , University of Medical Science and Technology and Elimam Elmahadi University.

   2-   The sample of the study

The sample of this study consists of 120 university students and. The samples that chosen to conduct this study are 2nd years university students. These classes are chosen because they are available and easy to

be contacted. Moreover, in this stage or level the students have enough awareness of their needs and they have more stability.

3- Data collecting tools

The tool which is used in this study is students' questionnaire. The questionnaires designed by the researchers themselves , and designed to be relevant and suit the research's hypotheses. The questionnaire directed to university students in order to examine their use of self- learning strategies in foreign language .

The questionnaire was written in simple, clear and understandable English language. It consists of 30 statements that clarify the using of self learning . The subjects were required to answer the questionnaire by ticking the answer, which most closely represented their preferences. The subjects were required to choose one of the frequencies by making (A tick) for each option. They are also reminded that all questions must be ticked once. After completing all questions, the copies were collected by the researcher and taken for analysis.

3- Procedure

 The questionnaires is directly administrated to students who are allowed a suitable time to complete the questionnaire The practical survey has been carried out by the researchers themselves during the academic year 2016 – 2017, the respondents are instructed to answer informative question first. The subjects were told that the results of the questionnaires, which constituted an integral part of the study. Subjects are told that complete confidentiality would be observed regarding their answers. The information mentioned previously is reached by processing the data obtained from the students' questionnaire through statistical software called SPSS.

Summary and Findings
1. Summary

This study is an attempt to investigate the role self- learning among Sudanese university EFL students and the adoption of self learning strategies help in learning English language.

The research showed how self learning strategies are used and whether the curriculum and English instructors are prepared to meet the needs of self learning or not. Moreover, the research exposed self -learning and how different experiences of self -learning affects and plays a crucial role in foreign language acquisition.

In discussing the research problem, the researcher proposed the following questions:

1-   To what extent, do the EFL learners of Freshman programme at Ahfad University of women and University of medical science and technology Elimam Emahadi University incorporate learner training components in the regular English language classroom and How far, they apply learning strategies to the different language skills ?

There are many activities which exist in a classroom that help in learning English that are provided by instructors to Sudanese university EFL students..
;

2-   How do learners of Freshman program me at Ahfad University of women and University of medical science and technology implement strategy instruction (if at all) in the EFL classroom ?

The students implements a lot of strategies that help them to learn English language

3-   To what extent the curriculums are prepared to help learners to implement learner training for learner autonomy? (What are the appropriate instructional techniques, as well as learners willingness, to promote learner autonomy?)

The curriculums are not prepared well to achieve learning autonomy whereas the have strong desire to adopt autonomy in learning English. moreover , there is great tendency that Sudanese university EFL instructors have positive attitudes towards using autonomy to enrich their instruction and course delivery method.

    A Questionnaire was set to have university third year students in Ahfad University of women and University of medical science and technology and Elimam Emahadi University as population samples to answer the questions of the study and the tool that used in this study for data collection included questionnaires.

5-2 Findings
The researcher reached the following conclusions:

1- Using self learning strategies in Sudanese universities open a wide learning opportunities to support teachers and students in designing useful EFL learning and teaching.

2-   1. The Sudanese EFL learners to a great extent not trained to learn English depending on themselves.

3-   2. Sudanese EFL Learners implement strategy instruction in the EFL classroom that promote learning autonomy.

4-   3. The curriculums Sudanese at University to great extent do implement a method that helps learners autonomy.

5- Teachers who engage students in authentic tasks intentionally design active learning opportunities that help Sudanese EFL learner to help them to learn English.

6- EFL students can represent their own learning in a variety of ways .

7- EFL Students can become engaged in challenging work that has value beyond the classroom – in authentic, inquiry-based tasks that captivate their hearts and minds.

8- Sudanese university EFL instructors have positive attitudes towards using of self learning strategies.

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