

Sudan University of Science and Technology

College of Graduate Studies

Faculty of Education



**Investigating the Role of Autonomous Learning in
Promoting Students' Oral Communicative
Competence**

تقصي دور التعلم الذاتي في تطوير قدرات الدارسين الاتصالية الشفهية

*A Case Study of Department of English, College of
Education, Sudan University of Science and
Technology*

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Education (ELT)

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Dedication

This work is dedicated to my mother, and to the soul of my father.

To my brothers

To my sisters.

To my wife.

To my sons.

To my relatives, and to all of my friends.

Acknowledgement

Definitely no work of value could be accomplished without the help of Allah, my countless thanks to Allah, the Great Creator. Special thanks go to Dr. Mahmud Ali Ahmed, my supervisor for his encouragement, guidance, and support from initial to the final level of this dissertation, enabled me to develop an understanding of the subject. I would like to express my deep gratitude to Dr. Abdullah Yaseen and to Dr. Ahmed Abdullah for their invaluable advice and opinion on this study.

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Abstract

This research aims to investigate the Role of Autonomous Learning in Promoting Students' Oral Communicative Competence, and to highlight the importance of autonomous learning strategies and their role in promoting oral communicative skills and to activate and develop these strategies. Also of the importance of the autonomous learning for (E.F.L) students in acquiring English in general and oral communication in particular, which it does not find enough attention at university level.

The descriptive analytical and quantitative methods have been used as well as the questionnaires in the collection of relevant data and information in pursuing this study. For analysis statistical package (SPSS) has been adopted. The data were collected by using two questionnaires as follows:

1. Teacher questionnaire of eighteen which was distributed among fifteen English teachers at Sudan University of Sciences and Technology. The questionnaire aims to investigate the positive role of autonomous learning in promoting students oral communicative competence.
2. Student questionnaire of eighteen which was distributed among fifteen English students at English Department, College of Education, Sudan University of Sciences and Technology. The questionnaire aims to identifying the actual autonomous learning strategies in promoting students oral communicative competence.

Findings have been come out with the following:

1. Autonomous learning is neglected in promoting oral communicative skills.

2. Students do not use autonomous learning strategies in developing oral communicative skills effectively.

Some useful recommendations have been come out with, based on the following:

According to the obtained findings, it is clear that autonomous learning has great and an effective role in promoting oral communication skills. In order to develop these skills autonomously the researcher recommended that:

1. Autonomous learning success depends upon learners' motivation.
2. University curriculum should encourage autonomous learning in order to promote communicative skills.
3. Teachers should be aware of the importance of using modern technology when teaching communication.
4. One of the best strategies of autonomous learning is to set a definite schedule and then follow it.
5. Using English language in real life (airports, hotels, and restaurants) ply a great role in enhancing students' communication skills.

Abstract (Arabic version)

مستخلص البحث

هذا البحث يهدف الي تقصي دور التعلم الذاتي في تطوير قدرات الدارسين الاتصاليه الشفهيه، وابرار اهمية الكشف عن استراتيجيات التعلم الذاتي و دورها في تطوير مهارات التخاطب الشفاهي وكيفية تنمية وتفعيل هذة الاستراتيجيات.

بالرغم من أهمية التعلم الذاتي للطلاب الذين يدرسون اللغة الإنجليزية كلغة اجنبية و في إكتساب هذه اللغة بصفة عامة والتخاطب الشفاهي بصفة خاصة إلا انها لا تجد الاهتمام الكافي في المستوى الجامعي لذا تهدف هذه الدراسة لاعارة انتباه هؤلاء الدارسين.

استخدم الباحث لهذه الدراسة حزمة التحليل الاحصائي(SPSS). وقد تم جمع المعلومات باستخدام استبانتين هما:

استبانة لخمسين (50) طالباً من طلاب المستوى الرابع وستبانة اخري لخمسين (50) استاذاً في جامعة السودان للعلوم والتكنولوجيا- شعبة اللغات- قسم اللغة الإنجليزية.

خرج الدارس بأهم النتائج التالية:

- عدم اهتمام الدارسين بالتعلم الذاتي وذلك لجهلهم باهمية دور التعلم الذاتي في تطوير مهارات التخاطب الشفاهي.
- لا يستخدم الدارسين تقنيات التعلم الذاتي بطريقة فعالة في تطوير مهارات التخاطب الشفاهي.

خرج الدارس بأهم التوصيات التالية:

1. نجاح التعلم الذاتي يعتمد على دوافع الطلاب.
2. المناهج الدراسية للجامعات يجب ان تشجع على التعلم الذاتي لتطوير مهارات التخاطب الشفاهي.
3. رفع وعي الاساتذة بأهمية استخدام وسائل التكنولوجيا الحديثة في تنمية التخاطب الشفاهي.
4. احدى اهم استراتيجيات التعلم الذاتي هو وضع جدول محكم ومن ثم اتباعة.
5. استخدام اللغة الانجليزيه في الحياة العامة (المطاعم، المطارات، والمواصلات العامة) يلعب دور كبير في تعزيز التخاطب الشفاهي للطلاب.

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Chapter One

Introduction

Chapter one

Introduction

1.0 Background:

Language is the source of communication; it's the way through which we share our ideas and thoughts with others. There are innumerable languages in this world. This is because every country has its own national language(s); therefore, different spoken local languages are seen and understood by the people in these regions.

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks.

"Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes" H.D. Brown, (2001: 11).

A set of linguists who based their assumptions of language on psychology made claims that language is nothing but 'habit formation'. According to them, language is learnt through use, through practice. In their view, 'the more one is exposed to the use of language, the better one learns'.

As an international language, English is the language of England that gained a unique currency over the other languages and has International Standard; however many people think that English as an American Language. In fact, when Columbus discovered America for the first time

i.e. in the Stone Age, the country is almost said to be discovered with high illiteracy rate. The European and English people were those who first brought education and general knowledge, notably, literacy to America.

What made English to be an International language is that the English people were the first colonizers in the globe and so the language is faster spread through and spoken nearly in any sector of this universe.

Being an international language has brought to attention many factors make people learn English Language in the current time. First of all, as I have already mentioned, it has an International existence over the other languages, that's why everyone needs to learn English in order to get in touch with the International Level. For example, when someone needs to study in England to be enrolled in Oxford, at least he/she should take either of these international tests, TOFEL or ILETS CEF, (2001: 4: 15: 23).

The importance of learning English cannot be overstated in an increasingly interconnected and globalized world. For the millions of immigrants who travel the world from non-English-speaking countries every year, learning to communicate in English is important to enter and ultimately succeed in mainstream English speaking countries. Working knowledge of the English language can create many opportunities in international markets and regions.

English is the fourth most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants. G. Nicholls, (2001: 12).

Digital Age, while progress has been made in language-translation software and allied technologies, the primary language of the ubiquitous and all-influential World Wide Web is English. English is typically the language of latest-version applications and programs and new freeware, shareware, peer-to-peer, social media networks and websites. Software manuals, hardware-installation guides and product fact sheets of popular consumer electronics and entertainment devices usually are available in English first before being made available in other languages.

The influence of the United States and Great Britain on political affairs and international relations for the past 100 years has ensured the proliferation and acceptance of English as the primary spoken language in many countries. The widespread acceptance of American pop culture also has contributed to the primacy of the English language. A working knowledge of English is important for diplomats and high-ranking officials in such major countries as Germany, Japan, France, South Korea, Brazil, Italy, and Russia so they can better understand the nuance and craft of global affairs and international diplomacy.

For instance in education and research, many books are written in English, in terms of the availability of reference books that written in other disciplines. What has been observed today is that parents encourage their children to learn English from the starting levels. Accordingly, this promotes them in later levels to study almost all the subjects in English without any language difficulty that might face.

With good understanding and communication in English, we can travel around the globe. We get assistance and help in English in every part of world. You can test it by on-line travel. Better you visit some offices, companies, governmental organizations, and other departments, and you will see the importance of English as a criteria to hire professional staff after getting to know that whether the people they are hiring are good at English or not. This is the company's prerequisite that their new staffs are not even well-educated but above all have good English proficiency in all aspects of the language.

Those who are still unaware about the importance of English, they should start learning English as a time will come when everything would be understood, spoken and written in English. Better watch some media and get the scope of English. N-D. Yang, (1999: 87).

According to Joseph and Efron, (2009: 5: 6) "oral communication is an important skill because it promote leadership and confidence. It is important for students to generate their own ideas using outside references in the communicating". English is the major language of news and information. It is language of the business and government even in some countries where it is a minor language. It is the official language of man time communication, the international aviation and air-traffic control. When we teach oral communication that is mean we teach the function of language not the nature of language Graeme and D. Richard, (1990: 1) state that in their book Teaching Communication:

“We believe that study communication is about personal development of attitudes and values about knowing oneself; about knowing other people and relating them; about critically understanding mass-media message and about being confident in use of oral communication”.

Teaching communication is not about learning the requisite linguistic and social skills in isolation, like series of performing tricks, but about acquiring knowledge of how and why we communicate and a bout application of that knowledge. Communicative competence in our life roles- personal, social, cultural and economic- is founded in our knowledge about social, cultural, and economic contexts. It depends on using and applying that knowledge. I believe that all pupils and students should be deliberately exposed to some experiences and activities of oral communication. Communication skills and other language skills are very important and useful in and of themselves when used together; they reinforce one another in producing a higher efficient level of communication.

According to S.R. Shredder, (2003) Autonomous learning is "self-directed learning or a shift of responsibility for learning from teacher to student" when you are autonomous in your learning you can choose what is best for you from the supply of your institute and design your individual pattern rather than study in “a ready-made frame”. Autonomous learning has a great role in developing Oral communication Competences; according to researcher's point of view, and his experience as a teacher of English noticed that, there are effective autonomous strategies learners can be used to enhance their oral communication Competences.

This research tries to investigate the positive way of autonomous learning and suggest its appropriate strategies. Koivista, and Jokinen, (2010:7).

1.1 Statement of the Problem:

Communicating in English in our globalizing world allows us to become a successful person. It can allow you to understand people all over around the world, gain knowledge from new technologies, and connect your understandings while traveling from places to places. In my prediction, if more and more young generations learn to communicate in English, there would surely be no limitation in the globalizing world.

According to my experience since I have been student, teacher at schools and as a lecturer at University I notice that, Sudanese English Students are weak in using English communicatively; they find great difficulties in expressing themselves, they tend to use their mother tongue which clearly indicates their inability to communicate using the English. Therefore the researcher in this study tries to investigate the role of autonomous learning in promoting the communicative skills and suggest possible strategies learner's can be use to develop oral communication Competence.

1.2 Objective of the Research:

This study aims at:

1. Examining the effectiveness of autonomous learning in promoting oral communicative Competences.
2. Investigating the positive role of autonomous learning in promoting oral communicative Competences.
3. Identifying actual autonomous learning strategies in promoting communicative Competences

1.3 Significance of the Research:

This research will shed light on investigating the role of autonomous learning in promoting Students' Oral communicative Competences. The present research will be authentic supply to the field of English language learning by providing students, teachers, syllables designers and those who interesting in this field with beneficial learning strategies and teaching techniques.

1.4 Questions of the Research:

1. How far is autonomous learning effective in promoting oral communicative competence?
2. To what extent is autonomous learning neglected by teachers and syllabus designers in promoting students oral communicative Competences?
3. To what extent do students use autonomous learning strategies in developing oral communicative Competences?

1.5 Hypotheses of the Research:

The study is based on the following hypotheses:

3. autonomous learning is effective in promoting oral communicative competence
4. Autonomous learning is neglected by teachers and syllabus designers in promoting oral communicative skills.
5. Learners do not use autonomous learning strategies in developing oral communicative skills effectively.

1.6 Research Methodology:

In order to carry out this research, to achieve its objectives, and to answer its questions, the researcher adopts the descriptive analysis approach. The researcher is going to design two questionnaires, one for the teachers and the other for the students at Sudan University of Science and Technology; so as to collect data on how autonomous learning can promote oral communication Competences.

1.7 Limits of the Research:

The research will be limited to find out the role of autonomous learning in promoting communicative Competences.

The study will involve:

1. Sudanese learners of English language at the Sudan University of Science and Technology.
2. Teachers of English language at Sudanese University of Science and Technology.

Chapter Two
Literature Review

Chapter Two

Literature Review

2.0. Introduction

Most researchers seem to agree that learners should be given enough opportunities to communicate using the language rather than just to practice it in situation controlled by the teacher and the material. P, Voller, (1997: 4) states, "Autonomous learning has an important and positive role in encouraging oral communication skills; so if students cannot practice the language effectively, then they won't be able to communicate". In this chapter, some of the literature related to the subject will be reviewed. These comprise: the Historical Background, Defining Learning and Teaching, Language Learning Strategies, the definition of autonomous learner, The Importance of Autonomy and Autonomous Learning, The use of technology, Learning environment and Methods of evaluation and assessment

2.1 A Brief History of Foreign/ Second Language Learning and Teaching

Since the 17th century, there have been many changes in the field of English Language Learning (ELL) and English Language Teaching (ELT); the history of foreign language learning goes back to the Latin and Greek and it is said to have begun in the late 1800s with François Gouin, a French teacher of Latin. In that century, it was believed that learning of a foreign language Latin or Greek promoted their speaker's intellectually. As we shall see in the continuing parts, the changing process of foreign language learning had started with the need of learning the grammatical rules, syntactic structures and also the vocabulary of the new learned language by the help of memorization for the translation of literary texts of Latin and Greek. This was the core of the Grammar Translation Method and also the English Language Teaching Methodology which was directly based on the Structuralist View and the Behaviorist

Approach. During these years there was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for translation. Late in the nineteenth century, this Classical Method came to be known as the Grammar Brown (2001: 18) claims:

"Translation Method (GTM) and as he mentioned at the end it had a certain name as a method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second language to the native language".

It is really a bit controversial why GTM is still in use but it is not so difficult to understand its popularity and long breath. It requires only few specialized skills on the part of teachers and also it doesn't require a wide range of materials except the grammar, vocabulary and translation materials, so it saves time to teachers to be ready for the classes and still preserves its' popularity.

As mentioned above, the modern foreign language teaching methodology is assumed to have begun with François Gouin, but Gouin is not considered as the founder of language teaching methodology because Charles Berlitz, the popular German founder of Direct Method (DM) had also influenced the foreign language teaching field for being one of the contemporaries of Gouin. Direct Method, which reached to the peak of popularity at the beginning of the 20th century, was based on the belief that second language learning should be more like first language learning. In this case comparatively to GTM, DM gives importance to oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules Richards & Rodgers (1986:9: 10).

Although there was a decline of the popularity of DM, the outbreak of the World War II had become the end for this short-lived movement. In the mid 20th century, the American army was in need of soldiers who were orally proficient in the languages of both their allies and their enemies. The US military started intensive language courses that focused on aural and oral skills and they became to known as the Army Specialized

Training Programme or as Army Method. The world-wide name of this army method is Audio-lingual Method (ALM) and it is mainly based on linguistics and behavioral psychology Brown, (2001: 23).

In 1970's with the beginning of the new decade, due to Chomskyan Revolution in linguistics, cognitive learning gained importance in second/foreign language learning methodology. This learning was named as Cognitive Code Learning and affected some new methods. One of these methods is Community Language Learning (CLL) which is directly based on the social dynamics and the psychological moods of learners because they were considered as whole persons and not only the behavioral or physical abilities were engaged in learning, but also their psychological readiness and needs were taken into consideration. CLL was namely "a counseling-learning model" as Charles Curran (1972) mentioned, Brown, (2001: 25).

In his Counseling Learning Theory Curran tried to apply counseling techniques into learning/ teaching process. In this method the main objective of learning is in using the language and language patterns for the sake of communication. It is believed that the interaction between learners can create a native like environment and with the help of the teacher transfer of knowledge the learners can reach to the mastery. Beside the efficacies to foreign/ second language learning methodology there were some deficiencies also. One of them was the nondirective teacher, since most of the students are used to be taught in a directive manner and having a counselor teacher might sometimes cause confusion in the classroom. The second was the inductive way of learning because the students are familiar with being told the rules all the time and it is supported that if the learners can improve their own learning autonomy this kind of learning will be more efficient. But if they cannot handle their self-control of learning this may result in unsuccessful learning. With all these advantages and drawbacks of CLL, it was the first method which gave importance to students-centeredness and autonomy so it was a very efficient method in FLL and SLL.

In the late 1980's and 1990's communicative properties of language became the most important thing in language learning and the teachers started to design their classes by authentic materials, real-world simulations and meaningful tasks which aimed to bring the real world of the target language into the classroom environment. The Communicative Language Teaching method (CLT) was the one which brought all these elements into language classes. Today all the fundamental factors of communication are still preserving their popularity. As communication is the main aim of language learning, it is very popular for different reasons, yet the main purpose is to follow the raising trends in every area of the developing world, such as technology, economy, politics, etc.

The main aim of learning a language is providing communication in that language throughout the life Brown, (2001: 43).

Beside these benefits, there are also some drawbacks. The first and the most important one is the nonnative speaker teachers. It is not easy for a nonnative speaker to provide a fluent and totally accurate pronounced language example for the learners in order to help them to have comprehensible input for an accurate production. Also at the very beginning of the learning it may be a bit difficult for the teachers to make the students active participants of the learning process. Despite these drawbacks, communicative language teaching is still very popular and became the base for many other contemporary approaches such as, task-based, content- based, strategy based, cooperative learning, etc.

2.2 Defining Learning and Teaching

In literature, it is possible to find various definitions of learning, however, most pedagogues seem to reach a consensus on the definition as in the following: Yüksel, (2007: 1) state:

“A change in student behavior, which takes place as a result of being engaged in an educational experience” or it is “the acquisition of capacities or tendencies through action or experience. The capacities involved in formal education include concepts, knowledge, understanding and skills. Also the tendencies may include attitudes, values and ways of behaving”.

Nicholls (2001: 22) based the condition of learning into five main areas:

- A. Intellectual Skills: These relate to ‘knowing how’ rather than ‘knowing that’.
- B. Verbal Skills: These are associated with knowing names, places, and recalling principles and generalizations.
- C. Cognitive Strategies: These are ways in which students manage the mental processes (e.g. thinking and memorizing).
- D. Attitudes: These are concerned with students’ emotions, and the social and cultural approaches to the subject and learning.
- E. Motor Skills: These are required for the physical tasks of learning, such as being able to use IT, chemical equipment or laboratory material.

The elements put by Gagne are considered as starting point in considering the role of theory of learning and student learning outcomes. Learning is complex, and some psychological factors play a significant role in the development of learning, learning strategies and styles. Understanding the underlying principles of learning may help the teachers in planning and giving space and opportunity to their learners to be responsible of their own learning and consider alternative approaches and hypotheses to enhance their learning process. This means that the learners may be engaged in the learning process more actively, and the teacher will be considered as a facilitator rather than being a knowledge provider. While defining learning, Ausubel (1968) mentions that the most important single factor influencing learning is what the learner already knows; ascertain this and teach him/her accordingly. In this definition we may encounter two aspects of learning: reception (rote) learning and discovery (meaningful) learning Nicholls, (2001: 23) argues:

“Reception learning requires that the entire content of what is to be learned is presented to the learner in its final form; the student is required to internalize or incorporate the material presented. This type of approach is often found in the standard lecture where the lecturer transmits all the information” as well as he states, “Discovery learning requires the student to be actively involved in learning by engaging and discovering what is to be learned through specific learning activities”.

Considering the definitions of learning it might be concluded that discovery learning is a pushing factor that helps students to be the only responsible agents of their own learning process, but at the same time this learning may be more meaningful and long lasting. Since the learners are active and trying to get the meaning on their own, it may be very difficult for them to forget it easily after spending such a tough effort. To make the learners active is also considered very important in the learning process, and this is the duty of the teachers. Accordingly, he (2001: 37) states, “good teaching does not necessitate effective learning but it should go a long way towards assisting the learning process”. In respect to his definition, encouraging self-directed learning or providing autonomous learning are the most important elements of an effective learning-teaching process.

The definition of a good teaching process, we must have a look to the definition of teaching and its properties in relation to learning in the learning-teaching equilibrium. Holec (1980) mentions that the main purpose of language teaching is, Finch, (2001: 7) claims, “to help the learner acquire the linguistic communicative abilities he has defined for himself”.

When we consider the definition of language learning, we may obviously see that the learning process needs an autonomy which can be handled by the learners not by the teachers. The role of the teachers in the learning process is limited to show how the learners get (acquire) the information in an appropriate way which will be more effective and long lasting or as the motto of strategic learning “life long lasting”.

For Kenny and Little (1993; 1996), autonomy implies a wider perspective of holistic education in which learners are encouraged to value their own opinions; as well as taking the responsibility for learning. This approach leads them to have a more independent learning style and puts the learner in the heart of the learning process.

Parallel to the ideas of Kenny and Little, Nunan (Oxford 1990) and Sinclair & Ellis (1992), however, stress the need for learners to be “systematically educated in the skills and knowledge they will need in order to make informed choices about what they want to learn and how they want to learn” Finch, (2001: 7).

Also, Nunan (1996) claims that, “a degree of autonomy can be fostered in any learners and in any learning environment”. Brookes & Grundy (1988) see it as “axiomatic” and says “learner autonomy should be the goal of every learner and every teacher” (Finch, 2001: 7)

While Little claims that “genuinely successful learners have always been autonomous”, and that educators must “help more learners to succeed” Little, (1995:175).

An essential aspect of autonomous learning is that, the learner develops awareness of language and learning, developing awareness is not a natural process and, it is not an inborn; it needs a conscious effort and practice, some specific skills, and techniques that are named as learning strategies recently. Anne-Brit Fenner, (2000: 2) states that:

“learning processes are individual, based on the learner’s pre-knowledge and can only be monitored by the learner himself and meaning is applied by the individual who interprets, we differ from each other in the way we construct events and we have different ways of perceive the same events”

It means that each learner is different from one another and may look at the learned material and comprehend the meaning from his/her point of view. This can be described with the term “scaffolding” which was firstly mentioned by Bruner in 1994. Scaffolding is the basic term used for Cognitive Psychological Theory which considers learning as an ongoing process to make sense of the world around us based on our previous experience and pre-knowledge. According to the scaffolding process, Bruner mentions that in the learning context the support and assistance are given to the child by the adults at the very beginning to learn all the necessary items. Within the course of time, the support is removed gradually as the child manages to take charge. This will be the same for the learners in the classroom environment. Since the awareness of self-learning is not natural and needs to be developed by a professional, the same scaffolding approach can be applied to raise the awareness and

independency of the individuals in order to help them to be autonomous learners. According to the autonomy definitions of Holec and Kelly, the learner and his choice is the centre of autonomous learning. The individual aspect and personal choice of what to learn and how to learn are essential for autonomous learning.

Accordingly, Anne-Brit Fenner (2000: 3) stated that:

"Knowledge is not an objective entity that can be passed and controlled by the teacher. Only the learner himself has insights into his own pre-knowledge and is, therefore, the only person who is capable of establishing the necessary relationship between what he already knows and the new material presented to him. This necessitates a shift in the classroom from teaching to learning and from teacher to learner".

In this case, when the learner is given the opportunity to take charge of the learning situation in an autonomous learning environment, he may take charge of all kinds of materials and use them to enhance his own learning. But what is very important is that, the learners must be shown the ways to explore this freedom of personal choice and independence in learning and understand what freedom of choice entails. In this way, they can learn to make use of every teaching material, approaches and methods as to help them learn better during the course of their life.

2.3 Language Learning Strategies

The literature on learning strategies in second language acquisition emerged as a concern for identifying the characteristics of effective learners. The main focus is on the “good language learner” and the features of the good language learner.

According to Anderson (1983) as quoted from O’Malley and Chamot, (1990: 42: 43), learning strategies cannot be distinguished from the cognitive processes; learning strategies are considered as learned skills, and the processes by which strategies are stored and retrieved for future use must be identified. “Strategies can be represented the same way as any other complex skill, and described as a set of productions that are compiled and fine-tuned until they become procedural knowledge”.

Learning strategies have learning facilitation as a goal and are intentional on the part of the learner. The goal of strategy use is to “affect the learner’s motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge” Weinstein and Mayer (1986: 315) as cited in O’Malley and Chamot, (1990: 43).

Learning Strategies according to O’Malley and Chamot, (1990: 43) may include any of the following:

- A. Focusing on selected aspects of new information
- B. Analyzing and monitoring information during acquisition
- C. Organizing or elaborating on new information during the encoding process
- D. evaluating the learning when it is completed
- E. Assuring oneself that the learning will be successful as a way to ally anxiety.

Learning strategies are classified into three categories:

- 1) Metacognitive Strategies: They are higher or executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity Brown et al. (1983); as cited in O’Malley and Chamot, (1990: 44). They involve exercising ‘executive control’ over one’s language learning through planning, monitoring and evaluating. Some effective strategies were also included in this Metacognitive group because these strategies would generally help learners gain control over their emotions and motivations related to language learning through self-monitoring, self-reinforcement, and relaxation. Nae-Dong Yang, System (1999: 27: 527).
- 2) Cognitive Strategies: Cognitive strategies involve direct analysis, transformation, association, or synthesis of the target language, which, whether intentionally or not, will consequently facilitate the memory process. They operate directly on incoming information, manipulating it in ways that enhance learning. Yang (1999: 528)

- 3) Social-affective Strategies: Social strategies are actions that involve other people. The social-affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect.

In the light of the descriptions mentioned above, it can be understood that for an effective language learning environment training learners how to learn with the use of learning strategies became crucial in order to provide a “life-long learning” learning process. Teachers can benefit from an understanding of what makes learners successful and unsuccessful, and establish a classroom environment for the realization of successful strategies. “Teachers cannot always expect instant success in that effort, since students often bring with them certain preconceived notions of what ‘ought’ to go on in the classroom” Teaching students some technical “know-how about how to tackle a language” are well advised by many of the great names of the educational pedagogy Brown, (1994: 124).

5.4. Definition of Autonomous Learner

We can use the word “autonomous” in two basic meanings: in a narrow and a wide sense. In common everyday language we can use the notion of autonomous as equal with independent. It can be used to describe a person who can arrange and organize his/ her learning environment without help, directions and guidance. It underlines the ability to create a supportive environment for learning based on the personal needs of a student: the choice of the curriculum, the methods and techniques of learning, the schedule, but also the ability to set goals and accomplish tasks and projects as parts of the courses.

In this study the researcher use the term “autonomous learner” in its wider meaning which refers to the intellectual ability to be confident and bold with one’s own ideas rather than to be well organized. We understand autonomy as a state of mind, in which you are able to perceive knowledge as a social construct and feel comfortable and confident choosing your own path, even if it collides with established authorities and a traditional way of thinking.

Being autonomous means that – “as long as you have logical arguments – you are not afraid of crossing the conventional line, fight for the right to your own opinion and stand up for it”. The benefit of not being afraid to oppose the authorities is not only the freedom of expressing your own

ideas, but also flexibility and openness for novelty and otherness, for dialogue. When you are autonomous in your learning you can choose what is best for you from the supply of your institute and design your individual pattern rather than study in “a ready-made frame” Koivista, and Jokinen, (2010:7).

2.5 Learner Autonomy in Language Learning

When we consider the learning process and ask a person about the elements of learning, we may be encountered with similar answers: teachers, learners, school, books, etc. Mostly the main elements of learning will be the teachers and then the learners. Teachers are always the only people who are responsible to convey the information necessary for the learners on the learned item and are seen as the information (informant) agents and have always been presenting, explaining, encouraging, setting standards for this piece of knowledge and assessing them. They are responsible for the learning process and the learners. They have to supply, present, set the standards of the knowledge or learning, and also motivate the learners to absorb the knowledge. And at the end assess the success of the learners; meanwhile assess themselves as the information provider after such a long and tough journey. When we look at the responsibilities of the learners, we may see that their main role is to seek the information, display understanding and skill, apply the knowledge into practice and achieve the standards set by the professionals. So, it is very clear that in the formal setting the main and most important element is the teacher.

Related to this issue, in the learning-teaching medium, the main responsibility has a great pressure on the shoulders of the teachers. With the changing world and the variables as technology, social values, life standards, etc. the role of teachers has changed. A new term-“self-directed learning”- or –“autonomy”- has emerged nearly at the end of 1970’s. In fact, self-directed learning has existed even from classical antiquity. For example, self-study played an important part in the lives of Greek philosophers as Socrates, Plato, and Aristotle. Other historical examples of self-directed learners included Alexander the Great, Caesar, Erasmus, and Descartes. Social conditions in Colonial America and a

corresponding lack of formal educational institutions necessitated that many people learn on their own. Early scholarly efforts to understand self-directed learning took place some 150 years ago in the United States and there are self-education efforts of several people Craik, (1840: 175).

In language teaching Holec (1980) is one of the thinkers who mostly prefers to use the word autonomy instead of the other words such as self-directed learning used for autonomy and he sees the movement of autonomy as an irreversible trend in the late 1960's in industrially advanced Western countries to define social progress in terms of improvement in the quality of life, giving rise to various kinds of social awareness. One of the improvements in education is adult education and, he stated that:

“Adult education becomes an instrument for arousing an increasing sense of awareness and liberation in man, and in some cases, an instrument for changing the environment itself. From the idea of man ‘product of his society’, one moves to the idea of man ‘producer of his society”

In second language learning, this humanistic trend leads the researchers, educationalists, philosophers, etc. to various kinds of investigations in different fields in the 60's and 70 are such as: socio-linguistic disciplines, ethno methodology, ethno linguistics, the ethnography of communication, language in education and the sociology of language. The main point of all these researches based language was the pragmatic vision of language as a ‘tool for communication’ –the rationale for the ‘Communicative Approach’ to language learning and teaching Finch, (2001: 2).

Another outcome of humanists, cognitive psychology and sociolinguistics was ‘deschool movement’ of the 1970's as Rogers (1969), Illich (1973) and Freire (1976) mentioned. Related to this movement a number of learner-centered approaches took place in 1980's and in 1990's which mainly included autonomy as the basis of their curriculum; these are briefly learner training Ellis and Sinclair, (1989), Dickinson, (1992), the learner-centered curriculum Nunan, (1988), learning-strategy training Oxford, (1990), Wenden (1991), the project-based syllabus Legutke and Thomas, (1991), and learner-based teaching Campbell & Kryszewska (1992); all these approaches are named by many of the researchers as the

early work on learner Autonomy. This was developed in 1980's by Striven, Holec All right, Dickinson, Wenden and Rubin, Little, Davit and Singleton, etc Finch, (2001: 2).

Autonomy started to become popular in foreign language teaching with the pedagogical concerns on 'learner-centered' aims and methods. The aim was mainly focusing on the independent learner and how they think, learn and behave. According to Benson and Voller, (1997: 5)

“Such an approach is often characterized by tensions between responsibility and freedom from constraint; between the individual and the social; and between the views of language learning as a means to an end (autonomy for language learning) and as an end in itself (language learning for autonomy)”.

In the definition of autonomy always there was a duality, Some of the researchers like Holec, Dickinson and Kohonen mainly focused on the learner autonomy as a primary requisite of learning beyond school in democratic societies where as Wenden and Rubin, Chamot & Kupper, Oxford and Nyikos tried to solve the secret of good learner by focusing on the learner strategies and the notion of learning to learn Finch, (2001:3).

In the last 25 years learner autonomy gained attention and started to become popular and it was defined by little, (1991:2) as the 'buzz-word' of the 1990's in second language learning field. Although autonomy has become very popular in the last years, there always has been a misconception on its definition and terminology; but the usage preference of the word is commonly accepted as self-directed learning.

There are a number of terms related to 'self-directed learning' that can be distinguished from it in various ways, the main and commonly used one and also the most popular nowadays is "autonomy". Most people now agree that autonomy and autonomous learning are not directly the synonyms of, 'self-directed', 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'.

These terms basically describe various ways and degrees of learning by yourself, whereas autonomy refers to abilities and attitudes (or whatever we think the "a capacity to control your own learning"). The point is,

then, that learning by yourself is not the same thing as having the capacity to learn by yourself. Also, autonomous learners may be better than others at learning by themselves, but they do not necessarily have to learn by themselves. Over the last few years, for example, more and more research is coming out on autonomy in the classroom and 'teacher autonomy'. The terms 'independent learning' and 'self-directed learning' also refer to ways of learning by yourself. But these terms are very often used as synonyms for autonomy.

Autonomous learning is defined by many researchers and handled the issue from their own perspectives and also from their own research point of view. But mostly in the field of learning or specifically language learning, we may encounter with many definitions made by many researchers or thinkers as in the following:

- A. S.R. Shredder, (2003) Self-directed learning or a shift of responsibility for learning from teacher to student.
- B. A. Fennier, (2000) an attitude or even a philosophy than a methodology.
- C. Holec (1981) the ability to take charge of one's own learning... This ability is not inborn but must be acquired either by "natural" means or (as most often happens) by formal learning, in a systematic, deliberate way.
- D. S. Cotteral, (2000) Autonomy is an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life.
- E. D. Little, (1989) The goal of all developmental learning and, is, moreover, fundamental to its processes. Acceptance of responsibility for one's own learning. (1991)A capacity for detachment, critical reflection, decision making and independent action.

- F. G. Kelly, (1963) a person's processes are psychologically canalized by the ways in which he anticipates events.
- G. A. Wenden, (1991) In effect, successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes which enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous.
- H. P. Benson, (1996) stated that the concept of autonomy is indeed beginning to enter the (1996) mainstream of language learning methodology. Autonomization is necessarily a transformation of the learner as a social individual... autonomy not only transforms individuals, it also transforms the social situations and structures in which they are participants.
- I. Kant (1991) Foundation of human dignity.
- J. Allwright (1990) A constantly changing but at any time optimal state of equilibrium between maximal self-development and human interdependence.
- K. Hunt, Gow and Barnes (1989) Decision-making process involved in identifying problems and making relevant decisions for their solution through access to sufficient sources of information.
- L. Legutke and Thomas (1991) and Littlewood (1996). An ability that has to be acquired (learning how to learn) and is separate from the learning that may take place when autonomy has been acquired.

M. Young (1986) Authoring one's own world without being subject to the will of others.

N. Dickinson (1987) complete responsibility for one's learning, carried out without the involvement of a teacher or pedagogic materials.

O. Dickinson (1992) an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning.

P. Baud (1988) Students take some significant responsibility for their own learning over and above responding to instruction.

from all above definitions of autonomous learning, we can explained it as: Situations in which learners study entirely on their own, a set of skills which can be learned and applied in self-directed learning, An inborn capacity which is supposed by institutional education, The exercise of learners' responsibility for their own learning and The right of learners to determine the direction of their own learning.

2.6 The Importance of Autonomy and Autonomous Learning

There are many controversial ideas for the promotion of autonomy, but mostly in recent times with the studies and the classroom applications of learner strategies and the benefits on individual enhancement in learning process many educationalists tried to rationalize autonomy and how to support their learners to be autonomous Finch, (2001: 5).

Dickinson, (1987) provides five main reasons for supporting self - instruction

A. Practical reasons,

B. Individual differences among learners,

- C. Educational aims,
- D. Motivation,
- E. Learning how to learn foreign languages

Cottrell, Benson and Voller, Brooks and Grundy, Little, Kelly and many other names are also advocated for autonomy or namely self-instructed learning and commonly agreed on the following issues:

- A. A resulting increase in enthusiasm for learning Littelejohn, (1985:2).
- B. Taking an active, independent attitude to learning and independently undertaking a learning task is beneficial to learning; personal involvement in decision making leads to more effective learning Dickenson (1995:3).
- C. When the learner sets the agenda, learning is more focused and purposeful, and thus more effective both immediately and in the longer term Dickenson, (1987: 4).
- D. When responsibility for the learning process lies with the learner, the barriers to learning and living that are found in traditional teacher-led educational structures need to arise Dickenson, (1987:5).
- E. Without such barriers, learners should have little difficulty in transferring their capacity for autonomous behavior to all other areas of their lives, and this should make them more useful members of society and “more effective participants in the democratic process.” Little, (1991: 6)
- F. Finch, (2001: 6) argues: “...much of the significant language learning which individuals, for variety of reasons, undertake at different stages in their lives, occurs outside classroom walls

unassisted- some would state unencumbered- by a classroom teacher”.

G. Brown, (1994: 124) claims that “learner strategies are the key to learner autonomy, and that one of the most important goals of language training should be the facilitating of that autonomy” as cited in.

2.7 The Use of Technology

2.7.1 Communication

Little (1991:11) has noted that, autonomous learning is not exclude the teacher’s input, which we consider important for guiding students, especially those who have had little opportunity to make academic decisions previously. The Internet, through chat and e-mail, or voice mail such as Skype, or any messenger service such as Yahoo Messenger, gives them the option of communicating with their teachers or with other classmates, outside of classroom and consultation hours. The knowledge that someone is near with advice or suggestions, or just to listen, provides a physiological boost for a student who needs feedback on his/her performance.

2.7.2 Good source of authentic materials for autonomous learning

The Internet is an excellent source for authentic input for students; there is wealth on information to be obtained. An essential part of making students independent learners is to help them become aware of their needs, know their learning styles, maximize their strengths, and work on their weaknesses, which is done through interaction with specific tasks and materials. However, this can only be achieved if the learners are willing to work.

Interest and motivation are therefore two important factors in learning, and the Internet offers a wide variety of different topics suited to individual tastes and learning styles, as the information can be received through text, audio or video, images and graphics. Students can use any of the search engines to find topics which interest them and the teacher can design generic worksheets to work on special areas. Students have a choice between working with material designed for native speakers where

the student would have an opportunity to receive input beyond their present level, as those especially geared toward foreign language learners with progressively increasing levels of difficulty where learners can work at their own pace, in areas that they consider need to be improved.

By choosing what they consider to be the best option given their perceived needs and goals, the learners are in position to take control of their learning process.

Apart from content, the Internet also offers the teacher many tools that can be used in creating activities for individual student learning; there are many different types of such software available on the Internet. Students enroll in the class and do the activities, and their progress is tracked by the software. They can check on their progress at any point and time and can so monitor their learning, deciding where more work needs to be done. Different types of exercises, besides the traditional (True and False, multiple choice and multiple correct, short answers and cloze) can be generated by software and new twists to old exercises maintain student interest (e.g. multiple-choice questions changed to “Rags to Riches”, and a sequencing exercise now called “Picture perfect”).

In the area of vocabulary learning, the Complete Lexical Tutor not only has a vocabulary profiler to find the lexical density of the text and enumerate the words found on a frequency-based wordlist, but can also be used for checking spelling and creating a cloze. This software can be used by the teacher who needs to determine the level of difficulty for an article that may have been selected by the students, in order to help them make decisions with regard to the texts they should read St. Louis, (1999).

Once more, the use of different types of activities, with input being received by the learner through a visual, aural or kinesthetic medium, not only provides for individual learning styles, but may also lead to the information being processed on different levels in the learner’s cognitive system and so increase the likelihood that it will be stored in memory. Learners can also use software to create their own activities and in so doing participate actively in their individual learning process by setting their goals, choosing the material, designing the activity, and evaluating their knowledge. In this sense, learners will have achieved the different degrees of autonomy mentioned by Nunan, (1997).

2.7.3 Designing Work for Autonomous Learning Within the Classroom

The following is an example of how software can be used to create activities, which are incorporated into a lesson within the constraints of the classroom and the objectives of an official language program. The texts were chosen because they illustrate rhetorical functions which should be taught in this course.

People and colour (<http://slrubena.com/alg/colour.htm>)

A. Materials: Two texts taken from the internet:

1. Psychology of Colour, at <http://www.factmonster.com/spot/colors1.html>
2. What colours mean, at <http://www.factmonster.com/ipka/A0769383.html>

One reading taken from an ESL reading text:

1. People & colour - taken from Sonka, (1981: 26: 33)
2. Tutorial on adjectives

B. Objectives:

1. reviewing adjectives
2. skimming for main idea
3. scanning for specific information

a) Reading tasks:

Students scan texts to find the different meanings of colours, and predict if the meaning of these colours will change in the future.
Meaning of colour (http://slrubena.com/alg/meaning_colour.pdf)

1. Students scan text to find what different colours symbolize to different cultures throughout history: Compare what the same colour means in different countries. Colour symbols (<http://slrubena.com/alg/coloursymbols.pdf>)
2. students use information from the texts to advise clients on the best colours to be used in certain situations, and give reasons to support their choice: Colour advisor (http://slrubena.com/alg/Colour_advisor.pdf)

- b) Vocabulary tasks:
 - 1. Students look up the meaning of adjectives that describe emotions.
- c) Interactive activities:
 - 1. Crossword puzzle (post reading for What colours mean)
 - 2. Drag and drop vocabulary activity (What colours mean)

In this example, students were given a choice of readings and activities. Images were used to introduce vocabulary and students were asked to look up the meaning of emotions whose meaning they wanted to know in English. They were also supposed to use the new knowledge they had obtained from the text to advice clients thereby voicing their views on the topic.

2.8 CALL and the Teacher's Role in Promoting Learner Autonomy

According to Levy's (1997: 54) there seems little doubt that CALL (computer assisted language learning) is presently the most innovative area in the practice of foreign or second language teaching and learning. Advancing with the technology, it continues to offer new pathways for learners. Moreover, published research in recent years shows that learners genuinely raising their level of proficiency in the target language and cites encouraging instances of learner autonomy, which modern teaching methodology regards as a highly desirable outcome and which CALL claims to promote. However, perhaps because of the association with autonomy, research reports tend to give little or no attention to the role of the teacher. They focus, not unreasonably, on learners, who, individually or together, are supposed to get on with the work themselves. The question of what teachers have to do to make a CALL task or project successful, apart from setting the assignment, is not viewed as an important consideration.

In this thesis, the researcher look at some of the limits on the practice of CALL, constraints which, if not taken into account, can lead to failure or limit success and make the goal of autonomy more isolated. It is the teacher who has to deal with such constraints. The researcher argues, therefore, that the teacher's role in CALL needs to be more effective than has been acknowledged so far. Of course, placing more emphasis on the teacher puts the achievement of autonomy at risk: so the researcher will suggest reasons why this needs not be so.

2.8.1 Autonomy in Theory and Practice

Firstly, it is important to accept that CALL can genuinely lead to autonomy, to a state in which learners exercise as much control as possible over the learning process and are as little dependent on the teacher as possible. Although the causal relationship is commonly assumed or referred to in the research, it should not be taken for granted. The opportunity for self-study, which the computer clearly offers, is no guarantee of autonomy, especially if the range of roles and options provided to the learner is restricted. This occurs, for example, when the computer is merely a substitute instructor - the computer as tutor, to use expression - and transfers no authority to the learner in terms of decision-making Levy's (1997: 70).

However, the versatile modern generation of CALL programs, exploiting a gamut of applications from word processing to Virtual Learning Environments, tends to show awareness of the need to give the student significant responsibility over the management tasks in his or her learning. It is entirely credible that such programs little, (1996: 203) states that:

“CALL programs can promote the development of learner autonomy to the extent that they can stimulate, mediate and extend the range and scope of the social and psychological interaction on which all learning depends”.

Impressive illustrations of this extended range, which language teachers could barely conceive a decade ago, are now accessible. To improve academic writing, a skill in which CALL could do until now offer relatively little assistance, students can make use of an online reference allowing them to consult electronic resources beyond those of grammar-check, dictionary and thesaurus. For instance, there are tools that, incorporated into a word processing program, allow writers to refer to resources about the language while they compose text. One such tool provides a means of automatically formatting references and in-text citations, thus drawing the attention of writers to the correct exploitation of secondary sources and “reducing the likelihood of inadvertent plagiarism” Milton, (1997: 247).

Learners make the inferences themselves, but the most striking opportunities for autonomous behaviour are in Computer Mediated Communication (CMC). An asynchronous tool such as e-mail exchange

enhances Metacognitive awareness: learners can reflect on their own and their interlocutors' responses, scrolling back through texts to reconsider grammar, vocabulary and rhetorical strategies; they can refer to resources like an encyclopedia or dictionary without noticeably disrupting the flow of discourse Davies, (1999)

Further evidence of the effectiveness of CALL in promoting autonomy is emerging from the observations of teacher-researchers and the testimony of the learners themselves. Reporting on a collaborative Web-page creation project, for example Toyoda, (200: 2) maintains that students “formulated their tasks independently right through to the end of the semester” and “were able to carry on their work without the teacher's detailed instructions...”

2.8.2 Learners' Lack of Interest

Clearly, a large number of foreign language students, like students everywhere, are fascinated by the computer, and they would regard computing skills along with the acquisition of English as “essential for survival in the modern world” Sergeant, (2001:241).

According to surveys that Sergeant conducted at an Australian university in 1997 and 1999, a very large proportion of respondents, students of EFL, wanted to improve their English through computer use, and a comparable survey conducted by a colleague at a university in Thailand revealed 100% of those who are interested Jones, (2001).

Nevertheless, there are individuals who do not use the computer as a tool for learning a language. Just one or two such individuals in a class raise an awkward dilemma for the teacher, who can set out for them the rewards of CALL but cannot oblige them to learn by this medium. The question is thus ethical. Once the teacher recognizes this, she or he has to face the managerial question of what alternative tasks to devise. It may be that the students' resistance to CALL arises from a laudable recognition of what kind of learners they are not and thus in a sense they exercise their independence.

Such a response could be regarded as a corollary to Aoki's, (1999:9) claims that: knowing “what kind of language learner one is and how one learns” is a characteristic of the capacity for autonomy.

According to Burston and Monville-Burston, (1999) there is a category of learners who experience “perceptual/cognitive overload” when faced with

multimedia: one of the fourteen students in their study appeared to fall into this category.

2.8.3 Constraints on the Practice of CALL

Theoretical arguments and reports of CALL in practice such as those cited above may give the impression that the path towards autonomy is broad and straight. Nevertheless four major constraints were identified on the potential success of CALL projects and their prospect of cultivating autonomy. (The biggest constraint of all, of course, is absence of technical support. Without it CALL simply cannot proceed. In the following discussion, the provision of technical support is assumed.)

2.8.4 Learners' Lack of Technical Competence

Most initial CALL classes are likely to have a mixture of technical abilities, perhaps the whole range from complete or near-novices to expert users. Yet no activity or project can succeed without a prescribed level of mastery. Some of today's students whose experience with computers was very limited need a good deal of guidance in locating information on the Web, and without such guidance they waste a huge amount of time sifting through useless information Toyoda, (2001).

One reason why the trial multinational MOO project of Shield et al (1999) resulted in failure was that "lack of MOO experience caused great problems, especially in groups where no member had previously used MOO". A CD-ROM environment is not necessarily friendlier.

Student evaluations of Burston and Monville-Burston's, (1999: 1) French CD-ROM revealed that the users were "uneasy with the technology" and needed help from the teachers with it.

A solution is to place those learners who know less with those who know more, assuming that the latter are willing and patient helpers. At any rate, it is the teacher who has to take responsibility in this situation: to resolve the inequity, she or he has to recognize the students who need training and make sure that it is provided. For a Web-page design or MOO project the instruction could take hours, during which the target language is not necessarily being used in a communicative way.

2.8.5 Poor Interaction Among Learners

Communicative activity in CALL is greatly favoured in these days, whether it takes place between groups or individuals online or "around"

the computer, to use Little's (1996: 16: 213) expression, where two or more learners work on a program together. However, interactions of these kinds do not always run smoothly.

Toyoda, (2001: 2) for instance, cites the case of a student of Chinese in a CALL project who complained that she did not enjoy the freedom in her class because there was no communication between the students around her: "We would go to class and people would just sit in front of the computer and that was it. I'd arrive to class and do my e-mail and there was no class communication". Moreover, among some learners there might be a psychological or cultural predisposition against talking about oneself openly, as CMC tends to require.

Galloway and O'Brien (1998:8) warn that a "key-pal" project involving Japanese students could fail "because of the cultural reticence of Japanese to self-disclose". Teachers have to be attentive to such situations and take steps to enhance the quality of communication in class and, as in the case of learners who do not wish to learn by CALL, be ready to provide alternative activities.

2.8.6 A Threat to Autonomy

In a variety of ways, then, the CALL teacher's role is active and demanding - more so, I would argue, than current research is ready to acknowledge. Can it be said that CALL entails a degree of "teacher-directedness" that compromises the pro-autonomy teacher? To answer this question, it is worth considering views of learner autonomy in general, where there is more reference to the teacher's role than in the specific area of CALL research. According to its proponents, autonomy is a desirable goal in all language learning wherever it happens. However, a self-access centre is where independent learning activities are concentrated. It offers all kinds of learning opportunities free of the constraints of the classroom - those of time, an unbending syllabus, fear of making face-threatening errors and teacher direction. The learning here may occur "together with other learners" assisted by anyone else, including the teacher Holec, (1985:175).

Hence the emergence of the concept of "interdependency" in the discussion of the bases from which autonomy develops, in fact, it is arguably central to the development of autonomy (Voller 1997:109). No diminution of the teacher's role is entailed, merely a shift of responsibility, however we describe his or her role (facilitator, guide,

counselor and so forth), a teacher should be on hand to give individual help - help towards autonomous learning.

The paradox, as Sheerin, (1997:63) reminds us, is that “all learners need to be prepared and supported on the path to greater autonomy by teachers”. Into this context, CALL fits very well. The role of the CALL teacher is not different in general terms from that of any teacher supporting students' progress towards autonomy. What is different is that she or he cannot be an effective CALL teacher without knowledge of the range of learning opportunities that CALL offers. The acquisition of this knowledge should include specific training in what I would term “CALL pedagogy”, that is, the exploitation of those opportunities for the benefit of the learners. Responding to the four constraints discussed above, for example, this teacher will require two kinds of pedagogical preparation:

- A. Technical training to anticipate the needs of computer novices in everything from word processing to Web searches and MOO. This will be used to prevent students wasting precious time on relatively minor mechanical and decision-making matters. It also serves - let us be frank - to save the teacher from losing face at moments when the teacher is supposed to have greater competence than the student.
- B. Training in the ability to deal sensitively with students who, for any reason, resist CALL or the sort of autonomy that CALL offers, or fail to interact socially and communicatively through or around the computer in situations where such interaction is considered part of the learning.

The best possible promotion of autonomy by means of CALL depends on such teacher preparation. Are languages teaching institutions ready to provide it to their working teachers? A full answer to this question is beyond the scope of the present thesis. However, I cannot resist concluding with a provocative personal reflection: it seems that most institutions are far more willing to buy expensive technology than they are to offer their teachers formal training in its applications.

2.9 Learning Environment

2.9.1 A Supportive Learning Environment

There are a number of ways in which a higher education institution can offer institutional support to students to help learners become independent and autonomous. For example, the institution can provide

special spaces for workgroups, discussions and preparation of group work with the necessary facilities (computer, whiteboard, resources).

***The Warwick Learning Grid**

"The Learning Grid at the University of Warwick, UK, is a learning facility for students which is open 24 hours a day seven days a week only closing on Christmas Day. The aim of the Learning Grid is to provide students with a facility that actively supports the development of study, transferable and professional skills.

The facility provides an exciting, innovative, integrated, flexible space that supports students by facilitating independent learning in new and changing ways. It, for instance, supports individual study, group problem-solving activities, team working and presentation work, including an emphasis on facilitating the development and delivery of student presentations and supporting students in the use of digital multi-media for their assignments. It provides a wireless network, capacity for up to 10,000 reference use student texts, and careers resources. A wide range of equipment is also provided, including scanners and document visualizes through to electronic whiteboards, video-editing facilities, networked personal computers, video cameras with playback capability, etc. These facilities are located within study environments ranging from rooms for formal presentations to soft seating.

The service model for the facility is informed by a dual strategy of supporting students through a mix of primarily web-based resources and personal interactions. The latter is provided by permanent staff working with, and alongside, student advisors (as well as, of course, by fellow users of the facility). There is an emphasis on informality of approach, which is reflected in tolerance with mobile phone use and limited eating and drinking within the facility" Koivista, and Jokinen, (2010:16).

2.9.2 Supportive Environments

Supportive environments involve

- a) *Institutional support*, such as flexible study schedule, web facilities and study skills support
- b) *Teacher and tutor support*, such as good dialogue with teachers
- c) *Peer groups and tutoring/mentoring groups*, such as interaction and discussions with peers
- d) *Home and partner support*, such as help in managing the everyday life and deep understanding of the learner's situation

- e) *Work and other social network support*, such as financial help and allocated resources from the employer. Ibid, (p: 16).

a) Institutional Support

A study schedule (timetable) and its flexibility is one way to support learners. For learners who combine work and studying, time management seems to be an important issue. It is vital that an institution takes account of the restrictions learners have e.g. their ability to attend daytime classes if in employment or if they have children and cannot attend outside school hours.

On entering higher education you may be anxious about writing your first essay (assignment) especially if you have been out of the education system for a long time. Many institutions provide special sessions on study skills support. These will cover topics such as reading skills, taking notes, essay writing, revision and taking exams.

Departments are also an important infrastructure for creating a support learning environment. This includes both support from lectures and administrative staff. Find out what your institution offers in terms of learning support and guidance.

b) Teacher and Tutor Support

Mature learners seem to appreciate a good and fair relationship with their teachers. It is important that a teacher or a tutor appreciates the life experience of learners and treats them with respect in every situation. The teacher can also be a significant person in helping to discover new approaches, views and possibilities. The role of the teacher or the tutor is more extensive than merely teaching or facilitating learning. For mature and other non-traditional learners, dialogue with the teacher is the basis of a supportive and fruitful relationship.

c) Peer Groups and Tutoring/Mentoring Groups

Most students like group work and interaction with peer students. Interaction is seen important and beneficial for learning itself as well as for motivation, moral support and sharing. Studying with peers, who have to tackle similar situations in work, family and studies helps and motivates you to get over difficult times. Learners who are middle-aged (over fifty years and so) find it fun to study together and live away from the pressures of work. Ibid, (p: 18).

Interaction and discussions with fellow students also form a set of resources which promotes reflectivity as well as fostering independence

and critical thinking. Exercises and practices where students can exchange opinions and experiences in an equal and friendly atmosphere are seen to be very efficient for in-depth and quality learning. Non-traditional and adult students appreciate peer discussions but can feel isolated among young students maybe not in a classroom situation but especially free time activities.

d) Home and Partner Support

A supportive partner or family can be an invaluable resource for a learner. A non-supportive and negative attitude of the nearest and dearest can even cause a termination of studies. The support can simply mean that the learner gets help in managing everyday life or that there is deep understanding of the learner's situation. To get the support the learner needs to tell the family what is required for an effective learning environment.

In higher education there is also a question of family attitudes towards academic life. The family may have expectations for the learner to achieve and do well. On the other hand, the family can have doubts or reservations about higher education and the culture linked to it.

e) Work and other Social Network Support

Especially for students who connect study and work, the support they can get from employers is very meaningful. Some employers even support studies financially and by allocating other resources in the learning process. The work place can offer substantial support by providing materials and case studies for learning. Similarly, the social network of the learner can form a platform for discussions, examples, reflections and insights. The network can function in the same way as a partner or a family either supporting or discouraging the academic studies. Ibid, (p: 19).

2.9.3 Guidance, Interaction and Dialogical Learning

The scientific community highlights the relevance of taking into account interactions in learning processes. Different authors like Vygotsky (1986), Bruner (1996) and Rogoff (1994, 2003) point out that interaction among peers, teachers and all the educational community are a way to assure the improvement of the students learning process. On the other hand, Scribner (1988) considers that it is also necessary to recognize the validity of those skills acquired in informal contexts. The researcher considers that with the help of lecturers and classmates the learning

process can improve. He also supports the idea of including their life experience in the teaching procedures and assessment methodologies.

Dialogue is another aspect that non-traditional students point out; promoting it is a way to assure critical thinking in students who learn to share their knowledge with peers and lecturers. There is a pedagogical approach that studies in depth the role of dialogue in learning: dialogical learning Flecha, (2000).

Dialogical learning considers the main theoretical contributions in education and social sciences and the practical experiences recognized worldwide. Dialogue in the educational field is a way of assuring the democratic values and the transformation of exclusion situations Freire (1997), Habermas, (1984).

On the other hand, dialogical learning does not forget technical knowledge and emphasizes the role of instrumental dimension in education which includes the skills that are needed in order to obtain more complex ones later on Elboj et al. (2002).

At the same time, the acquisition of these skills guaranties a continuance in the educational system, and also, the development of a high quality education.

2.9.4 Student's Emotional Experience of Critical Reflection

Ted and Karl who are both studying to become nurses, experience higher education as really developmental and they do enjoy the stimulation to learn as an adult. Critical autonomous thinking is according to them to grow as persons and see reality and knowledge from different angles. To value different aspects and critical examine them is something they did not do in the same way earlier. Reality was more or less black and white; everything was judged as either true or false. Both estimate highly this personal development but Karl also emphasizes another side of the coin. After one year in higher education Karl experienced that he had changed. It came up suddenly when he visited some friends and his female friend showed him a publication which she was really inspired and impressed by. Karl had a look at it and rejected it rather brutally as he estimated it as neither scientific nor reliable. His female friend became rather disappointed and he felt that he had hurt her feelings and also that he took her enthusiasm away. Ibid, (p: 18).

Karl described also a changed relationship with his parents, “they have also noticed that I have developed and become more tedious, despite the fact my parents are educated”.

To face this change or development might be an emotional experience that is not always pleasant. Rather it is impregnated by contradictory emotions, where the individual sometimes feel stimulated, happy and safe and sometimes feel unhappy, guilty and frustrated. To develop critical autonomous reflection is therefore also an emotional journey that must not be neglected or underestimated.

To a student this can mean becoming a foreigner in his or her own family or together with his/her old friends. The things they were laughing about together before is maybe not any longer commonly appreciated and a gap between them might be felt by one of them or maybe by both of them. Marriage might end up in divorces and friendships might fade away. One important way to handle those emotional aspects of reflective learning is to share it with other students in communication. When talking to each other, students discover that they are not alone experiencing those emotions. This discovery is often relieving to them and to put words on what is difficult can play down some of the difficulties experienced.

2.9.5 Some Tools and Activities to Promote Autonomous Learning

In this chapter the researcher describes briefly some learning and teaching methods which are useful for critical reflection. The researcher focuses on explaining how these methods are linked to critical reflectivity. Here you find examples of practices which students find helpful for their own reflection and insights into the process of becoming critical and active learners. The researcher has highlighted the benefits of autonomous learning.

a) Group activities

1. Group work

Co-operative work in university education is a method that non-traditional students claim to like. Non-traditional students find that peer group work is a good way to share knowledge and promote solidarity. "Non-traditional students prefer classes organized in seminars where they can learn better through a dialogue with classmates and teachers". Group work is an activity that benefits non-traditional students, not only because it is a more dynamic and entertaining way of learning, but also because they acquire more

knowledge and skills, and their learning process becomes more useful. Ibid, (p: 24).

2. Interactive groups

In Spain there is a pedagogical activity based on group work that has been developed in some secondary, primary and adult education schools. This activity is called Interactive groups. The interactive groups are mixed groups of 4 or 5 students that are formed by giving emphasis to different gender, cultures and learning levels. Each group works in an activity for 20 minutes, mentored by a person of the educational community (volunteer, neighbor, family member, etc.). The interactive groups achieve two goals. The first one is related to being and learning together, because students of different cultures, gender and academic levels learn to help each other, and this is a way to promote solidarity and open dialogue. The second one is related to instrumental skills because thanks to interactive groups the learning process is to improve or strengthen learning and students acquire more knowledge. Ibid, (p: 25).

b) Use of role-play / simulations

Role-play and simulations unlike seminars and lectures are quite unusual methods in higher education. But when used they can become a stimulating setting to promote independent reflective learning for both students as well as teachers. Role-play can simulate real situations and create a context where the students have the possibility to try out their knowledge. The purpose of the role-play is to give you an opportunity for experiencing and acting in situations which are realistic even if they are simulated or fictitious. This is similar to case-studies or problem based learning but unlike those, role-play enables you to experience emotionally what the situation might be. For a student, the role-play implies that you have to improvise and be creative with what you have learnt in real situations. Conflicts might occur and interaction situations in the cases become more real to the students when acting.

***Example of a case conducted in Sweden**

The role-play in a course in planning societal technical system for engineers is constructed as an imitation of a municipal open meeting with community which intends to consult citizens. The students themselves are going to participate in that kind of consultation meetings later on in their

careers as Masters of Societal Engineering. In the community meetings, people analyse difficulties, possibilities and consequences.

The municipal plan is to fill a residential area with single-family houses and set up some apartment housing as well as a group house for people with special needs. The houses are planned to be built in a big green space that is used for recreation and especially organised football training for children. The residents in the area are making protests towards the planning e.g. writing letters-to-the-editor column and letters to the decision makers in the municipality. The residents have also made a list of names of people who wanted to express their disagreement. According to Swedish rules, the municipality invites citizens to a consultation procedure meeting, a meeting with the purpose of consulting the public before executing a plan.

The role-play is based on a real situation that occurred some years earlier. The students are told to read all documents like list of names, correspondence between the public and the civil servants as well as a letter to the editor. A role-list is prepared before hand with fictitious names but they correspond to real persons from the real case. There is one municipal politician as well as one politician from the opposition party, an architect, civil servants, residents from the area who were the most active in the protest actions and finally a chairman of the sports association. The groups of about eight students prepare their own individual roles beforehand so they can take part in the meeting actively and get ready to argue pros or cons of the compression of the residential area from the selected perspective. The teacher takes the role of the chairperson and two other teachers act as residents prepared to give fuel to the discussion if it ebbs away.

Afterwards the meeting is analysed by students and teachers, both in content and method, i.e. how people in their roles acted in the situation e.g. angry acting, knowledge-based acting. The group discussion is about how to react to people and handle them in this kind of meetings. Another issue to analyse is the form of a democracy that this kind of meeting produces. When it is a democratic meeting and when it is a societal information meeting, what does democracy demand and how can different conflicts of interests be handled/approached? Ibid, (p: 27).

2.9.6 Personal Activities – What You Can Do by Yourself

Even though social activities are crucial for developing reflective skills there is also an individual and very personal side to autonomous learning. This chapter is about the methods which are used to encourage students to form their individual insights and reflections as well as to take control over their own learning process.

2.9.7 Learning Log

The learning log is a focused academic journal – a diary of your learning process. It combines the learning of previous and ongoing experiences and reflective reports on the learning content with the process itself (including time taken, sources used, etc.) You can also use a learning log as a tool to help you develop your confidence and extend your learning.

You can think of it as an ongoing laboratory notebook for learning. With the help of the learning log you become more aware of your learning skills at identifying strengths and weaknesses as a learner.

You may initially find the diaries and logs difficult or meaningless, but in the course of time you might find it very useful for your learning as well as for your abilities to be critical and aware.

Furthermore, the fact that you have to write about new information or ideas enables you to sum up, the learning log provides you with an opportunity to become aware of what you are learning and the learning process.

When this happens, you know that what has been learned and you can communicate to others. It provides a pathway to continuous improvement and helps you to keep up to date your competencies and be comfortable with change. You are able to learn equally well from both success and failure, applying your knowledge of one specific situation to a broader range of other similar situations, learning even from the most unremarkable routine experiences

2.9.8 Portfolio

A portfolio is a collection of items organised in a notebook, file or a similar format. Collecting this information can help you to recognise the skills and abilities you possess in relationship to a career. As a method of learning, a portfolio can be understood as a sort of evidence of the road the individual has been through during the self-development process. Ibid, (p: 29).

b) What Can be Included in a Portfolio? Everything that is Crucial or Significant to your Learning and Development

1. Questions raised while studying some theories, reading articles, discussing with peers and teachers.
2. Individual comments on texts, lectures and any kind of class activities.
3. Any paragraphs and quotations you have found relevant, inspiring, meaningful or - on the contrary – controversial.

4. Any visual forms of your ideas and issues, like graphs, schemes, icons or photos with comments explaining their importance and meaning for your development.
5. Your own reflection on how you are changing and why you find this particular direction the most suitable for you.

c) According to the Quality Assurance Agency of UK, a Portfolio is Intended to Help Students to:

1. become more effective, independent and confident self-directed learners
 2. understand how they are learning and relate their learning to a wider context
 3. improve their general skills for study and career management
 4. articulate their personal goals and evaluate progress towards their achievement
 5. encourage a positive attitude to learning throughout life
 6. Improve and encourage dialogue between learners and teachers.
- Ibid, (31).

2.9.9. How to tell/write your own story?

A) What does it mean ‘to tell a story’?

‘Telling’ seems to have a familiar ring: Fairytales are told. Grandmother tells a story. When we compare the sound of the word with ‘saying’ or ‘reporting’, we notice that telling is more emotional. Telling is a way of reliving the past. This is what makes it so interesting. But the form of telling is also something rather special. Telling follows different rules from those of reporting or arguing Kallmeyer & Schuetze, (1977).

If we get the chance to tell something to other people, if a circle of listeners or even a single listener gives us his/her undivided attention, then we must also have something to tell. We join in a kind of ‘contract’ and have to do our bit to make sure that this ‘contract’ is held. However, even the storyteller him- or herself profits from the chance to tell. He/she uses the opportunity to be in the focus of an audience. Every storyteller appreciates the atmosphere of interest and attention. Storytelling creates a friendly interactive situation, rather different from analysing or arguing Quasthoff (1979).

Nevertheless, each storytelling, in particular a narrative on your own biography, is a fruitful reflection on your life. It gives you the chance to link earlier experiences to the feeling of identity you may have built up in the presence. Or it makes you understand the problems you are currently confronted with. Biographical storytelling is always an experience of meeting yourself, of reconstructing how and why things happened and may have opened doors for future plans or, in contrast, did exclude you from the outset Schuetze (1984).

d) How Can You Use Story-telling in Your Study Experience?

Therefore, use the chance to tell your story – both informally and formally. Tell it to people in the same situation. You will see that your problems will be shared by others and your plans and dreams will be enriched by plans and dreams your co-students will bring in. Biographical storytelling creates friendships and co-operative actions Alheit, (1992).

But there is also an ‘analytical’ chance in it. If you have a tutor you trust, tell him/her your story. He/she will understand a lot more of who you actually are:

- A. from where you come and which obstacles hindered your educational career,
- B. which particular life experiences led you to higher education,
- C. which plans and dreams you have and which ideas may be not that realistic,
- D. Which opportunities you should reflect on and which resources in yourself should be strengthened.
- E. You are an autonomous individual; however, you experience this particular autonomy if you confront it with the autonomous experiences of others. ‘Learning difference’ makes you accept difference and, at the same time, also accept yourself as a learner. You are an important person among others. Telling your story gives you the feeling: that is true. Ibid, (p: 31).

e) What Makes It Useful to Write Your Own Story?

Of course, you are not a writer (maybe, not yet). However, to write down your own experiences, to reflect on the way you have gone, the problems you have solved, the people you have lost, new friends you have gained – this is part of an extremely important learning process. Fix it, just for yourself. It will be more than a ‘portfolio’ of recently achieved

qualifications and certificates. It is like a ‘treasure’ for reflections-to be. Don’t be afraid of it. Actually do it.

Telling and writing about yourself is the best way to get an idea about who you are. This idea will change over a time – which is normal and okay. But you will understand why it changes and why the changes are legitimate. We are lifelong learners. It is good to know not precisely what, but why and how we have learnt.

***Tasks & Questions**

- A. Remember the situation when you last told about your life.
- B. What prevents you from telling your story to co-students?
- C. Is there a tutor you would like to talk to and explain who you are?
- D. Try to write down your life experiences.
- E. Be very honest about it. It’s just for yourself. Ibid, (p: 32).

2.10 Methods of Evaluation and Assessment

Both evaluation and assessment have key roles to play in encouraging critical, autonomous and reflective learning amongst students. However, although they are often linked, their purposes are significantly different.

Evaluation is a way of estimating the value of a particular learning process or experience. Thus, learning logs or reflective diaries can be valuable ways of reflecting critically about what you have been doing, if it has worked well or badly, how it relates to theory, how you can improve your practice, how you can become more autonomous etc. Similarly, peer evaluation can give you very useful feed-back about how a particular presentation has gone, what others think about it, how you can improve it. However, assessment is different. It is usually more formal and, most importantly, is judged against an external standard or benchmark. If assessment is introduced into the keeping of learning logs or reflective diaries it means that the whole process is different. For example, it can be more difficult for tutors (or your peers) to help you develop your own reflections as they also have to judge them against some external standard. In addition, as you are now focused more on assessment, it may well mean that you take fewer risks in your learning and hence are less reflective as you become more concerned about getting the right answers, meeting the right criteria or impressing the assessor. Similarly, when peer evaluation is translated into peer assessment, it becomes more difficult to be open in both your feedback and reflective in your learning as these are now being formally judged. Ibid, (p: 33).

2.10.1 Continuous Assessment is Important

With continuous assessment, the student receives continuous feedback which will enable him/her to see his/her progress towards the objectives.

There are several forms of assessment, e.g. essays, assignments, examinations, oral presentations, etc., each of them contributing to the development of different skills. In this particular case essays and dissertations will equip you with a higher level of critical reflection and autonomous skills even if it demands more of your time. These skills will be useful to you in the future.

2.10.2 Diaries / Learning Logs in Assessment

We have already discussed the possibilities of learning logs; here we take a more intense look at them as methods of assessment. Diaries and learning logs can be seen as an assessment per se. "They also encourage learners to reflect on their own learning" Friesner, and Hart, (2005:117).

Learning logs "are structured in many ways, often dependent upon the topic being studied, the level of a qualification and the length of time over which logging continues".

The analysis of the log is usually carried out by an audit (e.g. SWOT analysis) and after that, the student decides on "which weakness to overcome and which strength to develop further" Objectives are set according to the acronym SMART – specific, measurable, achievable, realistic and timed *ibid* (117).

Learning logs are a formative assessment so they are written during the learning period. This will help the student to reflect on the extent to which the learning objectives have been achieved. At the end of the learning period the student can reflect on the whole learning process as well as on the role the log has performed in it.

Some students when asked for the first time to fill in a log do not feel it is real academic work. But this perspective changes once they have experienced it. They see the value of diaries because it helps them to reflect critically not only about what they have learned but the way they have done it. The most suitable approaches for analyzing data of logs would be a combination of content analysis, case study analysis, narrative and storytelling analysis or even the blend of them *ibid*.

2.10.3 Portfolios in Assessment

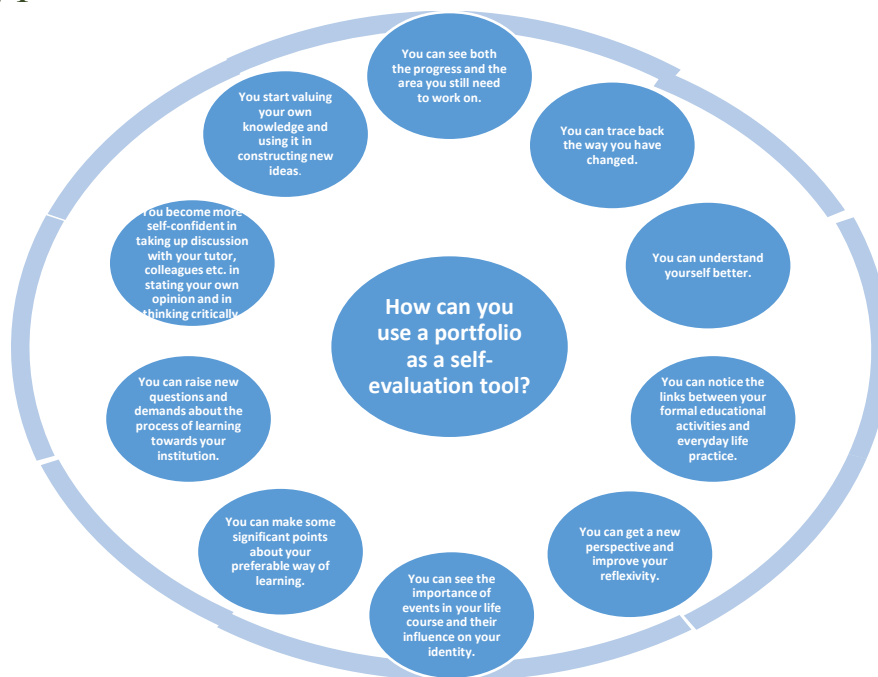
Portfolios are a good method of assessment for combining theory and practice. For instance, they can be used in subjects such as communication, business studies; work based learning, applied social

sciences, etc. As part of the assessment process you may be asked to do an oral presentation on the content of the portfolio. This type of assessment process will be useful in future work roles.

At the end of the assessment process, in some subjects, the lecturer might give the portfolio back to the student and it can constitute a good starting point to help performing a task in a profession.

The diagram (Figure 1) illustrates the benefits of using portfolios as part of your assessment.

Figure: 1



***Fenwick (1996) Suggests a Series of Steps to Follow When Beginning to Use Portfolios**

- A. Decide first – what is to be collected, by whom and when?
- B. Spend time introducing portfolios to learners.
- C. Work with learners throughout the portfolio process.
- D. Hold periodic conferences with learners.
- E. Grade portfolios holistically.
- F. Spend time responding to learners.

2.10.4 Peer Evaluation

In Sweden and Finland there is a strong tradition of peer evaluation in higher education. In a very early stage during the academic studies, students evaluate the work of each other in seminars and group sessions. The procedures are normal practice and are included in the curriculum.

The evaluation framework, objectives and practices are discussed with students prior to the actual act of evaluation. The underlying objective is to develop academic argumentation skills.

The peer evaluation is formative which means that it has a developmental approach. Adult or mature students tend to enjoy the discussions and reflections with their equals. Usually it is fruitful to hear fellow students' comments on their own ideas in a free and trustful atmosphere or environment.

In practice this kind of evaluation is often organised as a pair or a group exercise which includes writing a paper or/and giving a presentation. The role of the evaluators is to look the work of the fellow student very closely and in depth. The actual evaluation consists of asking for the rationale behind the work, commenting the output, giving feedback and putting the work in context of the topic they are focusing on. The peer evaluation resembles a referee process used in academic journals.

*Fenwick (1999) suggests an evaluation guide comprising a series of questions for each member of the group / student assess the cooperation in the team. Each question would be rated between 1 (Weak) and 4 (Outstanding). Examples of the questions are

- A. All members shared their ideas freely.
- B. We offered support and encouragement to each other.
- C. We tried to explore alternate ideas before we settled on a solution.

2.10.5 Self-evaluation / Involvement

Another specific method of evaluation that can be developed in university education and is very useful for non-traditional students is self-evaluation. This methodology implies the involvement of students in the evaluation process, and that signifies taking into account their opinion about their learning progress. During an academic year non-traditional students and adult learners have to be aware of the aims and learning outcomes of the subjects and then analyse if they have attained them. This self-evaluation is carried out in a dialogue with lecturers or teachers.

L'Escola de Verneda Sant Mart is a Spanish adult education school where the process of self-evaluation is based on the dialogue between students and teachers.

In La Verneda Sant Mart the exam is not used as a method because the priority is that students decide their progress through an egalitarian dialogue with teachers. In this sense, both students and teachers try to arrive at a consensus about their further studies in order to ensure what is

best for them. This kind of evaluation is possible thanks to the school organization which is based on democratic participation. Each contribution of any person who attends the school (teachers, volunteers and students) is taken into account in the decision making process Sanchez, (1999).

2.11 Teaching Listening Comprehension to EFL/ ESL Students

According to many researches and the teachers of ESL or EFL, the first question that should be asked about teaching listening is ‘What is listening?’ Over the past several years, there were many definitions of listening but the definition of the process of listening has always been hard for the researchers. The foremost important reason was its being an invisible mental process. Thus the researchers have tried to describe it by using indirect analogies and metaphors. Rost, (2002: 1) defines listening as ‘getting what the speaker says’ or related to the psychologists; it is a sensitive imagery ‘being open to what is in the speaker’ and he determines it in four main categories.

A. Receptive: Listening is what the speaker actually says.

1. Listening means catching what the speaker has said.
2. Listening means getting the speakers idea.
3. Listening means decoding the speaker’s message.
4. Listening means unpacking the speakers content.
5. Listening means receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker.

B. Constructive: Listening is constructing and representing meaning.

1. Listening means figuring out what is in the speaker’s mind.
2. Listening means finding something interesting in what the speaker is saying.
3. Listening means finding out what is relevant for you.
4. Listening means reframing the speaker’s message in a way that’s relevant to you.
5. Listening means understanding why the speaker is talking to you.
6. Listening means noticing what is said.

C. Collaborative: Listening is negotiating meaning with the speaker and responding.

1. Listening is coordination with the speaker on the choice of a code and context.
2. Listening means responding to what the speaker has said.
3. Listening is the process of negotiating shared information or values with the speaker.
4. Listening means acting interested while the speaker is talking.
5. Listening is signaling to the speaker which ideas are clear and acceptable to you.

D. Transformative: Listening is creating meaning through involvement, imagination and empathy.

1. Listening is involvement with the speaker, without judgment.
2. Listening is creating a connection between the speaker and the listener.
3. Listening is empathizing with the speaker's motivation for speaking.
4. Listening is imagining a possible world for the speaker's meaning.
5. Listening is the process of creating meaning in the speaker.
6. Listening is the completion of communication.
7. Listening is feeling the flow of consciousness as you pay attention to things.
8. Listening is the process of altering the cognitive environment of both the speaker and the listener.

Wong-Fillmore (1991:91) identified the role of listening in second language acquisition by stating the conditions required to learn a second language as in the following.

1. A learner who realizes the need to learn the second language and is motivated to do so;
2. Speakers of the target language who know it well enough to provide the learner with access to the spoken language and the support (such as simplification, repetition, and feedback) they need for learning it;
3. A social setting which brings the learner in frequent enough and sustained enough contact with target language speakers to make language learning possible.

Listening is required mainly in two of these conditions and it seems vital to master the target language. First one is the environment which provides

linguistic input in the form of listening and interaction opportunities embedded in social and pedagogic situations. In the acquisition process the need for the understanding of input and the form of the language is seen essential for the learner. The second one is the purpose of message comprehension for language acquisition. The learner must gain access to the spoken language code. This is directly related with the “comprehensible input” the amount and the type of input must be appropriate for language acquisition of the learner S. Krashen (2002: 93).

Also he stated that:

“There is a relationship between input adjustments and message comprehension, development from the learner’s current stage of inter-language development can be achieved only by the learner’s comprehending language that contains linguistic items (lexis, syntax, morphology) at a level slightly above the learner’s current knowledge. Comprehension is necessary in order for input to become ‘intake’ – language data that is assimilated and used to promote further development. The ability to understand new language is made possible by speech adjustment made to learners, in addition to the learner’s use of shared knowledge of context”.

He claims that: listening proficiency may be gained by ‘semantic-pragmatic means’ which makes it unnecessary for the listener to struggle to process unfamiliar structures (syntax and lexis) in full. That is the effort of composing new utterances, rather than comprehending new utterances Rost, (2002:94).

Related to these definitions, the role of input in L2 acquisition is directly based on a meaningful input. That means the meaningful input relies on some factors such as; interests, time, needs, age, sex, etc. Meaningful input can provide learners with a better L2 acquisition and that input can be obtained basically by the listening skill which takes place in the natural setting. So, the importance of listening to L2 is starting with the point of success in the acquisition process.

2.11.1 The Natural Sound Source

A quite different view in the beginning of the human speech is based on the concept of “natural sounds”; the suggestion is that the primitive words

could have been imitations of the natural sounds which early people heard around them Bellah, (2007:4) as follows:

“When an object flew by making a CAW-CAW sound, the early human imitated the sound and used it to refer to the object associated with sound and when another flying object made a CUCUKOO sound, that natural sound was adopted to refer to that object, the fact that all modern languages have some words with pronunciations which seem to “echo” natural occurring sounds could be used to support this theory”.

2.11.2 The Critical Period

The human child do not spring from womb as fully an articulating language user, it is generally thought that the lateralization process being in early childhood, it coincided with the period during childhood (up until puberty), there is a period when the human brain is ready to receive and learn a particular language. This period is referred to as the critical period, if a child does not listen to the language during this period, for any number of reasons, then he or she will have great difficulties in learning language later on (ibid).

2.11.3 Basic Requirement

The child must be physically capable of sending and receiving sound signals in a language, “All infants make “cooing” and babbling noises during the first few months, but congenitally deaf infants stop after six months so in order to speak a language, a child must be able to hear that language being used” (ibid.).

2.11.4 Extensive and Intensive Listening

Students can improve their listening skills and be given valuable language input through combination of extensive and intensive listening materials

and procedures', listening of both kinds is especially important to hear voices other than teachers, enables students to acquire good speaking habits as a result of the spoken English they absorb, and help improve their own pronunciation.

A. Extensive listening

Extensive listening helps students acquire language and make students better learners of language. "In extensive listening, teacher encourage students to choose for themselves what they listen to and to do so for pleasure and general language improvement, can also have a dramatic effect on students' language learning" Jeremy, (1955: 228).

Extensive listening will usually take place outside the classroom, in the students home, car, or personal stereos as they travel from place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen to.

Materials for extensive listening can be found from a number of sources, a lot of simplified readers are now published with an Audio version on tape. These provide ideal listening material where many students will enjoy reading and listening at the same time using both the recorder and tape. Students can also have their own copies of course book tapes, which accompany other book written especially at their level. They also listen to tape of authentic materials provided that it is comprehensible. The keenest students will listen to English tapes outside the class room any way, and will need little encouragement to do so. Many others, however, will profit from having the teachers give them reasons to make use of the resources available.

In order to encourage extensive listening, we can have students perform a number of tasks. They can record their responses to what they have heard in a personal journal, or fill in report forms which are prepared by asking them to listen to a topic, assessing the level of difficulty, and summarise the contents of a tape. We can have them write comments on cards which are kept in a separate box, add their responses to a large class listening poster, or write comments on a student web site. The purpose of these or any other tasks is to give students more and more reasons to listen. If they can then share their information with colleagues they will feel they have contributed to the progress of the whole group the motivational power of such feelings should not be underestimated (ibid).

B. Intensive listening

1. Tape Material

Many teachers use taped materials, and increasingly material on disk, when they want their students to practice listening skills. “It allows students to hear a variety of different voices apart from just their own teacher’s. It gives them an opportunity to meet a range of different characters’, especially where real people are talking” Jeremy, (1988: 130).

But even when tapes contain written dialogues or extracts from plays, they offer a wide variety of situations and voices. Taped material is available and cheap, and machine to play them are inexpensive.

For these reasons, many course books include tapes, and many teachers rely on tapes to provide significant source of language input. However, in big classrooms with poor acoustics, the audibility of

taped and disk material often gives cause for concern. It is often difficult to ensure that all students in a class can hear equally well.

Another problem with class room tapes is that everyone has to listen at the same speed, a speed dictated by the tape, not by the listeners. Also a group of people sit around listening to a tape recorder or disk player is not an entirely natural acceptance.

Despite the disadvantages, however, we want to use taped material at various different stages in a sequence of lessons for its advantages (ibid).

2.11. 5 Live Listening

“A popular way of ensuring genuine communication is live listening where the teacher and visitors to the class talk to the students”, this has obvious Advantages since students can interrupt speakers and ask for clarification; in live listening, the teacher reads aloud in a class. This allows them to hear a clear spoken version of written text, or act out dialogues either by playing two parts or by inviting a colleague into the class room (ibid).

Also one of the live listening forms storytelling, teachers are placed to tell stories which, in turn, provide excellent listening material.

A. Interviews: one of the most motivating listening activities is live interview, especially where student themselves dream up the questions.

B. Conversations: if we can persuade a colleague to come to our class we can hold conversation with them – About English or any other subject.

Live listening is offer an extra dimension to the listening experience over a series of lessons (ibid).

2.11.6 The Role of the Teacher in Teaching Listening Skill

As all activities, for listening we need to be active in creating student engagement through the way we setup tasks needed to build up students' confidence by helping them listen better rather than by testing their listening abilities. Teacher should be do as an organizer by telling students exactly what their listening purpose is , and give them clear instructions about how to achieve one of main responsibilities which can build their confidence through offering tasks that are achievable and comprehensible (ibid.).

2.11.7 Multimedia Materials

Multimedia are best used to show instead of telling how processes operate, clarify obstruct concepts and interview new information. Your use of multimedia also can become the basis of an assignment, for example; you may include a video clip of speech and then have learners write a critique.

With technical assistance, you may be able to produce high quality audio or video files so that learners can see and hear your lecture, demonstrate an activity or give a tour to a learner who has never had. The opportunity to meet somebody outside the electronic classroom may benefit from seeing and hearing you present course content as a lecture. Learners can replay on video or audio files at the course site because they may not retain as much information at one sitting by just listening or

viewing a lecture. Lectures should complement other presentational matters. A lecture, as part of a module's content, and supported with other materials and assignments, may be one way to update your course materials.

Adding a video or audio file of yourself is not the only way to use multimedia materials as your designed course. You may get permission to record a conference session or speech by a speaker you would like learners to see and hear. Adding a personal dimension, especially through the use of multimedia to the course materials you create can be a bonus for learners. Penny, (1984: 91).

2.11.8Pronunciation

Millions of foreign students learn English as well as they can with a pronunciation which can easily be understood. A book which is nothing but marks on paper, help anyone to make the English sound better. Therefore, you have to cooperate and listen to English as much as you can. Listening to English will make your ears sharper for the sound of English and when you can hear English properly, you can go on and improve your performance. "Language starts with the ear. When a baby starts to talk, he does it by hearing the sounds his mother makes and imitating them" (ibid).

A. Lend Me Your Ears

Most people can get the opportunity of listening to English in some way, and this is what people should do. People should hear English even this hearing it is not enough; but instead they listen to it for getting the meaning and how it sounds. Obviously, when somebody is listening to a radio, he/she will be trying to understand

it, trying to get the meaning from it, but he/she must try also for at least a short part of the time to forget about what the words mean and to listen to them simply as sounds. Take one of the English sounds at a time, e.g., the English, and listen for it each time it comes, concentrates on catching it, on picking it out, on hearing what it sounds like. Try to pick out the Englishness of it, what makes it different from the nearest sound in your language. And when he/she thinks that he/she gets it, and then he/she keeps repeating the words that he/she has heard. Say it aloud. It is one use practicing silently; because he/she can't talk English inside himself/herself. It has to come out, so practice aloud, it is much better in pronunciation O'Connor, (1980: 3: 5).

B. Understanding Intonation and Stress

“The English systems of stress intonation and rhythm, though perhaps less obviously difficult than the problem of the actual sound can interfere with foreign learner proper understanding of spoken English. It is therefore, worth drawing our students’ attention to the existence of certain general patterns. Primary among these is the division of utterance into tone-groups-strings of syllables run together to form single sequence and generally characterized one heavily stressed “tone”. The rhythm of speech is based on these tones and to lesser extent on other minor stresses, and intervening lightened syllables may be pronounced very fast so as not to break this rhythm” U. Penny, (1984: 20).

C. Listening and the Foreign Language Learner

The learner must learn to do the following while he is listening to gain the abilities that the native speaker already has.

1. Predicting: Trying to make a sensible guess, what people are going to talk about.
2. Guessing unknown words or phrases or talking to native of them and not stopping trying to understand the main meaning.
3. Using knowledge of the subject to help understanding.
4. Recognizing important point taking notice of unimportant points.
5. Remembering discourse markers and linking words.

2.11.9 The Listening Skills in General Course Books

How do course books deal with the listening skill which is seen as central to language learning? The course books should focus on the listening skill in two different ways.

Firstly, as part of general oral work, including dialogues and role play, where listening plays a secondary role compared to speaking. One of the most difficult and often unnerving aspects of taking part in a conversation in a foreign language is the unpredictability of the answer or response. Whilst learners can keep what they try to say within their linguistic competence, there is no way that, once outside the safe confines of the classrooms learners can control what comes back at them in conversation. The most effective strategy is quick thinking and accurate prediction of what to expect.

Course books could do more here to help learners to cope with this problem, such as providing dialogues where what the student says is well controlled and graded, but where the response is more difficult and harder to understand. Students could then be encouraged to develop strategies

coping, which would range from making informal guesses based on partial comprehension to asking for a repetition, which may or may not come in simple form, but at least give extra thinking time.

The second way in which Course books handle listening is in its own right, by recording listening passage for comprehension, for extraction of information, as a lead – in to discussion, in conjunction with a reading text, etc. We should check if the course books provide pre-listening Activities to focus learners' attention on the topic of the passage.

We also need to check the quality of the recording sound. the speed of speaking should be appropriate to the learners ability and level, and where different accents are used they should not normally deviate too drastically from whichever (standard) variety the students have become used to from their teacher and previous listening.

Another factor contributing to the difficulty of understanding recoded material is absence of vision, depriving students of all the supporting features, normally available through facial expression, gesture, eye contact, etc. The video tapes can overcome these disadvantages if they are available, but purchasing video tapes by the learners themselves and the equipment need to play these means that there are more audiotapes produced as part of course packages than video tapes, although videos are available as optional extras with some courses.

2.11.10. Check List for Listening

A. What kind of listening materials is contained in the course?

1. Does listening form part of dialogue / conversation work?
 2. Are there specific listening passages, what kind of activities is
- B. Based on them – comprehension question, extracting specific information, etc?
1. Is the listening material set in a meaningful context?
- C. Are there pre-listening tasks, questions etc.?

What are the recorded materials on audio cassette like in terms of:

1. Sound quality
 2. Speed of delivery.
 3. Accent
 4. Authenticity
- A. Is there any video material for listening?
- If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc.? C. Alan, (1995: 64)

2.11.11 The Language Laboratory

Based on Edward M. Stack, The language laboratory and modern language teaching, the language laboratory owes its existence to the recognition that the spoken form of languages is a control to effective communication and should have as large a share in instruction as it is in written forms. In order to implement this new orientation of language teaching, the textbook was supplemented by sound recording of native speakers. M. Edward, (1971: 3).

Generally, like any other laboratory, chemistry, physics, computer notably the language laboratory is an instrument that helps learners apply what had studied theoretically in the classroom. In classrooms, learners learn to pronounce new words, hammer, structures and listing comprehension. All these elements can be practically studied during language labs while listening to recording tape or CD which had been already prepared by native speakers.

Language labs also help learners practice the oral speech by hearing correct speech, sounds, know their mistakes, record their sounds to be used for other purposes, e.g., researches, and help learners to correct their mistakes.

To all these elements, language labs impulse learners' care and motivation also make language labs very effective in teaching English generally and particularly pronunciation.

A. The Purpose of the Language Laboratory

From the outset, it should be understood that the only realistic purpose of language laboratory is to avoid a convenient means of hearing and responding to audio lingual skills. The terminology of the computer age, the tapes are the (software), the program which actually produce the results. The electronic equipment (hardware) that conveys the sounds to the student are merely an intermediate agent, which allows the tapes, is used conveniently. No matter how simple or complicated this intervening hardware maybe, only the sounds on the tape can be ultimately resulting in any learning on the students' part. Well-designed linguistic drills are the essential elements. No amount of gleaming equipment, decking

relays, flashing lights or automatic tape decks can, by them, perform any linguistic function.

B. Function of the Language Laboratory

Language laboratory is fully equipped if the student can.

1. Hear the tape directly.
2. Stop, rewind, and replay the tape at any time.
3. Work at his own pace.
4. Select his materials freely. And further, if the teacher can:
5. Listen to individual student without disturbing.
6. Communicate with the student.
7. Control the programs when he so desires.

2.11.12 Radio and Recordings

Radio has traditionally depended on a single sense – hearing – to convey its rich meanings. And listening remains the only key to communication through radio and recordings. Radio is more obstruct than films and television, because, while these media have both sight and sound, radio has sound alone. Farther, the development of the ability to listen critically becomes especially important when we consider instruction based on radio and recordings. Indeed, the ear is the “door” through which media can transmit their messages.

A. Learning by Listening

In a society in which the written word and visualized event are given such a high valuation, the eye may be favored and the sense of hearing neglected – but there may be some hazards in this over dependence on the eye. Listening is one of the fundamental language skills. If a medium through which children and adult gain a large portion of their education. In this day of mass communication (much of it is oral), it is of vital importance that our pupils be taught to listen effectively and critically. Before the child learns to speak well it uses to communicate by gesturing, vocalizing, pointing, to things and through listening it masters some words before it enters the first grade. So, the children look and listen before learning to speak. Then when it acquires writing skills, it continues to use speech- communication through sound. D. Edgar, (1969: 475).

2.11.13. Audio- visual materials: Television

Television can be defined as an electronic motion picture with conjoined sound; both picture and sound reach the eye and ear simultaneously from a remote broadcast points.

2.11.13.1 The Educational Significance of Television

As communication medium, television is unique in its ability to bring many other aids into the classroom. Every audio and visual help we have ever known can be carried by television motion pictures, filmstrips, slides (particularly to provide setting for dramatic productions), recordings,

drawings, maps and innumerable instructional devices. Moreover, it gives schools the opportunity to present fresh, original, creative illustrations produced in the living present.

Television is Immediate and real. Current events can be brought to the classroom as they happen. Students can have contact with the great personalities of the world – the leaders in science, medicine, industry, the arts, government, and the humanities. They see and hear the people whose names appear in the news and this become real. S. James, (1959: 304).

2.11.13.2 Problems in Using Television

There are problems in the use of television. Teachers should know what they are and the extent to which they restrict the development of this instructional tool.

A. Viewing problems

With the classroom there are often viewing problems, such as poor reception or a television screen that is too small.

B. Program Suitability

Often the TV bill of fare simply is not suited to instructional uses, since commercial programs are intended for the general public.

C. Program Information

Teachers need to know a great deal about telecasts in Advance if they are to utilize them properly. For a great many T.V Programs,

there is a little or no information available prior to telecast, other than the name of program and the station involved *ibid*, (325).

2.11.14 Learners' Problems

A. Trouble with Sounds

Since most learners depend on context for comprehension, they are often unaware of the inaccurate sound perception.

B. Have to Understand Every Word

This is a very common problem, often unconsciously fostered by teachers and /or listening comprehension material which encourages the learner to believe that everything that is said equally important information.

C. Can't Understand Fast Natural Native Speech

Learners will often ask teacher(s) to slow down and speak clearly – by which they mean pronounce each word the way it would sound in isolation; and the temptation is to do as they ask – but if they do, they are not helping learners to learn to cope with everyday informal speech. They should be exposed to more spontaneous informal talk so that they can successfully understand what has been said.

D. Need to Hear Things More Than Once

There should be good pedagogical reasons for exposing learners to texts more than once. But in real life they have to deal with one – off listening; and we can make useful contribution to their learning if we can improve their ability to do so U. penny, (1991: 111).

2.12 Review Previous Related Studies

In the following section of this study some of the previous studies will be reviewed and later their results will be comparing with the result of the study.

Ahmed Gasm Alseed "A communicative approach techniques in English language teaching in Sudanese schools "A communicative Approach Techniques in English Language Teaching in Sudanese Schools". M.A. Applied linguistics - Faculty of Education - University of Khartoum - (1993).

1. Objectives

The study is carried to investigate the nature of techniques used in teaching English in Sudanese schools focusing in communicative techniques. It suggests techniques and activities through which the elements and communicative skills of language can be taught. It tries to answer the following questions:

1. Are the method applied enough to develop the communicative ability?
2. Are the activities enough to motivate the learners?
3. What the nature of communicative techniques?

2. Methods

The researcher has used two kinds of tools which are questionnaire and observation check list. The first questionnaire is distributed to the teachers' trainers. It deals with what they give during their courses. The second questionnaire is distributed to the teachers. It deals with their practices and methodological concepts. The third questionnaire is designed to test the applying of develop courses. The second tool the researcher has used was an observation chick lists it was designed to chick what the teachers has studied and weather they applied it in real teaching?

Twenty samples were chosen for the questionnaire and chick list.

3. Results

The researcher has come out with the following results:

1. Sudanese learners of English are rarely exposed to the target language.

2. Sudanese students learn English language in artificial situation. (Class rooms are not like real world).
 3. Sudanese learners do not have strong reasons for learning English language one reason is that; teaching is an exam-oriented. It does not serve their needs.
 4. Sudanese learners do not have close relation with the teachers.
 5. Sudanese learners are less motivated.
 6. They use the L1 more than L2 even their accent is Arabic accent.
 7. The number of students and the limit of time, give the students less chance to practice the language.
4. Recommendations
1. The researcher has advised the used of eclectic approach provided that, it should be based on communicative side.
 2. He recommended the motivation of students.
 3. He recommended the divided the class into groups because= it encourage communicative cooperation and more language use.
 4. He also recommended that teachers should speak English in class rooms. They should not over correct the learners' mistakes.
 5. Teachers should encourage the external English practices
 6. He recommended learners' centered approach teaching.

Khalid Ahmed Hassan Ahmed. "Receptivity Defensiveness and Certain Affective Factors in Communicative Language Teaching". Ph.D. Thesis. University of Khartoum- Faculty of Arts- English Department. (2004).

1. Objectives

The purpose of the research is to investigate the factors that enhances the learning and teaching of English communicatively with the following objectives

1. To examine the relation of motivation and receptivity.
2. To discover if the students' attitudes measured by instruments in this research towards the English language speakers, the English language class room and the English language teachers, are predictors of students' receptivity and defensiveness.
3. To find out if self-esteem is related to receptivity.
4. To find out if a low-level of anxiety is related to receptivity.

2. Methods

The researcher has used two type of tool to collect data:

1. Questionnaire
2. Motivational intensity scale.

The questionnaire is based on Albusairi self-esteem, it designed for twenty university students, it consists of 46 questions divided into five scales which are:

1. Self-esteem scale.
2. Motivational intensity scale.
3. Anxiety scale.
4. Attention scale.
5. Receptive scale.

3. Results

The researcher has come out with the following results:

1. Students have desire to learn the language and exert effort outside and inside classrooms which, stress the importance of motivation.
2. Learners have passive attitude towards the language itself and its speakers, the class room physical environment, the English teachers, communication English and towards the social factors related to the follow learners.
3. Passive attitudes toward the language, its people and culture have also been proved as predicator of achievement.
4. Low-level of anxiety is correlated with high-level of self-esteem and receptivity.
5. Anxiety was proved in previous research to be related to self-esteem but not as aspect of achievement.
6. Attention is an indicator of increased students' enthusiasm and interest to learn the language

4. Recommendations

The researcher has recommended the following point as the further study:

Relation between receptivity and defensiveness in factors like job and academic needs orientation, cognitive factors such as intelligence competitiveness.

Imam Al-ddin Awad Mohammed. " pair/ group interaction in oral skills courses for ESL university students" M.A. Research. Khartoum University- Faculty of Arts. (2000).

It's an empirical research in which, the researcher tried to find a suitable techniques for teaching oral skills for learners English as a second language.

1. Objectives

1. Finding out how pair/ group work activities attract the students, motivate them to orally participate and give them self confidence.
2. Investigate how pair/ group when combined with other models of teaching (whole class techniques), increase the rate of participation and thus the amount of talk and improve students' interactive competence.
3. Providing an atmosphere for the learners' to practice oral skills i.e. (listening and speaking) concentrating on the message and to interact the ideas in English and develop the ability to initiate and sustain conversation.
4. Encouraging teachers to be as a facilitator rather than sensor and more positive class-rooms' atmosphere.

2. Tools

The researcher has two major tools with a third minor one.

He used picture description test and experimental work to collect data. He also used lectures and reports with observations.

The picture description test is composed of fifteen pictures to be described by the students for the two minutes preparation and three for the answers. The test is composed of two sections. In each section there are five questions and pictures descriptions.

In the experimental group the researcher has used the pair and group work methods on his subject tasks user also conducted to test the group. The idea of picture description was adopted from Salih Nimer, (1998). It was used before by Ellis (1985) to elect the students language ability, fluency and self confidence.

3. Results

The researcher has come out with the following results:

1. There was a sort of an anxiety that, the use of pair/ group work invites students to make much noise and used much of mother tongue when the students out of the teacher monitoring.
2. Students reluctant to work in English reduces with the activities.
3. Students could be active participants if they find the chance to work.
4. Pair and group work encourage students to initiate conversation.
5. Pair and group work a grantee more students' talk and conversation.

4. Recommendations

The researcher has recommended the following:

1. Teachers should consider pair and group work as effective techniques for teaching English oral communication skills.
2. Activities should be prepared. It should be suitable for all levels if they are used in pair and group work.
3. Presentation of the activity should be made before any move of the students to start the work.
4. Using the group of good students to show the activity for the rest is a good way.

Ibrahim Bushra Madani. (Certain Factors in the Selection and Implementation of Communication Strategies). M. A. Thesis in English language. University of Khartoum- faculty of Arts (1995)

1. Objectives

The research aims to investigate the following:

1. How level of proficiening affect selection and implementation of communication strategies of
2. Sudanese learners at tertiary level? To investigate the learners' language production and how this can contribute to the development of L2 teaching and learning?

2. Tools

The researcher has used two main tools for data collection:

1. Questionnaire.
2. Writing test.

The questionnaire has divided into two sections; one questionnaire is composed of eleven questions about biological

side. The other is composed of twelve questions about the communication strategies.

The researcher has conducted communicative writing tasks to collect data. He asked the subjects to write composition about aids.

3. Results

The researcher has come out with the following results:

1. Level of proficiency is found as a real factor that affects learners' selection and implementation of communication strategies, in addition to other factors.
2. Teaching methodology should therefore, account for such factors in attempts to develop the target language learning.

4. Recommendations

1. Researchers should focus their attention on investigating learners' strategies competence with underlying factors and how this can contribute to development of their linguistics competence.
2. Investigation should be based on learners' language production.

Abdelkarim Hassan kakoum (Message Adjustment Strategy of Communication in Language Learner Performance). M. A. (1995). University of Khartoum- Faculty of Arts- Department of English.

1. Objectives

The research aims at:

1. Investigating message adjustment in different context. Varadi,(1995) has carried out an experimental for the investigation of this phenomena with nineteen Hungarian adults learners of English at an intermediate level. The present research investigate the written performance of sixty five Sudanese first year university students.
2. Testing the theoretical assumption put forward by Varadi in his new context with the aim of verifying than or at least showing their strength and weakness Varadi, (1983: p.96).
3. Testing the validity of the techniques pictured story which is used by Varadi, (1993) for the elicitation of the message adjustment strategies.

2. Methodology

The researcher has used pictured story as a tool to collect data. He asked the subject to describe the pictures in their own languages to identify the optional meaning the reason behind the first phase is to know what they want to communicate in writing. Then he collects the papers and asked the subjects to describe the same pictures in English. And put what they wish to convey into words with no dictionary and no help.

Every subject on his own then, comparisons were made between the experimental optional message and the actual subject's message.

3. Results

The researcher has come out with the following results:

1. The same experimental techniques of relating pictures of story in written production, could be reapplied in other contexts, may be with modification in the procedures in order to have a wide range of experience about strategic behaviors of learners during communication.
2. When faced with problems of expressing certain communicating goals or intended meaning, learners back to adjusting their meaning.

4. Recommendations

The researcher has recommended the following:

1. Giving more attention to Basic English vocabulary by both syllabus designers and teachers. (Subjects were ignorant of basic words).
2. Attention to vocabulary should not only include presentation but, it should include practice as well.
3. Teachers should focus on teaching literature in their programme because; it will enrich the learners repertoire.
4. Learner's restore to circumlocution rather than paraphrasing for their low competence.
5. To improve learners' proficiency, the teaching of paraphrasing seems to be very important.

Salah Nimer Mohammed Abu-Nawas. (Influence of Certain Affective Factors on the Choice and Implementation of Inter-language Communication Strategies), Ph.D. Thesis, University of Khartoum-Faculty of Arts- English Department, (1998).

1. Objectives

The aim of the research is to investigate communication strategies, Jordanian learners used in conveying their oral message and to investigate the possible influence of certain affective factors (motivation, attitude, anxiety and self-esteem) on the choice use of the communication strategies.

2. Methodology

The researcher has used two major tools of data collection.

1. Questionnaire.
2. Picture description test.

The questionnaire is meant to investigate the affective factors whereas, the picture description test is meant to find out the type and frequency of the communication strategies that the learners employ. However, a third tool of data collection used is structured interviews to find out other factors that could influence the use of communication strategies. All questionnaires measurers made use of items that were rated on five points liker scale; (agree, strongly agree, disagree ...etc).

3. Results

Based on statistical analysis of data the following results are drawn:

1. The results reveal that, there are strategies used by the students and there are factors that affect their used.
2. Learners use communicative strategies mainly (approximation and circumlocution).
3. Intermediate and high level learners use more communication strategies.
4. High level strategies use more achievement strategic.
5. Students use more literal translation use mime.
6. Most of the students practice facilitating anxiety which, facilitate and promote communication.
7. There is a correlation between self-esteem and topic avoidance.
8. Students have a long desire to learn English.

9. Students, who had passive attitude towards English, have parents who have the same attitudes.
 10. The majority of the students preferred communication with English people.
4. Recommendations
1. Teachers should consider students affective state and respond to it.
 2. Concern should be taken to decrease the amount of an anxiety via providing relaxed atmosphere in the class-room.
 3. To develop strategic competence, teachers should speak and encourage their students to speak in English.
 4. Teachers should use life communicative activities to help students to learn the language.
 5. Teachers should motivate the students to practice the language.
 6. To help students build up strategic competence; teachers should focus on teaching oral communication.
 7. Passive, present progressive and relative should be more stressed through more practice because, students avoid them.

What use have the researcher made out of the previous studies?

Having finishing scanning these studies, researcher came to know that:

1. Results of the studies clarify the reasons for why Sudanese students neglect the autonomous learning and avoid participating in English classes, which will consequently support and pave the oral communicative competence.
2. The recommendations of some studies show some ways of encouraging English use which, will also help us to find ways for developing oral communication.
3. Motivation, Attitudes, and anxiety, are the most effective factors in learning English language.
4. Families have great role in directing students learning.
5. Teachers should encourage students to interact freely in the classroom.

6. The curriculum doesn't encourage the autonomous learning to promote communicative skills.
6. The common strategies used by learners to overcome difficulties of communication are: Pair and group work a grantee more students' talk, conversation, role play, and game play.
7. Encouraging external use of English is stressed in all studies. It should be taken in consideration as way of developing oral communicative competence.

Chapter Three
Research Methodology

Chapter Three

Research Methodology

3.0 Introduction

This chapter explains the methodology of the study. In that, it describes the methods or techniques adopted, the instruments used, the population, the samples and the procedures of data analysis.

3.1 The Methodology

This study is descriptive in nature. It will focus on how far the autonomous learning is effective in promoting students oral communicative competence; and will attempt to investigate the different aspects of the autonomous learning and it will shed light on its strategies that need attention. The sections below give an account of the various components of the methodology.

3.2 Population and Sampling

The geographical setting of this study is Khartoum Locality. The population of the study is all of the English language teachers in the Sudan as well as the Sudanese undergraduate students. A sample of 50 teachers was randomly selected and 50 fourth year students from English Department - Faculty of Education- Sudan University of Science and Technology for the questionnaires.

3.3 The Instruments

Two questionnaires were used in the study for the purpose of data collection.

The questionnaires were developed through the following stages:

- It was designed by the researcher in consultation with some colleagues (Dr. Mahmud Ali Ahmed, Dr. Nasriaddin Alhaj Mohammed, Dr. Hassan Mahil Abdullah, Dr. Omer Alshafee Ahmed, Dr. Mohammed Eltayb Abdullah Dr. Taj Asser Hassan Bashum, Dr. Hilary Marino Pitia, Dr. Omer Hypan Omer, T. sapir mergani, T, Mohammed Abdullah Eljzuli, Dr. hytham Abdullah).
- It was then presented to the supervisor for approval.
- Then it was referred to ten experts teachers for judgment (Dr. Nasriaddin Alhaj Mohammed, Dr. Innas Ahmed , Dr. Hassan Mahil Abdullah, Dr. Omer Alshafee Ahmed, Dr. Mohammed Eltayb Abdullah Dr. Taj Asser Hassan Bashum, Dr. Hilary Marino Pitia, Dr. Omer Hypan Omer).

The reliability of the questionnaires was statistically analysed by SPSS. The Cronbach's alpha was as follows:

3.3.1 The Teachers' Questionnaire

The questionnaire has three sections. The respondents (fifteen English teachers at Sudan University of Sciences and Technology) were presented with items to which they were requested to choose one of five options: Strongly Agree, Agree. Neutral or Strongly Disagree, Disagree.

(i) Section one

This section of the questionnaire focused on that autonomous learning is effective in promoting oral communicative competence. This section of the questionnaire is made up of six items. The items were eliciting information about:

- a. Learners do not use autonomous learning in promoting English language oral communication.
- b. Teachers should encourage students to interact freely outside the classroom.
- c. Teachers should be aware of the importance of using modern technology when teaching communication.
- d. Learning how to use the library is like any other skill of autonomous learning.
- e. Using English language in real life (airports, hotels, and restaurants) play a great role in enhancing students' communication skills.
- f. Autonomous learning success depends upon learners' motivation.

(ii) Section two

This section of the questionnaire focused on that Autonomous learning is neglected by teachers and syllabus designers in promoting oral communicative skills. This section of the questionnaire is made up of six items. The items were eliciting information about:

- a) University curriculum should encourage autonomous learning in order to promote communicative skills.
- b) Communication through the Internet (face book, WatsApp, emails) has a great effect on oral communication.

- c) Your success in your oral communication depends upon your ability in all skills of learning language (listening, speaking, reading and writing English).
- d) One of the best strategies of autonomous learning is to set a definite schedule and then follow it.
- e) Exposure of learners to English language Educational programmes through TV and Radio in spare time develops oral communication.
- f) Language labs are one aid of oral communication development.

(iii) Section Three

This section focused on that Learners do not use autonomous learning strategies in developing oral communicative skills effectively. It had six items, too. The items deal with the following:

- a. Studying other subjects in English helps oral communication.
- b. Explaining texts in English improves oral communication.
- c. Monolingual dictionaries (English-English) are necessary to success in autonomous learning.
- d. Devoting adequate time outside the class for learning increases oral communication.
- e. Self directed learning vocabulary is a good opportunity to develop oral communication.
- f. Making notes is an effective strategy to develop autonomous learning.

3.3.2 The Students' Questionnaire

The questionnaire has three sections. The respondents (fifteen English Students at Sudan University of Sciences and Technology) were presented with items to which they were requested to choose one of five options: Strongly Agree, Agree, Neutral or Strongly Disagree, Disagree.

(i) Section One

This section of the questionnaire focused on that autonomous learning is effective in promoting oral communicative competence. This section of the questionnaire is made up of six items. The items were eliciting information about:

- a. Families have a great role in directing autonomous learning.
- b. Students learning style in colleges mostly depend on themselves
- c. Autonomous learning is a new method and an effective way for English language university students to encourage communicative skills
- d. Learners are aware of independent learning.
- e. The idea of a computer-aided independent English learning programme is needed at universities to enhance oral communication.
- f. Computer-aided English learning programme helps autonomous learning creativity and communication ability.

(ii) Section two

This section of the questionnaire focused on that Autonomous learning is neglected by teachers and syllabus designers in promoting oral communicative skills. This section of the questionnaire is made up of six items. The items were eliciting information about:

- a. Autonomous computer-aided learning activities with classmate have positive effect outside the classroom.
- b. University courses outline and staffs facilitate autonomous learning,
- c. Audio visual aids such as video-tape, DVD, CDs and TV can be autonomously used to reinforce communication.
- d. Families have a great role in directing autonomous learning.
- e. Attending English classes gives autonomous learning the outlines to developing oral communication.
- f. Play games and real experiences are important and make autonomous learning more meaningful and easier.

(iii) Section Three

This section focused on that Learners do not use autonomous learning strategies in developing oral communicative skills effectively. It had six items, too. The items deal with the following:

- a. While writing the main points in a lecture one can observe, evaluate and criticize ones learning.
- b. Continuous assessment increases autonomous learning motivation and interest

- c. Peer evaluation develops open communication and face-to-face dialogue of autonomous learning.
- d. As a student, it is important to access e-journals and information on the WWW in order to assist you in your autonomous learning and self assessment.
- e. Describing things and reading notices and signs in the surroundings (home, public-traffic, and work) can increase oral communication.
- f. Reading literature such as (short stories, tales, poems, anecdotes) and playing the characters role in a quiet voice help oral communication.

3.4 Procedures for Data Analysis

The data collected thorough the questionnaires then tabulated and treated statistically by the SPSS programmed. The results in percentile used to answer the relevant study questions. The relevant statistical measures that will be focused on are: the mode, the mean and the standard deviation. The results will also be used to answer the corresponding research questions and to verify the hypotheses.

3.5 Validity and Reliability

3.5.1 The Table of Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.969	.975	8

This table shows a very high figure of reliability (0.975).

3.5.2 Content Validity

Validity means extent to which a tool measures what it claims to measure. It is vital for questionnaires to be valid in order for the results to be accurately applied and interpreted.

Nine professionals (Dr. Nasriaddin Alhaj Mohammed, Dr. Innas Ahmed , Dr. Hassan Mahil Abdullah, Dr. Omer Alshafee Ahmed, Dr. Mohammed Eltayb Abdullah Dr. Taj Asser Hassan Bashum, Dr. Hilary Marino Pitia, Dr. Omer Hypan Omer) were requested to comment on the questionnaires in terms of clarity and validity of the items and their relevance. In the light of the ELT experts' judgments about the relevance of the items to the purpose for which they were defined, the number of items was 18. Some of statements were dropped, whereas complicated or ambiguous ones were reworded and simplified in order to make them concise and precise.

On the other hand, some statement asked for other comments and suggestions, was deleted. Moreover, the length of the questionnaires and the time needed for administration were taken into consideration. Experts' opinions contributed to the modification of the tools in both content and design. For instance, Preliminary data are used to find the homogeneity of the sample, homogeneous in primary sample of teachers in terms of age, gender, experience and qualifications were pointed out. Therefore, they were deleted and also the primary sample in the students' questionnaire.

3.6 Reliability

Carmenz and Zeller (1991) Persistence precision scale as the tool's ability to give the same results if the measurement repeats the same person

several times in the same circumstances, reliability is known as the stability or consistency of the assessment. Reliability and validity in most cases is the correlation coefficient, and are intended to repeated readings over the measurement results link. In many of the research is use a tool to measure for the first time, be tested on certain people and then re-tested the same people again, and then calculates the correlation between the measurement results at the initial time with those of the next time coefficient. It is obvious that if the high credible tool, the results of these times will be the same or applicable to the first measurement results. In addition, the validity depends on the internal consistency, which means that the questions, all in the public purpose to be measured. There are numbers of statistical methods for measuring the validity and the most common and in which we can measure the consistency is a way (Alpha Crunbach), which depends on the internal consistency and give an idea of the consistency of the questions with each other and with all questions in general. Overall, the judgment on the validity depends on the amount resulting from the statistical analysis the correlation coefficient. Many researchers believe that the link which exceeds 0.8 guarantor tendency toward validity tool used coefficient

3.7 Summary of the Chapter

This chapter provided plan of the basic elements of the methodology and the methods of data collection and data analysis. Issues of sampling, validation and reliability have been discussed.

Chapter Four

Data Analysis, Results, and Discussion

Chapter four

Data Analysis, Results, and Discussion

4.0 Introduction:

In this chapter, the researcher has analyzed the data he has obtained from the teachers' questionnaire and students' questionnaire.

4.1 The Teachers' Questionnaire:

According to the hypotheses the questionnaire was divided into two parts, each part has nine statements, to achieve its hypothesis.

*Table of Statistics

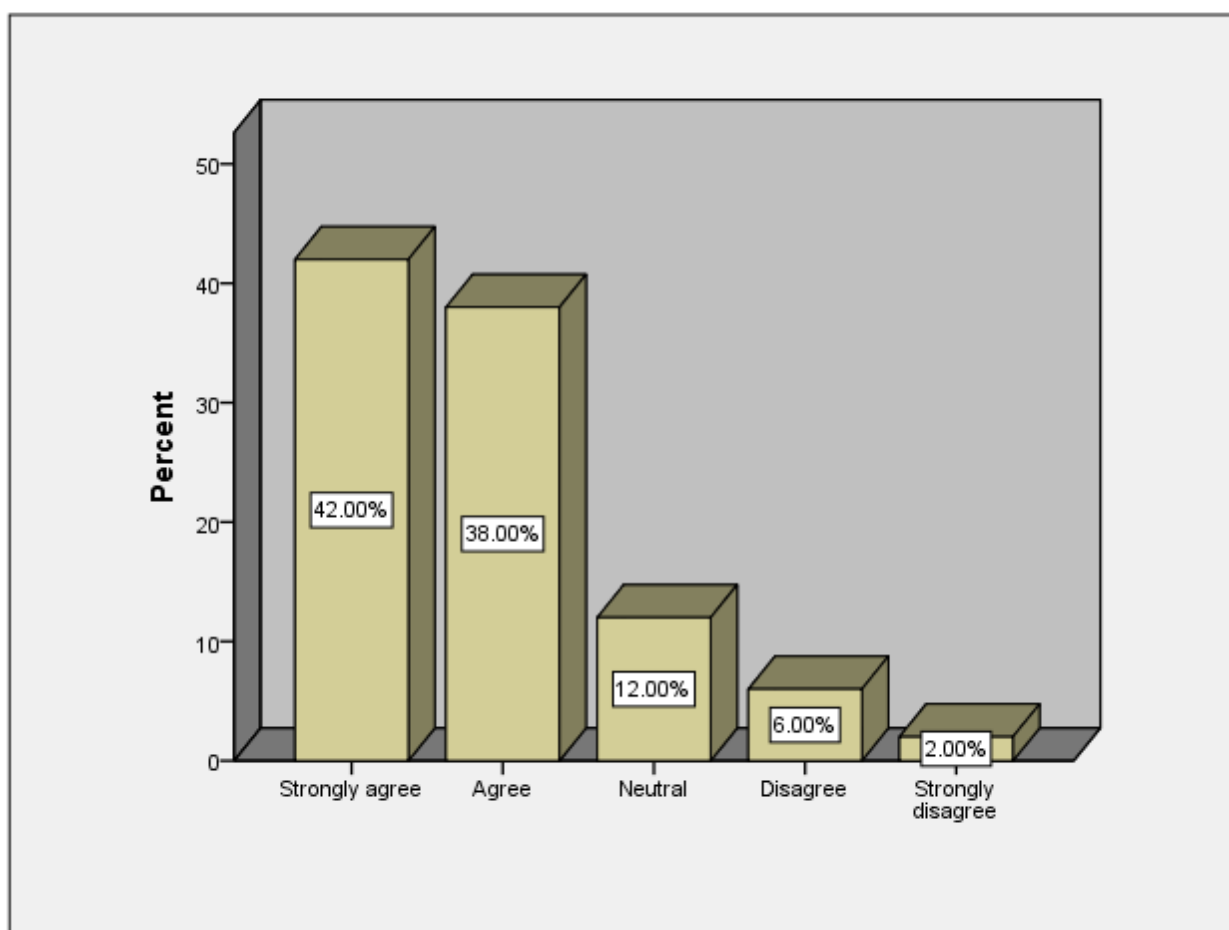
N	q1	q2	q3	q4	q5	q6	q7	q8	q9	a10	a11	a12	a13	a14	a15	a16	q17	q18
Valid	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
Mean	1.86	1.92	1.74	1.46	1.78	1.68	1.58	1.96	1.34	1.52	1.50	1.54	1.90	1.72	1.94	2.04	1.82	1.28
Median	2.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	2.00	1.00
Mode	1	2	2	1	1	1	1	2	1	1	1	1	2	2	2	2	2	1
S. D	.990	.862	.633	.813	.887	.844	.810	.947	.479	.677	.647	.762	.909	.730	.890	.925	.691	.497

4.1.1 Part one: autonomous learning is effective in promoting oral communicative competence.

4.1.1.1 Statements:

1. Learners do not use autonomous learning in promoting English language oral communication.

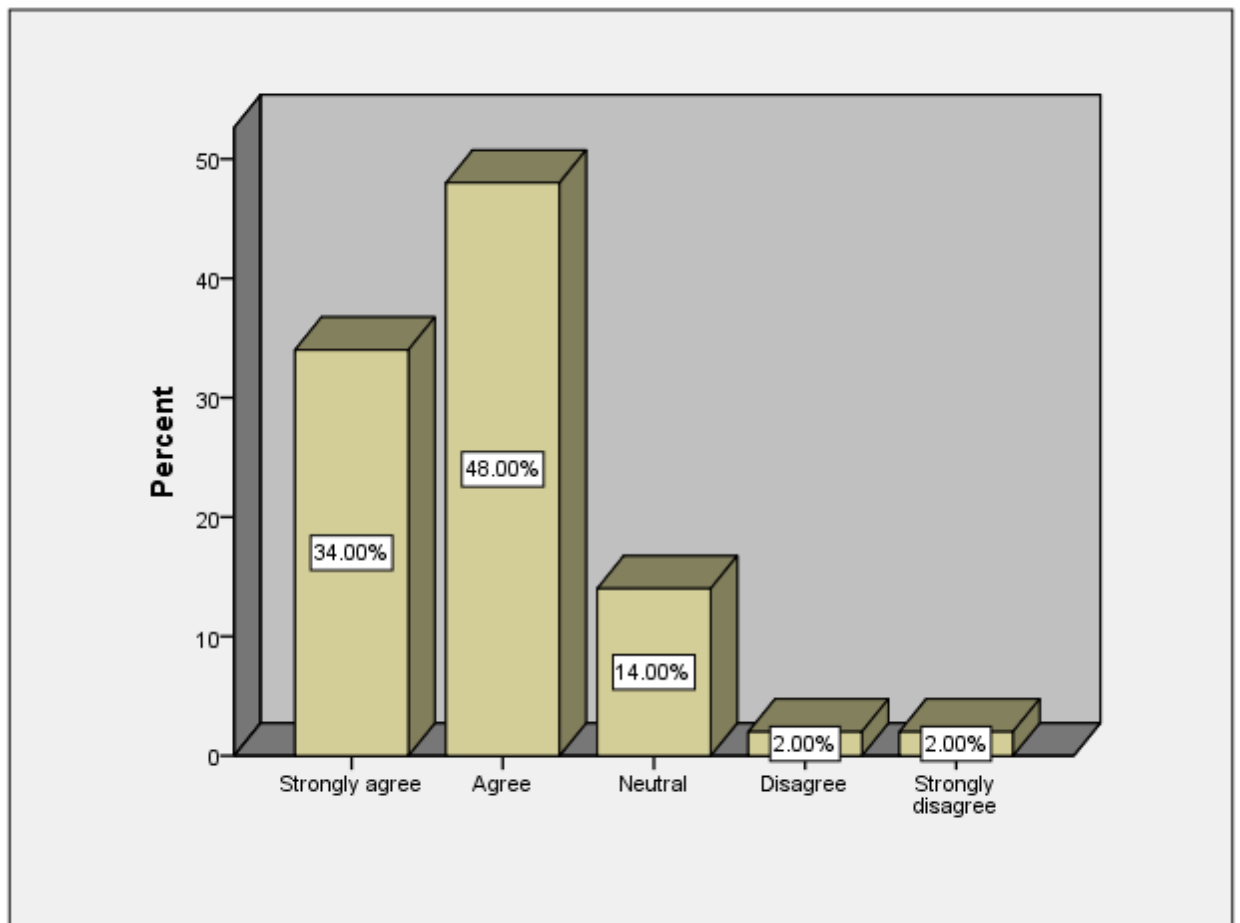
Valid	Frequency	Percent
strongly agree	22	42.0%
Agree	18	38.0%
Neutral	6	12.0%
Disagree	3	6.0%
strongly disagree	1	2.0%
Total	50	100%



From the table and the chart above we can notice that, strongly agree together with agree equals (80%). This justifies that Learners do not use autonomous learning in promoting English language oral communication; which is highly supported the hypothesis.

2. Learning how to use the library is like any other skill of autonomous learning.

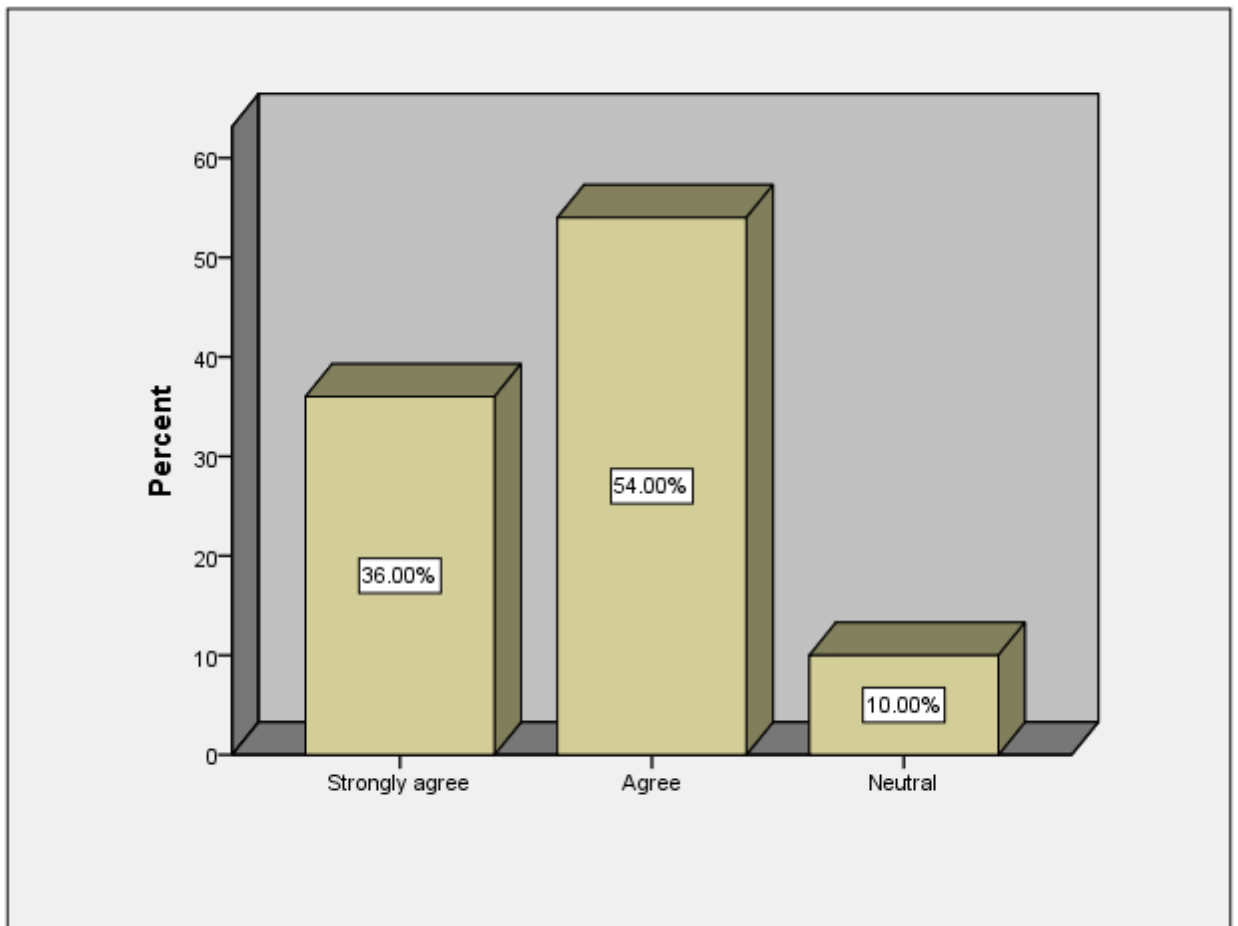
Valid	Frequency	Percent
strongly agree	17	34.0%
Agree	24	48.0%
Neutral	7	14.0%
Disagree	1	2.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table the chart above we can notice that, strongly agree together with agree equals (80%) with. This means the sample indicates that, learning how to use the library is like any other skill of autonomous learning; which is highly supported the hypothesis.

3. One of the best strategies of autonomous learning is to set a definite schedule and then follow it.

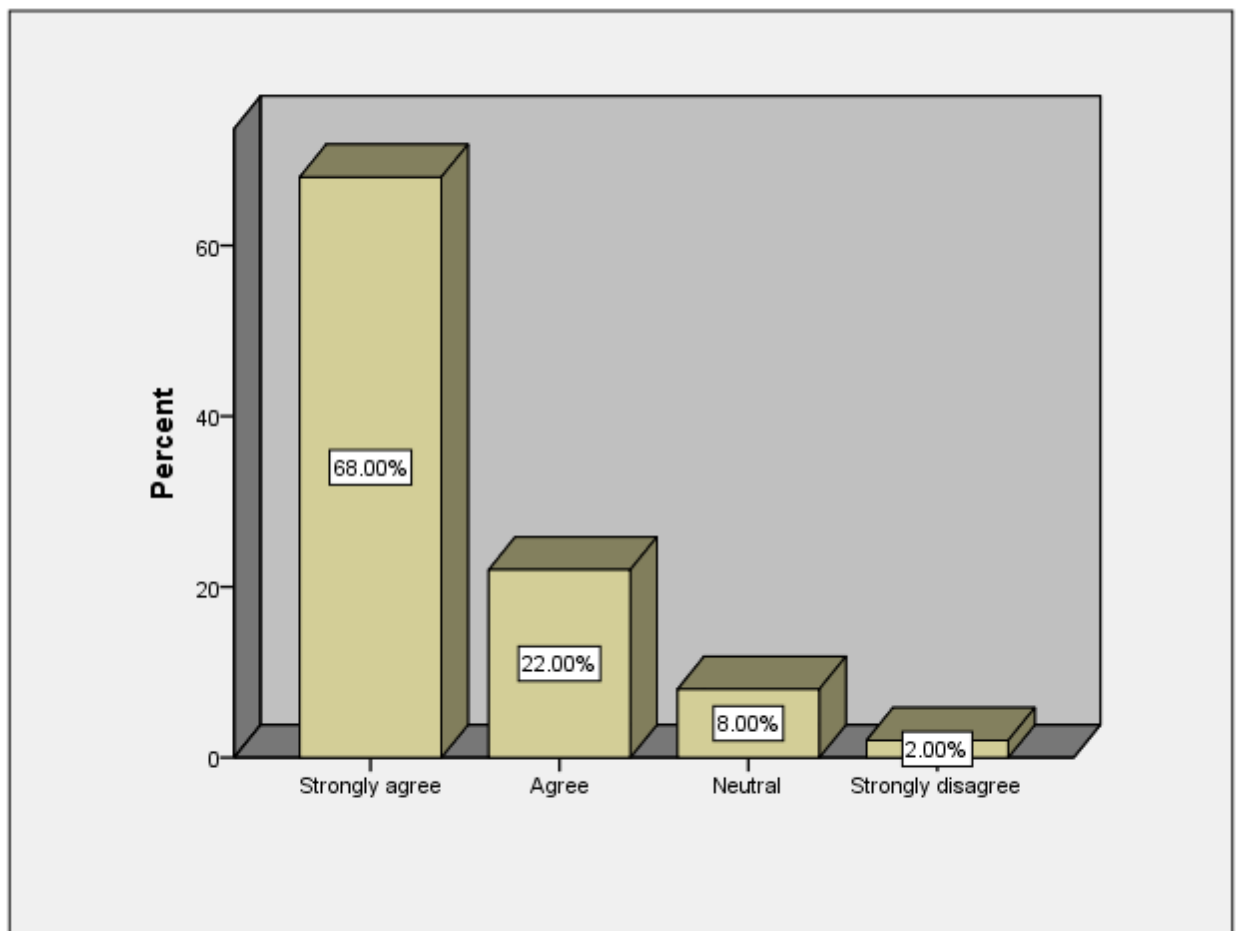
Valid	Frequency	Percent
strongly agree	18	36.0%
Agree	27	54.0%
Neutral	5	10.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (80%). This means the sample indicates that, one of the best strategies of autonomous learning is to set a definite schedule and then follow it; which is highly supported the hypothesis.

4. Autonomous learning success depends upon learners' motivation.

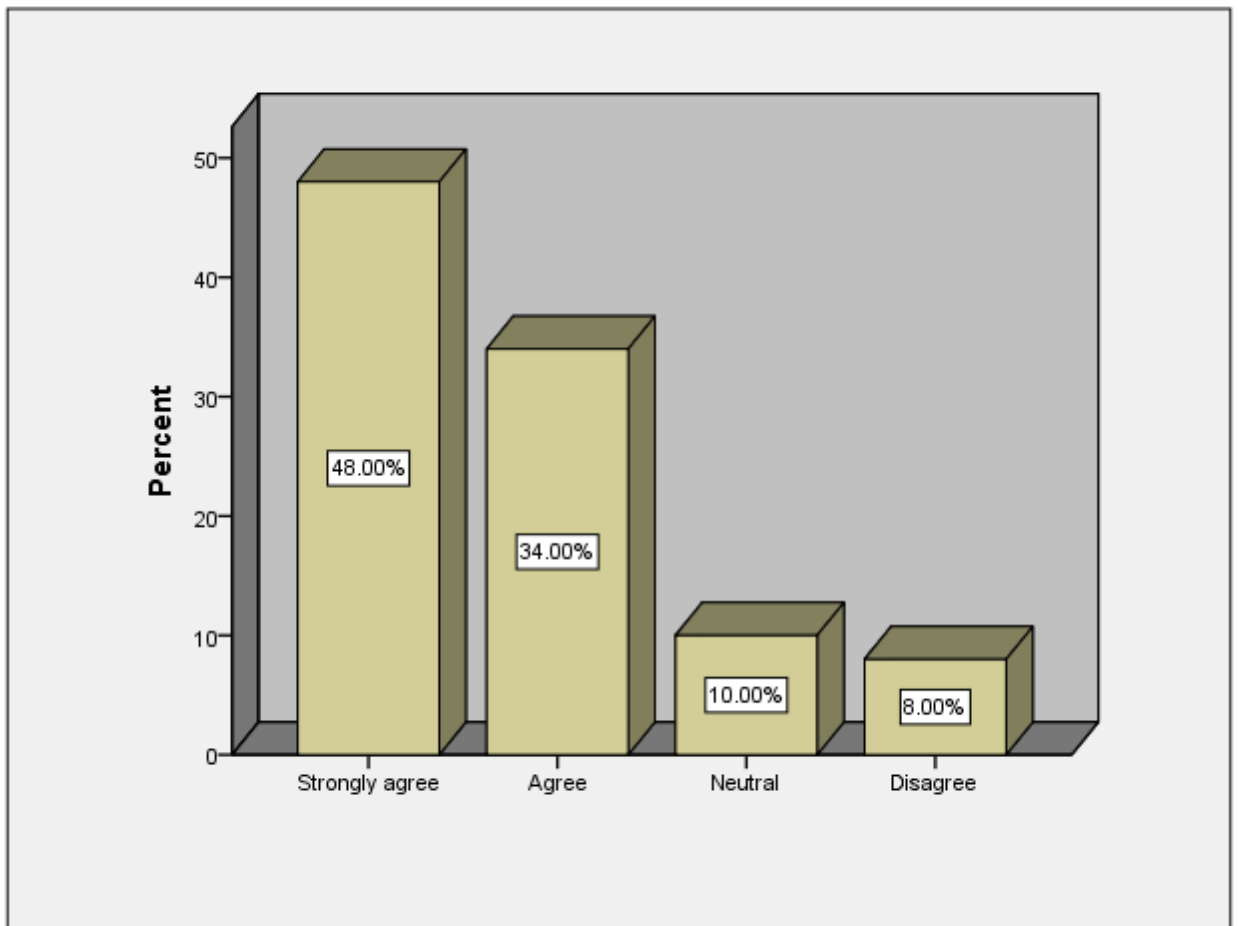
Valid	Frequency	Percent
strongly agree	34	68.0%
Agree	11	22.0%
Neutral	4	8.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (90%). This means the sample indicates that, Autonomous learning success depends upon learners' motivation; which is highly supported the hypothesis.

5. Devoting adequate time outside the class for learning increases oral communication.

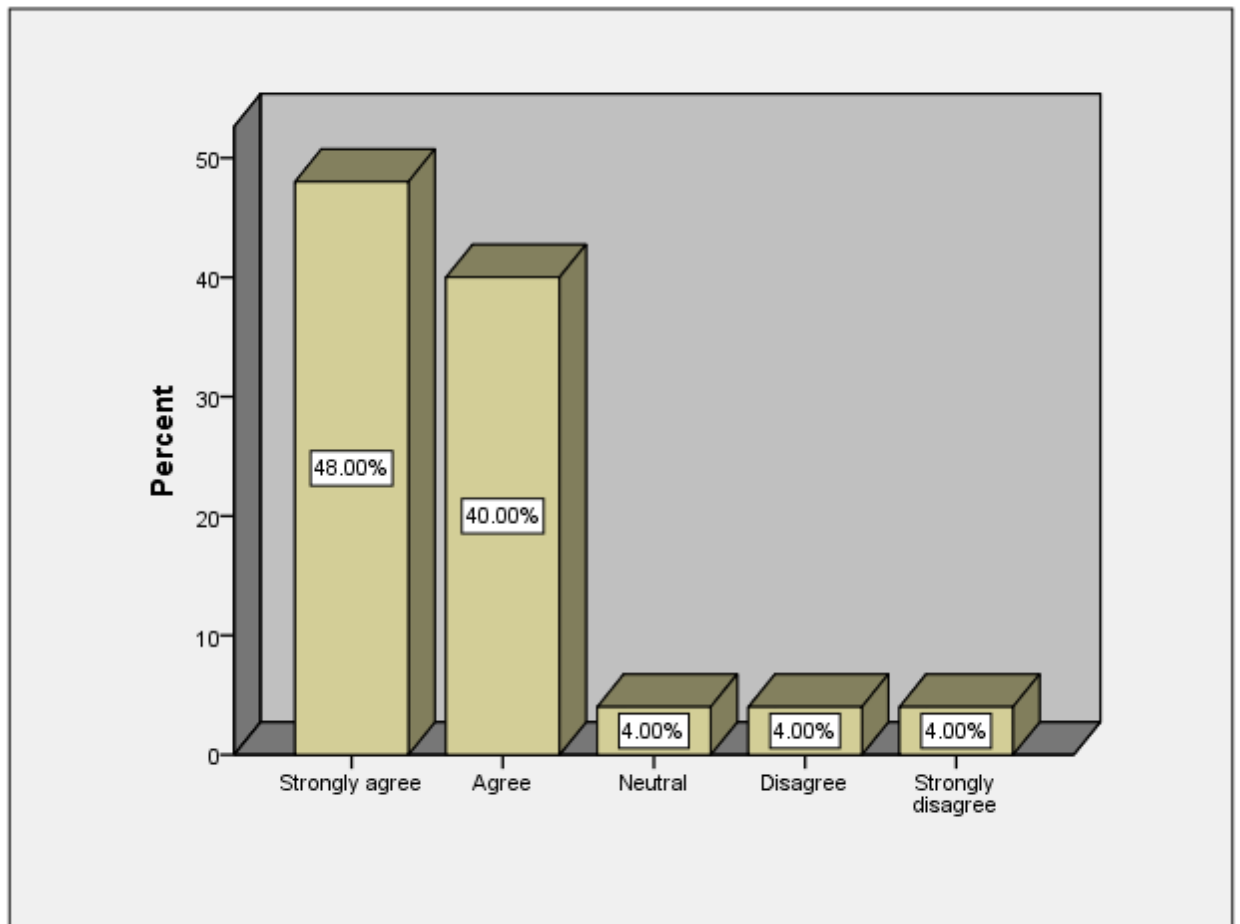
Valid	Frequency	Percent
strongly agree	23	48.0%
Agree	18	34.0%
Neutral	6	10.0%
Disagree	3	8.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (82%). This means the sample indicates that, Devoting adequate time outside the class for learning increases oral communication; which is highly supported the hypothesis.

6. University curriculum should encourage autonomous learning in order to promote communicative skills.

Valid	Frequency	Percent
strongly agree	24	48.0%
Agree	21	40.0%
Neutral	3	4.0%
Disagree	1	4.0%
strongly disagree	1	4.0%
Total	50	100%



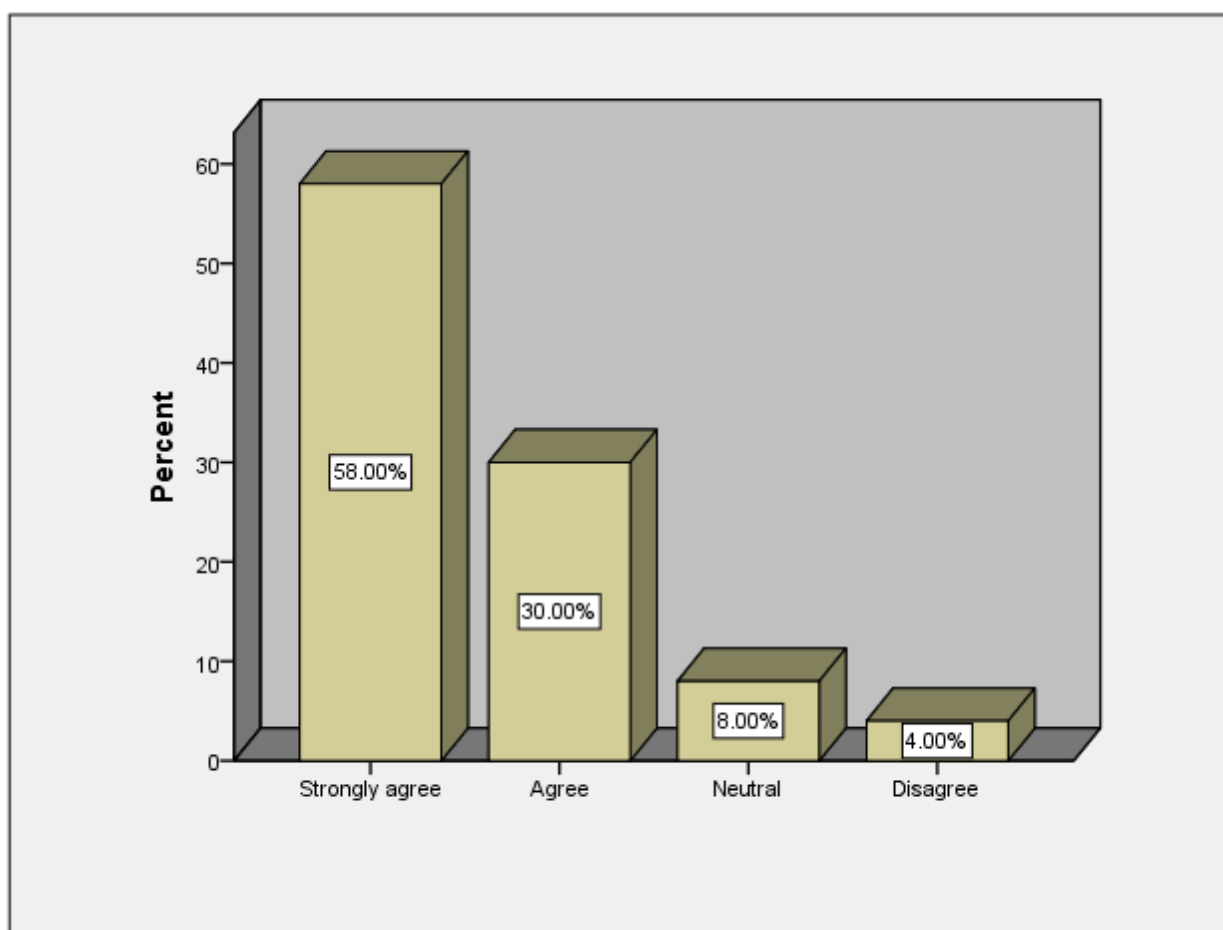
From the table and the chart above we can notice that, strongly agree together with agree equals (90%). This means the sample indicates that, University curriculum should encourage autonomous learning in order to promote communicative skills; which is highly supported the hypothesis.

4.1.2 Part Two: Autonomous learning is neglected in promoting oral communicative competence intendedly.

4.1.2.1 The Statements

7. Exposure of learners to English language Educational programmes through TV and Radio in a spare time develops oral communication.

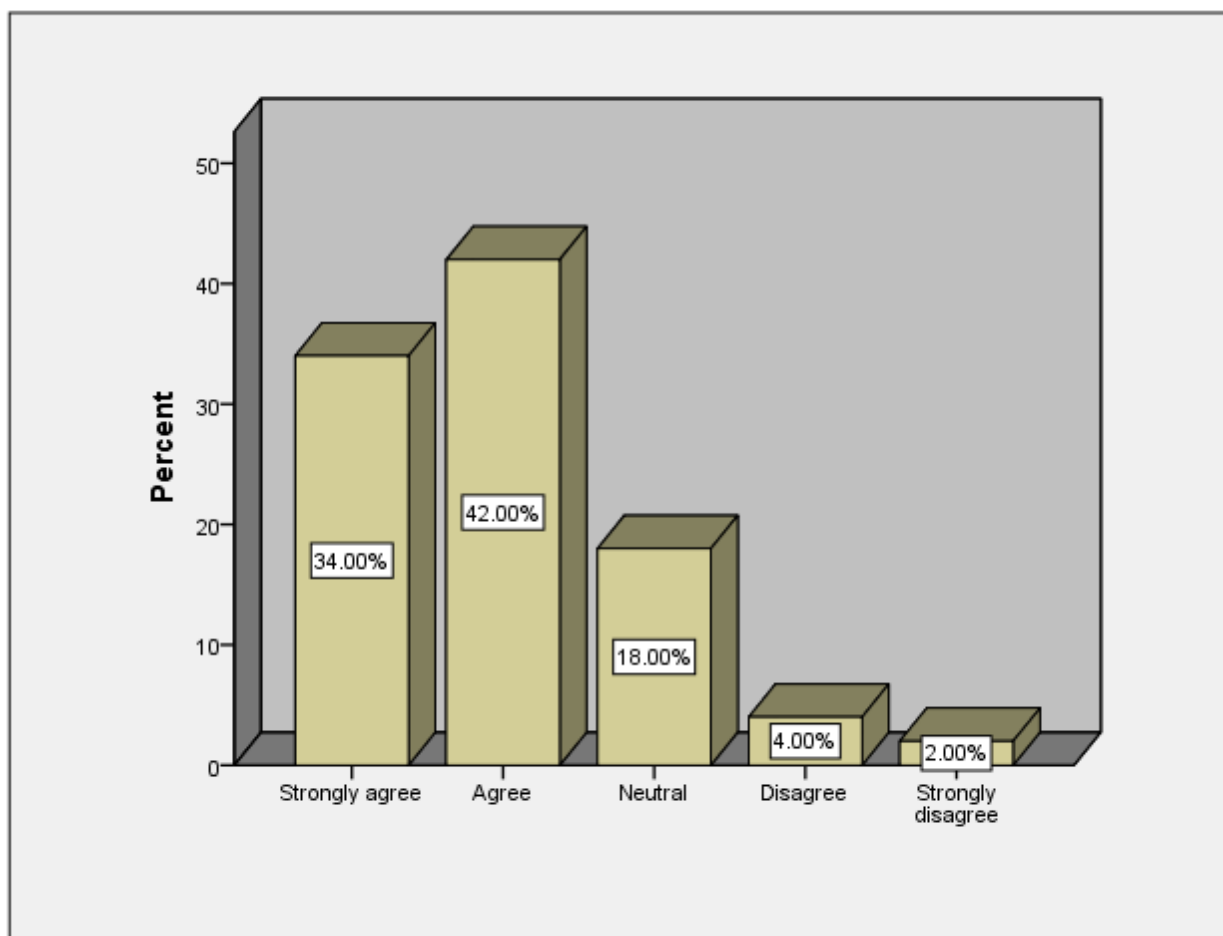
Valid	Frequency	Percent
strongly agree	29	58.0%
Agree	15	30.0%
Neutral	4	8.0%
Disagree	2	4.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (88%). This means the sample indicates that, Students learning style in colleges mostly depend on themselves which is highly supported the hypothesis.

8. communication through the Internet (face book, WhatsApp, emails) has a great effect on oral communication

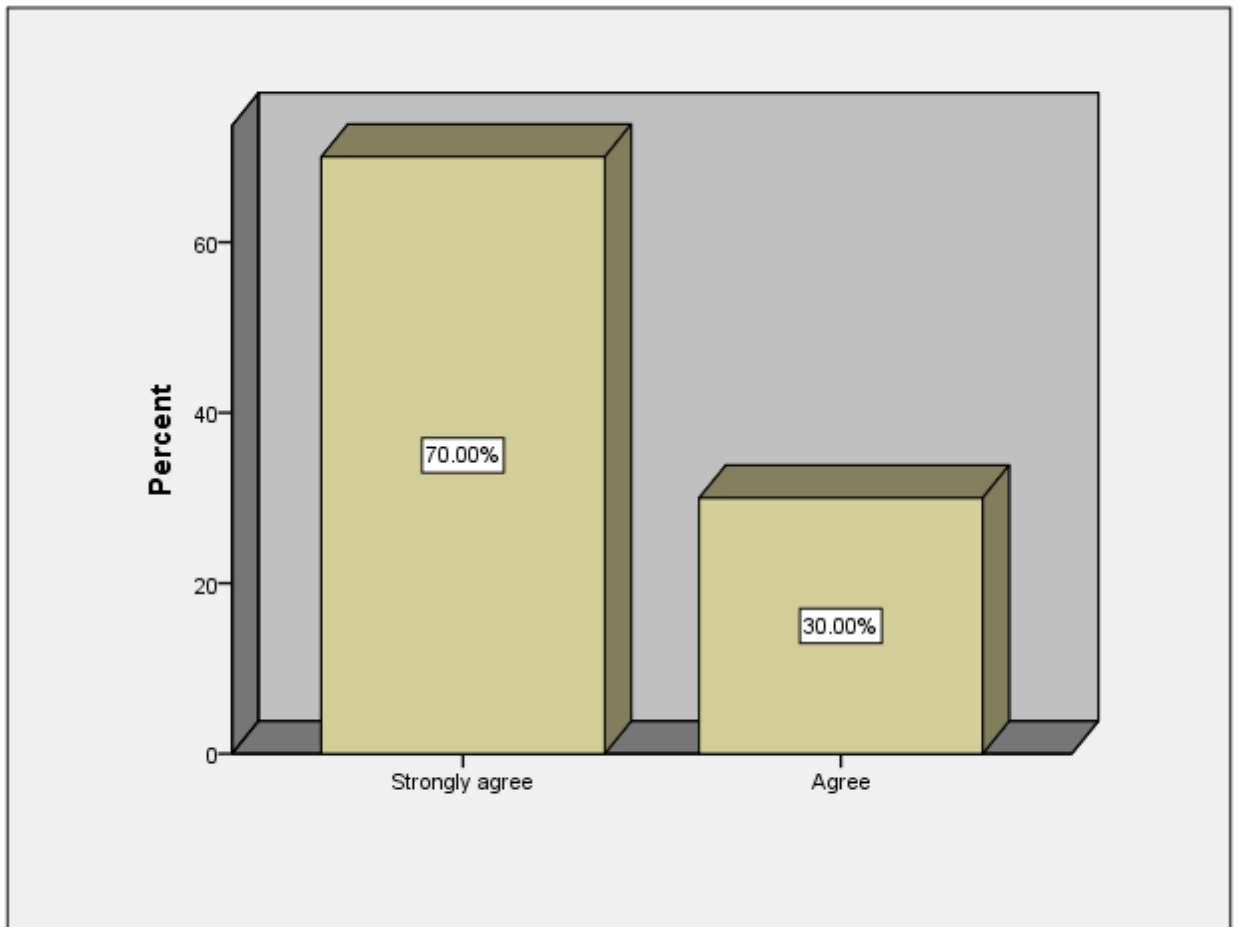
Valid	Frequency	Percent
strongly agree	18	34.0%
Agree	20	42.0%
Neutral	9	18.0%
Disagree	2	4.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (76%). This means the sample indicates that, communication through the Internet (face book, WatsApp, emails) has a great effect on oral communication; which is highly supported the hypothesis.

9. Your success in your oral communication depends upon your ability in all skills of learning language (listening, speaking, reading and writing English).

Valid	Frequency	Percent
strongly agree	33	70.0%
Agree	17	30.0%
Total	50	100.0%

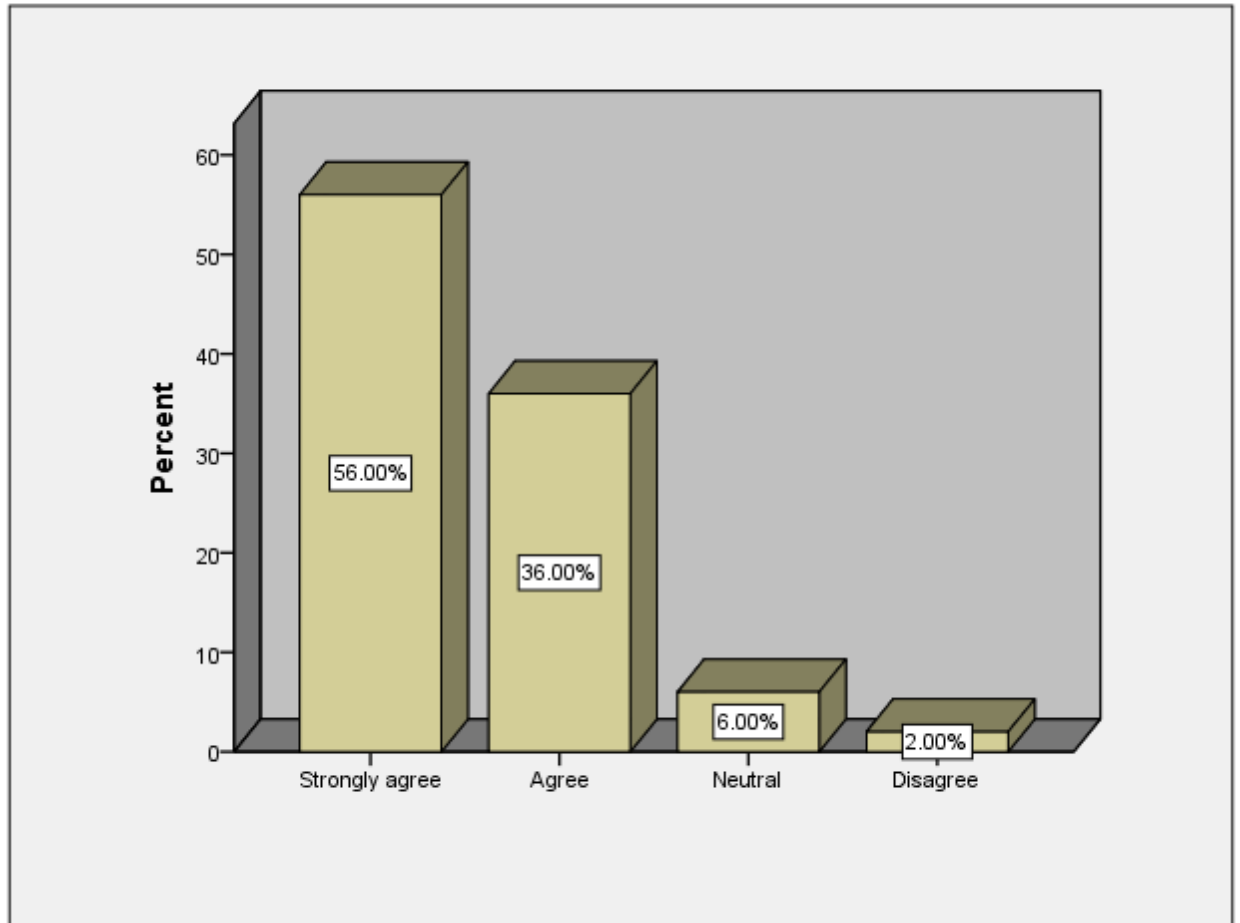


From the table and the chart above we can notice that, strongly agree together with agree equals (90%). This means the sample indicates that, your success in your oral communication depends upon your ability in all skills of learning language (listening, speaking, reading and writing English); which is highly supported the hypothesis.

10. Teachers should encourage students to interact freely outside the classroom.

Valid	Frequency	Percent
strongly agree	28	56.0%
Agree	19	36.0%
Neutral	2	6.0%

Disagree	1	2.0%
Total	50	100.0%

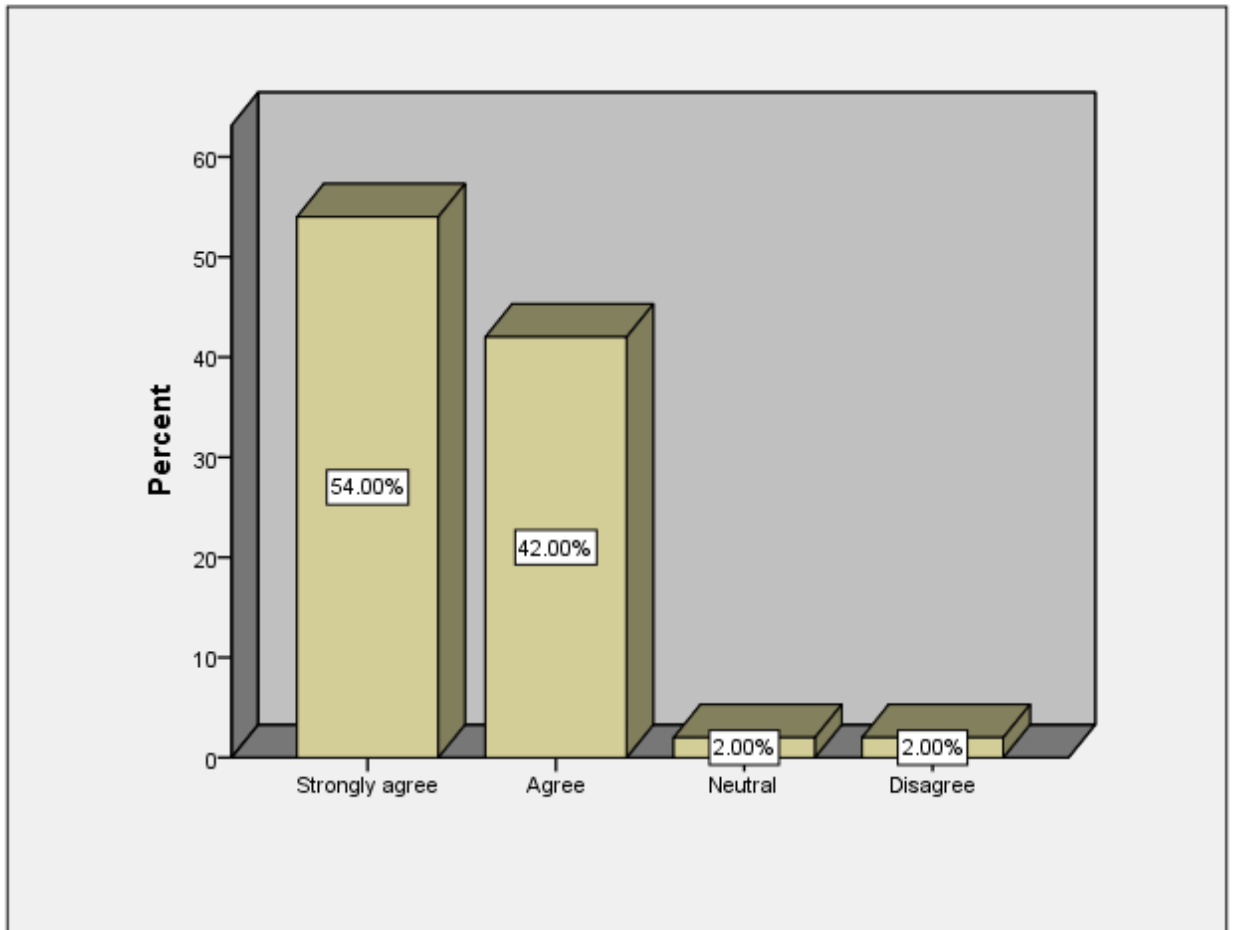


From the table and the chart above we can notice that, strongly agree together with agree equals (97%). This means the sample indicates that, Teachers should encourage students to interact freely outside the classroom; which is highly supported the hypothesis.

11. Teachers should be aware of the importance of using modern technology when teaching communication.

Valid	Frequency	Percent
strongly agree	28	54.0%
Agree	20	42.0%
Neutral	1	2.0%

Disagree	1	2.0%
Total	50	100.0%

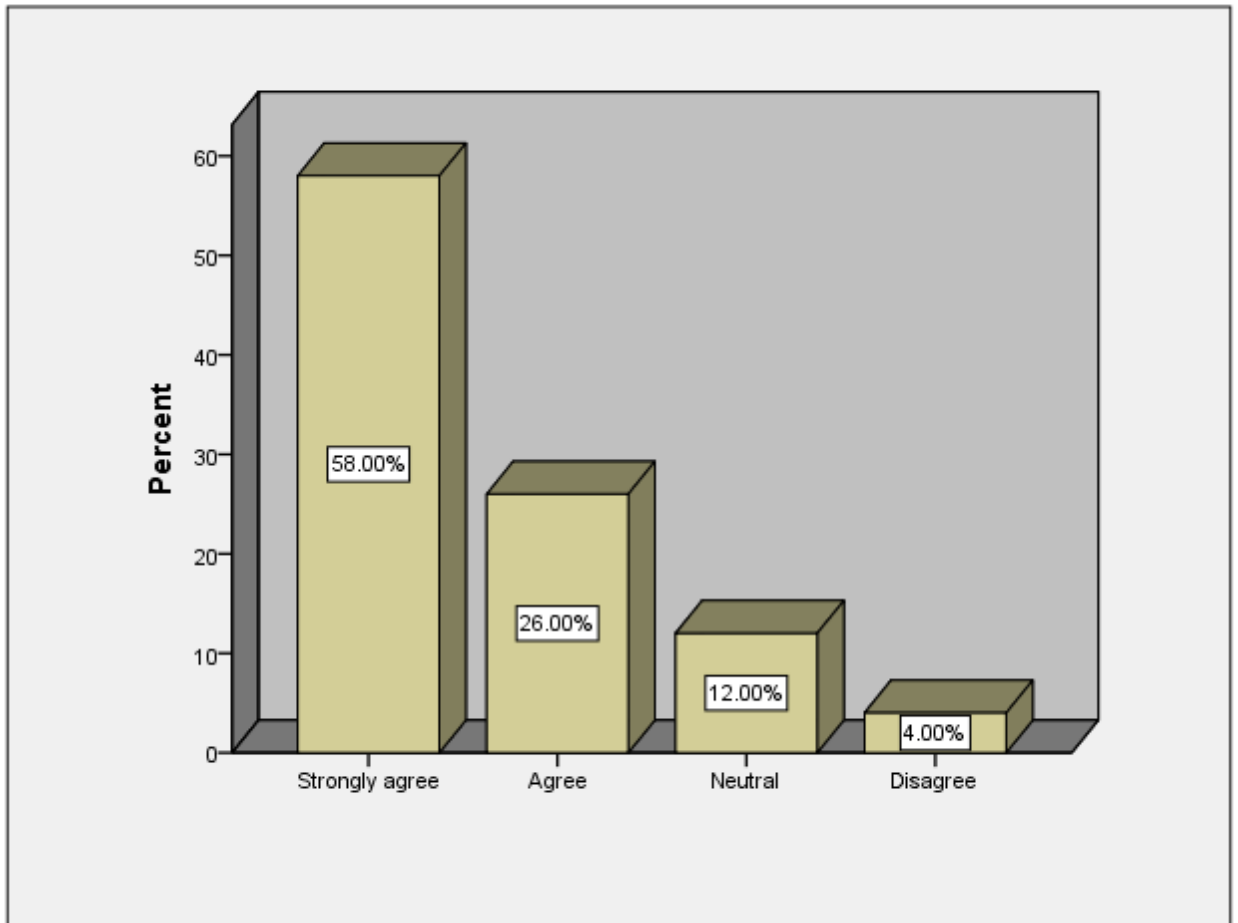


From the table and the chart above we can notice that, strongly agree together with agree equals (96%). This means the sample indicates that, teachers should be aware of the importance of using modern technology when teaching communication; which is highly supported the hypothesis.

12. Language labs are one of oral communication development aids.

Valid	Frequency	Percent
strongly agree	30	58.0%

Agree	14	26.0%
Neutral	5	12.0%
Disagree	1	4.0%
Total	50	100.0%



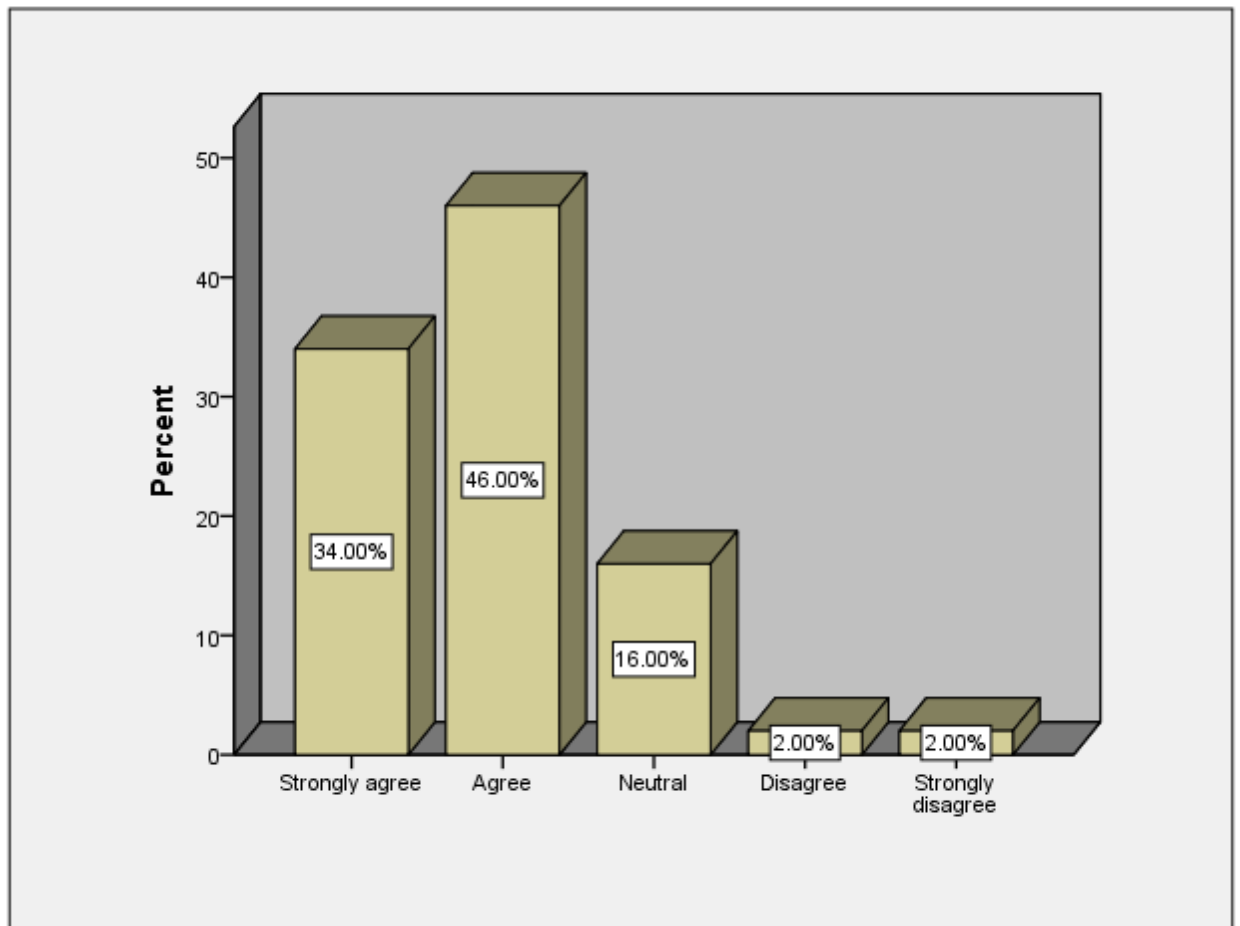
From the table and the chart above we can notice that, strongly agree together with agree equals (88%). This means the sample indicates that, Language labs are one aid of oral communication development; which is highly supported the hypothesis.

4.1.3 Part Three: Learners do not use autonomous learning strategies in developing oral communicative skills effectively.

4.1.3.1 Statements

13. Studying other subjects in English helps oral communication

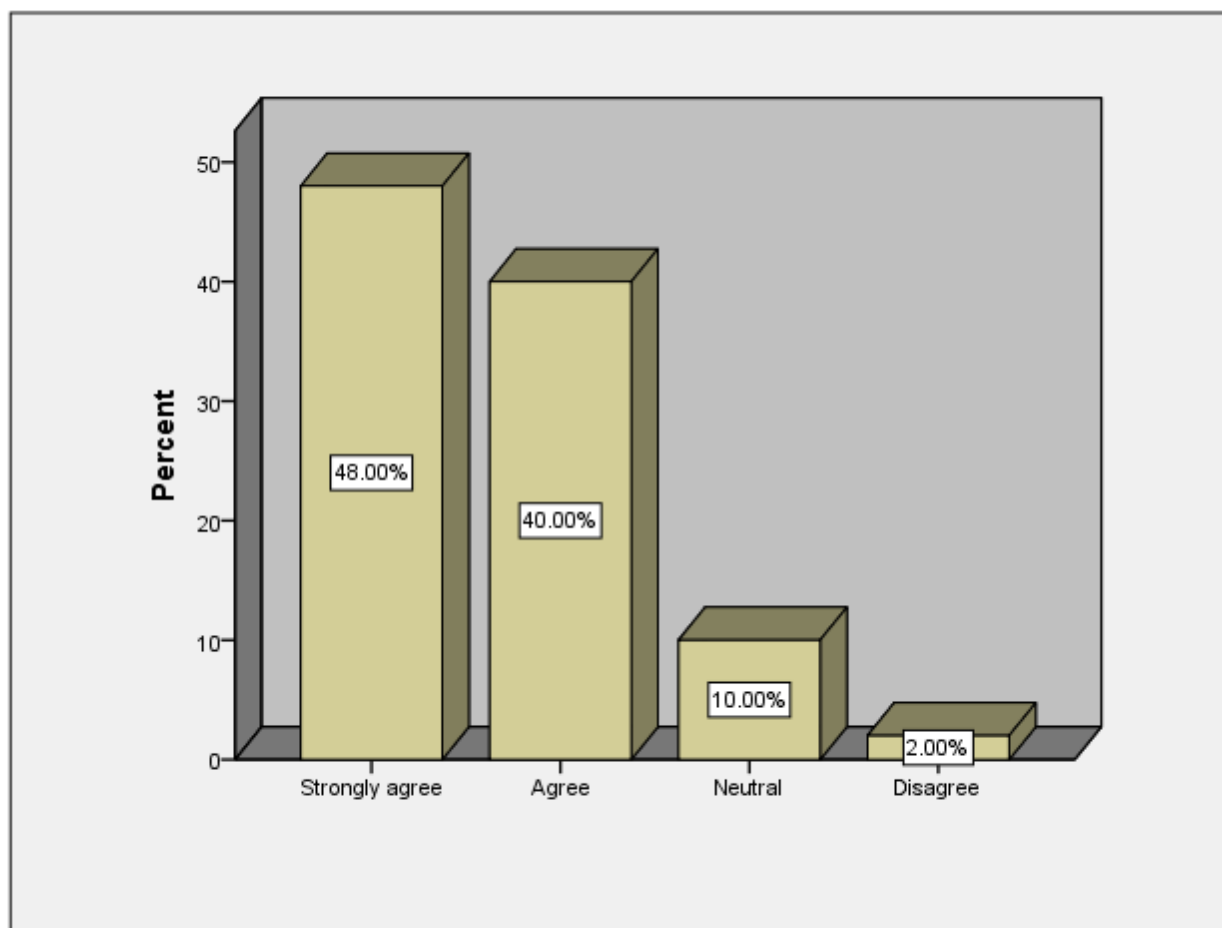
Valid	Frequency	Percent
strongly agree	19	34.0%
Agree	20	46.0%
Neutral	9	16.0%
Disagree	1	2.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (78%). This means the sample indicates that, studying other subjects in English helps oral communication; which is highly supported the hypothesis.

14. Explaining texts in English improves oral communication.

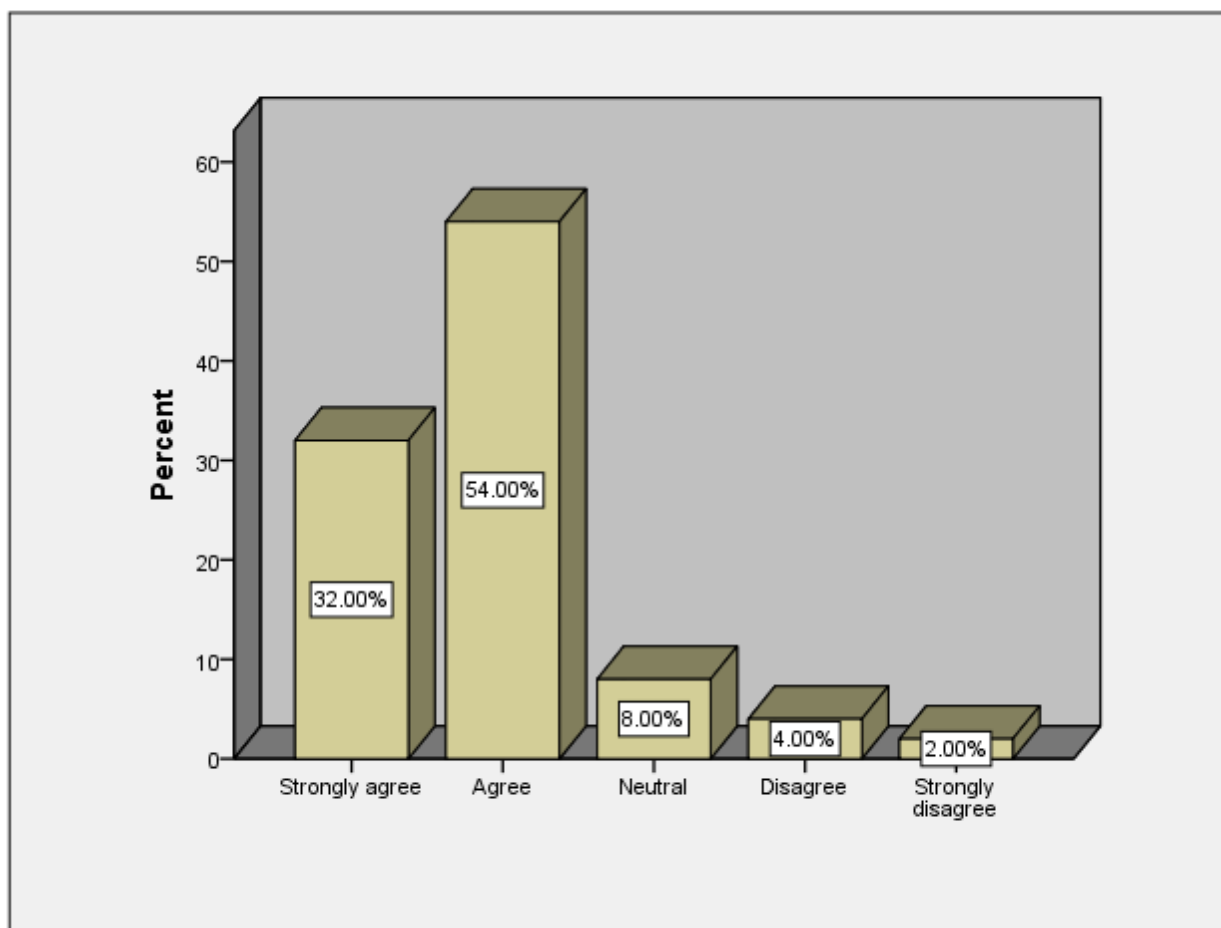
Valid	Frequency	Percent
strongly agree	21	48.0%
Agree	23	40.0%
Neutral	5	10.0%
Disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (88%). This means the sample indicates that, explaining texts in English improves oral communication; which is highly supported the hypothesis.

15. Monolingual dictionaries (English-English) are necessary to success in autonomous learning.

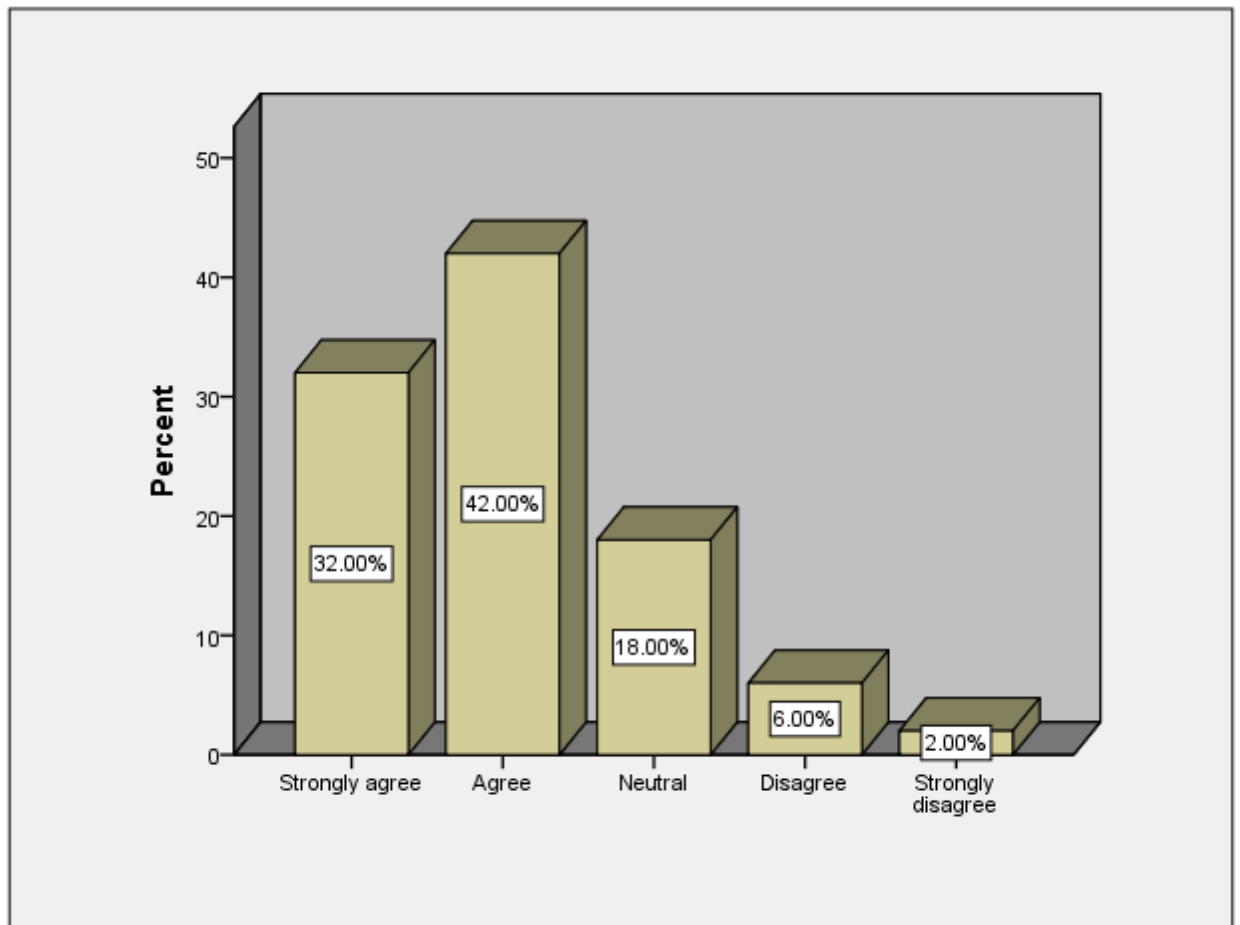
Valid	Frequency	Percent
strongly agree	16	32.0%
Agree	25	54.0%
Neutral	6	8.0%
Disagree	2	4.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (82%). This means the sample indicates that, monolingual dictionaries (English-English) are necessary to success in autonomous learning; which is highly supported the hypothesis.

16. Self directed learning vocabulary is a good opportunity to develop oral communication.

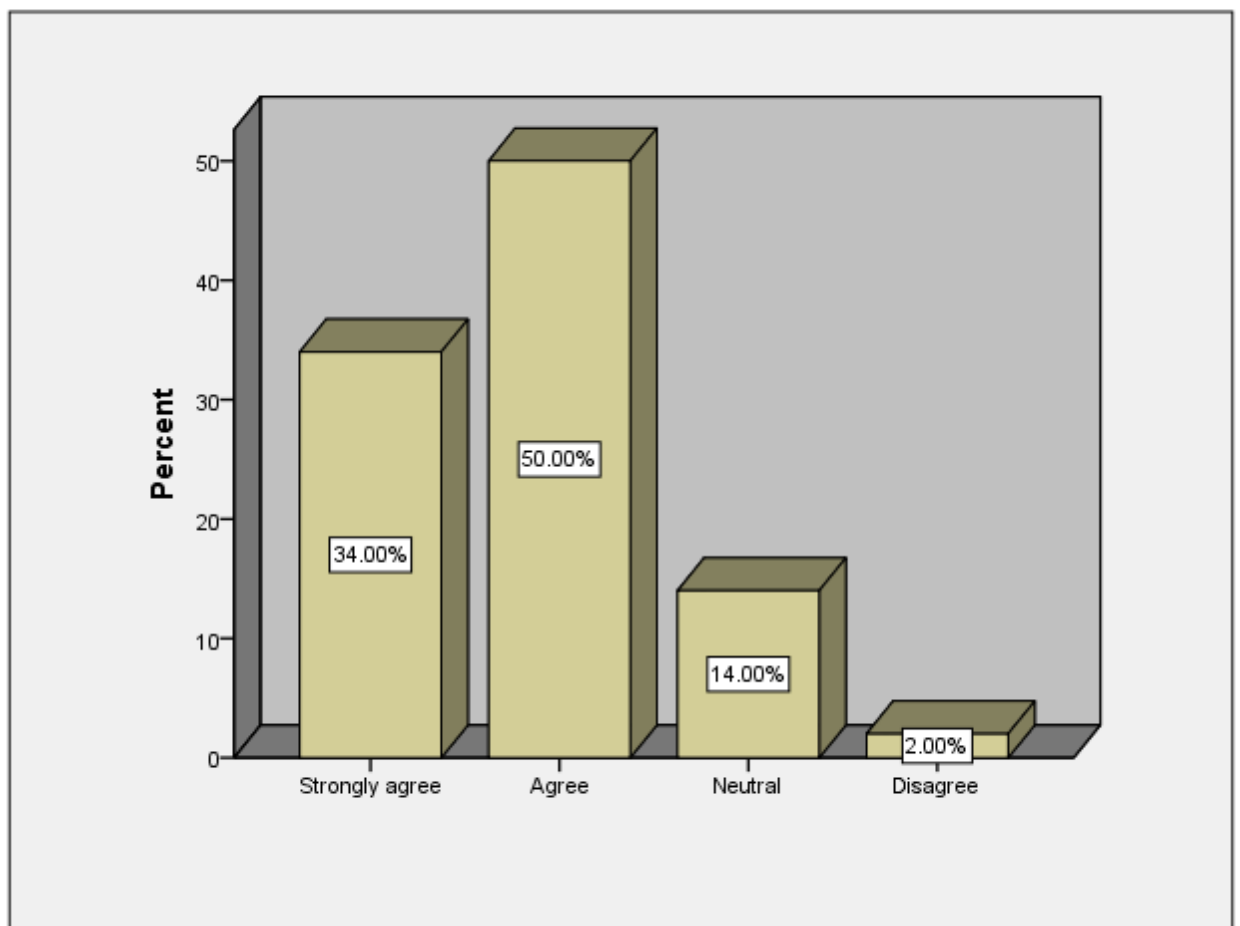
Valid	Frequency	Percent
strongly agree	14	32.0%
Agree	25	42.0%
Neutral	7	18.0%
Disagree	3	6.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (78%). This means the sample indicates that, self directed learning vocabulary is a good opportunity to develop oral communication which is highly supported the hypothesis.

17. Making notes is an effective strategy to develop autonomous learning.

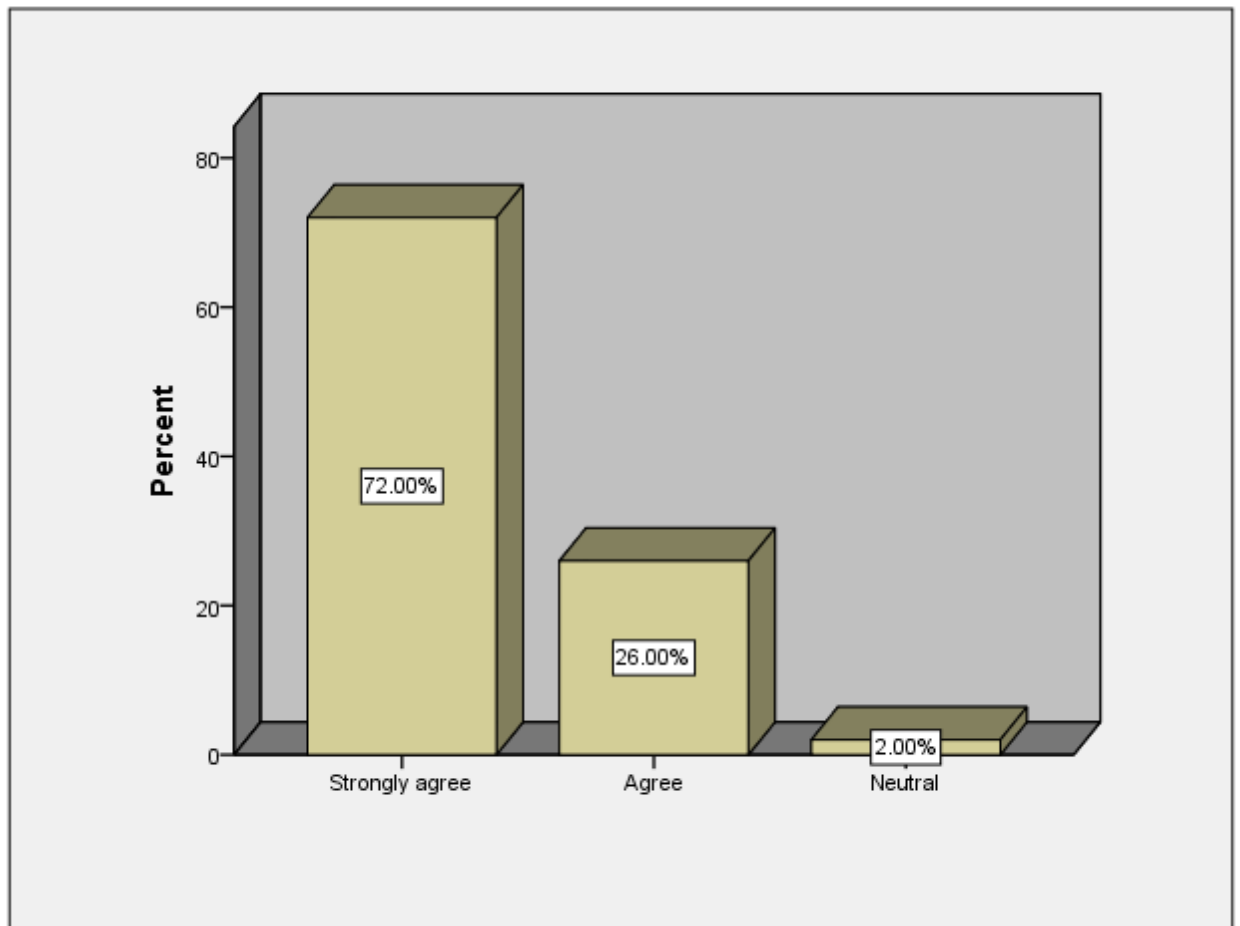
Valid	Frequency	Percent
strongly agree	16	34.0%
Agree	28	50.0%
Neutral	5	14.0%
Disagree	1	2.0%
Total	50	100.0%



From the table and the above we can notice that, strongly agree together with agree equals (86%). This means the sample indicates that, making notes is an effective strategy to develop autonomous learning; which is highly supported the hypothesis.

18.Using English language in real life (airports, hotels, and restaurants) plays a great role in enhancing students' communication skills.

Valid	Frequency	Percent
strongly agree	37	72.0%
Agree	12	26.0%
Neutral	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (98%). This means the sample indicates that, using English language in real life (airports, hotels, and restaurants) plays a great role in enhancing students' communication skills; which is highly supported the hypothesis.

From the general over view we notice that, the positive answer of the teachers' questionnaire (strongly agree together with agree) is more than 80% this means the sample indicates that, all statements are right which are highly supported the hypotheses.

4.2 The Students' Questionnaire

According to the hypotheses the questionnaire was divided into two parts, each part has nine statements, to achieve its hypothesis.

***Table of Statistics**

N	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18
Valid	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
Mean	2.00	2.20	2.34	2.24	2.14	2.30	2.12	2.24	1.92	2.08	2.10	2.00	2.18	2.26	1.94	2.30	2.32	2.31
Median	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.50	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mode	2	2	2	2	2	3	1	2	1	2	2	1	2	2	2	2 ^a	3	2
Std. Deviation	.756	.782	.895	.960	.948	.995	1.136	.894	1.140	.986	.863	.990	.919	.876	.978	1.055	1.096	1.122

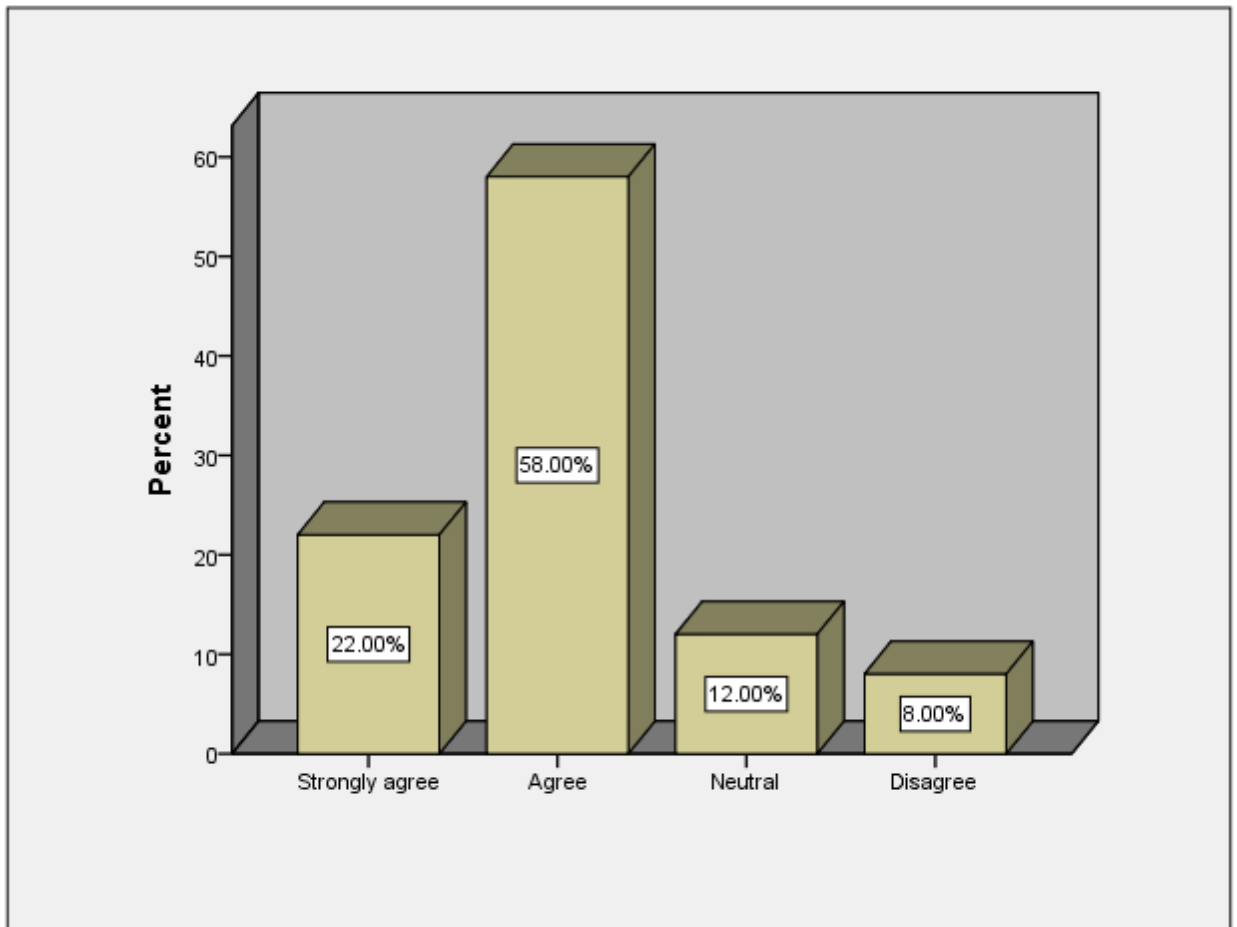
* Multiple modes exist. The smallest value is shown.

4.2.1 Part One: autonomous learning is effective in promoting oral communicative competence.

4.2.1.1 Statements:

1. Students learning style in colleges mostly depend on themselves.

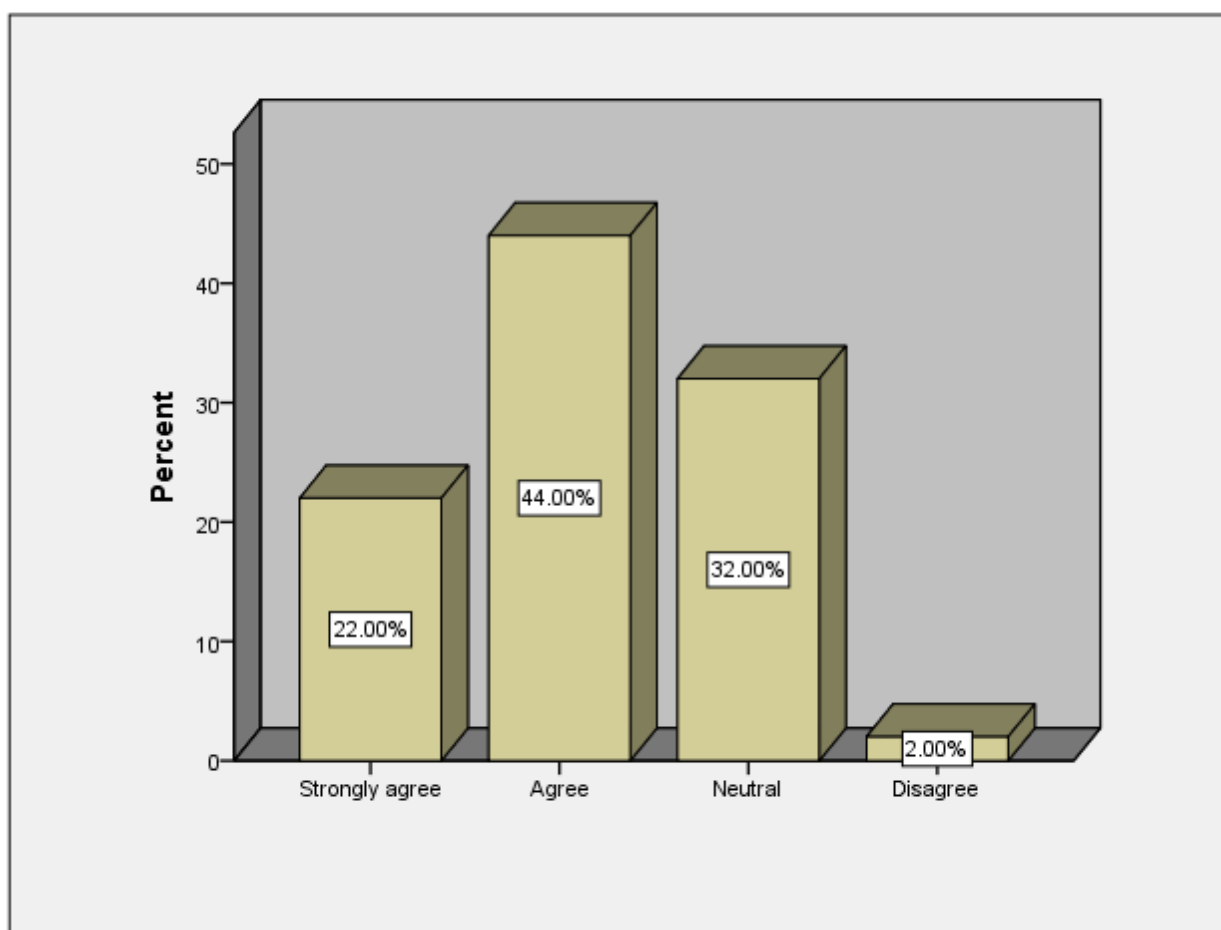
Valid	Frequency	Percent
strongly agree	11	22.0%
Agree	31	58.0%
Neutral	5	12.0%
Disagree	3	8.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (84%). This means the sample indicates that, Students learning style in colleges mostly depend on themselves; which is highly supported the hypothesis.

2. Autonomous learning is a new method and an effective way for English language university students to encourage communicative skills

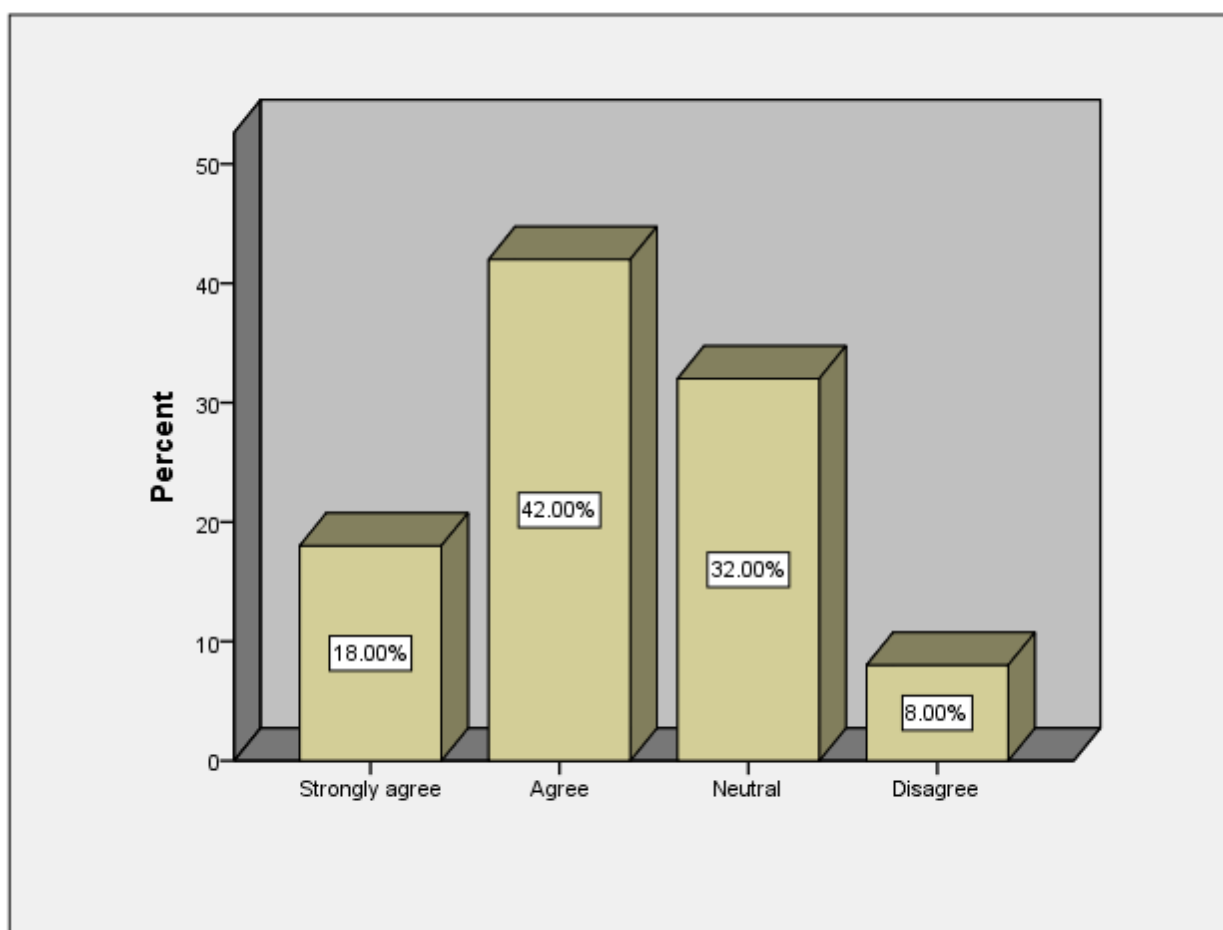
Valid	Frequency	Percent
strongly agree	10	22.0%
Agree	21	44.0%
Neutral	18	32.0%
Disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (62%). This means the sample indicates that, Autonomous learning is a new method and an effective way for English language university students to encourage communicative skills; which is highly supported the hypothesis.

3. Learners are aware of independent learning.

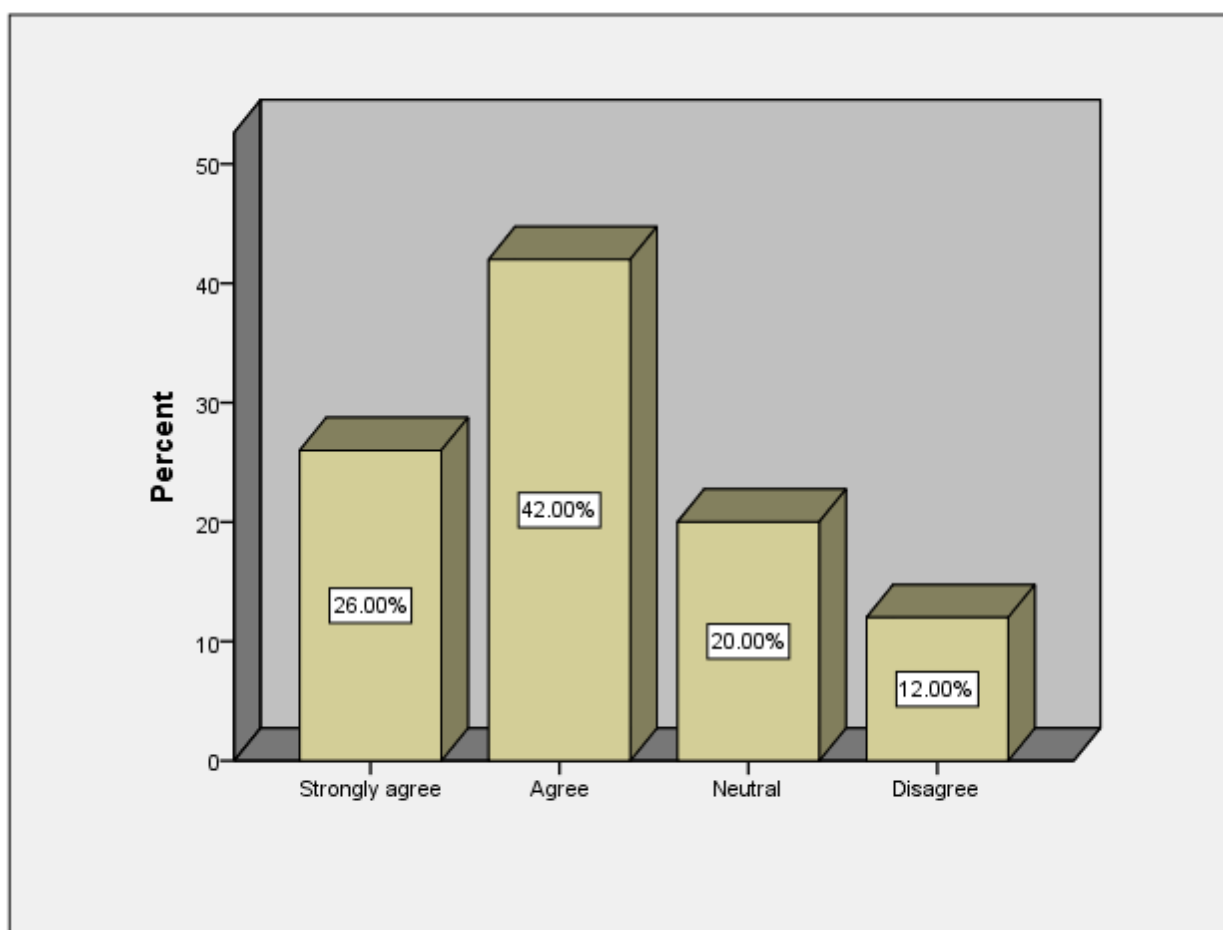
Valid	Frequency	Percent
strongly agree	9	18.0%
Agree	20	42.0%
Neutral	16	32.0%
Disagree	5	8.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (58%). This means the sample indicates that, Learners are aware of independent learning; which is highly supported the hypothesis.

- The idea of a computer-aided independent English learning programme is needed at universities to enhance oral communication

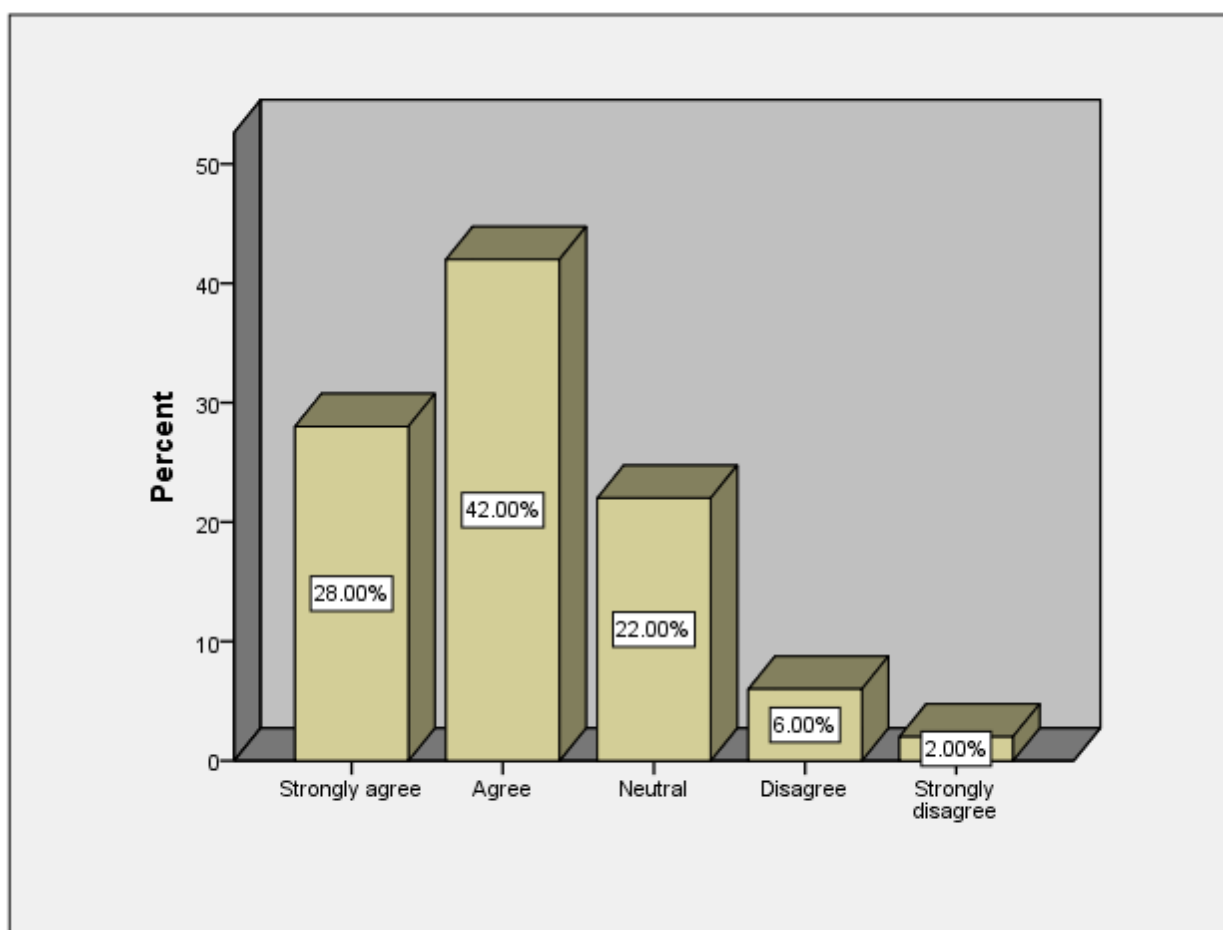
Valid	Frequency	Percent
strongly agree	12	26.0%
Agree	20	42.0%
Neutral	12	20.0%
Disagree	6	12.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (64%). This means the sample indicates that, the idea of a computer-aided independent English learning programme is needed at universities to enhance oral communication; which is highly supported the hypothesis.

5. Computer-aided English learning programme helps autonomous learning creativity and communication ability

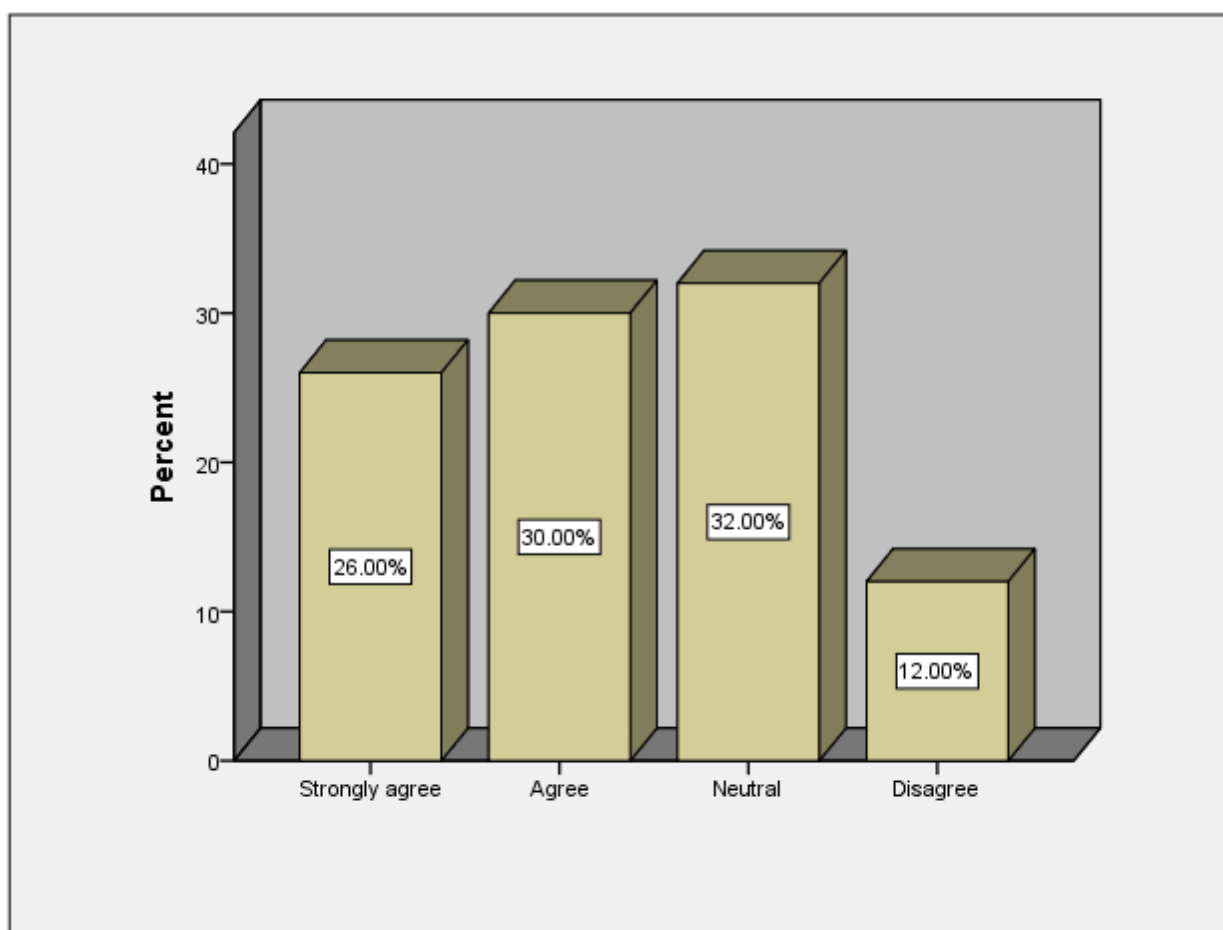
Valid	Frequency	Percent
strongly agree	14	28.0%
Agree	19	42.0%
Neutral	14	22.0%
Disagree	2	6.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (66%). This means the sample indicates that, Computer-aided English learning programme helps autonomous learning creativity and communication ability; which is highly supported the hypothesis.

- Autonomous computer-aided learning activities with classmate have positive effect outside the classroom.

Valid	Frequency	Percent
strongly agree	13	26.0%
Agree	15	30.0%
Neutral	16	32.0%
Disagree	6	12.0%
Total	50	100.0%



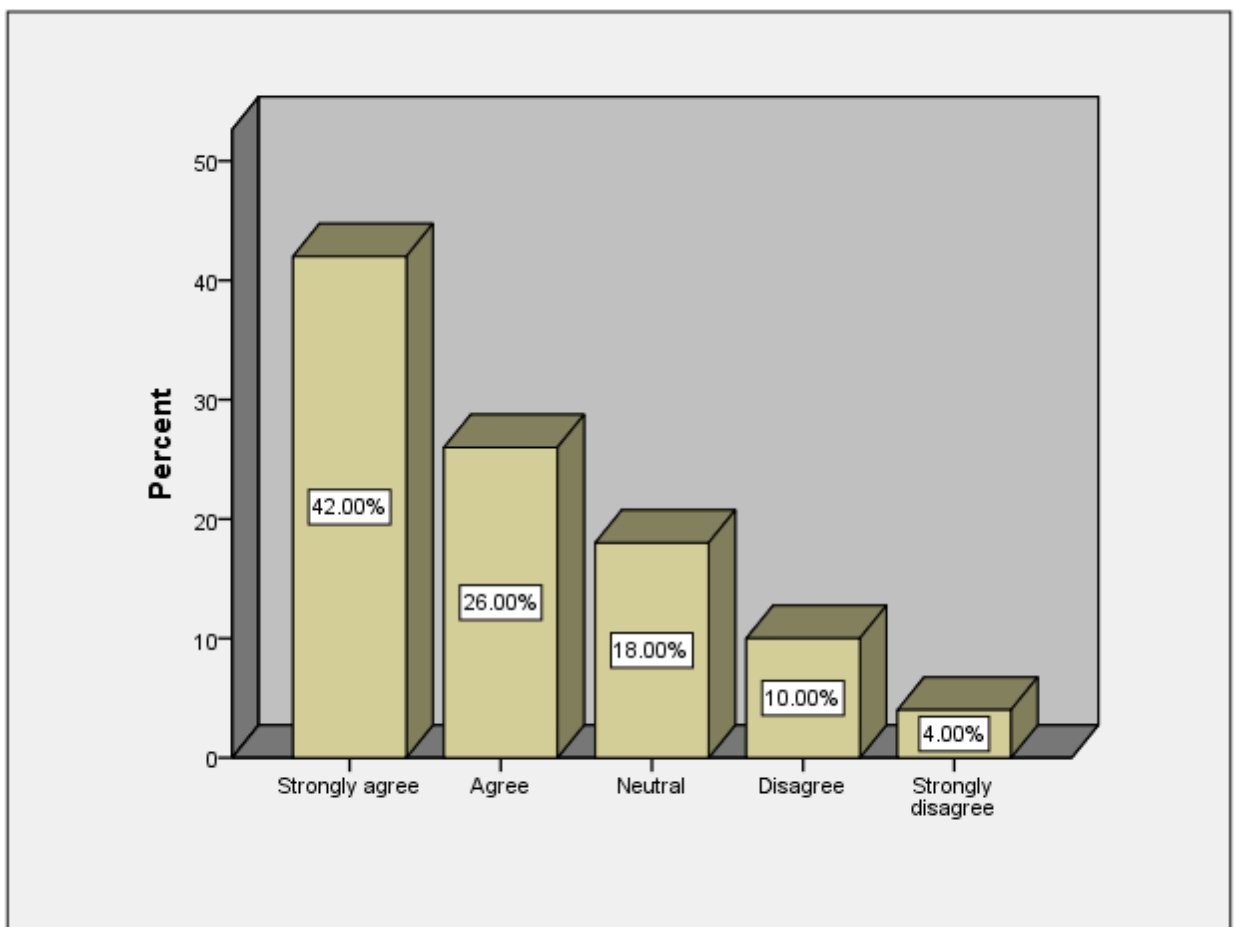
From the table and the chart above we can notice that, strongly agree together with agree equals (56%). This means the sample indicates that, Autonomous computer-aided learning activities with classmate have positive effect outside the classroom; which is highly supported the hypothesis.

4.2.2 Part Two: Autonomous learning is neglected in promoting oral communicative skills intendedly

4.2.2.1 Statements

7. Audio listening aids such as (radio, mp3 CDs,) should be used autonomously to boost oral communication.

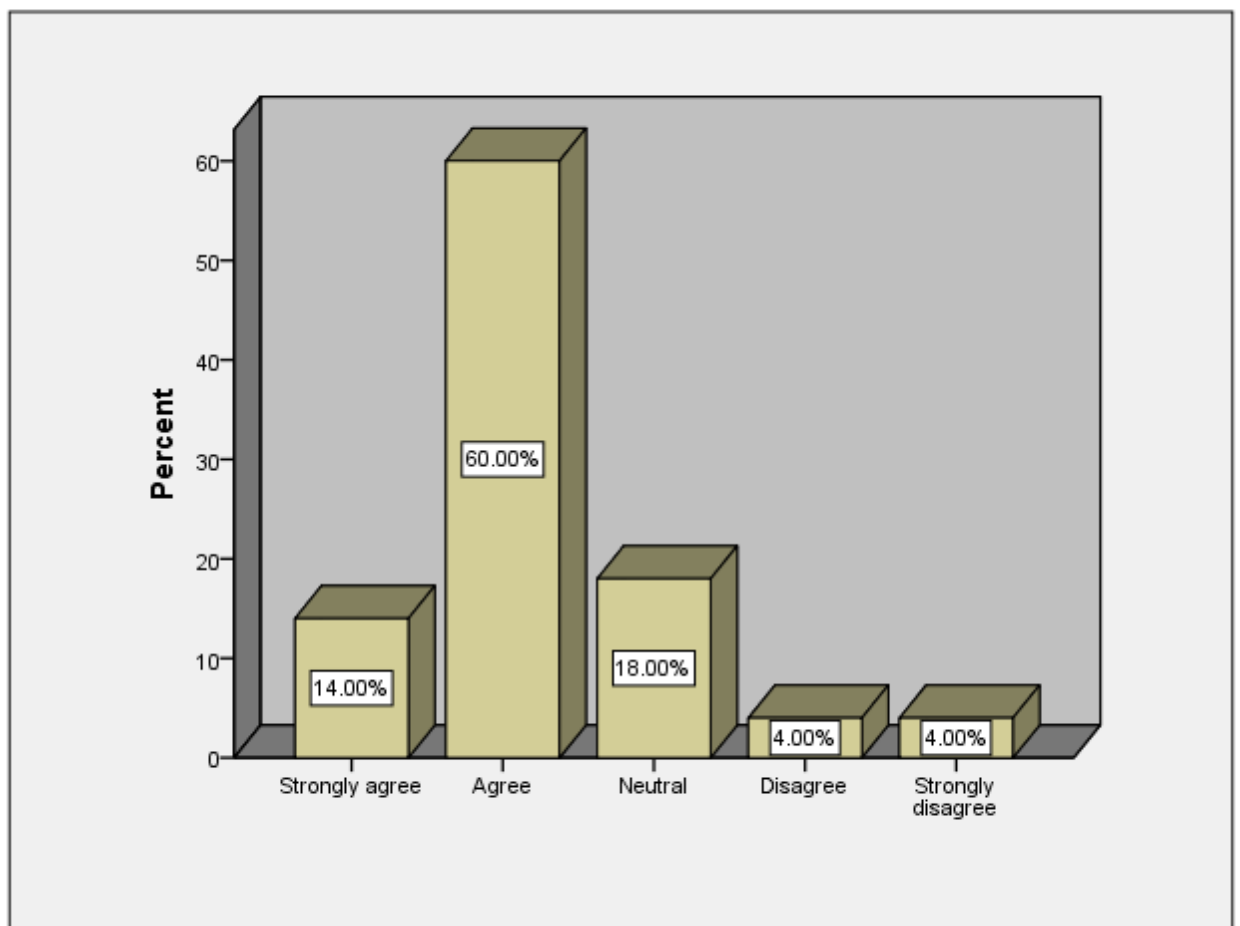
Valid	Frequency	Percent
strongly agree	18	42.0%
Agree	17	36.0%
Neutral	8	18.0%
Disagree	5	10.0%
strongly disagree	2	4.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (70%). This means the sample indicates that, Audio listening aids such as (radio, mp3 CDs,) should be used autonomously to boost oral communication; which is highly supported the hypothesis.

7. University courses outline and staff facilitates autonomous learning.

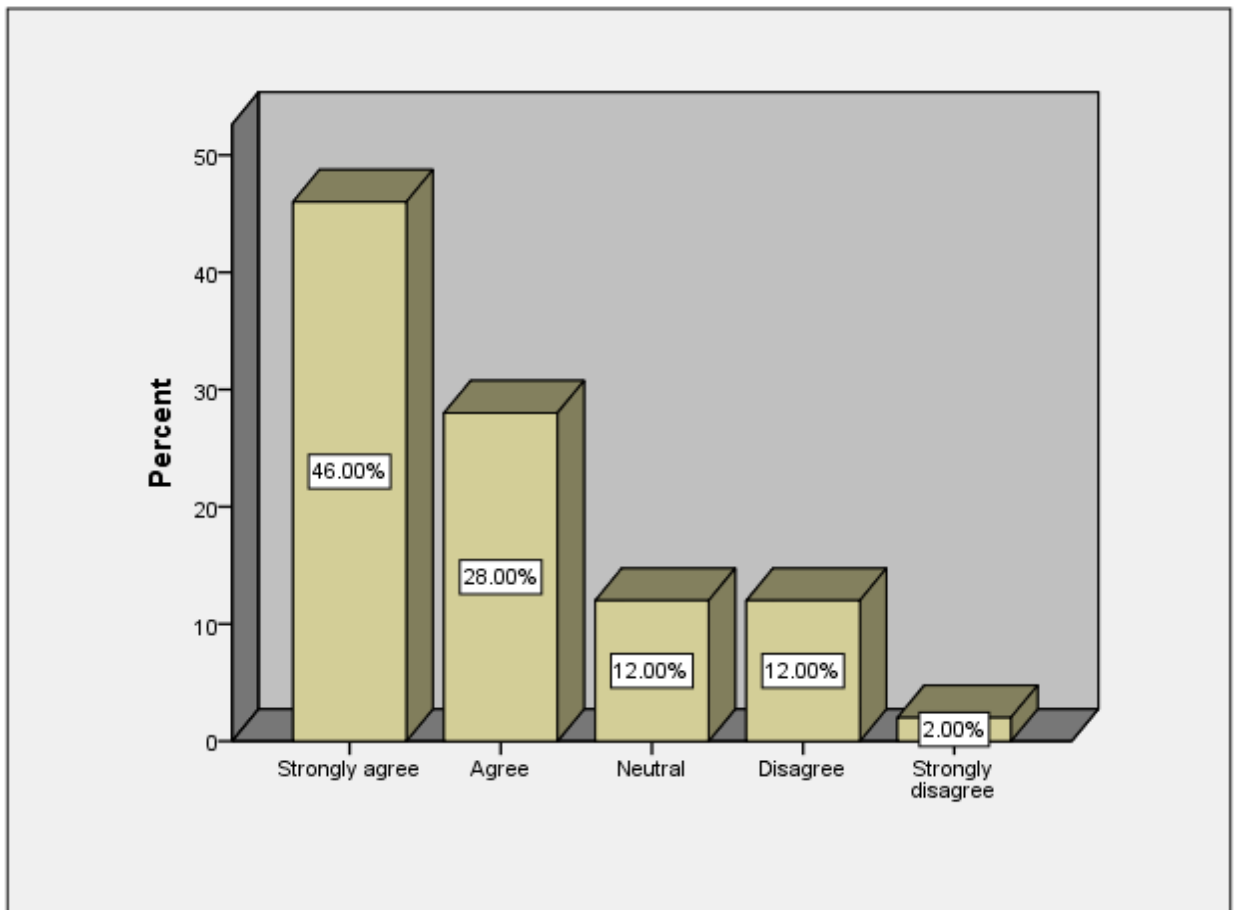
Valid	Frequency	Percent
strongly agree	7	14.0%
Agree	30	60.0%
Neutral	9	18.0%
Disagree	2	4.0%
strongly disagree	2	4.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (74%). This means the sample indicates that, University courses outline and staff facilitates autonomous learning; which is highly supported the hypothesis.

8. Reading literature such as (short stories, tales, poems, anecdotes) and playing the characters role in a quiet voice help oral communication.

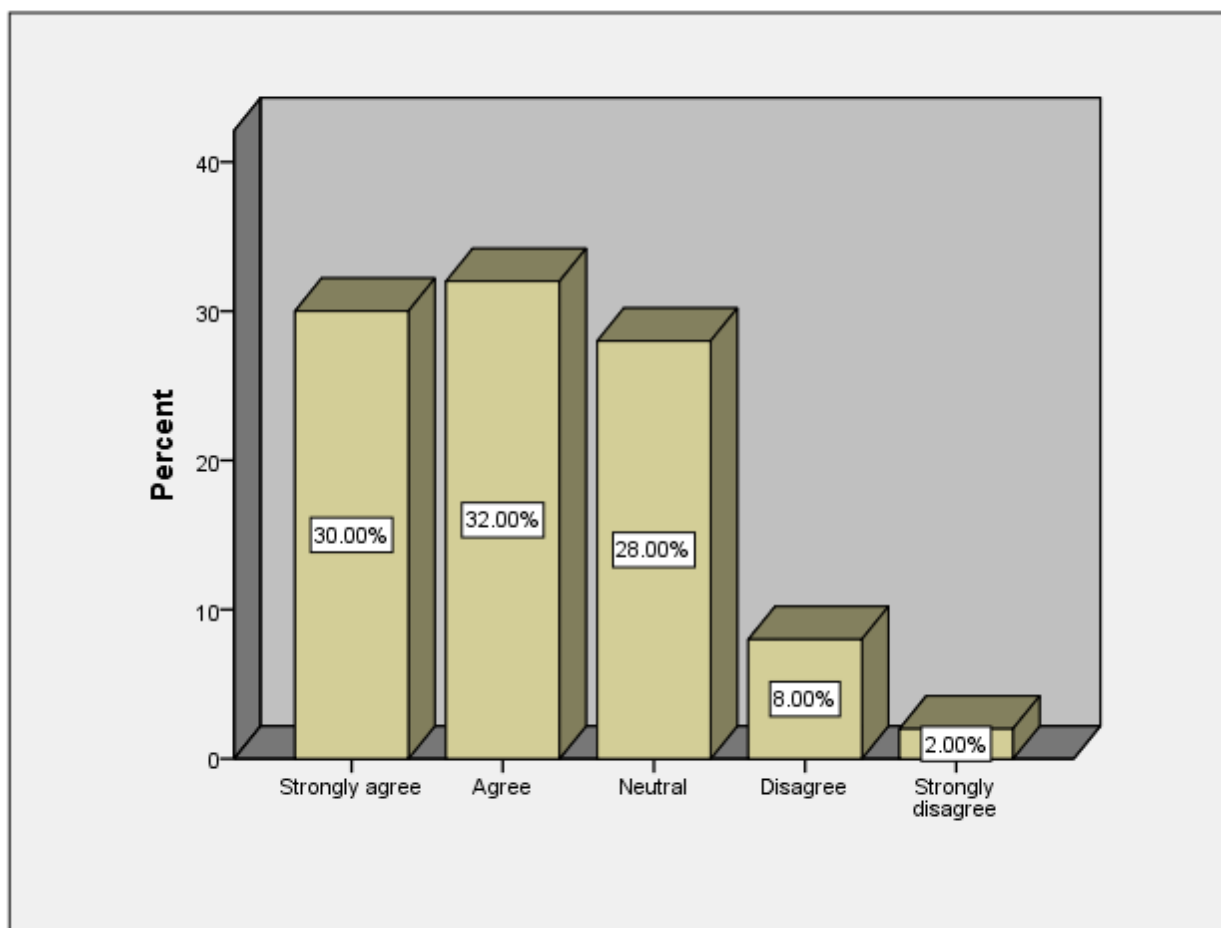
Valid	Frequency	Percent
strongly agree	25	46.0%
Agree	12	28.0%
Neutral	6	12.0%
Disagree	6	12.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (74%). This means the sample indicates that, Reading literature such as (short stories, tales, poems, anecdotes) and playing the characters role in a quiet voice help oral communication; which is highly supported the hypothesis.

9. Audio visual aids such as video-tape, DVD, CDs and TV can be autonomously used to reinforce communication.

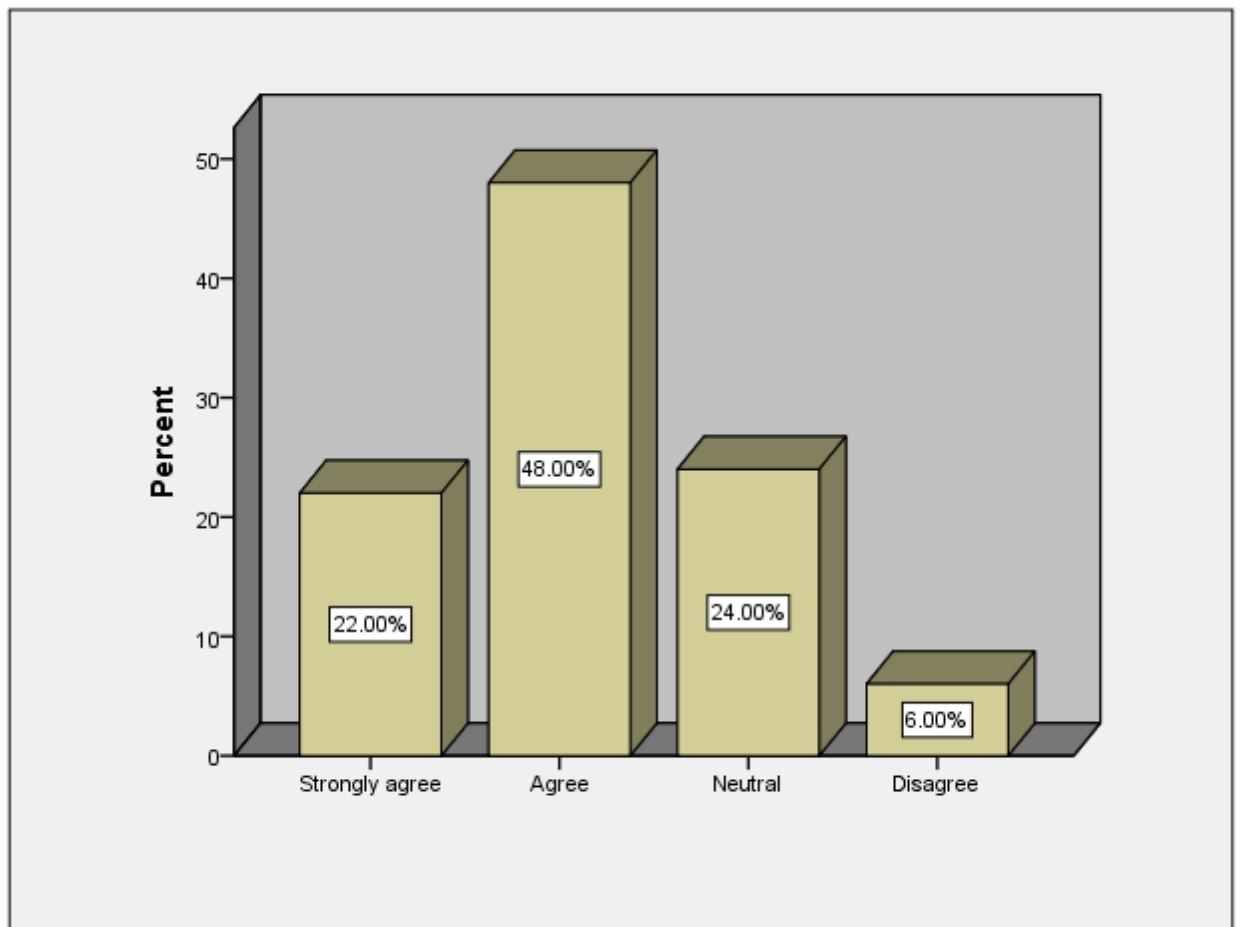
Valid	Frequency	Percent
strongly agree	16	30.0%
Agree	19	32.0%
Neutral	11	28.0%
Disagree	3	8.0%
strongly disagree	1	2.0%
Total	50	100.0% ^S



From the table and the chart above we can notice that, strongly agree together with agree equals (70%). This means the sample indicates that, Audio visual aids such as video-tape, DVD, CDs and TV can be autonomously used to reinforce communication; which is highly supported the hypothesis.

10. Attending English classes gives autonomous learning the outlines to developing oral communication.

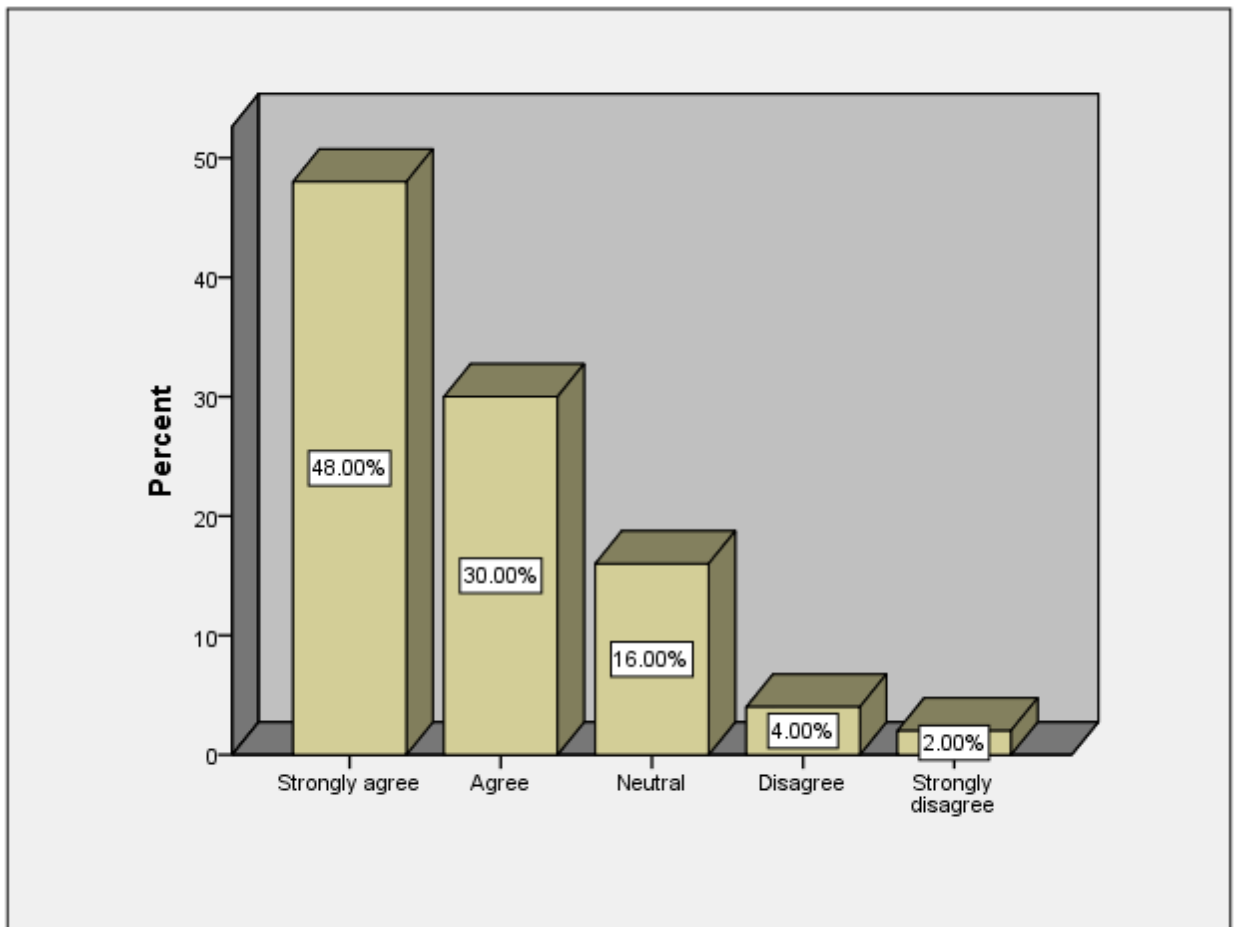
Valid	Frequency	Percent
strongly agree	13	22.0%
Agree	22	48.0%
Neutral	12	24.0%
Disagree	3	6.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (70%). This means the sample indicates that, Attending English classes gives autonomous learning the outlines to developing oral communication.; which is highly supported the hypothesis.

11.Play games and real experiences are important and make autonomous learning more meaningful and easier.

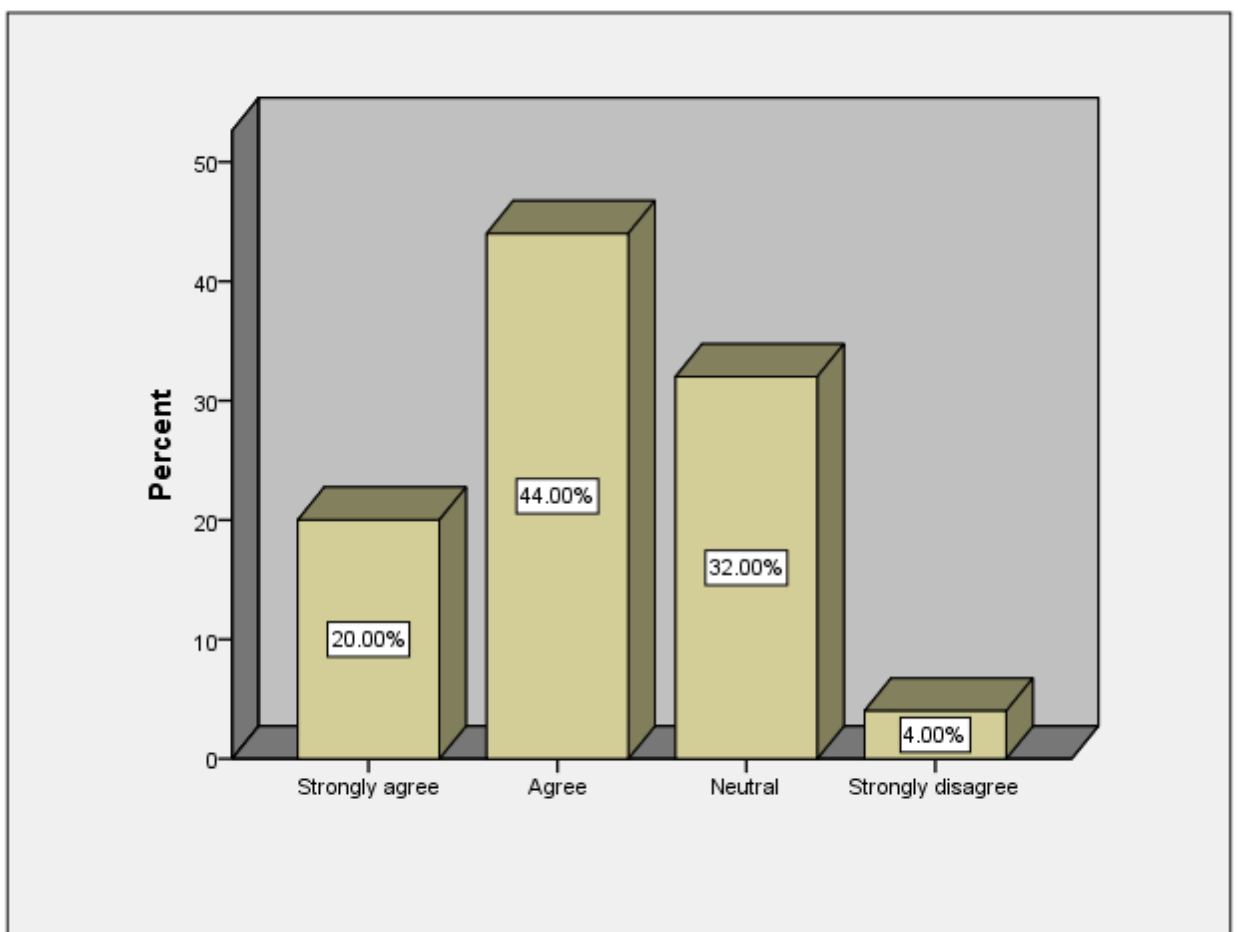
Valid	Frequency	Percent
strongly agree	19	48.0%
Agree	16	30.0%
Neutral	12	16.0%
Disagree	2	4.0%
strongly disagree	1	2.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (70%). This means the sample indicates that, Play games and real experiences are important and make autonomous learning more meaningful and easier; which is highly supported the hypothesis.

12. While writing the main points in a lecture one can observe, evaluate and criticize ones learning.

Valid	Frequency	Percent
strongly agree	11	22.0%
Agree	23	46.0%
Neutral	14	28.0%
strongly disagree	2	4.0%
Total	50	100.0%



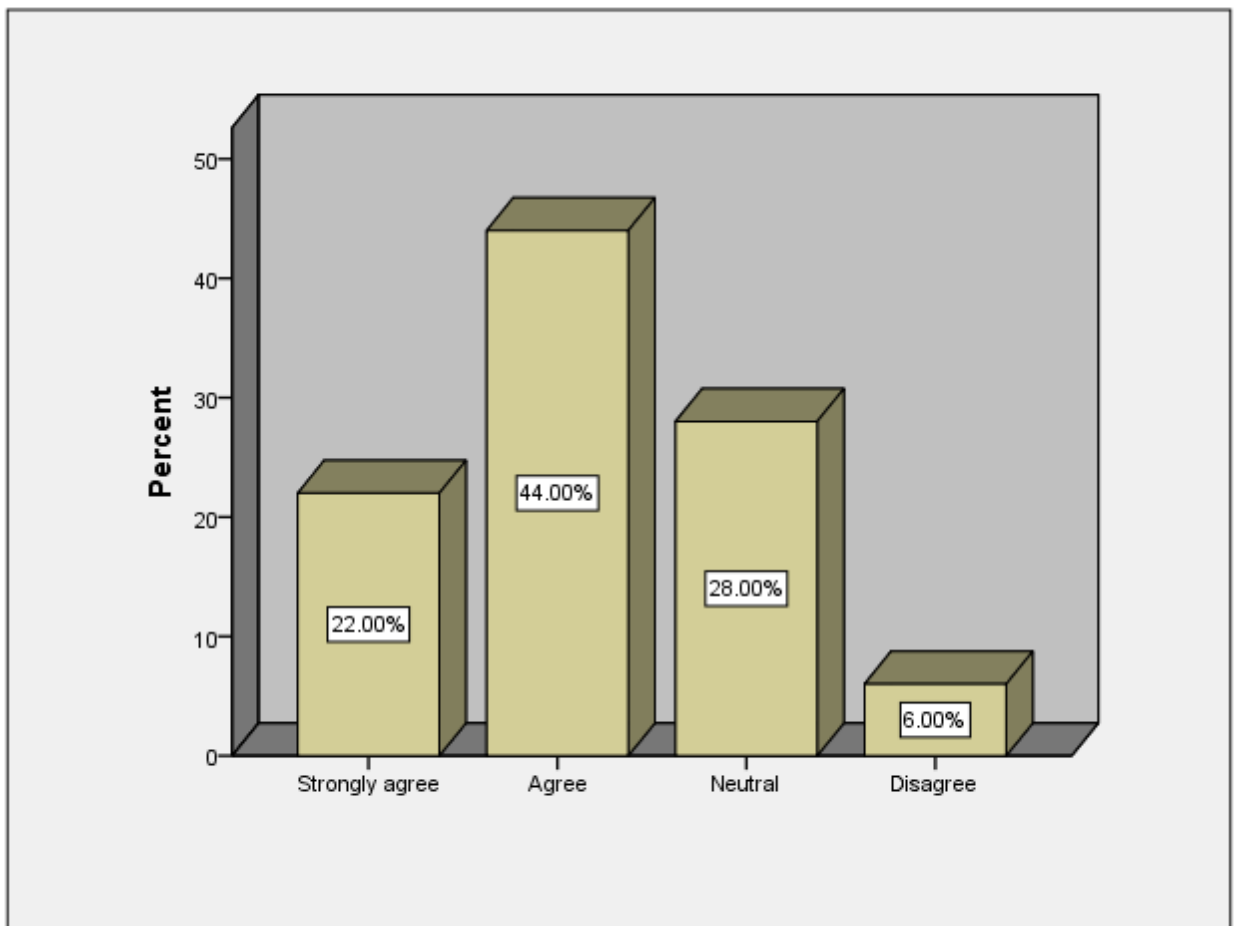
From the table and the chart above we can notice that, strongly agree together with agree equals (68%). This means the sample indicates that, while writing the main points in a lecture one can observe, evaluate and criticize ones learning; which is highly supported the hypothesis.

4.2.3 Part Three: Learners do not use autonomous learning strategies in developing oral communicative skills effectively.

4.2.3.1 Statements

13. Continuous assessment increases autonomous learning motivation and interest.

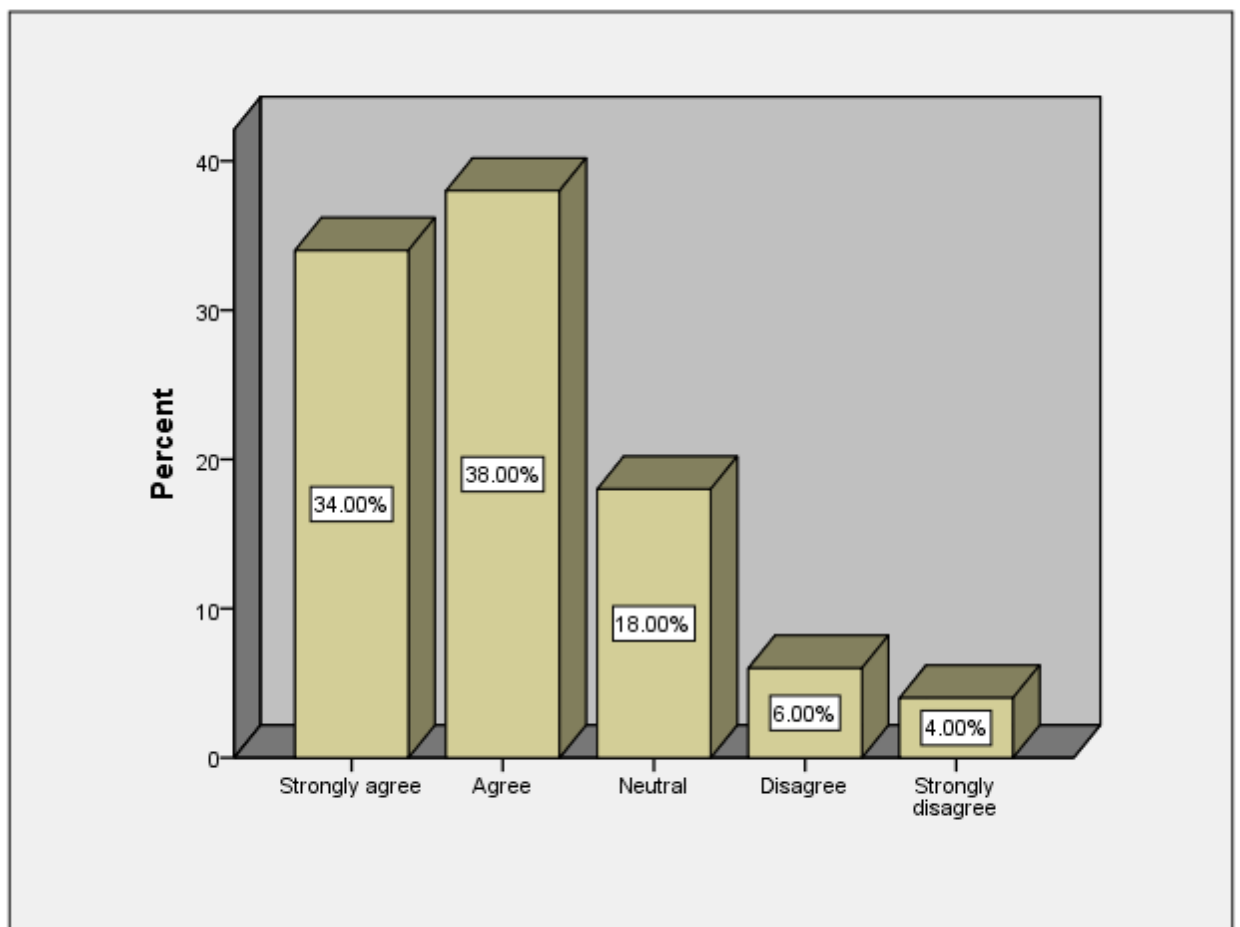
Valid	Frequency	Percent
strongly agree	10	22.0%
Agree	21	44.0%
Neutral	15	28.0%
Disagree	4	6.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (62%). This means the sample indicates that, ; which is highly supported the hypothesis.

14. Peer evaluation develops open communication and face-to-face dialogue of autonomous learning.

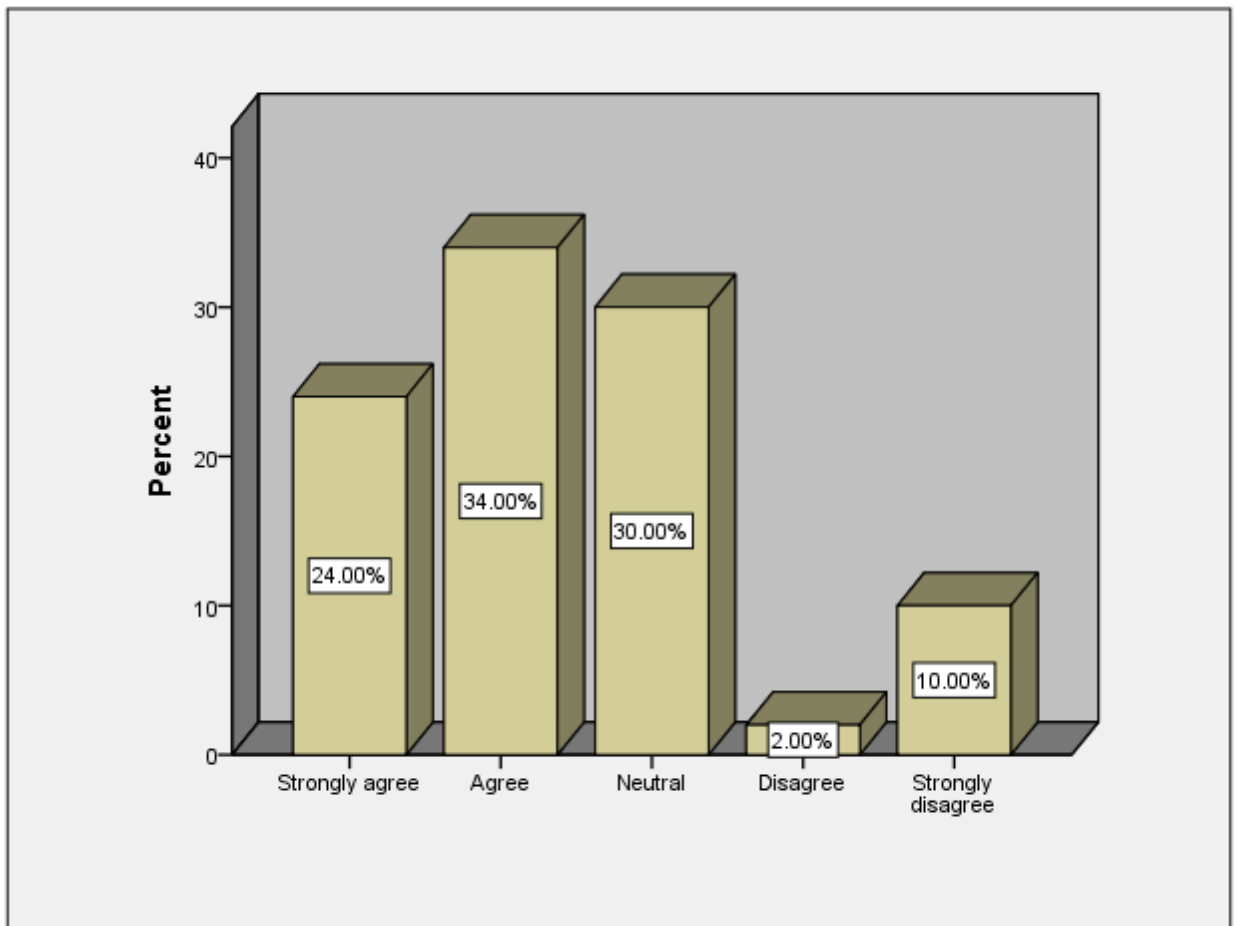
Valid	Frequency	Percent
strongly agree	18	34.0%
Agree	22	48.0%
Neutral	7	18.0%
Disagree	1	6.0%
strongly disagree	2	4.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (80%). This means the sample indicates that, Peer evaluation develops open communication and face-to-face dialogue of autonomous learning; which is highly supported the hypothesis.

15. Families have a great role in directing autonomous learning.

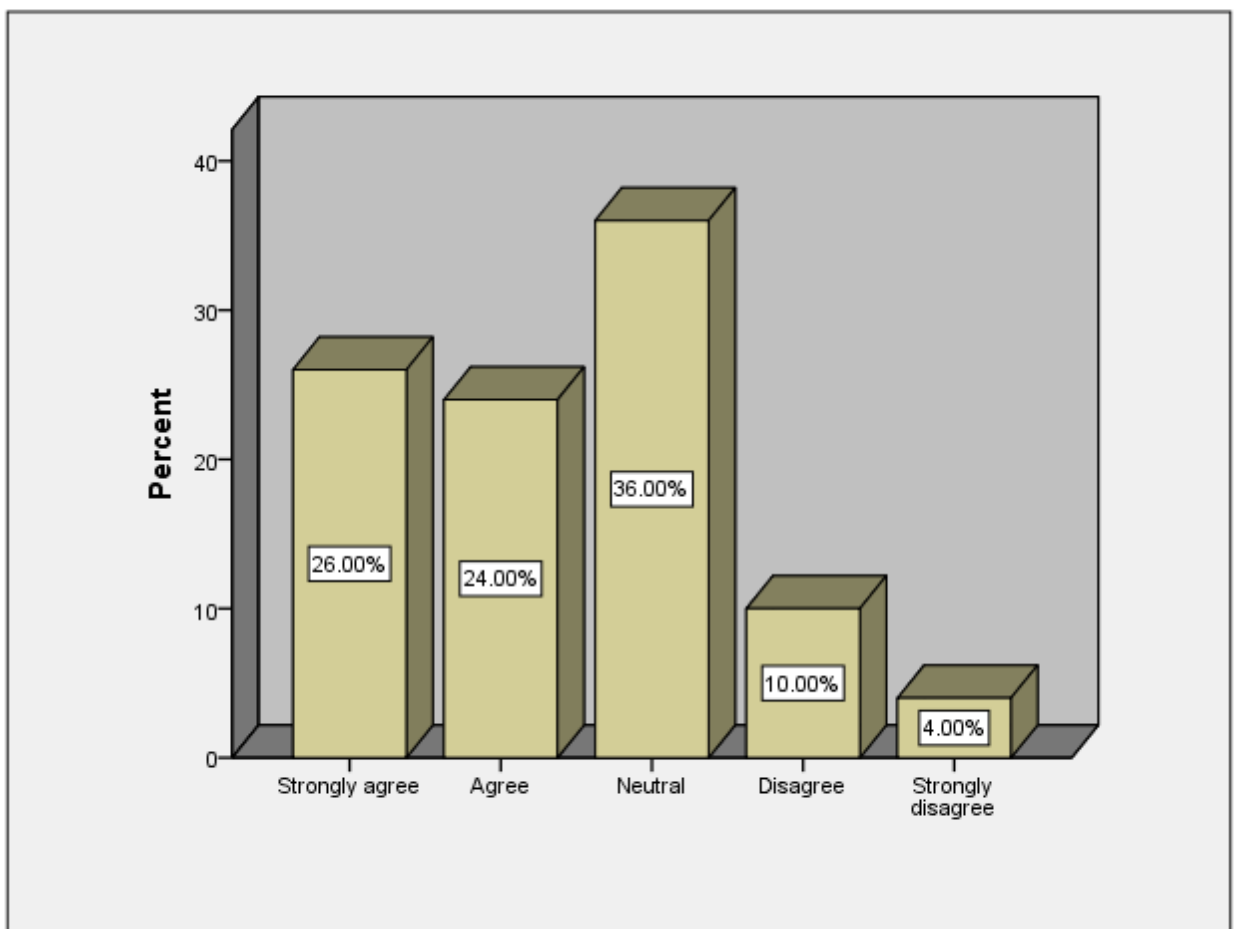
Valid	Frequency	Percent
strongly agree	13	24.0%
Agree	16	34.0%
Neutral	16	30.0%
Disagree	3	2.0%
strongly disagree	2	10.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (58%). This means the sample indicates that, Families have a great role in directing autonomous learning; which is highly supported the hypothesis.

16. As a student, it is important to access e-journals and information on the WWW in order to assist you in your autonomous learning and self assessment.

Valid	Frequency	Percent
strongly agree	15	26.0%
Agree	11	24.0%
Neutral	19	36.0%
Disagree	3	10.0%
strongly disagree	2	2.0%
Total	50	100.0%

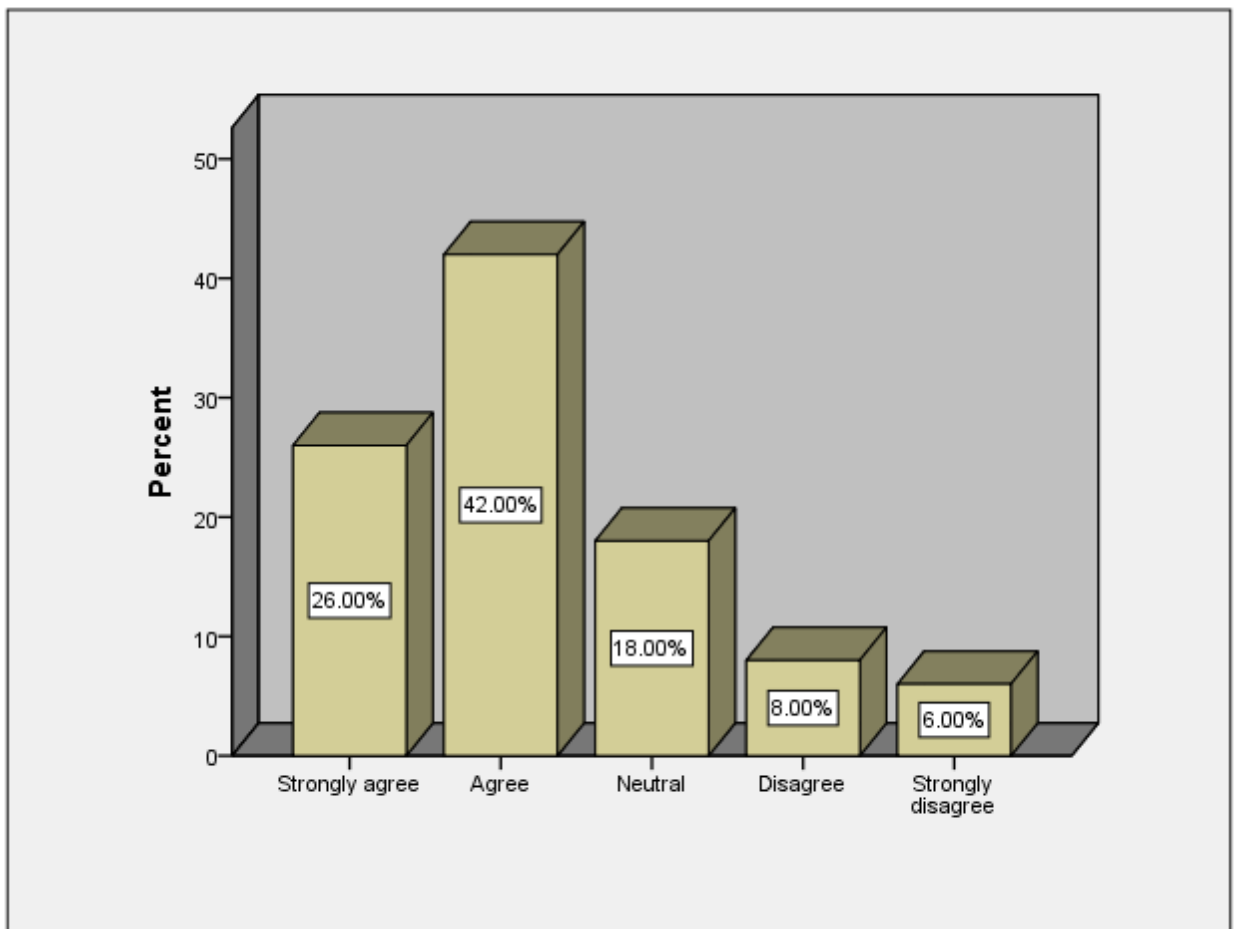


From the table and the chart above we can notice that, strongly agree together with agree equals (60%). This means the sample indicates that, as a student, it is important to access e-journals and information on the WWW in order to assist you in your autonomous learning and self assessment; which is highly supported the hypothesis.

17.Describing things and reading notices and signs in the surroundings

(home, public-traffic, and work) can increase oral communication.

Valid	Frequency	Percent
strongly agree	12	26.0%
Agree	20	42.0%
Neutral	11	20.0%
Disagree	4	8.0%
strongly disagree	3	6.0%
Total	50	100.0%



From the table and the chart above we can notice that, strongly agree together with agree equals (64%). This means the sample indicates that, Describing things and reading notices and signs in the surroundings (home, public-traffic, work) can increase oral communication; which is highly supported the hypothesis.

From the general over view we notice that, the positive answer of the students' questionnaire (strongly agree together with agree) is more than

70% this means the sample indicates that, all statements are right which are highly supported the hypotheses.

4.3 Summary of the Chapter:

All in all, these results (teachers' questionnaire 80% and students' questionnaire 70%) proves that the two hypotheses are true, and hence it comes together with researcher's opinion which sees that autonomous learning has a positive role in promoting learners' oral communication.

Chapter Five

**Summery, conclusion, Recommendations and Suggestions for Further
Research**

Chapter Five

Summary, Conclusion, Recommendations and Suggestions for Further Research

5.0 Introduction:

This study was conducted to investigate the role of autonomous learning in promoting oral communicative competence. Therefore, a subject group of variable levels (teachers and students of English Department) were involved in these investigations and description groups are included: fourth year students- English Department- Faculty of Education- Sudan University of Science and Technology and teachers at Sudan University of Science and Technology to gain data from these groups two questionnaires was given.

A questionnaire and statistical analysis were used in procedure to extract the research result; the researcher conducted this investigation covering the following categories:

1. Autonomous learning is neglected in promoting oral communicative skills intendedly.
2. Learners do not use autonomous learning strategies in developing oral communicative skills effectively.

5.1 Summary

This study consists five chapters in addition to references, and appendices. Therefore this study assumes that there is a number of autonomous learning strategies in the actual learning situation helps students to learn English language, as a foreign learner and had made the learning process easy task and consequently, have resulted in the effective oral communication.

The purpose of the study is to measure the role of student's autonomous learning in oral communication skills and investigate which extent the autonomous learning strategies helped to improve learner's oral communication skill.

The researcher administered teachers' questionnaire of 18 items to a randomly selected samples consisted of 50 teachers, and students' questionnaire of 18 items to a randomly selected sample consisted of 50 students to gather data.

In the statistical analysis, the researcher calculated the means, Median, Mode and standard deviation to describe the results.

5.2 Conclusion and findings

The role of autonomous learning in promoting oral communication skills includes the importance of using effective tools such as, listening and audio-visual materials as model materials of strategies that can develop students' oral communication and learning second language in general. This study try to find effective autonomous learning strategies as good instruments that enable students to improve oral communication.

On the other side, the effective uses of language labs help learners to surmount and decrease communication difficulties. Definitely these effective tools help learners to increase their ability to master better features of oral communication by increasing learners' knowledge of how to deal with audiovisual and listening materials outside the classroom. The increase of this knowledge is as the result of the circumstances, learning situation and strategies of learning process provided by these effective tools. This research dealt with the positive awareness of autonomous learning, and the effective strategies of autonomous learning in enhancing learners' communication these two issues represented the center of oral communication process.

According to obtained result, learners' motivation, devoting adequate time outside the classroom practicing a language, language labs, modern technology and audiovisual materials were considered as effective autonomous learning strategies and aids. This efficiency comes from the

teaching situation and environment provided by these instruments and strategies. Referring to the advantages and benefits of these strategies and materials we find language labs help teachers to increase learners' motivation for obtaining better feature of autonomous learning and finally providing effective circumstances for oral communication. These circumstances and other are efficient enough to increase learners' linguistic information and phonological knowledge, this increase is followed by accuracy in performing language items in general; and oral communication fluency in particular.

Findings

The results of the two questionnaires have achieved the research hypotheses at the level of the positive role of students' autonomous learning in promoting oral communicative competence.

For good autonomous learning strategies (listening and speaking, teaching methods, class interaction and good surroundings, environmental, the learning situation). All these factors made a close connection between learners in one side and the aspects of native speaker's pronunciation on the other side.

Referring to the teacher's and the student's attitude towards the questionnaires, the researcher found that language labs real life (air-port, at home, restaurant) affected learners positively. But on the other hand, students should use and practice the language more often to improve the oral communication competence.

This study emphasized that communication skills can be developed by effective autonomous strategies such as language labs, audio visuals and listening materials, modern technology materials, reading literature and play games. In other words, to the extent which learners succeed in producing fluent target language, depending mainly on acquiring language through listening to conversations and dialogues, literature using effective tools such as tapes, CDs, radios, televisions. All these affective tools developed learner fluency and accuracy.

To sum up, the study achieved the research objectives, answered its questions and proved its hypotheses after the analysis and discussion of

the obtained data; So the findings are succeeded in drawing attention to the influence of using language in real life increased learners' fluency, as well as communication competence, the ability to master the target language. Generally, the following points coincide the final findings of the research:

1. Learners do not use autonomous learning in promoting English language oral communication.
2. Autonomous learning success depends upon learners' motivation.
3. Devoting adequate time outside the class for learning increases oral communication
4. Exposure of learners to English language Educational programmes through TV and Radio in a spare time develops oral communication
5. Play games and real experiences are important and make autonomous learning more meaningful and easier.
6. Language labs are one aid of oral communication development
7. As a student, it is important to access e-journals and information on the WWW in order to assist you in your autonomous learning and self assessment.
8. Audio listening aids such as (radio, mp3 CDs,) should be used autonomously to boost oral communication
9. Using English language in real life (air ports, hotels, and restaurants) has a great role in students' communication skills.

5.3 Recommendations

According to the obtained findings, results and conclusions, it is clear that autonomous learning has great and an effective role in promoting oral communication skills. In order to develop these skills of autonomously the researcher recommended that:

6. Autonomous learning success depends upon learners' motivation.
7. University curriculum should encourage autonomous learning in order to promote communicative skills.
8. Teachers should be aware of the importance of using modern technology when teaching communication.
9. One of the best strategies of autonomous learning is to set a definite schedule and then follow it.
10. Using English language in real life (airports, hotels, and restaurants) play a great role in enhancing students' communication skills.

5.4 Suggestions for Further Research

1. Deterioration of English language speaking skills at secondary school.
2. The contributions of visual aids in promoting speaking skill.
3. The effect of using autonomous learning in developing speaking skills.
4. Problems facing tertiary level students in oral communication.

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Appendices

Appendix :(1) Teachers' Questionnaire

The adjusted questionnaire:

Part one: autonomous learning is effective in promoting oral communicative competence.

S/N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learners do not use autonomous learning in promoting English language oral communication.					
2.	Learning how to use the library is like any other skill of autonomous learning.					
3.	One of the best strategies of autonomous learning is to set a definite schedule and then follow it.					
4.	Autonomous learning success depends upon learners' motivation.					
5.	Devoting adequate time outside the class for learning increases oral communication.					
6.	University curriculum should encourage autonomous learning in order to promote communicative skills.					

Part Two: Autonomous learning is neglected in promoting oral communicative skills intendedly

S/N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7.	Exposure of learners to English language Educational programmes through TV and Radio in spare time develops oral communication.					
8.	Communication through the Internet (face book, WatsApp, emails) has a great effect on oral communication.					
9.	Your success in your oral communication depends upon your ability in all skills of learning language (listening, speaking, reading and writing English).					
10.	Teachers should encourage students to interact freely outside the classroom.					
11.	Teachers should be aware of the importance of using modern technology when teaching communication.					
12.	Language labs are one aid of oral communication development.					

Part Three: Learners do not use autonomous learning strategies in developing oral communicative competence effectively.

S/N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13.	Studying other subjects in English helps oral communication.					
14.	Explaining texts in English improves oral communication.					
15.	Monolingual dictionaries (English-English) are necessary to success in autonomous learning.					
16.	Self directed learning vocabulary is a good opportunity to develop oral communication.					
17.	Making notes is an effective strategy to develop autonomous learning.					
18.	Using English language in real life (airports, hotels, and restaurants) ply a great role in enhancing students' communication skills.					

Appendix :(2) students' questionnaire:

The adjusted questionnaire:

Part one: autonomous learning is effective in promoting oral communicative competence.

1.	Students learning style in colleges mostly depend on themselves					
2.	Autonomous learning is a new method and an effective way for English language university students to encourage communicative skills					
3.	Learners are aware of independent learning.					
4.	The idea of a computer-aided independent English learning programme is needed at universities to enhance oral communication					
5.	Computer-aided English learning programme helps autonomous learning creativity and communication ability					
6.	Autonomous computer-aided learning activities with classmate have positive effect outside the classroom.					

Part Two: Autonomous learning is neglected in promoting oral communicative competence intendedly.

S/N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7.	Audio listening aids such as (radio, mp3 CDs,) should be used autonomously to boost oral communication					
8.	University courses outline and staff facilitate autonomous learning,					
9.	Reading literature such as (short stories, tales, poems, anecdotes)and playing the characters role in a quiet voice help oral communication					
10.	Audio visual aids such as video-tape, DVD, CDs and TV can be autonomously used to reinforce communication.					
11.	Attending English classes gives autonomous learning the outlines to developing oral communication.					
12.	Play games and real experiences are important and make autonomous learning more meaningful and easier.					

Part Three: Learners do not use autonomous learning strategies in developing oral communicative competence effectively.

S/N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13.	While writing the main points in a lecture one can observe, evaluate and criticize ones learning.					
14.	Continuous assessment increases autonomous learning motivation and interest					
15.	Peer evaluation develops open communication and face-to-face dialogue of autonomous learning.					
16.	Families have a great role in directing autonomous learning.					
17.	As a student, it is important to access e-journals and information on the WWW in order to assist you in your autonomous learning and self assessment.					
18.	Describing things and reading notices and signs in the surroundings(home, public-traffic, work) can increase oral communication					

Appendix :(3) Questionnaire Referees:

*List of Questionnaire Referees:

No:	Name:	University:
1.	Dr. Mahmud Ali Ahmed	Sudan University of Science and Technology (SUST)
2.	Dr. Nasriaddin Alhaj Mohammed	Sudan University of Science and Technology (SUST)
3.	Dr. Omer Hypan Omer.	(SUST)
4.	Dr. Mohammed Eltayb Abdullah	(SUST)
5.	Dr. Taj Asser Hassan Bashum	(SUST)
6.	Dr. Hilary Marino Pitia	(SUST)
7.	Dr. Hassan Mahil Abdullah	(SUST)
8.	Dr. Omer Alshafee Ahmed	Asslam University
9.	Dr. Bushary Updeen Bushra	African University
10.	Dr. Hytham Mohammed Osman	Zalingei University