



An Assessment of EFL Students' Autonomous Writing Skills Through the Application of Strategy-Based Instruction

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ABSTRACT

The purpose of this study was to investigate the impact of Strategy-Based Instruction on promoting EFL University Student's Autonomous Writing Skills. The study was guided by three objectives; to determine the strategies that can be used in EFL instruction, to identify the effects associated with use of strategy in EFL instruction on autonomous writing skill and to determine which approach, between conventional and strategy-based instruction approach, is more effective in EFL instruction. The study adopted a descriptive survey design and questionnaire was constructed and used as the main tool for collecting data. The respondents who took part in the survey were chosen through convenient sampling. The target population for the study were the University students. A total of 48 participants took part in the survey. Regression analysis was used to establish the relationship between the dependent and the independent variable. SPSS was used to organize the data. The findings revealed that Strategy Based Instruction is a more appropriate for EFL instruction approach than the conventional approach. The study recommends that the EFL students should be involved in academic exchange.



programs with institutions of learning domiciled in English speaking countries.

1. Introduction

Strategy based instruction in language learning alongside the use of language have become a popular area of research among stakeholders in the field of learning, teaching, and acquisition of foreign language (Binu, 2021). Language instruction, therefore, has become preoccupied with the identification of multiple approaches to enhancing EFL student assistance to ensure successful learning and subsequent communication in foreign languages. Strategy based instruction is deemed effective if it has the innate capacity to offer the EFL student the appropriate support in their quest to master the foreign language under study and subsequently improve on their autonomous writing skill (Binu, 2021). The concept of strategy-based instruction of a foreign language entails the adoption of the right steps as preferred by EFL students to yield language skill improvement, especially in autonomous writing. Strategy-based instruction further seeks to offer EFL students with opportunities to better their effectiveness through learning individualization. Therefore, instructors who employ strategy-based instruction are likely to develop EFL students with higher efficiency in the completion of tasks assigned EFL students in the classroom context. Such EFL students are expected to exhibit increased responsibility in the direction of individual learning which may take outside the classroom, as well as have develop more confidence in the utility and mastery of the target language.

The academic demands of the 21st century have seen the reduction of the world to a global village, and English has considerably gained dominance as an international language. Consequently, most universities have opted to offer their educational programs in English despite having their native languages, and EFL students from all around the world have opted to study overseas. This implies that the number of EFL students is on an increase. These EFL students must develop and improve their writing skills if they are to undertake studies in their courses of preference as well as have the capacity to cope with career demands in future. In addition, writing in English is now a primary requirement for interaction with and participation in the global



community. Even so, EFL student ability and success in autonomous writing is a significant challenge among many EFL students. In particular, EFL students in the Salahaddin University enrolled in the faculty of Education under the English Department have difficulty in autonomous writing. These students regard autonomous writing as a demanding and difficult skill since they often perceive ideas and opinions in their native language before subsequently translating such perceptions into English before transferring them to the written form. In addition, these EFL students cite that they experience difficulty in writing resulting from the writing environment, constraints of clearly understanding the writing topic, as well as the limited EFL student knowledge and skills in composing written projects.

The ineffective use of strategy-based instruction of English as a second language is implied by EFL students' lack of systematic preparation before beginning a writing task, learning rather than acquisition context for the second language, overuse of correction, and focus on writing product at the expense of linguistic feature use. Thus, there is need for intervention through research effort seeking to find out if strategy-based instruction influences Salahaddin university EFL students autonomous writing skill. This study therefore puts emphasis on identifying the impact of the application of strategy in the teaching and learning of English as a foreign language. Particularly, the researcher wishes to determine if the use of strategy-based instruction method affects the EFL student's ability to develop the autonomous writing skill. The researcher uses non-native English speaking Salahaddin University EFL students enrolled in the Faculty of Education in the English department in and in their third grade the current 2021-2022 academic year. It is thought that the findings of this study will positively contribute to the wealth of literature in the field of EFL student autonomous writing skills in universities in the Kurdistan region in general and the Salahaddin University in particular.

2. Literature Review

The concept of EFL autonomous writing skills enjoys growing research attention which implies the importance of students attaining autonomy in their learning of foreign languages (Tajmirriahi & Rezvani, 2021). In the context of EFL, autonomous writing skills are the techniques a student may use in the learning and subsequent



reproduction through writing in English as a foreign language. These skills enable a student to take charge of their own writing tasks and projects. As such, EFL autonomous writing skills are bound to enable the student to control their own writing through making decisions with regards to the methods, purpose, setting and time of writing (Tajmirriahi & Rezvani, 2021). Through Strategy Based Instruction, EFL learners can increase their levels of understanding as well as improve their production in the foreign language under study while using it to achieve effective communication even outside the classroom context (Tarhuni, 2017). Numerous studies exist which have reviewed the role of the SBI approach with regard to its capacity to promote language learning competence among students. Thus, SBI has often been viewed as a tool which enables learners to understand the reason for, the means to, and the content to learn. SBI has the potential to facilitate language learning (Reif, Bhavnani, & Peck, 2008). This assertion justifies the fact that SBI entails teacher effort to guide learners to master strategies employed in language learning. In essence, there is need for a teacher to emphasize on the use of specific strategies for language learning as opposed to requesting their learners to employ multiple learning strategies (Reif, Bhavnani, & Peck, 2008).

With rising global communication needs, people are finding it a necessity to gain ability to communicate in multiple languages, among them English (Cohen et al., 2000). Communicative competence, therefore, has come to be regarded as one of the strongest indicators of communication ability. In this context, communicative competence refers to the possession of both skill and ability to comprehend after receiving a message as well as to undertake interpersonal negotiation in a specific context (Rahal, 2020). For language teachers, it is imperative to utilize tenets of these varied forms of competence if they are to undertake well the responsibility of student preparation for eventual satisfaction of the demands of the global era especially in relation to both written and spoken communication (Zülküf, 2006).

Research on learning strategy holds that strategies are teachable. In turn, students have the ability to develop strategic tendencies in learning which have more effectiveness (McLean, 2013). Through SBI, a learner is afforded the opportunity to assume a more active role in their learning. This is achievable through students taking an active role in the management and assessment of their methods of learning.



Therefore, SBI affords students with the role of taking individual responsibility over their learning by encouraging student Self-direction and increased autonomy practice (McLean, 2013). There is emphasis on the role of strategy instruction in student empowerment as it offers them a chance to practice control over their learning and enhancing Self-effectiveness. Even so, other research has pointed out that strategy instruction is not entirely productive in the context of language learning. Such is the sentiment is backed up by the assertion that sometimes, strategy instruction has been correlated to reduced student motivation in the context of language learning (Maftoon & Tasnimi, 2014).

Since strategy instruction lacks universal success, specific modes and circumstances such as incorporation into the normal classroom tendencies of a teacher may promise success (Violeta, 2013). In addition, the success of SBI may depend on training explicitness, strategy integration into language courses, as well as the development and evaluation of the chosen SBI program. Explicitness in strategy instruction demands that the teacher performs the duty of informing students the essence and approach to strategy learning thereby giving them an opportunity to learn the potential benefits associated with the application of strategy in learning. To assess the suitability of different strategies in use, and to transfer learned strategies to new contexts for language learning. The teacher must, therefore, take note that emphasis of SBI is on enhance student meta-cognitive awareness on learning as opposed to assisting students to gain new knowledge. Other critics hold that strategy learning should be undertaken separately with such argument finding its basis on the assumption that learning strategy in the language classroom context limits student capacity to transfer such strategy to new contexts (Schueller, 2000). They further suggest that exclusive strategy learning is bound to enhance strategic skill development. Even so, such critics fail to provide a solution to a higher probability of lack of student motivation should strategy instruction be offered separately.

Studies have been conducted on the field of strategy training with a focus on the impacts of both integrated and explicit strategy instruction. Indeed, the findings point to significant variations between students subjected to either approach (Hendar, 2005). In general, there were positive outcomes associated with the adoption of strategy instruction, whether integrated or explicit. Even so, such variables as



proficiency standards, gender, and group incompatibility were cited as major drawbacks to the effectiveness of strategy training. Other researchers such as Nunan were interested in the study of the impacts resulting from strategy learning on student strategy knowledge, motivation, actual strategy application, and perceived strategy application. The findings indicated that student training of strategy through integrated means has positive effect on the said variables. In the context of oral communication strategies, both integrated and explicit instruction is assumed to have a positive impact on the performance of students in oral linguistic tests (Chinpakdee & Gu, 2021). Conclusively, studies completed in the field of integrated and explicit strategy learning in language curricula are inclined toward support for basic tenets as further discussed under the various models of strategy learning. In addition, explicit and integrated approaches to strategy learning ought to include aspects of pre- and post-strategy use measurement, determination of the significance of select practice tasks for strategy application, the strategy instruction medium or language, as well as the duration of intervention in strategy learning and practice.

Research conducted in recent times has sought to determine the impacts of writing strategies in writing attainment. Such research has indicated a positive correlation between EFL writing and strategy use. Students who use strategy in writing benefit as they are better placed to plan, design, and assess their writing tasks. An investigation into the effect of cognitive strategy instruction on writing curriculum has been conducted based on writing strategies, meta-cognitive writing process knowledge, expository text structure knowledge, and instructional scaffolding principles (Al-Samadani, 2010). The participants were subjected to instruction on strategies of writing process alongside expository essay structure by means of procedural facilitation, explicit instruction, and reciprocal dialogue. The findings of this study justified the considerable improvement in the compare and contrast and descriptive essay writing skills among participants. In addition, the participants recorded increase in the levels of meta-cognitive knowledge in the two writing modes especially in the articulation of text structural organization. The results further showed increased writing process knowledge and awareness.

Following successful language learning strategies identification and classification, researchers took up the study of the use of these strategies by EFL students and

potential factors which may influence the use of the strategies (Hussein, 2015). In this paper, the factors thought to influence the use of language learning strategies among EFL students include motivation, cultural background, gender, proficiency level, student beliefs, career choice, and age. Success in learning English as a foreign language is dependent on individual student motivation. The effort of a language instructor would all be in vain if the student is demotivated towards learning. Thus, an effective language teacher ought to ensure that individual student's motivational needs are met ahead of any formal language instruction as motivation is a central element of teaching skills. Research identifies basic conditions that ought to be met ahead of instruction. According to Jalali (2007), these basic motivational conditions are among a supportive and pleasant classroom environment, cooperativeness, and enhancement of student self-trust.

3. Methodology

3.1 Study Aim

This study aims determine the strategies that can be used in EFL instruction and identify the effects associated with use of strategy in EFL instruction on autonomous writing skill. Furthermore, the study aims to determine which approach, between conventional and strategy-based instruction approach, is more effective in EFL instruction. Thus, the study was intended to assess how learner involvements in settings outside the learning classroom environment as relates to the development of their autonomy.

3.2 Research Design and strategy

In order to accomplish its research objectives, the study adopted a descriptive survey methodology and a technique based on case studies. The researcher integrated the use of both quantitative and qualitative research methods in order to extensively address the study problem.

3.3 Target Population and Sample selection

The current research uses a convenience sampling approach in which third year students studying English as a Foreign Language in Salahaddin University are relied upon as the study participants. The decision to use convenience sampling derives



from its affordability, simplicity of implementation and high level of efficiency and convenience.

3.4 Study participants

The total sample comprised of 48 participants including instructors and students aged between 20 and 25 years (33 female and 15 male participants). The participants had the freedom to quit the research process at any time as suits, and such decision would not warranty them any penalty. The data collection process lasted three weeks as participants were subjected to interviews as well as they returned filled and returned their questionnaires.

3.5 Methods of data collection and instruments

For the sake of gathering data from the participants, the researcher used instructor's questionnaire, students' questionnaire and written tests. The questionnaire was made up of a series of question items intended to gather information from respondents. The main objective for constructing the instructor's questionnaire was to gather information and data pertaining the effects of Strategy Based Instructions on autonomous writing skills. The learner autonomy questionnaire was developed following the adoption of the research by Humphreys, Spratt and Chan in 2002 with intent to assess the correlation that could be existing between learner autonomy and motivation, as well as to determine which of the two variables develops ahead of the other. Before collecting data, the instructor's questionnaire was submitted to 14 experts to establish its validity. The researcher also subjected the questionnaire to a pilot test with intent to determine its reliability. The average time needed to complete the questionnaire was averagely set at 25 minutes. The final questionnaire administration exercise for eventual data collection was executed beginning from March 2022. With the written tests the students were expected to draft an argumentative essay on concerning public schools and boarding schools. The students were supposed to explore the benefits associated with enrolling students in public schools as opposed to boarding schools and support their arguments with relevant points.

3.6 Data analysis

Once data had been collected from the 48 participant questionnaires, it was subjected to analysis for eventual response to the research questions. This study used regression analysis. Through regression analysis, the researcher is able to determine the correlation between the dependent variable and the independent variable. As a result, the researcher can confidently determine which variables have an impact on learner autonomy in writing, and to which extent.

3.7 Ethical consideration

The researcher in the current study observed informed consent, the participants were duly taken through the funding, risk, benefits, and purpose of the research before they could participate. The essence of the researcher observing informed consent was to ensure that all participants were in a position to make an informed choice of whether to take part in the assessment or not. The researcher also ensured that identifying information was excluded from published documents and reports. Lastly, the researcher sought to evaluate relevant components only in line with the research objectives. The researcher kept the assessment as simple as possible. The researcher further retained focus on the research needs in the process of data collection for improved relevance, reliability and validity.

4. Findings and Discussion

The findings collected from this study included the demographic, descriptive characteristics which were subjected to regression and reliability analysis. According to the findings in this study, there was a significant and positive correlation between identification of an individual strength and weakness in learning and learner autonomy. Majority of the learners who are self-driven and highly motivated were able to positively identify their strengths and weakness without necessarily contacting the teacher. Such learners derive high levels of motivation when they establish their areas of weakness. The students put a lot of energy so as to improve academically. The learning success of such learners is highly driven by self-motivation in learning, an aspect which has a bearing on learner autonomy. The findings of this study are therefore in agreement with that of Wawrzyniak-Sliwska, (2017) who



asserted that learners who have embraced autonomous learning have the capability to undertake self-assessment and identify their strengths and weaknesses. However, it should be noted that the learners' self-assessment can be enhanced through provision of essential activities by the teacher. The teacher can also provide self-assessment tools to the learner, such tools may include questionnaires and Self-assessment observation reports and checklist.

Furthermore, this study revealed a significant relationship between 'discussing reading the passage and with friends' and learner autonomy. In this aspect, learners who have developed a strong sense of self-motivation, also have a high social connection, from the findings the majority of learners seem to enjoy learning when they engage in discussive sessions with their friends. An aspect which points to learner centered mode of learning. The learners use their social connection to advance academic discourse, an issue that benefits them even in the absence of a teacher. Such learners believe in the spirit of academic teamwork and social dependence as opposed to depending on the teacher, such initiatives greatly enhance learner autonomy. The findings of this study are further supported by the works of Karimi, Dastgoshadeh, & Heidari-Shahreza, (2018) who opined that the learners could use their social strategies to closely interact with the native speakers of a second language and their peers. Additionally, the learners can use such linguistic techniques to enhance their regulation and organization of attitudes and emotions. Such kind of interaction can be beneficial in the long run-in terms of language development. On the same note, further analysis revealed that a significant connection between 'analyzing a difficult reading passage and learner autonomy'.

The majority of the learners seemed to be having a strong sense of self belief. Such learners believe that it is the responsibility of a learner to diagnose a problem and come up with appropriate solution without necessarily involving the teacher. The learners too, believe that there is a solution to every academic problem, the students derive some psychological satisfaction when they conduct their own research their own research and find an amicable solution. The findings of this study are in agreement with that of Smith, Kuchah, & Lamb, (2017) who observed that it is important for learners to develop deep social skills, such skills enable them to negotiate, elaborate and discuss issues with other parties. Such kind of learning



autonomy therefore integrates elements related to interpersonal, academic, personal and intellectual skills which are linked to social and affective dimensions. A positive correlation was noted between 'reading and correcting mistakes and learner autonomy,' the self determination of autonomous learners instills makes them to go an extra mile and correct their own mistakes. The majority of the students who participated in the survey seemed to suggest that self-motivation can be appropriately used in academics more so with regard to learning a second language. Such behaviour is linked to autonomous writing skill. Autonomous writing skill is an aspect that was extensively explored Pratiwi (2012), according to the author grammatical competence among the learners can be enhanced when learners improve on their autonomous writing skills although they may need some assistance from the teacher. The analysis too, revealed a positive association between the amount of time spent on an activity and learner autonomy. Learners are at liberty to make a decision on the time they spend on academic activities, such behaviour can be beneficial to students who are passionate about learning the second language due to the self-drive. The findings are supported by the works of Wawrzyniak-Sliwska (2017) who asserted that learner centered approach to teaching enhances learner participation in the classroom. Consequently, the learners are deeply involved in classroom activities, they take control of their individual learning and are also involved in making decisions. The learners are supposed to be exposed to learning activities and engage in activities that promotes EFL-assessment and reflection.

A strong correlation between students who prefer to be corrected by teacher and students participating in class was noted. It underscores the significant the role played by instructors as they engage the learners in various strategy-based instructions. Additionally, the learners believe that through proper guidance from their teacher, they are likely to acquire a lot. The instructor must therefore have a deeper understanding of the language that he/she is in charge of teaching. Additionally, a strong positive correlation was noted between providing opportunities for learners to evaluate their performance and participating in the process of language learning. Giving the students opportunity to evaluate their performance motivates them to actively participate in the process of acquiring second language since they can identify their strengths and weaknesses. In a way the strategy promotes the learner autonomy



and enables students to realize their potential. Findings from the written test established that majority of the parents prefer public schools as opposed to boarding schools due to relatively fewer financial implications, minimal expenses are involved and hence they spend little financial resources. Additionally, the parents are able to engage their children, nurture them and offer social support as they learn in public schools, children learning in boarding schools do not get such opportunities. Children studying in public schools are constantly being monitored, an aspect that nurtures them to be all round human beings.

5. Conclusion and Recommendation

5.1 Conclusion

The first objective of this study investigated the strategies that can be used in EFL instruction. This study positively identified two studies, Strategy Based Instruction and Conventional approach. The statistical analysis and review of related literature have revealed that, Strategy Based Instruction to a more significant extent has a positive impact on the students' autonomous writing skill. The technique allows the learner to be fully involved in the learning process, it is a strategy that promotes Self-directed learning. The second objective identifies the effects associated with use of Strategy Based Instruction in EFL instruction on autonomous writing skill. A comprehensive analysis of the Strategy Based has established that the technique that promotes learner centered learning. Learning shifts from teacher management to student management. There is a greater involvement of the learners since they are motivated to do so, learners believe that they can accomplish academic tasks with minimal teacher supervision. It is a strategy that gives learners an opportunity to improve on their autonomous writing skills. English is one of the languages widely spoken in many countries all over the world. Good mastery of the language is therefore essential not only for purposes of communication but also for interaction and enhancing an individual's career. EFL students all over the world should have a good command of the language as well as autonomous writing skills. There has been some progress with regard to training of EFL students in Iraq. On the other side there has been challenges with regard to acquisition of since it is second language to Iraqis.

A lot therefore still needs to undertake to improve the students' proficiency level on the subject.

5.2 Recommendation

This study puts forth the following recommendations:

- The instructors involved in the EFL programs should avail the latest instructional materials that promote autonomous writing. The materials should not be limited to publications, journals and books, but should also video clips and other multimedia instructional materials.
- Given that English is an international language, the University administrators should organize for academic exchange programs so that EFL students can interact with native English speakers and scholars from various parts of the world.
- The instructors should organize writing competitions and other training sessions outside the university

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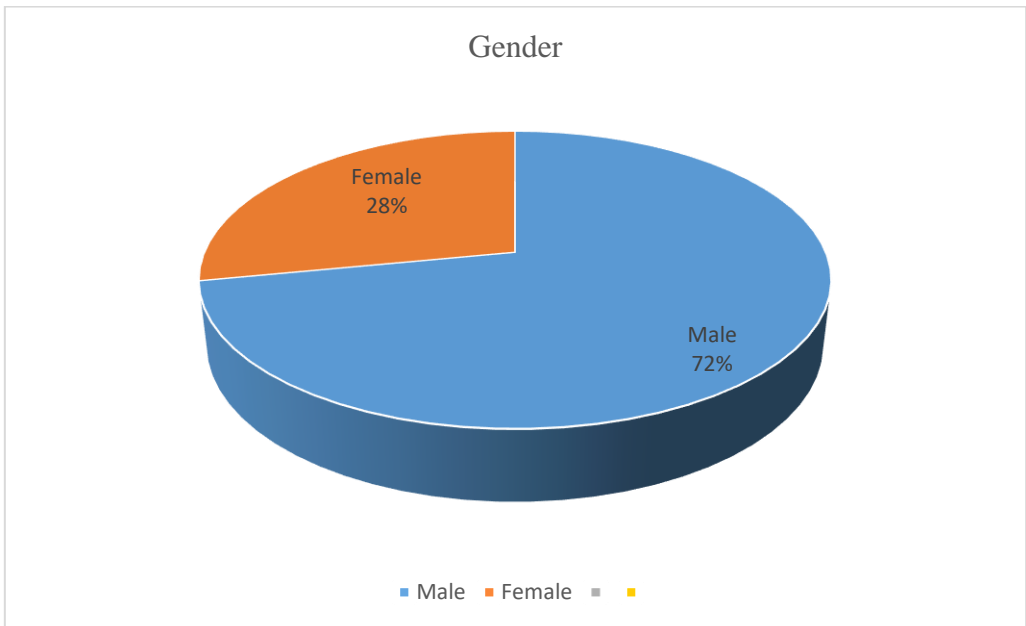
APPENDICES

Appendix (A)

Demographic characteristics

Gender

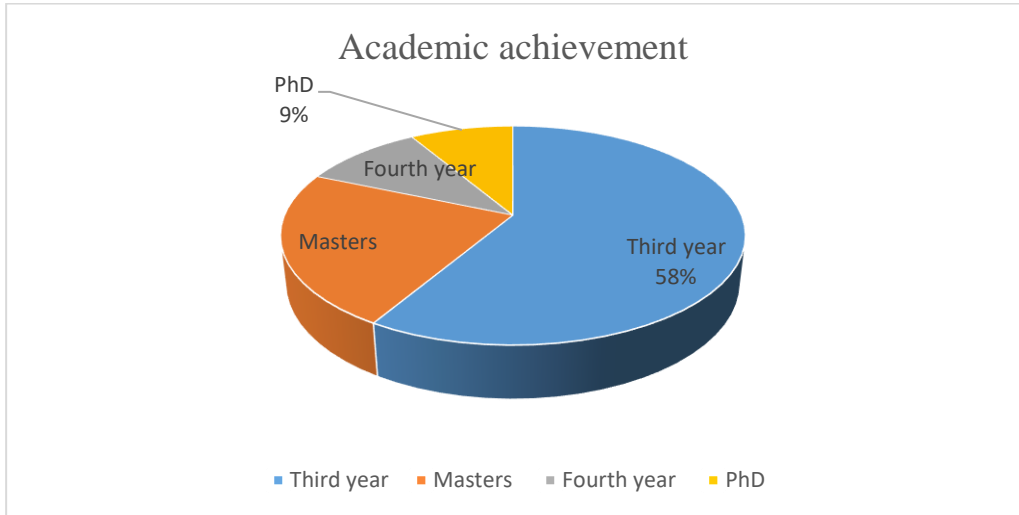
After performing analysis, the results revealed that 72% of the respondents were female while 28% of them were male. The results are depicted in figure 4.11



Appendix (B)

Academic achievement

Tests performed revealed that 58% of the respondents were third years, 23% were fourth years, 10% were masters' holders and only 9% were holders of PhD as shown in table 4.02.



Appendix (C)

Learner’s Level of motivation

I can take charge of my own learning

Analysis revealed that 30% of respondents strongly agreed with idea, it was further supported by 44% of the participants. However, 6% of them disagreed with idea and 20% were undecided as shown in table 4.03.

I can take charge of my own learning				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	15	30.0	30.0	30.0
Agree	22	44.0	44.0	74.0
Disagree	3	6.0	6.0	80.0
Neither agree nor disagree	10	20.0	20.0	100.0
Total	50	100.0	100.0	

Appendix (D)

Teachers show us how to learn on our won

Tests performed revealed that 50% of the respondents strongly supported the argument, 18% disapproved it while 26% were undecided as shown in table 4.12

Teachers show us how to learn on our won

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	6.0	6.0	6.0
Agree	25	50.0	50.0	56.0
Disagree	9	18.0	18.0	74.0
Neither agree nor disagree	13	26.0	26.0	100.0
Total	50	100.0	100.0	

Appendix (E)

In the language classroom teachers are responsible for learning

Tests indicate that 28% of the participants admitted that teachers are responsible for learning. On the contrary, 22% of the participants disputed that argument while 34% were undecided as depicted in table 4.13.

In the language classroom teachers are responsible for learning				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	8	16.0	16.0	16.0
Agree	14	28.0	28.0	44.0
Disagree	11	22.0	22.0	66.0
Neither agree nor disagree	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Appendix (F)

I can decide on the objective of the course I study

Analysis established that 50% of the participants approved the idea while 6% disagreed with it and 14% were undecided as reflected on table 4.14

I can decide on the objective of the course I study				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	14	28.0	28.0	28.0
Agree	25	50.0	50.0	78.0
Disagree	3	6.0	6.0	84.0
Neither agree nor disagree	7	14.0	14.0	98.0
Strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Appendix (G)

I can decide Myself on how long to spend on each activity

Tests performed show that 38% of the students agreed with the idea while 12 % of them disapproved it. Some 42 % seemed not to be sure about the amount of time to be spent an activity as reflected in table 4.15

I can decide Myself on how long to spend on each activity				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	4.0	4.0	4.0
Agree	19	38.0	38.0	42.0
Disagree	6	12.0	12.0	54.0
Neither agree nor disagree	21	42.0	42.0	96.0
Strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Appendix (H)

I can evaluate my own learning & performance

After performing descriptive analysis, it was established that 46% of the students could evaluate their own learning while 12% could not and 28% neither approved it nor disapproved it as shown in table 4.16.

I can evaluate my own learning & performance				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	12.0	12.0	12.0
Agree	23	46.0	46.0	58.0
Disagree	6	12.0	12.0	70.0
Neither agree nor disagree	14	28.0	28.0	98.0
Strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Appendix (I)

I'm responsible for identifying my weaknesses & strengths in learning

On matters pertaining learning, findings revealed that 36% of the students could identify their strengths and weaknesses, while 16% could not do so and 14% of them neither supported nor disputed it as shown in table 4.17.

I'm responsible for identifying my weaknesses & strengths in learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	14	28.0	28.0	28.0
	Agree	18	36.0	36.0	64.0
	Disagree	8	16.0	16.0	80.0
	Neither agree nor disagree	7	14.0	14.0	94.0
	Strongly disagree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Appendix (J)

I consider Myself capable of choosing activities and setting objectives for learning outside of classroom

On matters pertaining setting objectives for learning, 36% strongly admitted that they undertake that activity while 16% could not perform it and 12% neither supported nor disputed the argument as shown in table 4.18.

I consider Myself capable of choosing activities and setting objectives for learning outside of classroom					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	18	36.0	36.0	36.0
	Agree	15	30.0	30.0	66.0
	Disagree	8	16.0	16.0	82.0
	Neither agree nor disagree	6	12.0	12.0	94.0
	Strongly disagree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Appendix (K)

Our teacher provides opportunities for us to evaluate ourselves

Analyzed data concerning provision of opportunities for students to evaluate themselves by teachers shows 26% of the students strongly supported the idea, conversely 28% of the students dismissed it. An equal number of students were undecided as depicted in table 4.19

Our teacher provides opportunities for us to evaluate ourselves					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	8	16.0	16.0	16.0
	Agree	13	26.0	26.0	42.0

	Disagree	14	28.0	28.0	70.0
	Neither agree nor disagree	14	28.0	28.0	98.0
	Strongly disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Appendix (L)

I try to be aware of which words or grammar or rules give me the greatest trouble.

Analysis concerning grammatical rules that appear to be difficult to learners revealed that 26% of the students were conversant with such rules or words while 28% were not, 14% of the learners were undecided as depicted in table 4.21.

I try to be aware of which words or grammar or rules give me the greatest trouble.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	4.0	4.0	4.0
	Agree	13	26.0	26.0	30.0
	Disagree	14	28.0	28.0	58.0
	Neither agree nor disagree	7	14.0	14.0	72.0
	Strongly disagree	14	28.0	28.0	100.0
	Total	50	100.0	100.0	

Appendix (M)

I improve my reading skills by reading letters from my friend

With regard to reading letters, the findings revealed that 42% of the participants agreed while 12% disagreed with it, and 22% were undecided as reflected in table 4.24.

I improve my reading skills by reading letters from my friend					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	20.0	20.0	20.0
	Agree	21	42.0	42.0	62.0
	Disagree	6	12.0	12.0	74.0
	Neither agree nor disagree	11	22.0	22.0	96.0
	Strongly disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Appendix (N)

I read my writing and correct the mistakes

On matters concerning writing and correcting mistakes, tests revealed that 44% of the students strongly agreed with the matter while 10% of them disputed it, and 16% of them were undecided as shown table 4.26.

I read my writing and correct the mistakes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	44.0	44.0	44.0
	Agree	14	28.0	28.0	72.0
	Disagree	5	10.0	10.0	82.0
	Neither agree nor disagree	8	16.0	16.0	98.0
	Strongly disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Table 4.2 1

Appendix (O)

Regression analysis

R Square is the proportion of variation in the dependent variable that can be explained by the nine independent variable. In other words, 9.2% of the variation in learner autonomy can be explained by the 9 independent variables depicted in the model shown in table 4.27.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.303 ^a	.092	-.113	1.1348	.092	.449	9	40	.899
Predictors: (Constant: Activity, Performance, Strengths, choosing activities, reading skills, Correcting mistakes, Objective, Reading passage & Difficulty.									

Table 4.2 2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.208	9	.579	.449	.000 ^b
	Residual	51.512	40	1.288		
	Total	56.720	49			
a. Dependent Variable: I can take charge of my own learning						

Predictors: Activity Performance Strengths, choosing activities, reading skills, Correcting mistakes, Objective, Reading passage & Difficulty.

This table shows whether the proportion of variance described in table 4.27 is significant. It also indicates if the overall effect of the 9 independent variables on learner autonomy is significant. The significant or the p-value is .000 which is below 0.5 level; hence we conclude that the overall is statistically significant or that the variables have a significant combined effect on learner autonomy which is the dependent variable.

Coefficients							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.633	.978		.647	.521	-1.344	2.610
Activity	.068	.163	.067	.415	.680	-.263	.398
Learning performance & Weaknesses & strengths	.169	.157	.171	1.076	.288	-.148	.486
Setting objectives	.008	.147	.009	.053	.958	-.289	.305
Reading skills writing and correct the mistakes	-.128	.160	-.138	-.796	.431	-.452	.196
objectives	.144	.176	.157	.815	.420	-.213	.500
Reading passage	.094	.186	.091	.503	.618	-.283	.470
Analysis of difficulty	.072	.159	.075	.452	.654	-.249	.393
	.162	.172	.157	.939	.353	-.187	.511

a. Dependent Variable: I can take charge of my own learning.

The standardized beta values(B) indicate the strength and the direction of the relationships. Activity (0.068), learning & performance (0.169), strengths & weaknesses (0.063), setting objectives (0.008), correcting mistakes (0.144), objectives (0.094), reading passage (0.072) and analysis of difficult items (0.162) are positively

correlated with learner autonomy. However, reading skills negatively correlates with learner autonomy and therefore is not a significant predictor.

Appendix (P)

Reliability Analysis

The investigator used Cronbach alpha to examine the reliability of the variables. The minimum acceptable value for Cronbach alpha is 0.7. The variables were therefore deemed reliable since the Alpha values associated with them was above 0.7. The numerical values associated with the Cronbach Alpha was .894 as depicted in **table 4.31**

4.31

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.894	.894	15

Table 4.3 1

Appendix (Q)

90-Minute SBI Sessions per week

Session	Writing Strategy
1	Background knowledge activation, extensive writing
2	Text Previewing, prediction of words in texts
3	Identification of the purpose of writing
4	Making inferences
5	Recognizing written text structure: major sentence parts, topic and supporting sentences
6	Identification of common patterns in writing: sequence, listing, cause and effect, problem and solution, and comparison
7	Vocabulary use strategy: guessing of vocabulary meaning based on context
8	Vocabulary use strategy: inferring of vocabulary meaning from a dictionary, writing sentences using vocabulary
9	Improving writing speed and accuracy, employing meta-cognitive skills of planning, monitoring, and assessing writing

الملخص

كان الغرض من هذه الدراسة هو التحقيق في تأثير التعليمات المستندة إلى الإستراتيجية على تعزيز مهارات الكتابة المستقلة لطلاب جامعة اللغة الإنجليزية كلغة أجنبية. استرشدت الدراسة بثلاثة أهداف ؛ لتحديد الاستراتيجيات التي

يمكن استخدامها في تعليم اللغة الإنجليزية كلغة أجنبية ، لتحديد الآثار المرتبطة باستخدام الإستراتيجية في تعليم اللغة الإنجليزية كلغة أجنبية على مهارة الكتابة المستقلة ولتحديد أي نهج ، بين نهج التدريس التقليدي والقائم على الإستراتيجية ، هو الأكثر فعالية في تعليم اللغة الإنجليزية كلغة أجنبية. اعتمدت الدراسة على تصميم المسح الوصفي ، وتم بناء الاستبانة واستخدامها كأداة رئيسية لجمع البيانات. تم اختيار المستجيبين الذين شاركوا في الاستطلاع من خلال أخذ العينات المريح. كان المجتمع المستهدف للدراسة من طلاب الجامعة. شارك ما مجموعه 48 مشاركا في الاستطلاع. تم استخدام تحليل الانحدار لتأسيس العلاقة بين المتغير التابع والمستقل. تم استخدام SPSS لتنظيم البيانات. كشفت النتائج أن التعليم المستند إلى الإستراتيجية هو أكثر ملاءمة لمنهج تعليم اللغة الإنجليزية كلغة أجنبية من النهج التقليدي. توصي الدراسة بضرورة مشاركة طلاب اللغة الإنجليزية كلغة أجنبية في التبادل الأكاديمي. برامج مع مؤسسات تعليمية مقرها في البلدان الناطقة باللغة الإنجليزية.

پوخته

ثامانجی ئەم تووژینه وهیه لیکۆلینه وه بوو له کاریگه ریبی رینمای لسه ر بنه مای ستراتییژی له سهر پێشخستنی توانا کانی نووسینی سهر به خووی خویندکارانی زمانی ئینگلیزی وه ک زمانی بیانی. تووژینه وه که به سێ ثامانج رینمای کرا؛ بو دیاریکردنی ئەو ستراتییژیانهی که ده توانریت له فیرکاری ئینگلیزی وه ک زمانی بیانی به کار بهینرین، بو دیاریکردنی کاریگه ریبیه کانی په یوه ست به به کارهینانی ستراتییژی له فیرکاری ئینگلیزی وه ک زمانی بیانی له سهر کارامه یی نووسینی سهر به خو و دیاریکردنی ئەوهی کام ریباز، له نیوان ریبازی فیرکاری ئاسایی و بنه مادی به ستراتییژی، کاریگه رتره له فیرکاری. ئینگلیزی وه ک زمانی بیانی. تووژینه وه که دیزاینیکی وه سفکهری راپرسییه که ی په سهند کرد و پرسیارنامه دروستکرا و وه ک ئامرازی سهره کی بو کۆکردنه وهی زانیارییه کان به کارهات. ئەو وه لآمده ره وه یانهی که به شداریبیان له راپرسییه که دا کردوه له رپگه ی نمونه گرتنی گونجاوه وه هه لێژێردان. دانیشتوانی ثامانج بو تووژینه وه که خویندکارانی زانکۆ بوون. به گشتی ٤٨ به شداربوو به شداریبیان له راپرسییه که دا کردوه. شیکاری پاشه کسه به کارهات بو دامه زاندنی په یوه ندی نیوان گۆراوه وابه سته و سهر به خو. بو رپکخستنی داتا کان SPSS به کارهینرا. دۆزینه وه کان ده ریانخست که رینمای لسه ر بنه مای ستراتییژی گونجاوتره بو ریبازی فیرکاری ئینگلیزی وه ک زمانی بیانی له چاو ریبازی ئاسایی. تووژینه وه که پێشنیاری ئەوه ده کات که خویندکارانی ئینگلیزی وه ک زمانی بیانی به شداربن له ئالوگۆری ئەکادیمییدا. به رنامه کان له گه ل دامه زراوهی مه یلی نیشته جیبوون له ولاتانی ئینگلیزی قسه که ر.