

أثر استخدام إحدى استراتيجيات التعلم الذاتي في تنمية مهارات الكتابة باللغة الانجليزية لدى طلاب المرحلة الجامعية بليبيا .

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ملخص البحث

أثر استخدام إحدى استراتيجيات التعلم الذاتي في التنمية مهارات الكتابة باللغة الانجليزية لدى طلاب المرحلة الجامعية بليبيا .

الهدف من البحث :

تهدف الدراسة الحالية إلى تنمية مهارات الكتابة باللغة الانجليزية لدى طلاب و طالبات كلية التربية - تيجي جامعة الزنتان .

الاجراءات :

لتحديد أهم مهارات الكتابة التي يمكن تنميتها من خلال هذه الاستراتيجيات التعلم الذاتي لدى طلاب و طالبات المستوى الجامعي قد تم عمل استبيان و عرض علي الأستاذة المختصة.

تم بناء اختبار لقياس هذه المهارات و قد استخدم هذا كاختبار قبلي و بعدي و قد اسفرت الدراسة علي أن هناك فروقا دالة إحصائية بين طلاب و طالبات المجموعتين الضابطة و التجريبية و هذا يرجع إلى استخدام الاستراتيجية المقترحة في استراتيجيات التعلم الذاتي في تطوير مهارات الكتابة لدى طلاب و طالبات المرحلة الجامعية بكلية التربية - تيجي جامعة الزنتان .

The Effect of a self –instruction strategy on developing English language writing skills for Libyan students at the university level

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Abstract :-

The present study aimed at developing the writing skills of a sample of Libyan students at the university level through the use of a strategy based on a self – instruction . The study also explored whether there is a significant difference in students' attitude towards effect of a self instruction strategy on developing English language writing skills . A total of 80 participants were all EFL undergraduate students from college Education in Tiji . The data were collected by a questionnaire and analyzed statistically by the SPSS program . The results provided support for the hypotheses of the study and these results indicated that a strategy based on self - instruction is effective in developing the students' writing skills at the university level . In the light of above results, some recommendations are finally provided for teachers and students to consider .

Key words:- a self_ instruction strategy _writing skills _ the effect gender.

1.0 Introduction :-

English Language has been playing an increasingly a distinguished and remarkable role , where almost all countries have become a global town witnessing rapid and crucial changes in all fields and domains . This , however , necessitated the need for more and more interaction and communication amongst nations .

The main purpose of teaching and learning English language in the Libyan schools and universities was to help students possess ability to interact and communicate successfully in English . The university has been preparing its graduates :- Specialists and non- specialists to use English language in different scopes . (M o h a m m e d , M . : 2 0 0 7) .

Dickinson (1987,p.29) explains the relationship between self-instruction and continuing education . He states that: "by the adoption of some form of self instruction mode , the strain on the agencies presently providing continuing education can be reduced. This is because the clients of continuing education frequently are just those who are unable to fit into the normal schedules of educational instructions and so a self–instruction mode may help to provide the learning opportunities required "

According to Oggers (1988,p.25) " The only man who is educated is the man who has learned how to learn". He concluded to what self –instruction tries to realize by making learners themselves take their responsibility of their learning .

Kern (2000,p.13) started that writing is a continuing process of discovering how to find the most effective language for communication one's thoughts and feelings . Therefore , the self - instructional strategy in this study means a number of sessions which have certain objectives, materials , methodology , activities and evaluation to fulfill The target .

Shahzadi (2014) conducted a study on writing difficult that facing university students . The Sargodha university , the researchers use a questioner to elicit responses from the respondents , the sample of the study consisted of (30) students. The results of this study showed that general university s' students need additional help in improving their English writing , reading , listening and speaking skills.

1 .1 statement of the problem :-

The research problem can be identified in the students' poor mastery of some writing skills that should be developed at the university level. This might be attributed to the traditional methods of teaching adopted by most EFL secondary stage teachers . Therefore , the present study attempted to develop the necessary writing skills for the Libyan students at the university level through strategy based on a self instruction . The writing skill is one the most important skills in English and other languages . The literature proves that students suffer from a weakness in the writing and reading skills , which is asserted by (Baker- 1996) .

Abdul Kareem (2013) conducted a study aimed at investigation the Academic writing problems encountered by Arab speaking postgraduate

students at university of technology in Malaysia . A snowballing technique was used to determine the samples of this study . A set of the questionnaires were distributed to 80 of the respondents to reveal their opinions towards the causes of academic writing problems . The findings of the study could be used to recommend effective .

Hassan and Waleed (2012) conducted a study , which aimed at exploring writing difficult in the English language faced by second language learners . Results of the study indicated that students were facing a lot of difficult in writing English language due to lack of vocabulary , poor spelling and poor understanding of grammatical structure .

Zawaherh (2012) investigated the writing errors committed by tenth _ grad students who were studying at Ajloun governorate schools- Jordan. The results of the study suggested that the cause of students' 'writing errors might be attributed to Arabic interference .

1.2 Research Questions :-

1. What are the most important writing skills to be developed at the university level ?
2. How far is the strategy based on a self – instruction effective in developing the students' writing skills at the university level ?

1.3 –Research Hypotheses:-

- 1)- H_01 : There is a statistically significant difference in EFL Libyan students' writing skills as a result of applying of the strategy .
- 2)- H_02 : There is not a statistically significant difference in EFL Libyan students towards the effect of a self instruction strategy on their academic achievement .

1.4 Aims of the study:

1. Applying the strategy based on a self – instruction for developing the students' writing skills at the university level .
2. Investigating effectiveness of a self instruction strategy to enhance the writing skills in English for the students of the university level

1.5 significance of the study :-

1. **For experts and specialists in teaching English as a foreign language (TEFL)** . This study might be of interest for curriculum designers to provide a strategy based on some interactive learning and teaching activities for developing the writing skills .

2. **For instructors and lectures of English as a foreign language (EFL)** . This study help them to be controllers and facilitators, also it helps them to develop their skills of writing. It provides students with choices over their writing activities .
3. **For learners** :- This study helps learners develop the skills of writing . It provides students with choice over their reading and writing skills

3.0 - Literature Review :-

2.1- Theoretical background :

The label" self – instruction "is used to refer to situation in which a learner with others ,or alone is working without the direct control of a teacher (Dickinson,1987) . He (1987) states that self - instruction is concerned with responsibility in learning.

Allwright (1975) notes that the teacher is responsible for numerous list of management tasks, and suggests that the responsibility for at least some of them might be shared with learners .

The tasks that Allwright notes include such things as determining learning goals , making decisions about materials . The most obvious justification for using self – instruction in language learning is what Mackenzie (1990,p.24) mention that with the increase of knowledge and associated development in technology . There are changes in equipment and processes which require parallel the development specialist skills together with new patterns of work involving higher degrees of collaboration among specialist .

According to Ogers (1988,p.25) , “ the only man how is educated is the man how has how to learn , the man how has learned how to adopt and change , the man how has realized that no knowledge is saucer, that only the process of seeking knowledge gives the basis for security ” .

Kern (2000,p.56) indicates that writing is a complex cognitive activity in which the writer has to master a number of variables at the context level S/he has to control the content , Format , sentence structure ,vocabulary, punctuation , spelling and letter formation .

Zemel (1985) and Chadron (1987) define writing as a process were the writer discovers meaning instead of merely finding appropriate structures .

Zemel (1985) adds that writing involves a continuing attempt to discover what it is one wants to say, It is the act of discovery, which is considered the main features of the writing process.

Specifically, Friedman (2000, p.113-114) and Strap (2000, p.43-46) state the needed skills for good writing as follows:-

1. Content

Introduction, which includes the following :-

- A) Background information that provides a context for readers.
- B) A thesis statement that provides the main idea.
- C) Conclusion that summarizes key points and adds insights.

2. Organization :

An organized response should :-

- a) Present information in a logical way that makes sense.
- b) Maintain the readers' attentions.

3. Mechanics: Mechanics should relate to the writers' use of grammar, punctuation, spelling and citations of sources.

4. Style and voice :-

the student should state a clear point of view and contrast it with other points of view.

5. Purpose of writing:-

Because a person, mainly, seeks communication in using or learning a language, there are different purposes for him, as a writer to reach.

2.2 - Stages of the writing process:-

Alami (2003) and Ali, A (2007) indicate the three stages of the writing process :- planning, drafting and revising.

A. Planning :-

Writers who have clear plans for their work generally produce better writing than those who begin haphazardly.

B. Drafting :

In the drafting stage, the pencil meets the paper. When writers draft, they try to give definite shape to the ideas that they mulled over in planning.

C. Revising :

It is the final stage of writing , and it is the stage in which ideas and the language used to convey those ideas are modified . In this stage ,the writers examine their output to identify the strengths and weaknesses of their drafts .

2.3 Importance of teaching writing skills:

The writing is a main language skill that should be developed in an early stage of learning the foreign language . Hence Byrne (1988:p,6-7) stresses the importance of teaching writing for the following pedagogical purposes :-

- a) Writing enables teachers to provide different learning opportunities for learners with different learning style and needs .
- b) Writing satisfies a psychological need as it serves to provide learners with some tangible evidence that they are making progress in the language .
- c) Writing provides variety in classroom activities , serving as a break from oral work .
- d) Writing helps learners become exposed to the foreign language through more than one medium , especially if skills are properly integrated.

3.0 Methodology

3.1 Design

The research was a quantitative in nature " descriptive and inferential " A questionnaire was used to collect data from the participants . The researcher attempted to determine the effect of a strategy based on a self instruction on the students' academic achievement and develop their writing skills .

2.3 Participants :-

The participants were 80 EFL undergraduate students (50 females and 30 males) . They were selected randomly from the Faculty of Education in Tiji , Al Zentan University ; The students were from all the university levels and their age ranged between 17 to 25 years old . The sample was divided into two groups according to gender .

3.3 Tools of the study:

The instrument used in this the study was a questionnaire, which focused on discovering students' attitudes towards the effect of a self –

instruction strategy on their academic achievement . The questionnaire was divided into parts . The number of the questionnaire's items were 24 , and these items used 4 – point like scale (1- strongly agree , 2- Agree , 3- disagree , 4- strange disagree) see an appendix .

3.4 Reliability :

A pilot study was conducted before the main study to measure the reliability of the instrument . The Test was piloted on a number of (30) students .They were not the same students to whom the – strategy was to be taught . The participants were given enough Time to answer the questions. Using the SPSS for calculating test-re - test reliability coefficient for the writing skills test , the value was 0.960, this value indicated that the questionnaire was reliable enough .

3.5 Data analysis :

Pearson correlation was used to show the correlation coefficient between each item and the total score Cronach's alpha .Reliability was calculated using internal consistency by Cronach's alpha question . Means and Standard deviations used to show the students' responses on the questionnaire items . In dependent sample T- test was used to find out whether there is a statistical significant difference in views of the students due to gender and qualification variables .

4.0 Findings and Discussion :

4.1 The first research question is : " what are the most important writing skills to be developed at university level ?

(table 1-1) . The researcher used T- test for independent samples to test the important of the writing skills of the experimental group before and after implementing the strategy. The following table (1) shows the statistical data of the writing skills .

Table (1) : Statistical data comparing the gain scores of the experimental group and those of the control group on the writing skills.

Skills	Gain scores of the experimental group		Gain scores of the control group		t- value	Statistical significant	Practical significance
	Mean	S.D					
Writing skills	6.82	1.81	1.09	1.98	23.54	significant	89

The previous table shows that the experimental group students' mean score on the writing skills obtained to (6.82), which is higher than the control group students' mean score (1.09). Also, it reveals that the "t" value calculated was (23.54) while the tabulated "t" value is 2.62 at 0.01 level of significance . Therefore the first hypothesis is rejected . Developing reading and writing skills at the higher Education in Libya has a great importance to help students acquire foreign language skills to communicate and express their ideas, which is supported by Baker (1996) .

4.2 The second research question is how far is a self- instruction strategy effects in developing the students' writing skills at the university level ?

The researcher used the "T" test for independent samples to investigate students' Improvement of the writing skills for the experimental group before and after implementing the strategy . The following table shows the statistical treatment .

Table (2) Statistical data comparing the experimental group's scores on the pre - Post observation of a self instruction a strategy.

Skills	Experimental group- pre observation		Experimental group Post-observation		t- value	Significance
	Mean	S.D	mean	S.D		
Skills	35.53	1,94	44.18	1.70	26,76	Significant

The previous table shows that the experimental group students' post observation mean score on the writing skills amounted to (44.18) ,which is higher than of the pre observation of the experimental group (35.53) .The "T" Value calculated was (26.76) while the tabulated "t" value is 2.62 at 0.01 level . Therefore , the difference between the experimental groups before and after implementing the strategy in favor of the post observation . Both male and female students agreed about the effectiveness of using a self – instruction strategy in improving their academic achievement and their language skills.

5.0 Conclusion and Recommendation:

The aim of the present research was to develop the writing skills for the students through a self- instruction a strategy in the light of the significant

results of the study, it can be inferred that the strategy proved to be effective in enhancing the experimental group students' writing skills. This was clear in the support gained from the two hypotheses of the study. Furthermore, teachers should be trained to use a self-instruction strategy in teaching another skills such as reading, writing, listening and speaking.

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