
**Self-directed and guided learning in English language teaching:
motivation strategies**

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Abstract

As a means to boost student motivation and autonomy, guided and self-directed learning practices have become more prevalent in English language teaching (ELT). Both self-directed and assisted learning settings can benefit from the motivating tactics discussed in this article. We find essential strategies teachers can use to create a more exciting and robust learning environment by reviewing all the relevant literature and case studies. Methods like setting goals, providing specific feedback, utilizing technology, and working together are covered extensively. Research indicates that students show higher motivation, better language competency, and a stronger sense of achievement when they are empowered to direct their learning and get guidance. To help teachers apply these ideas in their classrooms and make ELT more effective and sustainable, this study gives them some practical suggestions.

Keywords: learning, teaching, motivation, Self-directed, English language.

1. Introduction

This essay addresses self-directed and guided learning in English language teaching. Beginning with self-directed learning, the aim is to discuss factors such as metacognition and strategies to help learners take advantage of the opportunities that self-directed learning can provide. However, both self-directed and guided learning are of interest, powerfully related to each other and influential in developing motivation. In the second part of the essay, therefore, I focus not only on learning

strategies, particularly metacognitive strategies, as management tools for students involved in project work, but also on motivation strategies, particularly related to task-related factors. As far as possible, I have included examples from language learning contexts that are not purely European or 'Western', as I believe that ELT methodology can become somewhat introspective and caught up in its own preoccupations.

In the first part of the essay, I start by introducing some definitions of self-directed learning, taken from both language learning and general education contexts. I then discuss metacognition and how it can be used to help students monitor and manage their own learning. I have included a discussion of identity in language learning, as I believe that it is important to remember that our students have 'regular' lives. The links between identity, learning, and management are not often explicitly made in ELT materials or books, and the overlap of one-to-one teaching with life coaching has encouraged me in my search for a fuller conceptual framework to help me help my students to help themselves. I mention Howard Gardner and his theories about multiple intelligences, as they can be helpful in identifying individual student strengths with a view to making the most of them. I then briefly introduce the concept of reflection and suggest some strategies to help develop this type of learning and thinking, particularly by using the jigsaw technique to good effect. These tools are meant to empower students in their developmental journeys, providing clear and realistic goals and highlighting knowledge and resources.

In the second part, I relate self-directed learning and its management and resource allocation referred to in the previous paragraph to project work, discussing management strategies in the form of a case study. Then I look at learning and motivation strategies and their synthesis, offering some models of motivation particularly associated with task-related learning conditions, results, and issues in terms of applied linguistics and pedagogy. I have suggested some key texts at the beginning of each section; each of them has inspired or influenced the ideas introduced. In conclusion, I suggest some further questions for discussion and try to identify some priority issues.

2. Theoretical Framework

The concept of autonomously motivated learning is crucial in contemporary English language teaching and learning (ELT) policies. This article is a conceptual

piece and is part of a larger research which aimed to understand and explain the connection between self-directed and guided learning strategies in English language teaching (ELT) in Thailand and New Zealand from the point of view of participants. This paper focuses on the theoretical background to the research. It delves into some previous research in this broader field and provides a basis for the discussion of motivation strategies in the second part of the research process.

The remainder of the paper is organised into three sub-sections: self-directed learning, guided learning, and motivation theories. Consideration has been given to the teaching and guidance strategies of international students in the contemporary world. They have an inclination towards participatory, interactive strategies, and the students are looking to the teachers as facilitators of knowledge rather than custodians of knowledge. Therefore, theories of experiential and connective learning are dominant in the last decade and have merged into the teaching methodologies of many universities. It is assumed that both teaching and learning are active, participatory, and interactive strategies which we consciously establish with our students. Hence, if motivation is on the part of teaching and fostering a proactive learning environment, then constructivism becomes an ideal theory of learning within this context. This literature review establishes the context for the research-led practice done in education.

2.1. Self-Directed Learning

To collapse the distance that exists between self-directed learning and guided learning, it is necessary first to understand what self-directed learning is and how it is influenced by the theory surrounding it. In a statement made in the BIOLEARN reading, Knowles, Holton, and Swanson (2005) make one thing clear about self-directed learning, i.e., it is a cornerstone of andragogy. Further, Martin (2008-09) points out not only that education for adults needs to be self-directed but that it needs to start early on in the learning process of the individual.

Is it worth emphasizing self-directed learning? What does such an attitude actually implicate? Self-directed learning has been widely cited in language learning materials, and today more than 20 million hits show up on Google by typing the keyword 'self-directed learning'. This has coincided with the value of collaborative teaching and collaborative learning based on autonomous learning, and it shows that ordering the learners to learn something without the learners' consent is nothing but mere advice taken by teaching staff as a reminder in the fourth month while it is not done yet what to do with the learning style with respect to each learner through an

initial assessment test (IAT).

2.2. Guided Learning

2.2. Guided Learning Complementing self-directed learning, this part appraises five core contributions and complements them with relevant literature from the theoretical framework. More about guided learning will be explored.

About Guided Learning

In agreement with some previous work, we have extended our emphasis from the learner to include the learning process for both the learner and the teacher. Guided learning therefore brings both learner and teacher into play, adding to an influential opinion on existing literature and advancing a complimentary new argument. To grasp the full meaning of the concept of guided learning, an examination of the motivations which are carried forth by this model is necessary. Part 2.3, therefore, uncovers the relationship of guided learning to motivation strategies.

Guided Learning in the Literature

In spite of repeated reminders that data were to be compared to current theories or notions, guided learning is not currently a term generic in EFL pedagogy literature. A learning model which combines attributes and activities from both self-directed and guided learning enhances students' learning and improves motivation, which may contribute to the previous argument that they may also feel that the more traditional method may be simply an edited form of the guided learning model. However, students do not feel that being presented with task options makes them feel independent. Intrinsic motivation may be triggered by materials and learning environment that is interesting to students, and the teacher's choice of activities will trigger student interest. The motivation attitudes are consistent with called the self-determined type, which emphasizes the human being motivated by freedom. Because of the characteristics of language learning, it is not easy to use the activities of primary concern to trigger students' interest. The establishment of positive attitudes and good motivation seem to produce an experience that makes language learning happy and allows the extrinsic motivation to turn into intrinsic motivation. In addition to that, to optimize guided learning, there are ten strategies to create a motivating learning environment for the students. They are described as follows.

2.3. Motivation Theories

Issues that concern the range of theories on motivation and their possible application to language learners often crop up in studies on motivation since the first research attempts undertaken up to the present times. Unlike in the early stages of

research, a multiplicity of motives of human behaviour has been discovered within pedagogy and andragogy, as well as research aimed at defining the domain of study and research and at pointing to the necessary modification of traditional views. In the wake of Maslow's theory of motivation, a long list of educational-andragogical works was written throughout the Western countries that significantly enhanced our understanding of the complexity of motives underlying the process of learning foreign languages.

These works were gradually complemented by the insights of Austrian, Canadian, American, or German researchers that led to the formation of an alternative classification of the dimensions of motives. The first one centres on affiliation needs and the second emphasizes the four distinguishing dimensions of motives: cognition, reading gaining immediacy for acquiring meaning radicalizing awareness as psychophysical radicalization. The hierarchy of needs are those of safety, social behavior and social acceptance, achieving social equality with a significant other, self-respect, and desires to fulfill oneself. Tangentially, it is pertinent to add that Lowe left out love from his revised fusion of Maslow and Maslow hierarchy of needs, whereas Maslow highlighted (in inverse order) the inferior versus the superior set of needs. These two opposing interrelationships among these two personality developers have yet to be reconciled. Personality theory itself can strive to achieve any two of the three re-alignments in the preceding sentence if enough evidence from personal therapy and counselling can ground them in the social-educational needs of individuals and groups according to Imenda and Novikova.

3. Importance of Motivation in English Language Teaching

It has been widely recognised that motivation plays a significant role in the process of learning a new language. Therefore, English language teachers often design various practical tasks, programs, and learning outcomes in an attempt to motivate students to learn English, in addition to nurturing the students' abilities in using English. Jeremy Harmer (2007) claims that the role of motivation is equally as crucial as the role of grammar, pronunciation, and fluency. Among the four factors which affect learning - motivation, ability, psychology, and the learning environment - Harmer argues that motivation is the first thing which affects learning.

Dörnyei also explores the role of motivation specifically related to motivation in English language teaching. According to Dörnyei, motivation significantly influences what goals learners pursue, and if students are to achieve anything from the language learning process, they have to expect more or think it is worthwhile.

Highly motivated students are likely to interact more actively with the language and their environment. Furthermore, motivation is a critical factor in the learning strategy. The more motivated students are, Dörnyei claims, the more strategies they are likely to be using. According to Gardner and Lambert (1972), motivation is the second type, integrative motivation, which refers to students' interest in their community, while instrumental motivation refers exclusively to students' interest in learning the language for practical purposes. Gallo (2010) claims that motivation significantly determines the success of self-directed language learning and shapes the strategies students use to motivate themselves in informal learning contexts. Gallo (2012, 2016) states that motivation is viewed as the determinant of guided learning results.

4. Strategies for Fostering Self-Directed Learning

1. Set clear learning objectives. Learners engage in self-directed learning when they have access to newly acquired information that they are required to understand and integrate into their existing knowledge bank for application in problem solving or generating new solutions, and when they perceive the process of integration as meaningful and developmental. This process can be facilitated by providing students with a formal statement of what they are expected to learn, including what they should know by the end of the learning activity. Educators may also wish to articulate holistic goals that give an overview of the general idea being taught. These objectives can be communicated to learners in numerous ways. For example, teachers could use written lesson objectives shared on the school's learning management system (LMS). With advanced students, teachers could write lesson objectives either on the whiteboard or in a slide display at the beginning of each class.

2. Provide autonomy and choice. Presupposing that students understand their learning objectives, opportunities for choice promote autonomy, satisfaction, and motivation in the classroom. Teachers can easily provide choice by citing several alternatives that students may choose from. For example, a teacher could say "This week, your assignment is to write a five-paragraph essay. You can choose from the following prompts..." The teacher would then provide three prompts for the students to choose from. Choice and autonomy may work as elements of intrinsic motivation by allowing students to have control over their actions and decisions.

3. Offer feedback and support. Once learners are directed to make decisions about their own learning, they need to have verification as to whether they are doing so meaningfully. Feedback is a response or reaction to an action made by a learner. It

comes in the form of verbal or written comments and can be given on written work, presentations, and classroom tests and conversations. Providing feedback is a form of learner support and can be used to facilitate learner discussion. Feedback is intended to build upon the learner's work in a positive and nonjudgmental way by providing specific information, both positive and negative, about what the task shows and how it could be improved. Given the importance of feedback to performance, more research has been done on the topic in the last two decades. Feedback can come in numerous forms including diagnostic explanations, written comments, and numerical scores. On an assignment, teachers can write encouraging comments or simply tell students, especially younger students, "You are doing a great job!" Providing job advertisements that tell about applying knowledge or skills acquired in your class to a real-life or related activity will sometimes motivate students. Teachers can give positive comments on behaviors or skills by stating "I love the way you..." or "Your choice of colors..." Feedback can be either formative or summative. Feedback is formative when the information returned to the students is used to help students learn. Formative assessment can happen throughout the teaching and learning process.

4.1. Setting Clear Learning Objectives

Just as learners' needs and strategies need to be taken into account in the materials, the course syllabus, and the language curriculum, so too do students need to have control over their learning process. For this reason, it is necessary that they internalize the aims for and significance of what they are learning. Research on raising student motivation in language learning has shown that one of the effective strategies is to identify the learning objectives in a more transparent way. Similarly, it is necessary for teachers to discuss and explain the learning objectives, the way of proceeding, the language levels, and the expected performance standards.

According to Deci and Ryan (1996), when the objectives are more enjoyable and interesting, the students try to get more deeply involved in and understand the lessons and the subject matter. In self-directed learning (SDL), the teacher's role as a facilitator or guide is very important in creating a climate that promotes learning. This role can transcend, however, the exclusive intent to make the student learn independently. Since people, to varying degrees, are autonomous the rest of the time in their lives, this guide's role should be the motivation to promote learning and use of strategies that best suit their learning style. Even taking into account the guiding role, which could be considered one of the SEAL strategies, is always with the

objective of encouraging students to become the center of their own learning.

Along these lines, many researchers have claimed that there is an underlying motivational factor in deploying self-directed learning strategies because these strategies are high-quality ego-enhancing activities.

4.2. Providing Autonomy and Choice

Promoting self-directed learning is about motivating confidence and determination so that learners can, to some degree, successfully learn a language outside of the classroom. So far, we have addressed strategies to aid the psychological elements of self-directed learning, keeping motivation high and stress low. In this section, we will consider the part of Gardner's model which promotes providing some autonomy and choice to learners as a way to foster intrinsic motivation.

Language learning in an institutional setting is a form of guided learning which is seen as distinct from formally-taken courses. Every degree of choice or decision-making that an individual has is a step towards their learning becoming self-directed. English for special purposes or using "magic" keywords or "unique" learning styles is feasible if a client/student is involved in the decision-making and implementation processes of their own unique learning path. Filling in a level test form is not only the first step in starting English lessons in many countries but also the instruction to students of what their true position is within the ethical community of their teachers and coordinators. English lessons start after acceptance of the provision of the lost English part of the self. The first level test result presents as the first therapeutic challenge. Giving a choice to a student given a strict level test result is not at all the same thing, neither during the test nor afterwards. The learner can choose to not even take the test but instead walk in the opposite direction, just as they can decide to fight the circumstances and prove to everyone that they are not beginners. In other words, they can choose to learn or not learn.

4.3. Offering Feedback and Support

Offer feedback and support Effective feedback and constructive support mechanisms are crucial to the performances of self-directed learners. Offering instant feedback or delayed feedback with solutions to questions will evoke the interests and prompt the learners to get further involved in their self-study efforts. This support serves as a psychological back-up that will give them the courage to engage in new behaviors or complete a task. At the end of the day, learners know that the feedback is there and hopefully someone on the other end is making sure that they are going in the right direction and doing a good job. This is a crucial determinant in an attempt

to improve the motivation of the self-regulated learners in language learning.

Feedback is an indispensable encouragement to the achievement of language learning proposed by the ELT Catalan Curriculum in Adults (CVO). And the theory of self-directed learning also pursues that learners should have their learning process or attempted answers evaluated. In the domain of autonomous learning, if there is no credible monitor or personal coach, they have to judge the progress and outcome themselves. As for a teacher who engraves the idea of self-directed learning in his/her mind, he/she is an information provider as well as an advisor, offering learners continual monitoring, evaluation, and feedback in his/her courses.

5. Strategies for Guided Learning

In chapter three, I identified various strategies that English language teachers can use to promote self-directed learning. Here, I suggest a set of strategies that can assist teachers and students in developing a guided-learning framework. The section explores the use of LCRs as motivation strategies for a guided-learning framework. "Learning Circles" are designed to motivate students, and some of the strategies for setting up Learning Circles involve formative assessment. A significant part of this section is the strategies that can assist with Learning Circles. The sub-headings below indicate the strategies covered in this section: Peer collaboration, Teacher-directed activities, Use of technology. The digital environment as a stance to scaffold learning.

The process of using Learning Circle Reports (LCRs) as motivation strategies is elaborated here to provide a guided learning environment. This section discusses a number of strategies to foster collaboration between language learners and provide guidance to teachers in planning for such collaboration. A range of activities are suggested to facilitate teacher guidance in a Learning Circle report writing project. Technology-supported collaboration is also discussed as a catalyst for peer feedback, teacher feedback, and self-assessment in EFL contexts. The section begins with a broad discussion on the digital environment as a propitious stance to scaffold learning, specifically in terms of making reading and research activities more interactive for peer tutoring. Strategies to develop effective peer collaboration for self and mutual fellowship are a focus in this section.

5.1. Peer Collaboration

The internet also offers easy access to a gigantic pool of peer material, providing a form of guided learning without teacher intervention. Consequently, internet-based instruction often relies on peer assessment, a practice that introduces self-directed learning to students while providing them with an opportunity to

incorporate the results of such activities into their English language learning. By allowing the initiation of more learner activities (assessment, and even, to some extent, teaching), teachers foster the drive for self-direction in the learners. This subsection delves into strategies that may guide learners to overcome this challenge.

Peer Collaboration. Collaborative learning, especially in groups in the physical classroom, can be a great way to extend learner learning and promote cooperation and support while avoiding student silence. As a result, it may help to create a positive and friendly learning environment. Peer collaboration may result in greater motivation, which may, in turn, result in greater learner engagement. Given the high level of second language learning anxiety, the benefits of increasing motivation are many. Many techniques to increase motivation also involve guided learning and are discussed throughout the section.

Motivational Strategies for English-speaking Learners in Australia 16 Lastly, learners are likely to be more comfortable helping their classmates than their language lecturers when they are having difficulty with new content. This can allow learners to develop real expertise and build a more collaborative environment.

5.2. Teacher-Directed Activities

From the above studies, it is clear that it is necessary to find an alternative that will make the teacher's activities more tangible to the students. If courses were run normally, teachers would be able to better motivate learners. It is necessary to understand them as well as possible and to make an effort to really get them involved in the teaching process. In online and distance learning, it is necessary to create a framework for guided learning, but first of all, it is necessary to find out to what extent teachers are able to motivate learners. They are convinced that the role of teachers is still irreplaceable in all modern approaches. Well-designed teacher-directed activities make students feel more secure and increase motivation and competitiveness. The teacher has the freedom to refer students to useful sources such as units in course books, other web resources, discussion forums, video conferences, Skype, e-mail, and other media.

Students generate astonishing work. This encourages meaningful and deep learning that develops rather than rushes the learner. Above all, it provides a place and learning with the people and events that our students face every day. Her packaging and method make her really receptive and useful. The contribution of the teacher can never be underestimated. Yet the teacher is often silent when reviewing

seminars devoted to motivated teaching and learning strategies. The role of the teacher, therefore, is first and foremost to motivate and support students for autonomous learning. Fostering students' self-determination with introductory motivational strategies brings a focus on self-determination and emphasising to "motivate" and "help" students to exercise greater autonomy in three areas.

5.3. Use of Technology

With the shift in English language teaching towards more proficiency-oriented, autonomous learning, much attention has turned to the best ways to motivate learners towards self-directed or guided learning. In the section on technology above, the thesis put forward is that not only can technology be a motivating factor in itself, it can also be used as part of an integrative learning strategy. Once the learners are successfully motivated to begin working on their own, other strategies are needed to help maintain that motivation and enable them to, to a large extent, regulate their own learning.

Combining the use of technology with learner autonomy, several studies have found that the use of technology does indeed have a positive effect on the motivation of students and can thus persuade them to study English. Mokhtar, Ali, and Tiong (2015) claim that using reading authentic materials and authentic websites motivates students to use technology to read instead of simply using it for social networking activities. Guo and Li (2015) found that using technology as a mode to learn English has a significant positive impact on the learning motivation and engagement of learners for second language acquisition, particularly vocabulary acquisition, which indicates better enhancement and improved learning performance. It is also linked to providing positive reinforcement, thus making learning a less likely candidate for extrinsic avoidance, as brought up by Skinner (1978), and resulting in intrinsic learner orientation and, ultimately, autonomous behavior. The use of the internet also enables teachers to utilize authentic material and sources more easily and effectively. Moreover, online materials can be frequently updated and provide learners the opportunity to engage with current and culturally relevant language.

6. Case Studies and Examples

Alejandro Leal Galicia presented a case study where an EFL course in the UK was redesigned following self-directed learning principles and focused on students' individual learning preferences and needs. The idea of the course-based research project was to give the agreement for the autonomy to be enacted, albeit in a more subtle and guided fashion. The principle of negotiation is based on identifying

sources of motivation through an information gathering process of discussing previous language knowledge, personal interests, and reasons to learn. Moreover, students are asked to explain their enrollment in the course and then specifically explain why they chose a particular class time. This approach has been asked to help establish channels of communication in the classroom and demystify the novel concept of the use of a learning agreement.

Garthwaite and Hall divided their report into theory, which explains the significance of motivation strategies in enhancing self-direction in students, and practice, outlining some examples of how motivation strategies can be applied to enhance self-direction in evidence in our context of a group of students who are studying English and business strategy. Each case study sees our students learning a certain concept in class and then extending or applying that newly learned concept in a real-life situation. The case studies are: one assessed coursework tutorial on global sourcing and Nike case study contribution, and two, a whole-class exercise on relating a realistic case study, presented by a guest speaker, to a company linked with the student.... In both activities, students are encouraged to be aware of the extent to which they are involved and to take responsibility for their learning by being co-facilitators. This interpretation of Howell may be different from the motivation strategy that students are more familiar with from many of their other modules, whereby they are 'motivated' to complete coursework via the motive of the 'mark'.

7. Conclusion

In conclusion, self-directed learning and teaching in ELT have broad implications for the educational field as well as for individual students. In other words, it is assumed that students will be able to increase the depth of their education. In this way, they will develop their own systems because they understand their learning strategies and mental capabilities. However, finding self-directed learning can be exciting and difficult for students, and it is one of the most challenging strategies for most teachers to practice. One of the effective ways to enhance the interest of students in learning is motivation strategies. Therefore, this research tried to explore the types of motivation strategies used by the instructors for the target group and what the implications of the strategies can be for their learning process.

In order to find what type of motivation strategies are being used by teachers of ESL to EFL learners, observed and observed classes and interviewed four teachers of English as a foreign language teaching. The findings indicated that the target

teachers were aware of the learners' needs and interests, and they used different motivation strategies such as real challenges, problem-solving, and reward-based strategies. Using different types of motivation strategies in the classroom for different purposes can play an enhanced role in increasing the depth of individuals' education. However, it is not an easy job for instructors to use because they think based on their own culture, as well as limitations of their own system. So, finding out the type of different motivation strategies used in the classroom and evaluating teachers' beliefs and practices is essential.

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