

The Challenges Second Language Learners Face in Implementing Out-of-class Speaking Projects: A Case Study

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DOI: <https://doi.org/10.31918/twejer.2574.04>

Published: 15/1/2025

Abstract

This qualitative case study examined the challenges faced by English as a Foreign Language (EFL) learners at the university level when working on speaking projects outside of class. The study also intended to suggest potential solutions to address these challenges. The study selected 16 EFL students from Soran University using convenience sampling. It utilized observation and semi-structured interviews as research methods for data collection. The challenges that have been identified vary across various domains, including environmental, individual, educational, and social, which can have negative repercussions on the implementation of the project. The study's findings provided solutions to overcome these challenges, emphasizing the importance of addressing them to improve the success of out-of-class speaking projects.

Keywords: *out-of-class speaking project, EFL, challenges, solutions, second language (L2) learners*

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Introduction

It cannot be denied that out-of-classroom project-based learning can promote autonomous learning since it not only provides learners with opportunities to work and learn independently but also steers their learning. Along with this, out-of-classroom activities allow learners to seek out opportunities to use and practice English in authentic settings. Consequently, EFL learners are more likely to gain exposure to the meaningful use of language and also be communicative competent (Pickard, 1996). Autonomous learning has gained a major interest within the scope of second language acquisition as it encourages learners to have a sense of agency in the learning process and be independently involved in forming the conditions of their learning. (Su, 2010). For this reason, learners are expected to become more self-reliant and willingly take responsibility for all aspects of the learning experience (Ohara, 2013). Learner autonomy in the concept of second language acquisition is treated as a socio-cognitive framework as it embraces learners' mental states and social dimensions (Najeeb, 2012).

Therefore, developing autonomous learning might be influenced by the target language's social practices as learners can benefit from the linguistic affordances in natural settings. In the words of Subtirelu, "Second language socialization is concerned with the contextualization of the language learning process within richly-described settings" (2012, p. 196).

Culturally, socially and psychotically, notwithstanding, there are still some learners who may not perceive themselves as abundantly autonomous (Harmer, 2007). In other words, they have no desire to autonomously act and maintain to view the instructors as a dominant source of knowledge and decision-making in the process of learning (Thansoulas, 2000). Hence, learners' positive attitude can play a decisive role in the cultivation of autonomous learning successfully which stimulates them to eagerly take responsibility for their

learning or studies (Agadzhanova, 2020). Pedagogically, thus, it is advisable to introduce the notion of autonomous learning into language education policy and also inducts learners with its true meaning. This possibly results in scaffolding the process of independent language learning and guiding students towards teacher-centred learning (Masouleh & Jooneghani, 2012). This can, similarly, extend learners' independent learning beyond the classroom and provide them with clear insights into their learning strategies (Manfred, 2012).

For second language learners, lifelong learning can be regarded as a process of learning which truly takes place beyond the formal educational institutions in different lifetimes (Laal & Salamati, 2011). Despite this, educational institutions should provide facilities and training that can accommodate students with varying levels of proficiency throughout their learning process. Therefore, learners need to adopt a new worldview and become active participants in the learning process rather than passive recipients of knowledge (Ohara, 2013). Similarly, to improve their knowledge, skills, and competence, in particular, in language education, learners should willingly take charge of their learning and also engage in collaborative working. Thus, learners in contemporary societies need to work on themselves and acquire the ability to keep learning forever (Hamad, 2018).

According to Hedge, learners "should not be passive recipients of knowledge but should use their abilities for judging and deciding to take on more responsibility for their learning" (2000, p. 82). That is to say, the democratic and well-educated societies that value freedom of thought as well as action may regard self-reliant learners as an ideal outcome of education, as the goal of their education is not only to acquire knowledge and skills but also to enable learners to be independent and responsible for their learning (Hamad, 2018). This indicates that achieving this goal might not be easy in a context where classroom practices have traditionally been instructed, regulated and assessed only by teachers (Hedge, 2000).

Learning a language can be regarded as a lifelong learning endeavour and is a time-consuming process which does not only start and end in the classroom (Harmer, 2007). Therefore, learning should be moved beyond the classroom where learners are allowed to truly and independently exercise their learning (Manfred, 2012). In the sense of that, learners are more likely to direct their learning to fulfil their learning objectives (James, 2006). Consequently, the

learners can become more efficient and the process of learning may take place naturally without the direct intervention of the instructors. This indicates that fostering learner autonomy begins in the classroom and then extends beyond (Kashefian-Naeeni & Kouhpeyma, 2020). However, boosting learner autonomy and prohibiting teacher dependence might be a challenge for second or foreign-language instructors (Harmer, 2007). This is because, particularly in contexts similar to this study, it is hard to believe how passive and directed learners in teacher-directed settings can transform into self-reliant learners who can sustain learning efficiently throughout their lives (Hedge, 2000).

It is advisable to incorporate technology into the teaching process from a pedagogical standpoint since it creates a technologically advanced learning environment and gives students the chance to exercise their abilities as independent learners, particularly for self-directed, informal language learning. It can be noticed that technology has played a significant role in transforming the way students learn beyond the classroom (Harmer, 2007). In other words, with the advent of the internet, digital devices and online learning platforms, learning has become more accessible, personalized and affordable in which learners have the flexibility to access knowledge and engage in the process of learning anywhere and anytime. This indicates that the advent of technology and online channels has remarkably impacted the process of learning beyond the classroom as they allow learners to connect, share ideas, collaborate, and engage in interactive learning (Hafner & Miller, 2011).

Aim of the study

This research seeks to reveal second-language learners' perspectives on the value, efficacy, and advantages of participating in out-of-class speaking tasks. The study intends to determine students' excitement and receptivity to such activities to help develop more engaging and successful language learning efforts. The study also looks at the key problems that L2 learners experience while doing out-of-class speaking activities. The study wants to uncover possible obstacles that impede learners' development and confidence, and also prohibit them from actively being part of such autonomous learning activities. Additionally, the research explores how the learners address problems faced during out-of-class speaking tasks. This can provide students with beneficial insights for problem-solving and autonomous learning capacities. More specifically, this study wants to answer these questions;

1. What challenges may second language learners encounter when implementing out-of-class speaking projects?
2. What strategies do second language learners employ to overcome the challenges while working on out-of-class speaking projects?

Research Methodology

In this qualitative case study, the process of observation started after the participants were provided with a research project and guided to work as independent groups to work out of the classroom. Based on the scope and objectives of the study, the first-year students were employed in this study from two different faculties. The participants voluntarily agreed to be observed and also their confidentiality was respected and their privacy or information was not revealed at all. The role of the researcher was more like non-participant observation who observed the participants without involving in the activities and remaining as a passive observer. Throughout the process of observation, the researcher used a checklist which allowed the researcher to easily identify the gaps in the data and know where further investigations are needed (Gray, 2014). Additionally, the researcher could stay focused during the process of observation and mentally capture as many details as possible (Kumar, 2014).

A Semi-structured interview was another data-gathering tool employed in this research. This was basically because interviews are an effective method of acquiring information and may delve deeply into the participants' perspectives about the issue under investigation (Punch, 2005). According to Gray, interviews have been recognized as a valuable instrument for gathering data due to their ability to gain comprehensive information on individuals' perspectives, beliefs, and the underlying meanings that shape their lives and behaviours (2009, p.370). After accomplishing the research project, the participants were invited for interviews conducted in the Kurdish language to gather as much data as possible about the research topic. The interviews were then transcribed into English for data analysis. (Davies & Hughes, 2014). The use of interviews in this study was very beneficial in grasping what the students truly meant behind their actual words which might not be gained through other data collection tools (Cohen, Manion & Morrison, 2011).

Context and Participants of the study

This study was conducted at Soran University in Iraqi Kurdistan and two different faculties were selected as research sites. The research participants were first-year students in the English department from both faculties; arts and education. After creating opportunities and inviting the specific population in both faculties, sixteen students voluntarily participated in the study. Their participation was entirely based on their desires and this had a profound impact on them to willingly continue throughout the research project.

This was basically because the project took almost three months and the participants had to do a variety of activities and project preparations during this time. Although the subjects' participation was entirely voluntary, informed consents were gained from them to further ensure their happiness and consider the ethical principles. The participants' confidentiality was respected and pseudonyms were used instead of their real names, as their privacy was not mentioned anywhere in this study.

Results and Discussion

This section presents the findings derived from analyzing the data which has been sorted into codes, categories, and themes. These findings provide valuable insights into the challenges faced through implementing out-of-class speaking projects and also offer potential strategies to effectively tackle them.

Challenges of implementing out-of-class speaking projects

The study participants were asked to share their understandings and experiences regarding the challenges they faced while implementing the out-of-class speaking project in their specific studying context. Four significant categories evolved from emerged this theme. For each, the thoughts and experiences of the participants about the problems of autonomous learning tasks will be shared. However, it is worth noting that these concepts did not emerge from one specific group of students, but rather from a variety of groups.

Lack of prior experience in doing out-of-class activities

The majority of students considered the lack of experience and knowledge about out-of-class speaking projects as a main problem. For students, this was utilized to refer to the situation where they have not enough experience and training about out-of-class tasks with thorough teachers' detachment role. Concerning this, STC believed that lack of knowledge and effectively collecting data for the debates was an issue due to lack of previous experience in

autonomous activities. Similarly, STB pointed out that” I did not have a clue about the point that we intended to present in the debate competition. and we did not use to read and study autonomously outside the classroom”. This indicates that lack of experience about autonomous learning activities, in particular, beyond the class may have a negative repercussion on learners’ performance and accomplishing the tasks. This is by the study which claims that the learners who have been familiarized with autonomous learning strategies are more likely to confidently work on their own beyond the classroom, especially when the teachers are not available to provide help. (Daflizar, Sulistiyo & Kamil, 2022). As it came out from the analysis of data, most of the participants had difficulty in terms of finding and organizing data effectively throughout the project and this has even been noted through observation. Having said this, participant A reported that” we sometimes didn't know how to google the information or find the necessary information, therefore, in some cases, we couldn't provide strong information or evidence to support our arguments on the stage”. It has been noted that the students who had participated in similar autonomous projects were more familiar with the process, more confident, and more satisfied with the project. For a few students, however, lack of experience could not prohibit them from actively being part of the project (STK). This suggests that students should be trained and guided through the principles of autonomous learning to manage and coach their learning process (Ohara, 2013). Therefore, the more opportunities for out-of-class language learning projects are provided, the more students become self-directed learners (Manfred, 2012).

Low English proficiency levels

This was another issue which sometimes emerged among Kurdish university EFL learners through the analysis of data about the challenges of implementing out-of-class speaking projects. Having stated this, STA acknowledged that “it is not easy for those students who have a low-level English proficiency to participate in this project ... I was a little bit nervous at first about my English-speaking ability”. Respectively, STB believed that “language difficulties could also be a problem for some learners, specifically those who do not have a good English proficiency”. This is basically because the project requires students to use and communicate with each other in English for the project preparation and, more importantly, to talk publicly. Furthermore, out-of-class speaking projects can be stressful for students who are worried about

making mistakes in front of their peers or real audience. (James, 2006; Harmer, 2007; Yukselir & Ozer, 2022).

The concept of speaking anxiety or fear of speaking was the one which widely emerged from the participants' interpretations regarding English proficiency. Most of the students confirmed that they had been suffering from low self-esteem and being able to talk confidently before starting the project. AS STG commented that "at first, we had a little anxiety to talk in front of people but we could address this issue through practice step by step throughout the project, in particular, after the final debate". STC further emphasized that "this is a considerable issue for some learners to participate in this project... as they could not convey their messages or ideas perfectly in front of the audience and jury committee during the debate competitions". This implies that uncertainty and fear of being part of the project can have a negative influence on the learners' desire to actively and independently take responsibility for their learning. Therefore, teachers should create a supportive and encouraging learning environment where students feel comfortable making mistakes (Qamar, 2016; Savannah, 2017).

Study workload and other study commitments

Following the analysis of data regarding the challenges of implementing out-of-class speaking projects, significant attention was given to students' study workload and other study commitments at the university. In other words, most students highlighted this as a constraint in effectively managing out-of-class speaking projects. Concerning this, STD thought balancing study commitments and time management posed difficulties for actively being part of the project. This means that the formal studying process, in particular, the exams at university might be an obstacle for students to participate and continue in the project, as the learners might be overloaded with assignments and have difficulties in their time management. Likewise, STB expressed his beliefs as follows:

Sometimes, the classroom schedule or assignments may prohibit students from participating in such out-of-classroom activities. This is because they put an overload on the students in terms of dedicating enough time to the project. Therefore, the time of the project should be consistent with the classroom assignments or exams.

Following this, several participants such as; STK; STN; and STL found the university's busy schedule and commitments to be a barrier to being actively

involved in this project. It has been found that various reasons made it difficult for most of the participants to fully engage in this out-of-class speaking project. To begin with, students were sometimes under pressure due to their commitments to academic coursework, leaving them with little time to devote to the project. Additionally, some of the students had extra responsibilities outside of class, such as family responsibilities and working jobs. Therefore, it is expected that they may prioritize their academic studies and responsibilities over other commitments beyond the classroom. Nevertheless, there were contradictory views about this issue, as STH claimed that:

The main thing that I have learned is time management. In other words, when learners are given a task to work independently, they should effectively organize their time as they are in charge of the task. Being free and independent in the project was very effective in improving our abilities and skills than only studying inside the classroom like a robot and going around a specific idea.

Based on the above results, it is evident that academic study workload and commitments can have a negative influence on the learners' tendency to actively engage in out-of-class speaking projects. However, by careful planning and receiving support from their teachers, students can handle such difficulties and gain the advantages of participating in out-of-class EFL speaking tasks. Pedagogically, it is advisable to design such autonomous activities in a flexible format to allow learners to accomplish them in a way that best suits their learning needs and preferences (James, 2006; Harmer, 2007; Hedge; 2000).

Mixed-gender grouping and inter-gender relations

Together with the other constraining factors previously mentioned, gender barriers were also referred to as another impediment to implementing out-of-class speaking tasks. Having said this, implementing out-of-class speaking projects may bring about major obstacles when it comes to mixed-gender grouping and inter-gender relations. The analysis of students' perspectives and experiences provided valuable insights into the challenges that arise from societal norms and individual circumstances. With this regard, STC and STI emphasized the significance of cultivating a strong and cooperative relationship between male and female individuals within the group. This implies that the lack of such friendship and collaboration may cause issues with regular meetings about the project preparations on and beyond campus. Furthermore, STJ highlighted the intricate relationship between societal norms and individual choices. While they admitted that blaming society is not the solution, she truthfully recognized the

reality of limitations based on gender. The fact that female students were unable to meet with their colleagues outside of the university limited opportunities for in-depth discussions for the project preparations. The issue of family duties confuses things even further. STE commented on having to help with domestic duties or family responsibilities and emphasized the varied roles participants may perform outside of academics, which might limit their availability for project-related activities. The preceding analysis presented that mixed gender grouping and quality inter-gender relations may indeed cause hurdles for autonomous speaking activities and this notion has been reinforced by the study conducted in the EFL context (Yasamin & Sohail, 2018).

Overcoming Challenges in Out-of-Class EFL Speaking Projects

This analysis will focus on the recurring theme of challenges related to implementing out-of-class speaking projects within the dataset. The data uncovered several factors that may limit the implementation of autonomous learning tasks outside of the classroom. The constraining factors are categorized as follows.

Collaborative work to address the challenges

The execution of speaking projects outside of the classroom posed several difficulties for learners, ranging from a lack of prior experience in doing out-of-class activities to mixed-gender grouping and inter-gender relations. This qualitative analysis presented how students worked together to overcome these obstacles. When students questioned about addressing the project difficulties both individually and as a group, almost all of the participants acknowledged that they addressed the challenges by working together as a team and helping each other to overcome the issues.

As one of the participants, STH strongly underlined the need to work together to find solutions to the project problems. The student emphasized the role that working together had played in their success in overcoming challenges. It has been noted that the group members successfully overcame the challenges encountered while working on the autonomous speaking project outside of the classroom. They achieved this by offering assistance, exchanging ideas, and consulting with each other. This highlights the importance of collaborative problem-solving and mutual support among EFL students in addressing issues faced during the implementation of out-of-class speaking projects. Similarly, STD stated that “we could address the difficulties through practice and consulting each other. We worked on the problems and consulted each other to overcome the issues in the best way possible”. This implies that students worked in groups to address the issues, especially through exchanging information and giving

feedback to each other. The student stressed the importance of practising regularly and getting advice from peers. They were able to handle the difficulties of the projects well by working together and consulting one another. This perspective supports the notion that working together creates a good setting for sharing information and growing abilities (James, 2006).

Similarly, STC reported that “the students made proactive efforts and collaboration in overcoming difficulties by distributing responsibilities and utilizing online communication platforms”. The participant further emphasized the remedy of teamwork as they experienced various difficult hurdles. They assigned responsibilities to members of the group, which made it simpler to communicate ideas. They communicated and brainstormed using internet communication services such as Viber and Telegram. This concept demonstrates the positive contribution of technology in facilitating an autonomous learning process (Hafner & Miller, 2011), as it enabled to connect participants who were physically separated and facilitated collaborative problem-solving throughout the research project. Following this, STA pointed out:

We always tried to solve the problems in groups and, therefore, we exchanged ideas together about the issues to provide the best solutions. For example, when someone felt anxious, we all together supported him/her and provided help to enhance his/her self-confidence. Another example is when someone was not certain about a point or information, we all as group members shared information and provided our best knowledge.

This student brought attention to emotional support as a significant aspect of collaboration that is frequently disregarded. The participant shared examples of how the group united to support a member who was feeling anxious, ultimately boosting their self-confidence. Furthermore, when the group members had uncertainty about a point, the whole group cohesively relied on each other and used their collective knowledge to address any gaps and resolve any doubts. This demonstrates how the combination of emotional support and information-sharing enhances the learning experience.

The participants shared experiences to show how well working together helps solve problems in speaking projects that take place outside of class. Through exchanging resources, and ideas and sharing emotional support, students could get through difficult situations more quickly and help each other

grow throughout the project. Consequently, the insights shared by the participants emphasized the significance of collaboration, idea sharing, and utilizing online platforms to achieve success in speaking projects beyond the classroom. According to this study, establishing a supportive teamwork environment can assist learners in overcoming challenges and reaching their goals. These findings have been supported by the studies conducted by (Quyen & Thi Ha, 2022; Kaya & Keçik, 2021; Hafner & Miller, 2011).

Persistence and practice to overcome difficulties

The need for persistence and practice, in addition to other options previously offered, were considerably emphasized to tackle the challenges encountered in implementing out-of-class EFL speaking tasks. This qualitative analysis delves into the theme of persistence and practice as effective methods for overcoming the already-mentioned challenges. The insights are based on the beliefs and experiences of participants who have successfully managed and navigated the project.

In the words of STD, the project difficulties were addressed through practice and working collaboratively. The student further stressed the importance of practice and collaboration when it comes to overcoming the challenges during the project. This shows the value of regular practice and perseverance in overcoming obstacles along with achieving better learning outcomes (Huyen & Cang, 2021). Likewise, STF described the concept of practice as follows:

Practice can have a greater impact on my personal development than motivation when I conduct something. Which means I could overcome these difficulties through practice. I devoted more time to further practice during the project. Therefore, I could have a very good performance on the stage when we were performing the debates.

This indicates that the experience of this participant further emphasized the importance of dedication even more. The student gave an instance of a particular situation in which dedicated practice resulted in enhanced performance during the autonomous project. This example demonstrates that dedicating oneself to the project commitments, in particular, practising speaking skills can lead to noticeable improvements. It highlights the importance of individual consistent efforts and determinations in overcoming the obstacles (Savaskan, 2017). Similarly, STE placed a strong emphasis on the crucial role of grit and

determination during the interview. The participant spotted that while it may be inviting to give up, it is crucial to persist through learning challenges. This perspective supports the notion that setbacks are a natural part of the learning process. By facing challenges with determination, one can ultimately achieve success (Hedge, 2000).

Language difficulties were identified by STB as a possible hurdle for certain learners, especially those with limited English ability. The concepts of perseverance and regular practice were explicitly evident from the interviewee's beliefs and experiences, as the student pointed out,

Language difficulties could also be a problem for some learners, specifically those who do not have good English proficiency. But this can be solved by dedicating more time to the project to have more practice and work independently.

This implies that students can gradually address language barriers by dedicating more time to the learning tasks and working independently. This highlights the importance of consistent effort in mitigating challenges encountered in implementing speaking projects beyond the classroom (Harmer, 2007; Manfred, 2012). For STI and STK, self-reliance and continuous practice can play a vital role in enabling students to overcome the challenges of autonomous EFL speaking projects. They further strengthened the argument that persistence, practice, and self-guided learning are crucial elements in effectively overcoming obstacles. More importantly, STJ provided a more comprehensive viewpoint on the theme by pointing out that a single out-of-class speaking project might not be sufficient to remarkably improve students' language abilities and enhance individual growth. This perspective emphasizes the remedy of consistent and diverse practice, supporting the idea that continuously participating in various projects can result in learners' language abilities and autonomous learning skills as well (Ibatova, 2019).

The above analysis demonstrated that although difficulties will always arise during outside-of-class EFL speaking tasks, students may choose how to deal with them. Having said this, grit, practice, cooperation, and self-reliance can work together to provide a strong foundation for overcoming a variety of challenges. Thus, it can be said that by considering challenges as opportunities for personal growth, consistently practising, and participating in various projects, individuals can effectively improve their language proficiency and likely become

self-directed learners. These findings have been confirmed by the studies conducted in similar contexts to this study (Salehi, Ebrahimi, Sattar & Shojaee, 2015; Ibatova, 2019; Kashefian-Naeeni & Kouhpeyma, 2020; Manfred, 2012).

Conclusion and Recommendation

The study offered significant insights into the difficulties that second language learners have while trying to undertake out-of-class speaking tasks. The identified obstacles include insufficient experience and training, limited language proficiency, mixed-gender grouping and inter-gender relations, and the struggle to reconcile university responsibilities with efficient time management. A variety of solutions developed in response to these difficulties. The results emphasized the importance of facing these difficulties, underlining the necessity for more efficient implementation of out-of-class speaking projects. The analysis highlighted the importance of collaboration, persistence, and practice in overcoming challenges related to speaking projects outside of the classroom.

More specifically, the recommended remedies for addressing the issue include training and providing students with more opportunities to have exposure to such projects. Additionally, effective time management techniques should be encouraged, and efforts should be made to cultivate a positive group dynamic that promotes mutual support and confidence-building. It is also important to encourage consultation and information exchange among peers. The study also recommended that the possibility and success of such projects be further increased by supplementary language assistance and interactive digital tools. Consequently, this not only enhances language abilities but also provides students with crucial life skills that are applicable beyond the classroom.

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ملخص:

هذه الدراسة هي دراسة نوعية تبحث في العوائق التي يواجهها متعلمو اللغة الإنجليزية في الجامعات أثناء العمل على مشاريع التحديث خارج الفصل الدراسي. وتهدف الدراسة أيضًا إلى اقتراح وعرض الحلول المناسبة لمواجهة هذه التحديات. ولتحقيق هذه الغاية، شارك ١٦ من دارسي اللغة الإنجليزية من فاكلتتي الآداب والتربية باستخدام تقنيات أخذ العينات السهلة والهادفة. ولغرض جمع البيانات استخدمت الدراسة المقابلات شبه المنظمة والمتابعة أو الملاحظة. وفقًا لنتائج الدراسة، فالتحديات التي تم تحديدها تختلف عبر مجالات مختلفة، بما في ذلك البيئية والفردية والتعليمية والاجتماعية، التي بإمكانها أن تتفاعل سلبيًا مع تنفيذ مشاريع التحديث خارج الفصل الدراسي. وتشير النتائج أيضًا إلى حلول مناسبة للتغلب على هذه الحواجز، وتؤكد على أهمية معالجتها من أجل إجراء مشاريع المحادثة الناجحة والمنتجة خارج الفصل الدراسي.

الكلمات المفتاحية: مشروع المحادثة خارج الفصل الدراسي، اللغة الإنجليزية كلغة أجنبية، التحديات، الحلول، متعلمو اللغة الثانية.

پوخته

ئەم توێژینه‌وهیه توێژینه‌وهیه‌کی چۆنایه‌تییه که له‌و به‌ربه‌ستانه ده‌کۆلیته‌وه که فێرخوازانێ زماڤی ئینگلیزی له زانکۆکان ڕووبه‌ڕوویان ده‌بنه‌وه له‌کاتی کارکردنیاڤ له‌سه‌ر پڕۆژه‌کانی ئاهاوتن له‌ده‌ره‌وه‌ی پۆلدا. هه‌روه‌ها توێژینه‌وه‌که ده‌یه‌وێت چاره‌سه‌ری گونجاو ب‌خاته ڕوو به‌مه‌به‌ستی چاره‌سه‌رکردنی ئەو ئاله‌نگاریانه. بۆئهم مه‌به‌سته ١٦ فێرخوازی زماڤی ئینگلیزی له هه‌ردوو فاکه‌لتی ئادهب و په‌روو‌رده به‌ژداری پیکردوو به به‌کاره‌ینانی ته‌کنیکی سامپلی ئاسانکاری و مه‌به‌ستدار. وه هه‌روه‌ها بۆ مه‌به‌ستی کۆکردنه‌وه‌ی زانیاری، توێژینه‌وه‌که هه‌ریه‌که له ڕیگا‌کانی چاوپیکه‌وتنی نیمچه پیکهاته‌یی و بینین یاخود چاودێریکردن به‌کاره‌یناوه. به گۆی‌ره‌ی ده‌ره‌نجامه‌کانی توێژینه‌وه‌که، ئەو ئاله‌نگاریانه‌ی که ده‌ستنیشان کراون له سه‌رانسه‌ری بواره جیاوازه‌کاندا جیاوازن، له‌وانه ژینگه‌یی، تاکه‌که‌سی، په‌روه‌رده‌یی و کۆمه‌لایه‌تی، که ده‌توانن کاردانه‌وه‌ی نه‌رینیاڤ هه‌یه‌ت له‌سه‌ر جیه‌جیه‌کردنی پڕۆژه‌کانی ئاهاوتن له‌ده‌ره‌وه‌ی پۆلدا. هه‌روه‌ها ده‌ره‌نجامه‌کانی توێژینه‌وه‌که، چاره‌سه‌ری گونجاویان خستۆته‌روو به‌مه‌به‌ستی چاره‌سه‌رکردن و زالبوون به‌سه‌ر ئەو به‌ربه‌ستانه‌دا، وه هه‌روه‌ها جه‌خت ده‌که‌نه‌وه له گرڤگی چاره‌سه‌رکردنیاڤ به‌مه‌به‌ستی ئەنجامدانی پڕۆژه‌کانی ئاهاوتن له‌ده‌ره‌ی پۆلدا به سه‌رکه‌وتوویی و به‌ره‌مه‌دار.

وشه سه‌ره‌کیه‌کان: پڕۆژه‌ی قسه‌کردن له ده‌ره‌وه‌ی پۆل، ئینگلیزی وه‌کو زماڤی بیانی، ئاله‌نگاریه‌کان، چاره‌سه‌ره‌کان، فێرخوازانێ زماڤی دووهم