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**Ibn Khaldoun University of Tiaret**  
**Faculty of Letters and Languages**  
**Department of English**

**Implementing Collaborative Learning for Enhancing Learner s'  
Autonomy**

**Case of First Year Master Students, English Didactics and Linguistics.**

**A Dissertation Submitted to the Department of English, in Partial Fulfillment for  
the Requirements for a Master's Degree in Didactics.**

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## **Dedication**

*I dedicate this work to*

*My Mother.*

*My Father.*

*To my classmate, my sister Imene for her honest and collaborative work.*

*To my dear brothers; tayeb and Abdelakder.*

*To my lovely sisters; Mastoura and Fatima.*

*To my little nephews; Ines, Youness and Ilyes.*

*To all my friends who I have met in my first year at Ibn Khaldoun university. Especially, Meriem, Maroua and Kenza.*

*To my dear aunt Halima.*

*Soumaya.*

## Dedication

*I humbly dedicate this piece of work to my loving parents Hocine and Fatima for their endless support and care, to my beloved siblings for their continues motivation and emotional support.*

*To my friends for their inspiring pieces of advice.*

*I also dedicate this work to my co-researcher Yousfi Soumaya for her encouragement, determination and kindness.*

*Lastly, I would like to express my gratitude to all my extended family and whoever supported me to finish this thesis.*

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## **Abstract**

The notion of autonomy is neglected in the Algerian Educational system especially universities. While English now is taught using competency based approach that focuses on making EFL learners more independent and self-reliant through the application of different language learning strategies. This research is designed to investigate the possibility of enhancing learner autonomy through the implementation of collaborative learning. The purpose of the study is to discover whether or not students prefer using collaborative learning in their learning process and how it can foster their autonomy. To reach these objectives, an analytic descriptive method is implemented namely; two questionnaires. The first one was addressed to 103 first year master students of both English Didactics and Applied linguistics specialties. The second questionnaire was handed for 15 teachers in charge of their modules, at the department of English, Ibn Khaldoun University. In addition to attending their lectures for the sake of determining a class observation. Findings indicate that first year master students prefer use collaborative learning strategies in their learning process, and find the later helpful for enhancing their autonomy level, however teachers do not introduce any kind of collaboration in the class while they agree that collaborative activities can improve students' autonomy besides suggestions to implications like introducing much more collaborative learning strategies such as TPS( Think, Pair, Shar) and presentation of project work, consulting student to decide about the lessons objective, strategies and activities in the learning of the language.

## **Keywords:**

*Autonomous Learner, Learner autonomy, Collaborative learning, Learning process, Algerian Educational system.*

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## **List of Acronyms**

**CBA:** Competency Based Approach.

**CL:** Collaborative Learning.

**EFL:** English as a Foreign Language

**FLT:** Foreign Language Teaching

**LA:** Learner Autonomy.

**LBT:** Learning By Teaching

**LMD:** License, Master, Doctorate.

**PPW:** Presentation of Project Work.

**STAD:** Student, Team, Achievement, Division.

**TPS:** Think, Pair, Share

**ZPD:** Zone Proximal Development

# **General Introduction**

## **General Introduction**

Various innovative approaches for teaching languages have been devised to fill the knowledge gap between the classroom and real world situations. Because it has become clear that traditional teaching methods are insufficient, the idea of learner autonomy has been introduced in the educational setting in order to increase teachers and students' understanding of the significance of assisting students in taking control of their own learning.

The Algerian educational system has witnessed different changes. Since the adoption of LMD system and CBA in higher education, the relevance of learner autonomy has been increased in the language learning context. LMD system called for the independency of learning in which learners adopt an active role in and out of classroom.

The emphasis on today's educational system has actually evolved from a teacher-centered approach where the instructor serves as the primary repository and disseminator of knowledge, to a more student-centric approach, where each student is in charge of his/her learning process. That does not, however advocate for a learner's isolation from their peers and teachers. Early on their lives, students need to learn that their personal goals, learning skills may be advanced via team work and involvement, as well as how they fit into a bigger framework.

This investigation aims to figure out whether Master 1 students in both specialties of English Didactics and Linguistics prefer learning using collaboration with their peers or not. It also tries to identify teachers' awareness and plan for collaborative learning activities in their EFL classes. Investigating the extent to which Collaborative Activities serves to promote Master 1 students' autonomy is also a target for this research. Last but not least, it targets eliciting the appropriate role, the teacher should perform within learner-centered classroom.

To fulfil such investigation we aim to seek answers to the following research questions

1. How can EFL teachers promote learners' autonomy?
2. How can collaborative learning help Master1 students develop their autonomy?
3. Do EFL teachers implement collaborative learning to promote learner autonomy?

We turn to provide a solution in the form of the following hypothesis to address the current issue:

1. EFL teachers can promote learners' autonomy by implementing collaborative learning.

2. Master one students prefer working collaboratively and in groups to be autonomous.
3. EFL teachers design their classrooms using learner-centered method and use variety of collaborative techniques in their teaching process.

The study follows a qualitative and quantitative method to investigate the possibility of promoting learner autonomy through collaborative learning. To test the hypothesis and collect data two questionnaires were adopted to 103 Master 1 students in both specialties and 15 teachers of Master 1 but only 12 teachers handed back the questionnaire, at the department of English. The questionnaire helped us gather a lot of information in a short period of time, and because it was anonymous, the students answered freely and without hesitation. Another one was handed to 12 teachers it was distributed to teachers in their daily sessions and others answered it online. Besides, using a designed classroom observation as a supporting qualitative instrument for the sake of getting more reliable data on our theme.

This research paper comprises two chapters a theoretical and practical one. The first chapter is “Autonomy and collaborative learning”, which was divided into two sections, the first section devoted to autonomy in EFL leaning in which it provides the definition of concept, origin, characteristics of an autonomous learner and the role of teachers in an autonomous classroom. The second section is concerned with collaborative learning. It gives definition of the term, theories and most popular collaborative strategies as well as the benefits of this method of learning. This chapter ends up with highlighting correlation between autonomy and collaborative learning.

The second chapter of this research entitled “Data collection and interpretation “is concerned with the practical side; it provides the description and discussion of the data collected through the two questionnaires as well as the class observation, to end up with some pedagogical recommendations and implications about how to encourage the use of collaborative activities in order to help EFL learners develop their level of autonomy.

**Chapter One**  
**Autonomy and Collaborative**  
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## **Chapter One: Autonomy and Collaborative Learning.**

### **Section1: Autonomy in EFL Learning**

#### **Introduction**

Language teaching is seen nowadays as the ability of making learners wait for teacher to tell them what to do, this traditional way makes learners passive rather than active, thus the learner's role inside classroom is unseen. There is therefore a change called for independently in learning in which learners lead their learning inside and outside classroom context. Adopting this, learners become autonomous, this does not mean that teacher's role is neglected; in fact, teacher can foster learner's autonomy by cooperating with learners in choosing learning aim and the appropriate way to achieve it, or through providing learners with strategies that seem suitable such as collaborative learning tasks.

#### **1.1 What is Learner's Autonomy?**

The concept of autonomy is one of difficult terms to be defined, it is multifaceted concept smith and Ushioda (2009) which means that autonomy takes several definitions in various social, cultural and educational contexts.

The debate about autonomy originated in Holec's Autonomy and foreign language learning first published in 1979 where he defines learner autonomy as:

*To say of learner is autonomous is that he is capable of taking charge of his own learning and nothing more... to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning (Holec,1981,p.3).*

Which means that autonomous learner is the one who is able to take charge of his learning and that can be achieved when much responsibility is taken for such learning situation by setting objectives, selecting the content, methods and techniques to be used and evaluating what has been learnt.

Particularly, learner's autonomy is most related to learner's contribution, controlling and evaluating his own learning, that's why Holec set roles of autonomous learner in which learner is supposed to play such as:

- 1-Determining the objectives
- 2- Defining the content
- 3-Deciding about what materials should be used for learning
- 4-Monitoring the procedures of learning process
- 5-Assessment and evaluation of what has been learnt

That was a common view with Dam (1990) who believes that we can say that this learner is fully autonomous when he/she sets aim he/she wants to reach during learning, when he /she makes his own choice of materials to be used and how it would be organized; she also adds that autonomy require learner's choice of evaluating his learning.

Little in other hand agree with Holec's definition as autonomy is an individual capacity, and comes up with a new aspect that was not mentioned in Holec's one and he argues that: *"Autonomy is a capacity for detachment, critical reflection, decision making and independent action, it entails that the learner will develop a particular kind of psychological relation to the process and content of his learning"*(Little, 1991, p.3-4).

That means that autonomy is described by little as a cognitive and self-management process of learning.

In other hand, Dickinson (1987) views learner autonomy as the learner's skill in being responsible for all decision taken in terms of learning and the implementation of that decision in particular situation, he also identifies terms of autonomy some were used synonymously with autonomy and other with separate meaning which are as followed:

\*Self-access learning means learning from materials that organized to facilitate the process, as it has been defined by Sheerin (1991) as materials which are available for learners to learn without depending on teacher

\*Self-direct learning: According to Dickinson(1987) *"When a learner, with other, or alone, is working without the direct control if teacher"*. (p.9)

Dickinson distinguished between self-directed and autonomous learning with self-direction and defines it as a state in which learner is controlled by decision he /she makes concerning

learner's own learning and accept the responsibility for it. In the same context, it is the process or the techniques used in directing one's own learning. Holec (1980).

\*Semi autonomy: the step in which learners equip to be ready for adopt autonomy

\*Flexible learning: in which there is a choice given to learner over what to do and when according to activities and materials provided by a given authority but learners can't set the aim by themselves

\*Distance learning: is when teacher is far away from learners but still perceive their learning and communicate with them through using web or emails as an example

As the definitions below, we can see that autonomy is multifaceted concept whose meaning has been discussed differently by scholars; it encompasses many concepts sondin (2013).

It is not clear whether autonomy is an ability, capacity, or process the main point is how to develop learner's centeredness.

## **1.2 Rise of the Concept of Autonomy in Language Learning.**

The idea of autonomy in education is complex and has been examined from a variety of angles with reference to the connection between autonomous learning and self-directed studies with self-control and self-determination. Autonomy is a political term that dates back to the ancient Greek era before it was adopted in education. It is made up of the two Greek words auto and nomous, which together describe someone who lives by his own rules. Greek philosophers like Aristotle and Socrates used the term autonomy to advocate for the right of citizens to self-government.

By defining autonomy as the philosophical idea that has to do with molding the character of the human being and without which the person is no more than a machine that collaborates with others, John Staurt Miller's theory helped the concept of autonomy and its advance in the modern era.

Furthermore, Kant (2006) introduced the concept of moral autonomy as having control over one's behavior rather than relying on society and political leaders to establish the values that guide our decisions. Over time, the idea of autonomy spread to several industries, including economics, religion, and medicine.

There is no exemption in education. The idea of autonomy was first offered as a means of fostering democratic educational systems. Henry Holec (1981) was the first to introduce the concept of learner autonomy, which has become increasingly popular in education. Through the use of communication techniques, learner autonomy has been used most notably in language education. Through the modern language project of the Council of Europe, which was established in 1971, it first made its way into the realm of teaching and learning.

According to Holec(1981) autonomy is "*The capacity to take charge of one's own learning*" (p.3). Following Holec's definition of the notion, there has been a notable increase in interest among many researchers and academics in the field about the theory and practice surrounding autonomy and language teaching and learning.

According to Gabriela Ladron de Guevara de León (2010), learner autonomy is crucial because it allows pupils the chance to sample many approaches to problem-solving and, as a result, learn more than just the language.

According to Dickinson (1987), autonomy refers to a situation in which the learner is solely responsible for all decisions and the subsequent implementations of those decisions. While Benson (1997) claims that autonomy is acceptance of students' rights within the educational system, in his opinion autonomy is a right and a good chance for students to use their original ideas both within and outside the classroom.

A recent development in education is known as learner autonomy, which empowers students to plan and oversee their own education before anything else. It is crucial to understand the significance of learner's autonomy notion in the context of politics and moral philosophy. Initially, it was not an educational notion, but it spread quickly to be used in other disciplines as in education.

According to Boud (1988), the concept of autonomy within the sphere of education garnered and increased interest in Europe during the previous 20 years in 1960 (Europe) in light of the wave of political crises. It has been recognized as a crucial tool for modernizing both the teaching/learning process.

Gremo and Riley (1995) determined the variety of significant factors and ideas related to the concept of autonomy and the extent to which those factors contributed to the development of autonomy generally in education and particularly in language learning, they made out a short list of the most dominant reasons for development of Learners' autonomy:

- The minority Right movement.
- Development of adult education.
- Increase in both school and University population, wider access to education in many countries and development of new educational structures dealing with a large number of learners.
- Development in technology.
- Increased demand of foreign languages.

In 2007, Benson stated that autonomy has gained a great importance in the concept of foreign language education.

### **1.3 Role of Teacher in Autonomous Learning Inside Classroom**

Teacher's roles in fostering language autonomy are various and complex. It is obvious that teachers who want to foster autonomy of the language learning should not see themselves as directors of classroom learning or as founts of knowledge to be poured into the head of learners but as:

**1. Facilitator:** the teacher performs as a guide, helper and consultant for his learners, he / she offers a necessary enlightenment and assistance and also encourage the learners to make a plan and objectives and also create an appropriate atmosphere for learners to make their learning process easier as it was mentioned according to Knowles (1975) and Numan (1993),when teachers are clear with their students' language learning and associate them to create better learning techniques, students become active participants, monitors, consultants, and advisors. Voller (1997) said, the teachers in EFL language may act as facilitators who support decision making process, concealers who responds to the ongoing needs of individuals and resources "as a resource" who make their knowledge and expertise available to the learner when it is needed.

**2.Manager:** in order to assist students during the learning process so they can learn independently and effectively, a manager is a role that the teacher plays by creating stimulating and supportive environment for the learners, bring flexible with his techniques to cope with the unexpected events I'm planning and organizing lessons tasks and activities within the allowed time. Higgs (1988) agrees the teacher here is a resource person, a challenger who pushes Learners to achieve their potential and help them to become aware of

institutional requirements and what to expect in the discipline to which they are studying process.

**3.Interposer:** teachers are required to guide their learners into reaching an autonomous States which is the major target of the learners rather than being fully controlled by the teacher so when the teachers define their views about the teacher role learners become autonomous. Ho (1995) said that teachers' role is helping learners realize that they must take responsibility for the learning.

**4.Developer:** teachers can help developing their students learning strategies which can facilitate the development of learner's autonomy. That is to say, teacher should be responsible for strategy instructions as Yang (1999) added.

**5.Empathetic:** As soon as the teacher faces his learners he is required to put his problems, unhappy cases, personal worries, tiredness and negative emotions aside, plus his physical appearance and behavior because they can be a source of demotivation for his or her learners and have a negative effect on them and their tendency to learn.

**6.** Xu(2004) saw that teachers should help students build their beliefs and confidence in autonomous learning strategies and put them into practice. Make practical plans, provide more opportunities for them to develop their autonomous abilities, encourage more communication between teachers and students via various channels to monitor the learning process, help the learners make an effective use of self-directed strategies and put them into practice and help them make practical plans.

**7.Motivator:** A teacher who promotes the use of English as a daily language of communication will pique students' attention and enthuse them to engage in communication activities. Give them love and enthusiasm to help them relax and enjoy learning. Fostering good views toward the foreign culture but avoiding equating it with one's own culture in order to encourage learners' motivation, this leads to increasing their autonomy.

## 1.4 Characteristics of Autonomous Learner

The concept of learner's autonomy was addressed differently in the aforementioned definitions, since they regarded learner as the most crucial component of the learning process, they put learner at the center of attention.

Autonomy and responsibility are interrelated, Both of them require active participant learner; it is not easy to distinguish between them in practice i.e. a learner who interrupts the teacher's explanation and asks questions for further clarification, addition or contradiction about something in lesson we can say that he/she is actively involved in both learning and decision making. Scharle&Szabo (2000)

Moreover, an autonomous learner is someone who shows an initiative to learn and assesses the extent to which his learning has been achieved. (Dal H Shunk)

Leslie Dickinson and Emma Ushioda point out that autonomous learners have a particular intrinsically motivated and self-determined use of language, there is consensus that motivation and learner's autonomy are closely related as autonomy is associated with individual engagement and originality. As little (1985) said: *"They are likely to be more enthusiastic about learning"*. Cited in (Balçikanli, 2010, p.90)

Without forgetting the role of the teacher, this was mentioned in Betts &Knapp (1981) definition of an autonomous learner as: *"One who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor"* cited in (Owen & Erichsen, 2013).

This shows that despite of learner capacity and motivation he needs to receive guidance to develop effective strategies so that they do not, According to Sheerin (1997) *"Waste a lot of time through use of ineffective strategies and eventually come to the conclusion that autonomous approaches simply do not work "*.

Shunks (2005) looks at autonomous language learners willing to reflect on what they have learnt and collaborate with their peers or teacher.

Wang Xu- Sheng (2010) adds that an autonomous learner is always aware about his/her learning styles and how to use learning strategies in a learning context, besides; he/she meant to consider their language development.

On the contrary, autonomous learners are known to have a strong character based on devotion to learning and organizing research work when it comes to subjects dealing with dexterity in nature. Youssra Kattani (2014).

Rathbone(1971) explains that learners' action influence their autonomy, since they are supposed to take an active role in language learning, thus he describes an autonomous learner as self-activated creator of meaning, active actor in his own learning, through his own volition things happen, learning is the result of his spontaneous interaction with the world.

Because there are many characteristics and criteria that characterize learners, it is worth discussing different perspective of researchers to profile autonomous learner.

Chan(2001) after making an interview with 20 language major students in Hong Kong, she comes up with results that describe autonomous learner as : highly motivated, goal determined, curious, organized and work hardly, enthusiastic about language, attentive about what they learn, open to every opportunity.

In addition to Chan (2001) description, other researchers and in order to figure out the profile of autonomous learner, they tried to find other features.

Omaggio (1978) set a list of autonomous learner's characteristics which are as follows:

1. He/she is conscious about learning styles and strategies.
2. Able to correct and discard faulty hypotheses and rules.
3. Progressive and have an open mind approach to the target language.
4. Willing to take risk for instant, communicate in target language at any cost.
5. Able to think in a good manner.
6. Pay attention to both form and content in learning process (accuracy and appropriateness).
7. Actively engaged in learning tasks.

As it was previously mentioned in Omaggio's autonomous learner characteristic that he/she is able to select his/her learning strategies, Oxford (1990) in her turns considers learning strategy as a specific action a learner takes to facilitate his/her learning through making it funny, more self-determined and easier to transition into new situation, therefore an

autonomous learner requires using some learning strategies. By doing this, he/she takes charge of his/her learning and becomes more self-directed and independent from the teacher. Thus, Teacher's role will decrease. Therefore, the previous points are necessary but not sufficient conditions to the development of learner's autonomy. In fact, there are more factors such as learner's needs, learning strategies and language awareness etc, that should be taken into consideration.

To conclude, learners tend to follow their agenda in classrooms, they take responsibility to acquire knowledge by themselves. Therefore, their behaviors affect autonomy as they are asked to take an active role in the learning process.

## **Section2: Collaborative learning (CL)**

### **Introduction**

The concept of collaborative learning, the grouping and pairing of students to accomplish academic goals has been broadly explored and advocated in the academic literature.

### **2.1 What is Collaborative Learning?**

Collaborative learning has grown in importance as a part of education. It is, according to Li & Lam (2005)

*A student-centered, instructor, facilitator instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members, students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal.*

Collaborative learning itself is hardly a new idea. Indeed, it seems likely that people have been learning informally in groups for thousands of years. It is interesting to observe therefore that almost all formal learning today, particularly at University level, still takes place in an environment in which students are expected to learn individually. Despite this, students often form their own informal study groups to assist their learning. Li & Lam(2005).

Keeler & Anson, (1995) stated that collaborative learning significantly improved learning performance and reduced attrition among learners. Also according to Dillenbourg (1999), collaborative learning is "*A situation in which two or more people can learn or attempt to learn something together*". Further, defined collaborative learning "*As students working together without immediate teacher supervising in groups small enough that all students can participate collectively in a task*".(Wilczenski, Bourtagar, Ventrone and Correia.2001,p.270)

Roschelle and Teasley evaluate collaboration as the natural engagement of participants in a coordinated effort to solve a problem together as cited in (Dillenbourg et al., 1996, p.2). Thus, collaboration can be termed as "*Coordinated synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem*". (Roschelle and Teasley,1995.p,70).

Teaching and learning in the modern classrooms is no longer an act of transferring knowledge. The act of teaching has become a multidisciplinary enterprise to develop and enhance critical thinking, interaction and collaboration among learners (Nelson, 1994).

The phrase "collaborative learning" refers to a broad range of pedagogical strategies that involve students' or students' and teachers' combined intellectual work.

Students typically work in groups of two or more, looking together for understanding answers, or meanings or producing a product. While there are different types of collaborative learning activities, the majority focus on students' exploration or application of the course information rather than just the teacher's presentation or explanation of it.

Collaborative learning is a substantial departure from the traditional lecture- or teacher-centered environment found in college classes. The lecture/listening/note-taking process may not fully vanish in collaborative classrooms, but it coexists with other processes that are built on students' conversation and active engagement with the course material. Teachers who employ collaborative learning strategies often consider themselves to be professional intellectual experience designers for their students rather than expert knowledge transmitters, coaches or midwives of a more emergent learning process.

## **2.2 Benefits for Cooperative Learning**

Cooperative learning is a method to group work that aims to reduce the occurrence of those unpleasant situations and maximizes the learning and satisfaction of the outcomes from working on a high- performing team. It was proven in many researches that instructors centered lectures, individual assignments, and competitive grading-cooperatively taught students tend to exhibit higher academic achievements, gather persistence through graduation, high level in reasoning and critical thinking skills, deeper understanding of learner materials, gather time on task and less distributive behaviors in class, lower level of anxiety and stress, gather intrinsic motivation, gather ability to view situations from others perspectives, more positive and supportive relationships with peers, more positive attitudes towards subject areas, and higher self-esteem. and other non-trivial benefits for instructors is what when assignments are done cooperatively, the number of benefits for instructors is that when assignments are done cooperatively, the number of papers to grade degrees by the factor of three or four.

A good way to arrange the advantages or benefits of cooperative learning is to put them in categories. Johnson (1989) and Pantiz (1999) made the list of 50 benefits for cooperative

learning that can be summarized into four major categories social, psychological, academic and assessment:

### **2.2.1 Social**

People in a team will get to know each other and extend their activities outside of class and help with questions or problems they are having. Cooperative learning builds more positive hydrogenous relationships and encourages diversity understanding. In addition to helping to develop a social support system for Learners and leading to building diversity, Understanding among students and staff and establishing a positive atmosphere for modeling and practicing correlation and developing learning communities.

### **2.2.2 Psychological**

Cooperative learning reduces classroom anxiety created by new and unfamiliar situations faced by learners. Student-centered instruction increases students' self-esteem and develops positive attitudes towards teachers.

### **2.2.3 Academic**

Cooperative learning develops students' communicative skills and involves them actively in the process of learning. It leads to self-management by students themselves and promotes critical thinking skills, involves students actively in the learning process, classroom results are improved, and models appropriate students problem-solving techniques; large lectures can be personalized ,and helps motivate students in specific curriculum.

### **2.2.4 Assessment**

Corporate learning provides many opportunities and alternates forms of both learners and teacher assessment techniques and also utilizes a variety of assessments. Compared to competitive and individualistic efforts, cooperative learning is more beneficial. It has numerous benefits such as higher achievements and greater productivity, more caring, supportive, and committed relationships; and better psychological health, social skills, and self- esteem.

## **2.3 Theories of Collaborative Learning**

group learning aids in the development of students' leadership, self-management, oral communication, and higher-level cognitive abilities.

### **2.3.1 Constructivist Theory**

Constructivist theory of teaching and learning represent a particular approach in which learners actively participate in the learning process. For Ernest Von Glaserfeld (1989) constructivism as epistemology established two principles: Knowledge is not passively received but actively constructed by the cognizing subject and the function of cognition is adaptive and serves to the organization of experiences of the world rather than discovering ontological reality. Which means that the learner is an important and active participant in the learning process and the teacher should take into consideration this to facilitate learning.

In the last twenty years, education has known a revolution; theoretical and empirical research on education now favors the knowledge construction model over the traditional and classical model of information transfer.

The main thesis of constructivism is that learning means building and developing our own knowledge, according to Marlowe (2005) learning in constructivist way represent. Then, addressing, deciphering and analyzing information and Using this information and thought processes to develop or construct or change the meaning of concepts and ideas. Integrate present and past experiences and what you already know about a particular topic is also a requirement to be developed.

Despite the attention that constructivism took in world of education as being effective and empowering frame work, there were different approaches considered to be constructivist in which they share the same principles among them: Information must be built by the learner it cannot be provided by teachers, it is obtained through the association with content rather than impersonation and repetition. In constructivist classrooms, learners are giving opening to construct their own knowledge through the possess encounters; there is a less accentuation on direct teaching a particular skill and more emphasis on learning in a significant setting.

Hmelo(2013) sites that numerous of original theories of cooperative learning were emphatically influenced by social psychological principles (Dutch 1979). The common guideline basic this theory is that of interdependence (Johansson, Johansson 1991).

Interdependence is one of the principles which underline and guide interaction in a group; it is a condition in which group members and achievement are connected together. Thus, in case one is to succeed in fulfilling one's objectives others in one's bunch must fulfil their objectives. Positive interdependence is created among individuals of a group by coordinating the availability of reward or recognition to encourage collaboration.

On the other hand, Dutch theory suggested that both cooperation and competition are two sides of the same coin for example in a competitive context if one person can achieve his/her goal and other participants cannot do the same this is called negative interdependence. However, in cooperative or group contexts, the success of a group requires and relies on every member in the group which means no one can accomplish his/her goal unless everyone does and this is an example of cooperatively interdependent group.

Yilmaz.k (2008) adds that constructivism as its most important principle promotes the creation of meaning and the construction of knowledge, it sees knowledge as temporary, non-objective, internally constructed and developmentally, socially and culturally mediated. This view of creating meaning over previous fabric knowledge implies that learners have the capacity to pose question, find solution of the problem and build a theory and knowledge instead of being vessels waited to be filled so here learners have to develop their thinking towards a given instruction.

In addition, we find that constructivism has influenced educational theory and research in which from its beginning as epistemology and philosophy.

Constructivist theory has inspired educators to construct constructivism pedagogies. For Richardson (2003) constructivist pedagogy is

*The creation of classroom environments, activities and methods that are grounded in constructivist theory of learning with goals that focus on individual students developing deep understanding in the subject matter of interest and habits of mind that aid in future learning.(p.1627).*

Aljohani (2017) in his article states that in constructivism, students are urged to learn the main ideas independently through discovery learning. Example including learning compound words by using word strips to practice them, learning addition and subtraction by using manipulatives and discovering capacity by experimenting with various objects sizes. In order to provide activities that debunks and display myths. Constructivism heavily relies on

personal theories, student's own opinion about how things function. Presenting opposing ideas, encouraging conversation, and placing on emphasis on conceptual understanding rather than memorization are additional constructivist techniques.

Aljohani (2017) adds that according to constructivist epistemology students build their knowledge through contact or interaction with others.

The main principles of constructivism in FLT( foreign language teaching ) is that it is based on action-oriented and cooperative learning and creative classroom activities , learning by projects, and LBT learning by teaching in which the learner is required to assume the teacher's role.

Another principle is to give learners freedom to choose which parts or pieces of the resources the teacher provides during the class; this freedom encourage learner's autonomy and takes into account their preferred learning method.

Moreover he presents various studies done about constructivist ways of teaching English one of them the study of Nikitina(2012) that discovered observable proof that student's language acquisition improved when they were given freedom to engage in constructivist activities such as using visuals and team-based video production, she said that pupils enjoyed the activity and thought it was helpful.

Constructivism was divided into cognitive constructivism based on the work of "jean piaget" and social constructivism based on the work of "Lev Vygotsky".

### **2.3.2 Piagetian Theory**

According to Rabindran & Madanagopal (2020) cognitive includes thinking and memory which is the way to see, comprehend and receive of thing or simply just to know. Cognitive development means the ability to know, grasp or understand. Maturity and connection with the environment promote cognitive growth. Piaget study was about how young children acquire the capacity for logical and scientific thought; according to Piaget, Assimilation and accommodation are crucial for successful learning. Assimilation modifies new experiences and matches old concepts, in contrast accommodation modifies notion to meet new experiences. The two process result in both short term learning and long term developmental change; and Piaget's theory focuses on both of these outcomes.

Piaget's insight about peer influence in particular has significant ramifications for cooperative and collaborative learning. According to Piaget, children are more likely to grow cognitively in situations where peers have equal power and chance to influence one another.

Shunk (2012) as cited in Nessrine (2018) gives the following implications of Piaget's theory for instructions:

- Recognize cognitive development: when teachers are aware of the level at which their students are functioning it will be to their advantages.
- Maintain students' activity: Piaget criticizes passive education, children require stimulating environments that encourage hands-on learning and active discovery, this configuration encourages the active creation of knowledge.
- Interact with others socially: despite Piaget's claim that social interaction is not necessary for development to occur, the social environment is an important factor in cognitive growth, social interaction promoting activities are beneficial; children who learn that other people may view things differently will likely become less egocentric.

### **2.3.3 Vygotsky's Theory**

According to Vera-Idaresit, et al (2020) the constructivist approach to learning can be utilized in the classroom to motivate students to use hands-on methods to add to their knowledge, think about, discuss what they are doing. The notion discourages students from memorizing other peoples' concepts and definition in favor of having them develop their own definition, meaning and understanding through discovery. For instance, after analyzing the placement of phrase in a sentence, students can create their own basics definition of the phrase rather than being asked to memorize the lengthy meaning. When they collaborate with their coworkers they can sometimes succeed in doing this; bringing up the social constructivism aspect in which Lev Vygotsky introduced the concept of social constructivism as a learning theory in 1968.

Topçiu&Myftiu(2015) said that Vygotsky is the most well-known exponent of social cognitive constructivism theory, his research focuses on how people connect with society, the effect of social contact language and learning cultures, He saw social contact as the source of cognitive functions and sought to explain how dialogue structures recognition. The human learning means a specific social matyre and process through which children enter gradually in the intellectual life of people surrounding them. Vygotsky(1934).

Seifort & Sutton (2009) demonstrate that Vygotsky's writing was centered on how relationships with people who are more capable, knowledgeable, or experienced than the learner affect how a child's or novice's thinking is influenced. In this term, a youngster or any novice can acquire a new skill or solve a problem more effectively with the assistance of an expert than they can on their own, yet still not as effectively as the expert.

Particularly and according to Khadija (2020) the fundamental tenet of Vygotsky theory is that social interaction serves as the initial foundation for an individual's cognitive growth, every function in a child's cultural development appears twice on the social level and then on the individual level, between people (inter-psychological) and within child (intra-psychological). Cooperative learning is therefore a characteristic of social interaction, the students should not be cut off from his surroundings; instead he should be encouraged to interact with other students, teachers or other knowledge sources like books, journals, computers etc. The language that is utilized to learn communication is given to students through those encounters.

Whereas, Vygotsky theory made an attempt to explain how three things contributed to a person's cognitive development these elements include culture, language and zone of proximal development (ZPD).

Shabani, et al (2010) demonstrate that Lev Vygotsky created the idea of zone proximal development (ZPD) in the late 1920s, and he continued to refine it until his passing in 1934. The ZPD is described according to Vygotsky as *"The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers."* Cited in (Shabani, et al 2010, p.238).

The idea is that the theory holds that individuals can learn better when they collaborate with others and new ideas, psychological techniques and abilities are best learned and internalized through such cooperative activities with more experienced people.

Thus, according to Rosvelt (2008) as cited in Shabani, et al (2010) from a Vygotskian perspective the main objective of education is to keep learners as often as possible in their own ZPDs by giving them engaging learning and problem solving tasks that are just a little bit beyond their current capacity or what they can do on their own. So they will need to collaborate with more competent peer a teacher or an adult to complete the task; Learner's

ZPD for that specific task will be able to complete the identical task alone and independently the next time, this procedure is then carried out for a task that is even harder and suited for the learner's new ZPD. In the same context, Khadija (2020) adds that there is a significant difference between a learner who completes a task own and a learner who completes a task under the direction and supervision of someone else who has previously mastered the subject being learned, for instance, a 16 years old child may have no trouble driving forward and backward but may struggle to park; this child needs guidance. Thus, a teacher is needed to show him how to park the car. Therefore, closing this gap depends on the type of assistance offered by an adult or any specialist. Additionally, teacher must be aware of each student's zone of proximal development in order to support him appropriately and in accordance with his specific needs. Regular interaction between teacher and his students will allow him to ascertain exactly what students are capable of achieving on their own and with help.

Taking thus into account teacher will approach the students differently and refrain from giving them standardized instructions.

## **2.4 Strategies of Collaborative Learning.**

### **2.4.1 TPS (Think, Pair, Share)**

Hemant Lata& Priyamvada (2018) states that teacher's use of cooperative learning techniques in class helps to create an interactive, lively, cooperative and democratic learning environment .TPS is one of those suitable learning strategies that enable students to engage, process knowledge, build communication skills, sharpen their thinking, encourage them to participate effectively in the teaching- learning process in the classroom through discussion. Prof-Frank Lyman created the TPS technique in 1981 at the University of Maryland.

According to Siburian (2013) think, pair share method of cooperative learning proved effective for all grade levels and class sizes and promoted individual participation; students use three unique steps to consider questions:

**THINK:** students reflect on the questions on their Own, developing original concepts

**PAIR, SHARE:** Students couples present their thoughts to a bigger group like the entire class; students find it easier to propose ideas to the group when they have a companion to lean on.

These three procedures have also helped students' ideas get better.

On the other hand, think, pair, share aims to provide students with «food for thought” on several of topics so they can develop original thoughts and then share those thoughts with partner. It also supports a high level of student response and can help keep students on the topic in place of the basic recitation approach, in which the teacher asks a question, and one student responds.

Aziza, et al (2019) cited the following advantages of the TPS model:

- Students become more engaged.
- Teacher becomes more critical about the course material.
- Lot of students appreciate learning activities since they make talk about problems when they arise.
- Since no specialized tools are required for this method lesson can be easily understood.
- Building on other’s ideas and encouraging students to learn.

Tint&Nyunt (2015) summarize the idea of TPS as following

What? TPS model.

Why? To foster interaction and knowledge sharing among groups of collaborators to improve engagement of learners while learning.

How? Include three connected stages.

\*Think independently in which each participant considers the assignment, before discussing it with their couple; they will have some opportunity to write down any responses or thoughts of their own. Before moving on to the follow step with their partner, the responses should be given to the teacher or supervisor.

\* Alongside a partner; the students must form pairs, their teacher or supervisor must instruct them to share their responses with a partner. The discussion of each student’s pair’s thoughts on the assignment and earlier concepts follows. Each couple will conclude and come up with the final response based on their conversations.

Raba (2017) sheds light that the TPS method improves learner’s communication abilities; each student takes use of their opportunity to speak, engage in discussion and participate, which benefits the overall class by making learners feel more self-assured. Additionally, students learn to appreciate one another’s ideas and opinions and listen to one another’s points

of view. Stress and shame are also decreased when working in pairs, for example, if they respond incorrectly, they won't be embarrassed because everyone will be.

The study of Raba (2017) applied the think, pair, share method in "English for workplace" sessions in the ELC at An Najah national university, Nabulus. Throughout eight weeks, he watched how pupils responded to the new method and how far they had come. As a result, they have begun to take control of their learning and develop a sense of accountability; in addition they have demonstrated a willingness to speak more confidently and fluently in the target language. These activities have inspired students and given them a positive outlook on using a foreign language; students are starting to get chances to demonstrate and exchange ideas when they give the chance, they will always display their creativity.

Hengk(2020) said that instead of the textbook or the teacher, the concepts encoded in the response are in the language of the learners, in an effort to comprehend the concepts underlying the responses, student's various learning modes and preferences might be put to use in situations where they can sketch or otherwise visualize the material. One cautionary note should be reiterated in the conclusion: the quality of the question posed in step one will determine the outcome and standard of the think, pair, share activity if the questions encourage students to think critically, true discoveries will undoubtedly surface subsequent answers.

#### **2.4.2 Jigsaw Technique**

Jigsaw is defined as according to Isojani(2014) as "*One form of cooperative learning that motivates students to participate and assist one another in comprehending the content in order to realize their full potential*". Cited in (Bafadal 2015, p.128).

The jigsaw method gives learners to participate actively in the educational process. With repeated exposure to this approach, students ought to feel more at ease in their positions. The cooperative group's efficacy could be increased by adding individual accountability for the group's success through some form of evaluation Maden (2011).

Aydin&Biyikly (2017) point out that Eliot Aronson created the jigsaw strategy as a method for learning in groups and taking part in group learning activities. It is a form of cooperative learning that enables each member of a group to focus on a particular area of study in order to complete a task or class project. Jigsaw technique was developed as a result of the need to turn a competitive environment into one of collaboration, as noticed by Aronson and his post-

graduate students in a classroom with a typical competitive setting. The technique has grown to be the most popular collaborative learning strategy.

Kegan (1994) notes in chapter three of his book “Cooperative Learning” that the educational innovation of all time that has received the greatest research is cooperative learning and the outcomes are evident.

For instance, in their 2004 study Gaith& Abd-Elmalak (2004) looked at how the cooperative jigsaw technique improved the literal and higher order English reading comprehension of 48 university students who were EFL.with regard to the dependent variables of overall reading comprehension and literal understanding. The experimental design’s findings showed no appreciable difference between the experimental group and the control group. But on the variable of higher order comprehension, the findings showed a statistically significant difference in favor of the experimental group.

Alfaruqy (2012) in his experimental study about implementing jigsaw technique to increase student’s listening achievement and motivation aspects. Class XI of the science course in the seventh semester in South Lampung served as the research subject. In addition, a 30-item multiple-choice listening comprehension test served as the measurement tool for student’s listening proficiency. Another tool was a 20-question close-ended questionnaire to determine which factor of motivation affected students' achievement the most. It was evident from the findings and discussion that employing the jigsaw method to teach students has a major impact on their listening comprehension. It was demonstrated by the fact that a student’s mean posttest score(74.45) increased and now exceeds their mean pretest score(49.13) because jigsaw strategy can lessen social tension among school students, encourage better learning, enhance student motivation and interactions, and boost the enjoyment of the learning process.

### **2.4.3 Students' Team Achievement Division (STAD)**

Rai (2007) claims that students' Team Achievement Division known as STAD is one of many strategies in cooperative learning that promotes and encourages collaboration and self-regulation learning skills.

STAD was established based on the fulfillment of instructional pedagogy Felder & Bren (2002). & Ghaith (2001). It is the type of cooperative learning developed by Slavin and his colleagues and also one of the most significant CL approaches, which has been influential in

bringing about positive effects in multiple grades and disciplines. CL strategies like STAD are supported by a multiplicity of theories from a variety of academic subjects and disciplines such as psychological theories of motivation, individual, and cognitive development as well as social cultural theory, social coherence, situated cognition and cognitive apprenticeship. Slavin (1995). However, there has been little research on the effectiveness of STAD in English as a foreign language (EFL) environment.

Slavin (1994, 1995) mentioned four (4) steps for the successful implementation of STAD in the classroom:

- Teaching, in which the teacher introduces new material while throwing a lecture, class discussion or some form of teacher presentation.
- Team study, in which heterogeneous team members collaborate on worksheets designed by the teacher to extend and help boost and enhance the material.
- Tests are individual quizzes students take on the assigned material while teammates are not allowed to help one another doing these quizzes.
- Team recognition stage work with scores are juxtaposed to best averages, grading points are given based on the improvement from the past performance. High scoring teams are rewarded by gifts or put in their names on bulletin boards by granting certificates to them.

STAD, as one of the most prevalent strategies has become salient among various pedagogies for three major reasons. First, this strategy is cohesively embedded in various basic theories in psychology, political science, social sciences, economics, anthropology and sociology (Slavin, 1980; Slavin, 1987; Cohen, Brody & Sapon. Shevin, 2004). Second, this institutional study has been investigated and compared with others. Most indicate that STAD is more prominent and advantageous in terms of application, breadth, and generalization (Armstrong & Palmer, 1998; Gaith, 2002). More importantly, most teachers regard STAD as a highly applied teaching method, handy and consistent with teaching philosophies and practices (Hertz \_ Lazarowitz, & Miller, 1995). In conclusion, STAD is grounded on theories, research\_driven, pragmatics and highly compatible with existing practices.

Naturally, STAD received a great deal of criticism from students such as that interdependence might have negative effects if participants are unable to establish any link between participation and outcome Johnson & Johnson (2009). For insurance, STAD will not have any effect if participants feel they are disengaged, detached and ignored while

participating in the activity. Second, if the competent group outperforms their peers, other groups who run the risk of being sidelined might be discouraged by the attention received by the other group Johnson, Johnson & Skon (1979). Third, the rationale of cooperative learning calls up teachers to divide students into different groups based on various factors, such as students' proficiency in the second language, such individual difference might discomfort these students who have not yet mastered the second language, and thus, impede the collaboration with more capable students Jacob, Rottenberg, Patrick & Wheeler, (1996).

Jalliefe, (2007) also identifies the potential downsides as well. STAD might attract teachers, such as its evolution process which might confuse practitioners. Teachers, in fact, constantly suffer from a poor understanding and an inadequate understanding of the method. They also receive criticism from less capable students that may feel discriminated against due to their low self-esteem and lack of success, while more capable students who are held back by peers criticize them as well Ghazi (2001).

When these two groups are requested to share ideas, the dilemma is made worse because this opens the door to subjective peer reviews and expanding options. Learning within the context of a STAD group becomes stagnant (Low, Mesch, Johnson & Johnson, 1986). When the lesson is not thoroughly designed and the teacher is not dedicated, STAD can be futile, resulting in failure or superficial success .McCaffrey, Jacobs & Idding (2006).

Overall, despite the debate surrounding it, The STAD practice is still selected among other derived variations because of its significance and salience as CL instructional strategy Felder & Brents(2000), Gaith (2001); Li and Lam (2005) students' academic accomplishments, learning attitudes, socialization, and member's interdependence have praised its simplicity and efficacy Stevens (2003).

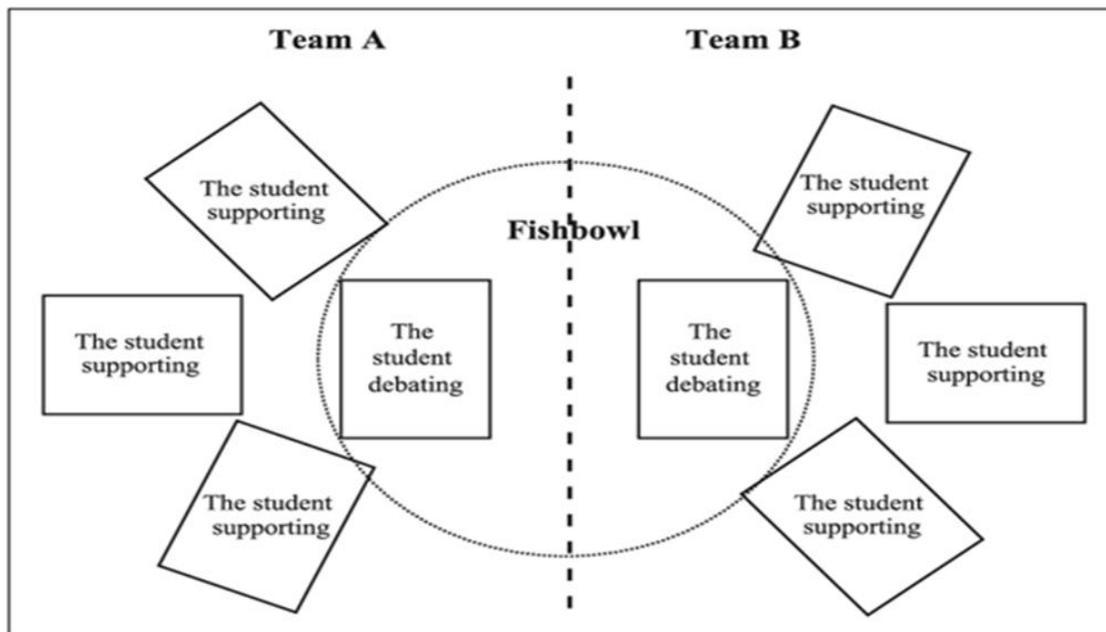
According to Qissmullah yusuf, et al (2015) in the teaching and learning process, STAD is a technique that is helpful to boost students' motivation and passion and it can increase their responsibility in their own group. It is regarded as an excellent model because one of the CL approaches, as it can increase student's motivation for learning by allowing them to collaborate.

#### **2.4.4 Fishbowl Debate**

Another good type of collaborative learning is the fishbowl technique; it is a very useful and successful form of conversation commonly used when discussing topics within a group of students (Cummings (2015)& Young (2007)).

Silberman (1996) defines the fishbowl debate as the discussion model, in which a few students form a discussion circle and a few more arrange themselves in a listener circle all around it. The term "fishbowl" refers to the arrangement of the chairs, when a small group of learners is seated in the middle and discussing a predetermined subject being observed and evaluated by a wider group who are surrounding you.

The teacher splits the class into two groups, and each group collaborates to develop a case for the point of view they have been given. Following the presentation of each side's arguments, the group engages in back-and-forth rebuttals. Another sort of fishbowl discussion involves dividing the students into three groups: one group of experts representing each side of the topic, and the remaining students serving as the audience. In this style, a circle of chairs is placed in the middle of the classroom to form the fishbowl, and additional chairs are placed around this circle. The audience group then takes their turn in the inner circle after each side has had a chance to discuss the matter with their fellow group members while seated in the fishbowl. The fishbowl might be used by each group multiple times. Three chairs are placed for each side of the discussion in a fishbowl-style arrangement of ten chairs in the central circle, with the audience occupying the remaining four chairs. The six opponents stay in the fishbowl during the entire discussion, while the students occupying three of the other four chairs only do so for brief periods of time to allow everyone a chance to sit in the fishbowl. When a member of the audience hears something they want to comment on, they come and take the tenth chair, and one of the other three must leave the room so that the chair is once more vacant.



**Seating arrangement of a fishbowl debate Yung, K.W (2020).**

Taking part in the fishbowl discussions allows students to contrast meaning and to exercise the skill of critical thinking Cummings (2015) and evaluation while exploring ethical issues relevant to their own dilemmas regarding the research process of developing their scientific career. Fishbowl style discussions are not meant to reach agreement, but instead generate an intimate and spontaneous conversation used for creating an atmosphere for open and lively dialogues among the participants.

The technique motivates students to practice the skill of expressing themselves and reflect as well as some community building capacities. It can help bring transparency to the decision-making process and increase trust and understanding about complex issues while observing the process of acquiring clues about the given dilemma Dutt (1997). Also by using open-ended questions, students better understand what was not known before it helps get them to get to the core of the issue as they discuss them Zhang (2013), Effendi(2017). Learners can exchange ideas about occasions or find an answer, aids students in improving their speaking skill and gaining confidence, motivates students and establishes them.

This technique facilitates in-class debates, fosters students' active engagement, peer collaboration, and integrates the usage of the target language. A formal debate, however, can be dangerous since participants must alternate speaking under time constraints, and there are fewer possibilities for non-debaters to participate. Snider and Shnure(nd).

## 2.4.5 Presentation of Project Work

The term "project" refers to any planned idea, action or effort in any sphere of life that, in the end, results to a successful outcome, given that it has been properly thought out and established in advance, leaving no room for failure ( Fedoul, 2018).

According to Good (1973) the project work is :

*A significant, practical unit of activity having educational value and aimed at one or more definite goals of understanding; it involves investigation and solution of a problem... planned and carried to completion by the pupil and teacher in a natural real-life manner .Cited in (Beaumont & Williams, 1983, p.01).*

Fried-Booth (2003) identified the project work as: *“A powerful methodology involving students in an authentic learning experience with language used for genuine communication purposes. It is student-cantered and it results in a tangible end-product”*. (p.03)

Project work is seen not as a replacement for other teaching methods but rather as an approach to learning which complements traditional methods and which can be used with practically all ages, levels, and skills of students Haines (1989). As there are so many proponents of project work in the EFL setting, there are countless compelling arguments in favor of its adoption and use in EFL courses. Hence, Project work servers as a link between "classroom" and "real life" through cognitivist and sociocognitivist teaching and learning that is, it encourages students to apply various learning strategies and reinvest their acquired knowledge in situations related to everyday life learners. Thus, learn to share, exchange knowledge, collaborate, and develop mental and intellectual abilities especially critical and creative thinking skills and develop their creativity both within and outside classroom. The project work assists learners in applying their newly acquired information's to produce new innovative concepts it is an approach that can be used in a variety of subjects, learners collaborate in groups as democratic partners with the teacher serving as a guide rather than the repository of all knowledge Legutke, Tomas (1993:158-160). It is a creative way for Learners to apply the language they have learned in class, according to Beckett (2005).

Project work is a long-term activity that entails a variety of individual or collaborative tasks like developing a research plan and questions and carrying out the plan through empirical or documents research, which includes gathering, analyzing, and reporting data orally and/or in

writing a competency such as intellectual academic social and language-related. Project work is proven to be effective because it is a logical extension of what is already being covered in class and is equally effective in teacher-training programmes. It is corporative rather than competitive, and it is both process and product oriented, giving students the opportunity to focus on fluency and accuracy in different project work stages.

In their article "Maximizing the Advantages of Project Work in Foreign Language Classrooms," Alan and Stoller (2005, p. 10) synthesize and present the updated ten-step process of project work as follows:

Firstly, learners and instructors agree on a theme for the project. Secondly, learners and instructors determine the final outcome. Thirdly, learners and instructors structure the project. Next, the instructor prepares learners for the language demands of information then the instructor prepares learners for the language demands of compiling and analyzing data. Furthermore, learners compile and analyze information. After that, teachers prepare students for the language demands of the culminating activity, then the learners present the final product and finally, learners evaluate the project as a whole.

The projects are very creative in terms of both content and language. Each project is a unique piece of communication, created by the project writers themselves Hunchinson (1991). Therefore, project work should be given more recognition and done accordingly to the known steps to assure maxim benefits.

## **2.5 Correlation between Collaborative Learning and Autonomy**

For more than three decades, learner autonomy has been a significant area of emphasis in educational practices and research. There have been numerous approaches of encouraging learner autonomy in the study of foreign or second languages as well as various theoretical frameworks that have been put forth. Many viewpoints on these various expansions of learner autonomy have been put up in the discussion.

*Learner autonomy is characterized by readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others as a socially responsible person. An autonomous learner is an active interpreter of new information in term of what he/she already and uniquely knows (Bergen 1990) as cited in (Dam, 2003.p, 137).*

In this vein Dam (2003) claims that learner autonomy needs both student's preparation and competence to behave independently both individually and in groups.

Hence; opportunities for peer and group work are required in an autonomous classroom to help students have a sense of shared learning goals. According to Ushiod(2003) *“The concept of autonomy in the classroom invariably brings to mind a version of learners working happily in groups, pairs or individually while the teachers hover in the background”* (p.9).

In other words, autonomy does not just refer to students managing their own learning while working alone. Students can start the trip toward greater autonomy with a group project given by teacher in classroom.

The sequential relationship between CL and autonomous learning was underline by Vygotsky by pointing out that what children can achieve together today they can perform unaided tomorrow. This phrase encapsulates how group effort can create an individual learning experience, but it's important to stress that the future of CL does not necessarily lie in the creation of solitary learners. In fact, this autonomy denotes the vibrant interaction between students in a way that highlights their individuality of thinking and distinctiveness of personality, which in turn stimulates future collaboration with the larger community.

Macro(1997) explains that collaborative learning enables learners to become more empowered, highly in control of their learning and conscious of the learning process itself. Students can develop an open mind to learning in social interaction through collaborative learning which will improve their critical thinking.

Numerous studies have demonstrated that when learners explain their meaning-making to one another, their learning is richer and deeper; this is the first stage towards cooperation. Someone is forced to clarify and communicate in such way that their own comprehension is improved by the act of having to make a sense to a peer. The method of explanation, not the outcome of veracity of the explanation, is what matters most in these discussion, when student engage in such discussion repeatedly, those who are considered to have “low ability” are successful in assisting others who are “high ability” to further learning (kings, et al as cited in Watkins, 2007).

He added three factors that go towards encouraging and facilitate CL in the classroom; these include promoting collaborative interaction, creating and planning for collaborative work, erecting collaborative structures.

Moreover, "*Collaborative learning can help students gain the intercommunication, reciprocal contact, negotiation and critical thinking abilities that are so important in today globalized society*". Pica (1994) as mentioned in (Loubna 2021, p.117). When students have the chance to collaborate, they can grow their capacity for reflection, decision-making, and critical thinking; these qualities are then demonstrated through actions and behaviors.

Hadwin and Oshige(2011) claim "*through dialogue and interaction , individuals learn to engage and control their own self-regulatory strategies, evaluations, and processes by observing, requesting, prompting, or experimenting with self-regulation with a supportive others*"(p.248).

Hence, students can favorably impact each other through meaningful conversations and acquire the techniques and abilities required from group autonomy.

## **Conclusion**

The chapter provides an overview of autonomy and collaboration in EFL learning. It begins with defining the term autonomy and how it has come to be used in language learning. The features of autonomous learner are then demonstrated in addition to the teacher's role in a learner-centered environment. The chapter also focuses on the collaborative method, providing its description, advantages and related theories in addition to the most collaborative strategies used in EFL learning/ teaching. To end up with linking the two concept by giving the correlation between Collaborative Learning and autonomy.

**Chapter Two**  
**Data Collection and**  
**Interpretation**

## **Chapter Two: Data Collection and Interpretation**

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## Chapter Two: Data Collection and Interpretation

### Introduction

The importance of learner's autonomy in language learning and instruction has grown recently. It is a component of larger educational trend that strives to empower students to take charge of their own learning both inside and outside classroom in order to prepare them for lifelong learning. Learners must develop independent intercultural communication abilities. No school or educational institution can teach learner all they will learn later in life but it can give them a better sense of what it means to study while respecting other's individuality and teaching them how to monitor and evaluate their own development.

More precise, since the adoption of LMD as an educational system in Algerian universities, who seeks to assist students to build the requisite employability and lifetime learning skills by improving students-centered learning throughout the three degree cycle, which go through line with competency based approach objectives, which is actually used in Algerian higher education. It's basically includes giving students effective techniques, encouraging them to define goals, negotiating the curriculum and fostering self-evaluation and that's all support learner's autonomy and learner-centered approach that include learner as an important component of learning process who is in first stage require to cooperate and collaborate. *Integrate, produce and extend knowledge* Jones, et all (1994). Yet, the successful classroom interactions depends on the involvement of the students who must discover ways to encourage themselves, develop methods for applying knowledge to their own lives and integrate it into classroom. Marcellinno(2005) as cited in Djarouane&Bensafi (2022). In addition to, most researches ( Al\_Ahdal & Abdullah Alrahbi,2021. Abdollah, 2015. Rabhi&Benboulaid, 2020. (Assinder, 1991) support the use of collaborative learning as a tool to advance learner's autonomy and positive educational achievement. (Assinder, 1991. Er& Atacs, 2014. Amel Bahloul, 2017) studies showed that students prefer studying in collaborative environments and have a positive perception that collaborative learning can improve their motivation, creativity and productivity. In this respect, The current study tends to investigate whether Master one both students and teachers at Ibn khaldoun University, English language department are or are not aware of the importance of collaborative learning to foster learner's autonomy as it was found in theoretical chapter the causal relationship between CL and learner autonomy Dam (2003) Ushiod (2003) ,Macro (1997) Hadwin &Oshige (2011) and if

EFL teachers use any kind of CL in their regular classes to determine with eliciting their roles and how they can contribute for CL encouragement.

## **2. Research Design**

The research has followed both qualitative and quantitative study in investigating the possibility of fostering learner's autonomy using collaborative learning. It demonstrated that the quantitative method is suited to meet our goals and gather data through the use of questionnaire for both Master one student and teachers at Ibn Khaldoun University English department. Since the qualitative approach offers wealth information about real life people and situations and it is suitable too for providing factual and descriptive information because it relies on the researcher's own collecting of non-numerical data such as word and pictures. According to this, an observation was used as second tool to achieve a reliable piece of research.

## **3. Participants**

Two samples were chosen for the present study; the first composed of 15 Master 1 teachers for both didactic and applied linguistics specialties. The second of 103 Master 1 students for the same specialties. Both of them are expected to complete the questionnaire that will be used to gather data.

### **3.1 Students**

What is worth being mentioned is that the reason behind opting for master students to be the case of the study is the level of mastery of English language and because they have been studying under the LMD system for 3 years, in addition they are about to graduate without any kind of responsibility and ability to carry on learning or teaching after the end of their academic learning which means they face greater difficulties and must exert greater efforts than first, second or third year students. They already have a solid foundation and significant university experience; in other word they are conscious of their advantages and disadvantages when getting knowledge. The numbers of students who attend regularly all sessions were 103 students for both specialties didactic and applied linguistics.

### **3.2 Teachers**

Master one teachers from both didactic and applied linguistics specialties are concerned with the study. The number of teachers is estimated to be 15 teachers, their teaching experiences differ from one to another and they are in charge of different modules in the department of English language, Ibn Khaldoun University. The questionnaire was given to all of them in form of copies or by sending them the link to answer it online. Only 12 teachers answer the questionnaire.

The choice to integrate the teachers in the study is mainly that the study focus on teacher's use of collaborative learning or any kind of collaborative activities in their classes and how they act ( role) while using Collaborative Learning in addition to how they can encourage the use of Collaborative Learning to foster Master one student's autonomy.

## **4. Data Collection Tool**

The research at hands supports the use of qualitative and quantitative design. The quantitative methods allow us to collect information through the use of designed questionnaire for both master 1 teachers and students. The qualitative one was demonstrated through the plan for an accurate class observation which will be discussed in the following titles.

### **4.1. Questionnaire**

The questionnaire is a valuable tool of data collection since it enables the researcher to gather a large amount of data in a short amount of time. Due to its *“Unprecedented efficiency in terms of (a) researcher time, (b) researcher efforts and (c) financial resources.* (Dornyei, 2003, P9), it is considered one of the most popular instruments to collect quantitative and qualitative data and derive conclusions that the other instruments are unable to elicit.

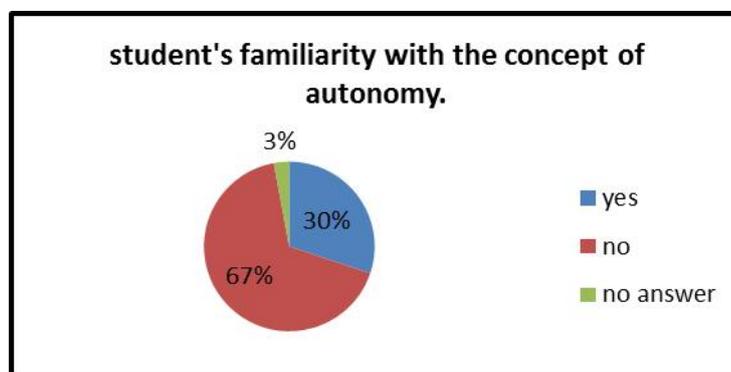
The designed students' questionnaire for our study focuses on gathering data about the possibility to foster learner's autonomy through the use of collaborative learning activities and strategies. The questionnaire was handed to 103 master one students from applied linguistics and didactics specialties. It combines (11) questions including close-ended questions: yes/no questions and multiple choice questions. In addition to, open-ended questions which were also opt for giving respondents the opportunity to respond freely without any limitation in order to provide qualitative data.

A questionnaire was handed to 15 Master one teachers of both specialties didactics and applied linguistics; but only 12 were given back. The questionnaire designed for teachers which consists of (9) questions from open-ended questions requiring teachers to give their own answers and justify them in addition to close- ended questions requiring from them to answer with yes or no or to pick an appropriate answer from a number of choices.

#### 4.1.1 Analysis of Student's Questionnaire

This stage is for examining the information obtained by the questionnaire for the depiction of collaborative learning activities to promote autonomous learning.

**Q1: Are you familiar with the concept of autonomy in language learning?**



**Figure01: Student's Familiarity With The Concept of Autonomy in Language Learning.**

For a start, we asked Master I students if they knew the concept of autonomy in language learning, as it is a main theme in both language learning and teaching and a part of the development of education. More than half of students (67%) don't know what autonomy means. Although the Algerian educational system places great importance on teaching learners to take charge of their own learning both within and outside the classroom, as a result, the majority of Master I students at the university must be aware of autonomy, its significance, and how it affects their learning. This also shows how critical it is to define the term autonomy in the early stages of the academic learner's life. (3%) of them do not answer the question. However only (30%) of them are familiar with the concept of autonomy; they have heard about it, have an idea about it, and provide the following definitions:

If yes, define it:

1/- Autonomy is related to self-learning; learners have the ability to gain knowledge and acquire skills.

2/- A learner seeks to learn knowledge without a direct interaction with a teacher.

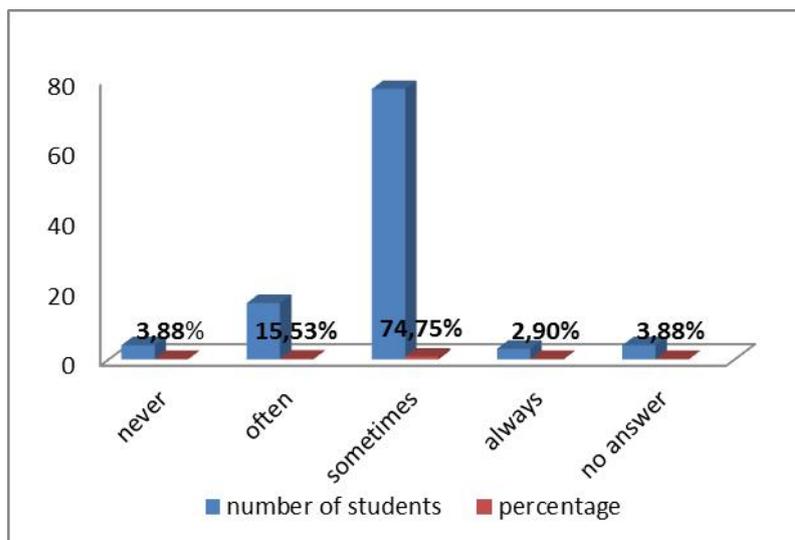
3/- It means to learn something independently.

4/- It means you learn any foreign language by yourself without using a teacher's instruction.

5/- Relying on yourself, learn on your own.

6/- Using personal efforts and materials, choose the appropriate time to learn.

## Q2: How often does the teacher plan for collaborative work?

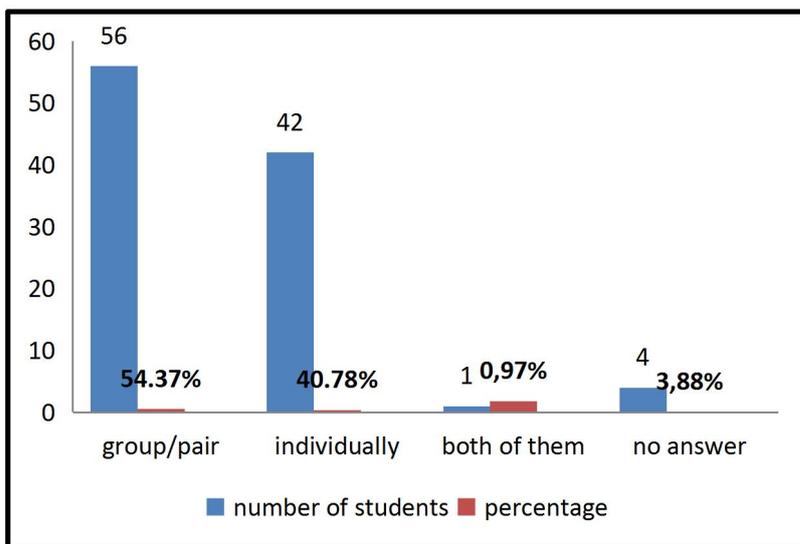


**Figure02: The Teacher's Implementation of Collaborative Work Inside Classroom.**

Our study aims at investigating whether Master One teachers and students use collaborative learning to foster learner autonomy. In this vein, Lev Vygotsky asserted in his Sociocultural Theory (1978) that social interaction is a key component of learning. He maintained that other-regulation, or learning from others, aids in the development of autonomous learning (self-regulation). Students receive a variety of information through exposure to their classmates' language growth, which ultimately results in improved language understanding and knowledge. And based on what (Halliday, 2003) said, "*Autonomy resides in the social worlds of the students, which they bring with them.*" The question aims at identifying whether teachers use collaborative activities in their lesson plans. Thus, the majority of participants (74,75%) said that the teacher sometimes plans for CL tasks. (15,53%) of our informants agree that collaborative learning activities are often planned in the classroom; (3,88%) opted for never, and only (2, 90%) of the respondents came out saying that collaborative learning activities are always planned; and (3,88%) of them do not provide an answer. As a result, we

notice that Master One teachers are aware of the significance and importance of CL, and they sometimes use some collaborative work but not in a regular way because it is important to determine how best to structure collaboration activities to drive benefits and reduce costs associated with collaboration.

**Q3: Do you prefer learning in group/pair or individually?**



**Figure03: Student’s Preference of Group/Pair or Individually Learning.**

The aim of the question is to identify the way students prefer to learn, whether in groups or alone. It is divided into two parts. The first is multiple choices, in which students choose their answers. The second is an open question, where students will justify their choices.

Students are asked if they are given the opportunity to choose techniques in learning practice, such as between groups or individually. The majority of them (54,37%) like to work in groups; maybe they find that group work can pool their thoughts and help them undertake things that they can’t do alone. (40,78%) of them prefer to work alone without any kind of collaboration. However, (3,88%) which means 04 students have not mentioned their choice. And only one student (0.97%) select both group/pair and individual work. In fact, providing students with freedom of choice will allow them to be more responsible in their English learning or other subjects. In addition, they provide us with the following answers about the reasons behind their choice:

Individually:

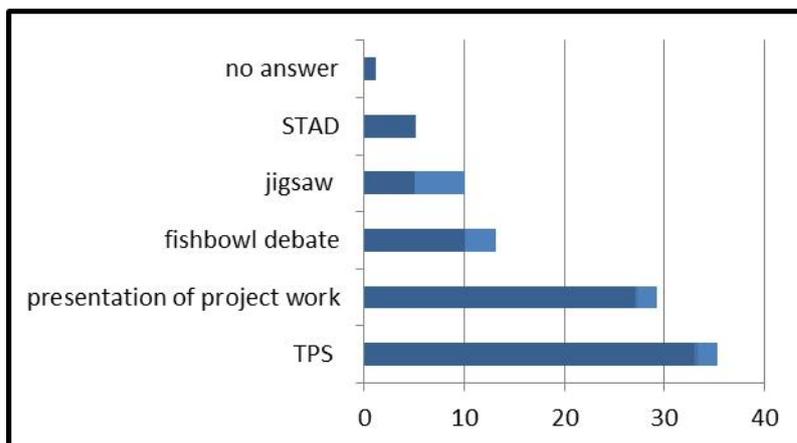
-I don’t like to study in groups because it disturbs my focus.

- I'm more productive and organized when I work alone.
- I found comfort in myself.
- I get very confused when I work in groups because of the different ideas, and sometimes the shared ideas are not correct.
- I prefer to learn alone in order to organize my work well, because sometimes your partner is not a good worker.
- I perform better, focus better, and take my time.

Group/pair:

- Exchange ideas.
- More fun, saving time, and getting help
- Learners are human beings, and human beings are social creatures, and they perform better when they are in a group.
- to check whether my knowledge is correct or not.

**Q04. A/- Which of the following activities do you prefer while learning in classroom?**

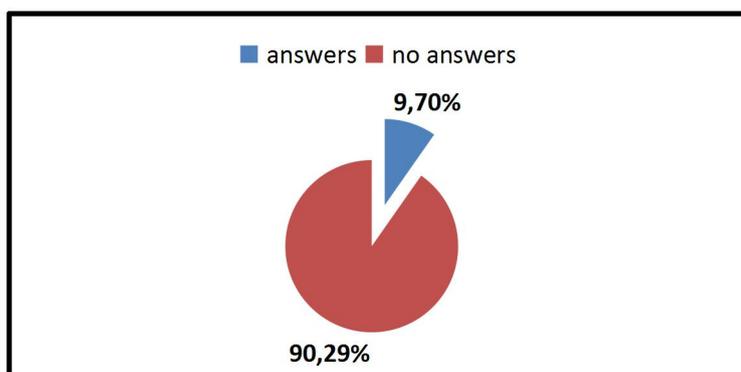


**Figure 04.1: The Activities Prefer by Students to Learn Inside Classroom.**

The question aims at determining the appropriate and preferred collaborative activity by students and to find out how it can foster learners autonomy. It is divided into two parts. First, students have to choose an appropriate activity they like, and for the second part, they will suggest another activity they like that is not mentioned in the suggestions above.

The results showed that the majority of students (32, 03%) prefer to use the think, pair, share (TPS) strategy. While (26, 21%) like presenting project work as a collaborative activity. Also, only 10 students (9, 70%) prefer fishbowl debate. The rest and only (4,85%) prefer to use both jigsaw and the STAD collaborative learning techniques. Adding to that, we found that 23 students prefer more than one activity; the majority (5) of 23 students prefers think, pair, share, and presentation of project work. While four of them prefer all the activities except the fishbowl debate activity, as well as (3) of them preferring think, pair, share, and jigsaw activities. However, 6 students did not provide an answer. Thus, we notice that Master I students prefer to learn using TPS and the presentation of project work; thus, teachers should introduce such activities in the classroom to go along with the students choices, which will help them develop social skills and improve their critical thinking.

**B/- If there is another collaborative activity do you prefer mention it and how it works?**



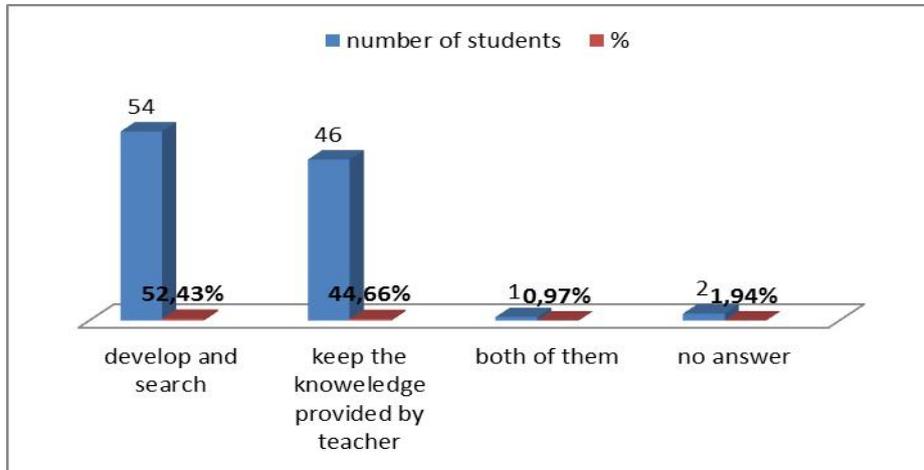
**Figure04.2: Collaborative Activities Suggested by Students.**

As was mentioned above, students are asked to provide another type of collaborative activity that is not cited in the suggestions given. Thus, the majority of them (90, 29%) have not answered this part. However, only (9, 70%), or 10 students, made the following major suggestions:

- Listen and speak, in which you work with two or three students. The teacher will read and you'll listen, then he'll ask questions, and you and your peers will think, agree on one answer, and then respond.
- repetition activity, used in primary school while learning the alphabet, the teacher speaks and the pupils repeat until they get it.
- games

-Audio-learning

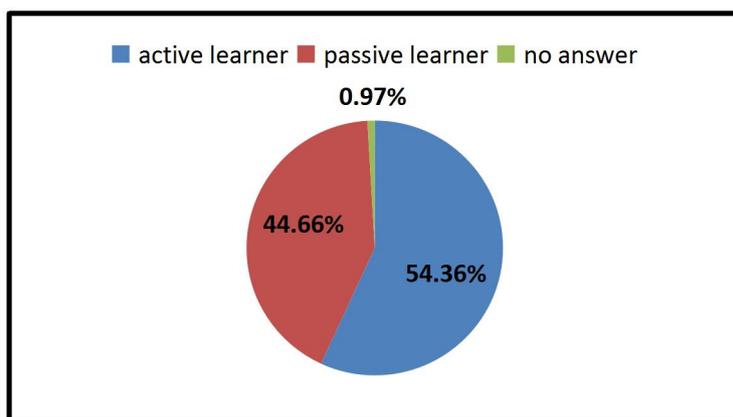
**Q05: After the lesson taught in classroom do you?**



**Figure05: Student's Autonomous Learnings Outside Classroom.**

Responses to question five demonstrate that (52.43%) of the students argue that they are not satisfied with what they learn in the classroom and instead develop and search outside the classroom. While (44.66%) of the participants tend to retain the knowledge provided by the teacher, this shows that Master I students are autonomous learners in fact; they make efforts to improve and develop the knowledge gained from the teacher. However, one student (0.97%) select the two options and two students (1.94%) did not provide answer.

**Q06: Do you consider yourself as:**

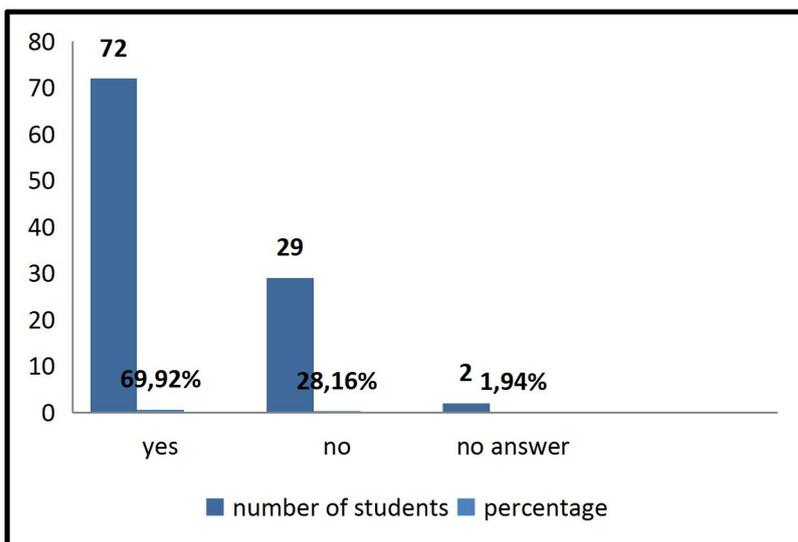


**Figure06: Identification of Student's Passiveness or Activeness Inside Classroom.**

Active learning is promoted in universities all over the world. Instead of remaining passive while the teacher lectures or uses other direct teaching methods, students are expected to actively participate in their learning.

Question 6 aims at determining whether the participants find themselves as passive or active learners, results show that 56 of the respondents, i.e., (54.36%) find themselves to be active learners as those who interact and participate during the session, while the other 46, i.e., (44.66%) of the informants describe themselves as passive recipients who prefer to be guided and taught totally by an instructor, concentrating more on the information and output provided by the teachers. However only one student (0.97%) did not mention the answer.

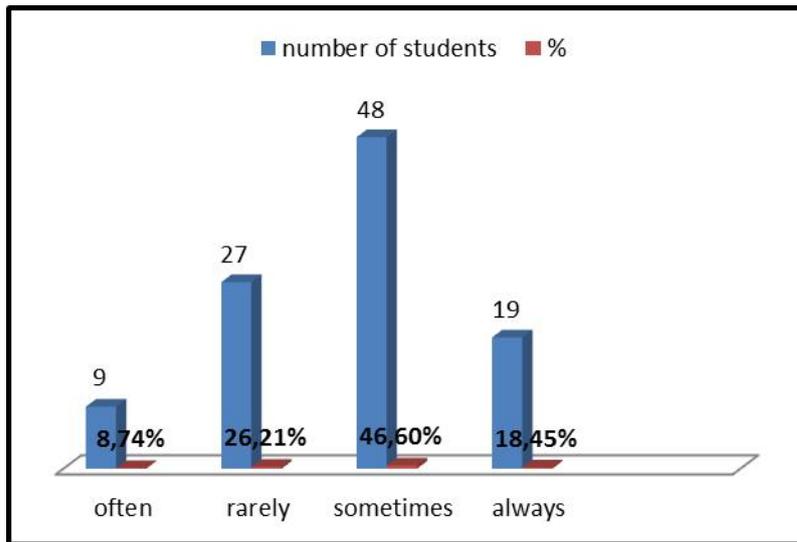
**Q07: Is there any interaction between you and your classmates?**



**Figure07: Interaction Between Students Inside Classroom.**

The statistics derived from answers to Q.7 show that the majority (69.92%) felt that they do indeed interact with their peers, meaning they interact with the teacher and other learners in the classroom. On the contrary, only (28.16%) declared that there is no interaction between them and their fellow classmates. However, two students (1.94%) did not give an answer. Thus Classroom interaction depends largely on the teacher and the types of activities he/she is doing in the classroom. These activities must encourage active communication among students.

**Q08: How often do you participate in class?**

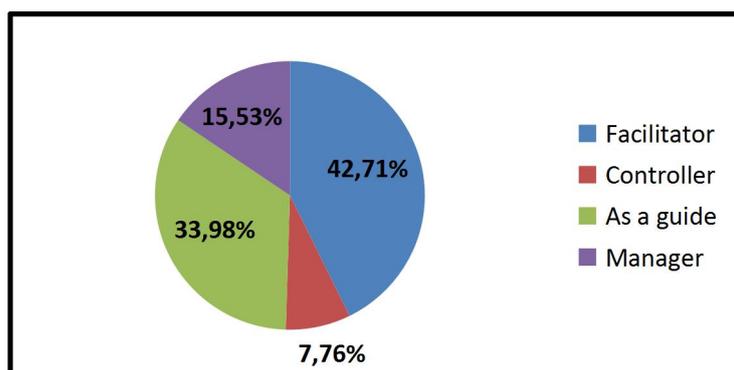


**Figure08: Participation of Students Inside Classroom.**

Getting students involved in class is a common element of course designs. It can lead to students making perceptive remarks and fascinating connections and it can promote a high degree of energy and passion in the learning environment in the classroom. It is to some extent related to the students' activeness and passiveness in their classroom. The majority of students (46, 60%) sometimes participates and shares their ideas with their peers and teacher. Others (26, 21%) of them argued that they rarely participate. In addition to the (18,45%) who participate all of the time, only (8,74%) chose "often" as an answer.

As a result, it is worth mentioning that Q6 and this one are related, because since the results of Q6 indicate that most of the students are active ones, this means that the result of this question will go in line to demonstrate that there is participation in Master one student's classroom, which means most of them participate intermittently.

### Q9: Inside classroom how do you see your teacher?

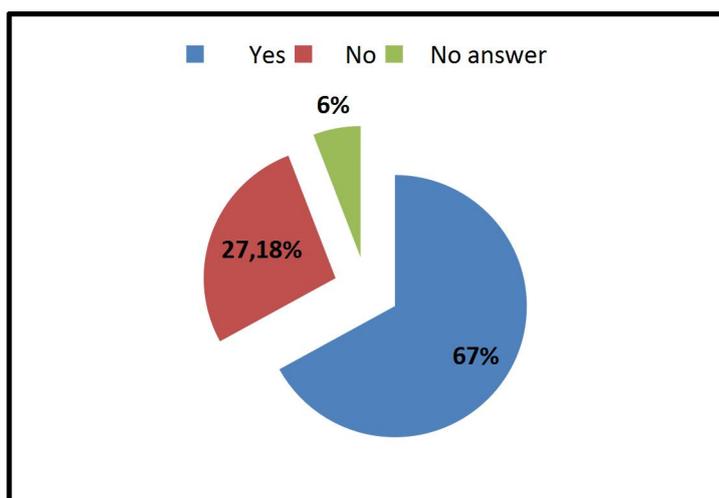


**Figure09: The Role of Teacher Inside Classroom.**

Giving learners independence does not entail letting go of one's responsibilities as a teacher. Indeed, autonomous learning requires negotiation and collaboration between teachers and students because the classroom activities and students must be managed in a variety of ways by the teacher during the lesson. This implies that he must act differently at various points. In other words, a teacher's function may alter inside the classroom depending on the activity. His efficacy as a teacher is substantially increased if he is adept at making these changes.

The results showed that the majority of Master I students (42, 71%) find their teacher to be a facilitator, in which he encourages them to make a plan and set objectives, gives them the chance to choose the appropriate activities, as well as strategies to learn, and motivates them. (33, 98%) of them said that their teacher plays a guiding role in the classroom, and (15,53%) of them find the teacher to be the manager of the classroom. Which means that the three roles( facilitator, guide, and manager) are positive roles that give the students a good atmosphere to learn, share, and extend their knowledge. However, only (7,76%) choose the controller role of teacher that control class, student's behavior and give no opportunity to participate.

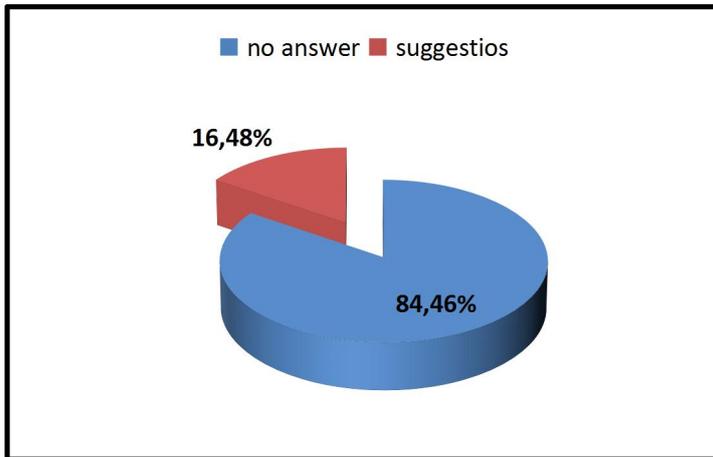
**Q10: Do you find collaborative techniques effective for enhancing learner's autonomy?**



**Figure10: Student's Opinion About Whether Collaborative Techniques are Effective to Enhance Their Autonomy.**

The majority of participants (67%) argued that collaborative work can foster their autonomy in language learning, as evidenced by the finding in Question 3 that the majority of them prefer to study in groups or pairs. Then others (27, 18%) said no, which means that they don't see any relation between collaborative learning and autonomy improvement. Five of them (6%) did not respond to the question. Based on these answers, we noticed that since Master One students prefer to use collaborative work in their learning, they can improve their autonomy, and this can't be achieved without the support of the teacher, which was found in the previous question Q9 that the teacher acts as a facilitator. Thus, when he introduces collaborative activities in the process of English language learning and more specifically inside the classroom, he is giving students the opportunity to take initiative in their own learning.

**Q11: would you please add any suggestions about using collaborative learning activities for enhancing learner's autonomy.**



**Figure11: Student's Suggestions About The Use of Collaborative Activities for Enhancing Learner's Autonomy.**

The majority of students (84, 46%) didn't give us any suggestions about the use of collaborative tasks to enhance learners' autonomy. However, only (16, 48%) provide the major following suggestions:

The use of some games

Puzzle strategy

Online platforms like Google Classroom and the Zoom application.

In other words, the main result of collaboration in the classroom is involving the students in the process of their learning, interacting with them, communicating with them, and incorporating them in the curriculum's decision-making process. In essence, students are urged to select their own learning materials and methods, and they are allowed to reflect on their learning experiences, this teaches them how to make sound decisions.

#### **4.1.2 Discussion of Findings**

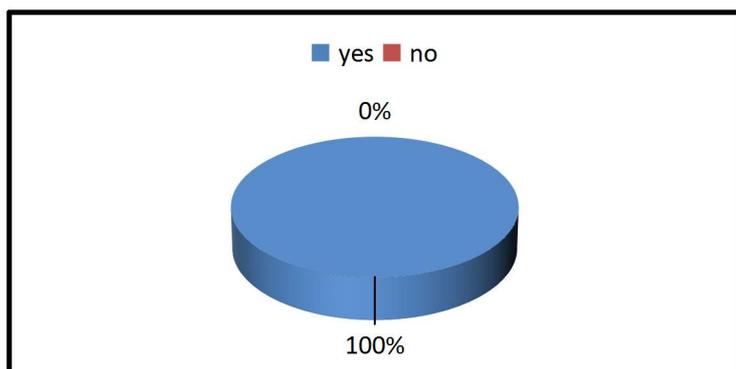
The majority of students do not know what autonomy means. Although the educational system aims at preparing independents and self-reilaint learners through different language learning strategies .However, in real situation the majority of them improves and develops out of class what have been taught in classroom. Concerning collaborative learning, the findings

seem to encourage the use of CL activities since the majority of them prefer to learn using group/ pair work in which it remains for the teacher to follow students' preference and introduce CL in the learning process. In addition, most of the students select TPS and presentation of project work to be an effective technique for them to improve their autonomy. In the same vein, they all see that CL can foster their autonomy asserting that CL give them the opportunity to exercise more independence; together they make some of their own learning decisions, work without feeling the pressure that the rest of the class watching what they do because teacher is not supervising every action, decision are made together and responsibilities are shared.

#### **4.1.3 Analysis of Teacher's Questionnaire:**

##### **Q1: Is autonomy essential in EFL teaching/ learning process?**

This question aims to collect master one teachers' opinions about the importance of autonomy for teaching and learning in EFL classrooms.



**Figure12: Teachers' Attitude Towards Autonomy in EFL Learning.**

It is well known that learning a foreign language is not just about the acquisition of grammar and vocabulary. In fact, it is about developing specific abilities such as autonomy which is characterized by the ability to use strategies to carry out activities and impart knowledge in real situations. Autonomy has been described as a central feature not only in language learning but of modernity, democracy and individualism. Reacting to all participants (100%) believing that autonomy is an important skill. Their complete agreements on the necessity of autonomy in learning and teaching EFL courses indicates that they are aware of its benefits and ready to put it into practice.

**Q2: According to you, collaborative learning is**

Option1: A method in which learners at various levels work together in group toward a common objective

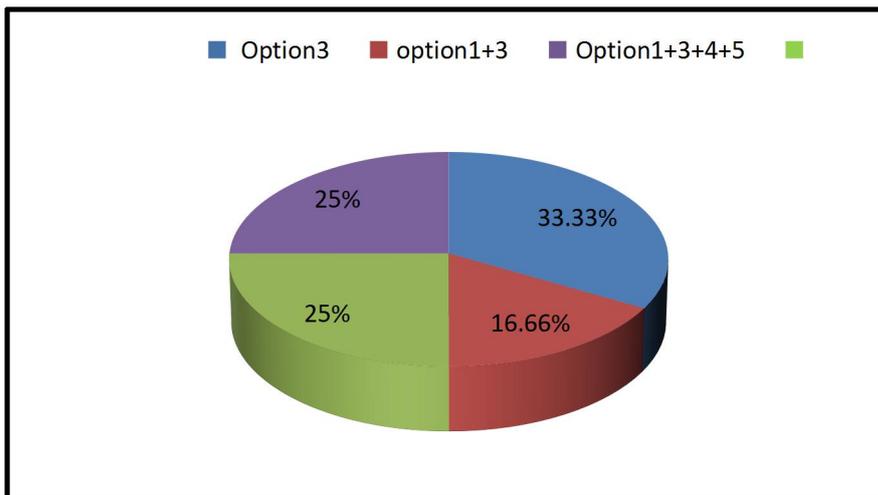
Option2: Learning using pairs or groups

Option3: An educational approach involves group of learners working together to solve a problem, complete a task or create a product

Option4: A learner-centered method of learning

Option5: A situation in which a form of interaction occurs among learners to achieve an academic goal.

This question seeks to ascertain which of the provided definitions Master one teachers believe collaborative learning to be based on their prior experience



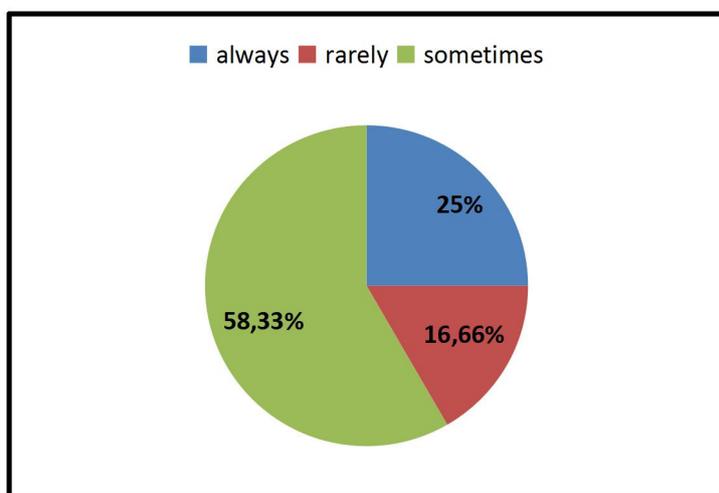
**Figure13: Teachers' Definition of Collaborative Learning.**

Question two of this questionnaire aims to determine which of the given definitions Master I teachers think collaborative learning is according to their background knowledge. (Li &Lam, 2005) defined collaborative learning as a " *student-centered, instructor facilitator instructional strategy in which a small group of students is responsible for its learning and the learning of all group members, students interact with each other in the same group to acquire and practice the elements of a subject matter to solve a problem, complete a task or achieve a goal*". Furthermore, results show that the majority of teachers, i.e., (33.33%) opt for option 3 Defining CL as: An educational approach involves groups of learners working together to

solve a problem, complete a task, or create a product. While (16.66%) of them picked Option 1, which states that CL" is a method in which learners at various levels work together in groups toward a common objective," beside option03 together. Moreover, options 1+3+4 and 5 three teachers, i.e., (25%)others 3 teachers((25%) picked all the given options. Thus, the area of collaborative learning is unified by a number of significant presumptions about learners and the learning process. It is practiced by teachers from a variety of disciplinary backgrounds and teaching traditions.

**Q3: How often do you plan for collaborative activities in class?**

This question aims to assess teachers’ application of collaborative learning strategies in the classroom.

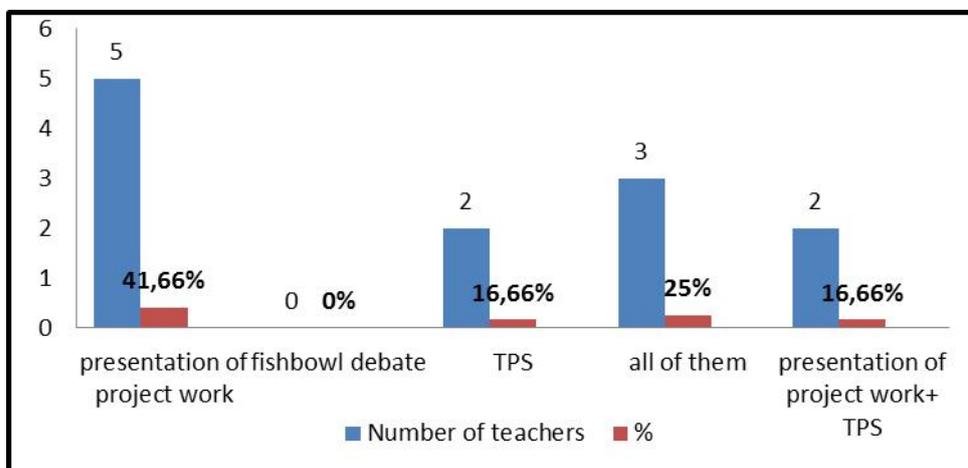


**Figure14: Teachers’ Plan for Collaborative Activities in Class.**

The responses provided evidence of how important it is to get the learners familiar with such activities. Collaborative learning activities offer EFL learners the opportunity to develop autonomy, oral fluency, motivation, creativity, and productivity. Genuinely, seven teachers, i.e., (58.33%) of the respondents, plan collaborative activities sometimes, while two of them, i.e., (16.66%) argue that they implement them rarely. Meanwhile, three teachers (25%) replied that they always use collaborative activities in planning for the EFL classes. Additionally, the analysis has revealed that learners informed us that they practice collaborative learning activities sometimes, which was confirmed by the teachers, where the majority validated that they opt for collaborative activities sometimes in their cours.

**Q4: Which kind of collaborative activity do you find effective to foster learner's autonomy?**

This question tries to identify the collaborative strategies that EFL teachers most frequently employ or deem most successful.



**Figure15: Teachers' Opinion About The Effectiveness of The Suggested Collaborative Activities to Foster Learner's Autonomy.**

Teachers are provided with various collaborative activities to apply in the classroom, such as presentation project work (PPW), think, pair, share (TPS), fishbowl debates, or any other activity to encourage learners to participate and communicate with each other and with the teacher as well.

According to statistics, 05 teachers, i.e., (41.66 %) prefer the presentation of project work as an activity to encourage their learners to collaborate. Two teachers, i.e., (16.66%) tend to use think, pair, share most of the time, while two others, (16.66%) use a variety of fishbowl debates, presentations of project work, and TPS, while three teachers, i.e. (25%) clarified that they use all the collaborative learning activities mentioned. However no teacher had select fishbowl debate as only strategy used in class. Nevertheless, the majority of learners prefer to study in collaboration using think, pair, share and presentation of project work ( from Q4 in the students' questionnaire), which was also certified by the teachers when they noted that they find presentation of project work and think, pair, share as the most effective activities.

### Q5: What does learner's autonomy mean?

The aim of this question is to ascertain what master one teachers' perceive autonomy to be.

Teacher	Definition
Teacher 1	Freedom of learning things as they are in nature to be refined later with a deep investment in learner's capacity, competence and skills.
Teacher 2	Learner's autonomy, for me means the ability to undertake one's learning activity in a self-regulated, reflective self-paced way.
Teacher 3	It means that the learner is responsible for his own knowledge. That's to say he/she is independent as regards getting new information.
Teacher 4	Autonomy is the learners' capacity to self-directed their learning independently without any interference from the teacher.
Teacher 5	The learner's ability to manage his learning.
Teacher 6	The ability to select the right resources for a specific purpose.
Teacher 7	Be independent& make research without the need of other tutors.
Teacher 8	It is self-reliant learning where learners independently do tasks and solve problems.
Teacher 9	It means to make student free in his learning
Teacher 10	Students learn in a way where they depend on themselves.
Teacher 11	The learner's ability to manage his own learning.
Teacher 12	It means that the learner takes charge of the learning process independently of the teacher's intervention. The learner mobilizes his skills to understand knowledge and apply them in corresponding situations.

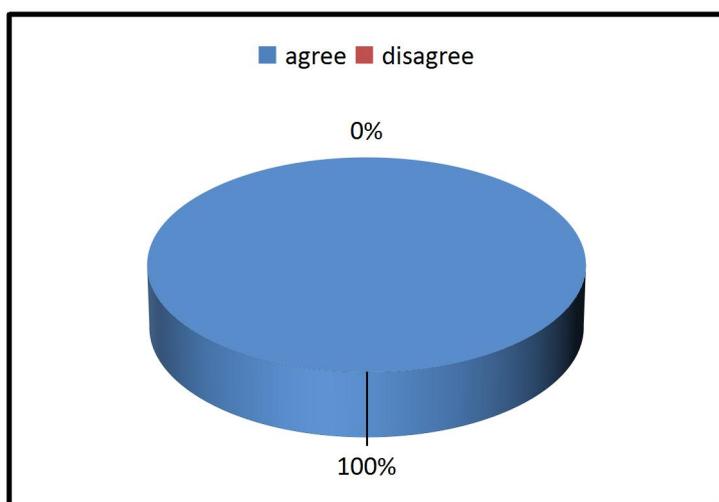
**Table01: Teachers' Understanding of Learner' Autonomy.**

Learner autonomy is one of the principles brought by the learner-centered approach, which focuses on the learners' role. Despite the difference in views, teachers seem to have knowledge about learner autonomy. Some teachers associate learner autonomy with the responsibility of learning, which means that the learner is responsible for his own knowledge. That's to say he/she is independent as regards getting new information. However, some teachers also hold some misconceptions, such as freedom of learning and self-reliance. According to the findings, the definitions given by master one learners are similar to those given by the teachers. They are centered between learning independently, learning by myself / themselves and self-reliance. Basically, four teachers regarded autonomy as an ability.

One teacher confirmed Holec's definition, which states that autonomy is " *the ability to take charge of one's own learning.*" And another one shares Little's definition, which states that " *autonomy is a capacity...*" Moreover, two teachers share the same point of view and link autonomy with freedom of learning.

**Q6 A/. Implementing some collaborative activities can improve learner's autonomy?**

The aim of question was to know Master one teachers opinion about the benefits of collaboration inside classroom in fostering learner autonomy.



**Figure16: Teachers' Opinion about The Effectiveness of Collaborative Activities in Improving Learner Autonomy.**

B/. Justify?

	Justification	No justification
N	10	02
%	83,33%	16,66%

**Table02: Teachers' Argument about Their Agreement or Disagreement About The Effectiveness of Collaborative Learning in Improving Learner Autonomy.**

(Macro, 1997 as cited in Feri & Erlinda, 2014) describes how learners can become more empowered through collaborative learning to take greater responsibility for and control over their learning, as well as to have a higher knowledge of the learning process itself. Students can strengthen their critical thinking skills through social contact and collaboration in the classroom. In this respect, all teachers (100%) agree that CL can foster learner autonomy, which means that both teachers and students (Q6 from the students' questionnaire) have a

positive attitude and share the same view that adopting a collaborative learning method can foster learner autonomy. Moreover, they provided us with different arguments in which they accord that when a learner solves a problem with his peers, the next time he/she will do it alone. Besides the following explanation:

1/- Modeling is a very effective strategy in teaching and learning EFL. Peers learn from each other in groups with imitation through visual, auditory, or tactile tools.

2/-By collaborating with peers, students depend more on their own capacity and their peers abilities; they develop a sense of belonging and understand that the group is one unity as well as taking part in enhancing their learning outcomes.

3/-Some students won't understand the provided information from their teachers, so the learner's partner may sometimes get the idea from him/her by simplifying it.

4/-Some collaborative learning activities are mainly meant to level up the different learners faculties for autonomous learning.

5/-Collaborative activities play an important role in developing learners autonomy. Learners who work together to solve a particular problem learn how to think and make decisions. Moreover, they encourage learners to become active, independent, and responsible.

6/- achieving this independence in fulfilling tasks, learners need to work with more knowledgeable others, such as teachers or peers.

**Q7: As an EFL teacher what should be done to encourage the learner to be autonomous?**

The basic goal of this question was to discover the way by which teachers encourage their learners to be autonomous.

Teacher	What should be done?
Teacher 1	Much believing in learners, enhancing trials, involving learners in connecting each other, letting them decides the final problem resolution
Teacher 2	Makes the learner finds out about his own learning styles and chose the strategies that fit his capacities.
Teacher 3	Involve the learners in planning and decision making (about the objectives, content, type of activities, seating management, assessment strategies...)
Teacher 4	Teacher should limit his presence as possible as he can in order to raise the

	learner's autonomous abilities.
Teacher 5	I suggest to use problem solve tasks as a strategy
Teacher 6	Teacher's feedback and support to involve learners in pair or group work can boost their individual creativity.
Teacher 7	Give them the opportunity to play a role in their learning and make decision about it.
Teacher 8	Students should be given the opportunity to manage their learning process.
Teacher 9	Keep them connected inside and outside the class, motivate them to be good students through competitions and rewards.
Teacher 10	In fact, ICT encourage the learner to learn independently of course with some efforts
Teacher 11	Give learner opportunity to teach the lesson, plan collaborative workshops, asks students to express their viewpoints and discuss their ideas.
Teacher 12	Encourage them, use different techniques to achieve the process of learner's involvement in class.

**Table03: teachers' Suggestions to Encourage The Learner to be Autonomous.**

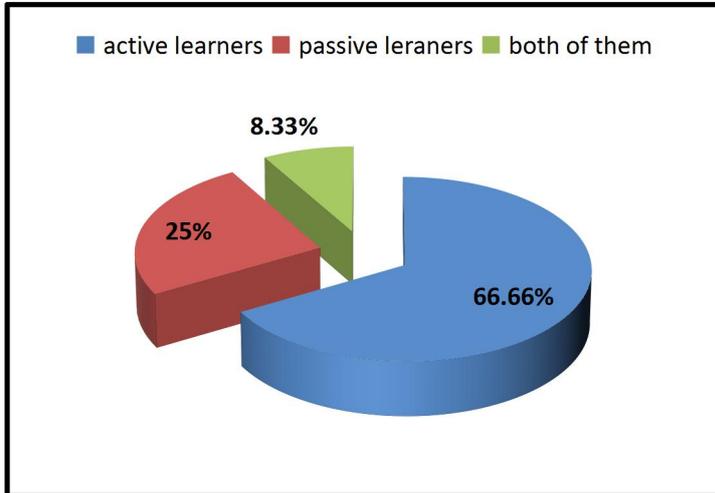
The majority of learner autonomy scholars contend that while learner autonomy cannot be taught or learned, it can be acquired through conscious awareness of the learning process.

Learner autonomy does not mean that the teacher is no longer necessary for the learning process; rather, it simply means that the teacher's role has changed from being a source of information to one of counselor and manager of learning resources. It is nearly impossible to encourage students to be autonomous unless their teachers in general are autonomous. The promotion of autonomous learning should be the goal for both students and teachers.

Thus, all Master on teachers (100%) have provided us with different strategies to be used to encourage students to be autonomous. The majority of them agree with the same points in which they prefer to involve students in decision-making, in choosing course materials, in planning, etc. In addition, they agree to keep them interacted with and connected to each other and motivate them using competitions and rewards.

**Q8: During the lesson, do you see you learners as?**

The aim behind the question was to see teacher’s description of their students’ whether active students or passive.

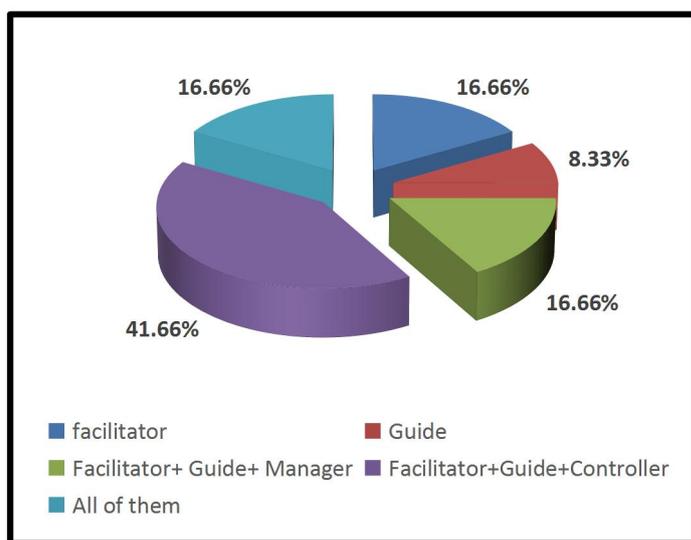


**Figure17: Teachers’ View About The Passiveness or Activeness of Their Students During The Lesson.**

The question was asked to both teachers and students. In fact, the data displayed above was the same as that of the students (Q6 in the students’ questionnaire). Where the majority of teachers (66.66%) see that their students are active ones. While only three of them (25%) describe them as passive recipients, however, one teacher(8.33%) selects both options, claiming that a student’s passiveness or activeness in the classroom depends on his/her level.

### Q9: Which of the following roles do you play in classroom?

The given question was to reach the appropriate role of teacher inside classroom.



**Figure18: Teachers' Role.**

According to (Ja,2017) the teacher should concentrate on a few key concepts: that teaching is intellectual work; that teachers have a variety of roles such as information providers and team coaches, that effective teachers strategically distribute or share the work with students, and that the teacher should focus on content that is challenging.

The results revealed that the majority of teachers (41.66%) act as facilitators, guides and controller inside the classroom; they prefer to give the information and facilitate it, and then let the learners participate for their own sake. Only two teachers (16.66%) argued that they are facilitators. And one teacher said that he is a guide (8.33%). Besides two other teachers (16.66%) prefer to perform three roles (facilitator, guide, and manager) because they said that they are not authoritative but tend to help learners think about their own learning via illustration, activities, real-life cases, etc. In addition two other teachers (16.66%) see that adopting all roles is more suitable because they claim that by being both guide and facilitator, they try to involve learners and incite them to take part; they are also manager and controller because if those roles are absent, the classroom becomes chaotic.

It is worth mentioning that the result obtained from this question was equal to the one obtained from the students' questionnaire (Q9). In which the majority of students find that their teachers are facilitators (43%) and guides (34%).

The close similarity in the answers led us to confirm the validity of what both students and teachers said about the role of the teacher within the classroom context.

#### **4.1.4 Discussion of Findings**

The results of the classroom observation we have conducted indicate that IBN KHALDOUN University teachers do not employ collaborative learning activities even though they are aware of its significance and importance in training students to rely on themselves and on each other in order to be autonomous. It was hypothesized that master 1 learners prefer to learn using collaborative and group learning which was confirmed in the learner questionnaire where it indicates that the majority of students prefer to learn collaboratively sometimes, but during the class observation we managed, we found that teachers do not apply any CL activities on the contrary of what the majority who cited that they use it sometimes stated. Moreover, the aim of the teacher observation section was also to confirm or disconfirm the second hypothesis which assumed that Master one teachers design their classrooms using learner-centered method and a variety of collaborative techniques in their teaching process, the latter was proven to be false due to what we observed during multiple sessions where M1 teachers disregarded all forms of group work let alone CL strategies.

This may be due to the large number of students in each group because it requires teachers a lot of time and effort to organize the groups and keep them engaged and quit to fulfill the assignment and reach the results.

#### **4.2 Class Observation**

The observation method was picked as one of the tools for methodological triangulation in order to produce more accurate and reliable findings, it was picked to validate the obtain data from the other tool. This instrument ensured accurate and valid data and prevented any falsified responses from being provided when questions were submitted via the prior instrument. As a result, we were able to make accurate conclusions about the classroom actions of both teachers and learners thanks to this tool.

*Observation also seems to be pre-eminently the appropriate technique for getting at 'real life 'in the real world. It is, of course, possible to observe through one-way glass in a laboratory or clinic or set up some other situation and observe that, but direct observation in the field permits a lack of*

*artificiality which is all too rare with other techniques*". (Robson & McCartan, 2016, p 320)

*"Observation can be used as a supportive or supplementary method to collect data that may complement or set in perspective data obtained by other means"* ibid: (p322) in this respect, attendance of classroom session was another research instrument that seeks for the confirmation or disconfirmation of the data collected through the questionnaire.

#### **4.2.1 Description of Class Observation (Observation Checklist)**

The main purpose behind designing a class observation is to help providing more empirical data about both live performance of teacher and students, as well as to see how students and teacher instruct one another in actual classroom setting. It refers to keeping track of Master one teacher and students' present circumstances at English department, Ibn Khaldoun University.

It is tended to highlight the actual states of learning and teaching styles in order to determine the best method, approach and teaching strategies to foster learner's autonomy. Moreover, attendance in classroom is favored for better precise observation to better understand both students and teacher behavior with each other, and the implementation of CL activities (Pair/group work. Think, pair, share. STAD. Presentation of project work. Jigsaw. And Fishbowl debate). In addition to examine and analyze interactions between teacher and students as well as between students themselves.

The observation checklist was divided into three sections: Student's behavior, teacher's behavior and CL activities. The section of student's behavior aims at examining the interactions between students as EFL classes require teachers-students and student-students interact in a communicative way. It maintains classroom communication and help ensure that the teaching process run smoothly. Interaction helps learners improve their communicative skills and social construction of identity through cooperation and negotiation participation. In addition to their involvement and activeness in classroom in which learners take the responsibility and involve in learning process through discussions, problem solving, debating, researching, and producing. In class, students put their knowledge into reality, work through difficult decisions, and solve issues, suggest answers and articulate concepts in their own terms through writing and discussion.

The second section of teacher's behavior aims at identifying whether there is a change of teacher's perspectives and behaviors from the conventional position of knowledge transmission and toward that of facilitator. This is accomplished through giving students the chance to learn through group projects, being adaptable in the way of using instructional tools, and choosing materials that will keep students interested and motivated. Moreover the opportunity given to students to participate which helps them to engage, solve problems, enhance their capacity for critical thinking, creativity, and ownership of their own learning.

Since the major aim of learning activities is to guide and engage students in achieving predetermined, agreed-upon learning outcomes, the third section was about collaborative activities planned in classroom, whether teachers during their designing of lesson plan; did they integrate any kind of group work or prepare for a collaborative learning strategy to fit the lesson's objective.

#### **4.2.2 Analysis of The Class Observation**

This step is meant for analyzing data collected through attending the ongoing of lectures for the depiction of collaborative learning activities to promote autonomous learning.

##### **4.2.2.1 Section One (Student's Behavior)**

It was generally design to observe students' behavior in first, their participations and involvements, interactions between them to conclude if they are active learners or passive ones.

According to the sessions which we have attend as passive observers, we observed That the teacher starts the lesson by asking them about the question to be prepared which he gave them the least session. Students start raising their hands to share their views with the teacher and their peers. The class was consisting of approximately 51 students. However, not all of them were participating there were some common faces answering each time about 10 students.

During their speech, there were a little interaction between them, in which we found that not all students who participate agree or disagree the other's point of view and showing their interpretations. And because the majority of students did not express their ideas or share their understanding of the question with their classmates, we cannot say that Master one students are all active learners. In fact, it's normal to find that since all EFL classes are mixed-abilities classes.

Based on (Q8 from students' questionnaire) the data obtained showed that the majority of students (46,60%) participate sometimes; which was confirm inside classroom that a few students were participating and that maybe due to that students found it difficult to share their ideas in front of large audience... etc. In addition, as we have mention before that interaction between Master one students almost did not existed in their class; where what was noticed inside classroom contradict the students' answers from (Q7 from student's questionnaire), in which it was found that the majority (60, 92%) said that there is interaction between them. when students assume the role of receptacles of knowledge, they are passive learners and when they are engage in written or spoken activities they are active learners. Thus, Master one students are both passive and active learners we cannot decide and chose one of the two behaviors and that was demonstrated through their different answers to the same question.

#### **4.2.2.2 Section Two (Teacher's Behavior)**

The second part of the class observation checklist was dedicated to observe any change of teacher's perspectives and behaviors concerning teacher-learner interaction and if they dedicate time and opportunity for the students to participate. It was noted during the sessions we attended that the teacher as it was mentioned in first section did a brief reminder of the previous sessions with the learners. In the meantime, there was a noticeable teacher-learner interaction which was appeared through their answers to the question posed, also when the teacher interrupted the student and asked him to re-explain what he meant with that and that ... .The observed 51 students with the teacher during the 1 hour 30 minutes lecture continued the discussion where the teacher gave the learners all the time they needed for participating and to express their opinions without interruptions then he followed it up with a brief positive feedback at the end to each student that participated. During the observation, it was noticed that the teacher talked more than the students but also manages to give opportunities to learners to participate while he listened and reflected on their opinions. Therefore, learners found it more encouraging and started to raise their hands to participate even if they were a minority compared to the rest of the classroom's students who were only listening to others.

As a result, since the teacher was given the occasion to each student to stand and contribute in the discussion, he was acting as facilitator who tended to observed, listened, and corrected or clarified any stuck spots, beside the role of guide through which he was directed the conversation, giving to each student his time to answered. In this context, we confirmed both

teachers' and students' answers on the (Q9 from both questionnaires) which stated that the majority of teachers (33%) are facilitators and guides as we noticed the same in classroom. Moreover, (42, 71%) and (33, 98%) of students declared that they found their teachers as facilitators and guides. Thus, in real situation and during the session we validated and proved their answers.

#### **4.2.2.3 Section Three (CL Activities)**

Since the study devoted to investigate whether there is collaboration in Master one classes and its possibility to foster their autonomy. We designed the third section in order to check and identify which from the suggested collaborative activities (Pair/group work. Think, pair, share. STAD. Presentation of project work. Jigsaw. And Fishbowl debate) is used by teachers and how students work with it .In fact, Teacher did not plan or prepare any of the mentioned CL activities or any other kind during their designing of lesson plan. Hence, on the basis of data collected from (Q2 from students' questionnaire) which asserted that (74,75%) of students noticed that the teachers sometimes plan for collaborative work , where the teachers agreed with students' answers explaining that they sometimes establish collaborative learning (Q3 from teachers' questionnaire). However, all that was embodied inside classroom.

### **5. Conclusion**

The second chapter focused on the description of research design, instruments and participants through the analysis of both students'and teachers' questionnaire and the analysis of class observation which was a support tool for the study. To conclude with a summary of the major findings related to the research question and hypothesis. At last remark, collaborative learning is more preferred by learners and can improve one's own learning if it introduced in a more developed way.

# **General Conclusion**

## **General Conclusion**

There is no denial of the need for independence when learning a language, especially the English language. Since encouraging learner autonomy is a worthwhile goal, it is crucial that university students and teachers understand it especially at this level. It is also important to encourage learners autonomy in language learning because knowledge taught in class is insufficient, and students must continue their studies when teaching stops. Because of this, English teachers must focus considerably more on the growth of learner autonomy in order to assist students in developing lifelong language learning.

The initial focus of researcher was to test students' level of autonomy and the possibility of enhancing their autonomy through the use of collaborative learning activities. In addition to, highlight the role of teachers and how they can contribute to promote learner autonomy.

The most recent teaching method primarily focuses on the needs and interests of the students. Since knowledge is provided through an antiquated traditional lecture approach, learners' concentration and involvement are minimal and nonexistent. It is simpler for students to accomplish specific objectives when they share their work with one another.

The study is involved in the investigation of the effect of learners' collaboration on language learning, and the potential transition from learners' cooperation to learners' autonomy.

Data gathered from both (teachers and students' questionnaires) and the implementation of a class observation, confirmed the two hypothesis, which stated that Master 1 students prefer working collaboratively and in groups to be autonomous in which the majority of them selected the group work as a preferable way of learning. The second hypothesis "EFL teachers can promote learners' autonomy by implementing collaborative learning, was validated through teachers' answers in which they agree on using collaborative work to promote learner autonomy. However, the third hypothesis "EFL teachers design their classrooms using learner-centered method and use variety of collaborative techniques in their teaching process, was disconfirmed because through students' responses and the attendance of master one sessions, we found that EFL teachers do not use any kind of collaboration in their classes and the students still learn under the way that the teacher is authoritative inside classroom.

The dissertation has dealt with promoting learner autonomy at the university level. The light has been shed on the significance of students' cooperation in fostering their independent learning. After analyzing the data, the study came to certain conclusions and presented

recommendations on how to encourage autonomous learning among EFL students and teachers.

Thus, teachers should move toward a learner-centered approach, if this is employed in real situation, the view towards learning changes and students will actively create knowledge and even share responsibility for doing so.

It is further suggested, that Master one teachers should design their courses including materials of learning, type of activities, strategies of learning and evaluation, according to students' desire and needs, in this way, they will present collaborative strategies to learn and practice. The reason is that this procedure is the preferred way by the majority of Master one students so as to train them to take decisions and part in their tasks as a first part toward taking charge of their own learning.

The work on the practical side and the distribution of questionnaires was associated with the frequent change of time table of the other levels; it was really difficult for many days to find teachers in their usual classes. In addition to time spent by many teachers answering the questionnaire as it took them approximately two weeks to send their answers.

Number of students at the department English enrolled in the master one degree exceeds 150 students, as most students do not attend all classes, so we had to distribute the questionnaire in the module that have a high coefficient in both specialities. Where the number of attendance reached 103 students in both Didactics and Linguistics groups.

## **Recommendations and Suggestions**

Based on the findings of the study, we recommend the following procedures:

For Students:

1/-Students need to understand what autonomy is and how they can be such autonomous learners.

2/- Students should understand that cooperation is necessary to accomplish a shared objective; they can work together outside the class when the teacher doesn't give them the opportunity. Since listening and taking notes are demanding tasks, students might gather in groups as soon as the class is over to compare and discuss notes; one teammates may have picked up something the other teammates missed. Additionally, by working together right away after the class the group may still have the chance to speak with the instructor before he/she leaves the classroom about any unclear or missing information.

3/- Students must move from being passive observers, listeners and note takers to active participants and problem solvers. It is therefore highly recommended that Master 1 students participate in the decision-making process about the objectives of the lesson, activities, selection of materials and strategies of learning. They should be responsible for planning and arranging their own learning.

4/- Interaction means active participation, where students build their own knowledge. Thus, Students-students' interaction is the basis for the social relationship students later have. Providing peer feedback, debating, discussions are examples of full class interaction.

For teachers, depending on what has been discovered and said before concerning collaborative learning activities and their implementation in EFL classrooms, in addition to our research findings we offer these suggestions and recommendations:

1/- Teachers' role must be made clear because autonomy does not imply that the teacher will be absent; rather, it refers to the teacher's direction.

2/- Teachers should involve learners in lesson planning and decision making in the classroom. This encourages learners to participate in class and suggest their preferable strategies that suit them in order to keep them motivated and open-minded to new ideas in learning.

3/- Since most participants said that their teachers work as facilitators and it was backed up by teachers in the questionnaire desegregated to them, teachers should apply that in real life classrooms frequently.

4/- Since learners prefer working using CL activities and teachers are aware of its benefits, they should opt for it more using different strategies and encourage students to work with it, gradually starting from just pair work and then progressively induce them to participate in group work in order to avoid increasing their anxiety and making them hate working with their peers.

5/- Since the majority of students select presentation of project work and TPS strategy to be used in their learning process. The teacher is recommended to introduce and ask students to realize a project work. Teacher can provide students with a checklist of the work to grade their work; this helps students understand what to prioritize and what they should spend more time on. In addition, a teacher is concerned with project evaluation; students can also use a self-assessment strategy that is based on reflection. Only by doing this, they can learn from their experiences, boost their confidence and keep track of their learning.

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**Appendix1: Teachers' Questionnaire.**

The following questionnaire attempts to gather data about teachers' perspective about using collaborative learning activities to foster EFL learner's autonomy.

1/-Is autonomy essential in EFL teaching/ learning process?

Yes

No

2/ According to you, collaborative learning is

a) A Method in which learners at various levels work together in group toward a common objective

b) Learning using pairs or groups

c) An educational approach involves group of learners working together to solve a problem, complete a task or create a product

d) A Learner-centered method of learning

e) A situation in which a form of interaction occurs among learners to achieve an academic goal

3/ How often do you plan collaborative activities in class?

Always

Rarely

Sometimes

4/ which kind of collaborative activity do you find effective to foster learner's autonomy?

a) Presentation of project

b) Fishbowl debate

c) Think-pair-share

5/ what does learner autonomy mean?

.....  
.....  
.....  
.....

6/ implementing some collaborative activities can improve learner's autonomy?

Agree

disagree

Justify.....  
.....  
.....  
.....  
.....

7/ As an EFL teacher what should be done to encourage the learner to be autonomous?

.....  
.....  
.....  
.....  
.....  
.....

8/ During the lesson, do you see your learners as?

Passive learners

Active learners

9/- which of the following roles do you play in classroom and how?

Facilitator

As a guide

Manager

Controller

How?.....  
.....  
.....  
.....

**Thanks**

**Appendix2: Students' Questionnaire.**

Dear Master one students,

The following questionnaire is systematically to gather data about EFL learner's autonomy and how it can be fostered using collaborative activities. You are kindly invited to answer the following questions. Your collaboration will be appreciated.

**1. A.** Are you familiar with the concept of autonomy in language learning?

Yes  No

**1. B.** If Yes. Define it

.....  
.....  
.....

**2.** How often does the teacher plan for collaborative work?

Never  Sometimes  Often  Always

**3. A.** Do you prefer learning in group/pairs or individually?

In group/pair  individually

**3. b.** Justify please

.....  
.....  
.....  
.....

**4/a.** Which of the following activities do you prefer while learning in classroom?

1/- Think.Pair.Share

2/- Presentation of project work

3/- Fishbowl debate

4/- Jigsaw strategy" this strategy asks a group of student to become experts on a specific text or body of knowledge and then share that material with another group of students

5/- STAD (Student. team. achievement. division) Students assigned to four-five members learning teams. The teams are composed of mix levels and performance. Teacher first introduces new materials to be learned. Team members study worksheets on the material until

they master the material, individual quizzes are taken on the material studied, teacher combines the scores to create team scores, team who win are given certificate

4/ b. If there is another collaborative activity do you prefer in learning mention it and how it works?

.....  
.....  
.....

5. After the lesson taught in classroom do you?

Develop and search outside classroom

Keep the knowledge provided by teacher

6. Do you consider yourself as?

Active learner

Passive learner

7. Is there any interaction between you and your classmates?

Yes

No

8. How often do you participate in class sessions?

Often

Rarely

Sometimes

Always

9. Inside classroom, how do you see your teachers?

1/- A teacher who encourage his learners to make a plan and objectives give them chance to choose the appropriate activities as well as strategies to learn and motivate them

2/- A teacher who control class, give no opportunity to participate and share

3/- A teacher who helps you to work effectively with the appropriate materials and guide you to achieve short term or long term goals

4/- A teacher who organizes resources, arrange the environment to maximize proficiency, monitor student's progress, anticipate potential problems

10. Do you find collaborative techniques effective for enhancing EFL learner's autonomy?

Yes

No

**11.** Would you please add any suggestions about using collaborative learning activities for enhancing learner's autonomy?

.....  
.....  
.....  
.....

**Appendix3: Observation Checklist**

Time:

Number of students:

Module:

Observation checklist01:

Student's behavior	Yes	No
Do students participate?		
Do students interact with each other?		
Are they passive learners?		
Are they active learners?		

Observation checklist 02:

Teacher's behavior	Yes	No
Teacher-learner's interaction		
Does the teacher give the opportunity to learners to participate?		

Observation checklist03:

CL activities		
Pair/group works		
Think,pair,share		
Presentation of project work		
STAD		
Jigsaw		
Fishbowl debate		

Additional comments.....  
 .....  
 .....  
 .....