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Cooperative Learning as a supporting factor in promoting learner's
Autonomy: A Case Study of Third Year Licence Students of
English at Abbas Laghrour University

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Dedication

We dedicate this research work to our beloved parents who have been our great source of inspiration, gave us strength when we thought of giving up and supported us all the way to the end.

To our brothers, sisters, classmates and friends who shared their words of advice and encouragement throughout this journey.

We appreciate you all to everyone who has contributed to our education.

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Abstract

The idea of autonomy represents a set of skills, a beginning point for self-sufficiency and individual development. As a result, some educationalists and language teachers dedicate significant emphasis to self-directed learning, with the help of the teachers' methods to acquire these skills, to which they incorporate elements of Cooperative Language Learning (CLL); a successful strategy to make each group member a stronger individual, students learn together to improve their own performance. The focus of this study is on autonomous and cooperative learning in a formal language learning setting. It is a case study that looks into learners' preparedness for independent learning and instructors' involvement in supporting it in higher education. The study's goal is to determine whether or not English students at Khenchela University are autonomous in their L2 acquisition. Furthermore, this study is an effort to contribute to the promotion of learner autonomy and collaborative learning in Algerian higher education. It is, in reality, an endeavor to raise awareness among instructors and students about the importance of autonomy and how to incorporate CLL in English learning. To achieve these goals, 45 hours of observations were conducted, and a questionnaire was distributed to third-year License English students at Khenchela University. Learners will be more familiar with the notion of autonomy and collaborative work as a result of this research, and they will be more conscious of its value in encouraging their learning process. Furthermore, instructors will realize their critical function in assisting students to be autonomous both inside and outside of the classroom.

Résumé

L'idée d'autonomie représente un ensemble de compétences, un point de départ pour l'autonomie dans l'apprentissage des langues et le développement individuel. Par conséquent, certains pédagogues et professeurs de langue accordent beaucoup d'importance à l'apprentissage autogéré, avec l'aide des méthodes des enseignants pour acquérir ces compétences, auxquelles ils intègrent des éléments de l'apprentissage linguistique coopératif CLL(Collaborative Language Learning); une stratégie réussie pour faire de chaque membre d'un groupe une personne compétente. Ainsi les étudiants apprennent ensemble à améliorer leur propre performance. Cette étude est axée sur l'apprentissage autonome et coopératif dans un contexte formel d'apprentissage des langues. Il s'agit d'une analyse qui examine la préparation des apprenants à l'apprentissage indépendant et la participation des formateurs et formatrices à son soutien dans l'enseignement supérieur. L'objectif de l'étude est de déterminer si les étudiants d'anglais de L'Université Abbas Laghrour de Khenchela sont autonomes dans leur acquisition de la langue seconde. En outre, cette étude vise à contribuer à la promotion de l'autonomie des apprenants et de l'apprentissage collaboratif dans l'enseignement supérieur Algérien. Il s'agit, en réalité, d'un effort de sensibilisation des enseignants et des étudiants, à l'importance de l'autonomie et à la façon d'intégrer le CLL dans l'apprentissage de l'anglais. Pour atteindre ces objectifs, 45 heures d'observations ont été effectuées dans les salles de classe, et un questionnaire a été distribué aux étudiants de troisième année de licence en anglais à l'Université Abbas Laghrour de Khenchela. Les apprenants seront plus familiers avec la notion d'autonomie et de travaux collaboratifs à la suite de cette recherche, et ils seront plus conscients de sa valeur en adoptant ce processus d'apprentissage. En outre les instructeurs réaliseront leur fonction essentielle en aidant les étudiants à être autonomes dans leur apprentissage et collaborer à leur propre formation.

ملخص

تمثل فكرة الاستقلالية في التعلم مجموعة من المهارات و نقطة بداية للاكتفاء الذاتي و التنمية الفردية. نتيجة لذلك يركز بعض التربويين ذوي الاختصاص و معلمي اللغة جهد كبير على التعلم الموجه ذاتيا و ذلك بواسطة اساليب و استراتيجيات ناجحة لاكتساب مهارات التعليم الذاتي و التي يدمجون فيها عناصر التعليم التعاوني للغة حيث يتعلم الطلاب معا لتحسين ادائهم فيصير كل عضو في المجموعة فردا قويا و تسعى هذه الدراسة لتجسيد التعليم المستقل و التعاوني و مشاركة المعلمين في دعمه في التعليم العالي. و الهدف من هذا هو تحديد ما اذا كان طلاب اللغة الانجليزية في جامعة عباس لغرور بخنشلة يتمتعون بالاستقلالية في اكتساب اللغة الثانية ام لا. كما تعتبر هذه الدراسة بمثابة تحسيس للاساتذة و الطلاب في اعتماد هذه طريقة و تجسيدها في الميدان ساعة من الملاحظات و ذلك حضورا في الحجرات الدراسية ، 45حتى يستفيد كل عضو منها و لتحقيق هذه الاهداف تم اجراء حيث تم توزيع استبيان على طلاب اللغة الإنجليزية في السنة الثالثة بجامعة عباس لغرور خنشلة. و من خلال ذلك سيكون المتعلمون أكثر دراية بمفهوم الاستقلال الذاتي والعمل التعاوني نتيجة لهذا البحث. وسوف يكونوا أكثر و عيا بقيمته في تشجيع عملية التعلم الخاصة بهم. علاوة على ذلك، سيحقق المعلمون وظيفتهم الأساسية في مساعدة الطلاب على أن يكونوا مستقلين سواء خلال مسارهم الدراسي او بعده.

List of Abbreviation

CL: Collaborative Learning

CA: Collaborative Activities

CLL: Cooperative Language Learning

CLL: Collaboration de l'autonomie dans l'apprentissage des langues.

EFL: English Foreign Language

L1: First Language

L2: Second Language

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1. Statement of the Problem

A substantial body of evidence has emphasized the importance of autonomy in language acquisition and recommended instructional approaches that would allow learners to become more self-sufficient. Nonetheless, just a few studies examined the impact of collaboration on learner autonomy. According to Garrison and Archer (2000), "cognitive self-reliance is best attained through cooperation and meaningful contact with other learners and teachers."

Collaborative learning empowers students to take ownership of their learning and raises their awareness. Although some research has demonstrated that cooperative learning impacts learner autonomy (Clifford, 1999; Garrison & Archer, 2000; Gokhale, 1995; Iborra et al., 2010; Law, 2011; Macaro, 1997; Ma & Gao, 2010; Thanasoulas, 2000), the studies were not conducted in the field. As a result, the purpose of this research is to investigate and document the relationship between collaborative and self-reliant learning.

The lack of autonomous learning abilities of students at Khenchela University, one of which is their lack of responsibility to regulate their own learning, is frequently mentioned as an issue in the Department of Foreign Languages. Instructors commonly believe that learners are unable to take charge of their own learning. One of the causes for such low learner autonomy might be a lack of opportunities for engaging and peer-teaching.

According to Johnson and Johnson (2009), student-student contact leads to greater learner success and productivity. Leading students to comprehend each other's approaches to language

learning through collaboration and fostering interaction among students through varied activities and assignments might be a solution to poor learner autonomy.

Although numerous research have shown that collaborative learning has an influence on learner autonomy, there is a dearth of studies that specifically investigate the degree of the link between collaborative learning and fostering student autonomy. In this regard, the current study seeks to address a gap in the literature regarding the role of collaborative learning on the learner autonomy of college-level EFL students.

2. Aim of the Study

The aim of this study is to determine whether or not English students at Khenchela University engage in an autonomously learning environment. It also delves deep into students' and instructors' interpretations of the idea of autonomy in the context of a foreign language. Furthermore, this study attempts to demonstrate the importance of cooperative strategies in promoting autonomy within typical sessions.

3. Research Questionnaire and Hypothesis

The current study is centered on three research questions:

1. Are there any noticeable advantages within EFL classroom autonomy using collaborative activities?
2. What are the students' perceptions of collaborative activities on learner autonomy development?
3. What are the instructor's perceptions of collaborative activities on learner autonomy development?

In the light of these research questions, the hypotheses state that:

❖ Classroom collaborative activities would lead to create an effective autonomous learning environment.

❖ Students' and instructors positive attitude towards collaborative activities could positively correlate with autonomy.

4. Means of Research

Based on our research, we used convenience sampling to get the observations and distributed the questionnaire accordingly. To do this, it has relied on both as descriptive tools. Two groups, 111 students, however, 60 students represented the whole population for both observations and the questionnaire because of Covid restrictions. This work intends to gain insight into the students' perception of autonomy and cooperative learning and how teachers can help with that.

5. The structure of the Dissertation

The thesis consists of two chapters. The first one explores the background of Autonomy and collaborative learning. The second chapter provides the methodology used to carry out the practical part of this study.

Chapter One
Literature Review

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Chapter One: Literature Review

Introduction

The objective of this research is to explore the patterns associated with collaborative activities and autonomous learning. To start, this part will give definitions and several interpretations of learner autonomy, with an emphasis on the features of autonomous learners. The techniques and methods employed to promote learners' autonomy will next be presented. Following that, the concept of collaborative learning and how it relates to learning outcomes in language learning settings will be investigated. Finally, collaborative learning will be included as a variable that corresponds with learner autonomy, as well as the instructor and student opinions of collaborative activities on learner autonomy growth.

1.2 Definition of Learner's Autonomy

One of the most frequently referenced definitions is "the ability to take responsibility for one's learning" (Holec, 1981, P.3); nonetheless, there is a wide range of definitions for learner autonomy accessible in the literature. The above definition is significant in that it highlights the utmost importance that learners are expected to bear for their learning. According to Littlewood (1996), language learning involves "active involvement" (p. 427), and engagement of learners allows learners to be independent of their teachers in their language learning process and allows instructors to use learner-centered strategies. Chan(2001) argues that autonomy is recognition for learners that they accept their duty to learn. And choice and responsibility are the two main

elements of nine learner autonomy, which is similar to what Holec suggested over three decades ago (as cited in van Lier, 2008).

Autonomy has received several meanings and interpretations throughout the years; nonetheless, it is not seen as a notion which separates students while studying from their dynamic social environment. Esch (1997) says that self-sufficiency does not entail isolated learning.

Autonomy may be seen as a social process requiring the working distribution of students for language learning growth (Thanasoulas, 2000). To illustrate this, autonomous learners tend to communicate and work together and share their knowledge and learning experiences. In addition, autonomous learning is defined as "a process for learners who are working with others on an effort to raise knowledge about themselves and society; diagnose their learning requirements; find learning resources; choose, apply and reflect on and assess their learning techniques" (Hammond & Collins, 1991, as cited in Clifford, 1999, p. 115).

From a teacher's point of view, learning independence does not need to allow students to do what they want. Independent learning cannot be regarded as a free and unregulated process of learning. Peer learners know, regulate, and assess learning by themselves their requirements and interests during the learning process. Knowles (1987) states that the teacher's instructions are not acceptable to adult students, they have to know why they are taught a certain subject that gives them the motivation to take control of and take charge of their learning.

The students of this sort are also inherently motivated to study specifically for their particular needs and interests and rather than a teacher-driven method. Autonomy for the learner is directly tied to the learner agency described as the socio-cultural ability to act by Ahearn (2001). Agency is a means of learning through discovering diverse learning environments. Some concepts such as control, autonomy, and motivation are related to it. Self-regulation, interdependence, and a

sense of responsibility are the fundamental aspects of the organization (van Lier, 2008). Autonomy for students and self-regulation in the studies of EFL are closely related ideas.

Kormos and Csizer (2014) describe self-regulation as the process of utilizing particular strategies that students intentionally use to govern their learning. Zimmerman (1990) argues that self-regulated learners "main their learning" (p. 4), and they pick, construct, develop and motivate their learning settings to be successful. Self-regulation and autonomy for learners in EFL courses are closely connected topics. Kormos and Csizer (2014) describe self-regulation as the process of employing specific methods that students use to govern learning on their own. Zimmerman (1990) claims that self-regulated learners “maintain their education” (p. 4) and pick, construct and develop and motivate their learning settings.

Likewise, Ushioda (2006) emphasizes on self-regulation and states that students who wish to efficiently control their learning must accept responsibility for their learning. Learner agency was investigated from many angles and so the learner agency categories were formed. For example, the learning agency is self-inducing verbal behaviors that contribute to more effective learning in the classroom.

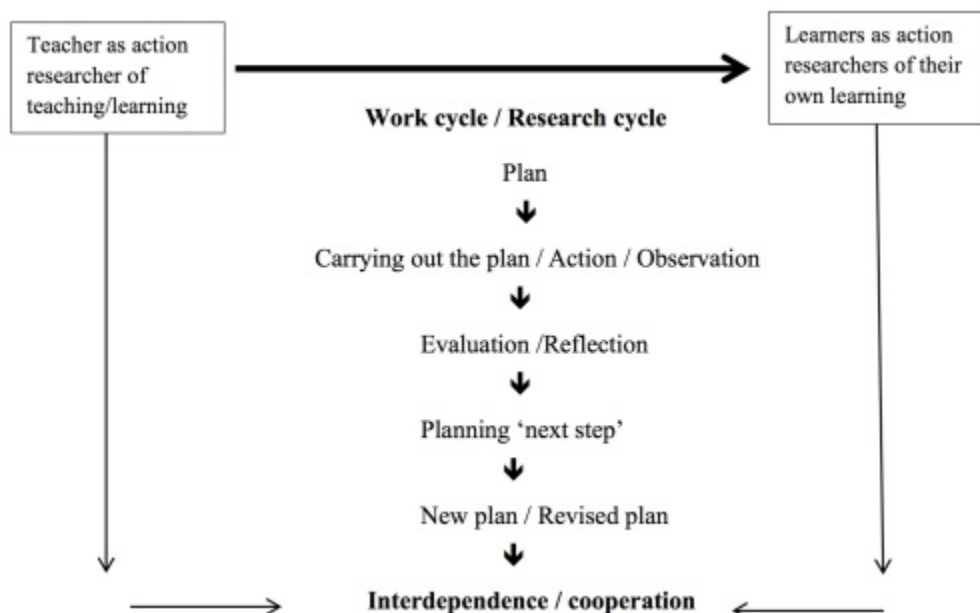


Figure 1. Developing Learner Autonomy (Dam, 2011, p. 41)

The connection with other students in which students participate to mediate their learning is a measure of learning agencies. Effective interaction in a learning environment might be seen as a mechanism for learners to watch and learn from one another and to acquire certain autonomous learner characteristics. The types of study agencies described below coincide with the characteristics of students with a high degree of autonomy:

- Commenting.
- Repeating on one's initiative.
- Suggesting.
- Giving examples on one's initiative.
- Guessing.
- Explaining.
- Being persistent.
- Translating into L1/L2
- Negotiating with teacher/peers on a shared activity.

All the terms and words linked with learner autonomy indicate a concept that is the desirable attribute of an effective learning environment. Learners with a feeling of responsibility who can take over their learning procedures search for the ideal ways to learn in and from the classroom and to achieve their learning objectives. Therefore, the focus of instructors and researchers in the field of foreign language learning was to discover what is beneficial for promoting learner autonomy.

1.3 Characteristics of Autonomous Learners

In numerous researches, various features of independent learners were defined (e.g., Benson, 2012; Chan, 2001; Clifford, 1999; Cotterall 2000; Dickinson, 2004; Little, 2006; Littlewood, 1996). An independent learner is motivated inherently and learns both within and outside the classroom without the teacher's help (Hafner & Miller, 2011). Dam (1995, P.45) provides the autonomous learner with an explanation of

A student qualifies as an autonomous learner if they select objectives and goals autonomously picks the materials, methods and, tasks make the decision and purpose in the organization and execution of the selected tasks and selects assessment criteria.

Dam (1995) states that “an autonomous student has to be free to act as well as in conjunction with other students” (p. 1). In the social-constructive tradition, people may negotiate and enhance critical thought, so becoming conscious of their obligation to learn. This allows them to become critical thinkers and understand the obligation to better learn in classroom interactions (Totten et al., 1991). For example, in her study, Feryok (2013) found that students used some parts of language learning as a consequence of their collaboration with teachers, as well as other students, such as the use of language samples, the expression of their aims and learning approaches. In the autonomous learning environment, teachers are responsible for encouraging students to participate actively in activities like problem-solving and decision-making and for encouraging them to learn (Lee, 2011).

According to Reinders and White (2011), learner independence mostly concerns interdependence and not independence. Students must understand how to learn via collaborative efforts in the autonomous learning settings leading to independent action (Collentine, 2011). As the

literature understands the characteristics of autonomous learners, an independent student is an ideal learner simultaneously in an EFL context. All of the qualities of autonomous students indicate the type of student that is a driven, willing learner and a role model for others. It is, therefore, one of the researchers' key missions to design techniques in which students may become more independent in a better learning environment. One of these approaches to enhance autonomy for learners might be collaborative learning, which enables students to take responsibility levels and learn from one other.

1.4. Learner Autonomy in the Language Learning Contexts

A student having numerous abilities and attributes that are useful in a language learning process possesses the properties of autonomous learners. Littlewood (1996) points out that the learners gain linguistic autonomy and can identify the communication Strategies that they must use to successfully achieve their communicative objectives. The students are proficient in grammatical and vocabulary choice. Students may control and regulate their learning, make their learning decisions and use language freely in the classroom and outside it. Self-determination, social responsibility, and critical thinking in language learning contexts are the key elements for self-employed language learners (Benson, 2012).

Dickinson (2004) says that independent learners have detailed knowledge of the language learning process and study with the teacher to define their learning objectives. Clifford (1999) asserts the continued progress and desire of autonomous learners to gain information, resources and assistance from different backgrounds. Likewise, Cotterall (2000) argues that autonomous students look for and employ a variety of learning alternatives, are aware of the repercussions of actions and decisions they make, question and attempt alternative learning methodologies. As can be observed in the literature, the duty of learners to learn is the essential component in their level of self-reliance. Autonomous students, for example, tend to work with instructors and/or other students to show responsibility.

One aspect of successful learning is a language learning setting in which students are active in their learning process. Unlike conventional schooling, students who are independent and in an autonomous learning environment are given decision-making capabilities. Unable to take control of their learning, learners restrict what they can learn since they solely depend on teaching and choices from their professors. Little (2006) points out that learner autonomy demands a commitment to be engaged in self-management, hence motivation is vital if learner autonomy is to emerge. It is also maintained that independent learners can use their target language knowledge in each scenario outside the classroom or in other contexts where they are engaged in language learning. In Chan (2001), in his investigation of the characteristics of independent learners, he recognized the following:

- Decisive in performing their skills,
- Intrinsically motivated
- Responsible for their learning
- Willing to ask questions
- Self-instructed about their learning
- Active in self-development
- Life-long learners
- Able to control and assess their learning
- Effective problem solvers
- Efficient in using the time.

All of these autonomous learners' qualities show that autonomous students have an important and need for a better language learning environment, as well as a desired purpose in the learning process. Autonomous language learning is one of the most successful aspects of students; consequently, several study projects are done to identify solutions for gaining and/or improving autonomous learner characteristics.

1.5 Fostering Learner Autonomy

Through several curricular concepts, activities, and tactics, students have become more autonomous learners and become the goal of many courses in the 21st century. Lee (2008, P.106) states that the only thing that is not enough to emphasize the advantages of autonomy is to embrace autonomy instead as a "lifestyle linked to learning." Various methodologies approaches and tactics have been presented to develop settings that promote independent learning for learners. Benson (2011) for example describes six key autonomy-enhancing approaches:

- Resource-based techniques emphasize successful learning through independent material and resources interaction.
- Technological methods stress the use of autonomous learning capabilities using educational technology autonomously.
- Learner approaches involve improving behavior and physiology in learners so that they may manage their learning.
- Learners' control over the design and evaluation of learning objectives, the learning process, and the evaluation, emphasized classroom techniques.
- Curriculum-based techniques are utilized to allow students to govern the whole curriculum.
- The teacher approaches stress the importance of teachers and teacher training in the promotion of the autonomy of learners.

Little (2007) also recommends three broad pedagogical concepts for developing the autonomy of learners: learner participation, learner reflection and appropriate language usage. The goal of learning engagement is to support students in their language learning process and to assume responsibility for them. The learner reflection principle relates to the students' critical reflection about their education process. The concept of the proper use of the target language requires that students utilize the target language to be the major tool of language acquisition. That is, the target language should be used by students to reflect on, evaluate and enhance their performance in and in the target language. (Little 2007). Likewise, Nunan (1997) developed a paradigm based on the notion that there are degrees of autonomy that are consciousness, engagement, intervention, creativity, and transcendence.

Level	Learner action	Content	Process
1	Awareness	Learners are made aware of pedagogical goals and content of the materials they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred styles/strategies
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program	Learners modify and adapt tasks
4	Creation	Learners create their own goals and objectives	Learners create their own learning tasks
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom	Learners become teachers and researchers

Nunan's outline for developing learner autonomy (Adopted from Nunan, 1997)

The autonomy of learners is not a sort of teaching less learning according to Thanasoulas (2000), but rather autonomy is a trait to be obtained through the assistance of a teacher and by his cooperation. In this sense, autonomy may be encouraged using many approaches to change students' views and attitudes, which are used or implemented by the instructor. Similarly, communication and interaction activities among learners can help and stimulate peer learning to promote autonomic learning in learning contexts (Brown, 2001; Richards & Rodgers, 2001). Courses must be developed, Cotterall (2000) adds that to enable students to achieve and use personal aims, as well as monitoring and assessing their effectiveness.

Balçıklı (2008) also proposes 1)- that a syllabus should be created for the principles of autonomy of learners, 2)- that the course books should be evaluated to determine whether they promote independent learning, 3)- provide instructors with in-service training to focus on how the autonomy of students should be supported, and 4)- found school self-access rooms for students to learn for themselves and find their learning techniques might be some practical practices to enhance the autonomy of learners in preparatory schools. The benefits of allowing students to collaborate with other students to enhance their learning autonomy are stressed by McCombs (2012) and outline some basic guidelines for the same purpose:

- Teachers should first identify markers of learning performance.
- Student participation in the learning process should be given significant options.
- Students should be provided with meaningful feedback on their capabilities.
- Teachers should assist students in assessing their process of learning.

Collaboration might also serve as another tool to achieve this goal, in addition to the other approaches and approaches deployed to foster learner autonomy. By interacting with students via collaboration activities, they participate in dialogues, learn to share learning methodologies, build

critical thinking skills and a sense of responsibility by activating decisions and problems in group work, the expected characteristics of autonomous learners.

1.6 Collaborative Learning

Collaborative learning has its conceptual origin in the socio-cultural theories of the early 20th century (Leontiev, 1978; Vygotsky, 1978, as cited in Sorden, 2011). Collaboration is described as a lifestyle that increases the level of responsibility for what learners learn and promotes the skills and contributions of other students to the learning environment (Laal & Ghodsi, 2012). Vesely et.al (2007) believe that cooperation takes place when members of a community are involved, such as learning, for a given aim. Zhang (2012) describes collaborative learning as a way of teaching students to study in a group to reach their academic objectives, such as a major problem or a project, and it allows learners to develop knowledge via the exchange of experience and roles through active learning and cooperation.

According to Johnson & Johnson and Smith, students develop and change collaborative learning knowledge and they supply the necessary conditions in which students may make sense by processing it. Collaborative learning settings in Vygotsky promote communication, sharing, and the creation of information (Maddux, Johnson & Willis, 1997). Collaborative learning refers to a notion other than cooperative learning. While these notions might be treated as though they had the same overall use; they have various meanings. The three communicative concepts in the foreign and second language courses which are cooperative, collaborative learning and interaction are described in Oxford (1997) as essential distinctions. Collaborative learning, dependent on social constructivist philosophy, views learning as the formation of knowledge in a specific context and encourages students to get involved in a learning community.

It is the widest interaction amongst all three terms, which means generating knowledge (Oxford, 1997). Likewise, Wiersema (2001) distinguishes between collaborative and co-operative learning, saying that collaboration is more than cohesion; cooperation is a technique to bring the whole of the learning process together; it can involve several types of interaction, such as a student, teacher, and even teaching staff.

1.7 Benefits of collaborative learning

Collaborative learning has several advantages. The notion of the Zone of Proximal Development (ZPD) of Vygotsky (1978), for example, might be described as "the gap between the individual's existing level of growth and their prospective development, by working with more capable learners" (as cited in Law, 2011, p. 210). According to the ZPD principle, it is an effective technique for the student to make progress with a more competent peer whose academic level goes above the ability to learn. Collaborative learning offers students an opportunity to negotiate, assume responsibility and critically think through the ZPD's suggestions for building their ability. Laal & Laal (2012) say that "shared learning enables students to talk and take responsibility for their learning" (p. 492). Since collaborative learning is an educational strategy in which students study together to attain a goal, students are responsible in a group for their own and others' learning. Therefore, one student's success enables others to succeed (Gokhale,1995).

Likewise, engagement in collaborative learning settings may lead to critical thinking and gradually increasing interest in learners (Gokhale, 1995). The advantages of collaboration based on collaborative learning are explained by Johnson and Johnson (1989) and Panitz (1999). The social, psychological, and intellectual advantages are split into three categories:

- Social benefits
 - Self-development is a system of social support.
 - Undertaking differences between individuals.
 - Establishing a pleasant learning environment.
 - Development of the learning community.
- Psychological benefits
 - Self-confidence via student-centered teaching.
 - Feeling comfortable with cooperation.
 - Desired teacher conduct.
- Academic benefits
 - Developing critical thinking.
 - Active participation in the learning process.
 - Academic success.
 - Effective problem-solving techniques.
 - Benefiting from lectures,-Increase in motivation level.
 - Use of alternative evaluation techniques of students and teachers (as cited in Laal &

Ghodsi, 2012).

The majority of the traits that students receive through collaborative learning are responsibility, critical thinking, negotiation with others, and problem-solving abilities, obviously coincide with the qualities of autonomous learning. In addition, sharing learning styles and strategies through collaborative activities could offer students an insight into and revision of their

styles and strategies or development. Collaborative learning could therefore be viewed as a way to increase the students' autonomy in EFL contexts.

1.8 Collaborative activities

Collaborative work is considered to be an alternative, practical and interesting approach used to enhance language skills and problem-solving abilities via interactions in classrooms in EFL (de la Colina & Mayo, 2007). In its language learning environment, Tuan (2010) affirms that collaborative activities promote cognitive learners' progress, mobilization, and interaction. Some of the most common collaborative activities are discussed in this section of the literature study. In the methods chapter, we will explore collaborative activities carried out during the session as well as the selection criteria for these activities.

➤ Brainstorming is a creative exercise that may be used to strengthen the thinking abilities of the learner (Houston, 2006). It may be utilized to address an issue by creating or creating ideas for several themes. The activity of brainstorming sessions is carried out as groups that frequently collect and eventually create answers to a problem. Ideas and proposals are not overlooked or assessed during brainstorming sessions; instead, they are valued and used to resolve issues (Houston,2006;Rao,2007).

➤ Writing a dialogue: Writing a group dialogue is an alternate technique for students to communicate and build an environment for language progress (Abdolmanafi Rokni & Seifi, 2013). This exercise aims to communicate in a written session through the exchange of ideas and information.

➤ Dialogue writing in collaboration allows students to use additional information sources, exercise in collaboration with the other students and build reflective learning (Sun &

Chang, 2012). -Each student research group explores and studies a subject-related theme and units of forms. They independently prepare for their assignments, then present their final projects to the teacher and students by examining how they worked together and how they might strengthen their cooperation in future activities (Murphey & Jacobs, 2000).

➤ Group research calls for complex planning, research and academic language abilities. (Holm,2016).-Jigsaw: Jigsaw is a collaborative learning process which calls on all students to carry out a final project. Groups are created and a distinct portion is allocated to each member of a group during a puzzle activity. The students who have the same job get together to discuss their subject in another group termed the 'expert group'. Finally, the member returns to the groups and teaches their group buddies that specific content and builds knowledge with the others. This practice may be used to improve cognitive abilities in collaborative situations (i.e. critical thinking) (Holm, 2016; Mengduo & Xiaoling, 2010).

➤ Roundtable: Within this technique, learners can share their understandings or thoughts with other members of the group by contributing in writing to the project of the group until no new information is provided. Roundtable may also be utilized for other activities, like brainstorming or review in speech and writing assignments in particular (Al-Yaseen, 2014). Roundtable activities are specifically designed to increase the speaking, writing, and problem-solving abilities of learners in a cooperative context.

➤ Thinking/Pairing/Sharing: this collaborative exercise allows students independently to ponder and develop their thoughts and share their thoughts with the entire group. In this exercise, students may share their language contributions with other students and receive feedback from many sources (Holm, 2016; Tuan, 2010).

The above-mentioned activities involve detailed organization and preparation and take time to take place in classrooms. It might be challenging to complement the rigorous curriculum with each element in advance. Furthermore, the bulks of the collaborative activities, including those listed here, are either described as more efficient if utilized using online learning tools or are utilized just inside. The utilization of collaborative activities coupled with online technologies might not be efficient enough for learners who have restricted or no access to the Internet. Instead in EFL environments that have no simple access to internet resources, face-to-face collaboratory activities may be chosen. For these reasons, it appeared more realistic to execute the face-to-facing cooperative activity, which is simpler to work in the classrooms.

1.9 The effect of collaborative learning on learner autonomy

Different research has studied the influence of collaborative learning on autonomy (e.g., Clifford, 1999; Healey, 2014; Iborra et al., 2010; Law, 2011; Ma & Gao, 2010; Macaro, 1997). Autonomous learning is a process by which students work with others to increase their understanding of themselves and society (Hammond & Collins, 1991 as cited in Clifford, 1999). Collaborative learning can boost the students' evolution and nurture their autonomy. This change is founded on the engagement of all students in an interactive practice and enables students to think, consider, question, and investigate their desired capabilities (Iborra et al., 2010).

In this learning process, collaborative learning can allow students to increase their autonomy. For example, several elements of collaborative learning, such as communication, debate, and collaboration are acknowledged as important aspects in promoting learner autonomy (Lee, 1998). The interpersonal environment is needed for learning, as stated by Pemberton (1996). In addition, in collaboration with other learners and teachers, Garrison and Archer (2000) claim that learner autonomy can be best achieved. Collaboration also has to balance a person's study with the other students with their unique objectives and preferences for learning (Ma & Gao, 2010).

Similarly, Macaro (1997) says collaborative education gives students a greater feeling of responsibility, knowledge of their learning and effective control over their learning process. The cooperation of the students to execute a task might contribute to their autonomous learning qualities by increasing the responsibility of the learner, as demonstrated by these studies. The drawback of this research is, however, that collaborative learning can mainly be a way of alternate learning that helps to promote autonomous learners.

This study might add in this way to the literature through empirical data on the effects of collaborative activities on the autonomy of learners in the EFL environment.

1.10 Learner perception on collaborative activities

In this research that examines the understanding of cooperation between learners, the main topic focuses more efficiently on the beneficial connection between collaborative activity and learner growth. MacCallum (1994) stressed, for example, that towards the completion of a series of collaborative exercises, the majority of students reported an improvement. They claimed that along with their group members, they had conceived and organized better ideas and enhanced their decision-making capacity.

Grooms (2000) discovered that students view cooperation to be the essential ingredient in attaining learning objectives and that interpersonal connection is highly appreciated. In addition, Henry (2010) indicated that students like to study in a collaborative atmosphere with other students and the teacher. The view of the students toward small group joint assignments was quite favorable in Kılıç's (2014) study.

They claimed that they had the opportunity to learn from each other, to study in a life-like school setting, to enhance confidence, and increase their capacity for self-expression and self-appraisal. John(2014) claimed that students enjoyed studying with peers and preferred to study with themselves, adding that cooperation is a way of helping students to obtain greater responsibility for their learning and develop their independence. The study results indicate the students' impressions of the beneficial features of teamwork which may also be used to increase their independent capabilities in language learning contexts.

1.11 Instructors' Perceptions of Collaborative Activities

Instructors' perspectives of collaborative activities often focus on the desired and anticipated traits of learners, for example, motivation, readiness to learn, involvement, and critical thoughts in their EFL setting. Kim and Kim (2008) argue that instructors see themselves as collaboration facilitators to achieve the students' learning goals and train them to cooperate to learn. Yong and Tan (2008) said that instructors are in favor of collaborative learning because they considered collaboration is needed to build students' cognitive and social capabilities and to assist them to make critical thinking more effective while sharing ideas.

Likewise, Shahzad et.al (2012) conducted a study on teacher insight into collaborative learning and found that most instructors felt that cooperation was a good motivator for learners and that they were more involved in language education. The themes acquired from these instructors' perspectives may be linked to autonomous learners' qualities; learners are motivated, productive, and they can direct their learning process.

Conclusion

This chapter provided an overview of the autonomy of learners, collaborative learning, and interplay between these two notions. The study examined reveals the need to promote the autonomy of the learner in language acquisition and the ideas and approaches proposed are the way forward. Various researches have highlighted the favorable impact of collaborative learning on the development of learner autonomy; nevertheless, an empirical investigation has not shown this effect. This study, thus, seeks to address this vacuum in research by investigating the connection between collaborative activities, and the autonomy of the learner.

Various researches have highlighted the favorable impact of collaborative learning on the development of learner autonomy; nevertheless, an empirical investigation has not shown this effect. This study thus seeks to address this vacuum in research by investigating the connection between collaborative activities and the autonomy of the learner. The next chapter will detail the methods employed by the study, including participants, instruments, data collecting and methods of data analysis.

Chapter Two

Data Collection and Interpretation

Chapter Two: Data Collection and Interpretation

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CHAPTER TWO: Data Collection and Interpretation

SECTION ONE: Research Analysis and Data Findings

Introduction

As stated in the introduction, the purpose of this study is to collect data on the link between cooperative activities and autonomous learning. In the first half of this chapter, the approach utilized to conduct this study is explained in terms of its merits and limitations. Additionally, it defines the sample as well as the objective of the research. In the second section, a brief explanation of the data collection instruments utilized in this study is provided.

2.2 Research methodology

Case study was chosen for the qualitative research to investigate a case in a constrained setting (Creswell, 2007). In other words, students collaborate to learn English, investigating autonomous thinking skills. According to Fraenkel and Wall (2003), a case study of a person, school, or program is a study; as a result, for this work after a robust debate on a specific task to evaluate their collaborative effort.

The nature of the inquiry determines the research type. Both autonomy and collaboration occur both within and outside of the classroom. "A case study is an empirical study which looks at a modern phenomenon in the context of its real life." according to the definition. Nunan's (1967). Therefore, there are three kinds of case studies: case studies for research, case studies for the number of instances, and case studies for the analysis units. The main focus is on the first type in this study, which is a case study for research purposes.

Depending on the research goal, the case study is divided into three sub-categories: descriptive, explanatory, and exploratory. First, descriptive case studies concentrate on describing an item of a phenomenon; the characteristics of a specific situation are given higher weight. Second, the explanatory case study investigates the causes of a specific problem and, more importantly, explains why it occurs. Third, the exploratory case study seeks to explore a specific issue while simultaneously seeking methods to improve the current situation.

In terms of the statement, we believed that the identified example (Creswell, 2007), which consisted of seeing ESL students utilizing critique in collaborative learning, enabled us to fully comprehend the limits in this situation (Creswell, 2007). Furthermore, the limitations assisted us in indicating how much information we wanted to acquire on the case. As Creswell (2007) mentioned, boundaries such as time, location, events, and procedure must be established since they allow researchers to correctly know the information needed to search the case.

2.3 Sample strategy and participants

Khenchela University was chosen as the center for data collection for the project. The informants are 2 groups from third year Licence students of English at University Abbas Laghrour. Licence degree gets offered by the department of English in English language after three years of undergraduate studies. The number of the students is 111. The sample is 60 students.

Choosing third year Licence students as participants in this study was an intended decision because they have been studying under the LMD system for 2 years. In addition, they are about to graduate which means that they have already a proper background and well aware of their strengths and weaknesses in language learning.

2.4 Data collection procedures

This section covers important issues in data gathering procedures. These are the following: the researcher as the instrument, semi-structured discussions, and field notes while collecting data from respondents.

2.5 The researcher as the instrument

The qualitative researcher was the primary tool for gathering and analyzing high-quality data, such as in a case study (Siegle, 2008). "Data was mediated by this human tool, not by inventories, surveys or machines" he continued (Siegle, 2008, p. 1).

We used a non-participating observer as a study instrument. As a result, we made it clear to the respondents that they understood what we required of them as part of our chosen subject as study researchers. Fraenkel and Wallen (2003)

2.6 Field Notes (observations)

A field note was used to validate a researcher's observation (Fraenkel & Wallen, 2003). As our statement on our thoughts, views, and perceptions about the respondents' interaction, behavior, and attitude, we made a field note in the form of a field diary. We discovered that the field diary was beneficial for taking essential notes while watching the respondents who took part in the study's sessions. Due the nature of the observation being overt, interacting with participants became accessible.

Interacting with participants was mostly used to monitor the experiences of others to exhibit analysis for the research (Richards, 2005). We designed a circle conversation to talk to students and ask them a series of questions to offer replies to the participants (Fraenkel & Wallen,

PART ONE: Classroom Observations Analysis

3.1 Observation analysis

The following analysis is an interpretation of documented field notes observations. The observations were documented and recorded within 45 study/hours on 4 courses (oral expression, civilization, linguistics, and didactics), the target for the observations were 3rd-year English students at the University of Khenchela.

3.2 Autonomous Learning and Responsibilities

In terms of the learners' general conceptions of the duties associated with autonomous learning, the findings indicated that learners regarded their teachers to be in charge of the majority of the areas linked to their learning. This is hardly surprising given the lengthy history of spoon-feeding and teacher-centered teaching techniques in the Algerian educational system. These findings are consistent with the data examined in the questionnaires and previous study findings by Chan, Spratt, and Humphrey (2002), Yildirim (2008), and Ustunluoglu (2010). (2009). It is worth mentioning that their research was carried out in several different environments.

Teachers' duties in these circumstances appear to be consistent. Such outcomes are not surprising, at least in the Algerian educational setting. Students at Khenchela University believe that their teachers are exclusively accountable for their education. These students are not encouraged to take charge and become self-directed learners. This is due, in large part, to the nature of the teaching/learning process in the university's EFL environment. Learners come from schools where they are accustomed to being spoon-fed. Teachers often direct the teaching process without involving students. This may support learners' perceptions of instructors' primary responsibility for determining the objectives of English courses, the resources to be utilized, and what should be learned in their English classes.

The majority, if not all, of Khenchela's EFL instructors, are English language and culture majors who graduated from English language and literature departments. In-service instructors seem to attempt to engage students using multiple methods; however the lack of motivation and interest from the students. If the current level of motivation and interest kept being low it can hinder the academic progress of both the students and the teachers.

Participants' opinions of who is responsible for guaranteeing their development during English sessions, sparking their interest in learning English, and evaluating their progress change depending on their level of English proficiency. Low achievers (those with a poor grasp of the English language) saw the above tasks as their instructors' primary duties. High achievers (those who had a good command of the English language), on the other hand, saw them as a joint obligation with their instructors.

It appears that thriving in learning English stimulates learners to be responsible and to take some control over their studies. Some studies, such as Schmenk's (2006), refer to this as an "automization process," in which high achievers begin to embrace some responsibility for their learning. Low achievers continue to rely solely on their professors, which correlates with evidence gathered via observations. Thus, boosting students' English success and concentrating on their strengths is essential for encouraging them and, as a result, supporting them in becoming independent learners accountable for their learning or, at the very least, sharing responsibility with their teachers.

The preparedness of learners for autonomy was also shown to differ depending on the learners. Some learners saw ensuring development during English classes and addressing their deficiencies as a joint duty with their teachers. While others, on the other hand, saw both areas as

the duty of their professors. Such findings might be explained by the fact that in Algerian educational system favors overall results instead of sustained autonomous progress.

3.3 Autonomous Learning and Abilities

When studying English as a foreign language, students' seem to interpret their ability to operate autonomously more favorably following that assumption learners were given the opportunity and placed in an active learning group to engage freely while learning English as a foreign language, the results of the observation did not change, and proves that students are not performing as expected of learners of their level. For such qualities must be developed and encouraged by EFL teachers who are ready to allow their students to operate autonomously and take responsibility for learning. Enabling students to be self-directed learners and implementing more cooperative interactions in the classroom would undoubtedly help to and enhance their English proficiency.

Furthermore, learners' views of their skills to operate autonomously are unaffected by success level or gender. The findings of the 45 hours of observations and the questionnaire analysis revealed that neither student success level nor gender had a statistically significant correlation with learners' assessments of their skills. This might be because university students are expected to be self-sufficient. Yet learners do not seem to receive the appropriate preparation during their compulsory education which causes the learner to have unrealistic expectation on what the teachers in university can offer them.

3.4 Cooperative Learning Activities and autonomy

Learners can engage in a variety of learning activities both inside and outside of the classroom to enhance their English language skills. In terms of out-of-class activities, the findings

revealed that learners were significantly interested in viewing English TV shows, listening to English music, and applying past information when studying.

Students now have easy access to a variety of English programs because of technological advances. It indicates that students use this ease of access for amusement in their free time, rather than to study English. Learning and mastering English is an unintended consequence of such programs. Training students to use such tools, particularly the internet, will help them become self-directed learners both within and outside of the classroom. Students, on the other hand, exhibited a reluctance to participate in collaborative activities unless compelled to do so by the instructor; this can be ascribed to a fear of failure or a sense of detachment between the students.

Students seldom engaged in group work throughout the monitored sessions, and when they did, it was out of necessity. As students, we ascribed this to a high degree of stress, low self-esteem, and a fear of rejection. Students in the same class may have differing communicative abilities, a different comfort zone, or a larger social circle. All of the aforementioned factors play a vital role in creating an environment conducive to spontaneous cooperative behaviors.

Such a conclusion is not surprising. Students' autonomous performance even under ideal conditions was 'underwhelming' due to the level of motivation and interest the students are showing. Furthermore, English language skills (listening, speaking, reading, and writing) are not learned properly and learners seem more interested in the pop-culture part of the language instead of the academic aspect of it according to some students learning the language is more important than learning about the language. As students and researchers, we witnessed and experienced such inconsistencies within the given curriculum. These findings revealed that English as a foreign language learning is far from being ideal and the issue is rooted deeper than just the relationship between the teacher and the learner, or the ideal learning environment.

Students' participation in the learning process is critical for effective teaching-learning. As seen by the findings, their habit of addressing queries to the teacher when they did not understand had the highest standard deviation. According to Scharle and Szabó (2000), such actions are autonomous since learners are not just passive receivers of knowledge. Other in-class tasks, such as offering suggestions to the English teacher, had a low level of complexity. These findings are encouraging since students are active participants in the learning process. Making suggestions, however, is inadequate.

Well-trained teachers are supposed to encourage, inspire, and increase learners' achievement. According to the findings, high achievers engaged in more autonomous learning activities than low achievers. This finding might be explained by the theory that great achievers have a higher drive to study English as a foreign language, which contributes to their success.

Furthermore, to sustain their high level of accomplishment, they engaged in autonomous activities. As a result, having well-trained competent teachers who are motivational and inspirational is important. The study's findings show an environment in which students have been conditioned to rely only on the instructor for information. Following the trail of observations, we initiated some deeper monitoring, which resulted in students showing little interest in the lectures or getting to know their classmates better.

Variations in collaborative activity participation were also identified; however it's more linked toward the learning styles and strategies deployed by the learner. Such findings might be linked to the conclusion that some students are more engaged in learning English and developing connections than other students, but this conclusion cannot be generalized due to the students learning paradigms.

Finally, the current study emphasized independent learning and collaborative activities in a classroom setting. Such an important issue must be studied and investigated at all levels and in a variety of educational situations. The current study reinforced the need for more scientific research, demonstrated how the educational context influences understanding and implementation of autonomous learning strategies in and out of the classroom, and highlighted the critical importance of incorporating autonomous learning into the learning and teaching processes. More study in diverse situations is required to compare the outcomes.

PART TWO: Student's Feedback on Autonomy and Collaborative Learning

4.1 The Participants

As it was mentioned before the informants are 2 groups of third-year License students of English at the University Abbas Laghrour. The number of students is 111. However, only 60 students filled in the questionnaire.

4.2 Students Questionnaire

The questionnaire contains three sections. It consists of three types of questions:

- Closed-ended questions request the informant to select from a limited number of options with commenting.
- Open questions invite the informants to express freely their point of view.
- Likert Scale a continuum from strongly agree to strongly disagree, to measure the informants' opinions or attitudes towards the subject.

4.3 Questionnaire Analysis

The questionnaire is divided into three sections; each section has a specific aim. The first section contains 3 questions and aims for an overall thought about the learner-teacher, learner-learner relationship. 2 questions were selected to share. The second section comprises 5 questions that focus on the learners' view towards autonomy, 3 questions were picked out. The third section includes a Likert scale with 10 statements that's about student's perceptions of cooperative activities and 2 statements were chosen to take part in the analysis. 7 questions overall that are contributing to this analysis.

4.4 SURVEY ANALYSIS:

60 respondents participated in the questionnaire however in the open-ended questions 50 respondents answered it, the results and the findings are shown below:

Section One: General questions

Item one. I think the learner-teacher relationship is that of:

A. Receiver and giver (70%) B. Raw Material and Maker (16.67%)

C. Customer and Shopkeeper (13.33%)

	Students	Percentage
Receiver and Giver	42	70%
Raw Material and Maker	10	17%
Customer and Shopkeeper	8	13%

Table 1: Learner-teacher relationship

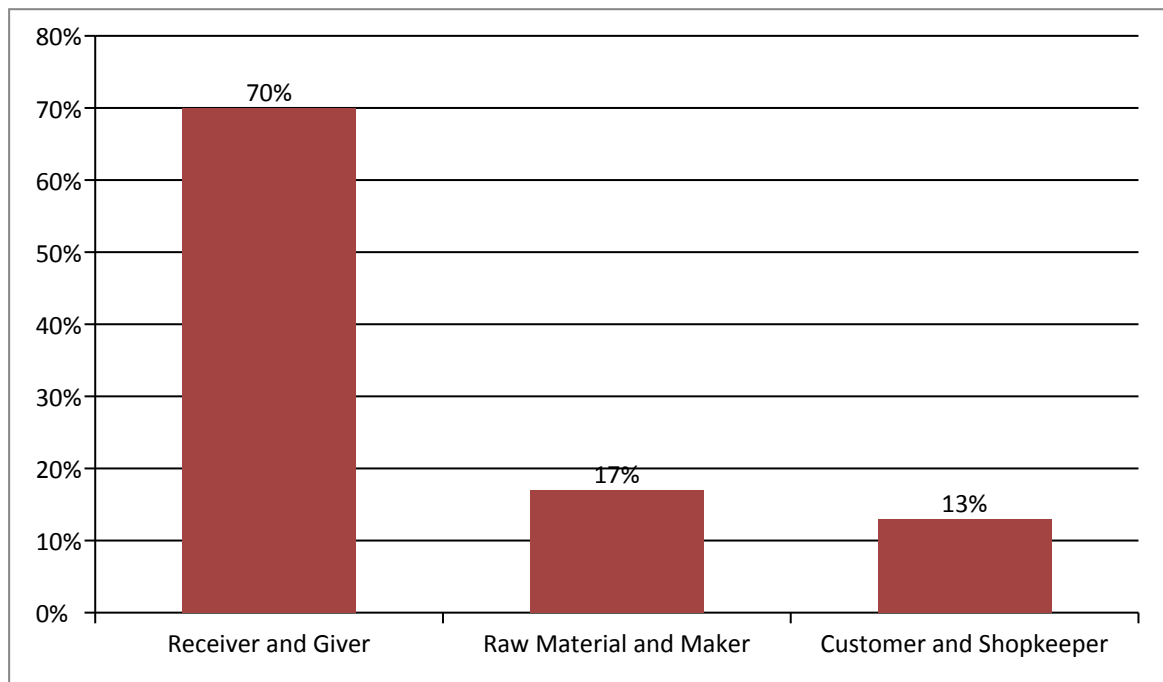


Figure 2: Learner-teacher relationship

From the answer of students, 70% say that the learner-teacher relationship is more of a receiver and giver, which means they both rely on each other equally. Then 17% think that it's more of a raw material and maker relationship, meaning that the teacher only provides students with instruction and they take actions based on the guidance of the teacher. Most students believe that the teacher is more than just a mentor.

Item two. Do you prefer learning by discussing and sharing with your classmates or with the teacher instead?

- A. Work with classmates = 16 people (26.67%)
- B. Work with teacher = 15 people (25%)
- C. Work by myself = 29 people (48.33%)

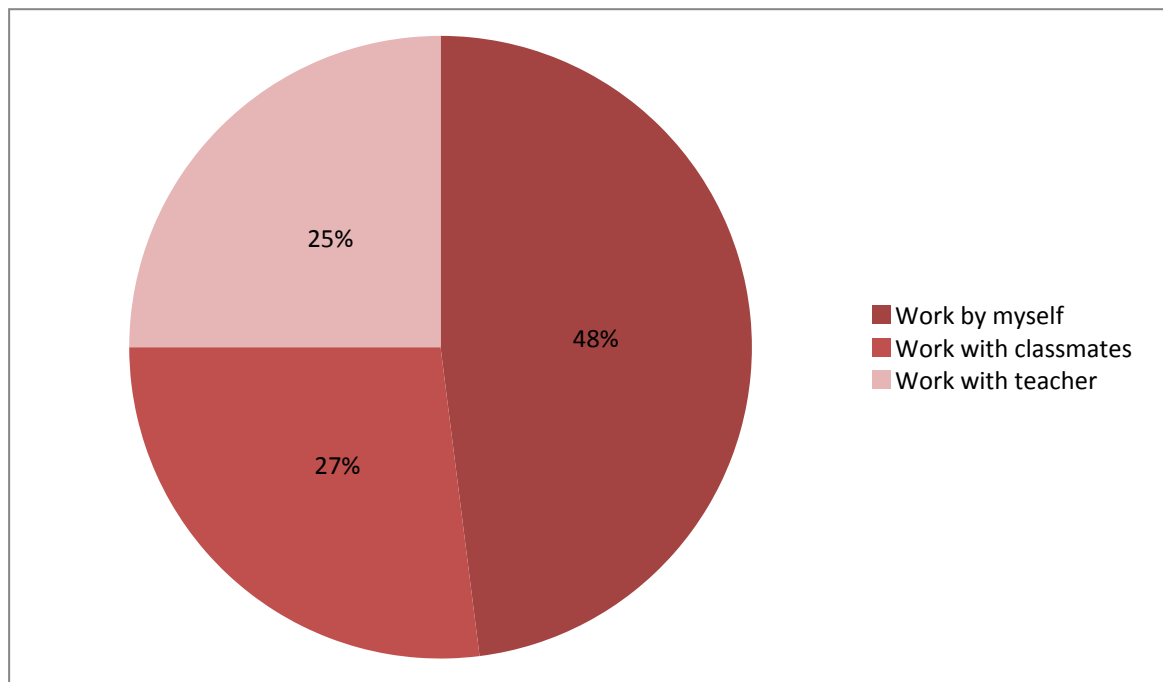


Figure 3: Students' view on cooperative learning.

As the question was asked to 60 respondents, the findings show a high percentage of 48% which is more than a half of the respondents, students who prefer to work by themselves rather than with classmates or the teacher. Only 27% said they would want to work with their classmates and 25% want to work with the teacher. However, the main purpose behind this question is to see if students like to participate in cooperative learning which aims to organize classroom activities for teacher-student/ student-student interactions. But it shows that students are more interested in autonomous learning instead.

Section Two: Learners views towards autonomy

Item three. When I make mistakes in my studies, I'd usually like the following ones to correct them:

A. Let them be = 9 people (15%) B. Teachers = 40 people (66.67%)

C. Classmates = 8 people (13.33%) D. Others = 3 people said they check the mistakes themselves (5%)

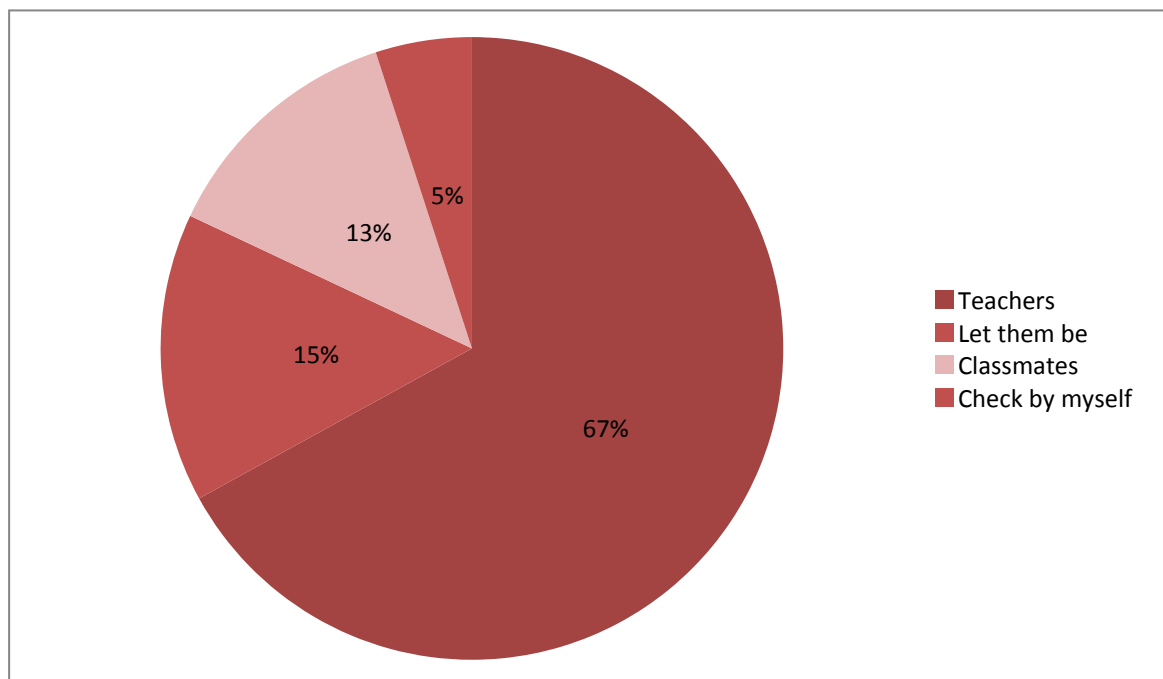


Figure 4: Students perspective towards autonomy

We can read from the figure above that more than half the students 67% would like the teacher to correct their mistakes. And there was an option called 'others' for those who want to add their own, 5% shared that they would search for it themselves. The result shows that most students prefer the guidance of the teacher regarding their mistakes, but it could also mean that the majority of students tend to rely on the teacher rather than themselves to fix their mistakes.

Item four. Do you prefer learning notes prepared by the teachers rather than preparing them yourselves? Yes/No Justify.

	Students	Percentage
Notes prepared by students themselves	25	50%
Notes prepared about the teacher	16	32%
Both	9	18%

Table 1: Students insights about Learner Autonomy

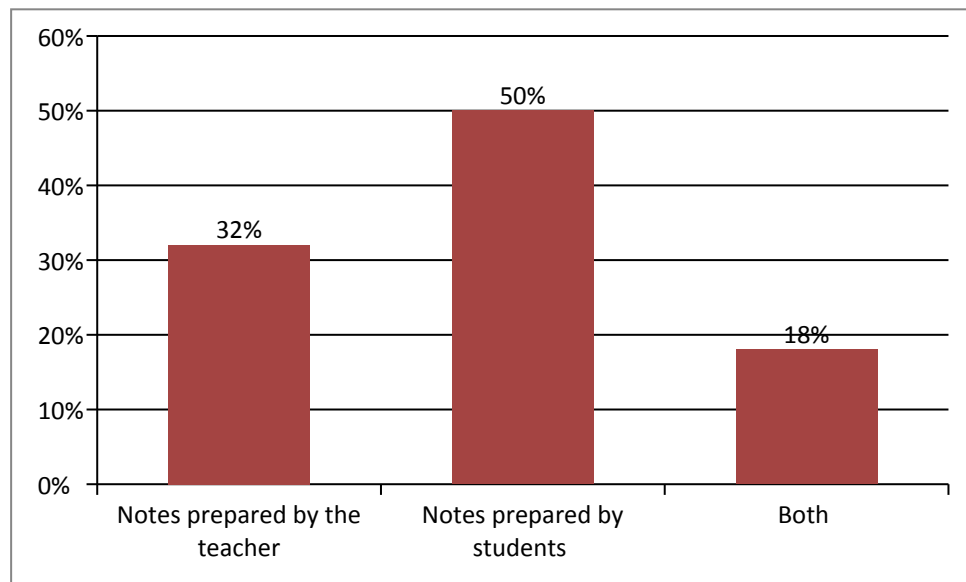


Figure 5: Students insights about Learner Autonomy

There were some answers provided like:

- I prefer if we both prepare our own notes then I would correct my mistakes because the teacher's notes are more accurate.
- No, i prefer to do it by myself in order to get deep in the information on the lesson in other words, it is better to be conscious of all the points concerned with the lesson
- No, because when i prepare it myself I'll build knowledge better than only receiving it from the teacher
- I prefer teacher's notes because they are more accurate and we need teacher's help with understanding the lessons
- I prefer the ones prepared by the teacher because it will have all the information that i need without me searching and confirming whether my sources are right or wrong
- Yes, because I'm lazy and i would not do it myself.
- Both, because the teacher's notes are the preview of the lessons and what are we going to learn so the teachers can't do it themselves they need the help of the students.
- Both, I'd like to prepare as well my own notes because i want to know the mistakes I made and then check the teacher's notes.
- Yes and I'd like to prepare mine too

Based on the chart, table, and the answers that were given above, the majority of students 50% prefer to prepare their learning notes themselves because it's easier to memorize and they gain more knowledge when searching. As for the 32% who preferred to study from the teacher's notes,

because it was more accurate and easy access. And 18% chose to have both their notes and the teacher's notes to compare theirs and fix mistakes if there are any. As it was shown most students are very open to autonomy and cooperative learning whether they want to work by themselves or together with the teacher.

Item five. Do you see autonomy as independent learning only? Why?

	Students	Percentage
Yes	28	56%
No	16	32%
Not sure	6	12%

Table 2: Students point of view on autonomy and independent learning

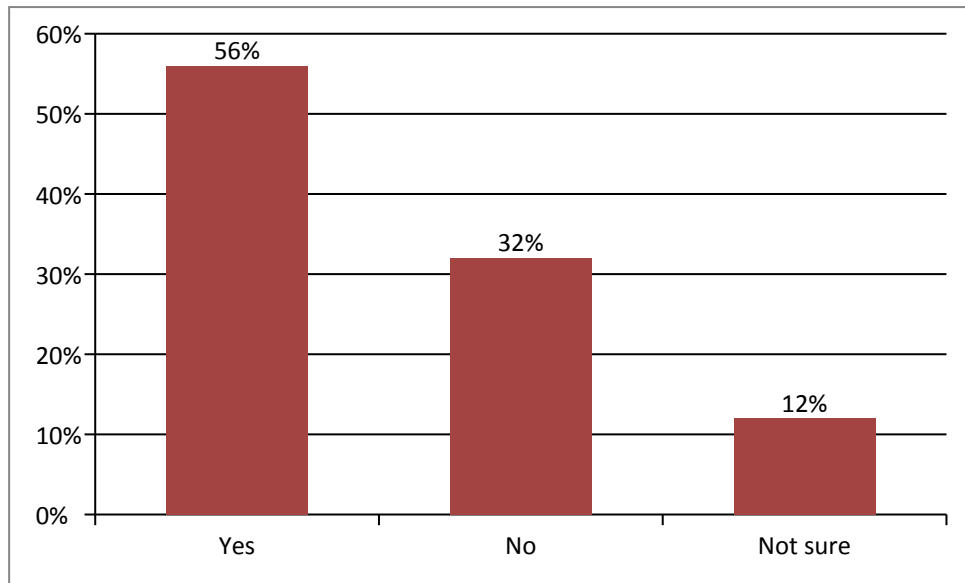


Figure 6: Students point of view on autonomy and independent learning

- A great way to self-taught so yes

- Of course because it's called autonomy, the auto refers to the self-learning
- Yes because the learner is totally responsible on his learning and his decisions
- No, I can learn by myself depending on the module, but you need help and guide

from a teacher.

- No because i think you need at some point the guidance of the teacher and this will not make you dependent or anything

- No, because autonomy is not like independent learning

The figure, the table, and the answers that were given by students above present information about students' opinions on autonomy and independent learning. A high percentage of students 56% agree that they see autonomy as independent learning only, whereas 32% disagree. That high percentage of students might not have understood the difference between autonomy and independent learning as it shows from their answers but some do believe that Autonomy is seen as independent learning because anyone can be self-taught and students take full responsibility for their learning. As for the 32% of students who argued that you can still be autonomous learning even if you need the teacher's guidance and it does not make you dependent. So Autonomy is taking full responsibility for your learning but also needing guidance from the instructor and it does not require independence. On the other hand, independent learning is, not needing or accepting help/resources from others.

Section three: Students perception of autonomy and cooperative activities:

Item six. I prefer when the teacher provides options/choices to students while assigning work:

	Students	Percentage
I strongly agree	32	53.33%
I agree	24	40%
I am not sure	4	6.67%

Table 3: Students standpoint towards the learner-teacher relationship

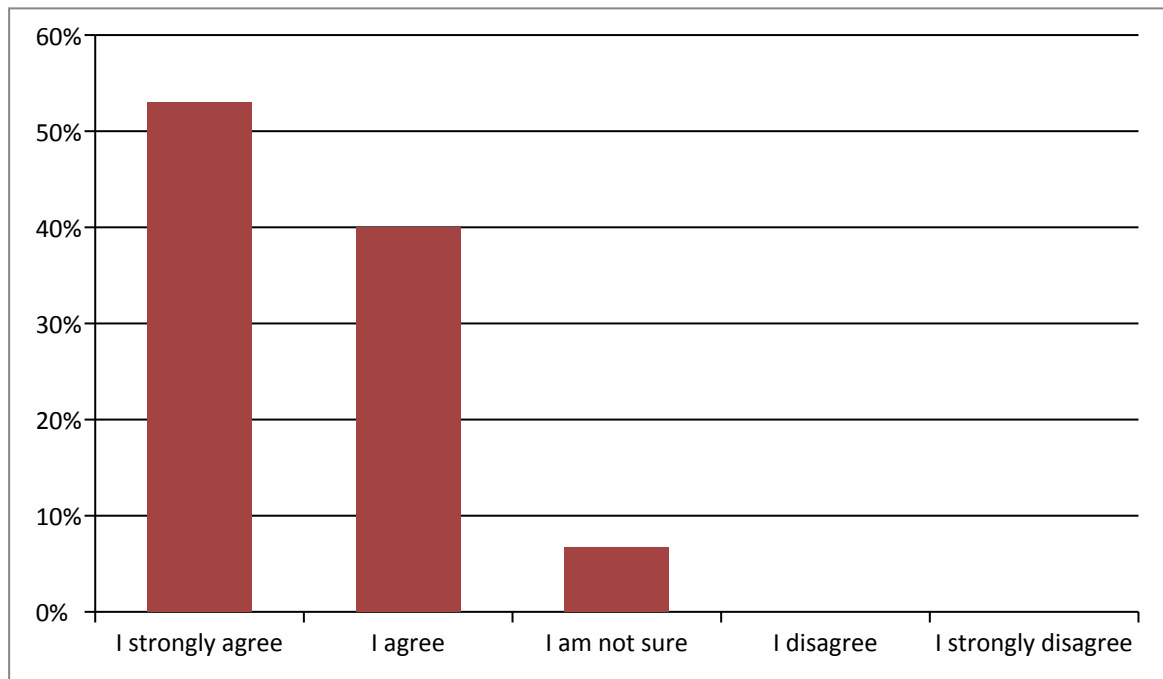


Figure 7: Students standpoint towards the learner-teacher relationship

Based on the graph shown and the table above, it is clear that a high percentage of students 53% and 40% prefer when teachers offer them options/choices concerning subject matter or issues that need to be addressed about a certain topic. And a very small percentage 6.67% was not sure if they would like that or maybe they did not fully understand the statement. Teacher-Students interactions are needed in the classroom activities taking a communicative approach; it will help the teaching and learning process run smoothly.

Item seven. During class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc...

	Students	Percentage
I strongly agree	23	38.33%
I agree	30	50
I am not sure	3	5%
I disagree	2	3.33%
I strongly disagree	2	3.33%

Table 4: Students' standpoint towards cooperative activities.

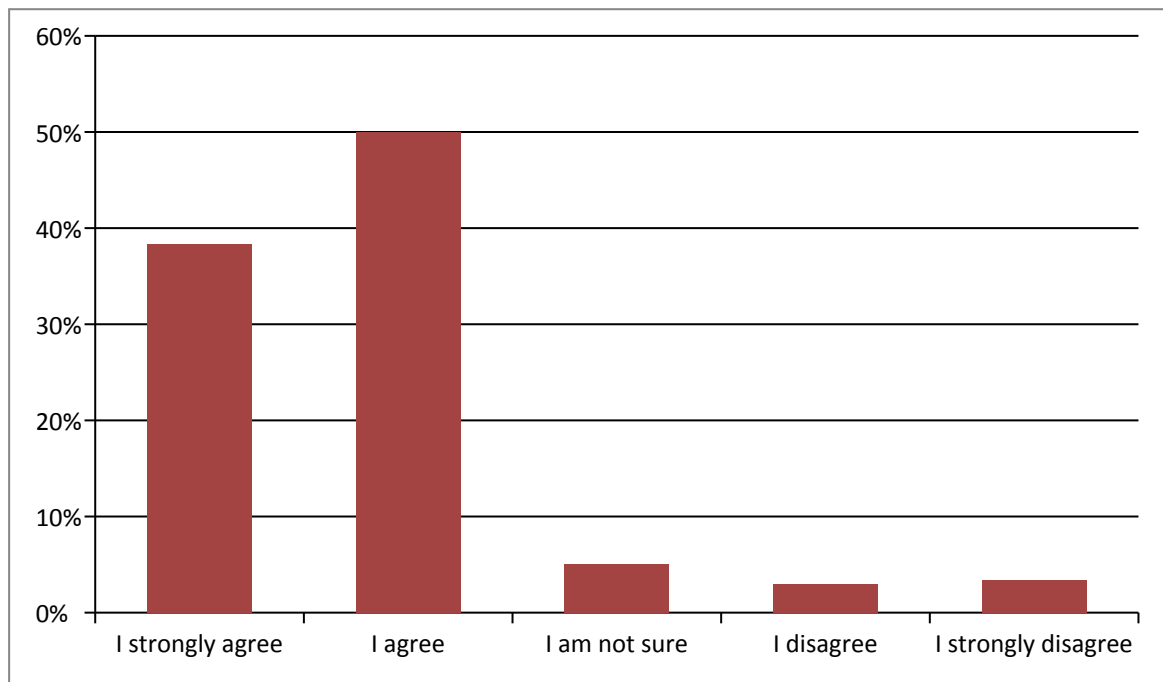


Figure 8: Students' standpoint towards cooperative activities

From the numbers shown above, 50% and 38% declared that they try to seize the chance to take a part in pair/group discussions. Whereas, a small percentage were not sure 5% and some disagreed 6.66% possibly because they have not tried it before or prefer to work by themselves. Students are very open to getting into cooperative activities where they work together to achieve shared learning goals.

4.5 Results Interpretations

Geary (1998, p. 1) put it well by stating that students can go, "From dependence toward independence via interdependence" However, this is not as simple as it may look. Based on the observations and students' responses to the questionnaire show that they can be independent from the teacher but they are not fully ready to take responsibility for their learning. They're also interested in cooperative learning but haven't got the opportunity to participate in those activities yet. The vast majority of students identify as self-directed learners. Students who are self-sufficient in their learning, according to them, are completely reliant on themselves during the learning process. Despite this, the most of students 56% stated that they rely on their instructors.

The role that the teachers and students play during the session is critical. It's one of the factors that may be used to determine how prepared students are for the learning process. Despite instructors' efforts to encourage autonomy some time by giving students certain duties in the classroom, the majority of students (44%) remained passive receivers in the classroom; they were more focused on the content and product provided by the teachers. Some of them were either active participants or did not participate in the sessions at all. Finally, a large percentage of students believe that the learning process is not only the role of instructors or students but rather a shared responsibility between the two, effective language acquisition requires cooperation between the teacher and students.

4.6 Limitations of Data:

The data was collected in this study utilizing two separate instruments: questionnaires and classroom observations. Each instrument seeks to collect data from a different perspective. The study was limited by the lack of time, because of the Covid restrictions. Other than that hopefully

the results obtained from the selected sample in this study can provide useful data on learner autonomy and cooperative learning in EFL Algerian context.

Conclusion

The research design has been explained in this chapter in terms of the methods employed, the setting, and the individuals engaged. For the reasons stated above, the questionnaire and observations were chosen for research implementation. The elements of each questionnaire are discussed, as well as the type of the observation utilized. It is also an attempt to answer the research questions and the hypotheses put forward. It has confirmed the hypotheses made so far in the introduction. Third year Licence students of English at Abbas Laghrour are interested in autonomous and collaborative learning. But they haven't had many opportunities to show their abilities. Furthermore, because students regard instructors as more accountable in the educational process, teachers may have difficulty fostering autonomous and collaborative learning among students.

SECTION TWO: Pedagogical Recommendations and Suggestions

5.1 Pedagogical Implications and Recommendations

The present work draws on a number of practical consequences. Teachers must progressively learn how to encourage the autonomy of learners through pre-service and in-service training. In order to do so, education should be focused on creating awareness among instructors of the relevance of autonomy, recognizing and cultivating students' needs through ways to enhance their unique learning.

Teachers need to teach students on suitable learning techniques, foster collaborative education, provide materials to help assist external learning enhance their motivation and trust and

strengthen good examples and experiences of students who have been able to learn English. Administrators and decision makers should allow instructors to modify their textbooks more freely to the needs of the EFL students and eliminate institutional impediments that prevent successful autonomous development. Courses designers should focus on more modern materials in order to integrate practical scenarios into classes and adapt content to the demands of their students. More attention should be paid to the establishment of language laboratories and integrated technologies in EFL education.

Teachers should assist students in a variety of ways to accelerate the process: For starters, learners might benefit from analyses and debates of learning techniques. Students may debate how to utilize images as cues to text meaning, whereas college students may explore alternate note-taking methods, but both are Meta - cognitive talks about controlling learning. Teachers must be able to define effective techniques - what they are, how they work, and when they should be used - as well as conduct conversations in order for students to develop their comprehension of how they learn.

Second, instructors can provide open-ended teaching activities and scaffolding to support student exploration. Less focus should be placed on workbook exercises and regular activities, and more emphasis should be made on collaborating with students to encourage them to more successful ways to autonomous learning.

Third, instructors can reduce the use of objective exams (e.g., multiple-choice tests, true-false tests), competitive test scores, and public comparisons of achievement that distract from students' sense of efficacy and mastery. Projects, portfolios, and performance assessments can inspire students, give chances for self-regulated learning, and promote creative expression. Linking self-assessment to external criteria may assist students in regulating their behaviors to achieve desired results.

Fourth, teachers should make learners aware of the advantages of self-regulated learning. However, further research is needed to determine how to effectively apply and assess teacher training techniques for supporting independent learning.

5.2 Further research

Emerging study can look at the impact of factors including age, gender, and instructor experience on their views of learner autonomy. More research is needed to investigate the relationship between instructors' views of autonomy and their teaching methods. It is interesting to compare the methods employed by students with high perceptions to those utilized by students with low and mid-perceptions.

Furthermore, researching the link between students' views and their accomplishment and self-efficacy in an EFL environment will be beneficial. More research is needed to examine students' views of autonomy from the same and other specialties. Furthermore, it is suggested that colleges investigate ways to increase autonomy in EFL classrooms. Future research should focus on identifying instructors' professional development requirements in terms of learner autonomy.

General Conclusion

General Conclusion

Collaborative learning may be begun if students are given the opportunity to discuss a subject. Students can exhibit greater autonomy by comparing (analysis level), categorizing (synthesis level), and explaining (evaluation level). When students were placed in groups, they were able to exhibit both collaborative learning and learning autonomy, according to the findings of the study. Collaborative language learning might help low-level students to develop ideas because high-level skill students can give support by editing sentences and clarifying the concepts of the thoughts of low-level skill students. The process of exchanging thoughts and ideas is critical in collaborative learning since analyzing, synthesizing, and evaluating are much simpler with many heads than one. Based on the data analysis and extensive observations we came to the following conclusions on the topic of this thesis:

- Cooperative learning is an effective paradigm for teaching English as a second language because it provides promising social, behavioral, and academic benefits while posing practically no dangers to students' development.
- The results from the study are also consistent with the literature, which suggests that collaborative learning has a positive effect on the level of autonomy of EFL learners, because co-operative activities such as Elbow Buddies, Thinking-Pair-Share, Stand-and-Deliver, Numbered heads together can improve the language skills of EFL learners. Note that rigorous reading as a major cooperation activity cannot stand alone and so helps to merely listen, talk and write.
- As an objective, autonomy may be taught in many ways according to the technique of the instructor and the preferences of the learners. Teachers should be aware, however, that

independence is heavily impacted by emotional variables, such as anxiousness, self-esteem, motivation etc.

- The result of student surveys showed that various independent methods to English, such as independent study outside the classroom, the use of online resources, and the exchange of ideas in learner-centered contexts with other students were highly preferred. The students also stressed instructors' significance in encouraging the autonomy of learners.

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Appendix: Students' Questionnaire

Survey Questionnaire

This questionnaire investigates the views of 3rd year EFL students concerning cooperative learning and the student's autonomy. It is designed to survey learners' degree of autonomy and attitudes toward learner autonomy and cooperative learning practices both in and outside classroom among 3rd year EFL students of English'

***Autonomy:** *Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions.*

***Cooperative learning:** *is a method of learning focusing members of a group who share common goals perceive that working together is individually and collectively beneficial, and success depends on the participation of all the members.*

You are kindly requested to answer these following questions:

Section one: General questions

1. I study English here due to:



- A. My parents' demand
- B. Getting a good job, help to my major
- C. Interest of English culture, such as film, sports, music, etc.
- D. Others

2. I think the learner-teacher relationship is that of:

- A. Receiver and giver
- B. Raw material and maker
- C. Customer and shopkeeper
- D. Others

3. Do you prefer learning by discussing and sharing with your classmates or with the teacher instead?

- A. Work with classmates
- B. Work with the teacher
- C. Work by myself
- D. Others

Section Two: Learners views towards autonomy

1. When the teacher asks questions for us to answer, I would mostly like to:

- A. Wait for others' answers
- B. Think and ready to answer
- C. Clarify questions with teachers
- D. Join a pair/group discussion.

2. When I meet a word I don't know, I mainly:

- A. Let it go
- B. Ask others
- C. Guess the meaning
- D. Others

3 When I make mistakes in study, I'd usually like the following ones to correct them:

- A. Let them be
- B. Teachers
- C. Classmates
- D. Others

4. Do you prefer learning notes prepared by the teachers rather than preparing it yourselves?

Yes/No, Justify.

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5. Do you see autonomy as independent learning only? Why?

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<u>Section Three: Students</u> <u>perceptions of autonomy</u>	I Strongl y agree	I agree	I am not sure	I disagree	I strongl y disagre e
1. I think I have the ability to learn English well.					
2. I make good use of my free time in English study.					

3. I preview before the class.					
4. I find that I can finish my task in time.					
5. I keep a record of my study, such as keeping a diary, writing review etc.					
6. I reward myself such as going shopping, playing etc. when I make progress.					
7. I attend out-class activities to practice and learn the language.					

<p>8. I prefer when teacher provides options/choices to students while assigning work</p>					
<p>9. During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.</p>					
<p>10. Students should design the teaching plan together with teachers</p>					
<p>11. I know my strengths and weaknesses in my English study.</p>					

Thank you ☺

