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Maysaa Banat
Rafik Hariri University, Lebanon

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The Exploratory Practice: An Approach for Enhancing Students' Learning Process Awareness

Maysaa Banat

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Abstract

Many EFL [English as Foreign Language] learners reach university unable to exercise control over their own learning in terms of setting goals, monitoring progress, evaluating activities, and organizing time and resources. To address this concern, an experimental research study was carried out in a Lebanese English medium university. The study attempted at developing the students' learning process awareness through implementing the Exploratory Practice [EP] instructional technique in their writing classes. Then, the effects of this implementation were investigated. The study included an experimental group of 16 students and a control group of 23 students. Quantitative data were collected from a questionnaire devised to measure students' learning process awareness which according to reviewed literature is one dimension of autonomy (Lamb & Reinders, 2007). The qualitative data were derived from record keeping, classroom observations, and video recording. The results showed a significant improvement of the experimental group in terms of students' learning process awareness. Hence, this study recommends implementing EP in the context of teaching writing to develop students' learning process awareness and empower their writing autonomy.

Introduction

Teachers in general and English teachers in specific strive to teach their students how to communicate effectively in different contexts. At the higher education level, students are further expected to take initiative, be critical thinkers, make sound and independent decisions, and be responsible for their own learning in terms of self-assessment, goal setting, and progress evaluation. At the same time, "learners should also develop the collaborative and social skills of sharing resources, setting and achieving common goals, providing information, and solving problems" (Ghaith & Diab, 2008, p. 238). One of the strategies that teachers can adopt to help learners improve their learning process awareness is by guiding them to be aware of and to identify the techniques that they already use in learning (Ellis et al., 2008).

Although students in the context of the present study are constantly encouraged to take independent decisions and develop their individual paths of learning, most of them rely heavily on their instructor in tasks like correcting their writing errors, receiving resources for research writing, and planning their projects. In other

words, they are not taking charge of their own learning; they expect their instructor to provide continuous assessment, material, and notes without even asking or working for them. Their mere interest is in earning grades rather than developing themselves into life-long learners. Therefore, there was a need to investigate the effectiveness of a treatment that would raise students' learning process awareness in terms of setting goals, monitoring and assessing progress, evaluating activities, and organizing time and resources; these characteristics are referred to interchangeably in this study as autonomous learning.

Because research findings identify collaboration between students and teachers as an important factor in empowering students' learning process awareness and thereby their autonomy (Benson, 2001), the researcher hypothesized that if students were engaged in the learning process as practitioner researchers, then they might develop an empowered sense of autonomy. Hence, this study aimed at investigating the effectiveness of the Exploratory Practice (EP) instructional intervention in empowering students' learning process awareness by integrating its procedures into regular EFL classes as part and parcel of the regular teaching / learning process. EP is a holistic way of investigating classroom pedagogy; it regards learners as full collaborators in the research process because they are recognized as practitioners in their own right (Allwright, 2006; Allwright & Hanks, 2009).

Rationale and Significance of the Study

Little research has been done to explore how EP can be integrated into regular classroom to help learners develop students' learning process awareness in language learning. In a publication entitled *Developing Language Teachers with Exploratory Practice: Innovations and Explorations in Language Education*, Dikilitas and Hanks (2018) stated that, "Exploratory Practice (EP) is a dynamic and empowering form of practitioner research in language education. It presents an original and rigorous approach to practitioners researching their classrooms. To date, however, there have been relatively few accounts of/by practitioners themselves engaging in their own EP work" (p. 1). Hence, by answering the research question: To what extent does EP help raise students' learning process awareness?, this study adds to the literature in this area of pedagogy, especially in the Lebanese context of higher education.

The Four Dimensions of Learner Autonomy

Learner autonomy can be achieved by following the subsequent steps: the first step to raise autonomous learners is to make them aware of themselves in terms of their attitude, beliefs, motivation, needs, and learning styles. The second step is to raise their awareness with respect to subject matter; this is done through engaging them in self-reflective accounts. The third step, which is the main scope of this study, is to make them aware of the learning process in terms of assessment, goal setting, progress evaluation, and organization of time and resources. The fourth step is becoming socially aware; this entails cooperation, interaction, and collaboration with peers (Lamb & Reinders, 2007).

The Seven Steps to Implement EP

According to reviewed literature (Allwright & Hanks, 2009), teachers who plan to implement EP within regular classroom settings, should follow with their students the steps mentioned below. In the first step, practitioners, both teachers and students, focus on the puzzle, in other words, the identification and refinement of a research question. Practitioners at this stage refine their thinking about the puzzling area by discussing it together. Afterwards, they select a particular topic to focus on. The second step involves the method that will be followed to explore the puzzle. Primarily, the practitioners will find appropriate classroom procedures to explore it. Such procedures may include group work discussion, survey, role-play, diaries, or poster sessions. Then, the practitioners adapt the classroom procedure to the puzzle that they want to explore.

Method

Research Design

In this experimental study, the researcher observed or measured at the end of the study the effect of the EP intervention on the experimental group. After the group has been exposed to the treatment for one semester that extended for 16 weeks, the researcher administered a test of the dependent variable and then determined whether there was a significant difference between the experimental and the control group. The experimental group received the EP intervention during writing classes, whereas the control group was needed for comparison purposes to determine if the EP intervention was more effective than the usual approach carried in regular writing classes.

Procedure

At the beginning of the fall semester and prior to conducting this study, the two groups, the control, and the experimental group, responded to the autonomy questionnaire [see Appendix] to identify their autonomy level, in the four dimensions of autonomy: learner awareness, subject matter awareness of EFL, learning process awareness, and social awareness. Students in the experimental group agreed collectively to resolve the following puzzle: Can group work enhance their writing proficiency? Then, targeting the experimental group, the dual process (the 7 steps to apply EP and the 4 steps to empower autonomy) was implemented. The seven steps to implement EP, as described by Allwright (2003), are outlined as follows:

(1) First, taking action for understanding: this focuses on the processes themselves;

- bringing puzzling issues of classroom life to consciousness;
- thinking 'harder' with other practitioners (peers and/or co-participants) inside and/or outside the classroom about the puzzling issue;
- looking/listening – attending more intensively to what is going on, as it is going on;
- planning for understanding by adopting familiar pedagogic procedures to help develop participant understandings.

(2) The second step in the EP process involves working with emerging understanding: focus is on the content of the process:

- reflexively expressing and appraising personal/collective insights; unpicking and refining common notions of 'change';
- discussing potential personal or collective moves;
- sharing personal understanding of processes as a way of supporting others and of inviting others to join the EP community of practice.

Following the puzzle, students reflected on the group work activity using the Record of Work Form (see Appendix). During the intervention, the researcher observed students' work and documented noticeable observations in an observation log. If the observation wasn't feasible, the sessions were video recorded instead. At the end of the semester, the autonomy questionnaire was re-administered to both groups, experimental and control and the results of both groups were compared.

Autonomy Procedure

Parallel to the previous seven steps, the four dimensions to raise learner autonomy as cited in Lamb & Reinders (2007) were addressed as follows:

(1) learner awareness (awareness of themselves in terms of: attitude-beliefs-motivation-needs-learning styles);
(2) subject matter awareness of EFL (through self-reflective accounts);
(3) learning process awareness (self-assessment- goal setting- monitoring progress- evaluating activities- organizing time & resources) ;
(4) social awareness (cooperating with peers – interacting & collaborating).

Tables 1 and 2 below outline the EP and the autonomy steps for the puzzle: can group work enhance students' writing proficiency?

Table 1. The Process of Empowering Students' Learning Process

The Puzzle : Group work in writing classes	Learner Awareness	Deciding on the material and delivery of content
	Subject Matter Awareness	Using material and conducting the group work activity Designing presentations
	Learning Process Awareness	Collaborating to divide tasks
	Social Awareness	Collaborating and working as a team

Table 2. EP Intervention: Group Work in Writing Classes

The Puzzle: Can group work enhance students' writing proficiency?		
EP Intervention Process	EP Procedure	Steps Followed
The Puzzle	Identify a puzzle/problematic issue in EFL class	Sharing ideas about the value of group work
	Reflect on the puzzle/problematic issue	Reflecting on the puzzle with the experimental group
The Method	Monitor to gather data	Dividing the class into groups Assigning tasks for group members Providing supplementary handouts
	Take action to generate data	Working as teams to prepare group presentations Videotaping the presentations
	Consider the outcome and decide what to do next	Reflecting on the activity
Reflection & Interpretation	Move to protest/change	Sharing reflections Brainstorming and evaluating
	Go public and share findings	Sharing videotaped presentations with students and colleagues

Students in the control group didn't undergo any treatment like the experimental group. While students in the experimental group were resolving the puzzle, students in the control group were following the normal procedures followed in the regular English Composition and Rhetoric course. Following the regular agenda of the course, the instructor provided model critical review essays. The learning outcomes expected were: (1) identify a work to critique; (2) establish criteria for evaluation; and (3) make a judgment about the work. These model papers were analyzed in class. Several sample reviews were also distributed to students who read them and answered questions related to the content, organization, and style of a critical review. One session was devoted to discussing the elements of writing a critical review and to answer higher-order questions on sample critiques. In another session, students wrote a critical review on a specific prompt given by the instructor.

Data Collection Tools

This study adopted an experimental research design that aimed to investigate the effect of EP intervention on students' learning process awareness. Thus, the design and the purpose of the study necessitated the use of instruments as recommended by Creswell (2017). To do so, the research instigation entailed the use of an autonomy questionnaire pre and post intervention. More specifically, different tools were used in this study to collect relevant data, both quantitatively and qualitatively. To collect quantitative data, the following tools were used: (a) self-developed autonomy questionnaire for students. To collect qualitative data, the following tools were used: (a) Record of Work Form, (b) self-developed observation log, and (c) video recording.

Quantitative Data

Autonomy Questionnaire

The autonomy questionnaire is the instrument that was used in this study to assess the extent to which students report that they possess the skills, attitudes, and characteristics associated with self-directed learning. This is a self-developed autonomy questionnaire that included 32 items. Items 1 through 20 are adapted from Naiman et al. (1978) *The Good Language Learner*. Items 21 through 32 were formulated in relation to Candy's (1991) profile of the autonomous learner (p. 459- 66).

The 32 items in the autonomy questionnaire align with the four dimensions of learner autonomy which are: Learner awareness, subject matter awareness of EFL, learning process awareness, and social awareness (Lamb & Reinders, 2007). According to Lamb and Reinders (2007), those four dimensions or 'steps' raise learners' autonomy. First, items 1, 2, 16, 18, 19, 20, 21, 23, 24, 25, 26, 27, and 28 are related to learner awareness; more specifically the awareness of learners in terms of: attitude, beliefs, motivation, needs, and learning styles. Second, items 4, 5, 8, 9, 10, 13, 17, 22, and 29 are related to subject matter awareness of EFL which is achieved through self-reflective accounts. Third, items 3, 6, 7, 11, 12, 30 and 31 are related to learning process awareness that is gained through setting goals, monitoring and self-assessing progress, evaluating activities, organizing time and resources. Finally, items 14, 15 and 32 are related to social awareness which is achieved through cooperating, interacting, and collaborating with peers.

The first 20 items were based on the research of Naiman et al. (1978), *The Good Language Learner*. The findings of their research included the characteristics of good language learning:

> The good language learner finds a style of learning that suits him/her; he/she is actively involved in the learning process; he/she tries to figure out how the language works; he/she knows that the language is used to communicate; he/ she is like a good detective; he/she learns to think in the language; finally, he/she realizes that language learning is not easy and can overcome the feelings of frustration and lack of confidence (Cited in Wenden 1998, p.121).

On the other hand, items 21 through 23 were formulated in accordance with Candy's (1991) profile of the autonomous learner, in which he stated that the learner who is capable of autonomous learning is characteristically methodical and disciplined. Furthermore, he/she is logical and analytical, reflective, self-aware, flexible, persistent, responsible, venturesome, and creative. Additionally, an autonomous learner demonstrates curiosity, openness, and motivation. He/she is interdependent and interpersonally competent. He/she shows confidence and has a positive self-concept. Moreover, he/she is independent and self-sufficient and has knowledge about and skill at, "learning processes". Finally, an autonomous learner develops and uses criteria for evaluation (p. 459-66).

Qualitative Data

Record of Work Form

Another instrument used in this study is a "Record of Work Form". This form is used at the University of Hong Kong as a tool for self-assessment since it encourages learners (a) to distinguish between what they have done and what they have learned in an activity and (b) to account for the value of the activity in planning for further work (see Appendix).

The Record of Work Form is recommended by Benson (2001) as an instrument that "encourages formative self-monitoring to re-evaluate goals and plans" (p.158). The tool is content valid in the sense that it reflects the intended content area; in this study, it is students' awareness and autonomy. The Record of Work Form is divided into four main parts. In the first part, students describe the activities conducted during the study and jot down the title of any materials used. The second part is devoted to summarizing what students have learned during those activities. In the third part, students comment on how useful and enjoyable the activities were and note down any problems they encountered. Finally, in the fourth part, students write any plans or any changes to their goals or objectives. This Record of Work Form was filled by the students in the experimental group during the intervention process.

Observation Log

Another instrument used to observe students' work is an observation log in which the instructor noted her observations during the different stages of EP intervention. This observation log is divided into three main parts: (1) The first observation included the instructor's recorded observations for stage 1 in the EP process, that is the puzzle. The following things were observed: (a) how students identified the puzzle, (b) how students refined their thinking about the puzzle, and (c) how students selected a particular topic to focus on. (2) The second observation included the instructor's recorded observations for stage 2 of the EP process, that is the method. The following things were observed: (a) how students found and explored appropriate classroom procedures, and (b) how students used the procedures in class (data collection), and (3) the third observation included the instructor's recorded observations for stage 3 in the EP process, that is reflection and interpretation. The following things were observed: (a) how students interpreted the outcomes, (b) how students analyzed the implications and (c) how students planned accordingly. The observation log was used by the instructor while monitoring students' work on resolving the puzzles raised in their EFL classes. This was done as students progressed in each step in the intervention process.

Video Recording

In the video recording, the instructor used a video camera to record all students' work in the computer lab where the group presentations and preparations were done. Each video recording was done for 50 minutes.

Data Analysis

Following Cohen (2007), multiple methods of data collection and analysis were employed in the study. Triangulation was achieved to facilitate validation of data and consistency of results. For this purpose, quantitative and qualitative analysis was considered. To begin with, the quantitative data were collected from the autonomy questionnaire pre and post intervention. The qualitative data were collected from the Record of Work Form, observation log, and video recording. The quantitative analysis for the data obtained from the autonomy questionnaire, both pre-study and post- study for both the experimental group and the control group, were analyzed using the Statistics Package for Social Sciences (SPSS). First, a scale analysis was conducted. Then, composite scores were computed for all the four clusters of autonomy dimensions (learner awareness, subject-matter awareness of EFL, learning process awareness, and social awareness) by adding the scores on the items, respectively measuring these dimensions. The focus here is on the third dimension: students' learning process awareness.

Descriptive statistics (means and standard deviations) were computed, and a multivariate analysis of variance (MANOVA) was conducted to address the question raised concerning the possible effect of the EP on students' learning process awareness. The treatment condition (experimental versus control) was used as independent variable (Factor) and the levels of autonomy on the posttest (learner awareness, subject-matter awareness, learning process awareness, and social awareness) were used as dependent variables. The (level of significance) has been compared with α (error ratio = 5% i.e. 0.05). If Sig > $\alpha \rightarrow$ the difference is considered insignificant and vice versa. Such technique used variables that are known by the literature "to individually predict (correlate with) the variables to make a more accurate prediction" of the factors that have a significant effect on the results obtained (Gay, 1996, p.482). Extracts from the Record of Work Form that was filled by students after the puzzle were thematically analyzed. The purpose was to check what students themselves reported about their autonomy in terms of the four dimensions: learner awareness, subject matter awareness of EFL, learning process awareness, and social awareness. The qualitative data that were collected from the teacher's observation log and the video recording were used to keep record of students' work during the intervention phase and to reach a better understanding of the findings.

Results

Quantitative Findings

Autonomy Questionnaire

First, a scale analysis was conducted. The scale reliability for learning process awareness was measured; Cronbach's Alpha was 0.823 which was greater than the threshold of 0.7 (Nunan, 1992) as displayed in Table 3 below. This confirms the reliability of the scale for learning process awareness.

Table 3. Reliability of the Scale for Learning Process Awareness

Cronbach's Alpha	N of Items
.823	14

Table 4 below reports the results of the research question: To what extent does EP help raise students' learning process awareness?

Table 4. MANOVA Test Results for Learning Process Awareness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	482.656[a]	4	120.664	5.512	.002	.393	22.047	.956
Intercept	267.278	1	267.278	12.209	.001	.264	12.209	.924
Learning Process Awareness	35.765	1	35.765	1.634	.210	.046	1.634	.237
Group	300.634	1	300.634	13.733	.001	.288	13.733	.949
Gender	5.767	1	5.767	.263	.611	.008	.263	.079
Group * Gender	.081	1	.081	.004	.952	.000	.004	.050
Error	744.319	34	21.892					
Total	11179.000	39						
Corrected Total	1226.974	38						

Dependent Variable: Learning Process Awareness; a. R Squared = .393 (Adjusted R Squared = .322); b. Computed using alpha = .05

Table 4 presents the results of the multivariate analysis of variance MANOVA test on the learning process awareness score of the experimental and control group and reveal the following: The analysis indicates a significant difference between the experimental and control group by treatment F (1.4)= 13.73, p = .00, Partial Eta Squared = .28. In addition, there was no statistically significant difference in learning process awareness by the gender variable F (1.4) = .26, p= .61, Partial Eta Squared = .00. Table 5 below presents a summary of descriptive statistics (means and standard deviations) by treatment, learning process awareness, showing that the control group had a mean score of 18.73+/- 5.23 while the experimental group had a mean score of 12.00 +/- 3.61.

Table 5. Descriptive Statistics for Learning Process Awareness

Group		Mean	Std. Deviation	N
Control	Male	19.2667	6.09996	15
	Female	17.7500	3.15096	8
	Total	18.7391	5.23291	23
Experimental	Male	12.5556	3.87657	9
	Female	11.2857	3.40168	7
	Total	12.0000	3.61478	16
Total	Male	16.7500	6.23629	24
	Female	14.7333	4.58984	15
	Total	15.9744	5.68232	39

Dependent Variable: Learner Process Awareness

Qualitative Findings

Record of Work Form

The following themes emerged after analyzing the students' Record of Work Form: Improving weak skills, enhancing abilities, and setting goals. As displayed in Figure 1, 44% of students reflected on the importance of improving their language weaknesses; 36% of students reflected on the importance of enhancing their language abilities; 12% of students reflected on the importance of setting goals, and the remaining 8% were indecisive in their reflections.

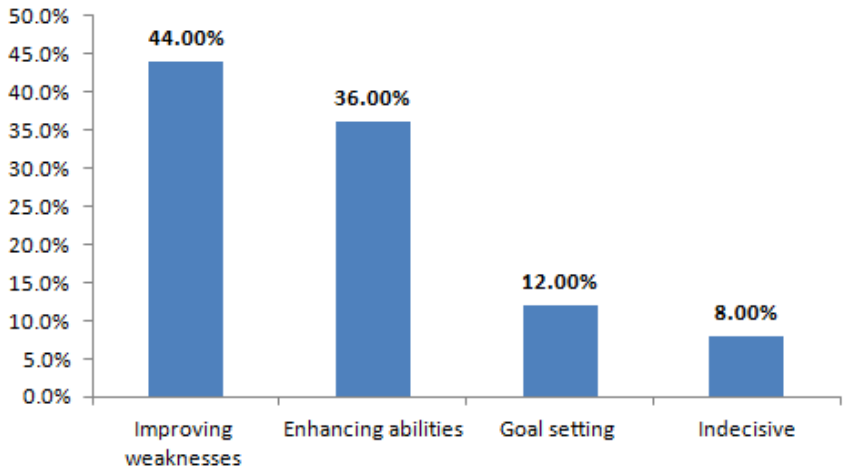

Figure 1. Emerging Themes

The following extracts are taken from students' Record of Work Form.

- *"my writing is becoming much better";*
- *"I know what I am doing";*
- *"My writing improved. I can spot my mistakes easily";*
- *"I like working in groups";*
- *"I understood all the elements of critique in a better way".*

The following are some observations recorded by the researcher:

The first phase of observation:

- A very active class
- They seem to enjoy their time
- Good management skills.

The second phase of observation:

- They understood all elements of writing a critique
- Students are participating in a very good way.

The third phase of observation:

- Very good presentations
- Highly engaged and active.

Video Recording

The following observations were recorded by the instructor based on the video recording of the group work activity. “The group work activity was a very genuine experience. Students enjoyed every moment of the class; they showed enthusiasm and high motivation. Their participation was exceptional. I was surprised by the preparation and management of each phase of the activity. The video recording was a very good idea too. It added a touch of professionalism to the whole group work experience. Students were striving to show the best they had in delivering the content and collaborating with their peers”.

Discussion

The investigation of students’ learning process awareness of EFL in terms of setting goals, monitoring and self-assessing progress, evaluating activities, and organizing time and resources began by analyzing the related dimensions of autonomy in the autonomy questionnaire. Students were asked in those items to report if they plan activities that give them a chance to use and learn the language, especially in writing; if they do things that they don’t usually do to gain more information about the language; if they try to develop good techniques to practice and improve their writing; if they look for clues that will help them understand how language works; if they have knowledge about and skill at learning processes; and if they develop and use criteria for evaluating learning. This investigation was done pre-intervention and post-intervention. The results of the multivariate analysis of variance MANOVA test on the learning process awareness score of the experimental and control group on this dimension revealed a significant difference between the experimental and control group by treatment F= 1.63.

This conclusion further confirms what Hyland (2003) stated that “aiming at understanding is crucial to the development of critical professionals through investigating their practices and understanding them. Understanding is a crucial factor in the research process as practitioners can build on their newly acquired understanding and decide where to go next in their investigation” (p.125). Moreover, on learner development and autonomy, Wenden (1998) stated that “in effect, ‘successful’ learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, appropriately, and independently of a teacher. Therefore, they are autonomous” (p.15). He further confirmed that accounts of experiments in which learners are motivated to control the planning and assessment of classroom learning are mostly advanced and show that learners are capable of exercising control over these learning features given the chance to do so. Additionally, the capability of empowering autonomous learners is further, “developed more effectively within the classroom, where learners are more readily able to collaborate with other learners and draw on the support of teacher” (Benson, 2001, p.161).

Moreover, the qualitative analysis of students’ Record of Work Form confirmed the research’s findings. Students reported how puzzling improved their skills, enhanced their abilities, and taught them how to set proper goals. These research findings support those found by researchers like Barfield and Brown (2007) who

assured that learners' control over the development of classroom activities can yield positive outcomes in terms of both autonomy and language learning. Furthermore, according to Benson (2001), "the key factor in the development of autonomy is the opportunity for students to make decisions regarding their learning within a collaborative and supportive environment" (p.151).

Furthermore, the qualitative analysis of the researcher's observations recorded in the observation log further confirmed the research findings. The researcher noted students' daily preparation for activities. Their self-evaluation in writing has further been observed by the researcher. Students are better at organizing their time and utilizing the resources they need for class. These observations and findings support those found by Benson (2001) who stated that "the key factor in the development of autonomy is the opportunity for students to make decisions regarding their learning within a collaborative and supportive environment" (p.151). Benson (2001) stated that the capability of empowering autonomous learners is further "developed more effectively within the classroom, where learners are more readily able to collaborate with other learners and draw on the support of teacher" (p.161). These findings also support those found by researchers like Blasé and Kiby (2000) who assured that learners' control over the development of classroom activities can yield positive outcomes in terms of both autonomy and language learning. Also, according to Smith (2007), "These learners understand the purpose of their learning program, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness" (p. 11). Consequently, the hypothesis of the research question is validated: The use of EP will help raise students' learning process awareness in terms of setting goals, monitoring and self-assessing progress, evaluating activities, and organizing time and resources.

Conclusions

Integrating the Exploratory Practice in EFL classes provides insight into pathways to raise students' learning process awareness and promote autonomous learners, especially in the productive skill- writing. Nevertheless, such approach should not be dealt with as an additive strategy to regular teaching strategies. If EFL teachers do not undertake a fundamental analysis of how they teach, that is to follow a clearly designed strategy to guide students in a smooth way to becoming fully autonomous and engage them as practitioner researchers, the objective of empowering learner autonomy will not be achieved. Teachers need to try to reform the way they think about their students; in other words, as students that have potential and should be given the opportunity to be both teachers and learners. It should be clear to them that being good language learners is equally important to being autonomous learners.

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Author Information

Maysaa Banat

https://orcid.org/0000-0002-7282-3503

Rafik Hariri University

Mechref

Lebanon

Contact e-mail: *banatms@rhu.edu.lb*

Appendix. Autonomy Questionnaire

Directions: Read each statement; then circle the letter that best describes how you approach language learning and how you view yourself as a language learner.

- Mark (**A**) for **always**;
- Mark (**O**) for **often**;
- Mark (**S**) for **sometimes**;
- Mark (**R**) for **rarely**;
- Mark (**N**) for never.

*Please answer all questions with **a pencil**. Remember to circle only **one answer** per question.*

1. I try to get something out of every learning situation even if I do not like it.	**A**	**O**	**S**	**R**	**N**
2. I choose learning situations that are suited to my way of learning.	**A**	**O**	**S**	**R**	**N**
3. Besides language class, I plan activities that give me a chance to use and learn the language, especially in the area of writing.	**A**	**O**	**S**	**R**	**N**
4. I choose activities because I am already familiar with the ideas.	**A**	**O**	**S**	**R**	**N**
5. I can Figure out my special problems in language.	**A**	**O**	**S**	**R**	**N**
6. I try to do something about my special problems particularly in writing.	**A**	**O**	**S**	**R**	**N**
7. I do things I do not usually do to gain more information about English.	**A**	**O**	**S**	**R**	**N**
8. I pay special attention to focus an organization in essay writing.	**A**	**O**	**S**	**R**	**N**
9. I pay special attention to elaboration/ support and style in essay writing.	**A**	**O**	**S**	**R**	**N**
10. I pay special attention to grammar usage and mechanics in essay writing.	**A**	**O**	**S**	**R**	**N**
11. I try to develop good techniques to practice and improve my writing.	**A**	**O**	**S**	**R**	**N**
12. I look for clues that will help me understand how language works; I am just like a detective.	**A**	**O**	**S**	**R**	**N**
13. When I do not know, I guess.	**A**	**O**	**S**	**R**	**N**
14. I ask people to correct me if I make a mistake.	**A**	**O**	**S**	**R**	**N**
15. I compare what I write with what others write to see if I am using correct English.	**A**	**O**	**S**	**R**	**N**
16. I think about what I have learned.	**A**	**O**	**S**	**R**	**N**
17. I try to think and write in English.	**A**	**O**	**S**	**R**	**N**
18. I overcome my feelings of frustration and lack of confidence.	**A**	**O**	**S**	**R**	**N**
19. I can laugh at my mistakes.	**A**	**O**	**S**	**R**	**N**
20. I am methodical and disciplined.	**A**	**O**	**S**	**R**	**N**
21. I am logical and analytical.	**A**	**O**	**S**	**R**	**N**

22. I am reflective and self-aware.	**A**	**O**	**S**	**R**	**N**
23. I demonstrate curiosity, openness and motivation.	**A**	**O**	**S**	**R**	**N**
24. I am flexible.	**A**	**O**	**S**	**R**	**N**
25. I am persistent and responsible.	**A**	**O**	**S**	**R**	**N**
26. I am venturesome and creative.	**A**	**O**	**S**	**R**	**N**
27. I show confidence and have a positive self-concept.	**A**	**O**	**S**	**R**	**N**
28. I am independent and self-sufficient.	**A**	**O**	**S**	**R**	**N**
29. I have developed information seeking and retrieval skills.	**A**	**O**	**S**	**R**	**N**
30. I have knowledge about and skill at, learning processes.	**A**	**O**	**S**	**R**	**N**
31. I develop and use criteria for evaluating learning.	**A**	**O**	**S**	**R**	**N**
32. I demonstrate competent social skills.	**A**	**O**	**S**	**R**	**N**

Record of Work Form

My Record of Work Form

Name: _____

Date: _____

Period: _____

What I have done:

(*Describe activities and write down the titles of any materials you have used*)

_____

_____

What I have learned:

(*Summarize what you think you have learned in a few words*)

_____

_____

Reflections:

(*Comment on how useful and enjoyable your activities were. Any problems?)*

_____

_____

Future plans:

(*Note down next activities and when you will do them. Also, note any changes to your goals or plans*)

_____

_____