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**University of Mohamed Boudiaf M'sila**

**Faculty of Letters and Languages**

**Department of English**



**Stream: English Language**

**Option: Linguistics**

**Adopting Partnership in Learning, Teaching, and Assessment as  
a Strategy to Foster the EFL Learning Process:  
The Case of Third Year English Language Learners, Mohammed  
Boudiaf University, M'sila**

A Dissertation Submitted to the English Department of M'sila University in a Partial  
Fulfilment of the Requirements for the Degree of Master in Linguistics

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**Presented by:**

Imane ZIAM

Malika BELHADJ

June 2018

## **DEDICATION**

This dissertation is dedicated to

My beloved parents Madani and Messaouda for their unconditional love

My dear brother Yakoub whose support always encourages me

My lovely sisters Assia, Hadjer, Asma, and Noussiba for their eternal love

The soul of my dearest friend whose support always strengthend me

Youcef SENOUCI May Allah rest his soul

My best friends Malika and Hadjla for their endless support

Imane

## **DEDICATION**

This work is dedicated

To the candles who always enlighten my life, my parents 'Hadjira' and 'Rabeh',  
and my grandmother 'Mebarka' for their endless love and support.

To my beloved husband 'Akram' and my sister 'Safia'.

To my dear sisters and brothers, Nouara, Atika, Souria, Amina, and Abdelkarim,  
Mohammed Fouad for their eternal love

To my sweet and loving children, Ahmed Yacine, Ahmed Chakib, and Anes.

To my best friends and sisters Imene and Hedjila who are always there for me

To the soul of my teacher and colleague 'Youcef Senouci'

Malika

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## **ABSTRACT**

The present study investigates the effectiveness of partnership in learning, teaching, and assessment in improving the English language learning process of English department students at M'sila university. It also attempts to shed light on the importance of establishing a relaxed and friendly environment in reducing psychological problems and increasing the learners' motivation. The study aims to raise the awareness of teachers and students about the importance of partnership in learning, teaching, and assessment in facilitating the learning process. This investigation was conducted among the third year students of English department of M'sila university. It was based on the use of the descriptive research where data were collected both qualitatively through classroom observation and quantitatively through questionnaire. The findings revealed that treating students as partners increases their sense of responsibility and their level of engagement; and hence, promoting their learning. It also revealed that teachers and students awareness of the importance of such relationship provides them with better learning and teaching experiences. This research tackled descriptively one area of partnership, so further research suggests the use of experimental research to prove the applicability of this strategy and widen it to other areas of partnership which are subject-based research and inquiry, scholarship of teaching and learning, curriculum design and pedagogical consultancy.

**Keywords:** Partnership, staff-student partnership, EFL learning process, teaching experience, learning experience, learning environment.

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## **LIST OF ABBREVIATIONS**

ALM	Audio-lingual Method
EFL	English as foreign Language
FLA	Foreign Language Acquisition
HE	Higher Education
IDs	Individual Differences
L1	First/Mother Language
L2	Foreign/Second Language
LAD	Language Acquisition Device
NUS	National Union of students
QAA	Quality Assurance Agency
SI	Supplemental Instruction
SLA	Second Language Acquisition

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# GENERAL INTRODUCTION

## 1. Background of the Study

Learning a foreign language helps people in the intercultural communication, and enables them to interact with and understand people from other cultures. It helps the learner to gain social and linguistic skills that are needed, and also to communicate in their own societies more confidently (Moeller, 2015). English is considered one of the main languages used by people from different societies, including Algeria, where English is taught at certain level starting from middle schools up to high schools, as well as universities

Recent research indicates that the focus of learning in universities should be for future purposes. Therefore, faculties are offering new ways of learning that promote skills for lifelong outcomes, particularly ways that focus on 'how to learn' rather than 'transmitting information'. In modern pedagogies, the role of the teacher shifted from 'transmitter of knowledge' to 'facilitator that leads students to their own goals and own ways of learning'. Accordingly, universities are developing that kind of education that enables learners to become self-directed, intellectual, self-aware about the learning process itself. They work to create learners with high independence and motivation that encourage them to analyze their own needs, to set their own goals, to select appropriate strategies to learn, and to evaluate their outcomes themselves (Wirth & Perkins, 2007).

One of the main strategies that help learners to understand and promote the learning process is partnership. Healy et al. (2014) suggest that opposition to the traditional methods, partnership relies heavily on the mutual respect, trust, honesty and shared goals among students and faculty members. Such values can offer the students an environment that helps them to learn better and get as much as possible from their learning. Collaboration between

staff and students can also help learners to learn much easier, at the same time it can promote the learning process.

## **2. Statement of The Problem**

Both students and teachers are essential elements in the teaching and the learning processes and teachers need to give learners the opportunity to call for their own decisions because the pedagogy that does not give students responsibility for their own learning hinders the learning process.

Wirth and Perkins (2007) argue that the college teachers have complained about the students neglecting the importance of learning and focusing only on marks, not being interested in the course itself, and also being absent from the classes most of the time, and do not do their homework. This indicates that students are not motivated to learn or to develop themselves. They also have little sense of responsibility concerning their future learning and development. Therefore, and with the growing need for more effective learning in universities that serves the future purposes, teachers should think of new ways in teaching that promote students learning in that respect.

In this direction, the primary interest will be concerned with the idea of the effectiveness of partnership with learners in encouraging English language learning in English department at M'sila university and creating motivated and autonomous learners who focus on the learning process rather than exams and grades. The focus will be in the areas of learning, teaching, and assessment in relation to the partnership.

### **3. Research Question**

The aim of this research is to investigate the role of partnership in promoting the learning process. The research was conducted both qualitatively and quantitatively to answer the following questions:

- 1- How can staff-student partnership be used as a strategy to improve learning?
- 2- What is learning and what are the problems faced by students while learning English language?
- 3- To what extent does staff-student partnership in learning, teaching, and assessment improve the university students' English language learning process?

### **4. Research Aims**

As the study seeks to answer the three proposed question, this leads the research to focus on three main aims are:

- 1- To explore staff-student partnership as a teaching strategy.
- 2- To analyze the learning process and some psychological problems faced by learners while learning English language.
- 3- To investigate the role of staff-student partnership in learning, teaching, and assessment in improving the university students' English language learning process.

### **5. Hypothesis**

This research aims to see to what extent partnership effects the English language learning process; thus, it is hypothesized that if teachers are aware of the importance of treating their students as partners in some aspects of learning; and students of themselves as partners, they will together improve and facilitate the learning process.

## **6. Literature Review**

Recent research indicates that the focus of new pedagogy is on the learner as the core of the learning and teaching processes. As result, many researchers have focused on the importance of partnership with learners in these processes.

Healey, Flint, and Harrington, (2014) suggest that in contrast to the traditional approaches that view learners as passive receptors who have little knowledge about the environment where they are learning, partnership relies heavily on the mutual respect, trust, honesty and shared goals among students and faculty, these values enable both sides to work together for the teaching and learning enhancement. To facilitate working on partnership, they suggest a conceptual model that helps them in organizing priorities and their readiness for change. This model contains four ways in which learners can be treated as partners in teaching and learning. These areas are learning, teaching, and assessment, subject-based research and inquiry, scholarship of teaching and learning, curriculum design and pedagogical consultancy.

Bovill, Cook-Sather, Felten, Millard, and Moore-Cherry, (2015) claimed that although partnership seems very challenging for students who cannot hold the responsibility of being co-creators of learning, and also for teachers who used to plan and evaluate teaching on their own in terms of boundaries, expertise, and risk, it leads students to be more active. Students become active agents rather than passive recipients when they take authentic responsibility for the learning and teaching processes. They also develop meta-cognitive awareness about what is being learned, rather than just complete learning tasks. Partnership also shifts the teachers' role to being facilitators of learning and shared inquiry.

Matthews conducted research about treating students as partners where he found that educators understand better the way students learn and relate between experiences when they enter in conversations and dialogues about learning and teaching with them. He adds that partnership is more than just conversations; it is a way for creativity and varying perspectives as it encourages collaboration in decision- making and creation of learning. He found that partnership emphasizes the process of learning and the ways students are involved and interested in learning. It is a process-oriented (2016).

In his study which describes the experiences of students as partners, Curran (2017) found that partnership has an effect on learners' personality development. The conversations between educators and students based on mutual respect and the collaborative work raised learners' confidence that helped them to gain new ways of thinking and new skills. Also, on the enhancement of the learning environment. The relationship built between both parts led them to perform their roles more efficiently. Students became more engaged, motivated, and interested in the courses. Learners became more active as partnership led the teachers to shift from transmitters of knowledge to facilitators.

In the light of what has been mentioned, this research directs the focus to partnership in the area of learning, teaching, and assessment in relation to the English language process. It attempts to investigate the role of partnership in developing the EFL learning process at English department at M'sila university.

## **7. Research Methodology**

Methodology holds all the process of educational research thus, the choice of the methods to be used must be appropriate. It controls the data collection, the analysis, the interpretation, and the conclusions driven from data analysis. These include observations, questionnaires, interviews, and diaries (Basit, 2010).

This research adopts the mixed-method through which the data are collected and analyzed both qualitatively and quantitatively. As the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the collected data. In our study, the method used is the descriptive one as we aim to investigate the existence of the partnership in M'sila educational context and its role in enhancing learning through describing it without any interference of experimental manipulation.

In this study, Classroom observation and questionnaire are used to collect data. The observation of classroom will provide an idea about the current situation of the students' level of engagement and the application of partnership in learning, teaching, and assessment. A questionnaire will be administered to students to find out some of the students' problems while learning, and their perspectives and views to this kind of staff-student partnership. Another questionnaire will be given to teachers to explore the teachers' current strategies, in addition to their opinion about the use of partnership as a strategy in teaching. The analysis and interpretation of the data will help to reach the aim and confirm or decline the hypothesis.

## **8. Dissertation Structure**

The present work is divided into two main chapters and each chapter is divided into sections. The first chapter reviews the related literature. The second one deals with the practical part of the study. The first chapter outlines some of the theoretical issues related to the study; it is divided to two sections are EFL learning process and partnership in language learning. The first section: EFL learning process deals with the nature of learning and learning process, theories and approaches that serve the purpose of this study. It also deals with some psychological problems faced by learners while learning. The second section: partnership in language learning provides a better understanding of partnership. It includes general issues of this concept, definitions of partnership, followed by some principles and benefits. As well as its relationship to language learning in aspects of learning, teaching, and assessment.

The second chapter is divided into three sections which are research methodology and design, findings and discussion of results, and suggestions and recommendations. The first section discusses the methodology, the research design, and the procedures for collecting and analyzing data. It also includes the description, analysis, and interpretation of data collected from both teacher's and student's questionnaire and also from classroom observation. The second section interprets the data collected and discusses the main findings. The third section provides some suggestions and pedagogical implications.

## **9. Significance of the Study**

The results of the study may help the college teachers to become more aware of the importance of the learning process rather than the outcomes, and the learner as a producer rather than a consumer of knowledge. The study aims to suggest to the teachers a strategy that helps them to promote the learning process.

## **10. Definitions of Key Terms**

**Interaction:** refers to the way people use language

**Peer:** refers to another student in lower, the same, or higher level

**Peer Learning support:** refers to all forms of help that student receives from their peer in order to improve learning and achievements.

**Strategy:** refers to the way or the plan that teacher or student follow to improve learning and teaching and achievements.

**Student engagement:** refers to the time and effort that students devote to raise their motivation and interest and enhance the learning experience and achievement.

# CHAPTER ONE LITERATURE REVIEW

## Chapter Introduction

Treating students as partners is one of the central concerns of higher education in the twenty-one century (Healey et al 2014). Teaching foreign language in universities does not involve the enhancement of linguistic and communicative competencies only. Rather it involves the enhancement of the students' personal development and prepares them for changing interactions in a society where they encounter different values and beliefs. The different challenges they face in society puts educators under the responsibility of establishing an effective learning and socially responsible education (Kohonen, Jaatinen, Kaikkonen & Lehtovaara, 2001).

This chapter is concerned the theoretical part of this research, in other words, it deals with the literature review. The chapter is devoted to the EFL learning process, the main schools and approaches of the English language process, approaches to teaching and learning that are relevant to the current study, and the learners' psychological problem. It also sheds light on partnership and its main principles especially in the area of in learning, teaching, and assessment. It provides a deep description of how staff-student partnership is used as a strategy to promote the EFL learning process.

## SECTION ONE THE EFL LEARNING PROCESS

### Introduction

This section deals with the EFL learning process. It begins with explaining learning as a process, and then it highlights the major schools of language learning particularly, behaviourism, mentalism, cognitivism, and constructivism. Later, the section will deal with approaches to instruction that are teacher-centered and learning-centered instructions and related approaches which have direct influence in the EFL learning process. These approaches are grammar-translation method and communicative language teaching. The last part will tackle some related psychological problems.

#### 1.1.1 Learning as Process

The field of second language acquisition (SLA) studies focuses on both learning and learner. The learning of language requires the use of linguistic tradition that focuses on the process by which learner construct their knowledge of the second language. This process reveals various structure consistencies due to the innate ability to learn a language that humans possess. They also possess a common set of wants and needs, which they express through language; this explains why people use the L2 in common ways. When focusing on learner, SLA studies adopt the psychological tradition to account for the different ways that learners use when performing a task and using L2. Such factors as gender, age, motivation, personality, learning style, self-esteem etc. that differ from one individual to another leads each learner to adapt his/her own way to perceive, understand, and achieve things (Ellis, 1989).

Sanz (2005) reports that individual differences such as motivation, aptitude, and attitude explain the differences among learners within the same context and that the learning context plays a vital part in the acquisition of language. However, learners use a predictable process

through which they go in learning the language regardless of the L1, aptitude, and context. It is the interaction between the internal processing mechanics and IDs on the one hand.

A teacher's beliefs about second language acquisition will influence and determine his approach to the teaching task. Second language acquisition theory is, therefore, the central concern in second language teaching. Teachers will be able to select appropriate approaches, methods, and strategies to use in teaching only when they know how a language is acquired, (Van der Walt, 1991)

### **1.1.2 Language Learning Theories**

The theory provides information about reasons and ways of the occurrence of particular phenomena as VanPatten and Williams (2015) define it "a set of statements about natural phenomena that explains why these phenomena occur the way they do" (p.1). In foreign language learning and teaching, the scientific and theoretical knowledge base on how students learn and acquire a foreign language was expanded due to the significant paradigm shift that is a result of the research and experiences (2015).

#### **1.1.2.1 Behaviourism**

Behaviourist theory is basically a psychological theory in its essence. It was founded and introduced in America by J.B. Watson as a new approach to psychology in the early decades of the 20th-century (Demirezen, 1988). The theory claims that the primary focus of research should be on the observable behaviour rather than the mental unobserved phenomena of consciousness (Tomic, 1993).

This theory views of language as habit formation. As Skinner states "a kind of prediction is possible on the principle that what people have often done they are likely to do again" (1974, p.214). These habits are reinforced by means of stimuli and responses (reflexes). These

stimuli and reinforcement are considered the variables that control the verbal behaviour and interact to determine a particular verbal response (Skinner, 1969). According to Tomic (1993) behaviour is shaped and retained by its consequences, that is, the behaviour followed by positive consequences is likely to be repeated, and behaviour followed by harmful consequences is less likely to be repeated (McLeod, 2015). This kind of behaviour is called operant behaviour, and this type of learning called operant conditioning (Tomic, 1993).

Skinner developed operant conditioning based on the idea of reinforcement. The term suggests that the behavior which is reinforced (rewarded), tends to be repeated and strengthened; and the behaviour which is not reinforced (rewarded) tends to vanishes and weakened (McLeod, 2015). Skinner here "does make it very clear that in his view reinforcement is a necessary condition for language learning and for the continued availability of linguistic responses in the adult" (Chomsky, 1959, p.10).

All learning is the formation of habits through reinforcement and reward. Positive reinforcement is a reward and negative reinforcement is punishment. According to behaviourists, children acquire native language by imitating the words repeated by people or objects around them at very early age. When the child is rewarded for producing correct words, he is likely to produce the same words in a similar situation. By repetition over time, he will be able to produce speech similar to adults' speech (Demirezen, 1988).

In the second language learning, students learn the language in the same way, in other words, they develop new habits by means of imitating and repeating the same structures of the target language that their teachers produce over and over again. The teacher focuses more on the structures that seem difficult and very different from the mother language (Mamelina, 2013). A popular method of teaching the English language in the 1950s, called the audiolingual method (ALM), is based on the behaviourist view.

The audio-lingual method focuses on drilling as the main factor to master the target language through memorizing and repeating. Students do not drill short patterns only, but also varieties of dialogues, which students have to listen to, repeat and memorize. (Alemi, 2016). ALM focuses on the spoken form of language and speaking and listening over reading and writing. This principle is also taken from the behaviourist theory. The students receive the written form only at the end of the lesson (Larsen-Freeman, 1990).

However, behaviourism could not account for the fact that children can make mistakes they never heard in the environment such as 'Mummy goed'. This issue was explained by Noam Chomsky the founder of generative grammar, who suggests that language used by children is not mere repetition.

### **1.1.2.2 *Mentalism***

Noam Chomsky in his review (1959) of B.F. Skinner's Verbal Behaviour challenged the behaviourist view of habit formation by arguing that language was a set of rules rather than a set of habits. Chomsky argued that the stimuli-response principle does not explain the creativity involved in producing new words that the child never heard before in his environment. This creative aspect of language behaviour indicates that the human mind is involved in the deep processing of meaning rather than in memorized responses to environmental stimuli.

Chomsky believes that children are born with an innate ability to learn any human language. He claims that certain linguistic structures which children use so accurately already exist in the child's mind, which allows them to produce an infinite set of sentences out of a finite number of words (Pinker, 1994). This innate knowledge is known as the Language Acquisition Device (LAD) which includes principle common to all human languages, called the Universal Grammar (UG) (Crain & Lillo-Martin, 1999). The UG allows children to

develop complex grammatical sentences without any formal learning, and to interpret new sentences they have never heard before (Pinker, 1994). UG helps children to learn the language as a normal course of development.

The similarities revealed in L1 and L2 acquisition processes encouraged many researchers to use the Chomskian model of L1 acquisition as a model for L2 acquisition. Steven Krashen is one of the most influential theorists who developed theories based on this model. The principles of this theory shaped the communicative approach to language teaching (Mamelina, 2013).

Krashen (1982) first made a distinction between language acquisition and language learning. He states that language acquisition is similar to the way children develop their language in a natural environment without any formal instruction. It is a subconscious process as people are not aware that they are acquiring language and rules, but they are aware that they can use language in communication and can feel whether the sentences are correct grammatically or not. Language learning refers to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them.

Moreover, Krashen (1982) claims that “the acquisition of grammatical structures proceeds in a predictable order” (p.12). For a given language, some grammatical structures are acquired earlier than others regardless of the L1. In the Monitor hypothesis, however, the language that learners acquire initiates their utterances in L2 and is responsible for their fluency whereas the language that learners learn acts as an editor that makes changes in their utterance after producing it. Learning occurs in situations where the learner has enough time to edit, focuses on form, and knows the rule, such as a grammar test in a language classroom or when carefully writing a composition (1985).

Krashen (1985) argues that the process of language acquisition is composed of the comprehensible input that is the message that a learner understands; this input must be slightly above the current level of competence of the learner. It is also composed of the internal language processor (Chomsky's Language Acquisition Device, LAD) that generates possible rules according to innate procedures, and the affective filter which defines how much of the comprehended input reaches the LAD. The affective filter hypothesis states that a number of 'affective variables' play a facilitative role in SLA. These variables include motivation, self-confidence, and anxiety. When the learner is motivated, self-confident, self-esteemed, with a low level of anxiety, and feel safe and comfortable inside the classroom, the filter is down; and hence, the learner has more potential to succeed in SLA (Krashen, 1982). The Chomskyan nativism or as it is known the Chomskyan Revolution led to the shift of the history of linguistics and paved the way for the emergence of cognitive psychology.

### **1.1.2.3 Cognitivism**

Cognitivism emerged in the late 1950s, as a reaction to the behaviourist theory that emphasized the observable behaviour (Snelbecker, 1983). Through this theory, psychology moved the emphasis from the behavioural orientation that focused on promoting a student's overt performance by the manipulation of stimulus material to a cognitive orientation where the emphasis is on promoting the mental processing (Newby, 1993).

According to cognitivist, the learner is an active participant in the learning process. He is capable to shape the system of the language to be learned using various mental strategies (Williams & Burden, 1997) of information processing mainly, human perception, thought, and memory. In other words, cognitivism focuses on how the mind receives, organizes, stores, and retrieves information (Newby, 1993).

The main first approach of cognitivism that shifted the focus in linguistics, psychology, and language teaching to the importance of mind and mental processes is known as the Information Processing Approach (Moghaddam & Araghi, 2013). The approach is concerned with how people receive information and how the mind processes it (Williams, Mercer, & Rayen, 2016). The IPA suggests that learning "results when information is stored in memory in an organized, meaningful manner" (Newby, 1993, p. 59).

According to these theorists, L2 learning is the gradual automatization of skills through stages of reconstructing and linking new information to previous knowledge (McLaughlin, 1987). McLaughlin (1990) states that memory is a set of network nodes that are temporarily activated when new information enters the short-term memory. This stage is known as the controlled processing. Learning occurs when the process shifts from being controlled towards being automatic through repeated activation of the nodes.

With continuous attention directed toward the stimulus, the nodes are repeatedly activated, and they become a less product of controlled processing and more automatic. When these nodes are fully automatized, they move to the long-term memory (LTM) where they will be stored in a permanent manner and they cannot be deleted or modified. Then the short-term memory (STM) will be freed to receive and tackle new and more complex learning. It is important for the simple skill to be automatic before starting to process more complex skills (McLaughlin, 1990).

While moving from the controlled to the automatic processing, the mind restructures the linguistic system of the second language learner. Restructuring destabilizes some structures in the interlanguage which leads to changes in the features of the learner language, which leads in its turn, to the occurrence of second language errors. The phenomenon of restructuring accounts for the existence of the issue of fossilization in the second language acquisition

(SLA) studies (McLaughlin, 1990). This issue occurs when the controlled system becomes automatic before it is native-like. This results in acquiring no-native-like structures that are difficult for the learner to change and they remain in the learner's interlanguage; and hence, errors appear (Mitchell & Myles, 2004).

#### **1.1.2.4 Constructivism**

By the early 1960s, psychologist educators such as Jerome Bruner and David Ausubel presented alternative cognitive theories that focus on meaning and its relationship to prior knowledge based on the work of Jean Piaget. Piaget argues that children construct knowledge through internally inventing the world where they live or through viewing and interacting with it (Stahl, 1995)

Constructivism is a psychological theory which suggests that people construct knowledge and meaning from their experiences. It is based on the notion that learning is a result of mental construction and students learn by relating new information to already existing knowledge. Constructivists believe that learning is related to students' beliefs and attitudes (cognitive constructivism) and to the context in which learners learn (social constructivism) (Bada, 2015).

##### **1.1.2.4.1 Cognitive Constructivism**

Cognitive constructivism was developed by the Swiss developmental psychologist Jean Piaget who suggests that individuals are able to construct their own knowledge themselves. He claims that people build knowledge according to their ages and stages of the cognitive development. In other words, what and how people understand depends on the development of their cognitive abilities and different ages (Amineh & Asl, 2015).

Piaget views learning as the active process of adaptation and transformation. Learners adapt through the continuous self-construction of information and experiences they encounter in the environment. In other words, when people interact with the environment, knowledge is invented and manipulated into the cognitive structures (Lutz & Huitt, 2004). This adaptation occurs in two different mental activities known as “assimilation” and “accommodation”.

When people relate new information to already existed ones, they are using assimilation. They change pre-existing information based on new knowledge or experience through accommodation. Cognitive equilibrium happens when people combine both assimilation and accommodation, in other words, when they balance between dependence on prior information and openness to new information (Kalpana, 2014). In both cases, adaptation occurs as a result of the interaction between the person and the environment which indicates that Piaget believes that cognition is based on the interaction between mind and environment (Lutz & Huitt, 2004).

#### 1.1.2.4.2 *Social Constructivism*

Social constructivism was first influenced by Vygotsky's (1978) work, who suggests that learning and development are independent. This assumption came as a reaction to Piaget's belief that child learns according to his/her stage of development. The theory suggests that learning comes before development and plays a central role in development and maturation (Vygotsky, 1978). Social constructivism is based on two assumptions are people constructs their experiences by building a model of the social world and its functions, and language is the most important element that shapes people's experiences (Leeds-Hurwitz, 2009).

Social constructivists view learning as a social process. It does not occur through the passive perception of behaviours from external factors nor within the minds of individuals. Learning occurs through the active engagement in social interactions (McMahon, 1997).

Vygotsky (1978) argues that some functions in mind are always on the way to maturity and not matured yet. These functions cannot develop without the assistance of a more knowledgeable person. These functions are known as the proximal zone of development (PZD). Vygotsky defines the PZD as:

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers.  
(1978, p. 86)

This quote indicates that people learn with the assistance of more capable others; in the EFL classes students learn the English language with the assistance of the teacher or peers. Schunk states that learning can occur through the instructional scaffolding in which teachers control and guide the task that is difficult for students to learn until they are able to carry it out. This instruction contains five functions which are "provide support, function as a tool, extend the range of the learner, permit the attainment of tasks not otherwise possible, and use selectively only as needed" (p. 246). Teaching then, stretches the importance of reciprocal teaching, peer collaboration, problem-based activities, assistance programs and other methods that involve learning collaboratively (2012).

Constructivism stretched the importance of social interactions, mutual reciprocity, and autonomy as key factors to meaningful learning. As a result, the role of the teacher as authoritative and student as the recipient has been changed gradually to more facilitator teacher and active, independent learner (Chaulk, 2007). In the field of English language learning (EFL), the influence of constructivism appeared with the development of the communicative approach, as the study will tackle later in this section.

### 1.1.3 Teacher-Centered, Learner-Centered, and Related Approaches

The field of English language teaching as a foreign language (EFL) witnessed changes in paradigms over history in teaching methodology and pedagogic aims for developing learning and teaching (Emaliana, 2017). Two main paradigms influenced the field of EFL are teacher-centered and learner-centered approaches.

#### 1.1.3.1 *Teacher-Centered Instruction*

The teacher-centered approach was developed during the 1970s and 1980s by educational research. The idea was based on what was called “effective teaching”. It was believed that effective teachers are those who are always in the front of the class, instruct, ask questions, write on the board, encourage, correct, and demonstrate (Schug, 2003).

Teacher-Centered instruction can be defined as a "teaching style in which instruction is closely managed and controlled by the teacher, where students often respond in unison to teacher questions, and where whole-class instruction is preferred to other methods" (Richards & Schmidt, 2010, p.586). This approach puts the teacher in the center of the learning process. According to this approach, the classroom is controlled by the teacher who acts as authoritative and the focus is on the delivered content and subject area rather than students' needs, and students act as passive recipients whose role is to listen and take notes (Cohen & Nath, 2011).

The teacher sets objectives and directs students to meet them, guides the interactions between groups, chooses the members of each group, the kind of interaction, and the role of each member. He motivates students extrinsically by degrees, marks, or other rewards (Weimer, 2002). He also holds the learning activities; he chooses and organizes the content, explains and applies concepts, and evaluates students (Wright, 2011). Teachers usually teach based on textbooks which are grammar oriented and based on a comparison between native

and target languages. The atmosphere of such classes encourages individualism and competition between mates rather than collaboration since there are no opportunities for expression or interaction (Acat & Dönmez, 2009).

### 1.1.3.2 *Learner-Centered Instruction*

The influence of learner-centered instruction in language teaching appeared with the development of communicative approaches which focus on teaching the language according to the learner's needs rather than teaching the form. This shift in the goal of language teaching led to the shift from traditional teacher-centeredness to learner-centeredness (Nunan, 1988).

The Learner-centered approach is based on the idea that teachers should teach according to the learners' needs. The approach is concerned with what students are learning, how they are learning, and how they are developing learning to serve future purposes, rather than focusing on the teachers' actions. In other words, the learner is in the center of the learning process. In language teaching, Richards and Schmidt (2010) defined learner-centered approach as " a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning teaching, and evaluation. Learning is dependent upon the nature and will of the learners" (p.326). The approach suggests that the goal of education must focus on promoting learning and create independent, self-directed, responsible, and lifelong learners (Weimer, 2002). Being learner-centered means that students are responsible for their own learning; they take part in planning and curricula, research and inquiry, and evaluation and assessment (Brandes & Ginnis, 1986).

Teachers according to this approach, take the role of facilitators of knowledge who help students learn to learn rather than being the source of knowledge (Brandes & Ginnis, 1986). They work to offer an environment for their students that help them to be more active participants. They help students to make their own choices about what and how to learn and take control over their learning experiences (Doyle, 2008). This approach is based on the constructivist belief that students learn better by doing and experiencing rather than by observing (Weimer, 2002) so, the learner-centered classroom is based on collaboration rather than the traditional class activity (Doyle, 2008).

### 1.1.3.3 *Grammar-Translation Method*

Grammar-Translation Method was first developed in the nineteenth century to help students read and understand foreign language literature (Richards & Rodgers, 2014). It is the widest spread methods in the second and foreign language teaching which was used for centuries and still used over the world today (Richards, 2015). Nagaraj (1996) defines GTM as "a way of learning a language through a detailed study of its grammar. The learner then implies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa" (p.2). This indicates that the method is based on grammar and translation as the name indicates.

The approach assumes that studying the grammar of the target language enables learners to develop speaking and writing in the target language since they will be more familiar with its grammar (Larsen-Freeman, 2000). This approach neglects speaking and listening, focuses on writing and reading, and emphasizes accuracy rather than fluency. The grammar rule is taught deductively; that is, teachers provide students with grammar rules and ask them to memorize the rules, then students use these rules in other examples (Rodgers & Richards, 2014). This approach is based on the traditional teacher-centered approach where the teacher

controls the class and students follow passively and memorize (Larsen-Freeman & Anderson, 2011).

#### 1.1.3.4 *Communicative Language Teaching*

The communicative approach first appearance was in early 1970 as a reaction to structuralism and situational methods that focuses on grammar. The theory is based on the notion that learners' ability to formulate correct grammatical structures does not enable them to deal with real-world tasks, thus they should develop proficiency that enables them to use this structures in real life situations (Nunan, 1988). According to this approach, teachers should provide learners with language forms that enable them to complete everyday functions to communication. These functions must be simulated in the classroom through role-playing and real-life activities (Mukalel, 1998).

The approach aims to enable learners to use the target language meaningfully in social interactions, thus, it uses every possible activity that involves learners in real communication. These activities include conversation, discussion sessions, dialogues, and role-playing. The communicative approach shifted the focus of classroom from teacher-centered to more learner-centered classes. In such classes, the teacher acts as a facilitator of communication and guide while students are actively engaged in meaningful learning (Larsen- Freeman, 2000) through interpretation, self-expression, and negotiation of meaning (Savignon, 1991).

#### **1.1.4 Psychological Factors in English Language Learning**

In the Second language learning, students' progress and success are not related only to their styles and strategies. Their feelings also play an important role in their learning success (Eherman, 1996). Krashen (1982) developed the notion of the affective filter which consists of the variables of motivation, self-confidence, and anxiety. According to Krashen, these psychological variables effect directly the second language acquisition since they serve as the

bridge between the linguistic available input the student's ability to learn. When the learner is motivated, self-confident, self-esteemed, with a low level of anxiety, and feel safe and comfortable in the classroom, he/she has more potential to succeed in SLA (1982).

### **1.1.4.1 Motivation**

Motivation is considered the main factor that affects the individual's success in learning the second language (Cook, 2000 & Gardner, R. C., 2010). Vroom (1964) defines motivation as "a process governing choice made by persons among alternative forms of voluntary activity"(p.6). This indicates that motivation affects the way learners learn, their persistence to achieve success, and their achievements (Ellis, 1994). People learn the foreign language for different purposes. These purposes are usually related to the kind of motivation they have.

#### **1.1.4.1.1 Integrative and Instrumental Motivation**

According to Gardner, R.C. and Lambert (1972) motivation has two types are integrative and instrumental. Integrative motivation is to learn the language with the attention to participate in and interact with the community of the target language. Instrumental motivation is related to the individual's desire to learn the foreign language for future occupation and employment such as finding a job. The two types of motivation have a large influence on the second language learning (Cook, 2000).

Learners with high integrative motivation learn the foreign language to be able to communicate with people of that language or tend to travel to where that language is used, thus they are more interested in the culture of the language. Learners with higher instrumental motivation learn the language for educational and employment purposes. They learn the foreign language to pass the exams or find a job in the future (Gardner, R. C. & Lambert, 1959).

#### 1.1.4.1.2 *Intrinsic and Extrinsic Motivation*

Ryan and Deci (2000) who introduced the concept of as Self-Determination Theory make another distinction. The theory suggests that types of motivation are related to the different causes and reasons that weakens or reinforces the success. According to this theory, motivation can be intrinsic or extrinsic.

Ryan and Deci (2000) explain this distinction as “the most basic distinction is between intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p. 55). This indicates that motivation is related to the individual's interests and desires.

In other words, intrinsic motivation comes from inside the learner; hence, individuals that are intrinsically motivated, learn the language for the enjoyment of the learning process or for self-satisfaction. Extrinsic motivation is related to external factors, thus people that are extrinsically motivated learn the foreign language for educational or career purposes such as passing exams or finding a job (Harmer, 2001).

With the development of research, many psychologists argued that integrative and intrinsic motivations has a greater impact on the success of the individuals in learning the foreign language since they make the individual love and more involved in the learning process (Harmer, 2001 & Nakata, 2006).

### 1.1.4.2 *Self-Confidence*

Self-confidence has direct impact on the learner's motivation. When students believe in their ability to succeed and have good results, their motivation will increase (Ehrman, 1996).

Rubio (2007) defines self-esteem as:

a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances. (p.5)

In other words, self-esteem refers to the learner's believe in his ability to succeed. Brown, D. H. (2000) claims that no cognitive or effective activity can succeed without a degree of self-confidence, self-esteem, self-awareness, and belief in the ability to carry out that activity.

#### 1.1.4.2.1 *Levels of Self-Esteem*

Brown, D. H. (2000) suggests three levels of self-esteem are general or global, situational or specific, and task self-esteem. General or global self-esteem is developed over time and found usually in adults. It is stable and difficult to change. Situational or specific self-esteem as the name indicated is related to specific situations such as home, work, social or educational interactions. It is also related to some discrete qualities such as communicative ability, intelligence, and physical abilities; or personal qualities like flexibility, sociability, and sympathy. This level of self-esteem is changed according to the situation. The last level task self-esteem is related to the specific task in a certain situation. Second language acquisition can be a specific self-esteem and evaluate one of the aspects of the process writing, for example. These three levels work relatively in the improvement of the language performance and communication (2000).

Self-confidence or self-esteem provides the student with the ability to take risks, to never give up, and to try new ways of learning. These capabilities will help learners to achieve success in the language learning (Ni, 2012). The learner's self-confidence is affected by the experiences he/she encounters in the educational environment. Students feel more confident when they feel appreciated and valued by people around them (Arnold, 1999).

### **1.1.4.3 Anxiety**

Anxiety is related to the person's self-esteem and motivation. When a person is confident his motivation raises and anxiety becomes lower. When that person feels disappointed, he is likely to feel less confident and demotivated, and thus he will be more anxious (Ehrman, 1996). Anxiety can be defined as "feeling of tension, apprehension, nervousness, and worry associated with the arousal of the automatic nervous system" (Hortwiz, Hortwiz, & Cope, 1986, p. 125). It is characterized by difficulties in focusing, easy forgetting, palpitations, and sweating. In language learning, anxiety difficulties were also found in aspects of speaking and listening such as distinguishing between sounds and difficulties in free task talk (Dörnyei & Schmidt, 2001).

#### **1.1.4.3.1 Trait and State Anxiety**

Anxiety can be classified into trait and state anxiety (Ehrman, 1996; Dörnyei & Schmidt, 2001; & He, 2018). Trait anxiety is a permanent anxiety that is related to the person's personality and found in introverted learners who are not sociable and have thick ego that prevents them from interacting with others. State anxiety is related more to particular situations. People may become anxious in specific situations or events even if they are not permanently anxious (Ehrman, 1996). Researchers did not find any proof that trait anxiety can affect the language learning since it is general and global, thus, they concentrated on the

specific anxiety or as it is known language anxiety which is characterized by the situational feature of the state anxiety (Brown, D. H., 2000).

#### 1.1.4.3.1 *Foreign Language Anxiety*

Specific anxiety refers to the kind of anxiety that occurs in a specific situation rather than various situations. When people get anxious in language learning situations, the anxiety is considered specific (Horwitz et al, 1986). Foreign language anxiety (FLA) is defined as “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process” (Horwitz et al, p. 128). This indicates that learners feel anxious because of the nature of the foreign language rather than any other factors.

Language learning anxiety is composed of three essential elements which are communication apprehension, fear of negative social evaluation, and test anxiety. Communication apprehension arises from learners' inability to express mature thoughts and ideas adequately, thus people may feel anxious when communicating using the target language (Horwitz et al, 1986). It can be specific to one situation such as presentations, public speaking, and daily communication situations, or can be part of the trait anxiety that happens in many aspects of the person's life (Friedman, 1980).

Fear of negative social evaluation arises from a learner's need to make a positive social impression on others (Horwitz et al, 1986). It is a kind of apprehension about the others evaluation, and fear to be evaluated negatively by peers or teacher, and also fear that negative image will rests forever about the level of the person (Chan & Wu, 2004).

Test anxiety is an apprehension about academic evaluation such as feeling anxious in tests or exams (Horwitz et al, 1986). Students develop a false impression about tests and

illogic perception about evaluation situations due to past experiences from either language classes or other subjects. They build a negative image in their minds about the actual English language class unconsciously (Chan & Wu, 2004).

## **Conclusion**

This section emphasized the EFL learning process. The main theories of language learning which are behaviourism, mentalism and comprehensive input theory, cognitivism, and constructivism were explained. The section; then, dealt with the teaching approaches which are teacher-centeredness, learning-centeredness, and related approaches that serve the present research which are grammar-translation method and communicative language teaching. The next section is devoted to staff-student partnership and its relationship to English language learning process emphasizing the area of learning, teaching, and assessment.

## **SECTION TWO PARTNERSHIP IN LANGUAGE LEARNING**

### **Introduction**

Learning a language is a complex process which involves high complex thinking and skills and stretches the importance of qualities such as autonomy, self-control, metacognitive abilities, and responsibility for social interactions (Kohonen et al, 2001). Therefore, teachers should apply more appropriate strategies that enable students to be more responsible, autonomous, and reflective. One way to accomplish this is through the use of partnership as a strategy in teaching English as a foreign language in advanced learning.

This section provides a better understanding of partnership. It includes definitions of partnership and some principles for effective partnership, and also some positive outcomes resulted from the use of partnership as a strategy. Then it moves to the relationship between staff-students partnership in learning, teaching, and assessment in relation to language learning.

### **1.2.1 Definitions**

Although the term student-staff partnership witnessed growth in recent years, it is not a new phenomenon to the educational literature. Bovill (2004) states that student-staff partnerships have their roots in the critical pedagogy of educational literature

In HE context, educators view the term student-staff partnership in the same way. The UK Quality Assurance Agency, for example, suggests that:

the terms 'partner' and 'partnership' are used in a broad sense to indicate joint working between students and staff. In this context partnership working is based on the values of openness; trust and honesty; agreed shared goals and values; and regular communication between the partners. It is not based on the legal conception of equal responsibility and liability; rather partnership working recognizes that all members in the partnership have legitimate, but different, perceptions and experiences. By working together to a common agreed purpose, steps can be taken that lead to enhancements for all concerned. The terms reflect a mature relationship based on mutual respect between students and staff. (QAA, 2012, p5)

This quote from QAA points out that the staff-student partnership does not deprive teachers of their role as university teachers or responsibility over the students. Partnership is not legal relationship between educators and students, and the responsibility of developing teaching and learning in HE still in the hands of the teachers.

Cook-Sather, Bovill, & Felten (2014) defined student-staff partnership with a direct relationship to teaching and learning. Cook-Sather et al define partnership as a "reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricula or pedagogical conceptualization, decision making, implementation, investigation, or analysis" (p.6). The idea that partnership as a process was also mentioned by Healey et al. (2014). They argue that partnership is not a product, rather, it is a process that leads students to the better learning experience.

### **1.2.2. Principles of Partnership**

Cook-Sather et al (2014) suggest three main principles upon which partnership between staff and students is built. These Principles are respect, reciprocity and shared responsibility. All of them are very important to the work of partnership. They require trust attention and responsiveness.

### **1.2.2.1 *Respect***

They argue that respect is an attitude that requires openness, receptivity and willingness to take seriously and appreciate the opinions and perspectives of others without judgments. Respect is important in any kind of partnership because it is fundamentally based on communication, and there is no successful dialogue without respect. These kinds of interactions between staff and students require an opened eyes, ears, and minds, but not necessarily trust. Building trust is not required at the beginning of the process as the respect because trust takes more time to be brought into practice. Respect is somehow connected to reciprocity in that both demand give and take (2014).

### **1.2.2.2 *Reciprocity***

Reciprocity is another principle suggested by Cook- Sather et al (2014). It is a way of interacting that demands giving and taking. It is based on a mutual exchange between faculty members and students. This principle does not indicate that the students and the staff exchange things in the same way, rather they share the different experiences and perspectives which provides richness and diversity to partnership. Reciprocity occurs only when students give their experiences and perspectives as learners and educators provide their experiences and perspectives as teachers. These shared perspectives and experiences lead both students and teachers to a better understanding and enhancement of learning and teaching. Reciprocity requires both students and educators to take a different kind of responsibility.

### **1.2.2.3 *Responsibility***

When working on a particular project together, students take some responsibility for pedagogy and teachers hold some responsibility for learning. That is another kind of reciprocity. Partnership makes both teachers and students more responsible. When students are as much responsible as teachers, they work as much as educators do to support and

enhance learning (Cook Sather et al, 2014). Healey et al (2014) distinguish two kinds of responsibility. Collective responsibility among students and staff for setting shared aims and goals, and individual responsibility that each member holds for contributing with his/her different experiences and perspectives.

### **1.2.3 Benefits of Partnership**

Partnership has many benefits. Partnership leads to the enhancement of the learning environment and helps to solve attitude and behaviour problems since it creates values of collectivism and democracy in the hearts of students (NUS, 2012). It also helps in enhancing student's confidence, motivation, enthusiasm, responsibility for learning, and engagement in the process rather than just the outcome of learning (Healey et al 2014). Felten, Bovill, & Cook-Sather (2014) also, suggest that partnership helps students to develop metacognitive awareness and sense of identity. Students discover new ways of thinking and become more reflective about their learning and, thus, gaining more capabilities.

### **1.2.4 Partnership in English Language Learning.**

Language learning can be promoted through the direct use of partnership. Wilhelm (1999) states that:

Language use and language-learning are social activities. They occur best in situations which encourage negotiation of meaning and the learner collaboration with other learners. Language learning necessarily involves active participation through taking risks, testing hypotheses, making plans and decisions, and making judgments about one's own progress. (p.14)

This indicates that language learning can be promoted through treating learners as partners in learning where they get involved in social activities, and active participation is the core of the process. Healey et al (2014) suggest that they can also be partners in teaching

through which they take risks by contributing in making plans and decisions about their own learning. By being able to judge their own work and check their progress themselves identifying their weaknesses and strengths, students contribute as partners in the assessment process.

#### **1.2.4.1 *Students as Partners in Learning***

Students act as partners when they become active participants in their own learning. This does not indicate a full partnership, but it paves the way for real partnership activities (Healey et al, 2014), and the language learning makes no sense without active participation (Wilhelm, 1999). This stretches the importance of helping learners to become active participants, which can be done in two ways: Experiential learning and flipped classroom (Healey et al 2014)

##### **1.2.4.1.1 *Experiential Learning***

Traditional Foreign language classes focused on teaching grammar as a linguistic system similar to the native linguistic system. Now, language teaching considers the intercultural perspective and focuses more on the communicative approach where such factors as the settings, the communicative intentions, and the relationship between partners are appreciated. Schools are social communities where students construct the knowledge through the experiences they encounter there with the support of their teachers (Kohonen, 2001). The idea of learning through experience was explained by Kolb in his experiential learning model.

Kolb (1984) defines experiential learning as "a particular form of learning from life experience; often contrasted it with lecture and classroom learning" (p.3). He emphasizes that experience and context action should be the main source of knowledge. Thus, educators are developing activities that reflect on experiences such as problem-based activities, teamwork, and action learning. He adds that experiential learning is more needed in Higher Education,

and that staff is developing programs of supported experiential learning such as study assignments, structured experience, role-playing, and game simulation.

Experiential learning theory suggests a way of organizing and establishing the curriculum and how the courses are taught to promote learning (Healey & Jenkins, 2010). They also state that the theory presents the learning cycle, including four stages named by Kolb as experience, reflect, generalize, and test (Cowan 1998). These stages are prepared to cover all the styles of learners.

Healey and Jenkins (2000) argue that Kolb's model of the four stages describes simply the normal learning cycle in which learners transfer the experience they observe through reflection into concepts then these concepts are used later as a guide for new experiences. McLeod (2010) expands this description by suggesting that Kolb refers to these stages as concrete experience where learners experience new situations. Reflective observation where they observe the experience and relate it to their understanding and past experience. Abstract conceptualization where students generate or modify concepts in their minds through reflection. Active experimentation that is the application of those concepts to new situation.

Experiential learning as an approach is based on experience and reflection. In the second language learning, this approach helps learners to acquire skills of the second language through experiencing situations while working on a particular task collaboratively with peers, rather than only examining discrete elements of the target language provided by the teacher. Then, reflecting on that experience by relating it to their own past acquisition experiences and direct them into the future (Knutson, 2003).

ESL classes must be built differently from traditional classes (Knutson, 2003), where students spend all the class time just sitting, taking notes, memorizing them, giving them back in a form of answers, then forgetting them. Rather, what they learn must be part of themselves. This happens when learners discuss what they are learning with teacher and peers, think reflectively about it, associate it with their past experience, and then link it to the real world outside the classroom (Chickering & Gamson, 1987). Teachers must be selective concerning experiences because good ones motivate and encourage learners, and influence their future experiences (Gerstein, 2012).

#### 1.2.4.1.2 *Flipped Classroom*

Active learning can also be achieved by flipping the classroom. In traditional classrooms, teachers lecture, then students may have some discussion and short group work. The activities and exercises are then, solved outside the classroom based on the lecture that the teacher provides in the class (Keengwe, Onchwari, & Oigara, 2014). Students face difficulties when doing the tasks outside the classroom without the guidance of the teacher who is mostly available only during the class time. This is where students discover that they did not understand the lecture fully, and they need the help of the teacher (Talbert, 2012). Gerstein (2012) states that cognitive scientists argue that people have very limited short memory. Therefore, students cannot handle too much information that the teacher provides in the traditional classroom, and they will forget it easily and quickly. Such problem may be solved by flipping the classroom.

Bergman and Sams, (2012) define the concept of flipped classroom as "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p.13). The teacher provides students with videos that he already created by recording the lecture to watch at home before coming to the class. Time

of classroom is then dedicated for engaging students in activities such as problem-solving and collaborative activities, discussing concepts, clarifying information and misconceptions that they find in the videos, and examining questions related to content (Gerstein, 2012). By this way, students spend less time in understanding the lectures at home, rather than spending much time trying to solve tasks that they may not understand and then throw them away (Bergman & Sams, 2014).

Students can also stop and repeat the video which allows them to get the maximum of information, and check their understanding themselves when watching the videos (Keengwe et al, 2014). In the class, the teacher can have a larger the opportunity to interact with each student, providing help and guidance for learners to better understanding since there is no time spent in lecturing (Bergman & Sams, 2012).

In foreign language classes, this approach helps in promoting the language learning since teacher acts more as a facilitator than dedicator who spends the most class time on lecturing. Such classes allow for more collaborative work and interactive discussions between students, and students and teacher (Basal, 2015). Flipped classroom approach is related to social constructivist learning theory (Vygotsky, 1978), where interaction between students and with teacher leads to meaningful, and active engagement in the learning process occurs in a collaborative environment.

The teacher can also focus on interacting with students, especially those who are struggling and need help (Tucker, 2012). This makes the classroom safer environment where positive relationships are built within the classroom community, which in its turn, helps students to the improve their language learning as they feel more relaxed to express themselves and interact with peers and with the teacher using the English language without

embarrassment or fear (Broady, 2016). In other words, it is not the videos or other materials alone that are important, but how they support the overall learning design (Tucker, 2012).

### **1.2.4.2 *Students as Partners in Teaching***

Students can be teachers, not only learners, as Frank Oppenheimer noted, “the best way to learn is to teach”. This can happen through schemes of peer-learning (Healey et al, 2014).

#### **1.2.4.2.1 *Peer-Learning***

Students can be teachers through schemes of peer-learning that provides a support for students from the same department during the year (Healey et al, 2014). Topping (2005) defines peer-learning as:

as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing. (p.631)

Learning and teaching in this way do not involve the interference of the teacher, but the educators are responsible for organizing social grouping, and they may also be present but without any kind of direct involvement. Examples of peer learning include student-led workshops, study groups, team projects, student-to-student learning partnerships and peer feedback sessions in class (Boud & Falckikov, 2007).

Topping (2005) states that the peer-learning schemes include “Peer Mentoring” and “Peer Tutoring” that are two different concepts. On the one hand, "mentoring" is a supportive one-

to-one relationship between the mentor and mentee which does not involve any discussions about the content of the courses. The mentor who has a higher level enacts positive role modeling, provides encouragement, inspiration and psychological support, and problem-solving techniques to the mentee who is with a little lower level. On the other hand, "tutoring" is also a one-to-one relationship in which members take a role in talking. It focuses more on subject content where the tutor teaches the tutee the content of courses that they find difficult and hard to understand. The tutor who provides help and tutee who receive help have the same level and interactions take a large space between them.

Peer-learning programs do not occur without Supplemental Instruction (SI) that was developed first in the University of Missouri-Kansas City (UMKC) in 1973. Then it was adopted by other universities around the world (Arandale 2002). The UMKC defines the SI as:

an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders", students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. (UMKC, para, 1, 2018)

This definition indicates that SI focuses on high-risk classes. Arandale (1994) claimed that SI is different from other peer-learning assistance programs that focus on high-risk students who the standardized tests prove that they are expected to have a difficult academic experience. SI focuses on high-risk classes which are defined as those with higher than 30 percent rate of students failure or withdrawal. This criterion is used to select the courses to which SI may be attached.

Such courses are usually large classes where students have little opportunity for interaction with the professor or with other students and include large amounts of readings and information, have infrequent examinations that focus on higher cognitive levels of thinking, have voluntary and or unrecorded class attendance (Stone & Jacobs, 2008). This program is voluntary and remedial, so it is open to all students enrolled in the targeted course, not only high-risk students, but also the ones who want to raise their grades from B to A. SI sessions begin the first weeks of classes and assist students in preparation for their first tests and examinations with the guidance of SI facilitators (Arandale, 1994).

Hurley and Gilbert (2008) state that these sessions are guided by SI leaders who do not usually lecture directly or teach, rather they act as "student modelling". They provide other students with study strategies that help them to engage more in such sessions so they can foster the content themselves, and review together any notes taken in the targeted course and fill the gaps found on them. The SI leaders/ session facilitators help other students to learn effective note taking, organization and work together on test preparation.

In the field of foreign language learning, peer-learning schemes can lead to a successful language learning. Learners cannot acquire the language through the retention of materials only, rather it is better learned through the use of these materials within a community of learners. Learners when working together sharing different ideas and learn from each other, they contribute to the richness of the experiences for them and for other members of the community. They act as role models and motivate others to keep learning, provide opportunities for target language interaction and intercultural communication, and may act as peer advisors or teachers (Thornton, 2015).

Students may also design some learning materials as a part of peer learning in EFL acquisition. Moiseenko (2015) argues that designing materials help learners to be more

motivated to write and speak in English when they feel that they have a voice in their own and others learning and thus, improving their level of English. In this case, third-year students can design course materials for second and first-year students.

She provides a set of materials that language learners can design. For example, asking students to create texts for particular courses reinforces their motivation. Setting comprehension questions for a particular reading passage. This helps students to activate their metacognitive abilities by giving them a chance to critically analyzing the text. Preparing spelling tests such as a word scramble and an error-correction exercise which helps them overcome spelling difficulties that are a major problem in English learning. Designing and selecting visuals in another kind of designing learning materials suggested by Moiseenko. She states that designing and selecting visuals gets learners to be more attached to the target language. Then the teacher integrates those materials into the regular courses.

Peer-learning programs help students to learn how to teach and give critical feedback (Anna, 2015). Therefore, they act as partners that provide other students with support and help in their learning (Healey et al, 2014).

### ***1.2.4.3 Students as Partners in Assessment***

The assessment in higher education fails to cover the students' needs. They are not satisfied with the way they are being assessed because they can notice that it does not cover needs, especially in relation to their future work life (HEA, 2012). Therefore, Healey et al (2014) suggest that involving students as partners in assessment leads to more balanced assessment. This can be reached through feedback on formative assessment (Nicole, 2014) and self and peer assessment (Healey et al 2014).

#### ***1.2.4.3.1 Feedback on Formative Assessment***

Modern language learning tests are concerned with evaluating real communication rather than pure linguistic elements. This communicative purpose of evaluation emphasizes the necessity of using the formative or ongoing evaluation whose fundamental purpose is to assess the learner's progress in the development of some particular competence. A negotiated evaluation within the classroom produces formative feedback for both the teacher and the students. The teacher uses this feedback to make appropriate decisions about some changes in the instructional process, and the students can monitor their strengths and weaknesses and maybe suggest alternative learning activities (Azorín, 1991).

Sadler (1989) argues that formative assessment is "concerned with how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning" (p.120). This definition indicates that what is important in this kind of assessment is not the judgments themselves, rather how they are used to improve the learner's level. Accordingly, he adds that formative assessment must enable students to understand the goals they must achieve and their current level of performance and then guide them to promote their performance through helping them identify their mistakes. Feedback for Sadler (1989) is an important factor in formative assessment. He asserts that feedback is:

usually defined in terms of information about how successfully something has been or is being done. Few physical, intellectual or social skills can be acquired satisfactorily simply through being told about them. Most require practice in a supportive environment which incorporates feedback loops. This usually includes a teacher who knows which skills are to be learned, and who can recognize and describe a fine performance, demonstrate a fine performance, and indicate how a poor performance can be improved. (p.120)

From this quote, it is clear that only the teachers provides feedback and support for students. However, in student-staff partnership, the feedback can be effective only if it is ongoing, cyclical, and provided by both teacher and students. Nicol (2002) suggests that dialogues between teacher and students should take place inside the classroom concerning evaluating a particular performance or piece of work because the teacher's notes alone are not enough to provide a complete feedback. It should not be one-sided delivered messages from the teacher.

He also claims that the feedback should be related to the students' inner dialogue that helps them to grasp meaning from the feedback interactions and establish knowledge that they can use in their future performance. This inner dialogue in the students' mind helps in improving future learning It allows learners to understand the feedback information, produce meaning, and make judgments about their own working through comparing their performance and the feedback information, and check the quality of their work. Activating student's inner dialogues in this way can be achieved only if discussions occur between students, and teacher and student (2002).

The discussions and dialogues between teacher and students are not about justifying the given marks, rather it is about improving students' learning and performance through showing what improvements can be used for future assessment tasks (QAA, 2012). The comments provided by both teacher and students on a particular task can also be used in preparing other tasks, or even in the preparation of the exam, which can help students to benefit directly from the feedback they provide even in the formal grade (QAA, 2007).

This kind of feedback should be used in group work to be more successful. When students work in groups, they can provide better feedback together. This happens along with the teacher's discussions on both performance and skills. Formative feedback must also focus

on more than one aspect of learning, in other words, must cover the product "assignment or performance", the process "how it is done", and the progress "development over time" (Fluckiger, Paxo, & Danielson, 2010).

#### 1.2.4.3.2 *Self- Assessment, and Peer-Assessment*

Inviting students to participate in the assessment process is one of the most important indicators that teachers believe in dialogue and give students some responsibility in building their knowledge themselves (Deeley & Brown, R. A., 2014). Jafarpur (1991), for example, points out that to increase the responsibility of the learner in EFL study programs, it is important to involve them in testing procedures. In other words, students should participate in self-assessment and peer-assessment.

Self-assessment occurs when students are engaged in making judgments about their learning (performance or piece of work). When students judge their work based on criteria already established by the teacher and they do not take part in identifying these criteria. For example, the teacher gives some pre-established scale and model answers and ask them to judge their work based on these criteria, this is known as self-marking. Self-assessment includes both deciding on the criteria or standards to be applied to one's work, and making judgments about the extent to which work meets these criteria (Boud & Flachikov, 1989). It differs from peer-assessment in that each learner assesses his/her own work individually, and it does not involve group work.

Topping (1998) defines peer assessment as "an arrangement in which individuals consider the amount, level, value, worth, quality of success of the products or outcomes of learning of peers of similar status" (p.250). This definition points out that people who provide the evaluation are from peers rather than teachers. Boud and Flachikov (2007) provide a more specific description to peer-assessment by claiming that peer-assessment occurs when students use the criteria that are considered excellent models set by the teacher, or both teacher and students in providing feedback or marks or both to the outcomes of the works done by their peers.

Topping (2003) stretches the importance of involving students in identifying and clarifying the marking criteria. Maw, Wilson, & Sears, (2004) also, report that considering the importance of the criteria of assessment and the involvement of students in establishing them leads to a more objective structure in self and peer assessment.

Teachers and students can work together in designing these criteria. Mendonça and Johnson (1994) also, reported that including peer reviews and emphasizing their values in providing feedback on learners' essays is very necessary for the second language teaching. An example of that is the work of Susan J. Deeley and Ruth A. Brown (2014) "*Learning Through Partnership in Assessment*". Deeley, senior university teacher and convenor of undergraduate studies, School of Social and Political Sciences, University of Glasgow, Scotland, UK, in one of her Honors courses, '*Ideological Concepts and Values,*' collaborated with her students to make a list of essay marking criteria.

The work started by organizing the students in groups, then giving them essays they wrote before and asking them to set criteria for an essay that can be seen as an "excellent". The lists of criteria were then shared and discussed by the whole class. After that, the teacher organized a final list that the students agreed on. The next step was to allow each student to

judge his/her own essay that the teacher gave them before formatively by writing critical comments under the heading of each criterion and stating a grade, then submitting the work on paper attached to his/her essay. The teacher used the same criteria list to grade their essays summatively so they can compare their own judgments with her judgments when they receive back their marked essays. Deeley stated that even if her expertise as a teacher is very important, her students also need to develop critical abilities on feedback through taking part in the assessment process (2014).

Self and peer assessment do not help in developing critical abilities only, but they help the students to develop other skills and capabilities. Self-assessment is as Blanche and Merino (1989) claim "a condition of learner autonomy. If students can appraise their own performance accurately enough, they will not have to depend entirely on the opinions of teachers and, at the same time, they will be able to make teachers aware of their individual learning needs" (p.1). Peer assessment allows students to develop capabilities and skills of ownership and personal responsibility since it provides the opportunity to responsibly identify, analyze, and evaluate the learning process and product of their peers. These skills cannot be acquired in an environment where the teacher is assessing the students' work alone without the involvement of learners in the assessment process (Ching & Warren, 2005).

In language learning, students' goal is to develop their proficiency in the target language; and in the monitoring process, all that matters is to know how they are doing in their learning. Self-assessment helps them to identify their level of success in a specific learning task. Although it sometimes does help them in identifying success (Gardner, D., 1999), it helps them to be more motivated to learn (Dochy, Segers, & Sluijsmans, 1999). Self-assessment helps also in developing meta-cognitive abilities as it demands intelligent self-questioning, higher cognitive skills, and reflection (Topping, 2003). It provides learners with personalized

feedback on how much their learning strategies and learning methods and materials are useful. This feedback helps them to evaluate their approach to language learning (Gardner, D., 1999).

Peer assessment involves them directly in the learning process, and help them to be more motivated and responsible. It also develops a sense of self-confidence, identity, diversity and interest, closeness and sympathy between both assess and assessors. In other words, it promotes a sense of collaborative work (Topping, 2003).

The goal of this section was, first, to define partnership in relation to Higher Education learning and teaching. Then, to identify certain principles that facilitate the work of partnership and some of the positive outcomes the use of it as a strategy. At last, the section provides an explanation of how partnership is used in learning, teaching, and assessing foreign language.

## **Conclusion**

This chapter was devoted to the theoretical part of the present research. The chapter was divided into two sections which are the EFL learning process and staff-student partnership in language learning. The first section emphasized the EFL learning process. It started by defining the learning process, then it dealt with the learning theories which are behaviourism, mentalism and comprehensive input theory, cognitivism, and constructivism (both cognitive and social cognitivism). The section, then, focused on the teaching approaches which are teacher-centeredness and student-centeredness and related approaches which are grammar-translation method and communicative language teaching. The last part of the section was concerned the psychological factors that hinder the learning process. These psychological factors are motivation, self-esteem, and anxiety.

The second section was dedicated to staff-student partnership in learning, teaching, and assessment. First, it provided definitions of partnership, principles, and benefits. Next, it dealt with partnership in relation to EFL language process, in other words, it explained how partnership can be used to improve the learning process. This can be achieved by involving students as partners in learning through experiential learning and flipping classroom, in teaching through peer learning programs, and in assessment through feedback on formative assessment, and self and peer assessment. The purpose is not to argue that partnership of teacher with students should eliminate the authority of the teacher who is in the heart of the relationship. Rather, it is to provide teachers with a strategy that helps them to make learners more.

## **CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSIONS OF RESULTS**

### **Chapter Introduction**

The current research on the investigation of the role of staff-student partnership in learning, teaching, and assessment in promoting the EFL learning process in M'sila English department is chosen based on the previous researchers already tackled in the first chapter. The research prove the effectiveness of this kind of partnerships in the learning process.

This chapter is concerned with the empirical phase of this study. It attempts to give a profound description of the situation of partnership at English department at M'sila university and its role in enhancing the learning process. In other words, the present chapter deals with the implementation of the research project. It is concerned with the description of the research design and procedures, the process of administrating the study, and the methodology. As well as, the description of the methods used for collecting data collection and the main approaches employed for analyzing of the data obtained.

It also deals with the data analysis and interpretation of the findings of each instrument. Next step is providing a general discussion in which the results of the three tools will be combined and then related to previous studies. The chapter ends by providing some suggestions and pedagogical recommendations on the light of the main results obtained.

## **SECTION ONE RESEARCH METHODOLOGY AND DESIGN**

### **Introduction**

The focus of this section is on the research design and methodologies used in this study. The chapter starts by specifying the variables, population, and a sample of the study. The section then deals with the research methodology in which the main schools of thought about the knowledge creation are outlined specifying positivism and interpretivism pointing to qualitative, quantitative, and mixed-method approaches. It also tackles the research design chosen for this study which is the descriptive research. Next, the section describes the tools used to collect data collectively pointing to some aspects of the classroom observation and the questionnaires. At last, further details are presented concerning the data collection procedures and analysis.

#### **2.1.1 Research Variables**

The current study is concerned with investigating the relationship between staff-student partnership and the improvement of the EFL learning process, thus, the study contains two variables independent and dependent. The independent variable is the staff-student partnership which has three aspects learning, teaching, and assessment, and the dependent variable is the EFL learning process.

## **2.1.2 Population and Sample**

The research is conducted among the third year students of English department in M'sila university. This choice was based on the belief that third-year students are more mature to understand how to handle responsibility for their learning than the first and second year. They are also under more pressure resulted from the previous years and may be treated in a different way by their teachers in terms of both responsibility and trust.

In the normal cases, it is unfavorable to work with the whole population. In this case, students are 250, so working with all of them consumes time and efforts; thus, a representative sample of 60 students was selected randomly for answering the questionnaire. This number represents 1/4 from the whole number of students. For teachers, the sample contained thirteen teachers out of sixteen. Two teachers were omitted since they teach modules that do not have a direct impact on the EFL learning process and one refused to participate in the research. For the observation, all groups are observed in both applied modules and content modules, but the focus is on three groups selected randomly to be observed in applied modules where practice and interaction are required.

## **2.1.3 Research Methodology**

### **2.1.3.1 Research Paradigm and Related Methodologies**

#### **2.1.3.1.1 Research Paradigm**

Researchers put forth their research enterprise, their experience, skills, and philosophical view in how research should be conducted (Basit, 2010; Gratton & Jones, 2010). Two philosophical position influence how the researcher conducts a research which are ontological and epistemological notions held by the researcher. Ontology is concerned with the study of reality and existence of knowledge of social phenomenon while epistemology is concerned with the study of the ways used in acquiring that knowledge (Basit, 2010; Cohen, Manion, &

Morrison, 2000). The ontological and epistemological assumptions have a direct impact on the methodology and the methods of data collection, the analysis, and interpretations of these data, and the conclusions drawn from these interpretations (Cohen et al, 2000).

Research paradigm is a term which was first used by Kuhn who defines it as "the entire constellation of beliefs, values, techniques, and so on shared by the members of a given community" (1962, p.175). To clarify the definition, McGregor & Murnane (2010) state that term paradigm constitutes two dimensions "(a) philosophical, basic beliefs and assumption about the world; and, (b) technical, the methods and techniques adopted when conducting research" (p.2), then, research paradigm refers to ontological and epistemological positions held by the researcher.

The educational and social research methods literature describes a number of research paradigms (Basit, 2010; Cohen, Manion, & Morrison, 2011; & Willis, 2017). This study discussed two paradigms that are believed to serve the investigation of staff-student partnership. These paradigms are positivism and interpretivism which are the main paradigms in educational and social research.

Willis (2017) points that Comte, the French philosopher who established positivism in Western philosophy argued that social science should be built upon scientific underpinning exactly like the emerging sciences, such as astronomy, biology, physics, and chemistry. Positivism in this respect suggests that the methods that were so successful in the natural sciences should also be applied to the human sciences.

Cohen et al (2011) also state that positivism suggests that knowledge about social phenomena is discovered by means of observation and experiment. Positivism from Cohen et al point of view is based on scientific reality where the social scientist starts by observing

social reality then draw conclusions in the same way of natural science phenomena so, the analysis must be established based on law of generalization used in similar situations of natural phenomena. In this sense, positivism assumes that social context, such as education is similar to the natural world; and that there is cause and effect relationship between social phenomena. This view is constructed with the view of interpretivism.

The development of interpretivism paradigm emerged as a reaction against positivism paradigm. This paradigm rejected the notion that the same research methods that are used successfully in the fields of natural science such as chemistry and physics can be used successfully to study human behaviour (Willis, 2007). Interpretivists reject the belief that human behaviour can be controlled by general universal laws, or characterized by specific regularities (Cohen et al, 2011). Interpretivism suggests that human behaviour is not influenced directly by the environment, rather it is influenced by their own perspective to their environment. Human behaviour can be understood only if the researcher understands the individuals' interpretation of the world around them that comes from inside rather than outside (Cohen et al, 2011 & Willis, 2007). Therefore, social science research requires a different kind of methods (Gray, 2009).

From this point of view, social science is subjective rather than objective matter where the study should focus on the direct experience of people in specific context. Researchers should understand and interpret the social phenomena based on the participants' perspectives, thus interpretivism prefers the qualitative methods such as observations, interviews, and case studies as they provide a better understanding of the individuals' interpretation the environment around them (Cohen et al, 2011 & Willis, 2007).

However, this paradigm has been criticized for the over exaggeration in the ignorance of the scientific methods for verifying and providing general conclusions about specific

behaviours. In addition, the use of less controlled interviews, for example, may lead to misleading and lessen accuracy (Cohen et al, 2011). The criticism for both positivism and interpretivism gave birth to the mixed method as a new paradigm for research.

#### 2.1.3.1.2 *Quantitative, Qualitative, and Mixed Method Approaches*

The above distinction made in research refers to the underlying philosophy and different assumptions made about the nature of knowledge. The distinction here between qualitative and quantitative research refers to the features of the data gathered by the researcher and the use of different datasets. Lin (1998) and Williams (1997) equated quantitative with positivism and qualitative with and interpretivism.

Gratton and Jones, (2004) state that quantitative approach refers to the use of numerical measurements and analysis. The positivists who assume that behaviours can be observed using numbers then, measured and analyzed objectively adopt this approach. The approach involves quantities and provides numerical data which is then analyzed statistically to determine the existence of a relationship between two variables. Quantitative data sources include surveys, longitudinal and cross-sectional, correlational, experimental, and quasi-experimental and ex-post facto research (Dash & Ponce, 2005).

Qualitative research is used by interpretivism and focuses on understanding the phenomenon from the individuals' perspectives and interpretation (Willis, 2007). This approach is concerned with representing data in form of textual form of analysis of the people's lives and experiences in particular contexts rather than a numerical form of data sets. It is interested in how two variables affect each other rather than investigating the existence of a relationship between them (Brown, J. D. & Coombe, 2015), in other words, it is interested

in why and how specific behaviours happen in particular context. It deals with perception, emotions, and meaning (McGregor & Murnane, 2010). Qualitative data sources include observation and participant observation (fieldwork), interviews, and ethnography (Denzin & Lincoln, 2003).

Combining quantitative and qualitative methodologies and drawing both positivism and interpretivism paradigm in the same study is becoming an increasingly popular approach. It is used in the fields of health science, psychology, sociology, and education (Cameron & Molina-Azorin, 2010) and has been described as mixed-method. Johnson and Onwuegbuzie, (2004) define mixed-method to research as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (p.17). They argue that mixed approach lies in the middle between quantitative and qualitative approaches and offers the best for both approaches by emphasizing strengths and reduce weaknesses of both in single research studies and across studies.

### **2.1.3.2 Descriptive Research**

Researchers when conducting a piece of research need to follow a predetermined plan or as it is known research design. Research design refers to the structure that organizes the elements of the work (Akhtar, 2016). Zikmund (1988, p.41) defines research design as "a master plan specifying the methods and procedure for collecting and analyzing the needed information". The research design ensures that the evidence gathered allows the researcher to answer questions or to test theories as clearly as possible as it minimizes the chance of establishing faulty causal inferences from data (De Vaus, 2001).

The researcher must prepare appropriate research design that serves the purpose of the study since it controls the whole research. This includes appropriate methodology, methods, and techniques (Kahn, 2008). In the current study, the descriptive design was chosen since the aim is to investigate the existence of a partnership in English department of M'sila university context and the role of staff-student partnership in promoting the EFL learning process through describing it without any kind of experimental interference.

The descriptive research is "concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing" (Singh, 2007, p.229), in other words, this design aims to describe the situations as they are in present. The descriptive research asks two main questions 'What is going on?' and 'How is it going?', then, the results may take the form of texts, drawings, tables, graphs, statistical notions (mean, spread), or maps (Lans & Voordt, 2002). This design uses questionnaires, observation, and surveys as methods for data collection.

#### **2.1.4 Data Collection Tools**

Researchers need to choose the appropriate research methods that enable them to gather reliable and valid data. These methods include different tools which help educational researchers to collect and interpret social phenomena unambiguously. These tools can be questionnaires, interviews, observations, and dairies amongst others (Basit, 2010).

In this study, instruments for collecting data are an observation of classroom so the researcher can get an idea about the overall classroom atmosphere and the use of student-staff partnership by the teacher. A questionnaire for students will also be used to find out some of the students' problems in learning, and how they are learning. Another questionnaire is given to teachers to explore the teachers' current strategies. Both questionnaires seek to take the

teachers and students opinions about the use of partnership as a strategy for learning. The analysis and interpretation of these procedures' results will help us to reach our aim.

#### **2.1.4.1 Classroom Observation**

In this study, data concerning the behaviours of both teachers and students in the classroom need to be collected through observation since this tool provides a deeper understanding of what actually happens in the classroom (Lasagabaster & Sierra, 2011). Evertson and Holley (1981) state that "classroom observation gives us a view of the climate, rapport, interaction, and functioning of the classroom available from no other source" (p. 90). Observing behaviours of both students and teachers in the classroom enables the researcher to know what processes of learning and teaching are used. In higher education, building knowledge is no longer based on the teachers only. The experiences of teachers and students in the classroom are also important in both teaching and learning processes (Wallace, 1998).

Many processes of teaching and learning take place in the classroom; thus, the observer must consider what to observe and how to observe it (Wajnryb, 1992), and how to shape the observation depending on the purpose of the study (Arno, 1968). In the foreign language classroom, what is usually observed is what the teacher does and what really happens, including the description of the learners' behaviours (Zaare, 2012). However, the researcher must decide what aspects of teacher and student behaviour she is interested in studying since she cannot possibly observe everything in the classroom (Arno, 1968).

##### **2.1.4.1.1 Low-Inference and High-Inference Level Systems**

The observation is considered low inference when the observer tends to describe the behaviours as they are without making any kind of qualitative judgments (Arno, 1990). The researcher prepares the behaviours she is interested in observing before the observation takes

place (Roberson, 1998), then she checks whether these behaviours occur or not during the observation period.

The observation is considered high inference when the observer makes qualitative judgments (Estacion, McMahon, & Quint, 2014) or inferences from the classroom events using specific concepts, such as satisfaction (Rosenshine & Furst, 1971). This kind of observation needs a kind of judgment to decide whether the behaviour occurs or not and to associate a frequency of occurrence and a numerical value to the observed behaviour (Roberson, 1998).

#### 2.1.4.1.2 *Diagnostic Classroom Observation*

Diagnostic classroom observation (DCO) is considered a full system of supervision and evaluation of instruction since it was first developed to serve the principals and supervisors of instruction. DCO was developed to provide students with high-quality classroom practice and full student engagement; thus, unlike the other protocols of observation that focus on the teacher only, DCO is concerned with both teacher and learner in classrooms (Nicole, 2008).

Nicole's work (2008) is based on criteria (implementation, content, and classroom culture), indicators, and examples of evidence of DCO. The three criteria are built upon four assumptions that serve directly the aim of the observation of the present study. Nicole points out:

the observation criteria of DCO adhere strictly to the four assumptions on which it was built: an investigative environment; the merging of content and process; the deepening of learning through dialogue and collaboration, and the necessity for a safe, respectful culture that honors the individual and the collective learning community; and the effective use of technology. (2008, p.2)

This quote indicates that DCO is concerned with both the teacher, the learner and the relationship between them. It does not focus on what teacher do and how students perform only. Nicole stated that the criteria are presented in four sections: planning and organization of the lesson, implementation of the lesson, the content of the lesson, and classroom culture.

These criteria guide the researcher in his observation as it provides a support to examine the teacher-student relationship, the learner's engagement, and the teacher's behaviours and choices (Nicole, 2008). She states that planning and organization of the lesson do not focus on how the teacher writes the lesson plan; rather it focuses on how he/she plans, organizes, and constructs the lesson. Implementation of the lesson focuses on how and to what extent students are engaged, as well as their ability to deal with the concepts and build their own knowledge using their metacognitive abilities; thus, both teacher and students are observed.

The content of the lesson focuses on "the content's accuracy, level of abstraction, and connections to other concepts" (p.3). When dealing with classroom culture, the observer evaluates the classroom environment. This includes the classroom management, the level of students engagement, the collaborative work, the relationships and the equality between students as well as the classroom routines, and the climate (2008).

#### **2.1.4.2 Questionnaire**

The present study used the questionnaire to collect data from both teachers and students. Questionnaires are "research data tools through which people are asked to respond to the same set of questions in a predetermined order" (Gray, 2009, p.338). They allow social scientists to gather information about the specific group characteristics, behaviours, attitudes, beliefs, and opinions about the investigated topic (Bulmer, 2004). In this investigation, questionnaires help in obtaining information about the students and teachers characteristics and behaviours from their own perspective. They also help in knowing whether student-staff partnership exists in

the English department context. The questionnaires also provide an idea about the opinions and attitudes of the participant toward staff-student partnership.

#### 2.1.4.2.1 *Structured and Unstructured Forms of Questionnaire*

Questionnaires can take the form of close-ended or open-ended. In close-ended form, the questions are all the same and presented exactly with the same words and participants respond to the same set of questions, It can take the form of fixed alternatives (multiple choice) questions or 'yes' or 'no' questions (Kothari, 2004). The open-ended questionnaire does not include the previous forms, rather it allows space for the respondents to write using their own words (Dawson, 2002). In this study, the nature of the topic which requires many information and complete answers led to the choice of closed-ended questionnaire since it is easy to answer and covers as many questions as possible (Kothari, 2004).

Questionnaires can be developed based on previously made guide or built by the researcher himself (Nigel, Fox, & Hunn, 2009). In this research, the questionnaire is self-completion and developed based on the literature review without referring to any other researchers' questionnaires.

### **2.1.5 Data Procedures and Analysis**

The researcher collected and analyzed data using the mixed-method. The observation was carried out through the qualitative research and questionnaires were carried out through quantitative research. In the observation, the observer chose three groups out of six randomly to observe. Each group was observed twice with different teachers. The observation took three weeks as for English language teaching there is applied modules and content modules. The observation focused on the applied modules where activities and interactions are required. They generally focus on language skills.

For the content modules, the observation included three teachers who were observed twice. The purpose of observing content modules is not to check the existence of partnership or the level of engagement. Rather, it was to justify treating learners as partners in teaching (the use of peer learning programs) through checking the presence or absence of one indicator, which is "students are able to take all notes and focus all the time". Peer learning programs are usually associated with such kind of courses, as it has been mentioned previously in the third section of the first chapter. These observations included courses of Cognitive Psychology, Citizenship, and American Civilization.

The researcher gathered data using a checklist which was composed of five indicators, each indicator contains examples of evidence. Information collected and scores provided were based on the existence or absence of these examples in the classroom. Then, the investigator organized the data in tables and analyzed them thematically in textual form, each indicator individually, and discussed and justified the results.

The study used also two questionnaires to collect data, one for teachers and one for students. The teachers' questionnaire was given to thirteen teachers of the third year in the Department of English M'sila university which consists of sixteen different teachers. As the study is concerned with the English language teaching and learning, the researcher omitted the teachers who are not concerned with the teaching of English language directly such as the Translation teacher and the French language teacher one rejected to answer, thus thirteen teachers out of sixteen received the questionnaire.

For the students' questionnaire, the distribution was equal between the classes for more reliable answers. As there are six classes of the third year, 10 students from each class answered the questionnaire. Each class took from fifteen to twenty minutes to finish. Before giving the questionnaire, the researcher explained the topic for all the participants to ensure

their understanding and proper answers. They received guidance and clarification although that most of them said that the questions were clear and do not need clarifications.

After collecting the questionnaires, the investigator analyzed each questionnaire quantitatively and each question separately from other questions using the descriptive statistical analysis particularly, frequency and percentage. This choice depends on the nature of the research design which is descriptive. The representation of results was in form of tables, charts, and bars then, explanations and clarification followed or preceded each table or figure. After finishing the analysis of each questionnaire, the researcher provided some interpretations and discussions to justify the results.

## **Conclusion**

In this section, the researcher described the research variables, population, and sample, philosophical assumptions that highlight the present study, research design, methods and procedures of data collection and analysis. The next section will deal with the findings and discussions of the results.

## **SECTION TWO FINDINGS AND DISCUSSION OF RESULTS**

### **Introduction**

This section is emphasized the findings and discussions of results. It is divided into four parts. The first part is dedicated to the classroom observation. It starts with stating the aim of the observation and describing of the checklist used for collecting data. It then focuses on analyzing and discussions of the results obtained in the classroom. Latter it summarizes the main points found concerning student-staff partnership in the areas of learning, teaching, and assessment the observer found in the classroom. The second part is dedicated to the teachers' questionnaire. It starts by pointing to the aim of the questionnaire and the description of its organization. Next, it provides a detailed analysis and discussions of the results. The third part is concerned with the students' questionnaire. It also starts by stating the purpose and the description of the questionnaire. It then deals the analysis and discussions of the finding of the questionnaire.

The fourth part focuses on the discussions of the main results. It first deals with the triangulation discussions in which the findings of the three tools are combined. The study later, carry out the general discussion of the main results of findings.

## **2.2.1 Classroom Observation Results and Discussions**

### **2.2.1.1 Classroom Observation Aim**

In this study, the focus of observation is to observe classroom environment, how the learning is reinforced through dialogue and collaboration, and to what extent the learners contribute to shaping their own learning. The observation is done without any kind of judgment; therefore, low inference system is used to develop a checklist based on the work of Nicole (2008).

### **2.2.1.2 Classroom Observation Checklist Description**

The list was adapted from the work of Nicole (2008). It contains five indicators with examples of evidence for each indicator. These indicators are 'teacher acts as facilitator and coach', 'periods of teacher-student interactions are appropriate and useful', 'interactions between students are appropriate and productive', 'students are active and engaged', and 'students are involved in assessment'.

Five-point scales are used to indicate the degree of presence or absence of each indicator with the following scores: no evidence (NE), little evidence (LE), moderate evidence (ME), extensive evidence (CE), and consistent evidence (EE). The scoring is determined based on the examples of evidence stated next to each indicator in the checklist. Nicole (2008) suggests that the scores should be justified using evidence from the classroom.

### **2.2.1.3 Classroom Observation Result**

The researcher design the following scale was as an observation tool to score the presence or absence of each indicator. EE = Extensive Evidence, CE = Consistent Evidence, ME = Moderate Evidence, LE = Limited Evidence, NO = No Evidence. Extensive evidence means that all the examples of evidence in an indicator are strongly present. Consistent evidence is scored when all the examples consistently exist but not strongly. The moderate evidence is the

existence of some examples and absence of others. Limited evidence refers to the presence of few examples and absence of the most. While no evidence is scored when none of the examples is found in the classroom. Each score is justified by evidence from the classroom. Each indicator is analyzed separately from the other indicators, but all the groups are analyzed together concerning each indicator.

Table 2.1  
*Indicator 1 Scores of the First Observation*

<b>Indicator</b>	<b>Examples of Evidence</b>	<b>First Class</b>	<b>Second Class</b>	<b>Third Class</b>
The teacher acts as a facilitator and coach	<ul style="list-style-type: none"> <li>• The teacher speaks fluently and in-depth about the topic</li> <li>• Uses examples related to students' experiences</li> <li>• Allows students' questions</li> <li>• Allows students take part in presenting the lesson</li> <li>• Presents himself or herself as a learner along with students</li> <li>• Flips the classroom</li> </ul>	LE	ME	ME

In the first class, the teacher started the course by telling her students about the lesson objectives and a little about the previous lecture. Then she directly started to explain the lesson. The students did not ask any questions for the whole time of the course, but the teacher checked their understanding by asking them what they did not understand from time to time. She used examples from real life but not related to the student's experiences as they were general. The teacher controlled the first twenty minutes of the course explaining deeply the topic before giving students any tasks. There were no project presentation or role-playing so, students did not take part in presenting the lecture. At the end of the course, the instructor gave students a homework.

In the second class, a group of four students started the lecture by presenting a project which was part of the lesson. Then another three groups presented the other parts of the lesson. The students prepared the materials (audiovisuals) themselves, so the teacher did not explain the topic. Rather, she provided further clarifications and examples. She also guided the presenters in how to explain the project and deliver the lecture clearly. The teacher set in the back of the class with one of the students and asked questions from time to time, and students were free to ask both teacher and peers who presented the lesson.

The lesson in the third class started also by one of the students who was asked to take the role of the teacher and present a warm-up of a lesson chosen by the learner him/herself. The teacher did not explain directly how the teacher should teach, rather; she left the students to figure out this themselves by taking the role of the teacher in the classroom. Each student took five to ten minutes presenting a warm up. The teacher took a seat in the back on the class allowing students to present freely, ask their peers, and receive questions from them.

Table 2.2  
*Indicator 2 Scores of the First Observation*

<b>Indicator</b>	<b>Examples of Evidence</b>	<b>First Class</b>	<b>Second Class</b>	<b>Third Class</b>
Periods of teacher-student interaction appropriate and useful	<ul style="list-style-type: none"> <li>• The instructor asks questions frequently</li> <li>• Questions expose and draw on students' prior knowledge</li> <li>• Interacts with all the students</li> <li>• Does not dominate the discussions</li> </ul>	ME	CE	CE

The teacher in the first class asked questions from time to time to check the understanding the students. She interacted with few students (only the ones who participated) in the first twenty minutes that she dedicated to explain the topic. In the tasks time, she walked between the groups providing instructions, but still interacting with few students few times, not the

whole time. The students had little discussions with the teacher who gave them enough time to talk and express themselves.

In the second class, the teacher was very tolerant and students seemed comfortable to interact with her any time. She asks questions frequently and interacted with the sixteen students who presented (four in each group) providing instructions and guidance, and the other peers during the presentations and after. Most of her questions were related to the learners' experiences in the previous years in school.

In the last class, the activity did not require any questions, but teacher posed some questions to get the students attention. She interacted with all her students, especially when she walked around the class asking each student to provide comments on their peers' presentation. She also had discussions with them about their past teaching experiences when she said, "Tell me about any teaching experience even if you taught your younger siblings". They talked freely without any control or fear.

Table 2.3  
*Indicator 3 Scores of the First Observation*

<b>Indicator</b>	<b>Examples of Evidence</b>	<b>First Class</b>	<b>Second Class</b>	<b>Third Class</b>
Student-student interactions are appropriate and productive	<ul style="list-style-type: none"> <li>• The teacher uses pair and small groups work</li> <li>• Allows discussions among students</li> <li>• Student discussions demonstrate thinking and learning about the concepts</li> </ul>	CE	ME	LE

The teacher of the first class after finishing the explanation of the topic organized the class into pairs and asked them to work together on a task. Students were interacting with each other and discussing the different aspects of the lecture and the task without being controlled or afraid. In the second class, the collaborative work appeared in the presentation teams. Each team was composed of four learners. Not all the students interacted with each

other. The interactions were between the presenters and few students (four to five peers). Nevertheless, the discussions were concerned with the clarifications of some concepts and misunderstandings. The students in the third class interacted with the performers only. There was no group or pair work. Few discussions took place when students were providing some comments.

Table 2.4  
*Indicator 4 Scores of the First Observation*

<b>Indicator</b>	<b>Examples of Evidence</b>	<b>First Class</b>	<b>Second Class</b>	<b>Third Class</b>
Students are involved in assessment and evaluation	<ul style="list-style-type: none"> <li>• Assessments are varied (journals, performance tasks, presentations, tests) and target concepts <i>and</i> skills</li> <li>• Teacher discusses with each student his/her own performance and work</li> <li>• Students self-assess</li> <li>• Students peer- assess</li> </ul>	ME	LE	LE

The teacher of the first class provided the students with a task, and then she walked between the groups providing instructions and discussing some mistakes with pairs. After fifteen minutes, she asked the students to read their answers aloud and asked the other students to provide oral feedback and comments on the work of their peers, but without providing grades. The students were receiving comments and feedback from the teacher and the peers, but they did not judge their own work. The teacher at the end of the presentation said that she sometimes provides her students with a list of marking criteria and ask them to correct their peers' papers.

In both second and third classes, the presenters of the projects received comments from their teacher and mate after finishing the presentation. During the presentation, some students commented on the performance of their mates, especially the language and performance. The students did not have the opportunity judge their own work, or the discussion with the teacher or mates the comments they received.

Table 2.5  
*Indicator 5 Scores of the First Observation*

Indicator	Examples of Evidence	First Class	Second Class	Third Class
Students are active and engaged	• Students have opportunities to participate			
	• All students are interested and focused			
	• All students take notes, drawings, or summaries in a journal	LE	CE	CE
	• Students provide feedback and show Understanding			
	• The class atmosphere is warm, open and accepting			

The students in the first class were too calm. Four to five students participated and asked questions. None of them was taking notes and they were all following on the handouts. They were looking at the teacher most of the time and seemed little focused. During the task, students became more active, but none of them presented the work when the teacher asked them who wants to answer, so she selected what pairs to present.

In the second class, the presenters of the project were all relaxed and very active. They interacted with the teacher and their mates and asked questions continuously and confidently.

None of them seemed anxious or confused. The other students were focused and interested and although few of them participated, they were providing feedback. Some of the students were taking notes (eleven to twelve students). The teacher was very tolerant and permissive. She allowed students to talk without taking her permission. She was also very supportive and worked on providing her students a relaxed environment since she set in the back of the class most of the time allowing her students to act and talk freely supporting them with her guidance and instructions.

The teacher of the third class was trying to make her students involved by giving them the chance to take the role of the teacher in the classroom. She moved to the back allowing her students a large space to talk. The learners seemed all interested and motivated as they were all talking and interacting with each other. The teachers also worked on getting their attention by asking them to talk about themselves. Thus, none of the students was silent or uninterested, and they were joking and laughing with the teacher and with each other.

Table 2.6  
*Indicator 1 Scores of the Second Observation*

<b>Indicator</b>	<b>Examples of Evidence</b>	<b>First Class</b>	<b>Second Class</b>	<b>Third Class</b>
The teacher acts as a facilitator and coach	<ul style="list-style-type: none"> <li>• The teacher speaks fluently and in-depth about the topic</li> <li>• Uses examples related to students' experiences</li> <li>• Allows students' questions</li> <li>• Allows students take part in presenting the lesson</li> <li>• Presents himself or herself as a learner along with students</li> <li>• Flips the classroom</li> </ul>	CE	CE	CE

The teacher in the first class called one of the students to present something that she already asked them to prepare in the previous course. The teacher noted that they are free to take her role as a teacher while presenting. As result, students presented freely asked their

peers and received questions from them. The learner took about ten minutes presenting. Then, another four students presented. The instructor set in the back of the class without any interference except for some guidance. After each presentation, she explained parts of the lecture based on the learner's presentation as an example. She also used examples from her career life and the students' school experiences. At the end of the course, the teacher asked the students what they think about her strategy. She asked them to tell her "what they like, hate, what she has to change about herself, and what they want to learn".

The lesson in the second class started by project presentation. A group of four students presented a project that they worked on for more than three weeks as one of the students mentioned. The students prepared the materials themselves. This lesson was dedicated to project presentations. There was no topic explanation, but the teacher was clarifying some unclear concepts that students mentioned. She took a seat on the back of the class asked questions sometimes. The students were free to ask questions or for clarifications from their peers. It was clear that the instructor provided a complete and clear clarification on the topic upon which the learners developed the project in previous courses as they were able to present confidently and the rest of the students seemed to have an idea about what their peers are presenting.

In the last class, the teacher asked a student to present a work that she asked him to prepare last time. Another student also presented a work using her own materials. The instructor was explaining along with the students the different aspects of the topic of presentations that were parts of the lesson itself. She allowed a large space for both learners to explain the topic before she interferes. She provided further explanations and clarifications using past teaching experiences and asked students to provide their learning experiences.

Table 2.7  
*Indicator 2 Scores of the Second Observation*

<b>Indicator</b>	<b>Examples of Evidence</b>	<b>First Class</b>	<b>Second Class</b>	<b>Third Class</b>
Periods of teacher-student interaction appropriate and useful	<ul style="list-style-type: none"> <li>• The instructor asks questions frequently</li> <li>• Questions expose and draw on students' prior knowledge</li> <li>• Interacts with all the students</li> <li>• Does not dominate the discussions</li> </ul>	ME	CE	ME

The teacher of the first class interacted with all her students. She worked on interacting with the silent students and she succeeded to make them all interact with her. The instructor allowed space for questions but she did not ask any kind of questions except for the suggestions that she asked her students to provide at the end of the course.

The discussions took a large space in the second class that was dedicated for project presentations. The teacher was interacting with all the students who felt free to discuss with her anything related to the projects or even previous lecture from which they prepared the projects. The teacher was clarifying using real-life examples and sometimes asking questions to ensure the students understanding.

In the third class, much interaction occurred between the teacher and the learners who present parts of the lesson. With other students, the teacher was interacting with few of them particularly, the ones who were participating. Therefore, the teacher did not work to interact with all the students. Although she was permissive and tolerant and gave the students large space to talk, many students did not interact with her for the whole class time. The instructor was asking questions frequently and mostly relate to the students middle and high school experiences with teachers.

<b>Indicator</b>	<b>Examples of Evidence</b>	<b>First Class</b>	<b>Second Class</b>	<b>Third Class</b>
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Student-student interactions are appropriate and productive	<ul style="list-style-type: none"> <li>• The teacher uses pair and small groups work</li> <li>• Allows discussions among students</li> <li>• Student discussions demonstrate thinking and learning about the concepts</li> </ul>	LE	ME	ME
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Table 2.8  
*Indicator 3 Scores of the Second Observation*

There was no pair or group work in the first class, students interacted with each other only when they were providing feedback on the presentations of their peers. In the second class, the students presented the projects collaboratively. Each team is composed of four students who were interacting with their peers continuously asking and receiving questions from their mates. Students also had some discussions concerning the clarification of concepts and ideas. The teacher of the third class did not organize the class into pairs or groups for the whole time, perhaps because the lesson did not contain any tasks or activities. The students were allowed to interact with each other so the learners who took part in presenting the lecture were interacting with their peers freely. Some other students also had few discussions that were sometimes a debate concerning their opinions in some aspects of the topic presented by the teacher. The teacher allowed them to argue without her interference.

Table 2.9  
*Indicator 4 Scores in the Second Observation*

Indicator	Examples of Evidence	First Class	Second Class	Third Class
Students are involved in assessment and evaluation	<ul style="list-style-type: none"> <li>• Assessments are varied (journals, performance tasks, presentations, tests) and target concepts and skills</li> <li>• Teacher discusses with each student his/her own performance and work</li> <li>• Students self-assess</li> <li>• Students peer- assess</li> </ul>	LE	ME	LE

## CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSIONS OF RESULTS

In the first class, the teacher asked students to provide comments on their peers' performances. The comments were without any grades, but they included both skills and concepts. The teacher worked to make each student provide comments so all students provided feedback. Then the teacher commented on the performance of the students both strengths and weaknesses and suggested some advice for improving their performance, but without any discussions with them.

While the presentations in the second class, the students were providing comments on the performance of their mates mostly gaps. After each presentation, the students commented on both the way their peers presented the topic and the information they delivered and discussed so with each other. The teacher took part in these discussions; thus, the feedback was in form of dialogues between the teacher and students. Students did not have the opportunity to evaluate themselves or suggest grades on their mates' performances.

In the third class, the students commented on the performance and work of their mates when they finished the presentations of the lecture parts. The students received feedback without any discussions. The teacher also, after each presentation provided some comments and advice pointing both strengths and weaknesses but, without discussing with the students their mistakes or allowing them to evaluate themselves.

<b>Indicator</b>	<b>Examples of Evidence</b>	<b>First Class</b>	<b>Second Class</b>	<b>Third Class</b>
Students are active and engaged	<ul style="list-style-type: none"><li>• Students have opportunities to participate</li><li>• All students are interested and focused</li><li>• All students take notes, drawings, or summaries in a journal</li><li>• Students provide feedback and show Understanding</li></ul>	CE	CE	CE

- 
- The class atmosphere is warm, open and accepting
- 

Table 2.10  
*Indicator 5 Scores of the Second Observation*

In the first class, the teacher tried to make all her students engaged. She interacted with all of them, thus most of them were participating. Only four students did not participate although she tried to talk to them and they seemed interested and focused. All the students were providing feedback on the performance of their peers even without taking the permission from the teacher to talk. The teacher was very gentle and open and students felt very comfortable to talk and participate yet, no one was taking notes.

The seats of the second class were organized in U shape. All students can see each other. Therefore, they seemed relaxed and they were very focused and concentrated on what their peers were saying or doing. They were free to talk to their peers and to the teacher about issues in the projects. Few of them were taking notes, but they seemed all interested. The teacher worked to offer a suitable environment for learning by reshaping the seats and allowing students a large space for interaction.

The atmosphere in the last class was also relaxing and accepting and all students seemed focused and interested. What was missing is participation; few students participated and interacted with the teacher and peers. Although that the teacher was tolerant, allowed large space for talking, and told some jokes, and students were very comfortable and interested, most of them remained silent for the whole class time.

## **Summary**

The present observation aims to investigate the existence of staff-student partnership in the English department classes and check the learners' level of engagement. From the analysis of the classroom observation, some aspects of partnership were clearly observed.

In learning, experiential learning method was adopted by all the teachers who were observed. Courses were based on experience and reflection. Teachers allowed learners to learn by themselves and learning from them. They also allowed students to build their own knowledge by using project presentations and collaborative work in which students construct knowledge and develop skills. This indicates that teachers are aware of the learners' needs and they also work to make them involved and motivated.

However, in all the groups both first and second observations, none of the teachers flipped the classroom. This in its turn led to few interactions among students and between teachers and students except for two classes where teachers succeeded in interacting with all students. Teachers may not be aware of the idea of a flipped classroom or its usefulness in reinforcing understanding and developing skills since it allows for more collaborative work and interactive discussions between students, and students and teacher (Basal, 2015). Also, few students were taking notes in all the classes although that most of them seemed interested and focused.

Treating students as partners in teaching was somehow present in the observed classes. Teachers allowed some students to teach in the classroom by providing them with some part of the lesson and asked them to present it. Students prepared the materials themselves and used them while presenting. Some teachers also pointed to the students that they are preparing them to be future teachers which indicates that they work on helping them to be more responsible and become long life learners. This also helped students to be more involved as they seemed interested and focused, and they also had more opportunities for interactions than the classes where they did not take part in the presentation of the lecture.

In terms of assessment, the involvement of student was limited in all the classes. All the teachers gave opportunities for students to comment on their mates' performances but none of

them gave learners opportunities to judge their own work or provide grades. They also commented on their performances but only two teachers discussed these comments with students. In all the observations, there was no evidence that teachers involve learners in designing the grading criteria. This indicates that teachers may not be aware of the importance of involving learners in the assessment process on the learner's autonomy and responsibility or they are not open for this kind of partnership.

The scores of indicators are clearly related. The more students take part in their learning and their peers' learning, the more they are interested and involved. This also allows them to interact with their teachers and with each other and provide a safe and comfortable environment for learning, which in its turn help them to hold more responsibility for their learning as it was observed.

## **2.2.2 Teachers' Questionnaire's Results**

### **2.2.2.1 Aim of the Teachers' Questionnaire**

In order to investigate effectively the students' need to improve their English language learning process, it is necessary to consider the teachers' opinions and attitudes towards the use of student-staff partnership in the specified area as a strategy of teaching. It also aims to investigate the teachers' perspective about the learning and the teaching processes.

### **2.2.2.2 Description of the Teachers' Questionnaire**

The questionnaire is made up of thirteen items classified into four sections. Each section focus on a particular aspect. All the questions are in form of closed-ended except for one question. The closed-ended questions are in form of multiple choice, 'yes' or 'no' questions, and different rating scales that were developed according to the purpose of each section and aspect. The questionnaire includes many points that it is believed that they will not be all

answered reliably if they are in form open-ended questions especially that each set of questions is in a form of collective related concepts.

***Section I: Personal and Professional Background (Q1- Q 4)***

The aim of this section is to collect information concerning the teachers themselves. Q1 seeks to know the gender of the teacher. Q2 concerns the degree held. Q3 focuses on the number of years the teacher have been teaching in the university. Q4 tends to take information about the modules the teacher teach in the university.

***Section II: Teacher's Perception about the Learning Process and Learners (Q5- Q8)***

The teachers in this section, are asked to specify the teacher's responsibility towards the students in higher education. They are asked to tell whether it is preparing them for exams, preparing them for life after university, teaching them according to the syllabus, directing them towards their goals and needs, helping them to become more responsible and engaged, or providing them with good learning experience on Q5. They specify through ticking 'yes' or 'somehow' or 'no' next to each statement. Q6 asks them to describe the level of their third-year learners: very high, high, medium, low, or very low. The following question (Q7) seeks information about the state of the students in the classroom; the teachers are required to describe their learners in the classroom; if they are active, motivated, interested, engaged, or not. Then the teachers are requested what they does to make their students active and engaged in Q8.

***Section III Teachers Implementation of Partnership (Q9- Q12)***

This section is concerned with opinions of the teachers on staff-student partnership and to what extent they use it in the three areas learning, teaching, and assessment. A set of techniques and activities that are mainly used in this kind of partnership are put in a form of statements and ask the teachers to select to what far they use each technique: 'always', 'often', 'sometimes', 'rarely', or 'never'.

The first question in this section (Q9) seeks to take the opinions of the teachers on partnership, so they are asked if they have heard of partnership before, and thought about using it as strategy, or not. Also if they think it can help learners to be more responsible for their own learning or they see it leads students to rebel on and disrespect the teacher. The last statement is whether they work in offering a suitable and relaxing environment for your students or not.

The Q10 is about the implementation of partnership in learning. Teachers are asked to indicate to what far they provide lectures that cover the students' needs and interests, use lecturing as the main strategy to present lectures, interact with students inside and outside the classroom, use collaborative work, and experience-based activities such as presentation roleplaying, and flip the classroom.

The following question (Q11) is concerned with the implementation of partnership in teaching. Teachers are also asked to select how often they take into consideration the students' needs and interests while planning the lesson, provide students with opportunities to take the teacher role inside the classroom, allow them to prepare some materials for first and second years, and use peer-learning programs.

The last question in this section (Q12) focuses on the implementation of partnership assessment. The teachers are asked again to tell to what extent they use any of the following techniques, formative/ongoing assessment, feedback on the formative assessment, teacher evaluation, self-evaluation, peer- evaluation, co-designing grading criteria.

#### ***Section IV: Teachers' Evaluation of Partnership (Q13)***

The last section seeks to have information about the teachers' opinions on the use of staff-student partnership on learning, teaching, and assessment as a strategy. A set of statements are developed to see if the previous activities and techniques can help learners to be more active and motivated to learn the English language, and more responsible for and engaged in the learning process. The teachers are required to provide their opinions by selecting to what extent they agree or disagree with these statements. In the end, the teachers are given a space to express their minds and suggest any questions or concerns.

### ***2.2.2.3 Preliminary Teachers' Questionnaire Results and Discussions***

#### ***Section I: Personal and Professional Background***

##### ***Q1. Gender***

The results showed that the number of female (6) who participated in answering the questionnaire was approximately the same number of males (7) as the figure shows

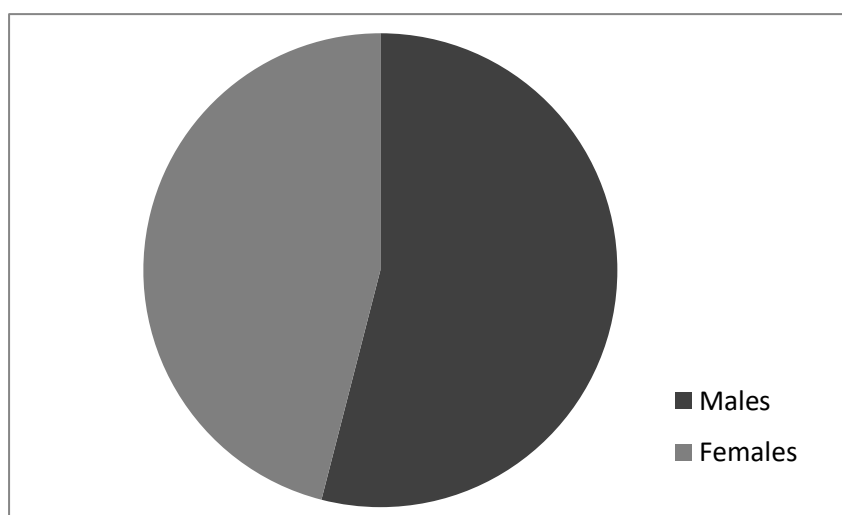


Figure 2.1. Distribution of the Teachers' Gender

*Q2. Teaching Experience at University*

This question seeks to know how long each teacher have been teaching at the university.

The results are presented in Table 2.11.

Table 2.11  
*Years of the Teacher's Experience at University*

		Frequency	Percent
<b>Years</b>	<b>1-5</b>	5	38
	<b>6-10</b>	5	38
	<b>More than 10</b>	3	24
	<b>Total</b>	13	100

The results revealed that of the 13 teachers questioned, five have from 1 to 5 years of experience which represents 38% of the whole number. The same number have experience between 6 and 10. Three teachers have been teaching for more than ten years. This number represents 23% of the number of the respondents.

*Q3. Module*

The teachers here were asked to specify the kind of modules they are teaching. Either applied or content modules or both of them. The results are shown in Figure 2.2.

As can be seen from Figure 2.2., all the teachers except for one said that they teach both modules. They represented 92% of the whole number, while the other teacher who presented 8% stated that he/she teaches only applied modules. This question was included to justify the

use or absence of some activities suggested in section II which are related to partnership and can be used only in applied modules.

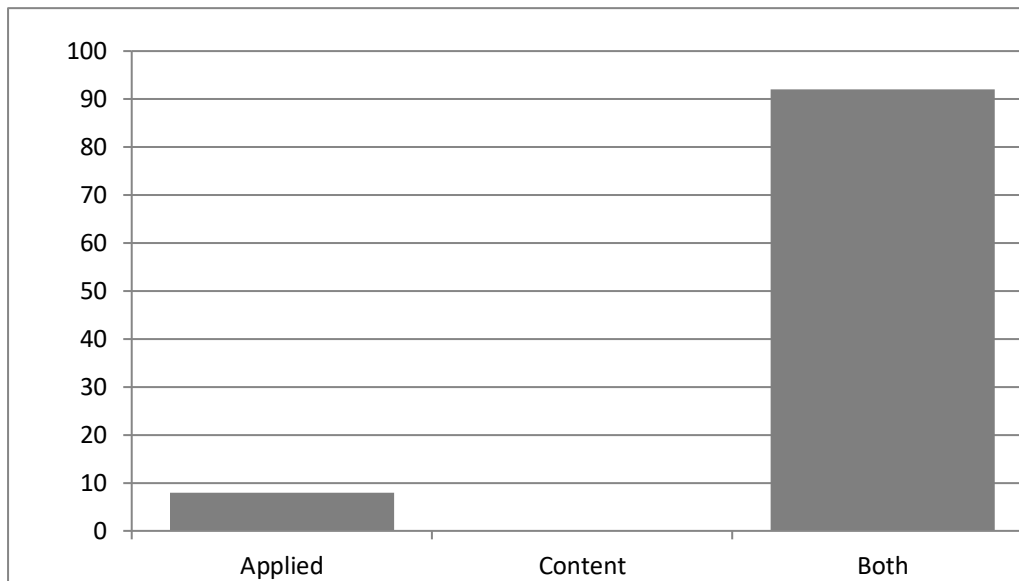


Figure 2.2. Type of Module (s) the Teachers Teach

### ***Section II Teachers' Perception to the Learning process and Learners***

#### ***Q4. The Teacher's Responsibility towards his/her Students in Higher Education***

This question seeks to know how teachers see their roles in university and if they are aware of the real role of the teacher in higher education. All the teachers provided responses concerning five out of six statements. One teacher did not answer the first statement. This makes the number of respondents who answered the first statement 12 instead of 13, and the number of teachers who responded to the rest five statements is 13. The percentage of the teachers' number is presented in Figure 2.3.

Concerning the first statement "preparing them for exams", half of the teachers somehow prepare their students for exams, while 17% are not interested in exams. 33% of teachers

focus on exams. More than half of them (69%) help students to be long life learners, and the rest (32%) work somehow to prepare them for real life after university. When teachers were asked if they follow the syllabus, 45% said yes, 38% told somehow, and only one teacher (8%) claimed that he/she is not following the syllabus. It was clear that most (85%) of teachers see themselves as facilitators who direct students towards their goals and interests and only two teachers (15%) said that they are somehow facilitators, while none of them see him/her self as an autocrat. The same results were obtained concerning the statement " helping them to become more responsible and engaged" and "providing them with good learning experience" as Figure 2.3. illustrates.

The results obtained indicate that teachers are aware of their responsibility towards their students and their roles as a university teacher. They see themselves as facilitators who help their students to be responsible and engaged, work to provide a better experience for their students and prepare them for life after university although that they did not ignore their interest in syllabus and exams.

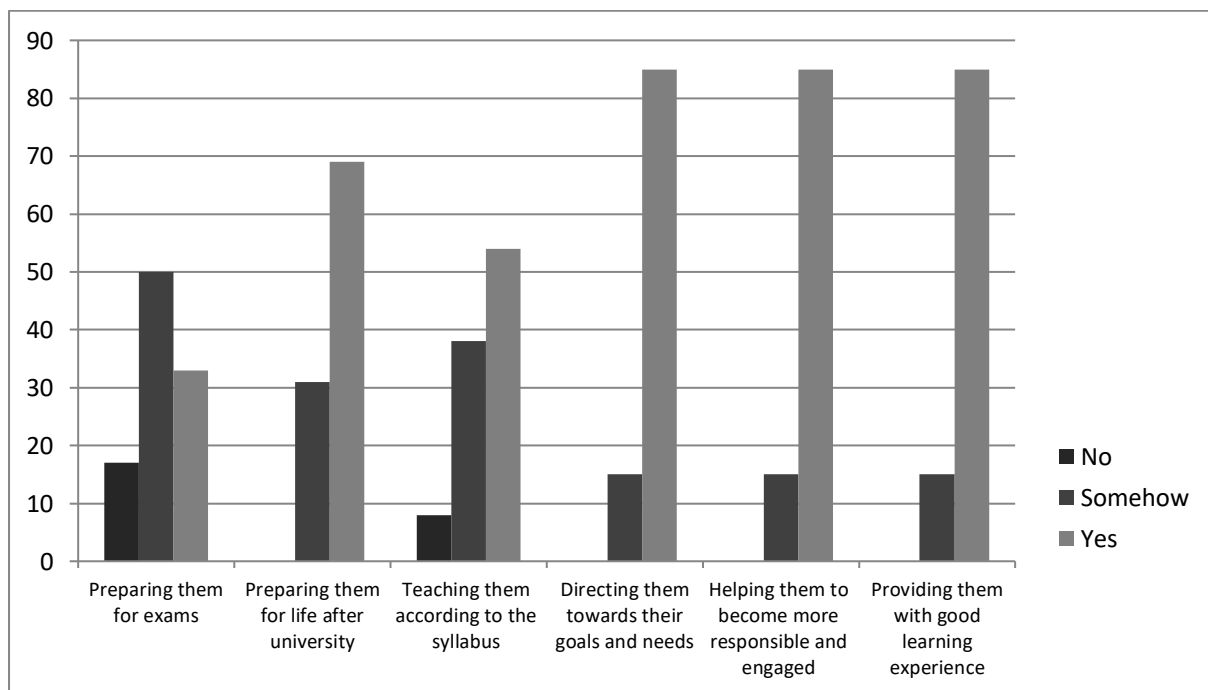


Figure 2.3. The Teacher's Responsibility towards his/her Students in the University

*Q 5. Describing the Students' Level*

The teachers in this question are asked to determine the level of their students. The results are shown in Figure 2.4.

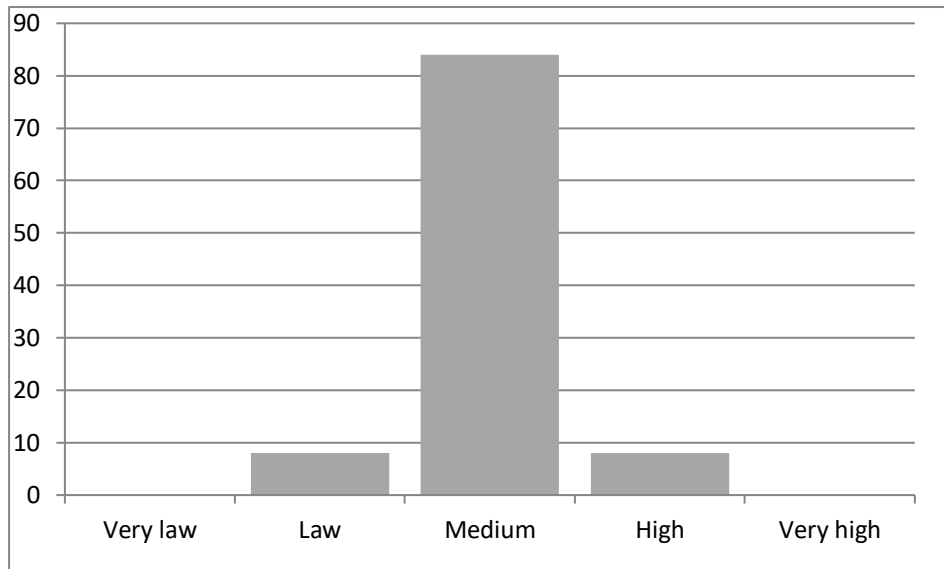


Figure 2.4. The Description of Teachers to their Students' Level

The Figure 2.4 shows that almost all the teachers (85%) except for two said that their students' level is medium. One of the other two (8%) see his/her students' level high and the other (8%) see it low.

*Q 6. Students in Classroom*

The question seeks to know how the teachers see their students in the classroom. Three qualities that are related to staff-student partnership and can be noticed in the classroom are suggested: active, motivated, and engaged. One teacher out of the 13 teachers did not respond to this question, maybe because he/she is not certain of the state of his/ her students in the classroom or did not see the question. The results were coded and organized in Table 2.12.

*The Teachers' Description to their Students Level*

	Yes		Somehow		No		Total	
	F	%	F	%	F	%	F	%
<b>Active</b>	5	42	7	58	0	0	12	100
<b>Motivated</b>	8	67	4	33	0	0	12	100
<b>Engaged</b>	5	42	6	50	1	8	12	100

Concerning the quality 'active', more than half of the respondents (58%) see their students active, and 42% consider their students somehow active, and none of them see them passive. When dealing with motivation, 65% of the teachers view that their students are motivated, and 33% said that learners are somehow motivated, and only one teacher (8%) believes that they are not.

*Q7. To make students active and engaged, what the teachers do?*

When teachers determine the state of students in the classroom in the previous question, they are asked to clarify what they do to make them active and engaged. Of the 13 teachers, one teacher did not answer this question, so the number of respondents for this question is 12.

Teachers use different strategies to engage their students and make them active. Six of the 12 teachers use project presentation as one of the ways to engage their students. Four teachers give home works and provide opportunities for practice and participation in the classroom. Three teachers engage their students through group work, and one of teacher prefers competition between students. He/she is not aware that competition creates a kind of tension

inside the classroom that may hinder learning. While another two teachers work to create a warm atmosphere that encourages learning and make learning fun.

Three teachers stated that they teach their students according to their needs and interests, maybe even some of the rest do but they did not mention so as they focused more on activities used in the classroom. One of the teachers is not restricting him/herself to one activity, rather he/she uses different materials and techniques that keep his lectures interesting and takes the students styles and strategies into consideration. Of the 13 respondents, three encourage students to open discussions with them and insist on them to participate and ask questions.

One respondent claimed that he/she focusing on the learners' strengths rather their weaknesses help them more in their learning, and another see that setting efficient objectives for EFL classes is the key. Among the teachers who responded to this question, two keep giving their students advises and make them aware of the importance of the learning process and their role as active students in promoting their own learning.

It is clear from the results of this question that teachers have different strategies, yet half of them agreed on the use of projects and presentations as one of the strategies that help learners to be engaged and active.

### ***Section III: Teachers Implementation of Partnership***

#### ***Q8. The Teacher's Background about Partnership***

Before asking teachers if they use staff-student partnership, it is important to know what they know about it. Therefore, this question tries to find out what is the teachers view partnership. The results found are organized in Table below.

Table 2.13

*The Teacher's Background about Partnership*

<b>As a university teacher, I</b>	<b>Yes</b>	<b>Somehow</b>	<b>No</b>	<b>Total</b>
-----------------------------------	------------	----------------	-----------	--------------

	F	%	F	%	F	%	F	%
Heard of partnership before	12	58	0	0	1	8	13	100
Thought about using it as a strategy in teaching	10	77	0	0	3	23	13	100
Think it can help learners to be more responsible for their own learning	13	00	0	0	0	0	13	100
See that it leads students to rebel on and disrespect the teacher	1	8	1	8	11	84	13	100
Work in offering suitable and relaxing environment for students	10	84	1	8	1	8	12	100

Table 2.13 indicates that when teachers were asked if they heard of partnership before all of them except for one teacher, said yes. That number presented 85% of the whole number of respondents, while that teacher (8%) claimed that he/she did not hear of it. He/she noted that he/she did not hear of partnership as a term, but she is familiar with the techniques included on it. The majority of teachers (77%) thought about using partnership as a strategy when learning and three teachers (23%) did not think about using it although that two of them heard of it. The other is certainly the one who did not hear of the term.

All the teachers think that partnership helps learners to be more responsible for their own learning and the majority (84%) claimed that it does not leads students to rebel. One teacher (8%) told that it leads to rebellion and the other (8%) is not certain if it makes students rebel or not. Concerning the statement "work in offering a suitable and relaxing environment for students", exactly the same results were obtained as it is clear in Table 2.13.

### *Q9. Teachers' Implementation of Partnership in Learning (co-learning)*

The question looks to know if teachers use some techniques of staff-student partnership in learning. The results are presented in Figure2.5. which illustrates that when teachers were

asked how often they provide lectures that cover the students' needs and interests, less than the half (38%) said 'always' and 45% of them told 'often'. Only one teacher provides lectures that cover the students' needs and interests sometimes. While none of them said rarely or never. This indicates that all teachers are interested in the students' needs if not always, often.

The next statement is concerned with the "use of lecturing as the main strategy in presenting lectures". Two teachers (15%) claimed that they always use lecturing as the main strategy to present lectures and more than half of them (54%) use it often. Only one teacher (8%) lecture sometimes, and another two rarely use it, and none of them said 'never'. It is clear that teachers use lecturing as the main strategy but, the use of lecturing depends on the nature of the module. It serves as the main strategy in the content modules where the practice is not required.

From Figure 2.5., it is clear that the majority of teachers (84%) interact with their students inside and outside the classroom always or often. One teacher (8%) interacts with them sometimes and another rarely, while none of them never interacts.

When dealing with "the use of collaborative work", the third of the teachers (31%) claimed that they often use it. Another third (38%) sometimes use it. Two (8%) teachers ticked always and another two ticked rarely, and none said never.

The last two statements are about the "use of experience-based activities" and "flipped classroom". More than the third of the respondents (38%) always use experience-based activities in the classroom and 28% of them use these activities often. This is what teachers also said when they were asked what they do to engage their students. Also, 23% of the teachers said sometimes. Only one teacher (8%) ticked rarely and another teacher said never. However, the results revealed that teachers do not flip their classrooms as (69%) stated that they never or rarely use it as the Figure 2.5 shows.

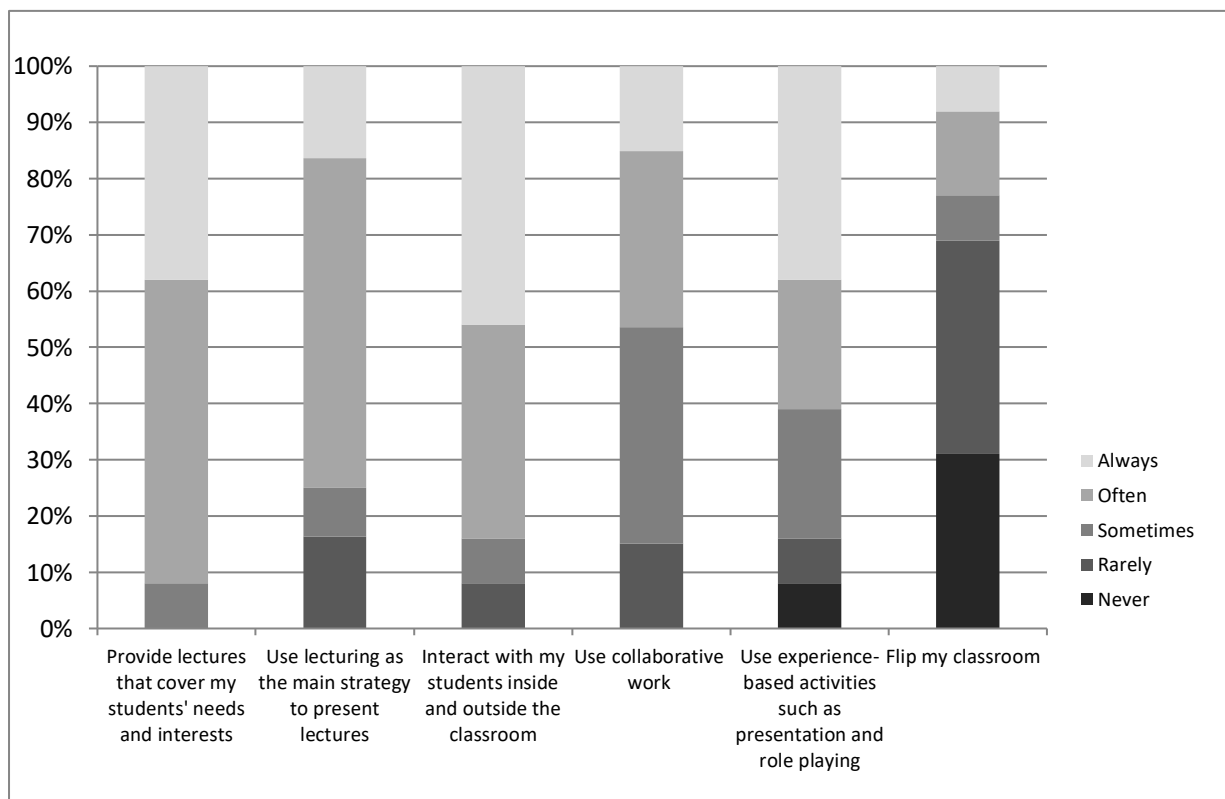


Figure 2.5. Teachers' Implementation of Partnership in Learning from Teachers' Perspective

*Q 10. Teachers' Implementation of Partnership in Teaching (co-teaching)*

Question 10 emphasizes the use of staff-student partnership in teaching. Teachers are required to indicate to what extent they use any of the proposed activities. The findings are presented in Figure 2.6.

It can be seen from Figure 2.6. that concerning the first statement which is about "the students' needs and interests", 62% of teachers claimed that they always take into account the learners' needs and interests, and 38% said that they often do. While none of them said 'sometimes', 'rarely' or 'never'.

Concerning if students are allowed to take the role of the teacher in the classroom, 31% of the teachers always allow students, and another 31% allow them often. In addition, 31% of teachers sometimes give students opportunity to act as teachers as Figure 2.6. shows. Only one teacher (8%) gives such opportunities rarely and none of them prevents students from such role. About 93% give students opportunity to act as teachers which means that they are aware of the importance of involving learners in the teaching process and raise their awareness them of their roles as responsible.

There are teachers allow their learners to prepare some activities for first and second years since 23% of the respondents allow their students to help always and 15% allow them often, and 15% of teachers again sometimes involve students in designing materials. However, the half of teachers approximately (46%), rarely involve students in such activity. The last statement is about "the use of peer-learning programs", 54% of teachers' number indicated that they rarely use such programs, and 31% use these programs sometimes. While one teacher (8%) stated that he/she use it often, and the same results are found concerning "always" as presented in Figure 2.6. The findings indicate that few teachers use the peer learning programs which is the basic technique in students as partners in teaching.

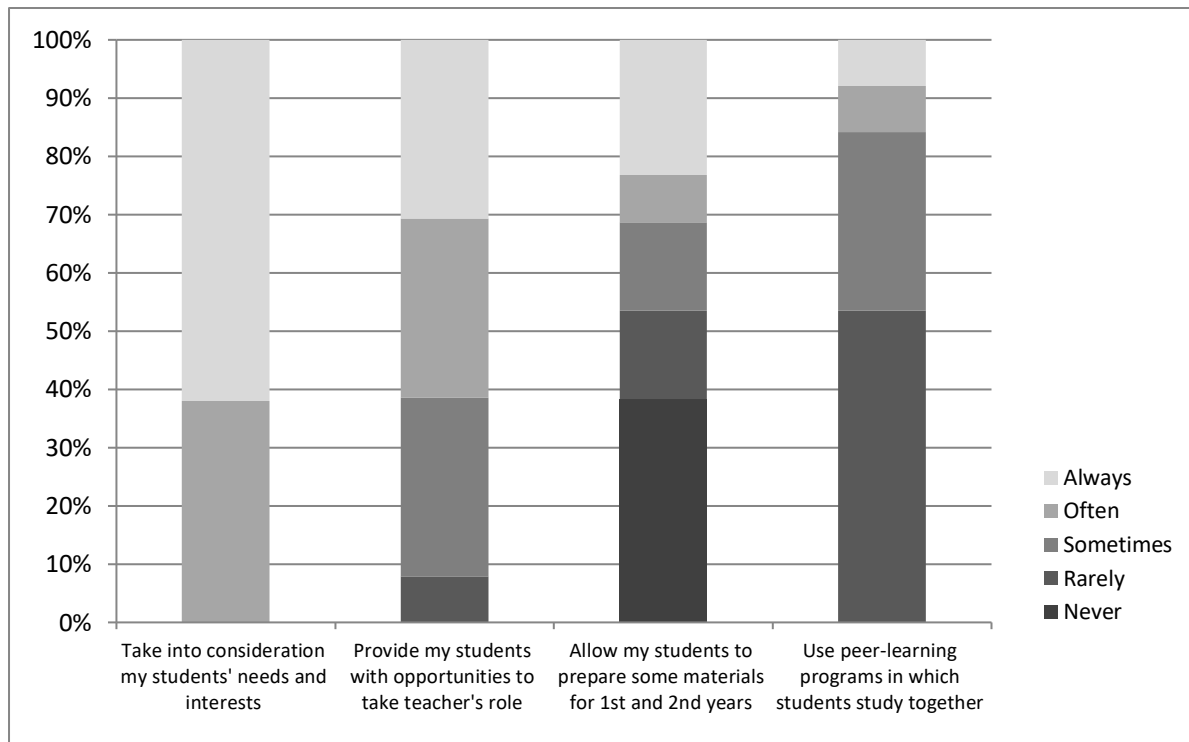


Figure 2.6. Teachers' Implementation of Partnership in Teaching from Teachers' Perspective

*Q11. Teachers' Implementation of Partnership in Assessment and Feedback (co-assessing)*

This question is also concerned with the application of staff-student partnership. Teachers are asked to tell how many times they use the activities of partnership assessment. The findings were coded and organized in Figure 2.7.

In the first statement, teachers are asked to tell if they "assess students continuously". 46% said they assess them always, and 15 % stated that they assess them often. 31% of the teachers assess learners sometimes, and one teacher (8%) rarely do, while none of the participants said 'never' as Figure 2.7. indicates.

For the statement "involve my students in both oral and written feedback", none of the teachers said 'never', and one teacher (8%) said 'rarely'. Almost a third of the teachers (31%)

involve students sometimes, and another third (38%) involve them often, the same results were obtained concerning involving them always.

The next three statements "rely on and prefer teacher evaluation", "use self-evaluation (students assess themselves)", and "use peer- evaluation (students assess their mates)" are concerned with the type of assessment the teacher use most. For the first statement, more than the half of the teachers (61%) prefer and use teacher evaluation always or often as the Figure2.7. illustrates and third of them (31%) sometimes use it. While 8% use it rarely and none of them never use it. It is clear that teachers do not allow students to assess themselves always and two teachers (15%) do often. Almost the half of the respondents (46%) use this type of evaluation sometimes and the third use it rarely. While one teacher never applies it.

Dealing with peer-evaluation, the results are the same as self-evaluation concerning 'always', 'rarely', and 'never' as Figure2.13. shows. It seems that 23% of teachers apply it sometimes, and 31% use it often. This indicates that teachers involve learners in self and peer assessment but with different degrees, but they rely more on teacher-evaluation.

The last statement in this question is about "involving students in designing the grading criteria". The majority of teachers (69%) never or rarely allow students to design the marking criteria. 23% of them involve sometimes. While none of them involve students sometimes, and only one teacher always involves them. This means that few teachers co-design the grading criteria with students from time to time.

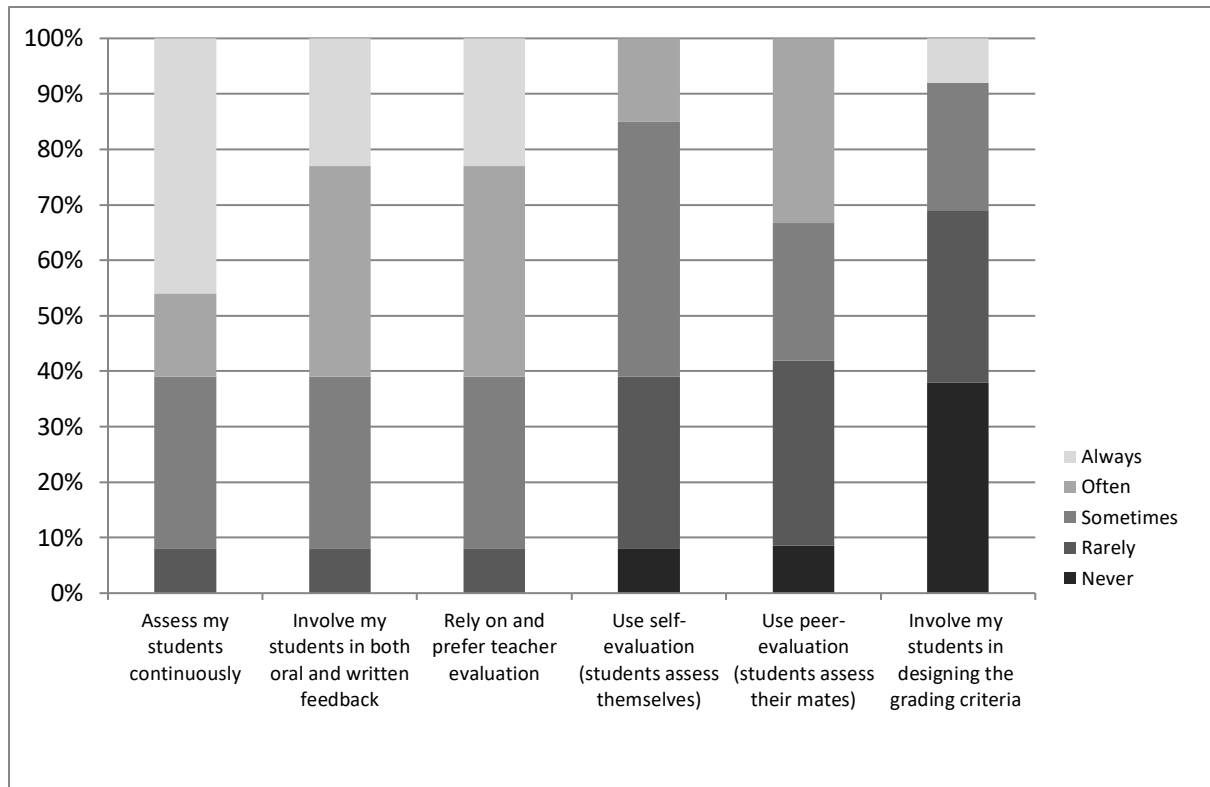


Figure 2.7. Teachers' Implementation of Partnership in Assessment from Teachers' perspective

#### ***Section IV: Teachers' Evaluation of Partnership***

This section aims to know the teachers' viewpoint about partnership and if teachers see it helpful or not, thus fourteen statements are suggested about the benefits of partnership and teachers are asked to indicate to what extent they agree or disagree on each statement. It also includes a question in which teachers are asked to provide feedback.

All teachers except for one teacher, in other words, 92% of the teachers agreed or strongly agreed on the idea that 'the focus of higher education is to prepare learners to be long life learners' and the other teacher who presents 8% of the whole number of respondents stayed neutral. When teachers were asked if they "can treat their students as partners in learning, teaching, and assessment", the majority of teachers also agreed or strongly agreed, while 15% of them disagreed. These teachers may be unwilling to give up a part of their authority. All teachers strongly agreed or agreed that treating students as partners provide them with a better

learning experience, and when they asked if treating students as partners provide them with better teacher experience, the majority again strongly agreed or agreed, while 15% disagreed as it is shown in Figure 2.8.

Concerning the benefits of using the already suggested activities in section III, the Figure 2.8. indicates that all the teachers strongly agreed or agreed on five statements are "collaborative work allows students to practice their target language", "it is important to take into consideration the students' needs and interests", "use peer learning programs help learners to improve their levels", "involving students on oral feedback on the formative assessment helps them to be responsible and interested", "self- and peer assessment help learners to be more autonomous and critical thinkers".

The majority of teachers (more than 80%) also strongly agreed or agreed on the other statements that emphasize the advantages of partnership. These statements are "using some forms of experience-based learning make students more motivated and engaged", "students cannot get all information presented inside the classroom through lecturing", "students cannot get all information presented inside the classroom through lecturing", "providing learners with the lectures in form of records gives them opportunity for more understanding", "When students understand lectures at home, there will be more space for interaction in the classroom", and "inviting third year students to prepare some materials helps them to be more motivated and responsible".

This indicates that teachers are aware of the importance of treating students as partners in creating responsible autonomous learners and preparing them for life after university. The next question is concerned with the teachers' feedback.

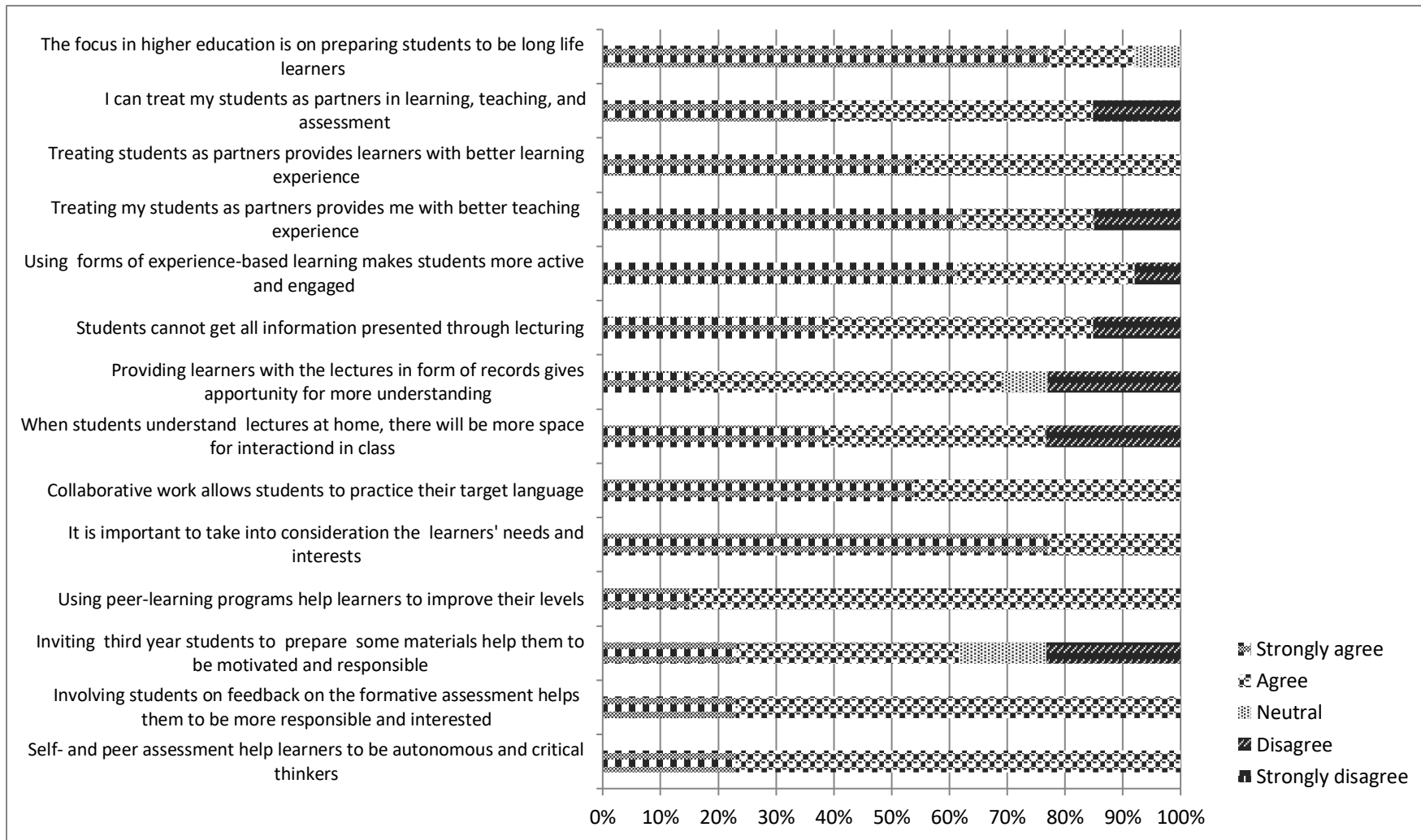


Figure 2.8. Teachers' Evaluation to Partnership

*We welcome your feedback. Please write any suggestions, questions, or concerns:*

From the thirteen teachers, eleven of them replied to this question which represents 86% of the whole sample. Teachers stated that they support collaboration between teachers and students both inside and outside the classroom. Such strategy raises the motivation of learners as well as teachers. Sharing responsibility facilitates the learning and the teaching processes and provides a better experience for both teachers and students which, in its turn, leads to better achievements. Teachers are strong in developing the learner's autonomy, especially in university. They do not support the creation of passive learners, and the formation of self-dependent environment.

Teachers claimed that this strategy is accepted theoretically but it is difficult to apply it. They suggested that many external factors hinder the application of such strategy are the program, time advocated for each session, size of the groups and supplies. The teacher's personality and ego is another problem suggested, many teachers are unwilling to give up their authority.

Learning for teachers is a double process. It should reflect the teacher's efforts, but also it should reflect the learner's autonomy, independence, and responsibility. This method was supposed to be used a long time ago with respect to "involve me and only then, I learn".

## **Summary**

Results from the teachers' questionnaire revealed that all teachers are aware of their roles as university teachers and their students' role as responsible. Half of them see their students active and motivated and they use different techniques to make them involved mainly presentations and spaces for interaction and discussion. The results also indicate that teachers consider students' needs and interests but not always. They are also aware of their roles as

responsible learners. However, when it comes to sharing responsibility in teaching, half of the teachers provide students with opportunities to hold such responsibility and the other half do not.

Teachers use lecturing as the main strategy but they also use self and peer assessment sometimes. They also use experience-based activities, but they rarely flip the classroom. When dealing with students as partners in teaching, some teachers involve their students in preparing activities for first and second years and few use peer-learning programs. Teachers treat students as partners in assessment partially. They sometimes allow them to discuss their performance or piece of work results with them and use self and peer assessment sometimes. When dealing with co-designing the marking criteria few teachers involve students and they do this sometimes not all the time. The findings of this questionnaire also show that teachers are aware of the importance of treating students as partners in creating responsible autonomous learners and preparing them for life after university

## **2.2.3 Students' Questionnaire's Results**

### ***2.2.3.1 Aim of Students' Questionnaire***

This questionnaire is designed to diagnose the learners' English language learning process in terms of strengths and weaknesses. It also attempts to know the students' perception and attitudes towards the use of staff-student partnership

### ***2.2.3.2 Description of Students' Questionnaire***

This questionnaire is composed of nine items organized into four sections. Each section focus on a particular aspect. Some questions are similar to the questions of teachers' questionnaire because there are some aspects that require the views of both teachers and students, especially that the attempt of the study is to suggest a strategy to the teachers to the improvement of the learners learning process. The questions are also in form of closed-ended

questions. There are multiple choice questions, 'yes' or 'no' questions and different ratingscale with a slight difference between the two questionnaires depending on the purpose of each one.

### ***Section I: Student's Personal Background (Q1, Q2)***

This section attempts to know some information about the learners themselves. The first Question (Q1) is concerned with the gender of the student, and in Q2 the students are asked to tick under what category their age lies: 19-21, 22-24, or more than 25.

### ***Section II: Student's Perception about his/her own learning (Q3-Q5)***

The purpose here is to know how students see themselves and what kind of problems they face when learning the English language. The first question (Q3) is concerned with how the students see their level: very high, high, medium, low, very low. Then they are required to describe themselves as learners; active, autonomous engaged motivated self-aware confident by ticking "yes", "somehow", or "no" next to each quality on Q4.

Q5 is concerned with the problems that hinder them from raising their level more. Also by ticking 'yes', 'somehow', or 'no' next to each statement. They are asked to specify whether it is lack of motivation, anxiety, low self-confidence, their cognitive abilities, overreliance on the teacher, the teacher's strategy in teaching, lack of the teacher's support, unsuitable environment for learning, lack of interactions between them and their teachers, lack of interactions with mates inside the classroom, or inappropriate strategies in note-taking.

### ***Section III: Teacher's Implementation of Partnership (Q6-Q8)***

This section is the same as the section developed in the teachers' questionnaire. They have the same title also. The aim of putting the same section is to see if learners can notice the techniques that their teachers may say that they are using. The scale is changed from to what extent the teachers use these activities to the number of teachers that use them. So the scale is

changed from 'always', 'often', 'sometimes', 'rarely', and 'never' to 'none', 'few', 'some', 'most', and 'all'. Also, the same set of techniques are organized in the same way. Q6 focus on the teachers' implementation of partnership in learning. Q7 is concerned with the teachers' implementation of partnership in teaching, and Q8 emphasizes the implementation of partnership in assessment.

***Section IV: Students' Perception about Partnership and its Benefits***

***(Q9)***

This last section seeks to know if the students see that the activities already mentioned in section III can help them to be more responsible for and engaged in their studies, and improve the English language learning process. Therefore a set of statements are developed and students are required to tell to what far they agree or disagree on these statements in Q9. In the end, space is left in which students can provide any feedback.

***2.2.3.3 Preliminary Students' Questionnaire Results and Discussions***

***Section I: Student's Personal Background***

***Q1. Gender***

The results are shown in the Table 2.14 indicate that the majority of students are girls. 48 students are females (80%), while twelve students are males which represent 20% of the whole number of the sample.

Table 2.14  
*Students' Gender*

		<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	<b>Male</b>	12	20
	<b>Female</b>	48	80
	<b>Total</b>	60	100

*Q2. Age*

Learners are required in this question to indicate their age. From Table 2.10, students are approximately close in terms of age. About the quarter of students (49%) are between 19-21 and 27 (48%) of them are between 22 and 24, while only three students (5%) are more than 25. The purpose of this question is to see the acceptance of partnership in relation to the students' differences in terms of age, but as most of the students (97%) are between 19 and 24, the relationship cannot be clear. Table 2.15 shows the distribution of the students' age.

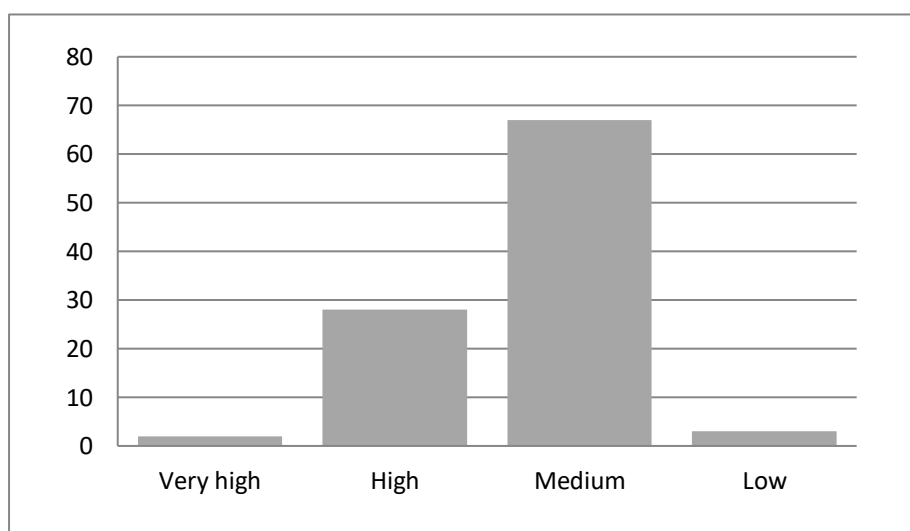
Table 2.15  
*Students' Age*

		Frequency	Percent
Age	19-24	57	95
	More than 25	3	5
	Total	60	100

***Section II: Student's Perception about his/her own learning***

*Q3. Students' Level in the English Language*

Students were asked here to describe their levels. The majority of students (67%) see their level as medium and about 28% see their level high, while no one said that his/her level is very high or very low. The results are presented in the Figure 2.9.



*Figure 2.9.*  
Level of the  
Students in  
English  
Language

*Q4.*  
*The Students*

*Description to themselves as Learners*

Students in this question were asked to say how they see themselves as learners by ticking the appropriate response. The results are presented in Table 2.16

Table 2.16  
*Learners' Description to themselves as Learners*

	Yes		Somehow		No		Total	
	F	%	F	%	F	%	F	%
<b>Active</b>	35	58	16	15	9	15	60	100
<b>Autonomous</b>	19	35	28	51	8	15	55	100
<b>Engaged</b>	24	40	26	43	10	17	60	100
<b>Motivated</b>	29	48	23	38	8	13	60	100
<b>Self-aware</b>	36	61	21	36	2	3	59	100
<b>Confident</b>	33	55	21	35	6	10	60	100

Sixty students are expected to answer this question and tick the right response for each quality suggested. For the qualities 'active', 'engaged', and 'motivated' all students provided responses. Of the 60 students, five did not give any response concerning 'autonomous' changing the sample to 55 respondents, and one student left 'self-aware' blank which makes the sample 59 respondents for each of these qualities.

Table 2.16 indicates that few students chose 'no' concerning all the qualities. Most of the students (58%) see themselves as active learners, and 28% of them said that they are 'somehow' active, while 15% stated that they are not active. When dealing with autonomy, half of the students (51%) said that they are 'somehow autonomous' and 35% were certain that they are autonomous, 15% pointed that they are not autonomous. Approximately the same

number who said that they are engaged (40%), said that they are 'somehow engaged' (43%). Similar results are found with motivation; about 48% of learners claimed that they are motivated, and 38% see that they are not totally motivated (somehow), while few (18%) see themselves demotivated. Dealing with the learners' self-awareness, the majority of them (61%) see themselves as self-aware learners and most of the rest (36%) stated that they are 'somehow self-aware' while only 3% said that they are not self-aware. Almost the same results found on self-aware' are found on the quality 'confident'.

This evidence indicates that concerning all the suggested qualities half of the students described themselves in terms of positive perspective, while the other half or more in some cases, students stated that they are somehow or not any of those qualities. This explains why more than half of having a medium level, while very few of them said that their level is high as was revealed from them. Although half of the students are active, self-aware and confident, half of them are not fully autonomous, engaged, and motivated. Students need improvement and more support to raise such qualities.

#### *Q5. The Thing that Hinders Learners to Improve their Level*

This question aims to know what kind of problems that prevent learners from improving their learning. The statements presented dealt with students' psychological problems, problems related to their learning atmosphere including the teachers and peers. The percentage of students who responded to each of the 9 statements are shown in Figure 2.10.

From Figure 2.10., it is clear the third of the students said that lack of motivation is a problem that prevents them from improving their level. Approximately the same number (32%) said that it is 'somehow the problem' and the same number again said 'no'. About half of the students see that 'anxiety' somehow hinders them, and 35% are certain that it is the

problem, while 20% see that it is not the problem. Most of the students (52%) see that confidence is not an issue and 32% state that it is somehow the problem. Half of the students said that it is the teacher's strategy in teaching and 42% stated that it is somehow the problem. Almost similar results are obtained concerning both 'unsuitable environment for learning' and 'lack of interactions between me and my teachers' as presented in Figure 2.10. The third of the students (30%) stated that 'lack of interactions with mates inside the classroom' is a real problem for them, the same number of respondents see that it is 'somehow' a problem, and the same number again ticked the option 'no'. The majority of students see that 'inappropriate strategies in note-taking' is or somehow the problem, while only 20% tell that it is no.

When it comes to motivation, it can be seen from Figure 2.10. that only the third of students are certain that motivation is not an hindrance. The majority also suffer from anxiety if not fully, partially. The half of students see that confidence has either partial or full negative influence on their learning. This puts the teacher under the responsibility of offering strategies that are more suitable and environment to motivate their students, make them more confident, and reduce the level of anxiety which prevents them from raising their levels.

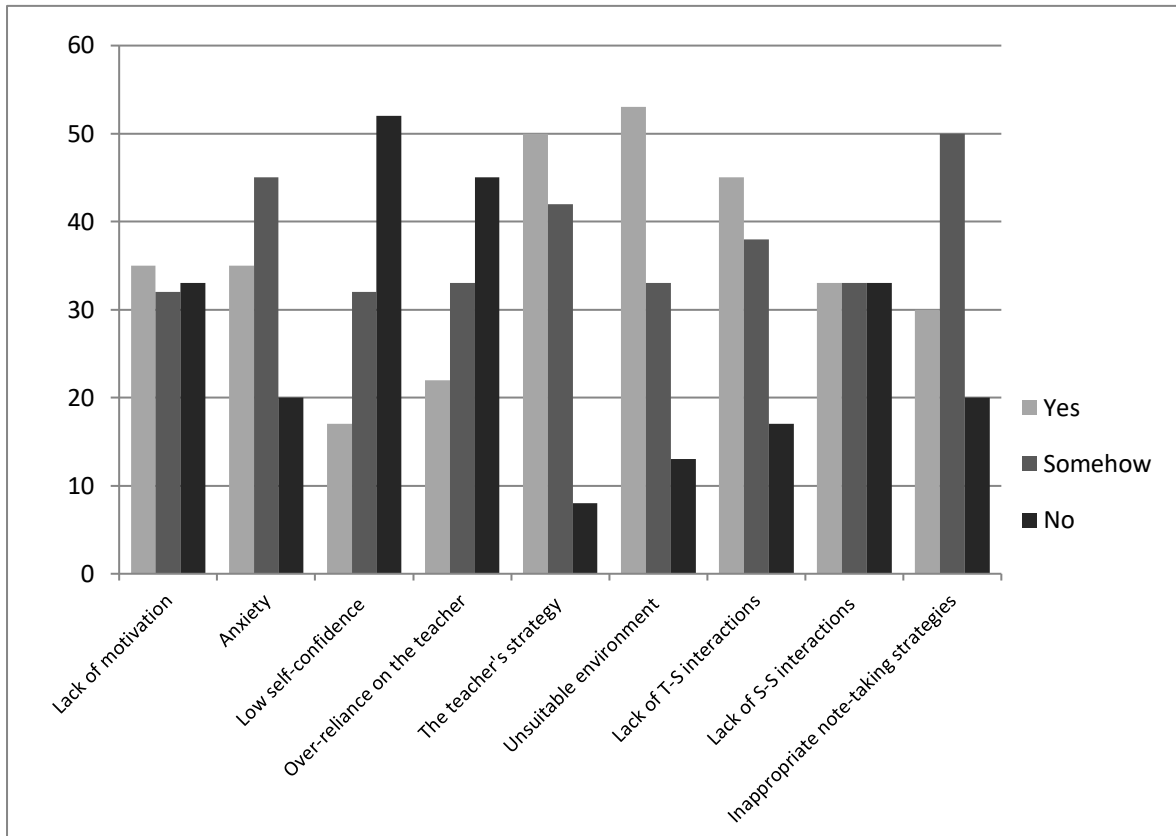


Figure 2.10. Problems in the Students Learning Process

### ***Section III: Teachers' Implementation of Partnership***

#### ***Q6. Teachers' Implementation of Partnership in Learning***

This question was developed to see how many of the third year teachers use staff-student partnership in learning. Some aspects exist and others do not exist as the students claimed.

The results were collected and organized in Figure 2.11.

From the students' perspective, it is clear that the majority of them (75%) see that some or few of their teachers provide lectures that cover their needs and interests. This indicates that students see that some other teachers do not take their needs and interests into consideration. About 40% see that most interact with them and 47% said that some allow them to interact with them, very few (5%) students do not interact with their teachers and also very few (7%) students interact with all of them. It is clear here that teachers are not working

to interact with all their students. When dealing with how many teachers use group and pair work and provide some experience based-activities, it can be seen from Figure 2.11. that about 50% of students see that all or most of their teachers use such techniques and activities, and the other 50% see that some and few use these activities.

Figure 2.11. also shows that some teachers treat their students as partners in learning. However, when it comes to students' needs, interests and interaction with them, it is clear that most of students indicated that only few or some take into consideration their needs, interests, and interact with them. This may lead students to be less interested and engaged in their learning.

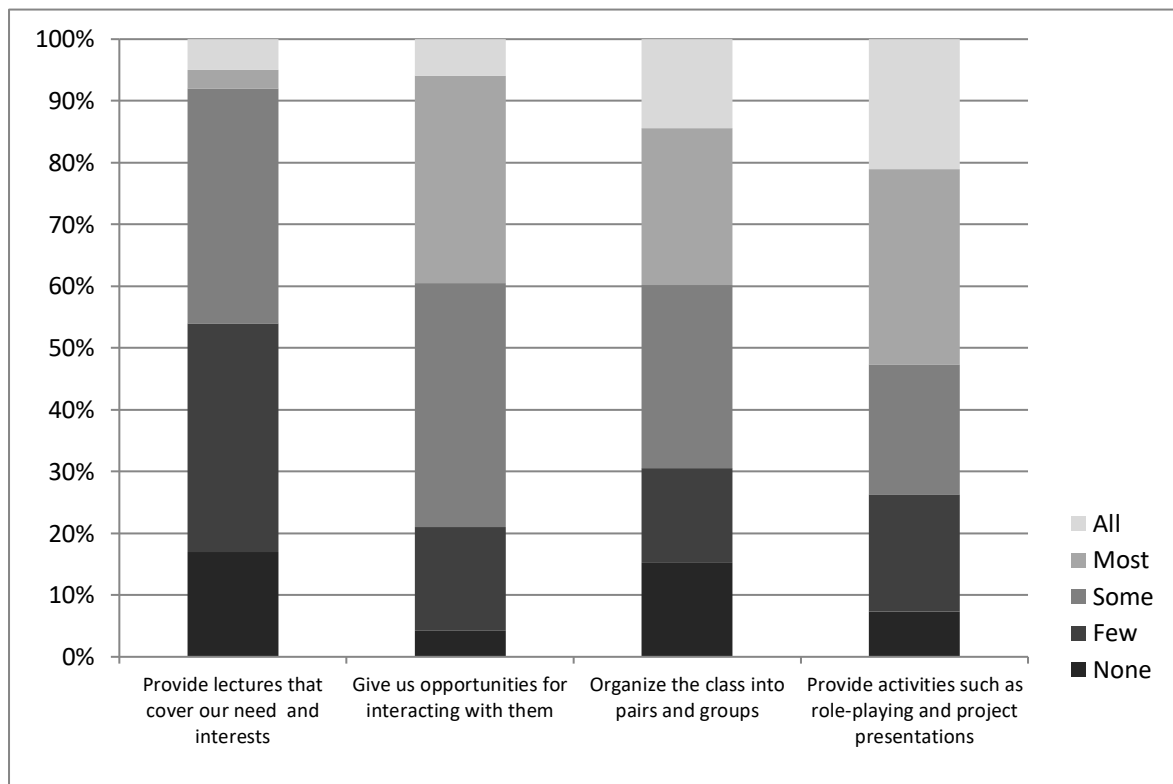


Figure 2.11. Teachers' Implementation of Partnership in Learning from Students' Perspective

*Q6. Teachers' Implementation for Partnership in Teaching*

This question also seeks to know how many teachers use staff-student partnership in teaching. Figure 2.12. shows that 32 % of students see that most their teachers allow them to take the role of the teacher inside the classroom. Almost the same number of students (30%) said that some of them allow them. About the same number again, indicated that few of their teachers do. This indicates that teachers are not allowing all the students to act as teachers while presenting or maybe students are not acting in this way, thus for some students, teachers give space to take the role of the teacher and for others the same teachers do not allow them to do so. Very few students ticked 'none' (3%) or 'all' (7%).

For the statements 'allow us to prepare some activities' and 'allow us as to prepare activities for first and second year', it is clear from Figure 2.12. that more than 75% of students stated that none of their teachers apply these two techniques. For the first statement, some students (28%) said that few teachers allow them to select some activities which indicates that there are teachers who allow some particular students to select activities, and do not allow the rest of them. In addition, most teachers prefer to select the activities themselves, maybe they are unwilling to give up such authority.

The last statement is concerned with the use of peer learning programs. Again, the majority of students (60%) stated that none of their teachers organize extra sessions for them to study together and exchange notes. About 22% said that few of their teachers do which indicates from this perspective, that the extra sessions involve only a few specific learners or students are not being told about such sessions. The findings showed that there is not a large indicator that teachers treat students as partners in teaching. The results are presented in Figure 2.12.

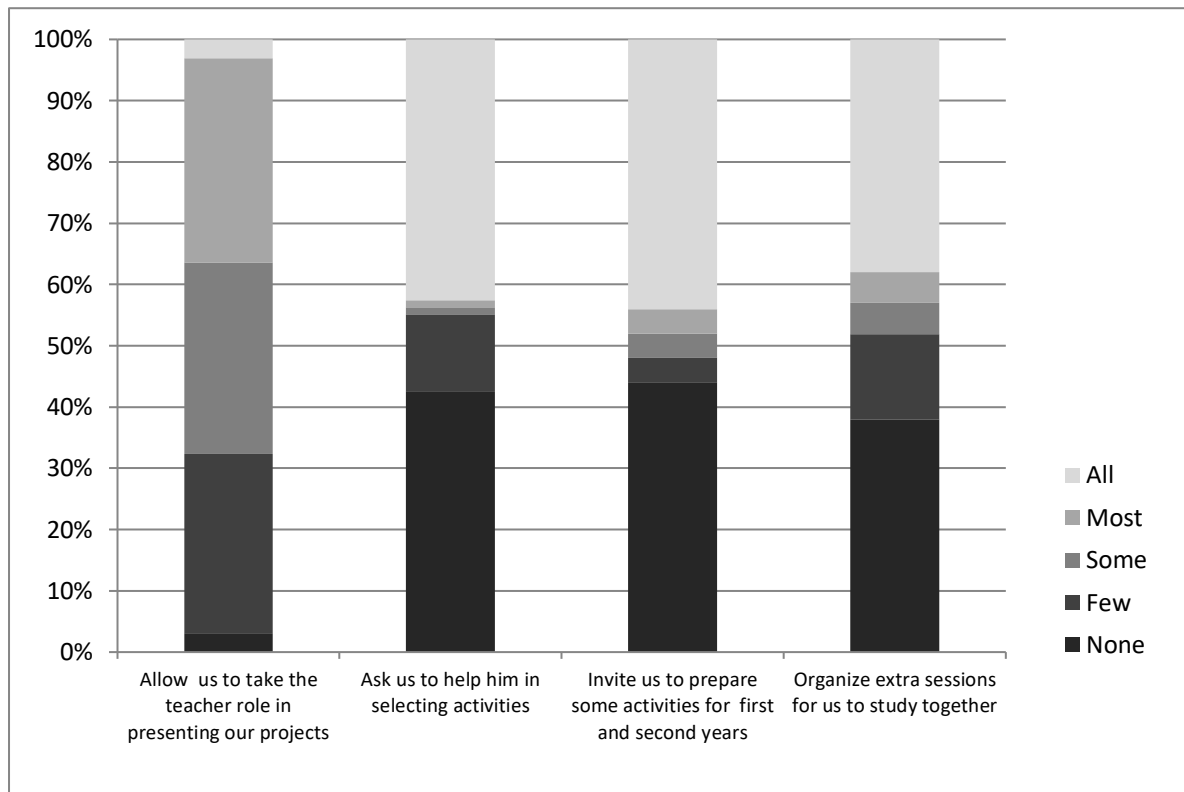


Figure 2.12. Teachers' Implementation of Partnership in Teaching from Students' Perspective

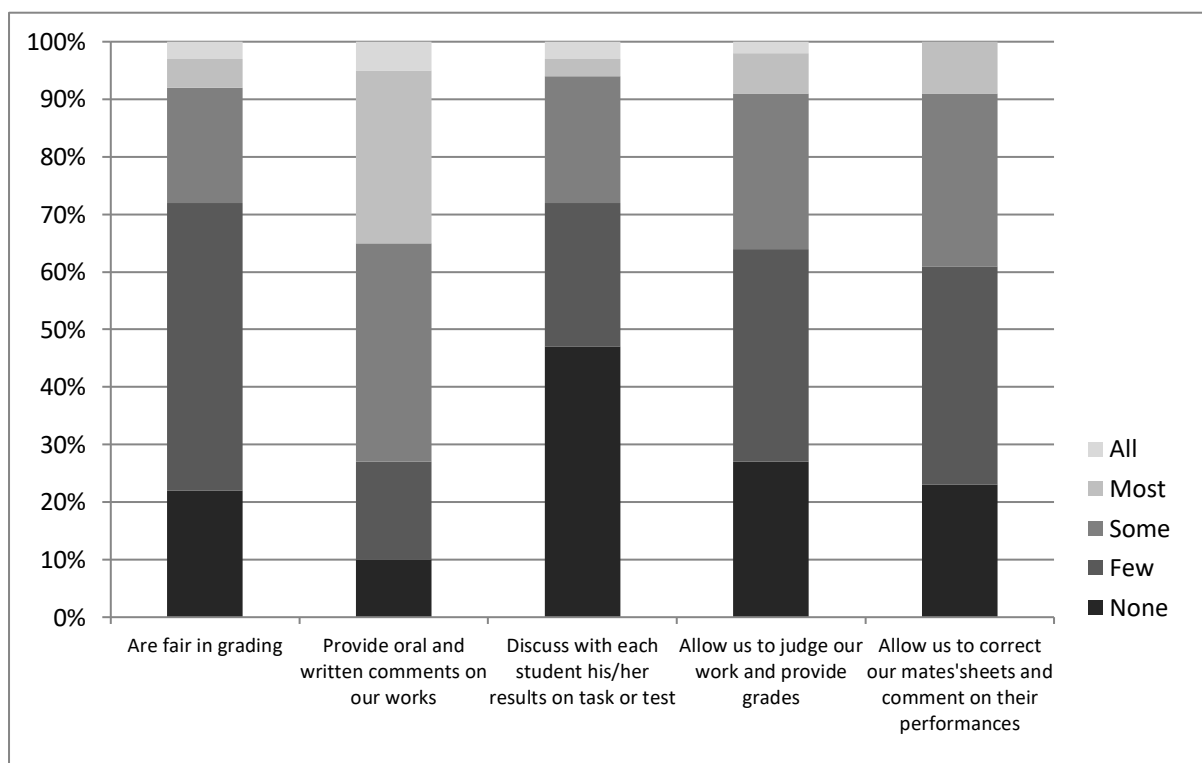
### Q8. Teachers' Implementation of Partnership in Assessment

Question 8 is concerned with the implementation of partnership in assessment. Some techniques and activities that involve students as partners in assessment are suggested. Learners are asked to indicate how many of their teachers use each technique or activity by selecting one of the options: all, most, some, few, and none. The results were calculated using the percentage of students' number and organized in Figure 2.13.

As illustrated by Figure 2.13., about 72% of the students are not satisfied with the way their teachers assess them as they said that some or few of their teachers are fair in grading. Only 3% and 5% said that all and most are fair, and over 20% see that none of their teachers are fair and the same number of students ticked 'some'.

The next four statements deal with some activities and techniques that may involve students in assessment as Figure 2.13. presents. About the third (38 %) of learners stated that some of their teachers provide both written and oral feedback and 30 % said that most teachers do, while 10% and 17% indicated that none and few of their teachers provide both written and oral feedback. However, it seems that although the majority of teachers use both types of feedback, from almost half of the students' perspective (47%) none of the teachers discuss this feedback with them. About 25% said that teachers discuss feedback, and 25% told that few do. This indicates that teachers make discussions with some students and do not with others.

When dealing with self and peer assessment, the results are almost close as can be seen from Figure 2.13. Approximately, the third of students said that most of the teachers allow them to judge their own and their peers' works, the same number indicated that some of them do, the same results are found concerning few teachers.



*Figure 2.13.* Teachers' Implementation of Partnership in Assessment from Students' Perspective.

#### ***Section IV: Students' Perception about Partnership and its Benefits***

This section aims to know the role of student-staff partnership in the specified area in promoting the learning process from the learners' viewpoint. After collecting and calculating the data, the results were organized in Figure 2.14. Over 80 % of the respondents agreed or strongly agreed with the nine statement proposed. 90% of students see that being treated as a partner will help them to be more responsible. 92 % stated that they will appreciate if their teachers asked them for their needs and interests and take their opinion into consideration.

Studying collaboratively with mates helps 83% of the learners to develop their English level, but 15% stated that it does not help. 86% preferred the idea of the flipping classroom, while 10% refused it. 23% see that being involved in preparing materials for the first and second year will not motivate them, while the majority again (77%) appreciated the idea. The same number of learners (15%) who rejected the collaborative work did not like the idea of peer-learning programs these students can be the learners with high level and are very autonomous and do not like to rely on others.

As it is shown from Figure 2.14., concerning the last two statements "I will feel satisfied when teachers take my opinion while designing the grading criteria" and "I prefer to correct and comment on my piece of work and mates' piece of works, or performances" are about being involved in assessment. 83% of the students strongly agree or agree with the first statement and 14% do not want to be involved in designing the marking criteria. Concerning the second statement, 75% see that being involved in self and peer assessment makes them more autonomous, while there are some students (23%) that disagree or strongly disagreed with the idea.

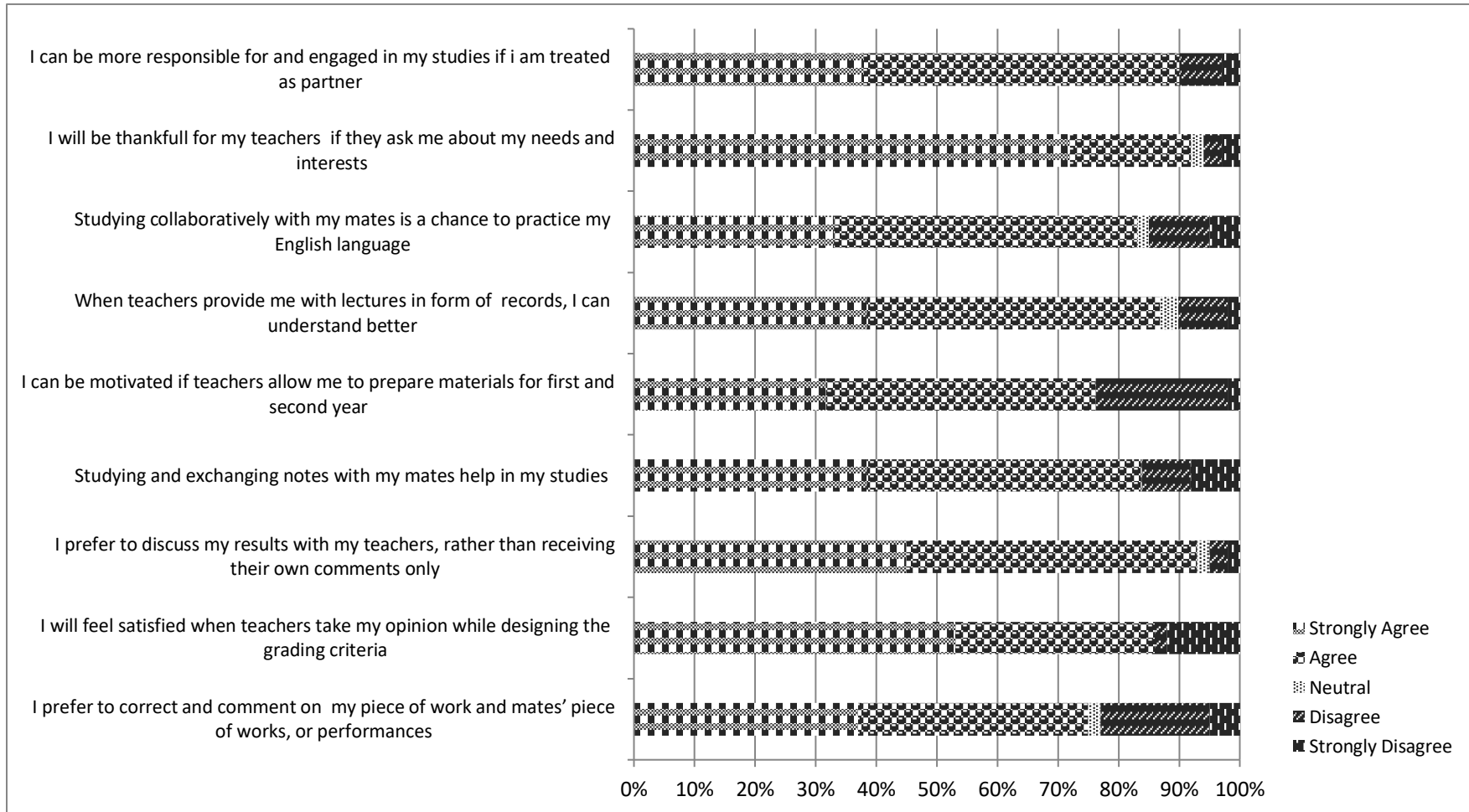


Figure 2.13. Students' Perception about Partnership and its

Benefits

*We welcome your feedback. Please write any suggestions, questions, or concerns:*

Of the 60 students, 25 left feedback. This number of respondents represents 42% of the whole sample. Students claimed that they ask their teachers to take into consideration their needs and interests and work more to motivate them and offer a more suitable environment for learning. They also want for teachers to open more space for interactions and discussions in the classroom and encourage them to participate and express themselves. They need to take the role of the teacher more and often.

Students suggested that they would like to be treated as partners rather than students. Being treated like this from students' viewpoint will facilitate learning and help them to be more independent and provide them with a better experience. Teachers need to develop better strategies to involve and motivate their students.

## **Summary**

From the analysis of results, it is obvious that more than half of the students are certain that the major problems are the teacher's strategy in teaching, the environment of learning, and the lack of interactions with teachers. When it comes to motivation only the third of students are certain that motivation is not an issue. The majority also suffer from anxiety if not fully, partially. The half of students see that confidence has either partial or full negative influence on their learning.

The results indicate that from the students' perspective, some teachers treat their students as partners in learning, teaching, and assessment. Almost half of their use experiential learning activities and collaborative work. Teachers also treat learners as partners in teaching through using peer learning and involving them in preparing activities, but only some teachers

ask their students' help in preparing activities. The third of students claimed that their teachers involve them in the assessment process, but not in designing the marking criteria. However, most of the students indicated that only few or some of the teachers take into consideration their needs and interests and interact with them.

### **2.2.3 Discussion of the Findings and Results from Data Analysis**

This research was carried out essentially to investigate the role of staff-student partnership in fostering the English language learning process in M'sila university. The study also seeks to investigate the existence of some aspects of partnership. Therefore, classroom observation, teachers' questionnaire, and students' questionnaire were used to answer the research questions already proposed in the introduction of this paper.

The study started with the assumption that "if teachers are aware of the importance of treating their students as partners in some aspects of learning; and students of themselves as partners, they will together improve and facilitate learning process". It was clear from the analysis of the results that teachers and students agreed on all what this research suggested and there was no contradiction between both perspectives. Both of them believe that working together as partners in learning, teaching, and assessment facilitates learning.

At the end of each questionnaire, teachers and students were asked to write comments and live feedback. The purpose was to see how they see about partnership after being fully aware of it. They both suggested as mentioned formerly in the "feedback question" that sharing responsibility facilitates the learning and the teaching processes and provides a better experience for both teachers and students which, in its turn, leads to better achievements. They both believe that developing the learner's autonomy, especially at university is a necessity. They do not support the creation of passive learners, and the formation of the self-dependent environment.

The first research question of the current study is: "how can staff-student partnership be used as a strategy in learning?". The analysis of the three tools together revealed that partnership is used in English department as a strategy through learning, teaching, and assessment. Students were treated as partners in learning partially as the analysis of all the findings prove. From the classroom observation, it was clear that teachers used the experiential learning approach as it was stated in the summary of the classroom observation. Teachers gave students opportunity to experience and reflect on their own learning through allowing them to present projects, giving them opportunities for discussions and interactions, but these interactions included only a few numbers of students. The majority of students did not interact with their teachers and remained out of the discussions opened in the classroom.

The results analysis of both questionnaires also revealed that none of the teachers ignore the use of group and pair work or experiential activities such as project presentations. The questionnaires also revealed that teachers interact with their students and give them opportunities for interacting with each other. This contradicts somehow with what was observed because the observation did not include all the groups and was not carried out for many weeks. Teachers also engage learners in active learning through collaborative work, classroom practice, project presentations, and opportunities for questions and discussions. However, the indicator of the flipping classroom is very limited. The classroom observation and teacher's questionnaire analysis proved that teachers rarely flip the classroom.

Students of English department act as partners in teaching basically through taking the role of the teacher inside the classroom and partially through peer-learning. The classroom observation analysis indicated that teachers give students a large space for presentations. From the questionnaires' analysis, teachers give students opportunity to act as teachers which indicates that they are aware of the importance of involving learners in the teaching process in raising their awareness and responsibility, but they do not use peer-learning very often.

Concerning the involvement of learners in preparing activities, there was a difference between the teachers' viewpoint and students' viewpoint. Teachers claimed that most of them ask learners to help them in preparing materials, while students stated that half of their teachers involve them in such activity. This contradiction in perspectives is due to the involvement of few students rather than all of them which led the students who are not being engaged in such activity to provide a different point of view.

Teachers involve students in assessment partially. The analysis of classroom observation showed that students are involved in providing feedback on the performances of their mates but not on their own performances. The discussions between teacher and students concerning their works and performances were also limited and teachers did not ask students for their feedback. The classroom observation did not reveal very much about assessment, but what was clear is that teachers evaluate their students continuously. Both questionnaires provided the same results that almost all teachers assess students continuously, but with limited involvement in the feedback and they rely heavily on teacher-evaluation rather than using self and peer assessment. Dealing with designing the marking criteria, it is clear from the teachers' questionnaire analysis that half of the teachers involve their students.

The second question that this study set out to answer was "what are the problems faced by students while learning?". The observation analysis showed that few students participated although they all seemed focused. The analysis of the results of the students' and teachers' questionnaires revealed that only the half of students are engaged, motivated, and confident. This accounts for the lack of participation in the classroom. To investigate the issue more, students were asked to tell what problems they face. The analysis of students' questionnaire revealed that students complained about the teacher's strategy in learning, lack of interaction with teachers, and unsuitable environment for learning. This indicates as explained in "part three: the learners hindrances" that from the students perspective, teachers are not working

hard to deal with the learners psychological problems. Half of the students are either demotivated or partially motivated and most of them suffer from high level of anxiety which prevents them from raising their levels (Krashen, 1982).

The third question was "to what extent does staff-student partnership in learning, teaching, and assessment improve the university students' English language learning?". Treating students as partners helps them to enhance their learning. The observer noticed that when students were given opportunities to prepare projects, work on groups, reflect through asking questions and engaging in discussions, they became more active and participated more. The same results were revealed by the analysis of both questionnaires. Teachers emphasized the importance of collaborative work and experience in creating active students and suitable environment for communication (Chickering & Gamson, 1987 & Knutson, 2003). Teachers also believe that students cannot handle too much information that the teacher provides in the traditional classroom and they will forget it easily and quickly (Gerstein, 2012). Therefore, both teachers and students assume that flipping the classroom reinforces understanding and provides more opportunities for interactions in the classroom (Bergman & Sams, 2014).

The majority of students (77%) and teachers (62%) also believe that co-designing learning materials promote the learners' motivation and autonomy (Moiseenko, 2015). However, 23% of teachers did not accept the idea and see that it does not help learners in any way. Such teachers are unwilling to accept this kind of partnership as Felten et al, (2014) suggest. Felten et al argue that teachers are used to preparing materials by themselves and it is difficult for them to accept the idea of sharing such responsibility with students.

All the teachers believe that the peer-learning programs improve the learners' levels. They see that such programs contribute to the richness of the students' experiences and provide opportunities for interactions. Learners may act as peer advisors or teachers through these programs which, in its turn, raises their sense of responsibility and autonomy (Thornton, 2015).

Most of the students prefer to be involved in feedback on the formative assessment and in self and peer assessment since they see that they help them to be more engaged and responsible. All teachers proposed that these activities also help students to develop critical thinking abilities. Inviting students to participate in the assessment process is one of the most important indicators that teachers believe in dialogue and give students some responsibility in building their knowledge themselves (Deeley and Brown, R. A., 2014).

## **Conclusion**

This section was concerned with the description, analysis, and discussion of the findings of the different data collecting tools. The section started with the analysis of the classroom observation, and then it moved to the description and analysis of the teachers' questionnaire. Later, it focused on the students' questionnaire description and analysis. Both questionnaires were developed to know the teachers' and students' views, perception, and expectations about the use of staff-student partnership in learning, teaching, and assessment.

Based on the entire findings, the hypothesis has been tested and confirmed. Also, the three research questions of the present study have been answered. The analysis and interpretation of the main findings have given a clear idea about the problems faced by English learners, the existence of staff-student partnership in learning, teaching, and assessment in the educational context, and its role in fostering the EFL learning process in the

English department of M'sila university. The next section will deal with some recommendations, suggestions, and further research.

## **SECTION THREE SUGGESTIONS AND RECOMMENDATIONS**

### **Introduction**

The two last sections dealt with the methodology, methods, and research design used in this study as well as the data analysis, interpretation, and discussions. This section provides some suggestions and recommendations that may help in solving some problems and improving learning through the implementation of staff-student partnership in the light of the results found.

From the results found, it was clear that students are not totally independent, and engaged. They complained about the teacher's strategy, lack of interaction, and unsuitable environment for learning. They also suffer from anxiety, lack of motivation, and lack of appropriate strategies in learning. Therefore, some points are recommended and some suggestions are proposed to help teachers and learners to promote learning.

#### **2.3.1 Teacher's Role**

English teachers of M'sila university are aware of the importance of preparing students to be lifelong learners. However, they give little responsibility to the learners for their learning and hold the rest themselves. By doing so, students will never learn how to be responsible and autonomous and they will always put the responsibility for their failure on their teachers although they are adults and their failure is basically their responsibility. Accordingly, teachers should give up their authority and sense of being totally responsible for their students and start to think about new ways that allow their learners to be autonomous and independent. They should start trusting their students who need to hold more responsibility to develop and

become better lifelong learners, especially that they are basically facilitators who guide and direct learners toward their goals and interests rather than controllers.

### **2.3.2 Learning Environment and Collaborative work**

Students complained about the environment of learning and they see that it is not suitable; thus, teachers should work to offer them a better environment that involves them more in learning and motivate them. Learners also suffer from anxiety as the students' questionnaire revealed and without relaxing and safe environment, they will not be able to practice their English or even understand the lectures fully. Working to interact with all students is also a central concern that teachers need to take into consideration as students see that lack of interaction is one of the main problems in their learning.

Concerning the applied modules, teachers need to use more collaborative work since it was missing in most of the observed classes. There were also few interactions in the classroom. Students were not interacting with each other and not interacting with the teachers often. Some students did not interact with the teacher at all and they were not participating and not so active. The analysis of the questionnaires of teachers and students revealed similar results. When teachers use group or pair work, they give students opportunities to more practice and understanding. This also gives teachers a chance to interact with all their students since they turn between groups checking answers and opening discussions.

### **2.3.3 Flipped Classroom**

Teachers complained about the size and time of the sessions. They suggested that there are no much time and space for collaborative activities. Teachers can flip the classroom when they feel that the lesson needs practice and collaboration. They can record the lecture and give it to students earlier than the class time through disks or online. By doing so, students will

understand the lesson before coming to class and teachers will have space to apply collaborative activities and to offer opportunities for more interactions.

Students also claimed that they need to interact more with their teachers so, this technique offers the space for teachers to interact with all the students since there will be no many explanations. The teacher only clarifies what students did not understand in the records and learners will also be able to take enough time to repeat, to take notes, and to understand. It will also be their reference in the exams time. This technique, even if used only sometimes depending on the nature of the lecture, will make students feel more responsible since they feel that they are being treated as adults. Teachers can use it when the lecture contains activities and lecturing will only waste time.

### **2.3.4 Peer-Learning Sessions**

Teachers of content modules may notice that students are not able to take all notes and understand all the information presented through lecturing. The observer noticed that in such classes, few students take notes while the rest write rarely or do not write at all and the teachers' questionnaire revealed similar results. Modules such as cognitive psychology, linguistics, civilization, and literature require high cognitive thinking and full concentration; thus, students need extra supportive sessions that help them to take notes from each other and understand together. Peer learning helps students to act as responsible and teach each other not only the content of the courses, but also some strategies in note-taking which will provide students with an idea how to take notes inside such courses.

### **2.3.5 Co-Designing the Marking Criteria**

Like many students around the world who are not satisfied with the way their teachers assess them (HEA, 2012), half of English language students at English department at M'sila university see that their teachers are not fair in grading. Allowing students to participate in

designing the list of grading criteria will make them feel more satisfied. This changes nothing for the teacher since the final list is based on his/her choices, but putting students on groups and ask them to select the list they see appropriate to their levels and needs will make them feel more appreciated and interested. They will also put the blame for their failure on themselves rather than on the teachers since they know that they contributed in the selection of the norms upon which they were assessed.

### **2.3.6 Suggestions for Future Research**

This research dealt with the role of student-staff partnership in learning, teaching, and assessment to foster the EFL learning process. It investigated some problems faced by students while learning, the use of this kind of partnerships in the English context, and their roles in promoting the learning process. Other areas are worth to investigate, but due to the time, and length of the paper they were not tackled.

Further research can be investigating the perspective of teachers and students about the use of partnership in the area of course design and inquiry. It is a high stage of student staff partnership which leads to the total autonomy and responsibility in higher education. In addition, from what has been studied, another research can focus on the involvement of students in the assessment process, especially feedback and co-design the grading criteria. The current research used the descriptive design which can serve as a basic ground to an experimental study which can be tackled to prove the applicability of this strategy.

### **Conclusion**

The current section proposed some recommendations on the light of the issues found and suggested some activities and techniques related to staff-student partnership in learning, teaching, and assessment that may solve some problems and enhance the learning process. At the end, it suggested some topics that are worth tackling.

The second chapter was dedicated to the practical part of the study. It was divided into three sections which are research methodology and design, findings and discussion of results, and suggestions and recommendations. The first section focused on research methodology and design. It started by introducing the research variables which are the independent variable staff-student partnership in learning, teaching, and assessment and the dependent variable EFL learning process, and describing the population and sample of the study. Next, it deeply explained the methodology used including the research design and procedures, the process of administrating of the study. It also explained the methods used for data collection, which are classroom observation and questionnaire, and the main approaches employed for the analysis of the obtained data which are qualitative, quantitative, and mixed method approaches.

The second section was concerned with findings and discussion of results. It was divided into four parts. The first part tackled the analysis of the classroom observation results. The second part focused on the description and analysis of the teachers' questionnaire. The third part emphasized the description and analysis of the students' questionnaire findings. The fourth part was devoted to the discussions of the findings analysis of the three instruments together, then in relation to previous studies. The third and last section of this chapter was dedicated to the suggestions and the recommendations that were provided based on the main findings.

## **GENERAL CONCLUSION**

This dissertation serves as evidence to show that staff-student partnership in learning, teaching, and assessment can foster the English language learning process in higher education. First, by engaging them in the process and raising their motivation and confidence. Second, by giving them responsibility for their own learning and making them feel appreciated as adults. Realizing the importance of being partners and sharing responsibility in facilitating learning reinforces and enhances the learning and the teaching experiences. This study attempts to suggest to the teachers a strategy that helps them to promote the learning process by making them more aware of the importance of the learning process rather than the outcomes, and the learner as a producer rather than a consumer of knowledge.

English language learners, especially in higher education, need to communicate to be able to develop their target language; thus, offering ways that engage them in communications plays a central role in the teaching process. English students can be more active if they are treated as partners in learning through applying the experiential learning activities and flipping the classroom which provides them with opportunities for both understanding and interaction. Students can also play an important role in the delivery of teaching by facilitating learning for students from the same or lower levels. They can act as model teachers in the classroom or in peer learning sessions and can also prepare activities to students from lower levels. Teachers may involve learners in assessment through allowing them to take part in feedback, to judge their works and their mates' works, and to participate in designing the marking criteria.

Third year English students at M'sila university face some problems that hinder their learning process mainly anxiety and motivation. In addition to the unsuitable environment for teaching, lack of appropriate teaching strategies that involve them in the process and lack of

interaction with their teachers. As Felten et al (2014) suggest that partnership is not new in the colleges and universities, teachers in English department treat their students as partners in some aspects of learning, teaching, and assessment. They are both aware of the importance of sharing responsibility and building lifelong learners and of the role of staff-student partnership in promoting learning.

Teachers and third-year students of EFL department are aware that sharing responsibility facilitates the learning and the teaching processes and provides a better experience for both teachers and students which, in its turn, leads to better achievements. This dissertation demonstrates that such goal can be achieved through a careful planning and implementation. Therefore, this dissertation recommends that teachers and staff of English department consider the evidence presented in this dissertation and join the movement of creating active students involvement in the learning and teaching processes.

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## APPENDICES

APPENDIX A CLASSROOM OBSERVATION  
CHECKLIST

CE = Consistent Evidence    EE = Extensive Evidence    ME = Moderate Evidence				
LE = Limited Evidence                      NO = No Evidence				
Indicator	Examples of Evidence	First Class	Second Class	Third Class
Teacher acts as a facilitator and coach	<ul style="list-style-type: none"> <li>• Teacher speaks fluently and in depth about the topic</li> <li>• Uses examples related to students' experiences</li> <li>• Allows students' questions</li> <li>• Allows Students take part in presenting the lesson</li> <li>• Presents himself or herself as a learner along with students</li> <li>• Flips the classroom</li> </ul>			
Periods of teacher-student interaction appropriate and useful	<ul style="list-style-type: none"> <li>• Instructor asks questions frequently</li> <li>• Questions expose and draw on students' prior knowledge</li> <li>• Interacts with all the students</li> <li>• Does not dominate the discussions</li> </ul>			
Student-student interactions are appropriate and productive	<ul style="list-style-type: none"> <li>• Teacher uses pair and small groups work</li> <li>• Allows discussions between students</li> <li>• Student discussions demonstrate thinking and learning about the concepts</li> </ul>			
Students are involved in assessment and evaluation	<ul style="list-style-type: none"> <li>• Assessments are varied (journals, performance tasks, presentations, tests) and target concepts <i>and</i> skills</li> <li>• Teacher discusses with each student his/her own performance and work</li> <li>• Students self-assess</li> <li>• Students peer- assess</li> </ul>			
Students are active and engaged	<ul style="list-style-type: none"> <li>• Students have opportunities to participate</li> <li>• All students are interested and focused</li> <li>• All students take notes, drawings, or summaries in a journal</li> <li>• Students provide feedback and show understanding</li> <li>• The class atmosphere is warm, open and accepting</li> </ul>			

## APPENDIX B TEACHERS' QUESTIONNAIRE

Dear teacher,

This questionnaire is part of a research we are carrying out in Msila University to investigate to what extent adopting partnership as a strategy in teaching can promote third-year students' EFL learning process. We do not attempt to judge your current strategy in teaching; rather we are interested in your personal opinion. Therefore, we kindly ask you to participate in this research by answering the questions below. We hope that you will provide careful and sincere responses as this will guarantee the success of this investigation. We greatly appreciate your corporation.

### Section I: Personal and Professional Background:

1-Gender  Male  Female

2-Teaching experience at the university

1-5 years  6 -10 years  More than 10 years

3- I teach:  Applied Modules  Content Modules  Both

### Section II: Teacher's Perception about the Learning Process and Learners:

4- My responsibility towards my students in higher education is:

	No	Somehow	Yes	
Preparing them for exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5- I describe my third</b>
Preparing them for life after university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching them according to the syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Directing them towards their goals and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Helping them to become more responsible, and engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Providing them with good learning experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

year students' level as:

Very low  Low  Medium  High  Very high

**6- In my class, students are:**

	No	Somehow	Yes	
Active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>7-</b>

**To make my students more active and engaged, I**

.....

.....

.....

.....

.....

**Section III: Teachers Implementation of Partnership**

Partnership refers to the collaboration between educators and students in which both sides participate legitimately with different perspectives and experiences, although not necessarily with an equal legal responsibility.

**8- The Teacher's Background about Partnership**

<b>As a university teacher, I</b>	No	Somehow	Yes
Heard of partnership before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thought about using it as a strategy in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think it can help learners to be more responsible for their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See that it leads students to rebel on and disrespect the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in offering suitable and relaxing environment for my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9- Teachers' Implementation of Partnership in Learning (co-learning)**

<b>As a teacher, I</b>	Never	Rarely	Sometimes	Often	Always
Provide lectures that cover my students' needs and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use lecturing as the main strategy to present lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interact with my students inside and outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use collaborative work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use experience-based activities such as presentation, role playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flip my classroom (Providing lectures in form of records for students to watch/listen at home. Class time is then dedicated for further clarifications and activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.-Teachers' Implementation of Partnership in Teaching (co-teaching):

As a teacher , I	Never	Rarely	Sometimes	Often	Always
Take into consideration my students' needs and interests while planning the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide my students with opportunities to take the teacher role inside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow my students to prepare some materials for first and second years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use peer-learning programs in which students study together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 11-Teachers' Implementation of Partnership in Assessment and Feedback (co-assessing):

As a teacher, I	Never	Rarely	Sometimes	Often	Always
Assess my students (formative/ongoing assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve students in both written and oral feedback on the formative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rely on and prefer to use teacher-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use self-evaluation (students evaluate themselves)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use peer- evaluation (students evaluate their mates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve my students in designing the grading criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section IV: Teachers' Evaluation of Partnership

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The focus in higher education is on preparing students to be lifelong learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can treat my students as partners in the areas of learning, teaching, and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treating students as partners provides learners with better learning experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treating my students as partners provides me with better teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using some forms of experience-based learning such as role-playing and presentations make students more motivated and engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students cannot get all information presented inside the classroom through lecturing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing learners with the lectures in form of records that they can watch at home gives them opportunity for more understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When students understand lectures at home, there will be more time in classroom for activities and interactions between me and my students, and between students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative work allows students to practice their target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important to take into consideration the learners' needs and interests while planning the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using peer-learning programs help learners to improve their levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inviting third year students to prepare some materials for first and second year help them to be more motivated and responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involving students on feedback on the formative assessment helps them to be more interested and autonomous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self- and peer assessment help learners to be more autonomous and critical thinkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**We welcome your feedback. Please write any suggestions, questions, or concerns:**

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Thank you for your corporation

## APPENDIX C STUDENTS' QUESTIONNAIRE

Dear student,

We will be so thankful if you answer this questionnaire that is a part of a research that we are carrying out in M'sila University to investigate to what extent you can become better learner if your teachers treated you as a partner more than a student. There is no wrong or right answer, so we hope that you will provide careful and sincere responses as this will lead to the success of this investigation. Tick the appropriate response for you. You can choose more than one response if needed. Thank you for your corporation.

**Section I: Student's Personal Background:**

- 1- Gender:**                     Male                     Female
- 2- Age:**                     19-21                     22-24                     More than 25

**Section II: Student's Perception about his/her own learning:**

**3- My level in the English Language is:**

- Very low                     Low                     Medium                     High                     Very high

**4- As a learner, I describe myself as:**

	Yes	Somehow	No
Active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-aware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**me to improve my level is:**

	Yes	Somehow	No
Lack of motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My cognitive abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Over-reliance on the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher's strategy in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of the teacher's support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsuitable environment for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interactions between me and my teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interactions with mates inside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate strategies in note-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section III: Teacher’s Implementation of Partnership

Partnership means to work collaboratively with your teachers to enhance your learning and learning experience in university.

#### 6- Teachers' Implementation of Partnership in Learning

Teachers:	None	Few	Some	Most	All
Provide lectures that cover our need and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give us opportunities for interacting with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize the class into pairs and groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide activities such as role-playing and Project presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 7- Teachers' Implementation of Partnership in Teaching:

Teachers:	None	Few	Some	Most	All
Allow us to take the teacher role in presenting our projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask us to help him in selecting activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invite us to prepare some activities for first and second years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize extra sessions for us to study together and exchange notes (Peer-learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 8- Teachers' Implementation of Partnership in Assessment (Grading) and Feedback:

Teachers:	None	Few	Some	Most	All
Are fair in grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide written and oral comments on our performances or pieces of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate us continuously during the year not only exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow us to judge and comment on our work and provide grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow us to correct our mates' sheets and comment on their performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss with each student his/her results on a particular task or test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section IV: Students' Perception about Partnership and its Benefits

9- Select to what extent you agree or disagree on the following statements

	Strongly Disagree	Disagree	Agree	Strongly Agree
I can be more responsible for and engaged in my studies if my teachers treat me as partner more than student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be thankful for my teachers if they ask me about my needs and interests, and take my opinion into consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studying collaboratively with my mates is a chance to practice my English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When teachers provide me with lectures in form of records (videos/ audios), I can understand better since I can repeat the lectures anytime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If my teachers involve me in preparing some materials (eg: texts) for first and second year, I will feel motivated and responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studying and exchanging notes with my mates help in my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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I prefer to discuss my results (eg: test, task) with my teachers, rather than receiving their own comments only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I will feel satisfied when teachers take my opinion while designing the grading criteria (eg: Structure 5 points, content 11 points...),	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I prefer to correct and comment on my piece of work (eg: test sheet) and mates' piece of works, or performances, rather than to receive just the correction and comments of the teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**We welcome your feedback. Please write any suggestions, questions, or concerns:**

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Thank you for your corporation

## المخلص

تهدف هذه الدراسة لإثبات مدى فعالية الشراكة في التعلم والتعليم والتقييم على تحسين عملية تعلم اللغة الإنجليزية لطلاب قسم اللغة الإنجليزية في جامعة مسيلة. كما أنها تهدف لتسليط الضوء على أهمية إنشاء بيئة مريحة وودية في الحد من المشكلات النفسية ورفع دافع الطلاب لتعلم اللغة الإنجليزية. الغرض من الدراسة هو توعية المدرسين والطلاب لأهمية الشراكة في التعلم والتعليم والتقييم في تسهيل عملية التعلم. وقد تم إجراء هذا البحث بين طلاب السنة الثالثة في قسم اللغة الإنجليزية في جامعة المسيلة. وقد اعتمد على استخدام البحث الوصفي حيث تم جمع البيانات نوعياً وكمياً من خلال الملاحظة الصفية واستبيان تم تقديمه لكل من المعلمين والطلاب. وكشفت النتائج أن التعامل مع الطلاب كشركاء يزيد من إحساسهم بالمسؤولية ومستوى الالتزام لديهم وبالتالي تعزيز تعلمهم. كما أن النتائج أثبتت أن وعي المعلمين والطلاب لأهمية هذه العلاقة يوفر لهم خبرات تعليمية وتعلمية أفضل. لقد تطرقت هذه الدراسة إلى مجال واحد للشراكة وهو التعلم والتعليم والتقييم وبطريقة وصفية، ويقترح القيام بدراسة أكثر تعمقا من خلال استخدام البحث التجريبي وذلك لإثبات فعالية وقابلية تطبيق هذه الاستراتيجيات عن طريق تطبيقها بدلا من وصفها وكذلك توسيع نطاق الدراسة للمجالات الأخرى للشراكة والمتمثلة في البحث والتحري الموضوعي، منحة التعليم والتعلم، تصميم المناهج والاستشارات التربوية.

**الكلمات المفتاحية:** الشراكة، الشراكة بين الأساتذة و الطلاب، عملية التعلم، التجربة التعليمية، التجربة التعليمية، الخبرة التعليمية.