التعلم المستقل نتيجة طبيعية للتعلم التعاوني

Autonomous Learning as a Natural Corollary of Collaborative Learning

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ملخص:

يُعرَّف التعلم المستقل على أنه نتيجة طبيعية للتعلم التعاوني ؛ قدرة بشرية على التصرف بحرية واتخاذ قرارات مستنيرة فيما يتعلق بالإجراءات التي نتبعها . التعلم هو عملية تفاعلية اجتماعية ونشطة. نتعلم في سياق اجتماعي - مع البشر الآخرين مثل أقراننا وأولياء أمورنا ومعلمينا وما إلى ذلك. تحاول هذه الورقة شرح أفضل تعريف للتعلم المستقل. إنه يوضح أن المتعلمين يجب أن يبنوا المعرفة لأنفسهم من خلال التعلم التعاوني والتعاوني الذي يساعدهم على رؤية وجهات نظر متعددة. إن تشجيعهم على استخدام موارد التعلم المستقلة (مثل أجهزة الكمبيوتر وتقنيات التعلم والوصول الذاتي والقراءة المكثفة) من شأنه أن يعزز استقلاليتهم واحترامهم لذاتهم ، وتؤكد هذه الورقة أيضًا على حقيقة أن التعلم يتضمن اللغة وأدوات أخرى وما يجب أن نتعلمه يجب أن يرتبط بما نتعلمه ومن ثم ، يحتاج المتعلمون إلى إنشاء أهدافهم الخاصة والتخطيط لتعلمهم الخاص حيث يجب على المعلمين تعزيز التعلم من خلال حل المشكلات (التعلم النشط) والاهتمام بالعملية ، وليس فقط نتاج التعلم.

كلمات مفتاحية: التعلم المستقل.، تقنيات التعلم.، المتعلمون.، التعلم النشط.، المعلمين.

Abstract:

Autonomous learning is defined as a natural corollary of collaborative learning; a human capacity to act freely and make informed choices as to the actions we

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pursue (Benson 2001). Learning is a social and active interactive process. We learn in a social context – with other human beings such as our peers, our parents, our teachers etc. This paper tries to explain what best defines autonomous learning. It demonstrates that learners should construct knowledge for themselves through collaborative and cooperative learning which help them see multiple perspectives. Encouraging them to use independent learning resources (e.g. computers and learning technologies, self access, extensive reading) would foster their autonomy and self esteem.This paper also stresses the fact that learning involves language and other tools and what we learn should link with what we already know .Hence, learners need to create their own goals and plan their own learning in which teachers should promote learning via problem-solving (active learning) and being concerned with process, not just product of learning

Keywords: Autonomous Learning; Collaborative Learning; Learners; Teachers; Learning Techniques

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1.Introduction

Autonomous learning has received much attention for decades and it is still under discussion and debate among scholars and researchers. Learner Autonomy means different things for different people and there is few agreed or common points about its true meaning.One of them is the ability to learn through collaborative learning. In collaborative learning there is a power shift and learners are allowed to be/become more autonomous. Vigotsky used the expression 'other-regulation': they initially perform tasks and activities only under the control of others. But, then move to a position of 'self-regulation' which is when they are able to do something autonomously. Control over cognitive aspects (becoming conscious learners and reflecting on learning) and control over content through negotiation

of syllabus; changing the role relationships in class; giving learners some degree

of control over learning experiences; negotiation of syllabi etc.

2. Autonomy in language learning and teaching

Autonomous learning is considered to be one of the significant concerns in the entire history of language teaching which focuses on learner's reflection and also certain important responsibilities for an individual's learning process. Promotion of Learner Autonomy focuses on encouraging students to identify the objectives, define progressions and contents, method selection and techniques that can be utilized. Implementation of this process helps learners to design a personal learning agenda by proper planning, monitoring, pacing and finally evaluate the process of learning. Principle of Learner Autonomy is to encourage students to participate in the process of decision making concerned with their own language competence, which further help them to be more enthusiastic in learning thus, helping them stay focussed in learning process. (Balçıkanlı, 2010)

In general, autonomy defines an important step of independence from any kind of controls that are acting externally. However, in our community, it is smoothly balanced by dependence on each other. Thus, autonomy can be defined as a matter of social independence. Important factors that define autonomy are: an independent action, critical reflection, decision – making and capacity for detachment. The word autonomy can be significantly applied to five different situations. They are described as follows:

- Situations where in the learners are not dependent on anyone for the learning process
- An existing capacity that is being suppressed by universities
- A group of important skills that can be learned and simultaneously applied to self – directed type of learning
- Situations where in learners identify the path of their self – learning process
- The process of responsibility of learners' for self – learning (ÇAKICI, 2015)

Two main topics in foreign language learning are learner responsibility and learner autonomy. According to Moore, Learner autonomy is a study platform that

involves learner take responsibility of his / her own learning. Learner autonomy involves:

- Identification of learning goals
- Learning processes
- Organization of learning
- Evaluation technique and implementation in learning
- Learning motivation and understand wide range of learning skills and approaches
- Possess information processing skills (Yagcioglu, 2015)

3. **Learning strategies**

Learning strategies can be described as activities that help in improving learning outcomes or results. Basically, there are three main categories of learning strategies. They are defined as follows:

(1) *Metacognitive Strategy* – This strategy mainly involves planning process that includes learning, monitoring an individual's production and comprehension and finally carrying out evaluation to understand how effectively one has achieved the learning objectives

(2) *Cognitive Strategy* – This strategy particularly involves manipulation of the learning material or resource that is to be learnt mentally (elaboration of a topic or designing images) or physically (taking notes, segregating learning items in a group)

(3) *Social / Affective Strategy:* This strategy involves either communicating with another person so as to help Cooperative learning and hence frame and discuss questions for clarification or utilize and effective tool to help learning tasks. (Yagcioglu, 2015)

In the event that learners are brilliantly drawn in with their learning, it is prone to be more proficient and successful, on the grounds that is more individual and centred, than something else; specifically, what is found out in instructive connections will probably serve learners' extensive plans.Secondly, if learners are pro-actively dedicated to their taking in, the issue of inspiration is by definition unravelled; in spite of the fact that they may not generally feel completely positive about all parts of their learning, self-governing learners have added to the intelligent and attitudinal assets to overcome impermanent motivational mishaps.

In the specific instance of second and foreign dialects there is a third contention. Powerful correspondence relies on upon a complex of procedural aptitudes that

grow just through use; and if dialect learning depends essentially on dialect use, learners who appreciate a high level of social self-sufficiency in their learning surroundings ought to think that its simpler than generally to ace the full scope of talk parts on which compelling unconstrained correspondence depends. (Little, 2016) There are three main aspects associated with Autonomy learning and teaching process. They are: (1) Language Learner Autonomy (2) Learner Autonomy and (3) Personal Autonomy.

4. Autonomy is naturally developed

Researcher named Littlewood provided an in – depth explanation about how autonomy is naturally developed in a learner via the language learning process. According to him, there are three types of autonomy that is developed associated with language teaching. They are described as follows –

Dialect educators mean to build up learners' capacity to work freely with the dialect and utilize the dialect to impart in genuine, unpredictable circumstances. Dialect educators expect to help their understudies to add to their capacity to assume liability for their own particular learning and to apply dynamic, actually important methodologies to their work both inside and outside the classroom. Helping their understudies to expand their capacity to impart and learn freely, dialect educators likewise attempt to achieve the objective of helping their understudies to create more noteworthy summed up self-rule as people. At that point, in dialect showing educators need to offer understudies some assistance with developing inspiration, certainty, information and abilities that they require with a specific end goal to impart more freely, to take in more autonomously and to be more free as people. Littlewood utilizes Figure 1 to outline the improvement of self-governance through dialect instructing. (ÇAKICI, 2015)
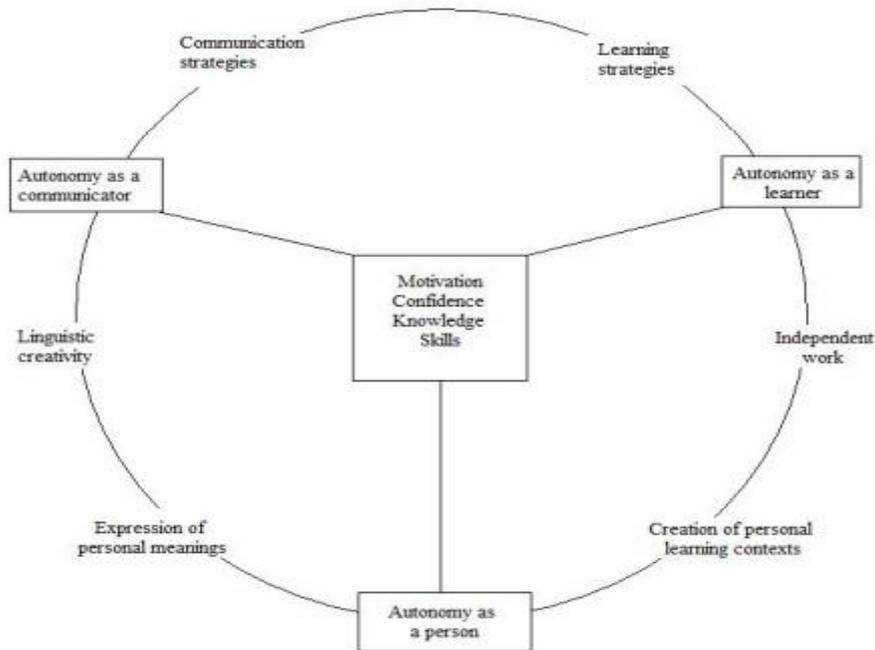
Figure – 1: Development of Autonomy through Language Teaching

Referring to Figure 1, the middle box contains the four parts which add to a learner's readiness and capacity to act autonomously. The three boxes demonstrate the covering sorts of self-rule (Autonomy as a communicator, Autonomy as a learner, Autonomy as a man) which understudies can create. The six extra names around the circle: Communication procedures, Learning techniques, Linguistics inventiveness, Free work, Expression of individual implications, Creation of individual learning settings demonstrate some of the solid approaches to express three sorts of self-sufficiency in learning. Every way is set by the sort of self - sufficiency to which it relates generally nearly. That is, communicating phonetic

imagination by the inventive utilization of dialect and / or utilizing correspondence procedures with a specific end goal to pass on implications exhibit and create dialect learners' autonomy as communicators. Applying individual learning procedures and / or taking part in autonomous work, dialect learners exhibit and build up their capacity as free learners. Making their own learning connections and / or communicating their own implications, dialect learners show and build up their self-sufficiency. (ÇAKICI, 2015)

5. Learning at Higher Education

Language learning at higher level such as university – level is a complex process and involves high level tasks and skills such as writing research articles and papers, reading novels, listening to lectures etc. Strategies in learning can assist learners or students to a greater extent and help them fulfil these demands. In case of assignments of long – term, students can plan a schedule and segregate their big assignment into smaller tasks. Also, students can communicate and discuss these tasks with their classmates and monitor progress. Graphic organizers can be used in order to efficiently illustrate the assignment data. Language learners of college – level can make of credible resources such as models, internet, reference materials etc to accomplish their assignment tasks. (Uhl Chamot et al., n.d.)

Instructors in higher education expect students to work individually and independently and hence they are only held responsible for self - learning process.

Thus, students face wide range of challenges to handle their language learning. Analyzing the process of language learning will help students to understand the issues. Large number of learning sources is available for both instructors and students' at higher – level education system. (Uhl Chamot et al., n.d.)

Strategy	Learner	Teacher
Background Knowledge	Consider a topic and analyze the things that you already know about the topic so that you can explore more on it and study to acquire more knowledge	Analyze on the students' knowledge which they already know. This will assist teachers to build learning material for students that excludes information which they already know
Personalize	Compare your native language with your language learning which will help you to build language constructions using which you can relate information with your own experiences and ideas	Make sure to link the study material to learners' knowledge and experience by making use of guiding questions or any other activities
Use of Imagery	Link every new material that you encounter in the learning material with any kind of imagery material.	Develop materials effectively that consists of photographs, figures and illustrations to help students learn new

	This will help you learn topic effectively	information in learning process

Table 1 provides a comparison analysis of learning strategies and teaching strategies.

Source: (Uhl Chamot et al., n.d.)

There has dependably been a connection between instructive advances and self-rule, seeing that they have regularly been intended for autonomous use. Backers of self-rule have once in a while been wary of this connection, in light of the fact that instructive advancements have a tendency to presuppose self-governance, as opposed to cultivate it. The latest eras of new advancements, in any case, particularly those including the Internet, client - developed Web 2.0 substance, and versatility have all the earmarks of being having a central effect on the scene of independent dialect learning In domains, for example, self-access, dialect prompting, separation training, and pair learning, there has been a need to re - examine procurement of access to dialect and dialect learning opportunities through these new innovations, which has frequently included a movement in center from instructive innovations as suppliers of substance to the configuration of mechanically improved situations for autonomous and community oriented self-coordinated learning. All the more significantly, new innovations are giving chances to dialect learners who need prompt access to the objective dialect to sidestep classrooms and go specifically to target dialect writings and clients

through the Web and online networking. A considerable lot of our most essential thoughts regarding dialect instructing and learning (starting with the thought that they are best completed in schools and classrooms) are based on the supposition that learners need direct get to the objective dialect and its clients. (Benson, 2011) Aside from being a critical issue in everyday life and instruction, autonomy is particularly essential in dialect learning. This is because of the novel changes, i.e. learner-focused educational programs, the arranged syllabus, learner preparing, the Project-based syllabus and learner-based showing which happened in 1980s also, 1990s put learners as individual into the center of dialect learning process. Learner-focused approaches have reshaped the parts of the instructor and learner, predominantly their energy and powers, and at that point dialect learners have assumed more prominent liability of their learning. Self-rule is a circumstance in which the learner makes his/her own particular choices and has the open door for autonomous activity amid the procedure of learning.

One of the fundamental methods for offering learners some assistance with gaining self - governance is to show learning techniques. To furnish the learners with a learning situation in which they can learn in a self-governing way, the learners ought to get technique preparing. As it were, the educators ought to prepare understudies about how to create and utilize powerful procedures for their learning. In expansion, the educators ought to present preparing exercises which

expect to expand understudies' learning of valuable approaches to learn and add to the procedures they require. Second, the guideline of agreeable learning is one of the elements to be considered in making self-ruling learners. The reason is that it means to set up a classroom situation in which learners can produce addresses and talk about them freely with the educator and one another. Third, a huge component of making a self-ruling English dialect classroom is the utilization of portfolios. Portfolios contain a record of solid samples of understudy work done after some time. They can precisely show a learner's advancement in the objective dialect, give learners the chance to ponder their own advancement and work cooperatively with companions even after the genuine appraisal has been given. Likewise, they offer learners some assistance with taking obligation regarding their own progress toward both class-situated and individual learning objectives. With the utilization of portfolios, learners can archive the arranging, learning, checking, and assessment process.

6. Conclusion

Educators at all levels and precisely at Higher Education need to Help learners develop the right behavioural skills to become autonomous. So getting learners to reflect and evaluate their own learning for example would be one way of helping them develop a greater sense of control over their own learning. Without connection people cannot grow, yet without separation they cannot relate

(Ackermann 1996:32). Autonomous learning needs collaborative learning and scaffolding from the educators through the use of certain techniques and strategies with the aim to turn our learners from knowledge receivers to knowledge constructors and negotiators .

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