

THE APPLICATION OF COLLABORATIVE STRATEGIC READING TO PROMOTE
LEARNER AUTONOMY OF NON-ENGLISH MAJORS IN CHINA

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Abstract

THE APPLICATION OF COLLABORATIVE STRATEGIC READING TO PROMOTE LEARNER AUTONOMY OF NON-ENGLISH MAJORS IN CHINA

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With the reform in college English teaching in the past 10 years in China, more and more attention has been paid to learner autonomy. This paper reports a study on the application of Collaborative Strategic Reading (CSR) to the college English classroom to promote student learner autonomy. Data were collected through two questionnaires and interviews with students. Findings from this study show that CSR does have advantages in improving student learner autonomy. The paper concludes with suggestions for teachers interested in applying CSR in the classroom.

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Chapter I Introduction

Teaching and learning English in China is a rather daunting task. Millions of students take regular English courses, but they commonly lack adequate English communicative competence. Students taught by traditional teaching methods show deficiency in critical thinking, not to mention innovation. Therefore, cultivating students' learner autonomy is put on the agenda.

With the reform in college English teaching in the past 10 years in China, more and more attention has been paid to learner autonomy, which is aimed at improving students' communicative competence by replacing the traditional teacher-centered strategies and advocating learner-centered strategies. This paper reports a study on the application of Collaborative Strategic Reading (CSR) to the college English classroom.

Statement of the Problem

The problems to be addressed are as follows:

1. Is it feasible to apply CSR to the college English classroom to promote student learner autonomy?
2. If so, how can CSR be effectively implemented in the college English classroom?

Definition of Terms

Learner Autonomy: Holec defines learner autonomy as “the ability to take charge of one’s learning.” By becoming autonomous, that is, by gradually and individually acquiring the ability to conduct his own learning program, a learner progressively becomes his own teacher and constructs and evaluates his own learning program (as cited in Cook, 2000).

Collaborative Strategic Reading (CSR): CSR combines two instructional approaches that many teachers have already implemented: reading comprehension strategy instruction and cooperative learning. With CSR, students of mixed reading levels work in small, cooperative groups to assist

one another in applying reading strategies to facilitate their comprehension of content area texts (Kingner & Vaughn, 1999).

Purpose of the Study

This study aims to apply CSR to the college English classroom and explore the possibilities of improving the motivation of non-English majors, enhancing their autonomous learning ability, and improving their learning outcomes through CSR.

Significance of the Study

Findings from this study can provide direct implications for the college English teaching reform. This paper provides college English teachers with ideas for improving their teaching approaches and strategies, and provides college students with suggestions for improving their autonomous learning ability.

Delimitation of the Study

This study was conducted in Wuhan Polytechnic University. Wuhan Polytechnic University, located in Wuhan, is a comprehensive university with around 16,000 students at all kinds of levels. 60 students who were enrolled in a course titled “College English for non-English majors” participated in the study. They all majored in Finance and were around 20 years old. The 60 students enrolled in this course differed widely in their English proficiencies. Some students (about 15% percent) had a relatively better listening, writing, and speaking abilities than most of their classmates. Near 10% of students had a rather poor English proficiency. They even had difficulty comprehending lectures. Moreover, they could not perform self-study after class and lacked interest in English. Some of them really hated English. The rest of the class had an average English proficiency. They could understand or participate in class but were not very active or motivated enough due to their limited English proficiency. It was not easy to group

these students. Thus, findings based on these students may not be generalizable to college students of top universities in China.

Methodology

A review of the literature on learner autonomy and CSR was conducted. The researcher designed two questionnaires and interview questions regarding the application of CSR and obtained approval for this study from the University of Wisconsin-Platteville Institutional Review Board (IRB). Data were collected through the two questionnaires and interviews with students. Findings were summarized, and recommendations were made.

Chapter II Review of Related Literature

This chapter reviews relevant literature on constructivism, learner autonomy, and collaborative strategic reading.

Constructivism

Constructivism is based on the belief that knowledge is not a thing that can be simply given by a teacher. Rather, knowledge is constructed by learners through an active, mental process of development. In a word, constructivism encourages learner autonomy and personal involvement rather than teaching. Education is thus a fostering, nurturing, and cultivating process (Dewey, 1916). How is education realized then? In Dewey's opinion, education depends on action; mind is a means of transforming, reorganizing, and reshaping accepted meanings and values. Dewey states that "Mind is active, a verb and not a noun" (as cited in Fosnot and Catherine, 1996, p. 126). He stresses the importance of having students' knowledge grow from experiences. Learning has to occur in a social environment, where students can come together to analyze materials and to create a community of learners, who build their knowledge together.

Piaget believes that the fundamental basis of learning is discovery: "To understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if the future individuals are to be formed who are capable of production and creativity and not simply repetition" (1973, p. 20). Piaget (1973) put forward two processes used by an individual in an attempt to adapt: assimilation and accommodation. According to Piaget (1973), "Assimilation is the process of using or transforming the environment so that it can be placed in preexisting cognitive structures. Accommodation is the process of changing cognitive structures in order to accept something from the environment" (p. 20). The focus of Piaget's theory is various reconstructions that an individual goes through in the development of logical reasoning (Huitt &

Hummel, 2003).

Vygotsky, an educational psychologist, is best known for his sociocultural theory. The primary proposition of this theory is that social interaction can result in continuous step-by-step changes in children's thought and behavior, which vary greatly from culture to culture (Woolfolk, 1998). An element in the sociocultural theory is the zone of proximal development (ZPD). When a child can fulfill a task that is beyond his/her individual ability with the help from a more skilled person, the child becomes more and more socialized in the dominant culture, which makes cognitive development take place (Gallagher, 1999).

The review of constructivism in the context of education shows that constructivism emphasizes learning and not teaching, and encourages learner autonomy and personal involvement in learning.

Learner Autonomy

It is not that easy to give a definition of learner autonomy, as it is often confused with self-directed learning, self-assessment learning, and individualized learning, and similar concepts. The term, autonomy, has been widely accepted and discussed by researchers since the 1980s. In brief, the term begins with the Council of Europe's Modern Language Project. In a seminar paper, Holec (1981) defines autonomy as "the ability to take charge of one's learning." Dickinson (1987) describes autonomy as "the situation in which the learner is totally responsible for all of the decision concerned with his learning and the implementation of those decisions" (p. 11). Allwright (1988) states that learner autonomy was for a long time "associated with a radical restructuring of language pedagogy" that involved "the rejection of the traditional classroom and the introduction of wholly new ways of working" (p. 35). The goal is to hand over learning responsibility to students. A teacher is a helper who assists with choice of materials and advises

what to do, but does not teach directly (Cook, 2000).

Little (1991) placed psychology at the heart of learner autonomy, which is based on the assumption that the ability to manage one's own learning depends upon certain underlying psychological capacities. Nunan (1997) introduced a model of five levels of "learner action"—"awareness", "involvement", "intervention", "creation" and "transcendence"(p. 195), which implies the sequence of learner development activities.

Making use of autonomous learning depends on devising a system through which students can make a choice of learning in their own way. As Holec states, "Learners gradually replace the belief that they are 'consumers' of language courses...with the belief that they can be 'producers' of their own learning program and that this is their right" (as cited in Cook, 2000).

Collaborative Strategic Reading

Communicative Language Teaching (CLT) has been introduced to China since the mid 1980s. However, it was not until the early 1990s that the application of CLT achieved substantial progress. Li's (1984) article titled "In defense of Communicative Approach" is the first article published in *ELT Journal* in support of CLT, in which Li states that "language is communication, and learning a language is learning to communicate"(p. 2). Song (2009) states that CLT is learner-centered, different from the traditional classroom, which is teacher-centered. Hu (2002) summarizes learning strategies valued in the Chinese culture as four Rs: "First, learning is essentially a process of reception. Second, learning is also a process of repetition. It is believed that to acquire knowledge and understanding, students need to repeatedly study what they do not understand. Review is also perceived as a key element of successful learning. The last R of learning is reproduction. Students are expected to be able to reproduce accurately the transmitted knowledge on demand from teacher and test (p.100-101)."

By contrast, in the learner-centered context, “students are actively involved in the learning process, making choices about what to learn, how to learn and how to be assessed, while teacher adopt a guiding and facilitative role. Learners are involved in learning through doing or using (Song, 2009, p. 83).”

What CLT encourages is cooperative and collaborative learning with learners working in pairs and groups. A teacher’s job is to provide enough time and opportunities for learners to communicate and use the target language in class. Collaborative Strategic Reading (CSR) is the combination of two instructional approaches: reading comprehension strategy instruction and cooperative learning (Klingner & Vaughn, 1999). CSR teaches students to use comprehension strategies while working cooperatively. It is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension (Abidin & Riswanto, 2012).

Zhang (2011) states that CSR is a successful teaching strategy in which small groups, each with students of different levels of ability, participate in a variety of learning activities to improve their understanding of a subject. Each member of a group takes responsibility not only to learn what is taught but also to help group members learn. Roles are an important and essential aspect of CSR because group members need to cooperate with each other to work best when each member has been assigned a meaningful role. Students should rotate on a regular basis to play different roles. Zhang (2011) also summarizes possible roles that are more suitable for Chinese students as follows:

Leader. This student, in the implementation of CSR, announces what to read next and what strategy to apply next. The leader may ask his/her teacher for help, if necessary.

Clunk Expert. By using clunk cards, this student reminds the group of the steps to follow when

the group is trying to figure out a difficult word, a phrase or even a concept.

Gist Expert. This student guides the group toward working out the gist of a reading.

Announcer. This student mainly monitors the participation of different group members and makes sure that only one member talks at a time.

Encourager. By watching the group and giving feedback, this student encourages all group members to participate and assist one another. Meanwhile, the student tries to assess the extent to which the group has worked together and give some suggestions for improvement.

Reporter. During the whole-class wrap-up, this student is responsible for reporting to the class the main ideas the group obtained from the reading and shares a favorite question the group has developed.

Time Keeper. The task of this student is to set the timer for each part of CSR and remind group members that it is time to move on or stop (The teacher may do this instead of students if necessary.).

In the process of teaching and learning, a teacher should monitor the process, respond to questions, and clarify confusions. The teacher can play multiple roles. According to Brown (2007), the teacher can play four main roles, that is, a controller, a facilitator, a participant of activities, and a resource for student learning. The teacher can also organize a variety of follow-up activities to review key vocabulary and important concepts and also help assess student learning.

In a word, characteristics of CSR include cooperative learning, interdependence, face-to-face interaction among students, essential assistance from teachers and peers, individual accountability, various follow-up activities, and evaluations following each session.

CHAPTER III METHODOLOGY

Design of the Study

This study was designed to find out the effect of CSR on the promotion of learner autonomy of non-English majors in China. The study was conducted in Wuhan Polytechnic University, a regional university in Hubei province, China from September 1st, 2013 to December 14th, 2013, involving students enrolled in a course titled “College English for non-English majors.”

Participants. There were 60 students enrolled in the English course. After being introduced to this study, most students showed their willingness to participate in the study while the other students were reluctant to participate. All participants were sophomores, who had studied English for about 7 years. Most of them were eager to improve their reading and writing abilities.

Instruments. Research instruments for this study include two questionnaires and interviews. The pre-study questionnaire (see Appendix A) aims to find out student autonomous learning including cognitive strategies, meta-cognitive strategies, motivation, and the use of learning resources. The post-study questionnaire aims to find out whether the four aspects in the pre-study questionnaire have been improved. Each questionnaire consists of 16 items, and the items in the post-study questionnaire are consistent with the pre-study questionnaire, but the sequence of the items is different. Each item uses a five-point scale: 1=It is not like me. 2=It is a bit like me. 3=It is just like me. 4=It is like me very much. 5=It is exactly like me. The interviews (see Appendix B) aim to collect information about students’ application of CSR strategies, students’ feedback on CSR, changes in students’ autonomous learning ability, and impact of CSR on the students.

Data Collection

During the first week of the fall 2013 semester, all 60 students in the English course participated in the pre-study questionnaire. 60 copies of the post-study questionnaire were distributed after the implementation of CSR. In order to ensure that the questionnaires have a high response rate and that the students complete them seriously, the students were invited to complete both questionnaires anonymously in class. All 60 students completed and returned both questionnaires. At the end of the fall 2013 semester, 15 students at different English proficiency levels (i.e., high, middle and low levels) were randomly chosen to answer the interview questions.

Data Analysis

Data from the pre-study questionnaire and the post-study questionnaire were analyzed in terms of four different aspects: cognitive strategies, meta-cognitive strategies, motivation, and the use of learning resources. The mean value of students' responses to each item was calculated. A comparison between responses to the pre-study questionnaire and the post-study questionnaire was made to find out whether students' learner autonomy has been improved and whether the CSR was effective in promoting student learner autonomy.

The interviewees' answers were analyzed to shed light on the following themes: students' application of CSR strategies, students' feedback on CSR, changes in students' autonomous learning ability, and impact of CRS on the students.

CHAPTER IV RESULTS AND DISCUSSTIONS

This chapter reports findings from this study and discusses whether CSR can promote student learner autonomy effectively.

The Analysis of the Questionnaires

Four main aspects, i.e., cognitive strategies, meta-cognitive strategies, motivation, and the use of learning resources were involved in both the pre-study questionnaire and the post-study questionnaire. In this section, the four aspects are analyzed respectively and compared. As Table 1 shows, the average scores of responses to the post-study questionnaire are higher than those to the pre-study questionnaire, which suggests changes in students' responses as a result of CSR.

Table 1

Means of Questionnaire Items

Items	Mean of Pre-Q	Mean of Post-Q
Cognitive strategies	14.67	17.76
Meta-cognitive strategies	13.82	18.02
Inner motivation	14.45	16.62
Use of learning resources	13.62	15.45

The changes in cognitive strategies are mainly reflected in the following aspects: Firstly, the students are more likely to prepare for lessons before class and review what they have learned after class. As a group, they spent more time preparing, discussing, and fulfilling the task. Especially for those students lack of self-discipline, this is a good way to get them involved. Moreover, the students' ability to complete homework has also been significantly improved.

Within the group, each member had his or her own role and responsibility. These roles and responsibilities are mutually affected. In order to finish the task, the leader arranged the time and place for each meeting. Students worked together to figure out a difficult word, a phrase or even a concept. Students shared their own knowledge with peers. They were also able to voice their own opinions. As a result, the students' oral proficiency has been greatly improved.

The students made the most significant progress in terms of meta-cognitive strategies. Firstly, the students now can fully understand goals and objectives of a lesson. In order to collaborate with classmates or group members, some students have even tried to set their own learning goals and objectives. Secondly, the students made full use of their time in class. They were eager to demonstrate their accomplishments in front of their classmates. Sometimes, they engaged themselves in a heated debate and even challenged each other's opinions. They also hope that their teachers can give them more opportunities to manage their own learning, which shows that students' autonomous awareness has been raised. Thirdly, the students were more concentrated during the class time. This is because they needed more active participation and interaction with their classmates in order to fully understand the assigned work. Each group member was required to assess their peers' work and gave some suggestions. Finally, each group was required to summarize their learning and look for a learning strategy that would improve their future learning.

There has been an increasing use of learning resources including the library, the Internet and video materials among the students. Furthermore, the students showed the initiative to turn to others for help and discuss questions with their teammates, even turn to their teacher for help.

Student learning motivation has been greatly improved. After completing a task by themselves, the students developed a stronger sense of achievement and gained confidence to

learn English well. In class, they paid more attention to learning the contents presented by other groups, could reasonably discuss or challenge each group's ideas, and could give constructive suggestions to each other.

The Analysis of Interviews

Self-monitoring Strategies. The three questions below aim to elicit information from the interviewees on self-monitoring strategies after their participation in the study.

- When you come across difficulties in finishing your tasks, what would you like to do?
- Do you attend your group discussion on time?
- Do you always keep your set of wrong problems? And how do you deal with these problems?

Most of the students said that when they came across difficulties in completing tasks, they would discuss with their teammates or turn to their teacher for help. They usually attended their group discussion on time, often reminded each other of deadlines and the next group discussion, usually kept their set of wrong answers and tried to discuss them with their teammates when they met.

The students' answers to these questions show that the students' self-monitoring strategies have been improved greatly. In order to ensure their team's progress, they would try their best to stick to their planned schedule. Moreover, they adjusted their learning strategies and/or plans to meet learning goals. Through discussion with their teammates or turning to their teacher for help, they were able to solve problems in a more efficient manner.

Feedback on CSR Language Learning. The following question aims to elicit more feedback from the interviewees on CSR after their participation in the study: Do you like the atmosphere of learning English under CSR mode?

The majority of the students say that they like CSR very much. In the past, they spent more time finishing a task. It is now very exciting and interesting for them to finish a task with team members, especially when their team finishes the task. The opportunity to assess their own performance and their peers' performances also motivated them to do better in their next task.

The students' answers to this question shows that the students spoke highly of CSR. Through the completion of a task, they shared different opinions with their teammates, developed interest in learning English, and have more confidence in learning English well.

Autonomous Learning. The two questions below aim to elicit more information from the interviewees about whether their autonomous learning ability has been improved.

- Do you believe searching the resources by yourself is a good way to study English?
- Compared with before, do you search useful materials you need on the Internet more often?

A large percentage of the students said that searching for resources is a good way to study English. At the beginning, it took them more time to find materials they needed. As time went by, they could find materials more efficiently. In the past, they used the Internet just for chatting with their friends or playing games, and now they can make full use of the Internet to look for information they need. If they could not solve a problem alone, they would discuss together and try to find an answer. The students' answers to these questions show that CSR aroused students' interest in learning English and promoted their autonomous learning ability.

Impact of CSR on the Interviewees. The three questions below aim to elicit information from the interviewees regarding the impact of CSR on them.

- Do you take the initiative in your group discussion?
- Are you afraid of speaking out your ideas in front of your classmates?

- Do you think that the teachers should go on using CSR in teaching?

Most of the students say that in the fall 2013 semester, there were more discussions in class and after class. They initially showed reluctance. After two or three discussions, they gradually showed interest in taking part in discussions, and they found the classes more interesting and appealing as they were more involved in learning. At the beginning, they dared not to speak in front of the class, because they were afraid of being laughed at by others and making mistakes. But with their classmates' help, they can speak fluently in front of their classmates now, and they have been trying to give effective presentations. The teacher used to talk more in class, but with CSR the teacher gave more time for the students to present and discuss their ideas. The students have changed from passive learners to active learners. They hope that the teacher will continue to use CSR in class.

Summary

The results show that the students were more active in learning English with CSR. There are certain advantages to applying CSR. Firstly, CSR can arouse students' interest and motivation and promote students' active learning. As they are required to finish a task within a group, students have more opportunities to communicate in English with their teammates. With the completion of the task, their confidence in learning English can be enhanced, and their motivation can be strengthened. CSR also helps students to set their own goals of autonomous learning. Students' monitoring ability, especially the ability of self-evaluation can be strengthened as well. Finally, CSR helps students make full use of learning resources to improve learning outcomes. When trying to finish tasks, students may use reference books, discuss problems with their classmates, and ask teachers for help. With mutual help and encouragement, students can reap more benefits and are likely to be more devoted to learning English.

Chapter V Conclusions and Recommendations

This study shows that CSR does have advantages in improving college students' learner autonomy. The following conclusions can be drawn from the study.

Firstly, CSR can arouse students' interest and motivation. With CSR, a task is designed according to students' interest, needs, life experience, emotion and ability level. While completing the task, students have more opportunities to communicate in English, solve problems, and enjoy the success from completing the task. Therefore, their confidence in learning English can be increased, their learning motivation can be strengthened, and they can engage in more active learning.

Secondly, CSR can cultivate students' cognitive strategies. For example, working with one or more peers to collect information, or model a language activity, students' social/cooperative ability can be cultivated. If they cannot solve a problem, they may turn to their teacher for help and ask for a hint. Moreover, a teacher can design tasks to help students to develop some cognitive strategies and promote a good study habit in students through extracurricular tasks such as preview and review tasks.

Thirdly, CSR can also improve students' meta-cognitive ability. With CSR, students' ability to set goals of autonomous learning can be cultivated. Students' monitoring ability, especially the ability of self-evaluation can be strengthened. With CSR, each team should perform its own task, which can help each team member understand learning goals, and further set reasonable goals. The peer-assessment and self-assessment after the completion of the task help students better understand their own learning process and adjust their learning objectives and strategies accordingly. In short, with CSR, students may no longer be weak in self-evaluation and self-monitoring.

Fourthly, CSR helps students make full use of learning resources. Autonomous learning needs certain learning resources for support. CSR encourages students to use reference books, engage in discussions, and ask teachers for help when needed. They can receive guidance and help in the process of autonomous learning, and make full use of all sorts of resources to complete learning tasks successfully.

Both CSR and autonomous learning advocate “learner-centeredness”; teachers are organizers, facilitators, and supporters. The following suggestions are put forward for teachers who are interested in applying CSR in the classroom.

Firstly, teachers should change their teaching philosophy. They should design teaching activities from the perspective of “how to help students learn” rather than “how to teach”. When designing tasks, the teachers should take students’ interest, needs, language proficiency and cognitive ability into consideration. They should also seriously consider how to organize the class to engage students into autonomous learning and anticipate problems they may encounter.

Secondly, teachers should be flexible and adaptable in the classroom. Students may put forward various kinds of questions, and some incidents may occur during the class time. All of these put high requirements on the teachers’ language proficiency, adaptability to changes, and the ability to manage the class. Especially at the beginning of using CSR, the teachers should think through details of a task, including the division of groups, the assignment of roles, specific implementation steps, evaluation mechanics, and instructions.

Finally, teachers should have enough patience and confidence to help students adapt to the new learning mode, thus strengthening students’ autonomous learning ability. As most students in China are used to acting passively in class, they lack active and autonomous learning ability. What makes matters worse is that since they have been passive learners for such a long

time, they are not good at putting forward questions, thinking critically, or solving problems. Moreover, some students' language ability is relatively low, and some lack cooperation and participation spirit, or confidence, which present great challenges to teachers implementing CSR. All of these require patience, encouragement and guidance from the teachers to make the transition to CSR smooth.

This paper reports a study that examines the promotion of learner autonomy among non-English majors through CSR. This study shows that CSR can effectively enhance learner autonomy.

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Appendix A

A Questionnaire concerning English Learning

Dear all,

This is an English learning questionnaire, and each item describes a kind of scene, please reply it according to your own situation. Answer them truthfully without any concerns. Thank you very much for your cooperation.

1. I am interested in English.
(1) (2) (3) (4) (5)
2. After class, I will immediately review the lectures content, lest forgetting should happen.
(1) (2) (3) (4) (5)
3. When there are difficult items, I'll discuss them with my classmates.
(1) (2) (3) (4) (5)
4. As to the content of study, even those the teacher do not require, I will preview in advance.
(1) (2) (3) (4) (5)
5. While reading, I make great efforts to get the reading part and my existing knowledge connected.
(1) (2) (3) (4) (5)
6. I can describe the content studying in my own words.
(1) (2) (3) (4) (5)
7. When listening in class, I can get the main points and take notes.
(1) (2) (3) (4) (5)
8. When doing homework, I will recall the content the teacher taught in class, and try to do it independently.
(1) (2) (3) (4) (5)
9. According to my own level, I can try to determine my learning plan and goal.
(1) (2) (3) (4) (5)
10. I can understand the teachers' teaching goal.
(1) (2) (3) (4) (5)
11. If not achieving my desired objectives, I'll work harder.
(1) (2) (3) (4) (5)
12. I often make a summary after a phase of English learning.
(1) (2) (3) (4) (5)
13. I often read English newspapers, stories, and novels, etc.
(1) (2) (3) (4) (5)
14. I often use videos to learn English.
(1) (2) (3) (4) (5)
15. I often use reference books.
(1) (2) (3) (4) (5)
16. I like to ask the teachers for help in learning.
(1) (2) (3) (4) (5)
17. When there are difficult items, I'll discuss them with my classmates.
(1) (2) (3) (4) (5)

18. I think English performance has very big relations with the extent of effort one makes during studying English.

(1) (2) (3) (4) (5)

19. Even if the English learning material is boring, I can keep learning until finishing it.

(1) (2) (3) (4) (5)

20. I'll explore my own method to learn English.

(1) (2) (3) (4) (5)

Appendix B

Interview questions

Changes of Students' Self-monitoring Strategies

These questions are to extract more information from the interviewees on self-monitoring strategies after the experiment.

When you come across difficulties in finishing your tasks, what would you like to do?

Do you attend your group discussion on time?

Do you always keep your set of wrong problems? And how do you deal with these problems?

Feedback of CSR Language Learning

The question is to extract more information from the interviewees' feedback on CSR mode after the experiment.

Do you like the atmosphere of learning English under CSR mode?

Changes of Autonomous Learning Skills

These questions are to extract more information from the interviewees on autonomous learning skills after the experiment.

Do you believe searching the resources by yourself is a good way to study English?

Compared with before, do you search useful materials you need on the Internet more often?

Influence of the Study on Interviewees

These questions are to extract more information on the influence of the study on interviewees after the experiment.

Do you take the initiative in your group discussion?

Are you afraid of speaking out your ideas in front of your classmates?

Do you think that the teachers should go on using CSR in teaching?