

Research paper

## Arching the Capacity Gap through Responsibility index: the Significant Others as the Pulled Output

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### Abstract

The triangle of sender-media-receiver is the necessary chain for any human interaction. In language learning field, learners are always focused as the decisive elements in communications; hence, the importance of the adversities to be confronted and the unpredicted resilience learners might show are affected by many factors, importance of which spotlighted as responsibility index in the present paper. Implementing quantitative data collection method in a quasiexperimental mode research, the present study aimed at highlighting responsibility index of EFL learners through comparing two groups of 25 intermediate EFL learners in Iran in the first semester of academic year 2019-2020. The researchers utilized the instruments of accredited test and questionnaire. The fifty successful participants aging within 20 and 32 were chosen from the subject pool of 113 intermediate EFL university students with intermediate level of English language proficiency. The experimental group was assigned to put on the responsibility of assisting their peers with their linguistic problems. An accredited responsibility questionnaire was administered to both experimental and control groups before and after the treatment. The results of the data analysis and one-way ANOVA revealed that the responsibility of the experimental group has affected and enhanced their own academic performance and uptake. The results would be interesting for teachers, syllabus designers and stakeholders as turning others into significant others might enhance the uptakes of learners as shifting from pushed input towards pulled output would occur.

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## Introduction

The educational programs are designed so that to educate individuals and prepare them to take responsibilities in society as Watson (2010) puts the ultimate goal of education is to develop better citizens. Cooperation and collaboration are the two buzzwords in educational realm as there exist no clear-cut border in between. Of course scholars provide definitions to each entity; hence the overlap between cooperation and collaboration is so great that the discrepancies could be ignored. Historically speaking, collaborative and cooperative learning is rooted in the work of Piaget and Vygotsky (Dillenbourg et al., 1996). Research in the Piagetian tradition suggests that when conservers (i.e., children who realize that pouring a glass of water into another glass that is differently-sized and differently-shaped does not change the quantity of water) are paired with non-conservers on a conservation task, non-conserving members are highly likely to reach conservation as a result of interaction, whereas the regression of conserving members is rare (as summarized in Tudge, 1992). Vygotsky's work placed more emphasis on the value of social interaction itself for causing individual cognitive change, as opposed to being merely stimulated by it (as reviewed in Dillenbourg et al., 1996). In this vein, social interaction is internalized, which causes conceptual changes as participants take appropriate stances towards new understandings. Like Piaget, Vygotsky emphasized the importance of heterogeneous groupings of collaborators. According to Vygotsky, the zone of proximal development is the distance between what a student can accomplish individually and what he/she can accomplish with the help of a more capable "other." Such capable others may vary from one individual to another.

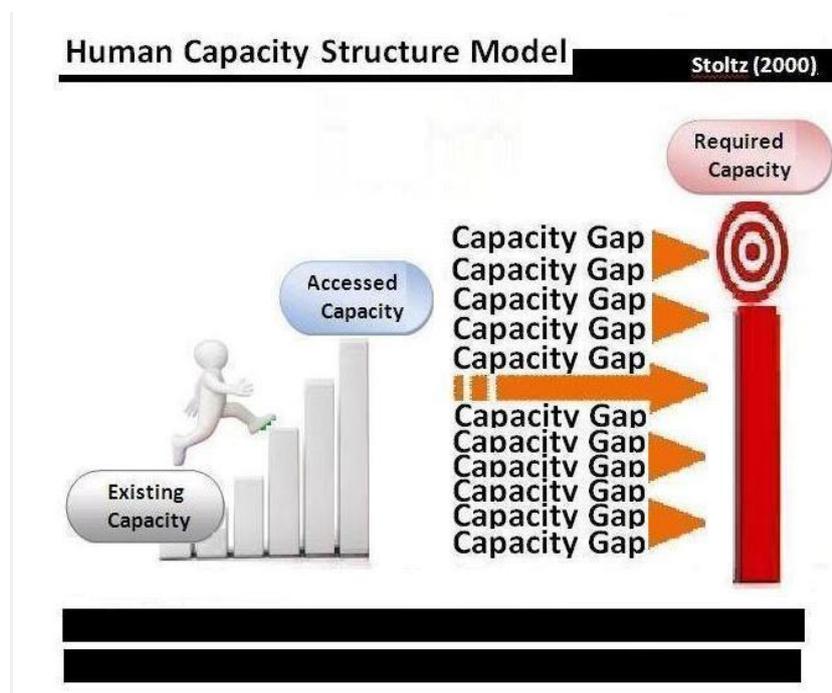
There are a plethora of studies concerning the constructs of collaboration and cooperation in educational realm, all emphasizing on the notion of enhancing the efficiency of educational programs through positive adaptation mode of learning process. Positive adaptation and protective mode are the concepts spotlighted by many scholars such as Knight (2007) who asserts that protective factors enhance positive adaptation and in the long run, enrich achievements as it involves creativity and insights. Of course, positive adaptation could be established in light of blended learning contexts (Wang, et. al., 2021). The value of positive adaptation is the focus of many educational specialists such as Fredrickson and Branigan (2005) who believe it would diminish the students' stress and academic tensions resulting in better achievements in their education and life.

## Literature Review

### Capacity Gap Intersection and the Responsibility index

The knowledge an individual possesses whether obtained systematically or from the experiences in life would form his/her existing capacity. The capacity to learn new information might in turn be displayed or considered to individuals as new adversities. The capacity individuals need to face adversities in life is the main concern of Stoltz (1997) in defining the notion of adversity as he believes internal capacity needed to cope with various unexpected adversities in ones' life span. Of course, the adaptation capability the individuals display in managing the adverse situations is performed by him or with the help of others.

**Figure 1**  
**Human Capacity Structure Model**



Stoltz (2000) depicts the Human Capacity Structure Model (Figure 1) elaborating the notions of the existing capacity, accessed capacity, and required capacity. The two notions of existing and accessed capacities are under the control of the individuals. Hence, the required capacity is the notion which is determined through external factors based on the ever-changing world in great demand of adaptations to save the adverse situations and concur.

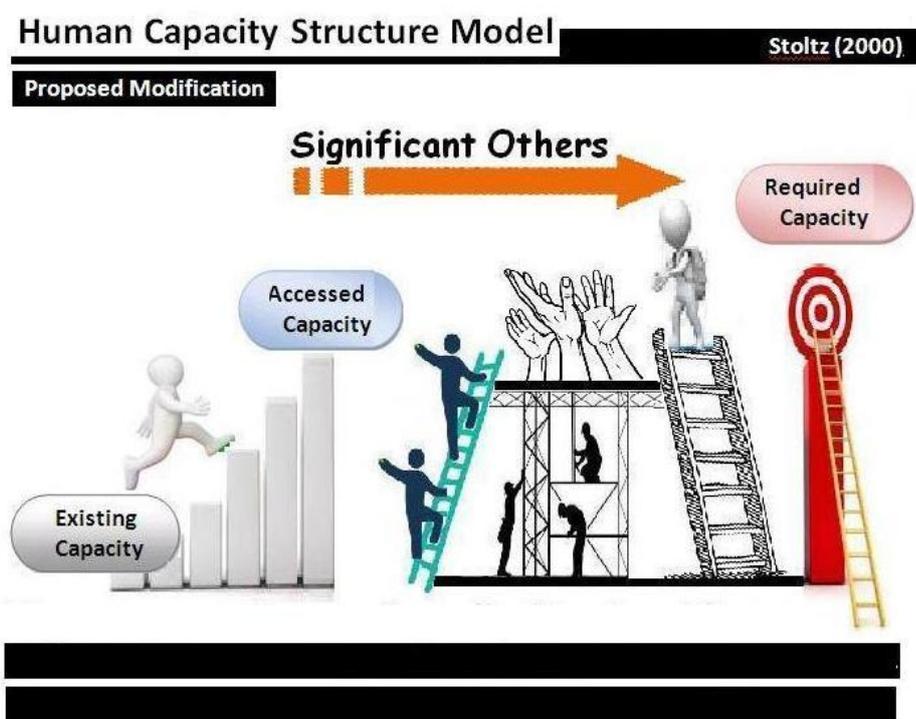
### Significant Others as the Pulled Output

Once the protective factors are brought into attention, it implies many radiations to be justified. Protective factors are not limited to the ones dominated in the body of the individuals facing the adversities. Sometimes the mere capacity of performer is limited as it acts as one pole of the facing the situation. Human beings are the social animated creatures and most behaviors render meaningful only when is performed in society. Social supports (Rutter 1987) are the most influential factors and are meaningful once they are touched upon by individuals and weighs different to different individuals as they possess various background, morality, culture, etc.

Family, significant others, and friends are the three main sources of social supports (Dawson and Pooley, 2013) which influence, enhance and reinforce the academic achievements of individuals. The two notions of Family and friends are the ones which have less impact on individuals as they share mutual experience and background. Hence, the significant others is the most prominent factor among the perceived social supports as the significant others are among others which might have no special influence on individuals, whereas what has made

them significant as significant others would have an extraordinary impact on individuals which would in turn make individuals to outperform their usual selves.

**Figure 2**  
**Human Capacity Structure Modified Model**



The prominent question is highlighted here as what is that which makes them the significant others? It should be mentioned that the amount of expectation others might have from the individuals would make them significant to individuals and in turn make individuals think in unexpected ways beyond their usual selves. The researchers of the present study named them as pulled output. That is because their demands and expectations act as the rescue team who stand at the other end of the canal and shed lights on the possible cavities in order for the avalanche-stricken individuals to escape the adversities utilizing their own creativity and insights and to not surrender to death.

The teacher in classroom settings might scaffold or utilize pushed input to help learners concur the learning situations. In comparison to what was raised, the present research suggests that the demand and expectation of others from the individuals would provide them with equipped rooms to think and perform beyond and above their usual selves. Of course, the presence of significant others are mostly unexpected and out of the control of the individuals, hence, the instructors could simulate the situation by assigning some duties on the individuals to provoke their thoughts and outperform their usual selves.

### Responsibility index

The responsibility notion is the hidden layer of every educational program. The manifestation of the responsibility issue had risen in all constructs of education from the early beginning of any educational curriculum. Scholars in the realm of teaching and learning have gradually exerted a gentle shift from focusing on a passive-stance traditional grammar-focused language learning experience towards fostering a more active agency in dynamicity of communication. Various studies in Asian countries such as Japan (Mitchell, 2017), Iran (Papi, 2010), Pakistan (Islam et al. 2013), and China (Liu & Huang, 2011) ascertain that the importance of learner agency is increasingly getting prominence. The notion of learner agency encompasses elements other than learners' meta-cognitive knowledge or self-regulatory competence (Gao, 2010). Scholars as Toohey and Norton (2003) emphasize the learner agency as a complex phenomenon and assert that it is closely related with other learners and contextual factors. In better words, that is what Pierce (1996) calls it the notion of 'social identity', i.e. education as a social activity and in interaction with others either the capable and significant ones or with peers and less-significant ones. It is as if learning process takes place not in a vacuum but in supportive interaction with involved others. The infrastructure of learning is still founded on the shoulders of the learners as they are responsible and take charge of their own learning process i.e., learner autonomy prevails in every aspects of educational realm and encompasses both content and process of learning as Little (1991) declares the notion of learner autonomy as "particular kind of psychological relation to the process and content of...learning" Little (1991, p. 4).

### **Research objectives and rationale**

Recent studies in educational realm spotlight the learners' role as the pivotal role and sees learners as the ones taking full charge of the learning progress (Khosravani, et al. , 2020). New approaches to learning direct learners to become more autonomous unintentionally and compensate for the dynamicity (Tsai, 2019) residing in the nature of education. That is to say, recent studies put on alerted roles (AliSalimi and Karimabadi, 2021) on both instructors and learners, and in a nutshell touching the contributing aspects in learning (Karimi & Hamzavi, 2017) concerning both the content and the form simultaneously.

### **Research Question**

In line with the scope of recent studies in the field of education, studies which confirmed the necessity of positive adaptation and promoting personality traits, such as self-regulation, spirit of responsibility, self-efficacy and autonomy (Chan, 2003; White, 1995; Schunk & Zimmerman, 2007; Cotterall, 2000; Butler, 2002; Nguyen & Gu, 2013; Wenden 1995), the researchers in the present study aimed at investigating the impact of responsibility index on the grammatical knowledge uptake of English sophomores as intermediate EFL Learners in Iran. So the research question was proposed as:

### **Research Question:**

Does responsibility index have any statistically significant impact on enhancing the language uptake of EFL learners in Iran?

## Methodology

### Participants – Sample, Participants and design

The participants in the present study were chosen from the subject pool of 113 EFL undergraduate studying English Translation at University aged between 20 and 32. The researchers initially gave the Oxford English Placement Test (Appendix A) to observe homogeneity in selecting the subjects. Concerning scoring the Oxford English Placement Test (OPT) it should be clarified that every right answer scored plus one and there were no negative marks for any unanswered or incorrect answers. The total score of OPT was 100 and in order to select the intermediate subjects, the Oxford Score Band recommended that the obtained total score should fall within 70 and 85 out of 100 in order to be labeled as intermediate. The administration of OPT in the present study was performed, 50 subjects were in intermediate level and they were randomly assigned into two homogeneous groups of 25 as one control group (n=25) and one treatment group (n=25). It should be mentioned here that the 17 male students in the subject pool of 113 was regarded as the minority. After the administration of the OPT, almost all male students either did not meet the criteria or did not show interest to attend the selection. So this point must be highlighted as the delimitation in the present study that the successful subjects in control and treatment groups were all female EFL students majoring at English Translation discipline.

### Design of the Study

The “pre-test post-test control group design” was employed here in the present study which is an experimental design to measure the inter-relationship of the independent and dependent variables. The present study investigated the impact of responsibility index as independent variable on language uptake as the dependent variable. Of course the notion of Responsibility index does exist in the field of education and its degree may vary from one learner to another. Hence here in the present study the researchers spotlight the enhancement of responsibility index to check the uptake of learners if better achievements could be obtained. Responsibility index as one of the learners’ most significant element of learner autonomy has always been emphasized in educational realm. As autonomy is defined “to take the responsibility of one’s own learning” (Holec, 1981, p.3); responsibility index in turn could play a significant role in enhancing the autonomy level of learners. The active involvement of learners in their process of learning was the significant aim of the present study which came true through learners’ putting on the responsibility to take care of their peers’ learning. The present study was conducted during the first semester of the academic year 2019-2020.

### Instrument

In order to study the effects of instructional intervention different methods could be used as interviews, surveys, questionnaires, ethnography, and observation (Spratt, 2005). The researchers in this study utilized the instruments of accredited questionnaire to collect the required data.

### English language Proficiency Test

The Oxford Placement Test (Appendix A) is regarded as the suitable measurement at the pre-test phase in order to have homogeneous participants attending both groups of the intervention program in the present study. It is worth mentioning that the OPT was an accredited test of English language, hence the researchers in the present study conducted a pilot study on 30 English translation undergraduates to reassure the reliability of OPT. The reliability of the OPT was calculated through Cronbach's alpha analysis, the result of which  $r = 0.82$  showed that the OPT test was a reliable test to be administered as the pre-test in the study.

### Responsibility index Questionnaire

The researchers utilized the "Responsibility index Questionnaire" (Appendix B) which was obtained from CPI (California Psychology Inventory) in order to delve into the hidden layers of EFL learners' psychological trends and behavior, specifically responsibility index. The researchers in the present study chose questionnaire because scholars believe that questionnaires are the most economical and efficient means of eliciting information (Denscombe, 2014). The Responsibility index Questionnaire Profile is the most robust instrument in existence for assessing responsibility index - the capacity to take constructively the responsibility of challenges assigned. The Responsibility index Questionnaire Profile is a tool which is 5-point Likert scale. Each of the questions represents and is scored on a distinction dimension. Concerning the reliability of the Responsibility index Questionnaire Profile, it should be stated that it is an oppositional, scale-based, forced-choice questionnaire designed to gauge an individual's responsibility index by eliciting their hardwired response pattern to a broad range of responsibilities in challenges and events. The Responsibility index Questionnaire Profile has been tested across respondents from 51 countries, and has demonstrated strong universality and applicability across cultures. The Responsibility index Questionnaire Profile has an overall reliability of .91 which according to Bryman and Cramer (2005) indicated a high reliability and level of conceptual relatedness among items.

### Verification of scales

In order to sum up the reliability indices of the measurement tools utilized in the present research, the following table (Table-1) was systematically provided to indicate the results of the pilot studies conducted to verify the reliability of the instruments of the present study. Research authorities such as Kline (2000) believes that the criteria concerning internal consistency of .90 should be regarded as an excellent fit, from .90 to .70 as a good fit, and between .70 and .60 should be regarded as an acceptable fit.

**Table 1.**  
Reliability of Instruments (N=113)

	Oxford Placement Test (OPT)	Responsibility index Questionnaire
Alpha	.81	.92
Mean	17.38	23.21
SD	7.73	6.25
# of items	100	20

Needless to highlight that all the calculated values for the two instruments utilized in this study exceeded the threshold to be considered as good fit. This means that both instruments

utilized in the pre-test and post-test phases of the present study were reliable. Validity of the Instrument was also confirmed prior to the implementation of the treatment. The instrument was validated by content and face-to-face validity methods. For validity, the instrument was revised with the suggestions of the experts and scholars in the field.

### **Procedure**

To conduct the study and to shed lights on the knowledge uptake of the intermediate EFL learners through responsibility index, the researchers in the present study administered an OPT test with a subject pool of 113 sophomores majoring translation discipline in Islamic Azad University in Tehran, from among whom 50 intermediate university students were successful to meet the criteria for being considered as having intermediate level of language proficiency. This was performed to observe the homogeneity of the participants in the present study. Then the 50 successful participants were divided randomly into two equal control and experimental groups. Then the responsibility index questionnaire and the accredited grammar test were administered to both groups as the pretest of the study. An extra curriculum program was issued to inform the university students searching for the students who feel lack of knowledge of grammar to attend a free of charge class to be held by the smart students in the university. Fortunately, 25 volunteers were selected and were assigned to participate in a class run by the smart students. The namely smart students of the university were the experimental group of the present study who were assigned one student for each member to work in a peer-to-peer fashion so that the deficiency of the volunteer students in grammar would be eliminated and rectified.

The experimental and control groups were attending a 3-merit class of grammar and the book “Communicate What You Mean” was taught by the instructor. The procedure was different in the sense that the experimental group were assigned to take the responsibility of the 25 students poor-in-grammar to boost their knowledge of grammar and cover their deficiency in an extra-curriculum class in a peer-to-peer fashion i.e. each member of the experimental group was responsible for the compensation of only one peer in the extra curriculum class and that each couple was assigned fixed till the end of the program.

The treatment lasted for 12 consecutive sessions, one session per week. The experimental group members were assigned to work on the items they were taught. The 25 members of the extra curriculum class also took part in an accredited grammar test before and after the treatment in order for the researcher to follow up their improvements. The experimental and control groups took the same tests taken in the pretest phase once more after the treatment as the posttests. The results were collected and went through the statistical analysis utilizing SPSS 21 computer software.

### **Treatment**

#### **Experimental Group**

The treatment group experienced responsibility index and the materials taught in the treatment group was the same as the control group, units of the book “*Communicate What You Mean*” assigned to sophomores. The treatment group attended the grammar course on Sundays only

for two hours just the same as the control group. A 25-member recurrent grammar course was arranged on Thursdays, devoted to students at the same intermediate level of language proficiency but who had felt some difficulties or deficiencies (by the teacher or themselves) in digesting the grammar points. Each of the 25 participants in the treatment group was assigned to take the responsibility for enhancing the language uptake of an individual in the recurrent class. The portfolio of the assigned EFL learners was controlled and followed by the teacher to ascertain the language uptake and linguistic progress of the responsible participants in the treatment group. While treatment groups' learners were left free to adjust and work at their own pace and as they moved along and progressed through the materials, the teacher provided prompt feedback and frequent responses even to their minor or negligible questions to ensure that they followed proper guidelines. The students were provided with the rules and regulations concerning the principles of putting on responsibility for language uptakes and at times, they were encouraged enough to interact among classmates and even challenge their peers.

### **Control Group**

The 25 participants in the control group were exposed to the common traditional teacher-centered grammar instruction strategy training for ten sessions, through which one chapter of the book "*Communicate what you mean*" was covered per session. It might be felt redundant but worth mentioning that the procedures followed in control group remained constant through all thirteen sessions of the treatment, the common procedures exercised in ordinary grammar instruction courses. Each grammar section was taught by the teacher and the related drills were elaborated and some examples were done. Having elaborated the new grammar points, the teacher reviewed and corrected the drills related to previous session(s) and some hints were recommended whenever needed. Intermittent question-and-answer sessions with occasional elaborations and sometimes demonstrations by the teacher were embedded in the course. All the students were treated individually and no team work was necessitated and their verbal participation in the lesson was so limited.

### **Result**

To answer the research question contending whether responsibility index had any significant impact on enhancing the uptake of Iranian EFL undergraduates, quantitative data were gathered through the instrument of questionnaire. The data collected through quantitative observations of the experimental and control groups were analyzed using the SPSS21 software through descriptive statistics and running the independent t-test (Bachman, 2005) to indicate a numeric summary of occurrence of the observed behaviors and the obtained scores in both groups, also to examine whether they differed significantly.

### **Normality Assumption**

The normality of the data was measured by calculating the ratios of Skewness and Kurtosis on their respective standard errors. Based on the results displayed in Table 2, it could be claimed that the data collected in pre-test and post-test phases of administering responsibility questionnaire enjoyed *normal distribution*. The ratios were all lower than the absolute value of 1.96.

**Table 2.**  
*Testing Normality Assumption*

Group		N	Skewness	Kurtosis
			Ratio	Ratio
Experimental	Pre-RiQ	25	1.19	-1.18
	Post-RiQ	25	0.29	-1.22
Control	Pre-RiQ	25	-0.07	1.23
	Post-RiQ	25	-1.19	0.53

**Pre-test of Responsibility index Questionnaire**

An independent t-test was run to compare the experimental and control groups on the pretest of responsibility index questionnaire in order to indicate that they were homogenous in terms of their responsibility index level prior to implementing the treatment. Before discussing the results it should be mentioned that the assumption of homogeneity of variances of the groups was met. An F-test was run in SPSS software to compare the variances of the experimental and control groups on the pre-test (Table 3).

As displayed in Table 3, the F-observed value was 1.12, which was lower than the critical value of F, i.e. 1.74. It was concluded that the two groups were homogenous in terms of their variances. In other words, the two groups belonged to the same population.

**Table 3.**  
**Descriptive statistics and F-test for the pre-test**

Group	N	Min.	Max.	Possible max.	Mean	Std. Deviation	Variance	F-test
Exp.	25	18	36	42	25.97	5.278	27.852	1.12
Control	25	18	38	42	25.78	5.590	31.254	

Consequently, an independent sample t-test was run to compare the mean scores of both experimental and control groups on the pre-test. As displayed in Table 4, the t-observed value was 0.430 which was lower than the critical value of t, i.e. 2, at 68 degrees of freedom.

**Table 4.**  
**Independent t-test of the pre-test**

	Levene's test for equality of variances	T-test for equality of means													
		F		Sig.		t		df		Sig. (2-tailed)		Mean difference	Std. error difference	95% Confidence interval of the difference	
										Lower	Upper				
Pre-test	Equal variance assumed	1.12	.359	.430	68	.168	.19	1.361	-2.129	3.310					
	Equal variance not assumed			.430	67.916	.168	.19	1.361	-2.129	3.310					

Thus it could be claimed that the experimental and control groups were homogeneous in terms of their responsibility index level prior to the administration of the treatment to the

experimental group. The mean scores for the treatment and control groups were 25.97 and 25.78 respectively.

### Post-test of Responsibility index Questionnaire

Concerning the impact of the treatment on the EFL learners' Responsibility index level, an independent sample t-test was run to compare the experimental and control groups on the *post-test* phase in order to probe the null-hypothesis. Before discussing the results it should be mentioned that the assumption of homogeneity of variances of the groups was met. The descriptive statistics calculated for the post-test are given in Table 5.

**Table 5.**  
**Descriptive statistics of the post-test**

Group	N	Min.	Max.	Possible max.	Mean	Std. Deviation	Variance	F-test
Exp.	25	22	39	42	30.8857	4.09822	.69273	1.80
Control	25	17	37	42	26.1429	4.49408	.92867	

The t-observed value was calculated as 4.094, which was definitely higher than the t-critical value, which is 2, at 68 degrees of freedom. As it is shown in Table 6, since P value was lower than 0.05, therefore the null-hypothesis was rejected with 95% confidence.

**Table 6.**  
**Independent t-test of the post-test**

		Levene's test for equality of variances		T-test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
									Lower	Upper
Post-test	Equal variance assumed	1.80	0.13	4.094	68	.000	4.74286	.23599	2.43096	7.05475
	Equal variance not assumed			4.094	62.892	.000	4.74286	.23599	2.42755	7.05816

The results of the independent sample t-test representing a large effect size (Table 6) indicated that there *were* significant differences between the two groups' means on the post-test of responsibility index questionnaire. Thus it was claimed that in line with the findings of other researchers, this study proved the significant impact of responsibility index on the uptake of learners i.e. through implementing responsibility-index-enhancing strategies, Iranian EFL undergraduates became more resilient and their readiness to welcome adversities and challenges enhanced significantly, resulting in an upgraded uptake above and over the normal instruction programs.

### Discussion

This study investigated the impact of implementing responsibility-index-enhancing strategy on enhancing EFL learners' uptake level. The results showed that there was significant difference

in responsibility index level of EFL undergraduates who practiced implementing responsibility-index-enhancing strategy, compared to those experienced the conventional and traditional teacher-centered method of instruction in the control group.

As long as the instructional strategy dominant in Iran is the traditional lecture-based method from early school years, the participants in the treatment group experienced an instructional shock at the beginning of the treatment which was soon coped with by the participants as they experienced a stress-free intervention program. The responsibility assigned to the participants in the treatment group was to some extent the taste of helping their peers out of the minor grammatical problems they encountered in their uptake of the grammar literacy. The evidence documented in the relative literature confirmed that in classes where cooperative instructional approach is practiced for teaching and learning, participants gradually take responsibility for each other's learning just because they sacrifice their own performance and achievements in order to elevate and enhance the group performance. The reason behind the students' supportive attitude in cooperative learning settings could be achieved due to positive reinforcement, feedback, and spirit from the students' peers in the group (Ajaja & Eravwoke, 2010). The findings of the present study were in line with the findings of Aluko (2008) indicating that cooperative learning strategy through instructional intervention was found to be more effective on enhancing better performance of the learners in confronting the educational challenges.

The researchers in the present study took the constructs of collaboration and cooperation as the two sides of a single coin as the two notions exceed the overlap of justifications and the minor discrepancies are negligible. The present study examined the presence of capable others inside and outside of the classroom settings as the significant others and the positive adaptation to accept help from the significant others which would have added-value for the practitioners of offering help. The responsibility put to capable others to take charge of the learning process of peers would in turn result in the enhanced criticality of the capable others themselves. The statistical analysis and interpretation of the outcomes could be regarded as a proper indication of the impact of the treatment. The result obtained was in line with the results of other studies (Chamot, 2004; Oxford, 1999; Nguyen & Gu, 2013; Schunk & Zimmerman, 2007) which confirmed that cooperative strategies enhanced criticality of EFL learners in a sense that they put on appropriate critical stance in diverse situations and their resiliency towards peers and their uptakes could be improved and dominated to a noticeable degree.

Concerning the statistical analysis, the researchers concluded that EFL learners who experienced responsibility of taking charge of peers' learning process as a manifestation of cooperative learning strategy encounter enhancement in their own uptakes to a noticeable degree. They believed that responsibility put on the shoulder of the capable others worked and was very supportive for the peers and at the same time enhanced the criticality of the capable others as they played a dual role as learners in their routine class and also as facilitators in the extra curriculum class for the weak peers to compensate for their lack of dominancy on the grammatical points. The capable others displayed a supportive stance as the significant others

in order to enhance the uptake of the weak learners and acted as the pulled output. The pushed input would enhance the richness of the intake whereas the pulled output would enrich the richness of the uptake.

In EFL context of Iran, where exposures to authentic English language-use contexts are so rare, the command of EFL learners on English literacy and their linguistic competencies could be best judged through their proper reflection on the scenario before them, reflection which is rooted in their true understanding of the situation. What EFL learners digest from the bulk of information should move beyond the rough memorization of structures and lexicons, and even beyond the notion of pragmatics. It is mastery in reading and comprehending between the lines, and thoughtfulness. It is having increasingly a great command on thinking the way natives do in real-life contexts and making justifiable inferences as natives do. Having a thoughtful point of view towards the chunks of information is not an incidental phenomenon. It is tailored, achieved, and dominated through proper practice. Learning process and knowledge is not something that is landed down from one learner to another (Dillenbourg 1999), rather knowledge is co-constructed through interactions among collaborators i.e., from the capable and significant others to peers and the collaborators. In the present paper, the researchers concluded that implementing cooperative learning fashion through actively engaging the capable others in the learning of peers, Iranian EFL learners' responsibility index level was enhanced and the significant others' criticality triggered and dominated.

### Conclusions

The present study in line with the findings of the recent studies (Khairani & Abdullah, 2018) reconfirmed that through implementing cooperative learning, the criticality power of Iranian undergraduates enhanced to a significant degree; meanwhile as a limitation imposed to the present study, there was no proper instrument to measure the students' changes in their approaches to learning. This could be a good starting point for further research. In the constructivist's vein, any form of argument, engagement and positive adaptation is considered valuable learning opportunities and the vantage points on the practitioners' parts (Pritchard & Woollard, 2010), and from such point of pondering, the present study was partially successful. Meanwhile, the findings of this study reconfirmed that any change in the trend of instruction is not enough to suppress a surface accustomed approach and enhance a deep approach towards learning. In better words, practitioner's learning behaviors would in no way be affected through cooperative practices without their change in their motives which are considered as the vital element affecting the quality of their approaches to learning (Biggs & Tang, 2011). There could also be more studies and further researches on the elements affecting deep structures in changes of approaches to learning. There has always existed the dilemma of such construct as some scholars such as Race (2005) believes that cooperative learning might in turn have reinforced the "doing" without having significant impact on their "wanting". In better words, practitioners might have found much interest and more involvement in actively conducting the discussions, but at the same time, this does not necessarily mean to indicate that through the implementation of cooperative learning, their cognitive activities have been enhanced to a noticeable degree

(Meyer, 2009). Of course the responsibility index could be regarded as a thoughtful signal to trigger and initiate criticality and uptake. Hence, there is much room for further researches to delve into the point of discrepancy from different perspectives. Of course, implementing cooperative learning through responsibility index with female university undergraduates majoring in English translation discipline could be considered a major delimitation as this study tolerated such delimitation. Also the present study was conducted on English translation discipline, so the present study could be duplicated with the university undergraduates of other disciplines.

There are a plethora of studies conducted in this regard and the sophisticated stratified meta-analyses ascertained that higher academic achievements are manifested through cooperative learning modes rather than rivalry competitive fashions (Slavin, 1996; Springer et al., 1999; Roseth et al., 2008). The findings of the present study, in the same vein as the previous studies, could be a good point of departure for stake-holders, policy-makers and materials-developers to insert and accommodate some points of cooperative-learning and responsibility-provocative instances within the curriculum. Also the teachers and learners in Iran EFL context could utilize the procedures followed in the present study in order to make the most of their academic course uptake and through more involvement of significant others change their view of the world and gain more criticality stance. Even researchers and scholars might find it beneficial to replicate the present study and conduct further researches on other proficiency level rather than intermediate level investigated in the present study.

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