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Recommendations

Online Collaborative Learning strategy has proved to have many benefits in education as it allows instructors to flexibly and creatively deliver the content and maintain interaction with students. Therefore, it is recommended to train faculty members to use it in their courses. Attention should be paid to the improvement of the students' online learning skills, so that they can make use of them in studying their courses. Due to Covid-19 pandemic, many educational institutions around the world have provided many training and educational services online, this in turn represents a real opportunity to meet the challenges of distance education and investigate a number of field studies in this area.

Suggestions for further research

In the light of the findings obtained in the present study, the researchers suggest the following:

1. Investigating the impact of using OCL strategy in enhancing online self-regulation and self-efficacy for various grades and in various courses.
2. Determining the challenges that can meet students studying online.
3. Investigating the impact of various treatment on the correlation between students' online self-regulation and self-efficacy.
4. Investigating the impact of using a wiki-based program in enhancing English Majors' online self-regulation and self-efficacy.
5. Conducting a meta- analysis study to find out the core factors that affects students' higher order thinking skills in online learning.

successful experiences that led to the improvement of students' self-efficacy (Panadero, Jonsson, and Botella, 2017).

There was a positive correlation between students' self-regulatory skills and their self-efficacy before and after the treatment. This result came in accordance with (Artino & Mccoach, 2008; Sun & Rueda, 2012; Panadero, Jonsson & Botella , 2017; Su, et al. ,2018; Wong, et al., 2019; Ozer & Akcaycoglu, 2021). This correlation had not changed as both students' online self- regulated learning and their self-efficacy had improved due to the use of OCL strategy. However, more studies are still needed to investigate the impact of empirical treatment on the correlation between online self-regulation and self- efficacy.

Conclusion

This study comprehensively investigated the use of OCL strategy in improving Faculty of Education English majors' online self-regulation skills and self-efficacy. The number of students who were pre-post tested was sixty-two after excluding the dropouts. The results indicated the effectiveness of using OCL strategy in improving second year English majors' online self-regulation skills and self-efficacy. Based on the study findings the researchers assume that using OCL strategy is a suitable tool to prepare students to be lifelong learners which is considered an essential demand in the 21st century. It also confirmed that there was a positive correlation between students' OSRL skill and self-efficacy before and after the treatment.

Challenges

Throughout the experimentation there were two main challenges as sometimes few students were unable to engage in group activities due to problems related to internet connectivity. However, they could follow up with their peers asynchronously as they were able to find the material and the required tasks on the group. Furthermore, at the beginning of the treatment, distinguished students were afraid to share their contributions due to their fear of being imitated, but when they were informed about the guidelines and rules of OCL strategy students gradually participated and shared positively in the group.

select a stable, safe, quiet, and comfortable location where he/ she could navigate online to start the sessions.

In OCL students' task strategies were improved due to the use of modeling, prompting, thinking aloud, asking open ended questions, using graphic organizers, paraphrasing, reflecting on the shared materials and providing temporary support. These scaffolding techniques led to the improvement of students' task strategies (Sharon, Joseph and Elizabeth, 2011).

Students' time management skill had improved due to the timed activities and establishing deadlines for the completion of the learning tasks. They were provided guides of how to use their time effectively. Students' help seeking skill was improved because the instructor continuously encouraged them to pose questions related to the content and he provided immediate clarification. The instructor also provided immediate feedback and reinforced students' responses, this in turn allowed students to submit assignments after making appropriate changes (Sharon, Joseph & Elizabeth, 2011; Wong, et al., 2019). The instructor provided goals for quality of group work. Consequently, students' self-evaluation had been improved. The instructor helped students to monitor their learning goals and strategy use, and then make changes to these goals and strategies based on their learning outcomes (Zimmerman, 2002).

Generally, participants' online self-regulation skill had consistently improved through the use of OCL strategy. One explanation for this result may be the improvement of students' utilization of their learning strategies and self-assessment (Panadero, Jonsson, and Botella, 2017). In addition to, the cognitive prompts and the continues feedback helped learners to become more aware of their present learning conditions and take measures to improve their learning as a result of this feedback (Wong, et al. 2019).

Students responded interestingly to the instructor and their classmates while collaborating in the online sessions. Each participant presented his/her point of view after watching the uploaded You-tube videos or reviewing the pdf files. Furthermore, they had the chance to generate a range of divergent perspectives and share their educational experiences for example their lesson plans, their presentation and designing educational resources. All these learning outcomes are considered

used. A significant correlation between OSRL skills and Self-Efficacy is evident as ($r = 0.472$, $p < .01$) in the pre-measurement while ($r = 0.545$, $p < .01$) in the post measurement. To examine the statistical difference ($\alpha \leq .05$) between these correlation coefficients, Fisher's transformation formula is used. Fisher's transformation for Pearson correlation coefficient between OSRL skills and self-efficacy in the pre-measurement is (Z_1) =0.513 and Fisher's transformation for Pearson correlation coefficient between OSRL skills and self-efficacy in the post measurement is (Z_2) = 0.611, then Z value for the difference between these correlation coefficients is **(0.535)**. This value is less than Z value for 95 confidence interval (1.96), which indicates that there is no statistical difference between the correlation coefficients between participants' OSRL skills and their self-efficacy before and after using OCL strategy.

Discussion

This study was a quasi-experimental field study conducted to investigate the effect of using online collaborative learning strategy to improve Faculty of Education English Majors' online self- regulation and self-efficacy. Six online-self regulated learning skills namely 'goal setting', 'environment structuring', 'task strategies', 'time management', 'help seeking', and 'self-evaluation' were measured and improved.

Students' improvement in OSRL skills could be attributed to their engagement on the Facebook closed group *" Senior Teacher"* as they had an organizing interaction with their instructor, their peers, and the content. The interaction was generated from following the framework designed by the researchers. It clearly clarified the procedures that could be implemented in the light of the prescribed principles stated by Lock and Redmond (2012). The Framework also clearly specified both the instructor and the students' roles while using OCL strategy.

The procedures stated in the framework supported the improvement students' OSRL skills, concerning goal setting, goals can act as the standards that regulate learners' actions in the learning process (Schunk, 2001). In OCL, students started to set up their goals according to the prescribed task. They learned to develop 'to do list' to fulfill their goals. Students' environment structuring skill had also improved as they had to

Statistical analysis revealed that the OSRL sub skills had significantly improved using OCL strategy as Cohen's *d* ranged from 0.39 to 0.61. It indicates a medium effect size of using OCL strategy (Privitera, 2017). It could be concluded that the highest sub-skill that was improved is task strategies (Cohen's *d* =0.61 , ω^2 = .27). This indicates that OCL strategy explained 27 percent of task strategies skill variance. Additionally, the results revealed that the general component of OSRL had significantly improved using OCL strategy as (t = 10.51, p< .0٠1, Cohen's *d* = 1.34, ω^2 = .64). This indicates a large effect size of using OCL strategy in improving online Self-regulated learning skill as a higher factor (Privitera, 2017).

Hypothesis 2

To verify the second hypothesis "There is a statistically significant difference ($\alpha \leq .05$) between the study group's mean values of the pre-post administrations of the self-efficacy scale favoring the post administration", related samples t-test and two indicators of effect size: Cohen's *d* and ω^2 (See table 4) were used.

Table 4

Difference between self-efficacy before and after using OCL

Measure	Mean	SD	t-value	D.F	P.-value	Cohen's d	ω2
Pre	30.71	3.54	2.87	61	.006	0.37	0.11
Post	31.16	3.32					

Results revealed that the self-efficacy had significantly improved using OCL strategy as (t = 2.87, p < .01, Cohen's *d* = .37, ω^2 = 0.11). This indicates a medium effect of using OCL in improving students' self-efficacy.

Hypothesis 3

To verify the third hypothesis "There is no statistically significant difference ($\alpha \leq .05$) between the correlation coefficient of online self-regulation skills and self-efficacy before and after using OCL strategy ", Pearson correlation coefficients (r) in addition to Fisher's Z test were

Table (2)

Shapiro-Wilk Test of Normality

The measured variable	Statistic	D.F	P value
Pre online self- regulated learning	.962	62	.055
Post online self- regulated learning	.963	62	.056
Pre-self-efficacy	.970	62	.139
Post self –efficacy	.980	62	.396

To describe how far participants' scores shifted after treatment, Cohen's *d* was used as a measure of effect size in terms of the number of standard deviations that mean scores shifted, and to describe the percent of the depended variables scores variance that can be explained by using collaborative learning. Omega-Squared (ω^2) was used as it was $\omega 2 = \frac{t^2-1}{t^2+df}$ (Privitera, 2017:540).

Hypothesis 1

To verify the first hypothesis "There is a statistically significant difference ($\alpha \leq .05$) between the study group's mean values of the pre-post administrations of the OSRL scale favoring the post administration", related samples t-test and two indicators of effect size: Cohen's *d* and ω^2 were used (see table 3).

Table 3

The difference between OSRL skills before and after using OCL strategy

Skills	Measure	Mean	SD	t-value	D.F	P-value	Cohen's *d*	ω^2
Goal Setting	Pre	16.07	4.10	4.07	61	<.001	.52	.20
	Post	17.66	3.01					
Environment Structuring	Pre	14.52	2.73	3.05	61	.003	.39	.12
	Post	15.10	2.22					
Task Strategies	Pre	13.66	3.23	4.84	61	<.001	.61	.27
	Post	14.44	2.84					
Goal Setting	Pre	16.07	4.10	4.07	61	<.001	.52	.20
	Post	17.66	3.01					
Time Management	Pre	10.42	2.15	3.32	61	.002	.42	.14
	Post	10.95	1.58					
Help Seeking	Pre	13.79	3.12	4.16	61	<.001	.53	.21
	Post	14.42	3.10					
Self-evaluation	Pre	14.95	2.43	3.65	61	.001	.46	.17
	Post	15.60	2.08					
Total OSRL	Pre	83.40	9.96	10.51	61	<.001	1.34	.64
	Post	88.16	9.16					

to the rules that were assigned by the instructor at the beginning of the online sessions concerning giving feedback as students were asked to focus on positive points and avoid criticism.

Prompting questions were asked by the instructor and posted on the group such as: "What are the purposes of teaching listening?", "Do you think that teaching speaking is an easy task? Why?", "What are the reading strategies?" ,"What are literacy skills?", "What do teachers do when they start teaching writing to young learners?", "Why do you think that teaching vocabulary is essential in EFL classrooms?", "What are the main kinds of vocabulary?", "What is the importance of teaching grammar?", "What are the kinds of grammatical drills?", " What is meant by teaching grammar in context?". These questions helped to check students' understanding and maintain the flow of discussion.

Additionally, assignments were given to students to keep them involved in the subject matter and to check their understating of the content that was presented. An example of these assignments is a YouTube video about 'Global Warming' as students were asked to write a lesson plan to present this topic to grade four and post it on the group.

Post-testing

An online survey was employed to collect data from the participants after immediately the experiment using Google Forms.

Results

SPSS version 25 was used to analyze the data. Related samples t-test was used to examine the significance of the difference between mean of pre- and post-measurements. Pearson correlation coefficients (r) in addition to Fisher's Z test were used to examine the significance of the difference between correlation coefficients. To examine the normality of scores distributions as precondition to use parametric tests, Shapiro-Wilk test was used to explore the differences between scores distribution of the measured variables (OSRL and self-efficacy) and the normal distribution whether in the pre and post measurement as P value was > 0.05 as shown in table (2), that means the data was normally distributed.

entrance onto the group, assigned tasks where students had to think and interact , posted videos related to the course topics such as lesson planning, lesson presentation, classroom management, assessment, teaching listening, speaking, reading and writing ….etc. In each topic the instructor asked students to watch videos and write down their reflections. They had also the opportunity to share their experiences on the prescribed topics. A number of open ended questions were posed to simulate students' discussion and interaction.

Pre-testing

An online survey was employed to collect data from the participants using *Google Forms* at the beginning of the second semester 2020. Students' names were added in the form as to compare their scores before and after the experimentation. It was confirmed that the data would be used for scientific reason so that students could safely write down their personal information.

Experimentation

Throughout the experimentation**,** participants had to get access to the closed Facebook group "*Senior teachers*". For the participants, the novelty of the experience was unlike anything they practiced before. This type of learning was new to many of the participants. Participants received ten online sessions in the Micro teaching course (2) where they had the opportunity to watch YouTube videos that were carefully selected and posted by the instructor around the issues of the course such as: "Five steps to improve English listening –How to improve your English listening?" ,"Conversation Skills in English-Hesitation devices", "Five reading activities to increase engagement"," Six ways to start a sentence: Learn to write", "The writing process: Process Vs. Product", "Paragraph writing: How to write a good paragraph?", "How to introduce vocabulary words?", "Using Flashcards effectively in EFL classrooms" and "How to teach grammar effectively?". Through these YouTube videos students could construct and regulate their learning. Students also were encouraged to write down their reflections on the content of these videos (Samples of students' reflections and interaction on the group are included in appendix D).

In the light of these videos, students were asked to design their own educational resources and post them on the group. They were asked to estimate their own products as well as their peers. Students had to stick

No.	OCL principles (adopted from Lock and Redmond 2012)	Procedures	The instructors' role	The students' role
5	Scaffolding learning: Supporting or structuring activities to foster deep learning.	• Extending students' understanding of the topic under discussion.	• use scaffolding techniques such as modeling, prompting, thinking aloud, asking open ended questions, using graphic organizers, paraphrasing, and providing temporary support.	• participate in online discussions. • post and share their educational experiences for example their lesson plans, lesson presentations and educational resources between their peers.
6	Participating in critical discourse:	• Integrating prior knowledge and other perspectives to create new knowledge.	• use probing techniques, prompting, clarifying, and refocusing. • provide continues feedback • making use of reinforcement techniques.	• explore new ways of doing things. • make use of peer and self-assessment.
7	Knowledge in action: Activities such as creating and problem solving.	• Using activities that stimulate higher order thinking skills • Involving learners in a self-judgment (self-evaluation) process.	• post materials such as You-tube videos and Pdf files and ask for reflection. • ask leading questions. • asking Open-ended questions.	• seek conceptual knowledge to solve problems.

The main features of the online sessions

Participants of the current study had to get access to ten online sessions that were conducted on a Facebook closed group namely" *Senior teachers*". In the OCL sessions the instructor monitored students'

No.	OCL principles (adopted from Lock and Redmond 2012)	Procedures	The instructors' role	The students' role
3	Creating and sustaining a learning community: People are learning to effectively communicate and collaborate with each other in support of their own learning.	• Asking analytical questions to deepen the discussion and understanding of the topic. • Involving students in self-control process (i.e., self-instruction, imagery, attention focusing and task strategies) and self-observation (self-reordering and self-experimentation).	• monitor learners' participation and respond accordingly by comments that help students develop their thinking around the topics.	• reflect on his/ her classmates' ideas; agree or disagree, clarify question, critique, or reject some ideas and identify relationships between ideas. • Share in online group discussion.
4	Exploring cognitive presence: Activities and strategies for critical thinking building of knowledge and application.	• Using probing techniques to maintain discussion. • Using Brainstorming.	• ask reflective questions that evoke students' critical thinking.	• The group members synthesize their ideas and knowledge.

A Framework for instructors influenced by OCL (Developed by the researchers)

No.	OCL principles (adopted from Lock and Redmond 2012)	Procedures	The instructors' role	The students' role
1	Fostering social presence: Feeling connected or real during online discussion.	• Creating a stable platform where both the instructor and students can be fully engaged in online discussion. • Dividing students into groups.	• establish rules for interaction on the prescribed Facebook closed group. • provide clear guidelines on student online behavior. • provide technical support. • provide Multimedia resources to foster students' cognitive and emotional engagement. • assign roles to the groups. • explain the purpose of discussion.	• work collaboratively in groups. • share positively in online discussion.
2	Developing and maintaining teaching presence.	• Engaging students in group discussion on a specific topic. • Using instructional strategies to create educational experiences. • Involving learners in task processes such as (goal setting and strategic planning).	• choose appropriate topics that complement and expand issues in the study material.	• present his or her point of view after watching the uploaded You-tube videos or PDF files. • express his/ her own ideas and generate a range of divergent perspectives.

Schwarzer, Mueller & Greenglass (1999) compared the psychometric properties of the questionnaire using data collected on the Internet with data collected in the traditional paper-and-pencil setting. It was found that the psychometric properties investigated in this study were satisfactory. Internal consistencies, item-total correlations, and factor loadings indicated that the General Self-Efficacy questionnaire could be seen as homogeneous and one-dimensional. In the recent study, the original form of the questionnaire was used, and Cronbach's alpha coefficient was estimated (.72) in addition to test-retest coefficient with two months interval (.65).

Material

A teachers' guide (Appendix C) was designed in the light of a framework presented by the researchers. In this framework, a number of procedures were established as an implication of the OCL principles adopted from Lock and Redmond (2012) as illustrated in figure 1 . The roles of both the instructor and the students were specified. Both the framework and the teachers' guide were evaluated by five TEFL staff members.

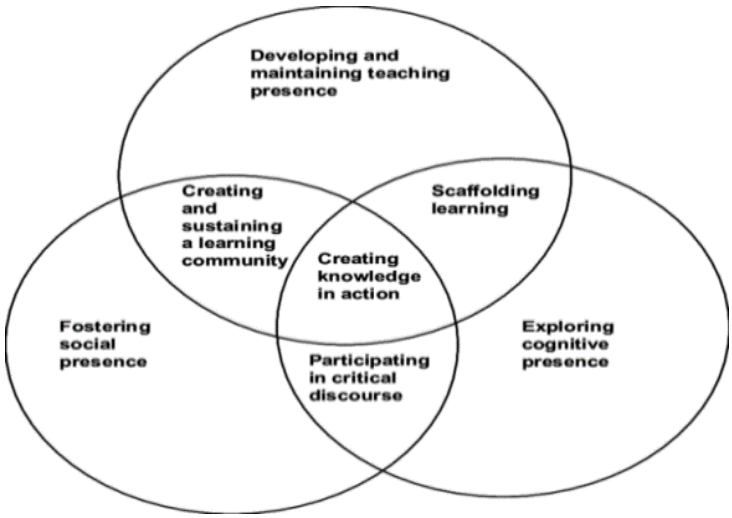

Figure (1): Online Collaborative Learning Framework Lock and Redmond (2012)

Likert type response format. The scale ranged from strongly agree (5) to strongly disagree (1). The OSRLQ consisted of six subscales including 5 items for “Goal setting”, 4 for “Environment structuring”, 4 for “Task strategies”, 3 for “Time management”, 4 for “Help seeking”, and 4 for “Self-evaluation". The OSRLQ has good internal structure validity evidence. It was widely used in several studies (Martinez-Lopez, et al. 2017).

The original form of the questionnaire was used to get benefit from its validity. To make sure of the intelligibility of the items, and reliability estimation data was collected from 50 students in third year English majors. As an open-ended question attached at the end of the questionnaire: *"what are the unfamiliar words or expressions that you could not understand?"* All the responses confirmed the intelligibility of the items. Cronbach’s alpha coefficient was used in addition to test-retest coefficient with two months interval. Table (1) illustrates the values of these coefficients.

Table 1

Internal Consistency and Test-retest Coefficients OSRLQ

Scale	Cronbach’s alpha	Test-retest coefficient
Goal setting	.77	.72
Environment structuring	.85	.65
Task strategies	.76	.67
Time management	.81	.68
Help seeking	.68	.75
Self-evaluation	.72	.76
Total Score of OSLQ	.78	.71

It is concluded from the above table that the values of the reliability coefficients are acceptable as Nunnally (1978) suggested that reliability of 0.7 or above is acceptable when used in social science research.

The General Self-efficacy questionnaire (Appendix B)

The General Self-efficacy questionnaire (GSEQ) was adopted from Jerusalem & Schwarzer (1992). It aimed to measure students' general self-efficacy in online learning environment. It consisted of ten 4 Likert scale items measuring one factor. It had high criterion validity and high internal consistency. It was translated into various languages and was used in a wide range of studies (Luszczynska, Scholz & Schwarzer, 2005).

Online Self-regulation

Self-regulated learning is a set of proactive processes that students use to acquire academic skills, such as setting goals, selecting, deploying strategies, and self-monitoring of one's own effectiveness (Zimmerman, 2002).

It is also defined as" the skill of an individual to effectively engage in metacognitive regulation (planning, monitoring, evaluating) in service of controlling or regulating one's ability to successfully set and achieve learning goals. Self-regulated learning refers to self-generated thoughts, feelings, and actions for attaining one's learning goals" (Zimmerman & Moylan, 2009, p. 299).

In the recent study, online self-regulation is operationally defined as the skill of students to demonstrate and exhibit goal setting, environmental structuring, task strategies, time management, help seeking, and self-evaluation in an online environment (Barnard, et al., 2009).

Self-efficacy

Self-efficacy is an individual's belief in his or her ability to accomplish a certain task and to produce designated levels of performance with the skills he or she has (Bandura, 1986).

It is operationally defined in the study as an individual's belief judgments of his or her abilities to use skills including computers and information technologies as well as the ability of students to perform a novel or difficult tasks or cope with diversity (Bandura, 1994).

Method

Research Design

The quasi-experimental design is adopted, as it is suitable for the present study. The one group pretest -posttest design was chosen to determine the effect of the treatment or intervention on the study.

Participants

Sixty-two students enrolled at second year English majors' primary education program participated in the study acted as one group research design.

Instruments and Materials

The OSRL Questionnaire (Appendix A)

The OSRL Questionnaire was adopted from Barnard, et al. (2009). It was used to assess students' goal setting, environment structuring, task strategies, time management, help seeking and self-evaluation in the online learning context. It consisted of twenty four items with a 5-point

Objectives

The present study aimed to identify:

1. The effect of using OCL strategy in improving Faculty of Education English majors' online self-regulation skills.
2. The effect of using OCL strategy in improving Faculty of Education English majors' self-efficacy.
3. The effect of using OCL strategy in the correlation between English majors' online self-regulation and their self-efficacy.

Significance

The importance of the current study emerged from the following points:

1. The study fills the gap in the review of literature about studies that tried to investigate the effect of using OCL strategy in improving English Majors' online self-regulation and self-efficacy.
2. The study provides a framework that helps instructors to effectively apply OCL strategy in their EFL classrooms.
3. The study highlights the importance of developing self-learning skills in the context of online learning and self-efficacy which in turn enhances students' online self-regulation.
4. The study highlights the effect of the treatment on the correlation between the psychological variables.

Delimitations

1. Second year English major primary Education program.
2. Using Facebook as one of the popular social platform as most students have Facebook accounts.
3. The study was conducted in the microteaching course 2
4. The implementation of the study was in the second term of the academic year 2019-2020.Ten sessions; 2 hours per session.

Definitions of Terms

OCL Strategy

Harasim (2012) defined OCL as a model of learning in which students are encouraged and supported to work together online to create knowledge, to invent, to explore ways to innovate and, to seek and co-construct knowledge. This definition is adopted in the study.

self-regulation and self-efficacy using the suitable learning strategy, students can become lifelong learners.

However, there are not sufficient studies that are conducted to specify which learning strategy that can help in developing these skills, as it is axiomatic that these skills cannot be developed haphazardly but they require a context where interaction between students and the learning tasks. Students' self- efficacy can be developed through succeeding in new experiences. The more students overcome challenges the more they become self-efficacious in reaching their desired goals. Thus, the current study aims to identify the effect of using online collaborative learning strategy in improving English majors' online self-regulation and self-efficacy.

Statement of the Problem

Based on the benefits of using online collaborative learning strategy in higher Education, and the need to develop students' online self - regulation and self-efficacy especially with the digital transformation, the present study attempts to develop English majors' online self-regulation and self-efficacy through the use of Online collaborative learning strategy.

Hypotheses

1. There is a statistically significant difference ($\alpha \leq .05$) between the study group's mean values of the pre-post administrations of the OSRL scale favoring the post administration.

2. There is a statistically significant difference ($\alpha \leq .05$) between the study group's mean values of the pre-post administrations of the self-efficacy scale favoring the post administration.

3. There is no statistically significant difference ($\alpha \leq .05$) between the correlation coefficient of online self-regulation skills and self-efficacy before and after using the OCL strategy.

regulated leaning competence and academic achievement in both conventional and online contexts.

Su, et al. (2018) explored the relationship between online self-regulation and self-efficacy in the context of learning English as a Foreign Language (EFL). The findings revealed the intricate relationship between online self-regulation and self-efficacy among the EFL learners, and further highlighted the positive role of learners' self-evaluation, environment structuring and goal setting for explaining their English language self-efficacy.

Ozer & Akcaycoglu (2021) also examined the potential relationships among foreign language, FL self-efficacy, self-regulation, class attendance and academic achievement in English language. It was astonishing to discover that FL self-efficacy was the most important factor in predicting EFL students' academic achievement.

The above-mentioned review of literature on the area related to OCL, online self-regulation and self-efficacy provided knowledge and confidence in stating the hypotheses of the present study. It also revealed that few studies were conducted on the effect of OCL strategy in improving EFL students' online self-regulation and self-efficacy in the Egyptian context. Therefore, the current study sought to fill this gap. The current study was similar to the previous studies as it focused on the same variables, but it aimed to investigate them in different context. It also aimed to find out the difference between the correlation of both students' online self-regulation and self-efficacy before and after the treatment. Moreover, the current study offered a Framework to point out and manifest to EFL instructors how they could skillfully use the OCL strategy in teaching their courses.

Context of the Problem

In this digital age, the explosion of information and advancement of technology require people to learn continuously and perform effectively as active learners. Online learning satisfies students' need to be lifelong learners. Furthermore, the previous review of literature and related studies proved the significant role of both self-regulation and self-efficacy in the success of online learning. With fostering students' online

poor completion rates. Through surveying 643 MOOC students, the study aimed to understand the differences in the use of SRL between those who completed their courses and those who did not. Goal setting as a subcomponent of self-regulated learning was shown to be used considerably more frequently by MOOC completers. Task interest / values, causal attribution, time management, self-efficacy, and goal fulfillment are other SRL sub-processes. The findings shed the light on learners' perceptions on the importance of SRL sub-processes in reaching course completion.

Su, et al. (2019) used a mixed research method to examine the relationship between learner's online self-regulation and their attitude toward learning through wiki-based literature circles activities and used wiki-based literature circles as an instructional method to engage EFL learners in collaborative learning. The findings revealed that students had a good attitude toward learning through wiki-based literary circles in terms of perceived usefulness, self-efficacy, affection, and behavior, and there was a positive correlation between self-regulated learning skills and attitudes among students.

Some studies were interested in the factors that support students' self-regulated leaning competence and self-efficacy such as the study conducted by Panadero, Jonsson, and Botella (2017) who established a meta-analytic review of the effects of self-assessment on students' self-regulated learning and self-efficacy. Their findings highlighted the relevance of self-assessment treatments in encouraging students to utilize learning strategies and their impact on motivational factors like self-efficacy.

Wong, et al. (2019) also presented a systematic review of studies on approaches to support self-regulated learning in multiple types of online learning environments. The results highlighted the significance of cognitive prompts, cognitive ability, self-efficacy feedback on SRL, as learners become more aware of their present learning condition and take measures to improve their learning as a result of feedback.

Several studies have been directed to investigate the correlation between self-regulation and self-efficacy as it was concluded from the study conducted by Artino and Mccoach (2008) that task value and self-efficacy have been shown to be important predictors of students' self-

conducted by Sun and Rueda (2011) as they examined the relationships among motivational and learning variables (interest, self-efficacy and self-regulation) and three forms of student engagement (behavioral, emotional and cognitive) in a distance education setting. Situational interest and self-regulation were found to be significantly correlated with the three types of engagements, while computer self-efficacy did not appear to be associated with any of those engagement variables. Results suggested that online activities such as multimedia and discussion boards may enhance emotional engagement; therefore educators should identify students who are taking online courses for the first time and provide necessary technical help to increase their emotional engagement, and that it is important for educators to offer student strategies for increasing their self-regulation in distance education environments.

Saba (2012) additionally investigated the effects of E-learning systems and self-efficacy on students' outcomes in university online courses. The results indicated that system quality, information quality, and computer self-efficacy all affected system use, user satisfaction, and self-managed learning behavior of students.

In the same context, Broadbent and Poon (2015) developed a systematic review about self-regulated learning skills and academic achievement in online higher education learning environments. After reviewing twelve studies, they found out that the strategies of time management, metacognition, effort regulation and critical thinking were positively correlated with academic outcomes and peer learning had a moderately positive effect whereas rehearsal, elaboration and organization had the least empirical effect.

You (2016) conducted a study to find out that self-regulated learning is a critical factor to success in online learning. A survey was administered to 530 college who took an online course. The results demonstrated that students' regular study, late submissions of assignments, number of sessions, and proofreading predicted their course achievement. These findings verified the importance of self-regulated learning.

Handoko, et al. (2019) conducted a study to identify the role of self-regulated learning in student performance in Massive Open Online Courses (MOOC). They concluded that, despite delivering advanced education to learners all around the world, MOOCs have particularly

students are engaged in robust authentic learning where they can learn with and from their instructor as well as their peers. Thus, the current study aimed to assess and improve Second year English majors' OSRL skills including, goal setting, environment structuring, task strategies, time management, help seeking, and self-evaluation as well as their self-efficacy through the use of OCL strategy.

Literature review

The following review covers the studies that were conducted in the areas of using OCL strategy in educational settings. It tries to point out the studies that highlighted the role self-regulated learning and self-efficacy in online learning. Studies highlighting the factors that support students' self-regulation and self-efficacy were also reviewed. Finally, the studies directed to investigate the correlation between these two variables were also manifested.

There is a recent interest concerning the factors that affect using OCL in educational settings. For example, Margaliot & Gorev (2020) conducted a study to examine teacher's motivation to collaborate depends on their beliefs about its contribution to learning and teaching. This mixed method study applied cognitive orientation (CO) theory to measure 2666 pre-service teachers' willingness to engage in OCL after experiencing it. Teachers' willingness to engage in OCL composed of four types of beliefs: one's own functionality, one's experience with OCL, the ideal collaborative functioning of the group, and OCL goals. They recommended demonstrating ways to enhance teachers' willingness to engage in OCL.

Ma, et al. (2020) also conducted an empirical study on the effect of group awareness in Computer-Supported Collaborative Learning (CSCL) environments. The study proposed a model on group awareness to feedback information of group learning status with charts or diagrams, including the cognitive awareness, social awareness, and behavioral awareness, to support students' self-regulated learning and group interaction. The results revealed that the model had a significant effect on enhance motivation and improving interaction quality.

Numerous studies were conducted to investigate the role of both self-regulated learning and self-efficacy in online learning such as the study

On the other hand, students who lack self-regulatory learning abilities may misinterpret the autonomy of the online learning environment and, as a result, may fail to complete the required learning activities in online courses (Barnard, et al., 2009). However, the role of self- regulatory skills in the online learning environment has not received the same attention as it does in the conventional face-to- face environments.

From the previous review it is evident that online self-regulated learning (OSRL) has a crucial role in students' success in online learning. There is another important factor linked to self-regulate learning is self-efficacy (Shea & Bidjerano, 2008). As self-efficacy influences the decisions learners make and the courses of action they pursue, it is a significant contributing element to learners' success in education (Pajares, 1996).In the same context, several research studies confirmed that self-regulated learning skills and self-efficacy affect the online learning outcomes such as (Yukselturk & Bulut 2007; Kistsantas & Chow, 2007; Crippen, et al.,2009; Cho & Shen, 2013; Joo, Lim & Kim, 2013).

According to Bandura's cognitive theory, self-efficacy has been widely defined as individual's views about their own agency or evaluation of one's skills to organize, and execute courses of action required to attain designated types of performance (Bandura, 1986). In this sense Zimmerman & Schunk (2001) perceive self-efficacy as motivation for learners' choice to initiate and persist with self-regulation.

In this respect, Schunk (2005) stated that self-regulated learners are more self-efficacious for learning than are students with poorer self-regulatory skills; the former believe that they can use these skills to help them learn. In other words, students who are confident in their ability to learn are more motivated to engage in the learning process and continue in accomplishing difficult academic tasks. As a result, these students are more prepared to flourish in an online learning environment (Chu & Chu, 2010). Eom (2012) also found that Self-regulated learners possess three self-regulatory attributes (Self-efficacy, self-awareness and resourcefulness), which drive learners' self-regulatory processes (attributions, goal setting and self-monitoring).

In the OCL environment students would be fully engaged in collaboratively constructing meaningful and worthwhile knowledge as

Research on self-regulated learning indicates that it is viewed as especially important during personal directed forms of learning such as discovery learning, self-selected reading, or seeking information from electronic sources. It has also been described as an active, constructive process whereby students set goals for their learning based on past experiences and the contextual features of the current environment. These learning goals then serve as benchmarks against which academic progress is compared (Green & Azevedo, 2007; Zimmerman 2008).

Self-regulated learning is a cyclic process which comprises three key phases namely; planning, monitoring, and evaluating. From one phase to the next, self-reflection is a crucial process that accompanies each phase because it links advanced learners' metacognitive knowledge (what they know) and their self-regulation (what they do and how they prepare for learning). This suggests that reflection is not a fourth phase, separate from other phases in the self-regulated learning SRL cycle, but automatically happens through the SRL.

Wang and Zhan (2020) emphasized that in the field of educational psychology, self-regulation in foreign language means a self-directed process that learners adopt to trigger and preserve their cognition, emotions and behaviors so as to attain their specific Foreign Language learning goals.

Despite the numerous advantages of online learning, its success relies on learners' capacity to engage independently and actively in the learning process (Wang, Shannonm & Ross, 2013). Online learners are required to be more independent, autonomous and self-directed (Serdyukov& Hill, 2013). It is therefore important for them to have self-regulated learning skills to control, manage, monitor and plan their learning actions compared to their conventional classroom peers (Ally, 2004).

In the same vein, self-regulated learners, according to Artino & Stephens (2009), are committed participants who proficiently control their own learning experiences in a variety of contexts, including organizing and rehearsing information to be learned; monitoring their thinking processes and seeking help when they do not understand; and holding positive motivational beliefs about their abilities.

and integrates theories of cognitive development that focus on conversational learning conditions for deep learning development of academic knowledge and knowledge construction". (p: 90)

In 2006, Redmond and Lock first published their flexible framework for online collaborative learning entitled the Online Collaborative Learning Framework. The framework is grounded in a social constructivist approach to learning in technology –enabled learning environment. In fostering this approach to learning requires creating learning conditions that engage students in active learning and using higher order thinking to foster deep meaning learning (Lock & Redmond, 2021)

Online learning entails high degrees of initiation, organization, and regulation of studying by students, and this self-regulation is the focus of online learning as students need to be more responsible for their studies due to the autonomous nature of the learning environment (Artino & Ioannou, 2008; Dabbagh & Kitsantas, 2004). According to (Breslow et al., 2013; Jordan, 2014). Learning online involves unique obstacles, and learners may require some sort of supplementary help to be successful.

Self-regulation refers to self-managing behavior, motivation, and cognition (Zimmerman, 2002). It was suggested by numerous research studies that self-regulation in distance learning may be more important than in traditional face-to-face learning because of the changing role of students from passive learners to active learners (King, Harner & Brown 2000; Jonassen, et al. 1995) as E-learning systems placed more responsibilities on learners in the learning process.

Moreover, several researchers such as (You & Kang, 2014; Rakes & Dunn, 2010; Sun, Tsai, Finger, Chen, & Yeh, 2008; Yukselturk & Bulut 2007) have investigated the factors that are important to improve online learning and have found self-regulation to be a crucial factor. Additionally, Dabbagh & Kitsantas (2004) have claimed that in a web-based learning environment, students must exert a high degree of self-regulatory skills to fulfill their learning goals, whereas in conventional face-to-face classroom settings, the instructor exercises significant control over the learning process and is able to closely monitor student attention and progress.

Introduction

Covid-19 pandemic necessitates relying heavily on online learning which acts as a challenge to both instructors and students. Instructors are required to use innovative teaching strategies while students have to possess and develop a number of learning strategies that enable them to take responsibility of their learning and master online learning strategies.

Online learners use the internet to deliver a variety of activities such as group discussions, content sharing, and interaction with instructors or peers, and many others (Roach & Lemasters, 2006). The active role of online learners may contribute to a fuller account of knowledge construction in technology-mediated environments leading to create a community of inquiry (Shea & Bidjerano,2008).

The introduction of more flexible approaches to learning and greater use of online tools offers new opportunities for student collaboration and new challenges for teachers supporting group work. (Bonk, et al., 2001; Collis, 1996). Online Collaborative Learning (OCL) is a pedagogy in which learners collaborate online to define and promote a shared understanding of topics, analysis concepts, solve problems, and formulate explanations for various phenomena (Harasim, 2012; Scardamalia & Bereiter, 2006; Xie, et al., 2018). In OCL, learning takes place through collaborative discourse. OCL is more than just a way for learners to communicate and share information; it is also a way for them to co-create new knowledge by sharing problems and solutions online. (Kurucay & Inan, 2017; Lee & Tsai, 2011).

Harasim (2012) *described OCL as follows "OCL theory provides a model of learning in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to innovate, and by so doing, to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer. While OCL theory does encourage the learner to be active and engaged, this is not considered to be sufficient for learning or knowledge construction. In the OCL strategy, the teacher plays a key role not as a fellow-learner, but as the link to the knowledge community, or state of the art in that discipline. OCL builds on*

استخدام إستراتيجية التعلم الإلكتروني التشاركي في تنمية التعلم المنظم ذاتيا عبر الانترنت والكفاءة الذاتية لدي طلاب كلية التربية تخصص اللغة الانجليزية

مستخلص البحث

هدفت الدراسة الحالية إلى التعرف إلى أثر فاعلية استخدام إستراتيجية التعلم الإلكتروني التشاركي في تدريس مقرر التدريس المصغر(٢) لتنميـــة التعلم المنظم ذاتيا عبر الانترنت والكفاءة الذاتية لدي طلاب كلية التربية تخصص اللغة الانجليزية. وتبنت الدراسة الحالية المنهج شبه التجريبي، حيث شارك في الدراسة إثني وستون طالب وطالبة من طلاب الفرقة الثانية بشعبة التعليم الأساسي تخصص اللغة الانجليزية في الفصـــل الدراسي الثاني من العام الأكاديمي ٢٠١٩ – ٢٠٢٠م، حيث شكلوا مجموعة تجريبية واحدة. ولتحقيق أهداف الدراسة تم استخدام مقياسين: مقياس التعلم المنظم ذاتيا Barnard, et al. (2009)، ومقياس الكفاءة الذاتية Jerusalem & Schwarzer (1992). وتلقي الطلاب عشر محاضرات على مدار الفصل الدراسي في تدريس مقرر التدريس المصغر باستخدام استراتيجية التعلم الالكتروني التشاركي بواقع ساعتين لكل محاضرة من خلال التفاعل عبر مجموعة مغلقة على الفيس بوك. وقد أظهرت النتائج وجود فروق ذات دلالة إحصائية بين متوسط درجات الطلاب في التطبيق (القبلي– البعدي) في مهارات التعلم المنظم ذاتيا والكفاءة الذاتية لصالح التطبيق البعدي. كما توصلت نتائج الدراسة إلى عدم وجود فروق ذات دلالة إحصائية بين ارتباط التعلم المنظم ذاتيا والكفاءة الذاتية قبل وبعد استخدام إستراتيجية التعلم الالكتروني التشاركي. وقد اختتمت الدراسة بمجموعة من التوصيات ومقترحات لأبحاث مستقبلية.

الكلمات المفتاحية: إستراتيجية التعلم الالكتروني التشاركي– التعلم المنظم ذاتيا عبر الانترنت– الكفاءة الذاتية

Using Online Collaborative Learning Strategy to Improve Faculty of Education English Majors' Online Self- Regulation and Self-Efficacy

Abstract

The purpose of the study was to investigate the impact of using online collaborative learning (OCL) strategy in teaching the microteaching course (2) to improve Faculty of Education English Majors' online self-regulation and self- efficacy. The present study adopted the quasi-experimental research design. Sixty-two English majors were enrolled at the second year primary education program during the second term of the academic year 2019-2020 acting as one study group participated in the study. Two questionnaires were used: an OSRL questionnaire adopted from Barnard, et al. (2009) and a self-efficacy one which was adopted from Jerusalem & Schwarzer (1992). Students delivered ten online sessions, two hours each through a Facebook closed group created by the instructor namely "*Senior teachers*" in the Microteaching course2. The findings showed a considerable statistical improvement favoring the post administrations of the two questionnaires. Moreover, there was a moderate positive correlation between students' online self-regulation and their self-efficacy before and after the treatment.

Keywords: *Online Collaborative learning (OCL) - Online self-regulated learning (OSRL) - Self-Efficacy.*

Using Online Collaborative Learning Strategy to Improve Faculty of Education English Majors' Online Self- Regulation and Self-Efficacy

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